

 CAMBRIDGE

Official
Cambridge
Exam
Preparation

B1 Preliminary

for Schools

Trainer

Six Practice Tests with answers
and Teacher's Notes

Second edition



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For the revised exam from 2020

1





CAMBRIDGE

B1 Preliminary for Schools Trainer

**Six Practice Tests with answers
and Teacher's Notes**

Second edition



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Six Practice Tests with answers
and Teacher's Notes

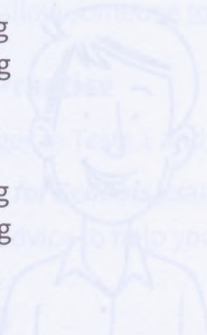
Second edition

Downloadable Audio

www.cambridge.org/preliminaryforschoolstrainer/

Complete audio for the listening and speaking
tests on a computer or device.

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Who is this book for?

If you are aged between 11 and 15 and want to take **B1 Preliminary for Schools**, 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 **B1 Preliminary for Schools**. So, complete all the exercises, then do all the practice papers. If you train and work hard, you will soon be ready to take **B1 Preliminary for Schools**!

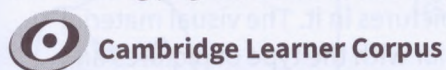


How do I use this book?

First do the exercises on each **Training** page. Then do the task on the **Exam Practice** page and check your answers.

Tests 1–2: Training

On Training pages (Tests 1 and 2 only), you will find:



This shows information about mistakes that some **B1 Preliminary for Schools** candidates make. If you do these useful exercises, you will learn not to make these mistakes when you do the exam.

TIP

This provides ideas to help you do well in the exam. For example: *If you find it difficult to talk about one of the pictures, quickly move onto another picture.*

Remember

This gives a quick reminder about grammar points or vocabulary that you should learn. For example: *We can say allow someone to do something or let someone do something (without to).*

Tests 1–2: Exam Practice

On Exam Practice pages in Tests 1 and 2, you will find:

- a **B1 Preliminary for Schools** exam task for you to try and complete
- further tips and 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 some complete **B1 Preliminary for Schools** Practice Tests.

Tests 3, 4, 5 and 6 are just like real **B1 Preliminary for Schools** Reading, 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 record your scores:

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

Other features of the *B1 Preliminary for Schools Trainer*

● Visual material

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

● Teacher's Notes and Key

You will find the answers to the exercises and Practice Tests in this part of the book. The teacher's notes also explain why some answers are wrong. You will find more Cambridge Learner Corpus information here too.

● Sample Answer Sheets

Look at these to see what the *B1 Preliminary 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 also need to listen to these to complete some of the Training exercises and to hear a demonstration of each part of the Speaking test.

● Audioscripts

Read the audioscript after you have done a listening exercise. Find the answers and the information that is wrong. This should help you hear the right answers the next time you practise.

The structure of the *B1 Preliminary for Schools* exam

The *B1 Preliminary for Schools* exam has four papers:

Reading: 45 minutes

There are six parts to the Reading test and you will need to be able to read and understand a range of texts from short notices and messages to longer articles from brochures, magazines and newspapers. For two of the parts you will also have to choose the correct words to complete a text – in one, you choose from the words provided and in the other you use your own words.

Writing: 45 minutes

In the two parts of the Writing test you will write an email and an article or a story, each about 100 words long.

Listening: 30 minutes (approximately)

In the four parts of the Listening paper you will need to be able to listen and understand people who are talking together and people who are giving information about something. You will have to choose or write the answers to the questions which are about what these people say. Don't worry! The people talk about everyday topics, speak clearly and don't talk fast.

Speaking: 12 minutes (pairs) 17 minutes (groups of three)

You will need to be able to listen and understand what the examiner is saying. You will have to answer some questions about yourself, and you will need to speak on your own about a photograph. You will then be given some pictures to look at and you will use the pictures to do a speaking task with another candidate. In the final part you and the other candidate will answer questions based on the topic in the pictures. Usually candidates take the Speaking test with just one other candidate, but sometimes they do it in groups of three. For this reason there are additional pictures for Candidate C in this book.



Frequently asked questions



Is my English good enough for
B1 Preliminary for Schools?

The level of the exam is Council of Europe Level B1. At B1 level, students can:

- understand the main points of straightforward instructions or public announcements
- understand instructions in classes and on homework given by a teacher
- understand factual articles in magazines and letters from friends expressing personal opinions
- understand most information of a factual nature in their school subjects
- ask simple questions and take part in factual conversations in school
- talk about things such as films and music and describe their reactions to them
- write letters or make notes on familiar or predictable matters
- take basic notes in a lesson
- write a description of an event, for example a school trip.

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 B1 level 'Can Do' statements above simply help teachers understand what **B1 Preliminary for Schools** candidates should generally be able to do at this level.

What grade do I need to pass
B1 Preliminary for Schools?



There are two passing grades for **B1 Preliminary for Schools**: Pass with Merit and Pass. Candidates who don't get a passing grade but show that they have ability in English at a slightly lower level (Council of Europe Level A2) get level A2 on their certificate. Candidates who score below level A2 get a fail grade.

Basic user		Independent user		Proficient user	
A1	A2	B1	B2	C1	C2
	A2 <i>Key for Schools</i>	B1 <i>Preliminary for Schools</i>	B2 <i>First for Schools</i>		



What marks do I need to pass each paper, and to pass the exam?

Candidates do not have to get a certain mark to pass each paper in the exam. The final mark for **B1 Preliminary for Schools** is the total number of marks from all four papers: Reading, Writing, Listening and Speaking. There are an equal number of possible marks for each paper in **B1 Preliminary for Schools**.

How can I find out about my performance in each paper of *B1 Preliminary for Schools*?



Before you get a certificate you will get a Statement of Results telling you how well you did in **B1 Preliminary for Schools**. As well as your result and your score out of 100, it also gives you your 'Candidate Profile'. This is an easy-to-read graph that shows how you performed in all the papers of the exam compared to all the other candidates taking the same exam. If you do not get the score that you wanted, the Candidate Profile will show you which of the skills (reading, writing, listening and speaking) you did well in and which you need to improve.

Is *B1 Preliminary for Schools* suitable for candidates of any age?



B1 Preliminary for Schools is more suitable for students who are at school and aged from 11–15. To make sure that the material is interesting for this age group and not too difficult or too easy for the B1 level, all the parts of the Reading, Writing, Listening and Speaking papers are pre-tested. This means that different groups of students try the materials for each part of the tests first. The material will then only be used in real exams if the results of the pre-tests show that they are suitable for candidates who want to take **B1 Preliminary for Schools**.

Can I use pens and pencils in the exam?



In **B1 Preliminary for Schools** candidates must use **pencil** in the Reading and Listening papers. It's useful for you if you want to change one of your answers on the answer sheet. However, you must use a **pen** for the Writing paper.



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

You can only be given marks for what you write on the 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 in Reading and Writing; 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 mark?



No. You do not lose marks for writing in capital letters in **B1 Preliminary 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!

In this part you:

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

TIP


Decide what kind of text each is, e.g. a label, and where you might see it.

FOCUS: TEXT TYPES AND FUNCTIONS


1 Look at the five short texts. Match 1-5 with these text types:

advertisement label on packet notice in school
road sign sign in park


① **School café opening hours:**
10.30-11.00
12.30-13.30
14.30-15.00




② Parking not permitted within 25 metres of school entrance



③ Take three times a day after meals. Tablets must not be given to children under 12.



④ **DANGER**
Thin ice on lake during winter months



⑤ **FOR SALE**
Ski boots size 38
Excellent condition
Make me an offer!

2 Look again at 1-5. What is the purpose of each text? How do you know?

- | | |
|----------------------------|--|
| a to warn of danger | d to say what you must not do |
| b to give information | e to say what you must and must not do |
| c to try to sell something | |

3 Choose the correct words.

- 1 We *mustn't* / *don't need to* talk when we are doing science exams.
- 2 At our school we *mustn't* / *don't have to* wear a uniform.
- 3 You *don't need to* / *mustn't* come with us if you don't want to.
- 4 If you're tired, I think you *need to* / *have to* have a break.

GRAMMAR: MUST / HAVE TO / NEED TO

B1 Preliminary candidates often make mistakes with the modal verbs *must*, *have to* and *need to* and their negative forms.

Remember

You don't have to means that it is not necessary (but you can if you want to). You mustn't means Don't do it!

4 Complete the sentences with *must*, *have to*, *mustn't* or *don't have to*.

- 1 Do you get up early every morning?
- 2 Pupils make a noise outside the exam room.
- 3 We go to school during the holidays.
- 4 You always be polite to your teachers.
- 5 I live near my school, so I walk far in the morning.
- 6 In football you touch the ball with your hands, unless you're the goalkeeper.

FOCUS: THE WRITER'S PURPOSE

5 Look at texts 1–4 below. For each one, decide:

- what kind of text type it is
- who is sending the message/email
- who receives the message/email
- why they are writing

1

New Message

From: Daniel

To: Jake

Hi Jake

Great news! I don't have to go to the shops this afternoon, so shall we see that film? I can meet you outside the cinema at 2.30.

Daniel

3

Hi Lewis,

I can drive you to your friend's house when I get home this evening, but you must finish your homework before we go out.

Mum

2

Hi Rose

Thanks for reminding me it's Isaac's birthday next week. I mustn't forget to send him a card.

Francesca

4

New Message

From: School secretary

To: All students

Please remember that you have to return all borrowed books to the school library before Friday, the last day of term.

TIP

For messages, emails and notes, think about who the writer and reader might be.

Questions 1-5

For each question, choose the correct answer.

1



- A Anton has to check his sister knows about the arrangements for getting home.
- B Anton should remind his sister to switch her phone back on.
- C Anton needs to ask his sister if she's taking part in a sports event later.

2


From the famous novel by
Ben Whitham:
a film about a bear's adventures.
Fun for all the family!"

This film is

- A about a family of wild animals.
- B not suitable for people under a certain age.
- C based on a popular fiction book.

3

New Message

 **From:** Mrs Hoskins

To: All students

Before the end of term, please return all books you have borrowed from the library, or see someone at the desk if you want to have them for the summer holiday.

- A You must take back all the library books you've got before the summer holiday.
- B If there are library books you want, borrow them before the end of term.
- C To keep any library books for holiday reading, ask staff at the desk.

4

Tina,
When you come round tonight, can you bring that earring you found outside school the other day? I think I know who it belongs to, so I'll return it.
Thanks,
Nicola

- A Nicola is telling Tina to return something she was lent recently.
- B Nicola is hoping she can give a lost item back to its owner.
- C Nicola is asking for help to find a lost earring belonging to her.

5

BIKES FOR HIRE

Adult cycles always available

Children's cycles – book in advance

8 a.m. – 9 p.m.

Only €20 per day



- A Families may not find suitable bikes for everyone unless they've reserved them.
- B You can always find a range of bikes for hire here.
- C Bikes aren't available for customers' use in the evenings.

In this part you:

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

FOCUS: PARAPHRASING

1 Match the expressions about people with the expressions about apartments.

Information about people looking for apartments

always uses public transport
 cannot afford to spend much
 dislikes noise
 is very sociable
 likes to keep fit
 works until 5.30 p.m.

Information about apartments

extremely low prices
 has its own gym
 is in a quiet neighbourhood
 next to a leisure centre open every evening
 bus stop nearby
 opportunities to meet new people

FOCUS: IDENTIFYING KEY WORDS

2 Read this description of someone who wants to go away on holiday. Underline the words and phrases that tell you exactly what she wants.

Hannah wants to go to a really lively place where everything stays open late. It should also offer some top-class cultural attractions and high-quality accommodation.



FOCUS: MATCHING KEY WORDS WITH PARAPHRASES

3 Read these descriptions of three holidays and decide which of A–C would be the most suitable for Hannah.

A Study tours

Travel to a country famous for its culture and visit cities of historical interest, attending lessons and meeting local experts. To keep costs down you stay in inexpensive hostels. Favourite destinations include Italy for art and Austria for classical music.

B Sunshine destinations

This seaside holiday includes your flights abroad, transport to the (rather basic) hotel, evening entertainment and meals. There's not much to do in the local town, but if you enjoy relaxing on a beautiful beach, it's perfect!

C City breaks

Stay in a luxury hotel in one of the world's most exciting cities: New York. Enjoy the world-famous Museum of Modern Art and the theatres of Broadway. Then, by night, have fun in the city that never sleeps!

4 In pairs, underline the expressions in the correct text (A, B or C) that have similar meanings to the words and phrases you underlined in Exercise 2.

Questions 6–10

For each question, choose the correct answer.

TIP

Underline the key words for each person. Then read the eight texts quickly to find the information that matches. Remember this is often expressed in different words.

The young people below all want to find an art course to attend. On the next page there are descriptions of eight art courses. Decide which art course would be the most suitable for the people below.

6



Rafa wants to produce artwork to support his art college application. He's written stories, which he'd like to publish, and wants to learn how to include drawings in them, without using a computer.

7



Simona enjoys creating art on her computer, and wants to find ways to improve the posters she makes on it. She also wants to share what she's done with other students on the course.

8



Andrei wants to try different painting techniques, and have trips to see the work of famous painters, to get ideas for his own pictures. He'd also like to try painting outdoors.

9



Nicola enjoys printing by hand. She wants to print the patterns she's created onto different materials, for her mother to make into clothes, and also learn basic printing techniques to use at home.

10



Karl enjoys taking photos of his family, and wants to use them as a basis for the art he produces. He'd like to go somewhere that also offers private lessons.

Art Courses

A **Get Artistic**

Teachers here always have ideas to get you drawing, painting and printing – but you can use your own material, too. The studio-based course focuses on portraits – you'll learn how to develop whatever you've brought, or use famous portraits, to create pictures of people. One-to-one sessions also available.

C **Art and imagination**

If you like designing clothes, you'll enjoy learning to use special computer software here to create and print out designs for tops, shoes and hats that people would love to wear! You'll go home with a folder of work, perfect to present when applying for a higher-level art course. Individual classes also available.

E **More Art Now!**

Improve how you paint people and places on this studio-based course. The teachers bring in work, ranging from photos to posters, to give you ideas. And use the studio website to show your work and exchange ideas with other students – useful for anyone wishing to study art at a higher level.

G **Do it yourself**

Try making art to go with your stories here – working inside or outside! You'll get ideas from books showing famous paintings and cartoons, and then create and print pictures of people to accompany your stories, using digital design techniques. There's even one-to-one teaching if you'd prefer.

B **Art Attack!**

Learn how to create pictures, perhaps based on your own writing, to put into a short book or poster, using simple techniques that don't require technology. Discover, too, how to put a book together, with a professional-looking cover designed and hand-printed by you. Perfect for anyone considering further studies in art.

D **Create!**

Draw and paint in different situations – in the studio or even in the park! Gallery visits are also included, and you're taught how to base your work on studies of landscapes and portraits by well-known artists. Teachers also encourage you to experiment with various styles and methods.

F **Art Workshop**

Do some drawings, in the studio or outside, or bring along your own. The teachers will then help you to turn them into wonderful printed designs, using simple methods you can try yourself after the course. You'll then transfer your designs onto cotton and silk, using special paints – perfect to use in sewing projects afterwards.

H **The Studio**

Come and experiment with digital design. You'll get great ideas through research, then using special software, create your pictures and add details on screen, whether it's clothes, people, books or something to put on the wall. Upload your work on the studio website and get opinions from your classmates there – and comment on theirs!

In this part you:


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

GRAMMAR: REPORTING VERBS

1 Complete the sentences with the correct form of these verbs.

apologise blame explain invite offer
 promise recommend warn

- 1 The water was very deep, so Jessica him not to jump into it.
- 2 I that you buy one of these hair dryers. I've got one myself and it's great!
- 3 Max to me for damaging my bike when he borrowed it.
- 4 The boys that they would be late because they had an exam after school.
- 5 The shop to fix my phone by Tuesday, but it still wasn't ready by Friday.
- 6 Amelie me to her birthday party, which was really kind of her.
- 7 My cousin Miguel to give me a lift into town in his new car.
- 8 My mum me for the mess in the kitchen, but really it was my sister's fault.

 *B1 Preliminary* candidates often make mistakes with reporting verbs.

2 Correct the grammar error in each sentence, without changing the verb given.

- 1 My friend suggested to go to the park to play football.
- 2 Zara explained the teacher that she had been off school because of illness.
- 3 We recommend you to wash this item of clothing in warm water.
- 4 The thief refused saying where he had hidden the stolen diamonds.
- 5 My dad reminded me I check the tyres on my bike before I went out.
- 6 Aisha offered helping me with my maths homework.
- 7 Our literature teacher encouraged we read more books at home.
- 8 I tried to persuade my parents letting me stay out late, but they said 'no'.

FOCUS: UNDERSTANDING PURPOSE IN EXAM QUESTIONS

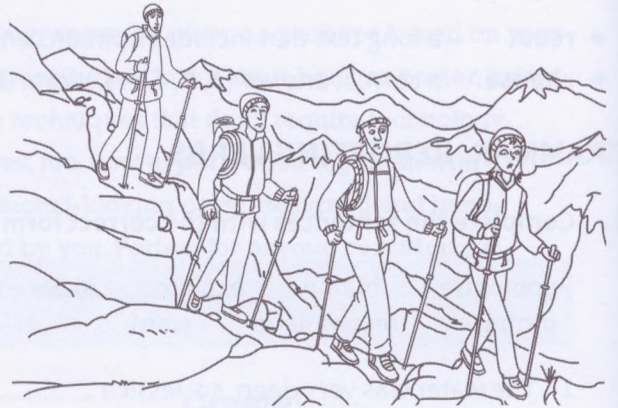
3 Look again at the corrected sentences in Exercise 2. What is the subject's purpose in each of (1-8)?

Example 1 to make a suggestion.

FOCUS: UNDERSTANDING GIST

4 Quickly read this paragraph below and answer the questions.

The four of us came down the mountain later than we had intended, but it had been well worth spending some time there, admiring the fantastic views from the peak. The track that led to the village far below was steep and icy, but it was the only way down and we had to get there before dark. Then suddenly it started to snow, and it became more difficult to follow the path. I hadn't mentioned our plans to local people before we set out that morning, but when I realised my phone didn't work up there I suddenly wished I had, just in case.



- 1 What kind of text is it from?
 - a an advertisement
 - b a travel guide
 - c a story
- 2 What was the speaker doing?
 - a relaxing in a village
 - b climbing down a mountain
 - c watching some people climbing
- 3 How did she feel?
 - a a little worried
 - b rather bored
 - c angry with the other people
- 4 What is the speaker's main purpose in the paragraph?
 - a to blame other people for her situation
 - b to admit she had made a mistake
 - c to encourage others to do the same climb

FOCUS: UNDERSTANDING MULTIPLE-CHOICE QUESTIONS

5 Look at the multiple-choice question below about the paragraph in Exercise 4. Answer questions 1–3.

- 1 What reporting verb does it use?
- 2 Where should you look in the paragraph for the answer?
- 3 Which is the best answer, A, B, C or D?

When the snow began to fall, the speaker regretted

- A leaving her mobile phone in the local village.
- B going climbing without telling anyone else.
- C spending so long at the top of the mountain.
- D taking that route down towards the village.

6 Work in pairs. Match the incorrect answers (A, B, C or D) with the parts of the text that show they are wrong.

Quickly read the whole text to get a general idea of what it is about before you look at the questions.

Questions 11–15

For each question, choose the correct answer.



Our Great Ocean Road adventure

by Donna Waverley

My family and I recently went to Australia, to see my grandparents. But before we visited them, we went sightseeing along the Great Ocean Road, on the Australian coast.

Dad had intended to drive, but even though he was used to driving miles without getting exhausted, he then read on

the website that the road wouldn't be an easy drive, with a number of sharp bends. Anyway, we thought he deserved to enjoy the fantastic views too, which he couldn't do as our driver. So instead, we persuaded him to book discount bus tickets and off we went.

Our first stop was where wild kangaroos lived – and Dad and I were taking a walk when a big one appeared! For a moment, it seemed to consider coming towards us, which made me slightly nervous – but then it went off along the road, stopping to check if we were following. Although it was with us a while, I was so excited I didn't even manage to pull out my camera. Then it looked back once more, and went off into the bushes.

That wasn't the only wildlife we saw. I thought it unlikely we'd see Australia's famous koala bears during our short visit, as I'd heard they were rare – but we weren't disappointed at our next stop. In fact, we discovered there were roughly six million in that area! Sadly, some gum trees they were in had very few leaves left, which people told us was because of the koalas, although I'd read that lack of water is actually the problem. Still, I guess they looked cute, and were easy to find – we just followed the tourists looking up into the trees!

Dad had booked a campsite for the night, with ready-made tents – for an adventure! I wasn't sure about that, but they were actually luxury tents, within walking distance of some famous rocks and other places we hoped to visit. However, Dad also said the sounds of wild creatures would help us sleep. That sounded worrying – until the 'wild creatures' turned out to be frogs! So I was embarrassed by my fears – and kept awake by the frogs! But we had fun making meals together – we'd brought food, as we knew there'd be nowhere to eat.

In fact, this whole trip was fantastic!

TIP

Remember that most questions are about attitude and opinions, not facts.

11 Donna's Dad decided not to drive the Great Ocean Road himself because

- A he realised he wouldn't enjoy the views as much.
- B he thought it would be too tiring for him.
- C he discovered the bus would be a cheaper option.
- D he found out the route was very challenging.

12 When Donna saw a kangaroo along the route, she was

- A worried that it might approach her.
- B amazed at the size of it.
- C sad that it didn't stay with them long.
- D disappointed that she had forgotten her camera.

13 Donna says that the koala bears they saw were

- A responsible for damage to the trees.
- B even more attractive than people had told her.
- C more common than she'd expected.
- D very skilled at hiding away from tourists.

14 What was Donna's opinion of the place where they stayed?

- A She found it was less comfortable than she'd hoped.
- B She liked the fact that it was convenient for sightseeing.
- C She enjoyed hearing the sounds of nature as she slept.
- D She was disappointed there was no restaurant nearby.

15 What might Donna write in her blog during the trip?

A

The bus we're travelling on is pretty comfortable, with great views from the window. Grandma and Grandad are enjoying it, too!

B

We can see quite a lot as we drive along. I just wish we could stop and get out to explore properly.

C

Yesterday we went to see some huge rocks near our campsite – and we were really impressed! I'm surprised they're not well known.


D

I wasn't looking forward to camping, in case there were wild animals, but we haven't seen anything at all dangerous, so I feel silly now!

In this part you:

- **read** a text from which five sentences have been removed
- **choose** from a list of eight sentences to replace the missing sentences

GRAMMAR: REFERENCE WORDS

 *B1 Preliminary* candidates often make mistakes with reference words.

1 Choose the correct words in these sentences.

- 1 Two young children asked me where classroom 32 was, so I walked there with *those / them*.
- 2 When I saw Grace at the party, I thanked her for her letter, *it / which* had arrived the day before.
- 3 Nobody else saw the car stop outside the house, but Emily *saw / did*.
- 4 Somebody phoned the police. *It / They* arrived in ten minutes and arrested the man.
- 5 We decided to turn left at the crossroads. *These / This*, we soon found out, was a bad decision.
- 6 There were two bikes for sale in the shop. Liam bought the newer *one / ones*.
- 7 Going by bus sounds like a good idea. *It / They* would be cheaper than the train, too.
- 8 I'm not certain that the match starts at seven tomorrow, but I think *so / it*.

2 Work in pairs. What does the correct word in each of 1–8 above refer back to?

FOCUS: USING REFERENCE WORDS AS CLUES

3 Match sentences 1–3 with sentences a–c to form a complete paragraph. Use reference words to help you.

- | | |
|---|---|
| <ol style="list-style-type: none"> 1 If you've got a creative mind, why not invent something new? 2 It's best to choose from subjects you already know quite a lot about. 3 It's not enough just to have a brilliant idea. | <ol style="list-style-type: none"> a You also need to know how to make it work in practice. b To do so, begin by deciding what you want to create. c These could be things you've enjoyed studying at school or college. |
|---|---|



4 In pairs, underline the words and phrases that link the sentences in Exercise 3.

Questions 16–20

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

Digging into the past

Last year, Kate Marshall was given a very exciting opportunity – to help her father, who’s a history lecturer, at a historical site! He was leading a team to dig up and explore the area.



When they arrived, though, the site wasn’t quite what Kate had expected.

16 So the first job was to remove it all and prepare the land for digging. Says Kate, ‘Dad hadn’t warned me I’d have to work so hard as soon as we got there!’

But when the site was completely cleared, the team found pieces of ancient pots on the ground. However, those weren’t as exciting as everyone had thought. Kate’s dad told them that the important pots were still under the ground. And because no-one had touched them for centuries, the team would learn far more about their history – but first they would have to dig deeper. Says Kate, **17** But we all knew Dad was right!’

The site was divided into small squares, with a leader for each square, who told everyone how to dig. ‘That wasn’t as easy as it sounded, either,’ Kate reports. ‘Instead of just digging great big holes, we all had to dig really carefully, and remove small amounts of soil each time. **18** So it made sense.’

‘My friends at home were really interested in what I was doing,’ Kate explains. ‘They kept texting me to ask what I’d found. **19** But actually, we were looking for ordinary, everyday objects that could tell us about the people who’d lived in the area centuries ago.’

In the end, though, Kate wasn’t disappointed by what she found. ‘One day, when I was digging away, I found a stone with a strange shape. **20** Someone had obviously made it hundreds of years ago, which meant it was really important. So Dad cleaned it up, and said it would go to the nearby museum. So I was pleased that at last, I’d found something interesting!’

- A It turned out to be a small figure of a horse.
- B No-one made that mistake, luckily.
- C That way, everyone made sure they didn't miss anything.
- D In fact, the whole area was actually still covered in grass.
- E It was a bit sad to see it disappear.
- F Some people were a bit disappointed by that news.
- G They probably imagined it was things like gold jewellery.
- H It was a new experience for me, too.

TIP

Quickly read the main text and decide what each paragraph is about.

TIP

Look for words in the main text and A-H that often link ideas, e.g. *this, too*.

In this part you:


- **read** a text with six gaps in it
- **choose** the correct word from four options for each gap

GRAMMAR: ADJECTIVES AND DEPENDENT PREPOSITIONS

1 Complete the table with the prepositions *of*, *about* and *with*.

Adjectives	Preposition
nervous, sad, worried, excited, crazy, sure	1
frightened, fond, proud, jealous, ashamed	2
disappointed, satisfied, fed up, impatient, bored	3

FOCUS: USING PREPOSITIONS AND ADVERBS AS CLUES

 *B1 Preliminary* candidates often make mistakes with dependent prepositions and phrasal verbs.

2 Find and correct the mistakes in these sentences.

- 1 I've always been interested on science and I want to study biology at university.
- 2 As soon as the sun went out, the moon became very bright.
- 3 My brother isn't very keen of doing sport, but he loves watching it!
- 4 My mum was born in a small town, but she grew in London.
- 5 Some people are really afraid to snakes.
- 6 I don't know if I'll go swimming. It depends of what my friends want to do.

3 Choose the best word (a, b, c or d) for each gap.

- 1 In my school exam, I couldn't finish both essays because I out of time.
a left b ran c got d fell
- 2 Evie was with watching TV, so she started reading a book instead.
a tired b depressed c bored d stressed
- 3 We'll have to with that problem later. I don't have time right now.
a look b solve c fix d deal
- 4 I've always been really of small animals like rabbits.
a keen b friendly c fond d happy
- 5 I realised I couldn't off telling my parents the bad news any longer.
a put b wait c delay d leave
- 6 I was with my exam results. They were much better than I'd expected.
a proud b excited c amazed d delighted

Remember

A phrasal verb has two or more parts. The meaning of the phrasal verb is different from the meaning of the separate parts. (Example: *get on with someone* means *have a friendly relationship with someone*).

Questions 21–26

For each question, choose the correct answer.

TIP

Look at the words just before and just after each gap.

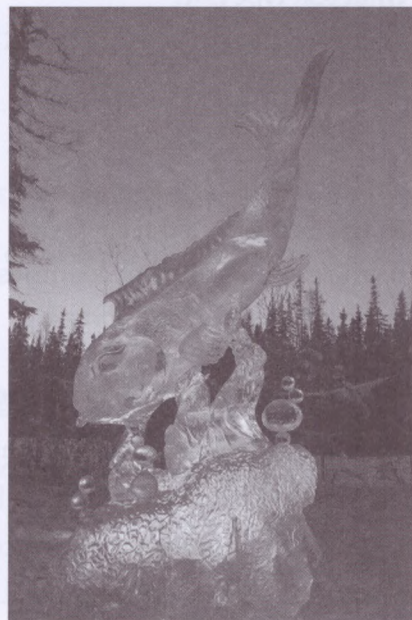
TIP

Try each of the 4 words in each gap. Which has the right meaning and also fits the grammar of the sentence?

Many cities have parks for people to enjoy. And it's very (21) to find wonderful sculptures in them. However, some sculptures found in Fairbanks, Alaska, aren't quite the same as in other cities. When the temperature (22) at the end of winter, they all disappear – because they're made of ice!

Fairbanks has been the home of the World Ice Art Championships for over 20 years, and artists from many different countries come to create spectacular ice sculptures. The ice is brought from a lake (23) near the sculpture park. It's said to be so clear that visitors can read a newspaper through it – even though the individual pieces are over one metre (24) !

Visitors also have the (25) to make their own ice sculptures if they wish, at special classes. There's a children's play park, too, where (26) everything is made of ice, including sculptures of favourite animals. It's a great place to visit!



- | | | | |
|---------------|--------------|---------------|------------|
| 21 A usual | B general | C common | D familiar |
| 22 A develops | B rises | C grows | D builds |
| 23 A located | B arranged | C contained | D attached |
| 24 A heavy | B large | C strong | D thick |
| 25 A occasion | B benefit | C opportunity | D ability |
| 26 A totally | B absolutely | C completely | D fully |

In this part you:

- **read** a text which has six gaps in it
- **write** one word to fill in each gap

FOCUS: READING FOR GIST

1 Without trying to fill in any gaps, read the text below and answer these questions.

What text type is it?

- a a news report
- b an article
- c an advertisement

What is the writer's purpose?

- a to encourage young people to study abroad
- b to recommend a particular country
- c to warn of the dangers of travelling

What is it about?

- a the best way to travel
- b the customs of other countries
- c teenagers studying abroad

2 In pairs, fill in gaps 1–4 using one word for each.

For many young people, spending time as an exchange student abroad can be the (1) exciting experience of their lives. In (2) to being lots of fun, it helps teenagers learn about a different way of life as they get used (3) the customs in another country. They also become more confident when they realise that they can handle most problems on (4) own.

VOCABULARY: LINKING EXPRESSIONS

3 Choose the correct linking words.

- 1 Thomas went to bed very early *as / so* he was feeling sleepy.
- 2 OK, I'll lend you some money *as long / far* as you can pay me back.
- 3 There was nothing in the room *except / apart* from a table and chairs.
- 4 You'd better give me your number in *fact / case* I need to call you.
- 5 Turn off the tap when you brush your teeth in *future / order* to save water.
- 6 Let's go now *instead / in front* of waiting here all afternoon.



B1 Preliminary candidates often make mistakes with linking words.

4 Find and correct the mistakes in these sentences.

- 1 Sienna's bike is much newer and better that mine.
- 2 We'll go for a picnic unless it doesn't rain.
- 3 I know I can always talk to my friend Lucy wherever I've got a problem.
- 4 Alfie bought some bread and too some apples.
- 5 I was late for school because the traffic.
- 6 Despite the train was full, I managed to find a seat.

Questions 27–32

For each question, write the correct word. Write **one** word for each gap.

TIP

Begin Part 6 by quickly reading the whole text to find out what it's about.

TIP

In some cases more than one word is possible for a gap, but you must only write one.

Hi Anna,

I've just been to the museum in our city. That was my first visit, believe it or **(27)** ! I wanted to collect some information for our class history project. We have to hand it **(28)** soon, don't we?

I went to the Ancient History section, **(29)** the museum keeps all its ancient Egyptian stuff. It was really interesting! There were some amazing statues of various animals, so I drew some pictures of them and then **(30)** some research about them online when I got home.

I've still got some work to do on my project, so I'll need to go back to the museum again some time soon. In fact, **(31)** don't we go together? I don't think you've been there before, **(32)** you? I'm sure you'll find something that you could use for your project.

See you soon!

Sally

In this part you:

- **read** an email with four notes attached
- **write** an answer to the email, using all the notes

FOCUS: UNDERSTANDING THE TASK

1 In pairs, look at the Part 1 exam task on page 30 and answer the questions.

- 1 Who has written to you? *Jude, your English-speaking friend.*
- 2 What is the email about?
- 3 Find the four notes. What do they say?
- 4 What kind of text are you going to write?
- 5 How many words must you write?

2 Match 1-7 in Jude's email with purposes a-g.

- | | |
|---------------------------------------|------------------------------------|
| 1 Do you like ... | a finishing email and signing name |
| 2 See you soon, Jude | b asking for information |
| 3 Can your parents ... | c starting an email |
| 4 What activities ... | d saying what the email is about |
| 5 Hi | e asking for suggestions |
| 6 We want to set off ... | f asking if something is possible |
| 7 ... coming to the beach with me ... | g giving information |

3 Look at the notes in the email. In pairs, talk about the language you could use.

- 1 Me too!
- 2 No, because ...
- 3 Explain which is better
- 4 Suggest ...

TIP

The notes pointing to parts of the email tell you what you must write about.

Remember

Always put the beginning, e.g. *Hi Jude*, the ending, e.g. *See you soon*, and your own name on separate lines.

TIP

You must include all the notes in your answer.

GRAMMAR: PREPOSITIONS OF TIME

4 Circle the correct preposition in each sentence.

- 1 We arrived *at / on* midday last Friday.
- 2 My sister often goes out *in / at* the evening.
- 3 Our school year finishes *on / in* June.
- 4 My grandparents are coming *on / in* Thursday.
- 5 The last bus is *on / at* 4.30.
- 6 *At / In* winter it gets very cold here.
- 7 My birthday is *in / on* 29th May.
- 8 My dad usually plays football *at / in* the weekend.

TIP

In Part 1, you may need to write times, days or dates. If so, use the right prepositions!

Remember

in January, *in* summer, *in* the morning, *in* the afternoon, *in* the evening, *at* the weekend, *at* night, *at* 5 p.m. *on* Monday, *on* 22nd May

VOCABULARY: MAKING SUGGESTIONS

5 Complete the suggestions with words from the box.

How about Let's Why don't we

- 1 go to the zoo on Saturday?
- 2 taking Sam to the beach for her birthday?
- 3 go to the cinema this evening.
- 4 take the train. It's quicker than the bus.

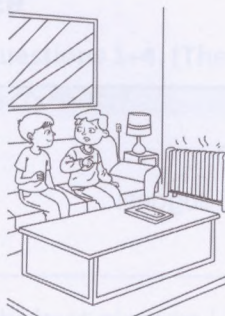
6 Write a suggestion for each statement. The pictures will help you.

1 I'm so hungry!

How about getting some food?



2 I'm so hot!



3 We're bored!



4 It's raining!



5 I don't know which bus to take!




Exam Practice Test 1 Writing Part 1

You **must** answer this question.
Write your answer in about **100 words** on the answer sheet.

Question 1

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

 EMAIL

From: Jude

Subject: Saturday trip to the beach

Hi,

I'm so glad you're coming to the beach with me and my family this Saturday! We want to set off from home by 10 a.m. Can your parents give you a lift to my house?

My mum's going to prepare some food so we can have a barbecue when we're there. We can bring meat or vegetarian food – which would you prefer?

What activities should we do when we're at the beach?

See you soon,
Jude

Me too!

No, because ...

Tell Jude

Suggest ...

Advice

This task is always in an email format so you must start the email with an appropriate greeting, e.g. *Dear (name), Hi (name),* and an appropriate ending, e.g. *Bye, See you soon, Best wishes, All the best,*.

TIP

As you will notice in this example writing task, there are lines that go to certain parts of the text. Pay special attention to where the lines are pointing and the notes at the other end of the lines (*Me too! / No, because ... / Explain which is better / Suggest ...*). The notes are telling you what you need to write about.

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

TIP

When you have written your email, re-read it and tick (✓) the notes to check you have included them all.

Remember

You usually need to give your own opinion when you write an article.

In this part you:

- **choose** to write either an article or a story
- **write** a text of about 100 words

FOCUS: UNDERSTANDING THE TASK

1 In pairs, look at this exam task and answer questions 1–4. You don't need to write the article.

Write your answer in about **100 words** on the answer sheet.
You see this notice on an English-language website for young people.

LEARNING and the internet

Write an article telling us whether the internet is the best place to look for information. Do you think only young people use the internet? What other ways are there to research new things?

The best article will be published on our website.

- 1 What do you have to write?
- 2 Who is asking you to write?
- 3 What is the topic?
- 4 How many words must you write?

Write your **article**.

FOCUS: STUDYING AN EXAMPLE ANSWER

2 In pairs, read Paulo's answer and answer questions 1–4. (The numbers refer to Exercise 3.)

- 1 Has he answered all parts of the question correctly?
- 2 How does he give examples?
- 3 How does he give his opinions?
- 4 How could he improve his answer?

In my opinion, the internet is probably the best place to ¹ look for information, but I don't believe only ² young people use it. For instance, my dad loves cooking and he's always ³ looking for new recipes so he can ⁴ cook different things, such as Indian meals. Also, my mum is keen on gardening and she ⁵ uses the internet all the time to get ⁶ information on topics like new plants.

Although the internet is very useful, we can also ⁷ research new things in a library or ask at school. In my experience, teachers are always ⁸ happy to help their students learn more.

VOCABULARY: USING DIFFERENT WORDS

3 Replace the underlined words in Paulo's answer with words with similar meanings from the box.

- | | | | |
|-------------|-------------|----------------|---------------|
| teenagers | make | find out about | willing |
| goes online | try to find | details | searching for |

TIP

When you write your article try to use your own words, don't just repeat the words in the question.

FOCUS: GIVING EXAMPLES

4 Complete the sentences with words from the box.

like as instance for

- 1 Technology has changed the world in many different ways. Washing machines and dishwashers, example, make our lives easier.
- 2 Spanish is spoken in many countries, such Argentina, Colombia and Mexico.
- 3 There are many ways to save money, buying second-hand clothes and eating out less.
- 4 Climate change is affecting the world's weather; nowadays there are more storms, for

FOCUS: GIVING OPINIONS

5 Listen to Ben and Katy. They are talking about watching TV. Match the person with their opinions. Label the statements (a-f) with B (Ben) or K (Katy).

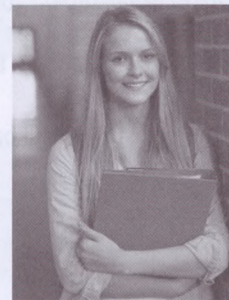


01

- a thinks most programmes are OK
- b would rather watch films on a computer
- c believes there are lots of good films on TV
- d doesn't like watching sports on TV
- e agrees there are some funny programmes
- f enjoyed watching a documentary



Ben



Katy

6 Complete the dialogue from Exercise 5 with words from the box. Then listen and check.



01

Personally, I think hate In my opinion To be honest
suppose love interested in That's true

Katy: Hi Ben. Did you see the documentary last night about the Olympic Games? It was brilliant. I learned so much.

Ben: Did you? I thought it was quite boring, but I'm not really (1) sports programmes.

Katy: But you (2) sports. You play football and tennis and basketball and ...

Ben: Yes, I enjoy playing sports, but I (3) watching them on TV.

Katy: Oh, so what kind of TV programmes do you like?

Ben: (4), I don't watch much TV. I prefer watching films on my laptop. (5), TV isn't very good.

Katy: I don't agree. (6) you can see plenty of good films and some really funny shows, too.

Ben: (7) I did see a good comedy on Friday night, but most programmes are rubbish!

Katy: I (8) there are some bad programmes, but only a few.

Choose **one** of these questions.

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

Question 2

You see this notice in your school English-language magazine.

Articles wanted!

FRIENDSHIP

Write an article telling us how important it is for friends to have similar characters.

Do you think it's better to have lots of friends or just one best friend? Why?

The best articles answering these questions will be published next month.

Write your **article**.

TIP

For each point you make in your article, try to give an example or two.

TIP

Check your completed article includes all the points in the question.

TIP

Make sure you answer the Writing questions in about 100 words about the topic.

TIP

You should talk about your personal experience when writing the article. If you think about your own personal experiences related to the topic, this may help you when you are planning what to write.

Question 3

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

Morgan couldn't wait any longer to see what was inside the ancient box.

Write your **story**.

In this part you:

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



In Part 1, you will hear recordings on familiar topics such as free time, school, travel and animals. It is a good idea to learn words related to these topics.

VOCABULARY: TOPICS

1 Circle the word which is different in each group. There may be more than one possible answer.

- | | | | |
|---------------|------------|-----------|-----------------|
| 1 ferry | helicopter | spaceship | aeroplane |
| 2 lion | giraffe | elephant | sheep |
| 3 windsurfing | football | rugby | hockey |
| 4 chemistry | biology | history | physics |
| 5 swimming | skiing | knitting | dancing |
| 6 stadium | gym | factory | athletics track |
| 7 French | Spain | German | Italian |
| 8 racket | coach | bat | surfboard |

2 Explain why the words you chose are different. The words in the box may be helpful.

country	work	team	water
science	active	wild	equipment

3 Choose the best word from Exercise 1 for each gap.

- 1 I go in the mountains every winter. I wear a helmet and thick clothes.
- 2 One of my favourite team sports at the Winter Olympics is ice-
- 3 My grandmother loves She made this pair of gloves for me.
- 4 The is a meat-eating animal which can be dangerous to humans.
- 5 You can catch a across to the island every hour.
- 6 I need a new tennis Mine is broken.
- 7 I'm really bad at I can never remember important dates!

FOCUS: SUGGESTIONS AND RESPONSES

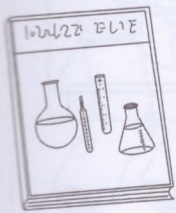
4 In Part 1, speakers sometimes suggest things to do, buy or eat. Match the suggestions to the responses.

- | | |
|--------------------------------|-------------------------------------|
| 1 Let's play football. | a We had that yesterday. |
| 2 Why don't we take a picnic? | b That's far too early! |
| 3 I suggest we get him a book. | c Car might be quicker. |
| 4 We should meet at 4. | d I can't. I've hurt my ankle. |
| 5 Why not go by train? | e Yes, good idea. He loves reading. |
| 6 How about getting pizza? | f Ooh, I love eating outside! |

TIP

If you hear a suggestion, listen for the response. Does the other speaker accept or reject the suggestion?

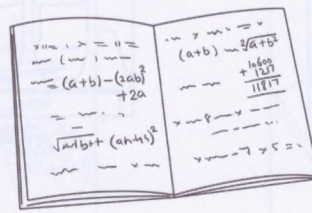
5 Listen to the dialogue. Which subject do they decide to study first?



A



B



C

6 Listen again and choose the correct response.

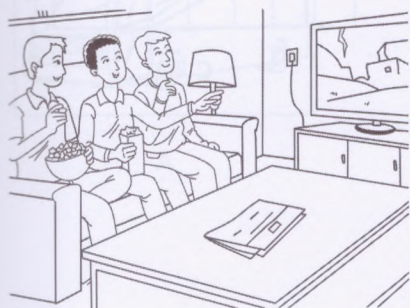
- | | |
|---|----------------------------------|
| 1 Why don't they start with maths? | a They might need help with it. |
| | b It's not due in tomorrow. |
| 2 Why don't they start with geography? | a They have more time. |
| | b They don't have to write much. |
| 3 Why do they decide to start with science? | a They understand it well. |
| | b It's more urgent. |

7 Use the pictures to make suggestions and respond to your partner's suggestions.

Example

How about watching a film tonight at my house?

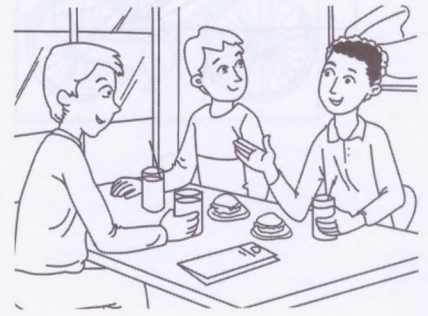
That's a nice idea, but I've got football training. / Great idea - what film do you fancy?



A



B



C

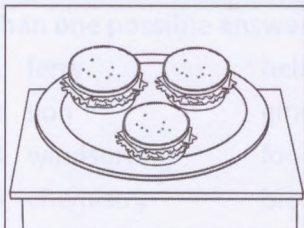
TIP Read the questions and look at all of the pictures carefully before you listen.



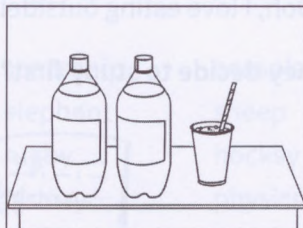
Questions 1-7

03 For each question, choose the correct answer.

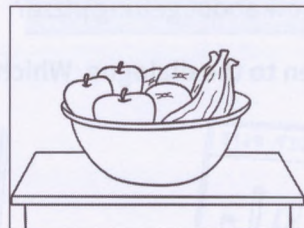
1 What is the girl going to bring for the picnic?



A

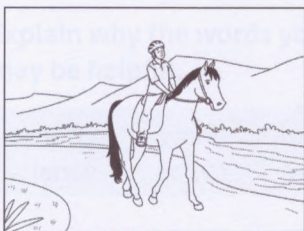


B

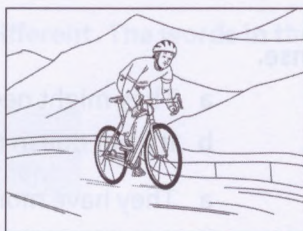


C

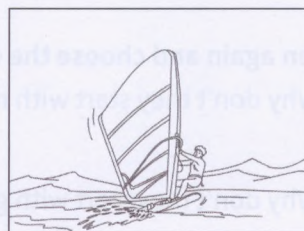
2 Which activity did the boy enjoy most during his holiday?



A

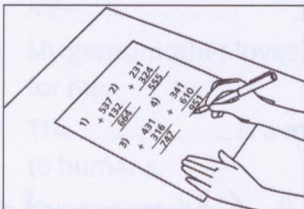


B

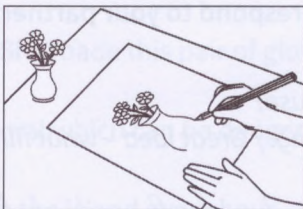


C

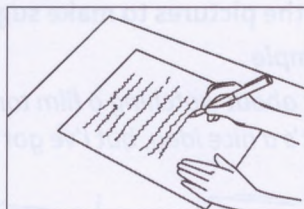
3 What homework does the girl have to do tonight?



A



B

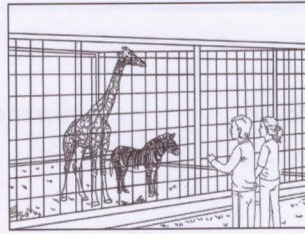


C

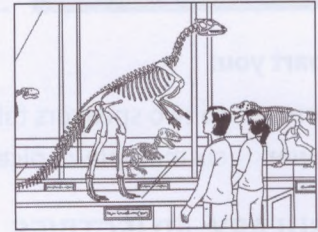
4 Where did the students go on their school trip?



A



B

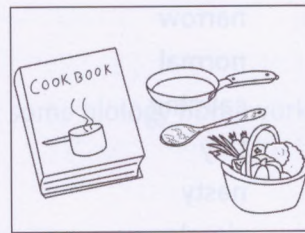


C

5 Which present has the boy already bought?



A

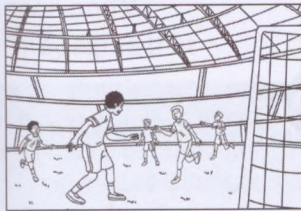


B



C

6 Where did the boy go with his family at the weekend?



A

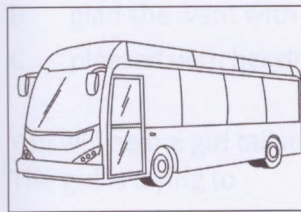


B

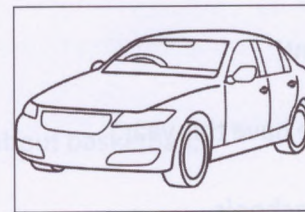


C

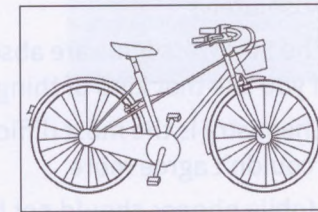
7 How will the girl get to her friend's house?



A



B



C

In this part you:

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

VOCABULARY: ADJECTIVES

1 Match a word from column A with a word with a similar meaning from column B and a word with the opposite meaning from column C.

A	B	C
scary	lovely	narrow
wide	frightening	normal
dull	huge	calming
strange	complicated	tiny
enormous	boring	nasty
pleasant	odd	simple
hard	broad	exciting

2 Listen and decide which word from Exercise 1 has been replaced by a 'bleep'. There may be more than one possible answer.



- 1 2 3 4 5

FOCUS: AGREEING AND DISAGREEING

3 Read the dialogues and write A (agree) or D (disagree).

- Oh, look at that painting. It's so beautiful!
But the colours are so dull!
- The food on the plane was disgusting.
I actually quite enjoyed it.
- Frankie is such a talented singer.
Absolutely!
- The Star Wars films are absolutely brilliant!
If you like that kind of thing ...
- Chemistry is the most difficult subject we have this year.
I couldn't agree more.
- Mobile phones should not be allowed in schools.
Exactly!

4 Listen and choose the correct option.



- You hear two friends talking about what cake to buy for their friend's birthday. Which cake do they decide to buy?
- A chocolate
 - B strawberry
 - C plain

TIP

The words you hear are often different from the words in the questions. It is useful to know several words with similar and opposite meanings.

TIP

In the Listening test, it is important to understand if a speaker agrees or disagrees with the other speaker. They may not use the words *yes*, *no*, *agree* or *disagree*.

 Questions 8–13

For each question, choose the correct answer.

- 8 You will hear two friends talking about a film they've just seen.
Why didn't the boy enjoy the film?
- A It was very frightening.
B It lasted too long.
C It had terrible acting.
- 9 You will hear two friends talking about some biology homework.
The girl suggests that the boy should
- A ask his teacher for help.
B get information from the internet.
C look in the biology textbook.
- 10 You will hear two friends talking about an interview with a singer they've seen on TV.
They agree that
- A the singer's answers were interesting.
B the interviewer was quite rude.
C the questions were confusing.
- 11 You will hear a girl telling her friend about a diving trip.
How did the girl feel about it?
- A sure she will go again
B glad she went with a relative
C pleased with her diving skills
- 12 You will hear a girl talking to a friend about basketball.
The girl is trying to
- A explain the rules of the game.
B describe a game she took part in.
C encourage the boy to start playing.
- 13 You will hear a boy talking about a trip to a city with his family.
Why did the boy's family get lost?
- A They couldn't understand their map.
B Someone gave them the wrong directions.
C The guidebook contained incorrect information.

Advice

9 What does the girl say about the internet? What does she suggest the boy does with the textbook? Does this advice match option C?

Advice

11 Does the girl say she was good at diving when she tried it in the sea? What does she say about the relative she went with?

In this part you:

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

FOCUS: LINKING WORDS AND PHRASES AND ADVERBIALS

1 Link the two parts of the sentences. Use the words and phrases in bold to help you.

- | | |
|--|--|
| 1 Unfortunately, | a Pierre has a part-time job. |
| 2 India is second only to | b the bus stop's just outside my house. |
| 3 Instead of ordering the soup, | c However, I don't speak much French. |
| 4 I grew up in France. | d it's going to rain tomorrow. |
| 5 I ski every winter | e China as a producer of tea. |
| 6 Luckily, | f shall we have salad? |
| 7 As well as studying, | g although I'm not very good. |

TIP In the Listening test, pay attention to linking words and expressions as they can affect the meaning.

2 Choose the best linking words or phrases or adverbs in bold from Exercise 1 to go in each gap.

- 1 Germany was Norway in the medals table.
- 2 Rashmin usually wears smart clothes., today he's dressed casually.
- 3 We're going camping tomorrow., the weather is improving.
- 4 I don't usually like action films, I quite enjoyed that one.
- 5 playing tennis for her club, Gemma is an excellent swimmer.
- 6 You should go for a walk watching TV every evening.

FOCUS: PREDICTING ANSWERS

3 You are going to hear a teacher talking to some students about a school trip to an aquarium. In each gap, write one or two words or a number or a date or a time.

TIP Read the instructions carefully and think about the type of information needed in a gap before you listen.



07

Before listening, decide what kind of information you need to listen for.

- 1 Cost of entry to the aquarium: £.....
- 2 Students need to bring:
- 3 Sharks feeding time: p.m.
- 4 11 a.m. talk about:

Now listen and complete the gaps.

4 The teacher now gives some more information about the aquarium. Listen for the spellings and write down the information.



08

Name of aquarium: Aquarina

- 1 Address: Road
- 2 Name of guide: Sarah



Questions 14–19

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

TIP

Read each piece of information in the box below and try and guess possible answers for each gap.

You will hear a student giving a review of a new video game to his class.

Video game review

- Action takes place in: a (14)
- Players answer questions about: (15)
- Name of most difficult level of game: the (16)
- Best thing about the game: the (17)
- Maximum number of players: (18)
- Website for more details: www.(19)..... .com

Advice

(14) Where does the action take place in video games you know? Can you imagine any other places?

In this part you:

- **listen** to an interview
- **choose** the correct answer (A, B or C) from six multiple-choice questions

GRAMMAR: TIME PHRASES

1 Put one word in each gap.

for since ago

- I went on holiday to Japan three years
- Jenna has been in the photography club 2015.
- I've been playing for the school team six months.

Make some sentences about yourself using *for*, *since* and *ago*.

2 Listen to a girl called Silvia talking about her life and answer the questions.



- Where does Silvia live now?
 - China
 - London
 - Rome
- Silvia's Mum became interested in learning Chinese
 - before she went to China.
 - while she lived in China.
 - after she left China.
- Silvia's brother is now in
 - Rome.
 - London.
 - China.

3 Anita is a 16-year-old girl who helps out at a home for stray cats. Listen and put the events in the correct order.



- Anita cleaned the cats' cages.
- Anita started helping the vet.
- Anita started visiting Cat Rescue.
- Anita's mum started volunteering at Cat Rescue.
- Anita started helping at Cat Rescue.

TIP

Listen for time phrases as they can help you understand the order of events.

TIP

Understanding time phrases and tenses can help while you listen and when answering the exam questions.

Remember

She has (She's) worked there for 2 years = she works there now.
She worked there for 2 years = this happened in the past - she doesn't work there now.



Questions 20–25

For each question, choose the correct answer.

You will hear an interview with a 15-year-old girl called Andrea, who plays ice hockey for her National Under-16s Team.

- 20 Which sport does Andrea say she started playing first?
- A football
B ice hockey
C basketball
- 21 Andrea says that she first started playing ice hockey after
- A watching a family member play.
B seeing a game on television.
C talking about it with her friends.
- 22 Why does Andrea think that playing against boys is important?
- A It improves her own playing skills.
B It proves there are many girls playing the sport.
C It increases respect for female players.
- 23 How did Andrea feel when she was chosen for the national under-16s team?
- A surprised to be asked
B sorry to leave her club
C confident in her abilities
- 24 Andrea's favourite games are those which are
- A easy to win.
B shown on TV.
C exciting to watch.
- 25 Andrea says that people who want to start playing ice hockey should
- A find a club.
B buy good equipment.
C learn the rules.

Advice

21 Did Andrea like ice hockey after seeing her brother play? What does she say about her friends? Does this match with option C?

Advice

23 What does Andrea say about her abilities? What does she say about being chosen for the team? Was she surprised?



In this part of the test you will:

- **talk** to an interlocutor for 2–3 minutes
- **answer** some general questions about you and your family

FOCUS: PERSONAL QUESTIONS

1 Answer these questions about yourself.

- 1 What's your name?
- 2 How old are you?
- 3 Where do you live?
- 4 Who do you live with?

TIP

In Phase 2 of this part of the Speaking test, be ready to talk about your past experiences and future plans, as well as about the present.

2 Match these Phase 2 questions and answers.

<p>1 When do you practise speaking English?</p>	<p>I think it would be really useful to learn Chinese, but I think it would be very difficult.</p>	a
<p>2 How long have you studied English for?</p>	<p>We were in the same class when we started secondary school. We were 11 years old.</p>	b
<p>3 Which other languages would you like to learn?</p>	<p>For about five years now.</p>	c
<p>4 What do you usually do when you're with your friends?</p>	<p>I did some homework, had dinner then watched TV with my family.</p>	d
<p>5 How did you meet your best friend?</p>	<p>In my English classes and also sometimes with my friends after class.</p>	e
<p>6 What plans do you have for your next school holiday?</p>	<p>I am going to visit my grandparents, who live in Madrid.</p>	f
<p>7 What did you do last night?</p>	<p>We play video games together or sometimes go out to the cinema or park.</p>	g

3 Now ask and answer the questions in Exercise 2 with a partner.

FOCUS: LISTENING

4 Listen and complete the interlocutor's questions.



- 1 kinds of TV programmes do you enjoy
- 2 us about the area you live.
- 3 What do you do after
- 4 Where you go last
- 5 What are you to do

Exam Practice Test 1 Speaking Part 1

(2–3 minutes)

Phase 1 Interlocutor

To A/B Good morning / afternoon / evening.
Can I have your mark sheets, please?
Hand over the mark sheets to the assessor.

To A/B I'm and this is

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

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

To B B, where do you live?
Who do you live with?
Thank you.

To A And A, where do you live?
Who do you live with?
Thank you.

TIP

Listen carefully to the interlocutor's questions, and ask if there's something you don't understand.

TIP

There will be two examiners in the room. The person who asks you questions is the interlocutor. The other person is the assessor, who sits further away and makes notes, and doesn't speak. If there's anything you don't understand, ask the interlocutor, who will be happy to explain.

Phase 2 Interlocutor

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

Tell us about your best friend.

How often do you use the internet?

What do you usually do in the evening?

What is your favourite school subject? (Why?)

Which TV programmes do you enjoy watching? (Why?)

Do you like playing or watching any sports? (Why? / Why not?)

What's your favourite kind of music? (Why?)

Tell us about your bedroom.

Advice

Practise asking and answering these questions with a friend. This will help you feel confident right from the beginning of the test.



Listen to two students answering some of the questions above.

14

In this part of the test you will:

- **talk** to the interlocutor about a colour photograph
- **describe** what you can see in the photograph

VOCABULARY: DESCRIBING PEOPLE, THINGS AND PLACES

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



Remember

Use the present simple, especially *there is* and *there are* to describe the photograph in general and the things you can see, e.g. *The photo shows a school library. There are lots of shelves.* Use the present continuous to describe what the people are doing and wearing, e.g. *The students are all wearing school uniforms. They are sitting at a table.*

Remember

Use phrases like these to say where things are.

- *In the middle of the photograph, there is...*
- *On the back of the chair, there is...*
- *Behind the students, there are...*
- *On the shelves, there are....*

Can you think of any more phrases?

- 3 Listen to a student describing this photograph. Does she say the same things you said about the people? What does she say about the place?



15

Exam Practice Test 1 Speaking Part 2

(3-5 minutes)



Interlocutor

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

A, here is your photograph. It shows someone **doing her homework**.

The interlocutor will place Exam Practice Test 1 Speaking Part 2 picture (see page C1), in front of Candidate A.

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

Candidate A

(Approximately 1 minute)

Interlocutor

Thank you.

Back-up prompts (for A and B)

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

Interlocutor

B, here is your photograph. It shows some people **getting their lunch**.

The interlocutor will place Exam Practice Test 1 Speaking Part 2 picture (see page C2), in front of Candidate B.

Interlocutor

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

Candidate B

(Approximately 1 minute)

Interlocutor

Thank you.



Listen to a student talking about Photos A, B and C. (See pages C1, C2 and C7.)

In this part of the test you will:

- **look at** information the interlocutor gives you
- **discuss** your views and opinions with your partner

FOCUS: MAKING SUGGESTIONS, AGREEING AND DISAGREEING

1 A school wants to have a cookery competition for students and needs to choose a suitable prize for the winner. Look at the four possible prizes and listen to Gina and Harry talking about them. Which prize does Gina think is best? Why? Does Harry agree with Gina? Why not? Which prize do they agree on in the end?



2 Read Gina and Harry's conversation, then listen again and complete the text with words from the recording.



- H: So which prize do you think they should give, Gina?
 G: Hmm ... I think the chef's hat (1) Only cooks and chefs wear hats like that. It's so unusual, and I'd love to have something like that.
 H: I (2) that. The person who wins will definitely be a teenager and probably just enjoys cooking as a hobby. They're not a professional chef, so I don't think it will be very useful.
 (3) the cake? Everyone likes cake.
 G: I don't! And it's not a very healthy prize either! (4) they give the pans then? (5) about that?
 H: I think their parents have probably got lots of pans already.
 G: (6) right, but they might not have any up-to-date cookery books, and they're a great way of learning how to cook better, too.
 H: (7)! Yes, they're definitely the best prize.

3 Which prize do you think would be best for the winner of a school cookery competition? Discuss this with your partner.

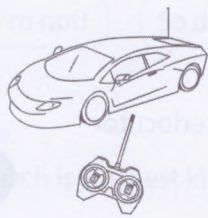
Remember

There are lots of phrases you can use for making suggestions: *Why don't they ...? How about ...? I think the school should ...*
I think the X would be the best prize because ...

TIP

Choose the pictures that you think will be easiest to talk about and discuss those ones first.

- 4 A boy wants to buy a present for his older sister who has just got her driving licence. Discuss these ideas for a present in pairs.



Exam Practice Test 1

Speaking Part 3

(4–5 minutes)

Advice

What can you do on a laptop on a long journey? Do you like reading? How long do you usually read for? Do you think playing games is fun? Can you spend a few hours listening to music?

Interlocutor

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

The interlocutor will place Exam Practice Test 1 Speaking Part 2 set of pictures (see page C11), in front of both candidates.

Interlocutor

A girl is going on a long bus journey with her family to visit some relatives. She can take one thing with her on the bus for entertainment during the journey.

Here are some things she could take with her.

Talk together about the different things she could take with her, and say which would be best.

All right? Now talk together.

(Approximately 2–3 minutes)

Interlocutor

Thank you.



Listen to two students doing the task above.

20

In this part of the test you will:

- **answer** questions on a similar topic to Part 3
- **give** your views and opinions to your partner and the interlocutor

FOCUS: GIVING YOUR OPINION

1 Listen to Theo and Lidia giving their opinions about the foods they like. Complete the text with words from the recording.



Theo

The food I really like is pizza. I think it's really (1) whatever you put on top of it and I like lots of (2) of pizza. I think (3), though, is chicken and pineapple. I know it sounds a bit strange, but it tastes (4)! It's because the pineapple is sweet and the chicken and cheese isn't, so they go really well together. (5) you, Lidia? What food (6) like?

Lidia

I like pizza (7), but the food I like most is ice cream (8) I can buy it in so many nice flavours and I (9) all of them. I (10) chocolate and vanilla rather than strawberry or other fruit flavours, (11) I'm very happy to eat them all! I think that learning how to make ice cream (12) really interesting. Do you like making pizzas, Theo?

2 Now listen to the second part of Theo and Lidia's conversation about healthy and unhealthy foods. Complete the phrases for agreeing and disagreeing.



Theo: I think fast food is really bad for you.

Lidia: (1)..... Most fast food restaurants and takeaways sell salads and things like that. (2)..... that a lot of the things we think about when we mention fast food, like burgers and chips, aren't good for you, but other things aren't so bad.

Theo: (3)..... I think that even if you have a burger every now and then, it's not going to do you any harm. It's when you eat them every day it becomes a problem.

Lidia: (4)..... Some scientists think that things like chocolate are good for you, too.

Theo: (5)..... only if you eat a very small amount each day.

TIP

Look at your partner when you're talking to them. This helps to give both of you confidence.

Remember

It's really important to respond to what your partner or the interlocutor says, to keep the conversation moving forward. You can use words and phrases like *That's sounds amazing/great/wonderful/lovely/awful/terrible!... That's right ... Do you? ... Really?*

Remember

There are lots of phrases you can use for agreeing and disagreeing

- agreeing: *That's a good idea! ... I agree ... I think so too ... Me too! ... I guess so ... Exactly! That's true!*
- disagreeing: *I'm not sure that ... I don't think ... I don't agree ... I'm not so sure ... Yes, but ... No, but ...*

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

Me neither!

Are you? I'm not!

So do I!

Me too!

Really? That'd be great!

Don't you? I do!

- 1 I much prefer pasta to rice.
- 2 I think a holiday by the beach is the best kind of holiday.
- 3 I'd love to go to New York.
- 4 I don't really like comedy films. They never make me laugh.
- 5 I'm really frightened of travelling on aeroplanes.
- 6 I'd like to design my own jewellery.

Exam Practice Test 1 Speaking Part 4


(3–4 minutes)

Interlocutor

(to both candidates)

- Have you ever been on a really long journey? (Where did you go?)
- Which do you prefer, travelling by car or travelling by bus? (Why?)
- Have you ever been on an aeroplane? (Did you enjoy it?)
- Do you like travelling by train? (Why? / Why not?)
- Is it important for people to think about the environment when they choose how to travel? (Why? / Why not?)

Thank you. That is the end of the test.

 Listen to two students doing the task above.

Advice

Which do you prefer, travelling by car or travelling by bus? Think about:

- how comfortable each type of transport is.
- how fast each type of transport is.
- how convenient each type of transport is.
- how expensive each type of transport is.

Training Test 2 Reading Part 1

- How many texts do you have to read in Part 1?
- What do you have to decide when you look at A, B and C?

FOCUS: WORDS WITH SIMILAR MEANING

1 Match expressions 1–5 with the expressions a–e that have similar meanings.

- | | |
|---|---|
| 1 Photography is not permitted in the art gallery. | a It is changing its opening hours. |
| 2 The swimming pool will no longer be open after 8 p.m. | b It's in good condition and is almost new. |
| 3 The printer was bought recently and works perfectly. | c Lower prices for some children if they are with their mother or father. |
| 4 If the side entrance is closed, please use the main entrance. | d You must not use your camera here. |
| 5 Discount for under-12s when accompanied by a parent. | e You may have to go in a different way. |

FOCUS: TEXT TYPES, CONTEXT AND FUNCTION

2 Look at the six short texts. Match 1–6 with text types a–f and say where you might see them.

- a email b label c advertisement d note e notice f road sign

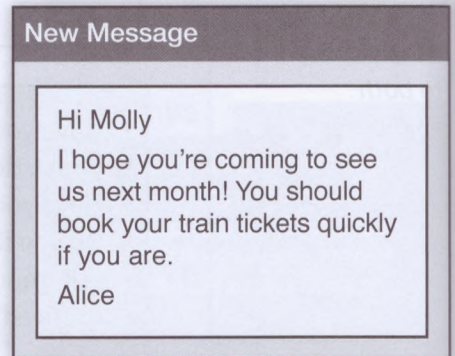
1



2



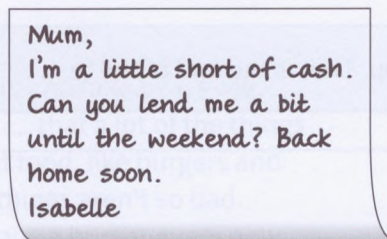
3



4



5



6



3 Match answers a–f with short texts 1–6 in Exercise 2.

- | |
|--|
| a You must not drive here. |
| b You don't have to pay for your first class if you join before the weekend. |
| c Do not put in washing machine or use hot water. |
| d She ought to make travel arrangements soon if she's going to visit. |
| e She hasn't got much money and wants to borrow some. |
| f Do not close them for any reason. |

GRAMMAR: IMPERATIVES AND 'NO + -ING' FORMS

4 Complete the orders with words from the box.

standing put on stop running
use camping

- 1 here when traffic lights are red.
- 2 No in the nature park.
- 3 this exit when film ends.
- 4 No near the driver or the doors.
- 5 No on the stairs.
- 6 your seatbelts for landing.

Remember

We give instructions or commands with imperative verbs: *Listen!*
Don't talk!
We can also tell someone not to do something with *no + -ing*: *No parking on the grass.*

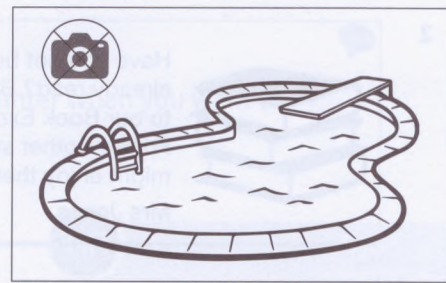
5 Where would you see orders 1-6 from Exercise 4? Match them with a-f below.

- a in a cinema
- b in the countryside
- c on a plane
- d in the street
- e inside a school building
- f on a bus

Remember

We can say *allow someone to do something* or *let someone do something* (without *to*).

6 In pairs, complete 1-6 using the correct form of suitable verbs.



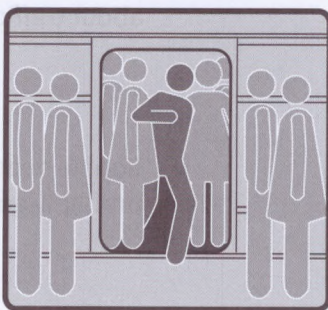
1 right at the end of this road.

2 No Dangerous rocks in water.

3 Please don't photos in the swimming pool area.



4 No in this park except at weekends.



5 passengers leave the train before you board.



6 No in this area.

Underline the key words in the text and look for similar expressions in A, B and C.

Questions 1-5


For each question, choose the correct answer.

1

**HEAVY SNOW EXPECTED OVERNIGHT
TRAIN AND BUS DELAYS POSSIBLE
CHECK WEBSITES REGULARLY –
SOME SCHOOLS AND OFFICES MAY
BE CLOSED TOMORROW**

- A The bad weather will make a lot of public transport late tomorrow.
- B Snow that is falling will cause a number of problems tomorrow.
- C Students should watch for announcements in case they are unable to attend classes tomorrow.

2



Have you got books you've already read? Bring them to our Book Exchange on Friday – other students might enjoy them!

Mrs Jones

What is Mrs Jones asking students to do?

- A share books they no longer want with their schoolmates
- B find out from other students which books they've enjoyed
- C bring in a good book to talk about on Friday

3



- A Sophie wants Billy to contact Joanna and warn her about traffic problems in town.
- B Sophie needs to let Joanna know that she's probably going to be late.
- C Sophie's not sure when she's supposed to meet Joanna to see a film.

4

New Message



From:

Coach

To:

Rugby club

Just wanted to thank players in Saturday's match, and people who supported them. Remember, the other side were league winners, so all wasn't bad – but next time let's beat them!

What is the coach doing?

A congratulating the team on their most recent win

B letting the team's fans know the positive effect of their support

C encouraging the team to play even better in a future match

5



Café Menu

See below for our regular dishes – or for today's 'specials' go inside to see the board by the counter!

A We have more food available, apart from what's written on the menu.

B To decide what to eat, you must go and look at the board inside.

C Speak to someone at the counter when you want to order your food.

TIP

When you have chosen A, B or C, compare it with the text and check that it really says the same thing.

- How many descriptions of people do you have to read in Part 2?
- How many matching texts can you choose from?

FOCUS: IDENTIFYING KEY WORDS


1 Complete the text with words from the box.

rather stand mind fancy prefer fond keen

Sonia doesn't (1) going abroad because she isn't (2) on travelling long distances and she really can't (3) flying. She would (4) to have a holiday near her home and she'd (5) go camping than stay in a hotel. She's (6) of nature and really doesn't (7) if it rains a lot!

2 Work in pairs. Which of the words in Exercise 1 do we use for something we:

- a like? b prefer? c dislike? d don't think is important?

 B1 Preliminary candidates often make mistakes with words that express likes and dislikes.

FOCUS: IDENTIFYING LIKES, DISLIKES AND PREFERENCES

3 Read this description of someone who wants to go to a sports centre. Underline the key expressions and the words that tell you what he likes and prefers.

Ethan wants to train every day and he doesn't mind paying a regular amount to stay fit. He fancies learning a new sport and prefers to make reservations by email.

FOCUS: MATCHING KEY WORDS WITH PARAPHRASES

4 Read these descriptions of three sports centres and decide which of A–C would be the most suitable for Ethan. Then say why that is the correct answer.

A Greenfields

We don't charge much: just a £3 entrance fee (free for students). In summer, relax in our outdoor pool or walk around our beautiful gardens. Open Tuesday to Friday, plus weekends. We care about the environment, so please don't bring your car.

B Topfitness

There's nowhere better to get really fit. Gym membership costs just £20 per month and our squash courts can be reserved online. Lessons are available for most activities. We open from 7 a.m. to 10 p.m. daily; hot and cold drinks are available.

C Eastpark

Eastpark has both outdoor and indoor pools, playing areas for football and rugby and a first-class gym. Facilities can be booked by phone only. For students, we offer reduced prices for membership. There are bus stops nearby and parking is free.



Remember that for each of descriptions 6–10 only one of A–H is correct, so there are three texts you will not use.

Questions 6–10

For each question, choose the correct answer.

The people below all want to visit a studio where films are made. On the next page there are descriptions of eight film studios that people can visit. Decide which film studios would be the most suitable for the people below.

6



Tom wants to look around the studio at his own speed, and visit the actual sets where films were made. His mum wants to see online what the studio is like before she buys tickets.

7



Ingrid is interested in seeing costumes that famous actors have worn, and she'd also like to ride on a vehicle that originally appeared in a film. Ingrid's mum wants a souvenir to remember their trip.

8



Roberto wants to visit a studio where famous films were made many years ago, and buy something that appeared in one of the films. His dad wants to book online before they go.

9



Simone likes science fiction films, and prefers looking at digital displays about how special effects are achieved to reading information. Simone's dad wants to get a digital guide.

10



Ben is interested in how scenes from famous cities are created in studios. He'd also like to visit film locations outside the studios, accompanied by a guide who can answer his questions.

Film studios

A Grand Studios

These studios have been the home of special effects for years! There's plenty to look at and read, so allow lots of time for your visit. And our friendly guides around the studios are ready to help direct you to the most interesting sights. It's best to book online in advance.

C Waverley Studios

These studios are huge, with plenty of space for displaying the scenery and stages where big stars acted in scenes from famous films. Check the website to see exactly what the studio offers inside. And because you're not shown around in groups, you can spend as much time there as you want!

E WestWays

To visit this studio, get tickets in advance through the website, to avoid long queues – it's very popular with people who love top movies from the 40s, many of which were filmed here. The studio also has a great selection of items from various movies, now on sale as souvenirs!

G Star Studios

See a 360° online tour of these studios before you come – they're huge! And during your visit, ride through what look like London and Paris streets, on original buses used in old films, and even try on costumes from films made here. Digital displays will give you plenty of information!

B Movieworld

You'll find the best movies ever here, set far into the future! Use the interactive videos on our computers, to see how actors are turned into on-screen monsters, using amazing make-up, costumes and filming techniques, and models of dinosaurs are created to look as though they're alive! There are video activities, and 'tours' of the studio to download.

D Screen World

Many famous movies from the last century were made in these studios, and you can still see the costumes worn in them, and the original sets used in the films. There's a useful digital guide you can buy here, so you'll find your way through these studios really quickly!

F FilmFun

Come and visit amazingly realistic sets, from the streets of New York to the historical sites of Rome – and walk around them! The tour also includes a bus ride to places in the surrounding area which have appeared in films, with a staff member to tell you whatever you'd like to know.

H FilmPark

FilmPark has an amazing collection of old cars once used in films – and they still work! So, have a trip in one and see the studios as you're driven around its huge city street scenes. There's also a collection of original clothes that stars were dressed in for their movies. Visitors get free photos of themselves as they leave.

- Is there a short text for each question, or one long text?
- How many options are there for each question?

VOCABULARY: ATTITUDE AND OPINION ADJECTIVES

1 We often use these adjectives to describe attitude and opinion. Use one of them to say how each of the people in 1–8 feels.


ashamed cheerful confident grateful jealous impressed patient upset

- 1 Thanks very much for helping me. You're very kind.
- 2 I've been in a good mood all day!
- 3 I've studied really hard, so I'm sure I'll do well in tomorrow's test.
- 4 It was silly of me to do that. I'm very sorry.
- 5 I thought my team would win the cup, but they lost the final 5–0!
- 6 I can't believe that's the first time you skated! You did so well!
- 7 You can take as much time as you like. I'll wait here for you.
- 8 It's not fair: that boy's got a much newer phone than me!

GRAMMAR: -ED AND -ING ATTITUDE AND OPINION ADJECTIVES

2 Choose the correct form of the adjectives.

- 1 I was very *interesting* / *interested* in what that woman said about music.
- 2 That was probably the most *bored* / *boring* TV show I've ever seen.
- 3 I was *disappointed* / *disappointing* that my friends couldn't go to the fair with me.
- 4 The ending of that film was really *shocked* / *shocking*. It kept me awake last night!
- 5 I felt *exhausted* / *exhausting* after running in such a long race.
- 6 I get *annoyed* / *annoying* with my little brother when he behaves like that.
- 7 Some of the awful things on the TV news make me feel a bit *depressing* / *depressed*.
- 8 'Stranger Things' is one of the most *excited* / *exciting* series on television.

 B1 Preliminary candidates often make mistakes with *-ed* and *-ing* adjectives.

3 Some of these sentences are correct and some have mistakes. Correct the sentences that are wrong.

- 1 I felt very tiring after doing homework all evening.
- 2 It was a very frightened book, but I read it all and I enjoyed it.
- 3 Thomas explained the rules of the game, but we were still a bit confused.
- 4 After a week at school, I just want to stay at home and feel relaxing.
- 5 There are some really excited rides at the summer fair.
- 6 I'm a bit worrying about my friend Lacey. She hasn't phoned.
- 7 Something really embarrassing happened to me yesterday.
- 8 I was very surprising when I saw that famous singer in our street.

FOCUS: IDENTIFYING KEY WORDS IN EXAM QUESTIONS

- 4** Look at these typical Part 3 questions and unfinished statements. Underline the key words in each.
- 1 What does the writer like most about playing the trumpet?
 - 2 The writer felt nervous when he answered the phone because ...
 - 3 How did Emma feel about going to a new school?
 - 4 Francesca was bored during the train journey because ...
 - 5 Why did the writer decide to get a new bike?
 - 6 According to Liam, the main difference between badminton and tennis is ...

FOCUS: ANSWERING MULTIPLE-CHOICE QUESTIONS IN YOUR OWN WORDS

- 5** Quickly read this paragraph and answer these questions.

- 1 What kind of text is it?
- 2 What's it about?
- 3 How does the speaker feel?

On my first day at the snowboarding school I was in a beginners group of twelve, although some were clearly 'advanced beginners'. Before the instructor arrived they started showing the rest of us the cool things they could do, which I think annoyed some in the group, though I didn't mind. I wanted to learn to snowboard well, and I felt sure that if I watched others, listened to the instructor and kept practising, I would, in the end, achieve that. Previously, I'd watched snowboarding competitions and I'd wondered whether it really could be as much as fun as it looked, and by the end of that week I was starting to find that it was. It was also a bit less tiring than I'd expected.



- 6** Look at this question, underline the key words and then read the paragraph above more carefully. Try to answer the question in your own words.

How did the writer feel when he first went snowboarding?

- 7** Now look at options A, B, C and D. Which best matches your own answer in Exercise 6? Check your answer. Why are the other options wrong?

- A exhausted after doing so much hard exercise
- B confident that he could become good at it
- C disappointed that it was not an exciting sport to do
- D angry with some of the learners in his group

TIP

Try answering the question for yourself before looking at options A–D. Then choose the option that's closest to your own answer.

Questions 11–15

For each question, choose the correct answer.

Coasteering

Lily Carter had no idea what present she wanted for her 14th birthday. But she'd always been keen on challenging sports, especially to do with water, like surfing and sailing. So when her parents heard about an activity called coasteering – exploring rocks along the coast by climbing and swimming – they thought Lily would love it. They found a course offered at an activity centre called Porthdean, just along the coast from the family home, which was perfect. So after checking it was led by experienced instructors, they signed her up.

Lily had seen a TV show about coasteering, and was interested in doing it, although she'd thought only adults could take part. But then she discovered that on courses at Porthdean, there'd also be people her age jumping from rocks into the sea, and also exploring caves – which she was never normally allowed to do, so she really wanted to go. But she still asked her dad to go along too and, although he wondered whether he'd like coasteering himself, he knew how much Lily wanted someone to accompany her, so he agreed.

Lily and her dad drove to Porthdean, where they attended a session with their instructors to learn basic safety and techniques and be given helmets and special wetsuits to keep the cold out. The group they joined was quite small, which meant they got lots of individual attention. Says Lily, 'The entire trip was awesome – although the water was freezing! But our instructors encouraged the whole group so much, we were ready to try absolutely all the challenges, even stuff we hadn't expected at all, like jumping off high cliffs! I must admit, the one I jumped off wasn't that high, but Dad went much higher!'

'Anyway, Dad and I hadn't realised how hard it would be physically, so we were glad we were fit,' explains Lily. 'Even so, afterwards, we actually felt like we'd done loads of hard exercise in the gym! But I'll keep the memories of that trip forever, I reckon. And the instructors are going to put a video of it onto the website, so my friends will see it. They'd never believe me otherwise!'



11 Why did Lily's parents choose Porthdean for her coasteering present?

- A It offered various courses in her favourite watersport.
- B The instructors there were highly recommended.
- C It wasn't too far away from where they lived.
- D She had already tried some activities there.

12 How did Lily feel about the coasteering course?

- A pleased that it included something she'd always wanted to try
- B excited about doing the experience all on her own
- C keen to find out more about what it involved
- D interested to see whether she was the only teenager

13 Lily particularly liked her instructors because they made sure everyone

- A was comfortable with the kit they were given.
- B felt confident about the new things they would attempt.
- C got the same amount of attention.
- D knew all the activities they would take part in.

14 Lily says that after the course, she was

- A happy she'd shared something so exciting with her dad.
- B sorry she hadn't worked at getting fitter before she went.
- C proud that her friends all thought she'd done well.
- D surprised at how exhausted she was by the activities.

15 What would Lily text to a friend while she was away on the course?

A

I don't think Dad was sure before he came that he'd enjoy it – but actually, he's been braver than me!

B

I wanted to do the coasteering course, and mentioned it to my parents before my birthday. But I never expected they'd let me go!

C

Our session before the activities was great, although I really didn't think I'd need a wetsuit for the cold – and I was right!

D

Going into caves was amazing. I'd love to explore them by myself when we're next at the beach – I'm sure my parents will let me!

- How many gaps are there in the text?
- How many sentences must you choose from?

VOCABULARY: SYNONYMS

1 Match the common phrases in box A with their meanings in box B.

A a lack of get better get in touch hardly ever in the end make your mind up
 on your own rather than so far take care of take it easy up-to-date

B almost never by yourself contact decide finally improve
 instead of look after modern not enough relax until now

GRAMMAR: LINKING EXPRESSIONS

1 Preliminary candidates often make mistakes with expressions that link sentences.

2 Choose the correct word or phrase in these sentences.

- 1 We decided not to buy that car because it was too big. *Another / Other* reason was that it was too expensive.
- 2 It was the middle of the night. *Although / In spite of* that, the streets were crowded with people.
- 3 There was writing on the wall of the cave. *What / Which* it said was impossible to read.
- 4 The morning was sunny and hot. *So / However*, in the afternoon it became cold and wet.
- 5 Our plan was to get to the station early, but we missed the train. *Also / Instead*, we went by bus.
- 6 We'd better get some food. *Therefore / Otherwise*, we'll be hungry later.

FOCUS: USING SYNONYMS AND LINKING EXPRESSIONS AS CLUES

3 Match sentences 1–3 with sentences A–D to form a complete paragraph. There's one sentence which you don't need to use. Look for synonyms and linking expressions to help you.

- 1 Lucas was hoping to spend the morning taking it easy at home.
- 2 It was from Jake, who was walking in the countryside, and he sounded worried.
- 3 Jake replied that he was by himself in cold, thick fog and was completely lost.

- A As soon as he heard that, Lucas knew he couldn't leave his friend out there on his own.
- B That was why he was alone in the hills in winter.
- C However, his plans for a relaxing Sunday ended when he received a phone call.
- D So Lucas asked him what was wrong.



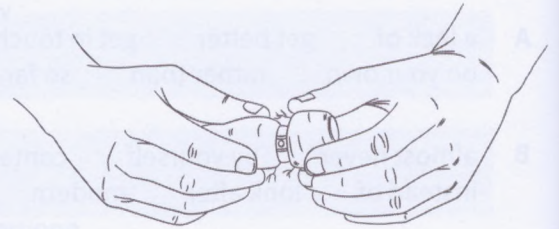
4 Work in pairs. Highlight the linking expressions, synonyms and reference words that help link each correct sentence A–D with 1–3. Which words tell you why one of them doesn't fit any of 1–3?

Questions 16–20

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

The story of the carrot and the ring

Have you ever lost something that was precious to you, and thought you'd never see it again? That's what happened to Mary Grams from Canada.



Mary had worn her engagement ring for more than half a century when she suddenly lost it. She was working in her garden on the family farm one day, pulling out a plant. **16** When she discovered it was missing, she searched everywhere for it for days, before finally giving up.

Mary realised she probably wasn't going to find the ring again. So she decided not to tell anyone about what had happened, apart from her son. Instead, she thought she would replace it with a much cheaper ring from a jeweller's. **17** In fact, it was so similar that no-one else in her family even knew her original ring was missing.

But the story has a happy ending. Mary eventually got her engagement ring back – 13 years after it was lost! One day Mary's daughter-in-law Colleen was working in the same garden where Mary had been all those years ago.

18 But this time it looked a bit different – because there was a carrot growing right through the middle of it!

As soon as Colleen saw the ring, she knew immediately who the owner was. The farm had been in the family for over 100 years. **19** So when Colleen discovered the story of the lost ring, it became clear there was only one person it could possibly have belonged to, and the ring was returned to Mary.

Mary decided to remove her ring from the carrot and wear it again. **20** Then the ring was washed, and Mary put it back on her finger – and it still fitted perfectly!

TIP

Check that the verb form and any singular or plural nouns all match in the main text and the sentence you have chosen.

- A She was digging up vegetables there when she discovered the ring.
- B That gave her a very good idea about what to do with the carrot.
- C And that was probably when the ring came off her finger.
- D So she carefully cut the carrot in half.
- E She had never seen anything like it before.
- F And only two women had lived there in all that time.
- G It was tiring work, as some of them were very big.
- H Luckily, she managed to find another one that looked just like it.

TIP

After you choose all your answers, check that the completed text makes sense.

FOCUS: USING COLLOCATIONS AS CLUES

4 Choose the best word, A, B, C or D, for each gap. Underline any words before or after the gap that often go with one of those options.

Last March my friend and I (1) _____ some time, so we decided to go abroad. We (2) _____ week in the wonderful town of Bath, see (3) _____ sight, eating wonderful meals and (4) _____ some great shopping. While we were there, we (5) _____ the most amazing views across the city.

- | | | | |
|--------------|-------------|-------------|---------------|
| 1 A - did | B - had | C - made | D - took |
| 2 A - passed | B - took | C - paid | D - spent |
| 3 A - making | B - buying | C - doing | D - having |
| 4 A - took | B - arrived | C - brought | D - travelled |
| 5 A - saw | B - caught | C - got | D - gave |

- How many gaps do you have to fill in?
- How many words do you choose from for each gap?

VOCABULARY: COLLOCATIONS



B1 Preliminary candidates often make mistakes with verb/noun collocations.

1 Some words commonly go together. Match each word or phrase in the box with the verb *do*, *make*, *have* or *take*.

a bus a noise a job a photo sport an exercise an idea a break fun a party
 a good time a mess a mistake a shower a phone call an exam friends an English course
 my homework notes a good time lunch at school school some shopping

2 Find and correct the mistakes in these sentences. Use verbs from Exercise 1.

- 1 I can't go out because I haven't made my homework yet.
- 2 We passed a really good time during our holidays.
- 3 My friend Marta is making a party on Saturday evening.
- 4 I'm feeling tired, so I'm going to do a short break.
- 5 I'm sure you'll soon know new friends when you change school.
- 6 The primary school kids were doing a lot of noise.
- 7 I want to learn Chinese, so I'm giving lessons every week.
- 8 Try not to do any mistakes in this exercise!

TIP

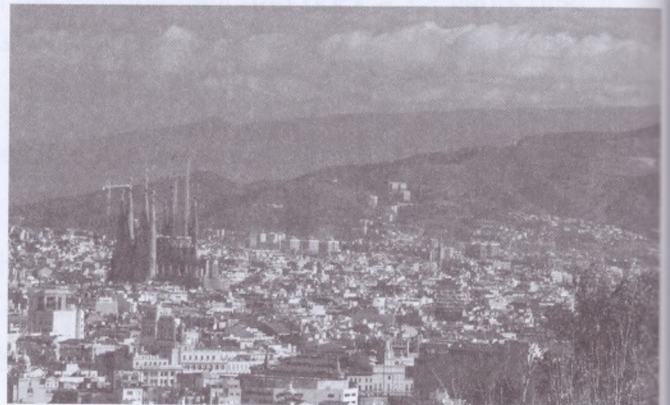
It's very useful to learn common English verb+noun collocations.

FOCUS: USING COLLOCATIONS AS CLUES

3 Quickly read the text in Exercise 4 below, without looking at options A, B, C and D or filling in any gaps. What kind of text is it and what is it about?

4 Choose the best word, A, B, C or D, for each gap. Underline any words before or after the gap that often go with one of those options.

Last March my friends and I (1) some free time, so we decided to go abroad. We (2) a week in the wonderful city of Barcelona, seeing the sights, eating wonderful meals and (3) some great shopping! While we were there, we (4) the underground train and then a cable car right to the top of Montjuic Hill, where we (5) the most amazing views across the city.



- | | | | |
|------------|-----------|-----------|-------------|
| 1 A did | B had | C made | D went |
| 2 A passed | B took | C paid | D spent |
| 3 A making | B buying | C doing | D having |
| 4 A took | B arrived | C brought | D travelled |
| 5 A saw | B caught | C got | D gave |

For each gap, decide what kind of word, the 4 options are, e.g. noun, verb.

Questions 21–26

For each question, choose the correct answer.

Sheep can recognise faces!

Many people think sheep aren't very intelligent creatures. But in fact, (21) to new research, they may be cleverer than we think. For example, sheep can actually be trained to recognise human faces from photographs!




Recognising faces is an important human social

(22) However, it seems that sheep are also social animals that can recognise other sheep as well as (23) humans. In experiments, researchers trained eight sheep to recognise the faces of celebrities from photographs. Training involved getting the sheep to (24) decisions about the photos they saw. At one end of a room, they would see two different photographs, and would receive a (25) of food for approaching the photograph of the celebrity; if they approached the wrong photograph, they got nothing. Over time, they learned to (26) getting food with the celebrity's photograph. And after training, the sheep correctly chose the celebrity's face eight times out of ten!

- | | | | |
|----------------|-------------|-------------|-------------|
| 21 A regarding | B following | C resulting | D according |
| 22 A skill | B talent | C knowledge | D method |
| 23 A ordinary | B usual | C familiar | D frequent |
| 24 A set | B make | C have | D do |
| 25 A reward | B benefit | C tip | D goal |
| 26 A attach | B join | C add | D connect |

- How many gaps are there in the text?
- How many words must you write in each gap?

GRAMMAR: RELATIVE PRONOUNS

 B1 Preliminary candidates often make mistakes with relative pronouns.

1 Correct the mistakes in these sentences using the relative pronouns in the box.

which who where when whose

- The fish who I saw was a shark, I think.
- Buenos Aires, which my cousins live, is a long way from here.
- My big sister Layla, that is 17, is going to university next year.
- The neighbours, which house is much bigger than ours, have two cars.
- That's the boy which I told you about.
- It was in February, where the weather was cold, that I bought this coat.
- A good cook is someone who food always tastes good!
- There's the house that I used to live.

TIP

For each gap, first decide what kind of word you need, e.g. a pronoun.

TIP

After you fill in all the gaps, make sure the completed text makes sense.

FOCUS: IDENTIFYING PART OF SPEECH

2 Complete each sentence with one word.

- The girl lives in that house goes to my school.
- In some countries you can't drive a car you're 18.
- We'll go to the shopping mall tomorrow if we enough time.
- Take some money with you in you want to buy a drink.
- I always like to take part as many different sports as I can.
- Let's leave now we don't have to run to catch the bus.

3 Which of your answers above are:

- verb forms? (e.g. *was*)
- linking words or part of linking expressions? (e.g. *though, in order to*)
- prepositions? (e.g. *of*)
- relative pronouns? (e.g. *which*)

4 In pairs, look at the gaps in this paragraph and for each one decide what kind of word is needed. Then complete each gap with one suitable word.

Snow biking is a new winter sport (1) is now becoming very popular. It's similar (2) mountain biking in that it involves riding down steep hills, often at high speed, but on snow or ice (3) of on ordinary ground. Snow biking tyres, (4), have to be wider than those on a mountain bike, (5) that the wheels don't slip on icy surfaces.



Questions 27–32

For each question, write the correct word. Write **one** word for each gap.

Central College student fashion show – review

by Sam Coulston, college magazine reporter

As you may know, we had a fantastic fashion show here at the college last week. The aim was to display the work that the fashion students (27) recently been involved in all year here at the college, and show parents and friends the results. And it was clear to us that (28) were impressed by it.



The models that (29) part in the show were actually the students themselves, wearing their own clothes designs. (30) were some amazingly creative clothes on show, such as a dress made of recycled materials, and a coat that included every colour you could possibly think of! And the scenery, created (31) the students in the Art Department, was really spectacular too.

Mrs Jackson, Head of Design, said: 'There's absolutely (32) doubt in my mind that all these students are extremely talented – and I'm sure we'll hear more about them in the future. I wish them every success in their careers.'

- What do you have to read?
- How many points must you include in your email?

FOCUS: GIVING REASONS

1 Choose the correct words.

- 1 Lacey couldn't go to school *because* / *because of* her illness.
- 2 *As* / *Due to* heavy traffic in the city centre, our bus was late.
- 3 I'll take plenty of money *in case* / *because* I'm going to go shopping.
- 4 *As* / *Because of* we were feeling tired, we stopped for a break.
- 5 *Since* / *Due to* there's no school tomorrow, let's play tennis in the morning.
- 6 You'd better take a map with you *if* / *in case* you get lost.



B1 Preliminary candidates often make mistakes with language for explaining the reason for something.

2 Some of these sentences are correct and some have mistakes. Correct the sentences that are wrong.

- 1 I'd love to visit your country as I believe it's really beautiful.
- 2 Why don't you reserve a table in the restaurant since it's full?
- 3 As the cold weather, we should wear warm clothes.
- 4 Since it'll be late when the film finishes, my parents will collect us from the cinema.
- 5 I'm afraid I can't come to your house on Sunday because of we'll be away then.
- 6 Shall we get to the cinema early, just in case it's really busy?

Remember

Put a noun after *because of* or *due to*, but a subject + verb after *because*, *as*, *since* or *in case*.

FOCUS: LANGUAGE TO BEGIN AND END AN EMAIL

3 Decide if you would use each phrase at or near the *beginning* or *end* of an email. Then tick (✓) the phrases that you would use in an email to a friend.

Dear Ms ...,
Write back soon.
Lots of love,
Thank you for your recent message.
Best wishes,
I look forward to hearing from you.

Hi ...,
See you soon.
Sorry I've taken so long to get back to you.
Yours sincerely,
It's great to hear from you!
Bye for now,

FOCUS: UNDERSTANDING THE TASK

4 Read the exam instructions and the email on the opposite page, then answer questions 1-3.

- 1 Who has written to you?
- 2 What is their email about?
- 3 What do the notes say you must do?

Read this email from your English-speaking friend Chris and the notes you have made. Write your answer in about 100 words. Write your email to Chris using all the notes.

EMAIL

From: Chris

Subject: New sports centre

Hi

Sorry it's taken me so long to write back. I've had lots of school work to do – how about you?

It's great to hear that you can come to the new sports centre with me. I'll be free all next weekend. Let me know the best time for you.

It's got both an indoor pool and an outdoor one with a café. Which would you prefer to go to?

Should we do anything else there? There's an athletics track and also tennis, badminton and squash, or there's a cinema next door.

Bye for now,
Chris

TIP Make longer sentences with more ideas by giving reasons for what you say, e.g. *I'd prefer to meet earlier, in case ...*

Tell Chris

TIP If you are writing to a friend, use informal language, e.g. *Hi*.

Say when

Explain

Suggest

5 Does the writer of the email use formal or informal language? Find examples.

FOCUS: STUDYING A SAMPLE ANSWER

6 In pairs, read this sample reply to Chris and answer the questions.

Hi Chris,

Don't worry about taking your time replying. I've been really busy with exam revision!

Going to the sports centre is a brilliant idea, as I really need to get fit. How about meeting there early on Saturday morning?

I think I'd rather swim in the outdoor pool, in case we get hungry and feel like having something to eat. Maybe we could try the indoor one in the winter?

I've always wanted to try squash, because it's so fast and it looks like really good exercise. Shall we book a court?

Looking forward to hearing from you.

All the best,
Harper

- 1 Is it the right length?
- 2 Does it cover all four notes? In which paragraphs?
- 3 Is it written in formal or informal language? Find examples.
- 4 Which reason links (e.g. *since*) does the writer use?

You **must** answer this question.

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

Question 1

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

✉
EMAIL

From:

Subject:

Dear Students

I'm planning to set up a new school English-language magazine. Would any of you like to help?

Yes! I can arrange a meeting about the magazine on either Tuesday or Thursday afternoon next week. Which do you think would be the best day?

Before you come to the meeting, can you please let me know which school activity you would like to write an article about?

Suggest... Apart from articles on different topics, is there anything else we should include in the magazine?

Best wishes,
Mr Mitchem

Advice

Organise your reply email into paragraphs and make sure you include all the points.

Explain which is best

Tell Mr Mitchem

TIP

Use your own words instead of the words in the email you received.

TIP

It's important to remember that the informal way you write to a close friend wouldn't be appropriate when writing to a teacher. Make sure you use the appropriate greeting and ending (*Dear*, *Best wishes*).

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

- Do you write one or two texts in Part 2?
- What kinds of text will you write?

GRAMMAR: PAST TENSES

B1 Preliminary candidates often make mistakes when using past tenses.

1 Match the sentences to their descriptions.

- | | |
|--|--|
| 1 I went there last Saturday. | a Something that was happening in the past. |
| 2 She was playing volleyball all day. | b A past event which happened before another past event. |
| 3 After he had watched the film he went outside. | c A single event in the past. |

2 Complete the sentence with the past simple or past continuous form of the verb in brackets.

- He an apple when the teacher into the classroom. (eat, come)
- Do you know what Henry all evening? There was a lot of noise! (do)
- My mum when she saw my exam result. (smile)
- My brother a glass while he the washing up. (break, do)
- Joe until 10 o'clock yesterday morning. (not wake up)
- We to the cinema last weekend and we a great film. (go, see)
- I a police car while I home from school. (saw, walk)
- Dad me to school this morning because I late. (drive, be)

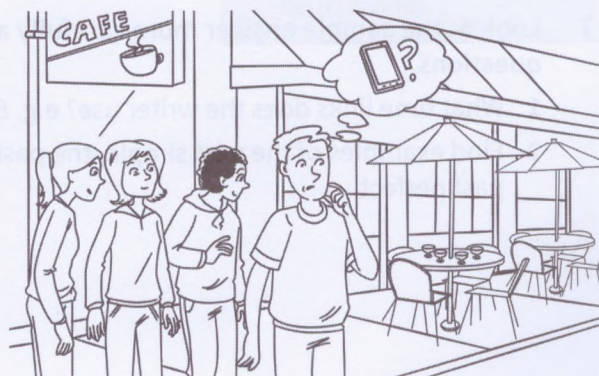
3 Circle the correct tense in each sentence.

- After I *was going* / *went* outside, I *realised* / *was realising* that I *forgot* / *had forgotten* my keys.
- Clare *was standing* / *stood* at the bus stop when Martin *arrived* / *had arrived* there.
- After I *had eaten* / *was eating* all the chips, mum *told* / *had told* me they were for my dad.
- Sue *had spent* / *was spending* all morning in the park before she *had come* / *came* to my house.
- My brother *played* / *had played* football yesterday until it *started* / *was starting* to rain.
- While Tom *was waiting* / *had waited* at the station, he *saw* / *had seen* a poster for a band that he *hadn't heard* / *didn't hear* before.

4 Complete the story with the correct past tense of these verbs.

watch look get happen start
decide be begin lose tell sit

By the time I (0) *got* to the cinema, the film (1)
My friends (2) at the back of the cinema and (3)
they the film. I asked them what (4) at
the beginning of the film, but as soon as they (5) to
explain, other people (6) at them to be quiet!
After the film, we (7) to go to a café to get an ice-
cream. I (8) for my phone to call my parents, but it
(9) in my pocket. I (10) it!



FOCUS: UNDERSTANDING THE TASK

5 Look at the exam task below and answer these questions.

- 1 What must you write?
- 2 Who is your reader?
- 3 What must you include in your answer? Where?

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

Your English teacher has asked you to write a story.

Your story must begin with this sentence:

Before I could answer my phone, it stopped ringing.

Write your **story**.

Remember

We use the past simple and the past perfect for events in a story.

We use the past continuous for background actions and situations in a story.

FOCUS: STUDYING A SAMPLE ANSWER

6 Read this sample answer to the exam question above and answer questions 1–4.

- 1 Does the answer include the sentence given?
- 2 Is it the right length?
- 3 Does it describe how the character feels?
- 4 Does it have a happy or a sad ending?

Before I could answer my phone, it stopped ringing. I was riding along a busy road and by the time I was able to stop safely, I'd missed the call. I didn't recognise the number and when I rang back it was engaged, so I wondered who'd called me. Had something happened at home? Was my school trying to contact me, and if so, why? Worried, I got back on my bike. As soon as I was moving, my phone rang again and I answered just in time. A friendly voice told me I'd won a prize in a writing competition I'd entered a month earlier. I was delighted!

TIP

You must use the sentence given at the beginning of the story.

TIP

Describe how the main character feels during the story.

TIP

Try to connect your ideas so your sentences are not too short. In stories use time links, e.g. *after ...*

7 Look at the sample answer more carefully and answer these questions.

- 1 What time links does the writer use? e.g. *Before...*
- 2 Find examples of the past simple, the past continuous and the past perfect.

Choose **one** of these questions.

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

Question 2

You see this notice on an international English website for young people.

Articles wanted!

PLAYING GAMES

Write an article telling us which kind of games you think are more interesting to play: board games or video games.

What can people learn from playing games?

The best article answering these questions will be published next month.

Advice

Underline some of the key language in the notice to help guide you when you write the article. The article is asking for your opinion about a particular topic, so you can write the article in the first person (**In my opinion, I believe, I think**, etc.)

Write your **article**.

Question 3

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

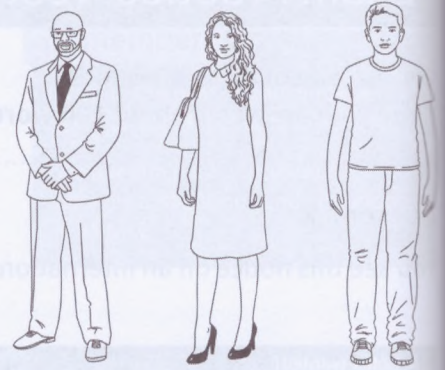
The friends found a strange old map under the bed.

Write your **story**.

TIP

Before you start writing, note down any key vocabulary related to the topic of the story. If you can use unusual words, a range of adjectives, adverbs and tenses, then your story will be more interesting and you will get better marks.

- How many questions are in Part 1?
- Will you listen to one long recording or several shorter recordings?



Marlon Zoe Kam

VOCABULARY: PERSONAL APPEARANCE

1 For each phrase below, write M (Marlon), Z (Zoe) or K (Kam).

This person

- | | | |
|----------------------------------|---|---------------------------------|
| 1 is wearing glasses. | 5 has trainers on. | 9 has curly hair. |
| 2 has straight, dark hair. | 6 is bald. | 10 is wearing high heels. |
| 3 has a moustache. | 7 is casually dressed. | 11 is wearing a dress. |
| 4 has long, blond hair. | 8 is smartly dressed and has a beard. | 12 is wearing a suit. |

2 Listen to someone describe Kam. There is one mistake. Can you find it?



3 Match the weather expressions to the symbols.

- | | | | | |
|---|---|--|---|--|
| 1 It's sunny. | a | | e | |
| 2 The wind is very strong. | b | | f | |
| 3 It's raining heavily. | c | | g | |
| 4 There's a lot of ice and snow around. | d | | | |
| 5 It's cloudy. | | | | |
| 6 There may be thunderstorms later. | | | | |
| 7 It's foggy. | | | | |

4 Look at the pictures and describe the weather in each one.



A



B



C



25 Listen and decide which picture shows the weather in

- 1 Scotland. 2 Northern England. 3 Wales.

FOCUS: IDENTIFYING WRONG INFORMATION

5 Complete the text with words from the box.

usually thought sure instead for a change
in the end actually although should tried

TIP

Some words and phrases are frequently used to introduce a change in the speaker's original idea or preference. Listening for that language will help you identify incorrect answers.

- 1 I the test was on Thursday, but it was on Friday.
- 2 I was Maria had made the poster, but I found out it was Rachel.
- 3 I eat sandwiches for lunch, but today I had pasta
- 4 He went to every shop to find a purple tie, but he bought a blue one.
- 5 I had tickets for the music festival, I was ill so I had to stay at home
- 6 The flight have left at 7.15, but it was delayed.
- 7 I to get a discount, but I had to pay the full price.

6 Which word is used in all the sentences in Exercise 5 except number 5? Which word with a similar meaning is used in sentence 5?

7 Listen and choose the correct picture. What did the girl buy?



A



B



C

Listen again. Which words helped you decide which answers are wrong?

PRONUNCIATION: WEAK FORMS

8 Listen and write the number of words in each sentence.

- | | | |
|---------|---------|---------|
| 1 | 2 | 3 |
| 4 | 5 | 6 |

TIP

Some words are pronounced 'weakly' in sentences. That means we can't always hear them clearly.

Exam Practice Test 2 Listening Part 1

TIP

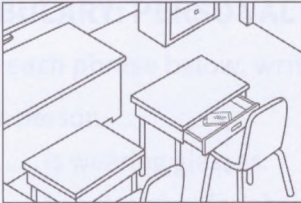
Read the questions and look at all of the pictures carefully before you listen.



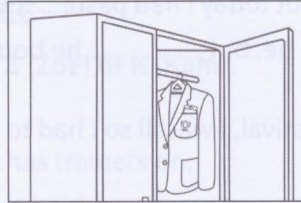
Questions 1-7

28 For each question, choose the correct answer.

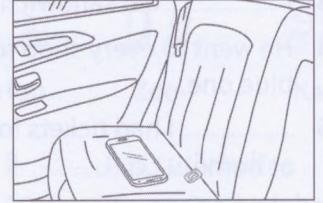
1 Where did the boy find his mobile phone?



A



B

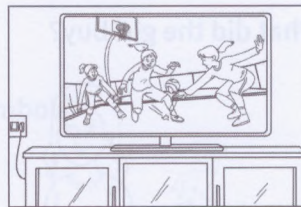


C

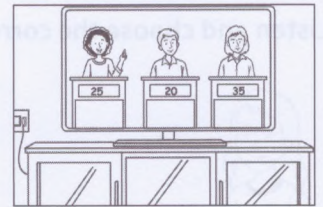
2 Which programme does the girl want to watch?



A

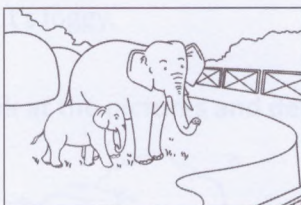


B

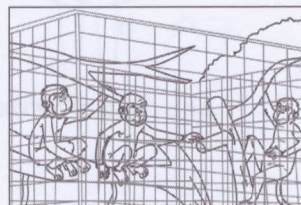


C

3 Which animals did the girl enjoy seeing the most?



A



B



C

4 What will the boy look like in his school play?



A

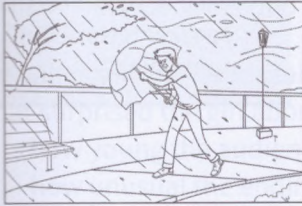


B



C

5 What's the weather going to be like tomorrow?



A



B

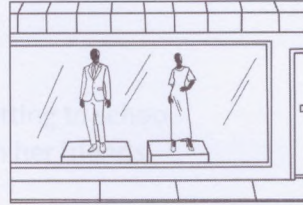


C

6 Where does the girl want to meet her friend?



A

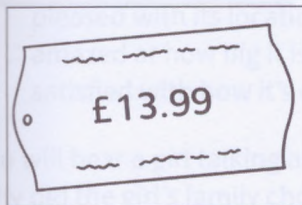


B

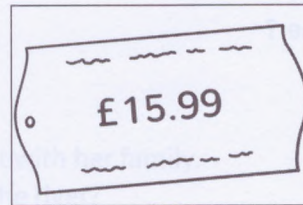


C

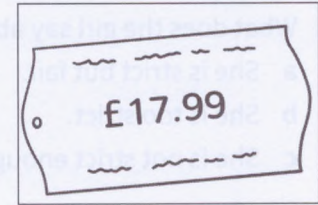
7 How much did the book cost?



A



B



C

Training Test 2 Listening Part 2

- How many questions are there in this part?
- What type of questions are they?

FOCUS: UNDERSTANDING THE SPEAKER'S ATTITUDE

1 Listen to the speakers. Choose the correct option.



- 1 The speaker *likes* / *doesn't like* this curry.
- 2 The speaker is *happy* / *unhappy* about the trip to Rome.
- 3 The speaker is *busy* / *relaxed*.
- 4 The speaker *has* / *hasn't* studied the heart.
- 5 The person the speaker was calling took a *long* / *short* time to answer.

TIP

Speakers do not always say what they mean directly. Adverbs, adjectives and *too* / *enough* can all be used to show how the speaker feels about something.

VOCABULARY: LIKE / BE LIKE / LOOK LIKE



B1 Preliminary candidates often make mistakes with the different meanings and uses of *like*.

2 Match each question to two possible answers.

- 1 What does Charles like?
 - 2 What is Charles like?
 - 3 What does Charles look like?
- a He's average build with white hair.
b He's a really nice guy.
c Reading and going to the cinema.
d He looks a bit like me!
e He's very clever.
f Healthy things, such as fruit and salad.

3 Listen to the conversation and answer the questions.



- 1 What question with 'like' does the boy ask?
- 2 What does the girl say about the teacher?
 - a She is strict but fair.
 - b She is too strict.
 - c She is not strict enough.

Remember

What does he like? means 'tell me what he enjoys'.

What is he like? means 'tell me what kind of person he is'.

What does he look like? means 'tell me about his physical appearance'.

TIP

Make sure you know the difference between questions with *like*, as it will help you to predict what the speaker will answer.

PRONUNCIATION: INTONATION

4 Listen to the sentences. How do you think the speaker feels?



- 1 keen / bored
- 2 unsure / excited
- 3 angry / sorry
- 4 worried / pleased
- 5 surprised / bored

Listen carefully to the whole recording before you decide which answer is correct, as there are many words that are there to confuse you.

Questions 8–13

For each question, choose the correct answer.

- 8 You will hear two friends talking about a music performance.
The friends agree that
- A the concert hall was too big.
 - B the performance was too short.
 - C the musicians needed more practice.
- 9 You will hear two friends talking about a play they have seen recently.
What surprised the girl about the play?
- A how young the audience was
 - B how unusual the ending was
 - C how good the acting was
- 10 You will hear a boy telling a friend about an art course he went on.
What did the boy enjoy most about it?
- A the strong focus on drawing and painting
 - B the teacher's sense of humour
 - C the variety of practice activities
- 11 You will hear two friends talking about getting to school.
The girl thinks that walking to school with her friends
- A is a good way to be sociable.
 - B takes longer than walking alone.
 - C causes problems for other pedestrians.
- 12 You will hear a boy talking to a friend about his new house.
How does the boy feel about it?
- A pleased with its location
 - B amazed at how big it is
 - C satisfied with how it's decorated
- 13 You will hear a girl talking about a day out with her family.
Why did the girl's family choose to go to the river?
- A There are many things to do.
 - B It's close to where they live.
 - C It's a good place for a picnic.

- How many speakers do you hear in this part?
- Do you fill in gaps or choose from several options?

FOCUS: PREDICTING ANSWERS AND IGNORING UNNECESSARY INFORMATION

1 You are going to listen to Karim talking to other students about his work experience. Look at the gaps you need to fill and, with a partner, discuss the kind of information you will need for each gap. Then listen and complete the exercise. Write no more than two words.



Work experience at Butterfly World

- Work starts at (1)
- You should wear (2)
- Don't bring (3)
- My favourite part of the work experience was (4) the butterflies.
- You should apply to work at Butterfly World by: (5)
- Send your application by email to: Monica (6)



2 The recording will often include extra information that sounds right, but is not. You need to pick out the *right* information. Listen again and note down some examples of 'false answers'.



3 Now look at the notes in the Exam Practice section (questions 14–19). Answer the questions.

- 1 Which gap needs a date?
- 2 In which question do you think the answer will be spelt out?
- 3 Which gap needs a job title?

FOCUS: UNDERSTANDING NUMBERS AND DATES

4 Listen and write the date, number or price you hear.



- | | | | |
|---------|---------|---------|---------|
| 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | |



TIP You can write dates using numbers, e.g. 17th August instead of seventeenth of August. It would also be OK to write 17.8 or 8.17.



Questions 14–19

For each question, write the correct answer in the gap.

Write **one** or **two words** or a **number** or a **date** or a **time**.

You will hear a teacher giving some information about a school photography competition.

School photography competition

The subject of this year's competition is (14)

Photos must show some (15)

A local (16) will judge the competition.

First prize is a photography (17)

Send your entries in by (18) at the latest.

School secretary's email address is (19) k.@school.com

TIP

Spelling questions are common in Part 3, so practise spelling out names and writing them down with a partner before the exam.

- How many speakers are there in Part 4?
- Will you hear facts, opinions or both?

VOCABULARY: COMPUTERS

1 Complete the sentences with a computer-related word from the box.

delete podcasts selfies password connection
laptop install app social media hardware

- 1 It's easy to make friends on
- 2 You can't access your email without a
- 3 means things like printers and keyboards – things you can touch.
- 4 My sister takes lots of She loves the way she looks.
- 5 After you download the software, you need to it on your computer.
- 6 Do you prefer working on a PC or a
- 7 Make sure you don't my homework!
- 8 Listening to on different topics will help you improve your English.
- 9 How is the internet at your place?
- 10 I use a dictionary to check words I don't know.

Remember

Instead of saying something is *bad*, some speakers might use the antonym *good* after *not very*.

VOCABULARY: OPPOSITE MEANINGS

2 Complete the sentences with an antonym of the underlined adjective.

- | | |
|--|--|
| 1 Do you live <u>close</u> to the school?
Yes, not very away. | 4 Your bicycle is so <u>dirty</u> !
I know. It's not very, is it? |
| 2 That lesson was so <u>boring</u> , wasn't it?
It wasn't very, was it? | 5 That hamburger was <u>disgusting</u> !
You're right. It wasn't very |
| 3 Do you have much <u>free</u> time at the moment?
Well, I'm not very | 6 Mr Johnson looks <u>sad</u> .
He doesn't look very, does he? |

FOCUS: PARAPHRASE

3 Match the extracts from the Exam Practice recording with a paraphrase.

- | | |
|---|--|
| 1 I certainly don't have many opportunities to get bored. | a I was surprised that it was so successful. |
| 2 I couldn't believe how well it worked. | b Studying is not as useful for me as experience. |
| 3 I learn better by doing than by studying. | c My life is very rarely dull. |
| 4 There are hundreds of websites about this too. | d I thought about how we could solve this problem. |
| 5 I was wondering about possible solutions to this. | e Many sites deal with that as well. |

 Questions 20–25

For each question, choose the correct answer.

You will hear an interview with a 15-year-old boy called Callum, who runs a successful book review website for teenagers.

- 20 How did Callum learn about setting up a website?
- A through lessons at school
 - B by using information online
 - C a family member taught him
- 21 Why did Callum decide to set up a book review website?
- A to develop teenagers' writing skills
 - B to encourage teenagers to read more
 - C to create an online discussion among teenagers
- 22 How did Callum feel when his site first went online?
- A pleased with its quality
 - B certain it would be popular
 - C positive it would achieve its aims
- 23 What does Callum say about a typical day?
- A It's usually full of variety.
 - B It's always extremely busy.
 - C It's impossible to predict what will happen.
- 24 When Callum is eighteen he'd like to
- A work for a big company.
 - B study for a degree.
 - C run a business.
- 25 What is Callum's new website for?
- A using music to help people
 - B presenting new music
 - C learning how to play music

TIP

The questions often use different words from the recording, so listen for words and phrases that say the same thing in a different way.

TIP

Questions about feelings are common in Part 4. You need to listen for the feeling, e.g. *certain*, with the reason or result, e.g. *it would be popular*.

TIP

Make sure you can say how old you are, where you live and who you live with. Everyone is asked these questions.

- Who do you have to talk to in Part 1 of the test?
- What do you have to do in this part of the test?
- How long do you have to talk for?

1 Complete the sentences about the people who are involved in the speaking test.

assessor interlocutor candidates

- 1 The is the person who asks the questions.
- 2 The doesn't speak during the test, but listens and gives the marks.
- 3 The are the people who are taking the test.



FOCUS: COMMON QUESTIONS

2 Put these common Part 1 Phase 2 questions into the correct order, then ask and answer them with a partner.

- 1 time / your / What / you / in / do / free / do ?
- 2 English / did / When / learning / you / start ?
- 3 favourite / your / us / teacher / about / Tell .
- 4 going / weekend / are / next / do / What / you / to ?
- 5 dinner / do / usually / you / What / for / eat ?
- 6 your / us / Tell / school / about .
- 7 doing / you / family / do / What / with / enjoy / your ?
- 8 go / do / usually / you / shopping / Where ?

TIP

Try to avoid giving very short answers to Phase 2 questions like these. Give examples or talk about your experiences if you can.

3 Listen to an interlocutor asking a candidate called Juan the questions from Exercise 2. Correct the mistakes in the information.



- 1 Juan's favourite free time activity is watching TV.
 - 2 Juan started learning English when he was four.
 - 3 Juan's favourite teacher is his English teacher.
 - 4 Juan is going to his cousin's house next weekend.
 - 5 Juan usually has chicken for dinner.
 - 6 Juan's school is very big.
 - 7 Juan enjoys going out for walks with his family.
 - 8 Juan usually goes shopping near his house.
- 4 Practise asking and answering the questions from Exercise 2 with a partner. Try and make your answers longer than Juan's answers.**

TIP

Listen carefully to your partner's answers to the questions. This may help you.

2-3 minutes)

Phase 1

Interlocutor

To A/B Good morning / afternoon / evening.
Can I have your mark sheets, please?
(Hand over the mark sheets to the assessor.)

To A/B I'm and this is

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

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

To B B, where do you live?
Who do you live with?
Thank you.

To A And A, where do you live?
Who do you live with?
Thank you.

TIP

Listen to how your partner answers the questions. This may help you too.

Phase 2

Interlocutor

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

Tell us about your home.

What do you use the internet for?

What do you usually do when you get home from school? (Why?)

What is your favourite day of the week? (Why?)

Would you like to learn to play a musical instrument? (Why? / Why not?)

How do you usually travel to school? (Why?)


What's your favourite kind of film? (Why?)

Tell us about the clothes you like wearing.

Advice

Before the test, practise describing your daily life, your interests and your school life with a partner.

- What will you be given to talk about in Part 2?
- How long do you have to talk for?

 When describing things, students sometimes make errors using *there is* and *there are*. Native speakers naturally use these structures more than others, but it's good to use a variety, such as *I can see ...*

FOCUS: DESCRIBING PHOTOGRAPHS

- 1 Work in pairs and each choose one of the photographs below (see colour version on page C10). Take it in turns to tell your partner what you can see in your photograph. Keep talking for one minute if you can.



- 2 Give your partner some feedback on how they did. Say what they did well and how they could improve their description.
- 3 Look at your photograph again. Describe it to your partner in more detail. Think about:
- who the people are
 - where they are
 - what they are doing
 - why they are doing this
 - what the weather is like
 - what the people are wearing
 - what you can see in the background.
- 4 Give your partner feedback on how they did. Say what they did well and how they could improve their description. Was it better than their first attempt?
- 5 Listen to a student describing one of the photos above. Which photo is he describing? Does he say the same things you said about the photo? What did he do well and how could he improve?

Remember

Use *there is ...* to talk about singular and uncountable nouns, e.g. *There's a yellow school bus ...*, and *there are ...* to talk about plural nouns, e.g. *There are several children getting on the bus.*

TIP

If you don't know the word for something in the photograph, don't worry! Describe it using words that you do know, e.g. the colours, what it's used for.

Remember

Use phrases like these to say where things are.

- *In the middle of the photo, there is ...*
- *On the back of the chair, there is ...*
- *Behind the students, there are ...*
- *On the shelves, there are ...*

Can you think of any more?

38

39

Exam Practice Test 2

Speaking Part 2



3-5 minutes)

Interlocutor

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

A, here is your photograph. It shows some people **doing sport**.

The interlocutor will place Exam Practice Test 2 Speaking Part 2 picture (see page C1) in front of Candidate A.

B, you just listen.

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

Candidate A

(Approximately 1 minute)

Interlocutor

Thank you.

- Back-up prompts (for A and B)**
- Talk about the person/people.
 - Talk about the place.
 - Talk about other things in the photograph.

Interlocutor

B, here is your photograph. It shows some people **helping at home**.

The interlocutor will place Exam Practice Test 2 Speaking Part 2 picture (see page C2) in front of Candidate B.

A, you just listen.

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

Candidate B

(Approximately 1 minute)

Interlocutor

Thank you.

Advice

When you're describing what the people are doing or what they're wearing, remember to use the present continuous tense: They are playing basketball, they are wearing shorts and T-shirts.

- Who will you talk with in Part 3?
- What will you be given to talk about?
- How long do you have to talk for?

Remember

There are lots of phrases you can use for asking for someone's opinion: *What do you think?... Do you agree?... What about you?... And you?*

FOCUS: GIVING OPINIONS AND ASKING FOR OPINIONS

1 In Part 3, you have to discuss a situation with your partner.

To do this, you'll need to use phrases for giving and asking for opinions. Complete the phrases with the words in the box. Use each word only once.

sure	agree	would	about	idea
what	think	opinion	prefer	best

- | | |
|---|---|
| 1 I that having a meal together ... | 6 In my, they should ... |
| 2 What you? | 7 I'm not so they should ... |
| 3 The thing to do is ... | 8 Is having a meal together a good? |
| 4 Do you? | 9 Having a meal together be good. |
| 5 do you think? | 10 I'd to go for a meal together. |

2 Listen to Angelika and Rafael talking about this situation: A photography teacher wants to organise an activity for her new students to get to know one another at the start of the course. The options Angelika and Rafael are discussing are in the box.



Complete the conversation.

- | | |
|--------------------------------|---|
| • going to the cinema together | • photographing birds and animals together in the countryside |
| • having a meal together | • playing a sport together, for example basketball |

- A: So (1) the teacher should do, Rafael?
- R: Hmm ... I think that photographing birds and animals (2) I mean, they're starting a photography course, so it (3) to do some photography together.
- A: I'm (4) They'll be doing that a lot on the course, so (5) it'd be better to do something different, like going to the cinema.
- R: But (6) it'd be very difficult to talk to each other at the cinema?
- A: Oh yes, (7)! And not everyone likes sport, so (8) avoid that one.
- R: (9), but having a meal together is very sociable and a nice thing to do.
- A: Yes, that's definitely (10) idea.

This part of the test always includes a superlative (*the most interesting, the most fun, the best*), which students often make mistakes with. Remember to use *the most* before long adjectives like *interesting* and *useful*. Note that *the best* is irregular.

- 3 Talk with your partner about this situation: A teacher has asked her class what the most interesting way to learn about history would be.

Discuss these four options with your partner:

- visiting historic buildings
- watching historical dramas
- acting together to create a historical play
- reading historical stories together in class

Exam Practice Test 2

Speaking Part 3

(4–5 minutes)

TIP

It's not a problem if you don't have time to talk about all of the pictures – you don't lose any marks.

Interlocutor

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

The interlocutor will place the Exam Practice Test 2 Speaking Part 3 set of pictures (see page C12) in front of both candidates.

Interlocutor

A teacher wants his class to learn more about space.

Here are some different ways to learn about space.

Talk together about the different ways to learn about space, and say which students would find most interesting.

All right? Now, talk together.

(Approximately 2–3 minutes)

Interlocutor

Thank you.

TIP

Remember to work together to talk about the pictures and the task. You can ask each other questions, agree, disagree, take it in turns to talk about the pictures – it's up to you!

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

TIP

Try to share the speaking during a discussion. Don't talk all of the time or let your partner do all of the talking.

FOCUS: QUESTION FORMS

1 Match the question beginnings and endings below.

- | | |
|---------------------------|--------------------------------|
| 1 How often do you | a with your friends online? |
| 2 Where do you | b with friends or with family? |
| 3 Do you ever chat | c about with your friends? |
| 4 Do you have friends | d playing games with friends? |
| 5 What do you talk | e best friend? |
| 6 Do you like | f meet with your friends? |
| 7 Do you prefer to go out | g who live in other countries? |
| 8 Who's your | h do you do together? |
| 9 What kind of things | i go together? |

Remember

You can use words and phrases like these to give reasons for your opinions:

I think / don't think / prefer ... because ...

In my opinion, they should ... because ...

And these to justify your opinions:

People like ... so it's a good idea to ...
They can ... so that's why it's a good idea.

2 Now ask and answer the questions in Exercise 1 with a partner.

3 Look at the questions. Write down reasons for your answers, then ask and answer the questions with a partner, giving your reasons. Respond to what your partner says by agreeing or disagreeing, and giving opinions of your own, with a reason.

Do you like doing homework with your friends? No, not really.

Why not? Because we usually end up chatting rather than working, so it takes much longer to do it.

- 1 Do you like going out to eat with friends? Why? / Why not?
- 2 Do you prefer visiting friends at their homes or when friends come to your home? Why?
- 3 Do you think it's important to see your friends every day? Why? / Why not?
- 4 Is it important for good friends to have the same interests? Why? / Why not?

- 4 Listen to two students discussing what they talk to their friends about. Do they just give information or do they give reasons for their opinions? How could they improve their answers?
- 5 Now talk together about the best way to make new friends. Give reasons for your answers.

Exam Practice Test 2 Speaking Part 4

(3–4 minutes)

Interlocutor

(to both candidates)

- Do you like learning about space? (Why? / Why not?)
- Would you like to travel to space one day? (Why? / Why not?)
- Do you think people will live on other planets one day? (Why? / Why not?)
- Do you like watching science fiction films that take place in space? (Why? / Why not?)
- Is it better to learn more about the Earth or more about space? (Why?)

Thank you. That is the end of the test.

Advice

Give some reasons for your answers. Examples (for *Would you like to travel to space one day?*):

Yes: *I'd be very excited to have that opportunity. I'd love to be able to see the Earth from space. I also think it would be amazing to float around in space just like an astronaut.*

No: *In my opinion, it would be too dangerous because a rocket has to travel at a very fast speed to reach space. Also, I might feel sick and you can't get off a spaceship!*

Can you think of any more reasons?

TIP


It is normal to make some mistakes during the test. Don't let these mistakes worry you – just continue with the test.

Questions 1-5

For each question, choose the correct answer.

1


Toni's Pizza Bar
 Want to enjoy a pizza with your friends?
 This week only - special offers on our giant pizzas.



- A Choose which size of pizza you buy and still get a special price.
- B Pay less at the moment for pizzas big enough to share with other people.
- C The very big pizzas at Toni's are only available this week.

2

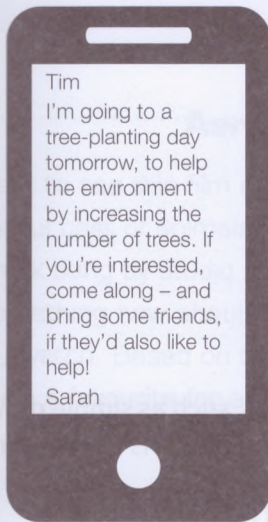
New Message

 **From:** Mrs Walsh, head teacher

To: All students

Lots of you have got in touch with me, with good ideas for increasing recycling around the school. I'll announce which ones we've chosen in the hall this afternoon.

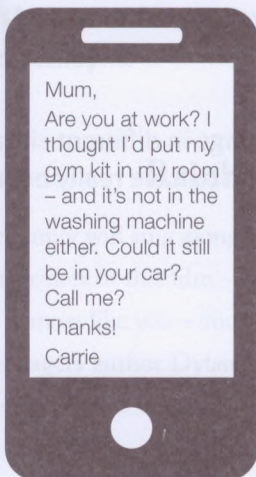
- A Mrs Walsh wants students to contact her with plans for recycling around the school.
- B Mrs Walsh intends to let students know which of their suggestions the school will use.
- C Mrs Walsh wants students to go to the hall today to help recycle rubbish.



- A Sarah is keen to get others involved in an environmental project she's joining.
- B Sarah says a tree-planting project is still short of volunteers to complete their work.
- C Sarah is wondering whether to take part in a project with her friend.

BROWN'S BOOKS
Everything must go!
Moving to a new location in town
All goods, including books,
half-price this week.

- A This bookstore will no longer serve customers in the town after this week.
- B Only books are available here this week, at a reduced price.
- C To buy books from Brown's, find their new store in town after this week.



- A Carrie is asking if her mum has washed her gym kit for her.
- B Carrie has just remembered where she left her gym kit.
- C Carrie wonders if her mum has driven to work with her gym kit.

Questions 6–10

For each question, choose the correct answer.

The people below all want to watch an animated film.
On the opposite page there are reviews of eight animated films.
Decide which film would be the most suitable for the people below.

6



Kerim wants a film that uses traditional animation methods, such as simple drawings rather than computers to create pictures. He particularly enjoys films about animals, and with great songs sung by well-known singers.

7



Alice, her mum and small sister want a film they can all enjoy. Alice loves films where she feels the main characters are like her, and that have soundtracks involving only instruments, with no singing.

8



Lukas enjoys films that make him laugh, but that he can learn something from at the same time. He's a keen reader, and he'd like a film of something he's probably already read.

9



Minnie wants to see a happy film that isn't just about heroes against bad people. She'd like a film that's full of surprises, that she'll want to watch over and over again.

10



Susana wants to see a film about characters that show courage in different situations, and that have the voices of famous actors. She'd like the film to have really beautiful animation.

Reviews of animated films

A **Aero**

You'll want to see this film again and again, with a wonderful cast of animals, and folk music soundtrack sung by studio performers. And you'll learn something new about the characters each time you watch. Based on the book by a well-known author, it's a favourite for all the family.

C **Imaging**

While you're watching this beautiful film, you'll also be entertained by the wonderful piano and violin music that accompanies it. It's a film for the whole family, including young children, to sit down and see together. And everyone will find that they have something in common with the people in the film.

E **Roundabout**

The pictures are so fantastic, they almost need nothing more than the piano music that accompanies them. The film focuses on some brave friends who come together to support each other in various ways, and the well-known performers saying their words bring something really special to it. The film has lots to teach teenagers.

G **Rainbow**

The whole family will sing along to the songs by well-known performers in this film. Choose which of the characters is most like you – and who's your hero! From the book by teenagers' author Dylan Peters, it's been a favourite with audiences since it came out years ago.

B **Magic Makers**

This is a gentle film about a village of animals who all help each other through life – but things don't always go at all as they expected. In fact, they're usually far better! A beautiful, funny film with great songs you won't forget. You'll never get tired of watching it!

D **The Dance**

Although they haven't been together for long, a group of brave dancers decide to put on a performance, and their experiences are both funny and sad. The film's message is particularly suitable for teenagers, and the animation, in the form of old-fashioned cartoons rather than created by computers, is spectacular.

F **Terry**

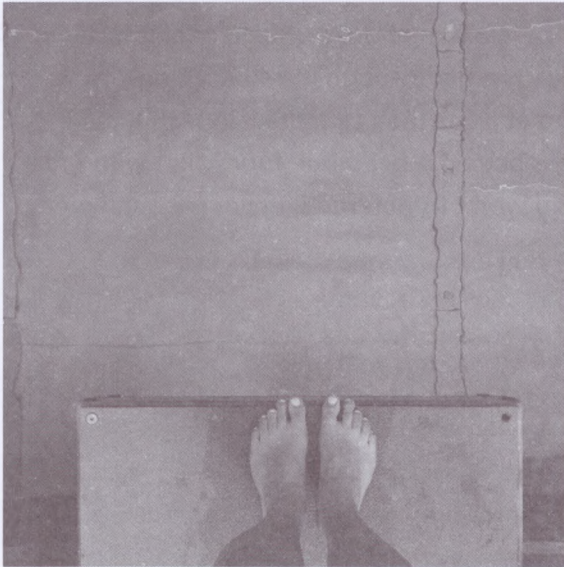
The pop music in this film is great, as it features the voices of top performers. The film follows a friendly tiger in the jungle, who becomes a hero to his friends. This film first came out in the 70s, and the graphics in this beautiful film have changed very little.

H **Constanz**

This beautiful film, with simple graphics, is based on the well-known novel, which has become very popular in school classrooms. Although it's full of comedy situations and surprises from beginning to end, the film also has a serious message, and will leave you with something to think about after you've watched it.

Questions 11–15

For each question, choose the correct answer.



Karina Moore – teenage high diver!

Several times a week, teenager Karina Moore trains at her local pool to jump from the high-diving board into the water – in an attempt to become a national diving champion.

Karina first learned about diving during a family break in Spain, where the resort's pool had a high-diving board. Young people were diving off it, and it looked fun, but Karina didn't join in, even though she was a strong swimmer. Then after returning home, she discovered a long-distance runner she'd always admired had started diving for relaxation – so she became more interested.

Karina joined a beginners' diving class at her local pool.

They had several sessions jumping onto soft materials before trying the high board. 'The water looked a long way down,' says Karina, 'but after our training, I felt I'd handle it – without injuring myself! They'd warned me I'd land in the water fast – at around 60 kph – but I was prepared. I couldn't wait to get started – although the others weren't so keen! Anyway, I wasn't disappointed by the experience.'

In Karina's area, there's now lots of interest in high diving, but it's sometimes difficult for swimmers to find suitable practice facilities. Although the pools are deep enough, they're in use so often by diving clubs that other people don't get opportunities to practise. Fortunately, though, Karina's coach noticed her talent and helped her develop her techniques. After only two years, she's winning competitions in her area.

But what's it like to concentrate so much on diving? 'I train 20 hours a week' says Karina, 'and I won't pretend it's easy – you have to enjoy it to spend so much time doing it! It's not easy for my parents either, though – they drive me to training sessions early in the morning, and that costs money. But they've had financial help from sports organisations, luckily. And my schoolwork and social life are good. I still meet my mates – and there's always the phone! The only thing I hadn't realised was that the pool water would damage my hair – I used to love my long hair, but I've had to cut it short because it looked awful! But I'll definitely keep on diving!'

- 11 What made Karina keen to take up diving?
- A She wanted to repeat her holiday experience.
 - B She found out her athletics hero had taken it up.
 - C She'd visited a pool where some teenagers were doing it.
 - D She wanted a new challenge after her success at swimming.
- 12 How did Karina feel the first time she used the high board?
- A worried about how far it was above the pool
 - B pleased to experience it with other beginners
 - C confident that she wouldn't get hurt
 - D shocked to hit the water at such speed
- 13 What does the writer suggest about diving facilities in Karina's area?
- A They're not used as much as they could be.
 - B There aren't enough coaches teaching people to use them.
 - C There aren't as many boards as there used to be.
 - D They're not available to the public for long enough each day.
- 14 How does Karina feel about spending so much time diving?
- A surprised by one effect it has had on her
 - B sorry she no longer sees her friends so much
 - C anxious about the amount of money it costs
 - D grateful to be able to focus on something she loves.
- 15 What would the writer say about Karina?

A

She's a young girl who's achieved a lot by becoming a national diving champion – and all with very little support.

B

She's made enormous progress in a very short time – after only a couple of years, she's already showing great signs of success.

C

She has a lot of natural talent, but she's already thinking of having a break from the high board for a while.

D

She's sad that she's given up almost everything for her sport – and her lifestyle really sounds quite hard.

Questions 16–20

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



Computer game exhibition

Have you ever tried playing the kind of video games that your parents played? The Museum of Science in Manchester, in the UK, has held an exhibition for the last few years, which invites visitors to do exactly that. It offers them the chance to play games from the last 40 years, in various sessions throughout the day.

These video games sessions have now become one of the main attractions of the museum. They are full of people every day, playing a wide range of games.

16 For parents, for example, these are usually the games they used to play in their childhood.

There's also an educational purpose to the games. For instance, some old types of computer, dating back 40 years, are also available in the sessions. They were originally used in classrooms to teach pupils to write their own computer programs.

17 Now, the museum is holding workshops that encourage children to learn similar skills – and they're still very popular.

The sessions are also seen as social events, as people discover how much fun it is to play video games with other family members. And there's also an area at Power Up! where a number of visitors can sit down together. 18 And nowadays, this is often how fans of video games are more likely to experience playing.

The exhibition also shows how much progress technology has made over the last 40 years. Parents can often remember playing very simple games. But the games that are played today are more complex. 19 And the players also have to use much more complicated techniques.

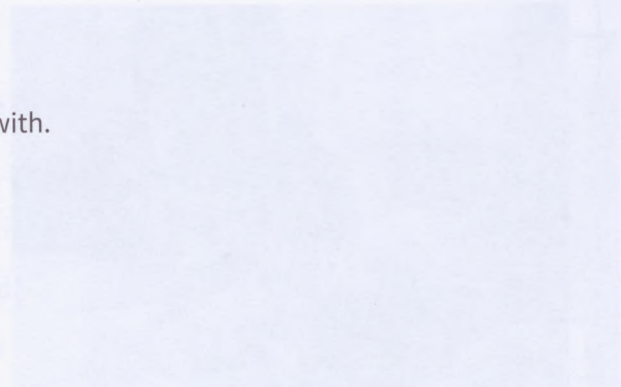
However, one serious side of the exhibition is that organisers also want to show that video gaming is an important industry, employing many skilled people.

20 That way, people who enjoy gaming will also understand all the hard work, talent and imagination that goes into creating these amazing games.

Questions 21-28

For each question, choose the correct answer.

- A Visitors each pay for 90-minute sessions.
- B And at the time, it helped lots of young people to do that.
- C So they hope the exhibition will share this message.
- D But not everyone thinks it's a lot of fun.
- E However, visitors often choose the ones they're familiar with.
- F They have better storylines and animation, too.
- G They also create the music to go with the game.
- H Then they can all enjoy playing the same game.

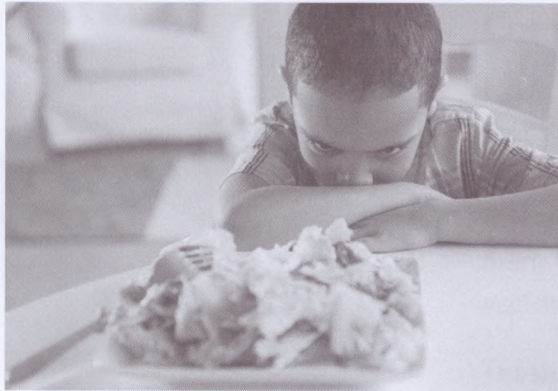


- 21 A pleasant B delicious C special D favourite
- 22 A bitter B hard C heavy D raw
- 23 A senses B minds C moods D reasons
- 24 A drops B connects C attaches D hangs
- 25 A complain B advise C admit D warn
- 26 A likely B possible C reasonable D sure

Questions 21–26

For each question, choose the correct answer.

Music can change the taste of vegetables!



Many children, and some adults too, dislike the taste of certain vegetables. The flavours of foods such as cabbage and broccoli are generally the ones people mention as their least

(21) vegetables, as these vegetables are believed to have an extremely (22) taste.

However, according to an Oxford psychologist, children might change their (23) about these foods if they can hear simple music while they're eating – such as the sounds that come from one musical instrument, called a *wind chime*.

This instrument often (24) in people's gardens, and plays sweet notes when the wind blows through it. These notes may make the food seem to taste sweeter than it would do normally.

However, many adults (25) that their tastes developed as they grew up, so they now enjoy a far greater range of food. As a result, they're much more (26) to eat the kind of vegetables they always hated during their childhood.

- | | | | | |
|----|------------|-------------|--------------|-------------|
| 21 | A pleasant | B delicious | C special | D favourite |
| 22 | A bitter | B hard | C heavy | D raw |
| 23 | A senses | B minds | C moods | D reasons |
| 24 | A drops | B connects | C attaches | D hangs |
| 25 | A complain | B advise | C admit | D warn |
| 26 | A likely | B possible | C reasonable | D sure |

Questions 27–32

For each question, write the correct word.

Write **one** word for each gap.

Hi Marta

How are you? Sorry I haven't written for a while. But now I have some news – I've got a Saturday job! As you know, I've (27) meaning to look for a job for ages. But then Mum offered to let (28) work in her clothes shop, so I started last week. I'm really enjoying it, although it's hard work. There's (29) time at all to chat with the other assistants, sadly. That's (30) we're always so busy.



The good thing is that I'm finally earning a bit of money of my own, (31) I can use to buy the things I want. I'm also getting some great work experience.

Why don't you come to the shop (32) day soon? It's called Modes, and it's on Green Street. I'm sure you'll find lots of clothes that you like!

Hope to see you soon.

Janine

You **must** answer this question.

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

Question 1

Read this email from your English friend Teri and the notes you have made.

EMAIL

From: Teri

Subject: Learning a language

Hi

I'm excited because next month I'm starting my beginners' classes to learn your language! I've never studied a foreign language before – thanks for agreeing to meet to give me some ideas.

Are you free next Thursday afternoon after school?

My parents say they'll buy me a dictionary to help me learn new vocabulary, and perhaps some videos. Do you think that's a good idea?

You said that you would help me sometimes after I start my classes. Can you still do that?

Bye,
Teri

No problem

Sorry, but ...

Advise Teri

Offer ...

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

23 A pleasant

B delicious

C special

D favorite

24 A bitter

B hard

C heavy

D raw

25 A senses

B minds

C moods

D reasons

26 A drops

B connects

C attaches

D hangs

27 A complain

B advise

C admit

D warn

28 A busy

B possible

C reasonable

D sure

Choose **one** of these questions.

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

Question 2

You see this notice in your school English-language magazine.

Articles wanted!

BEING HEALTHY

Write an article about young people and healthy living. Is it important for young people to do sport and to keep fit? Why?

What are some fun ways to stay healthy?

The best articles answering these questions will be published next month.

Write your **article**.

Question 3

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

It was my turn to go on stage to perform in the talent competition.

Write your **story**.



Questions 1-7

42 For each question, choose the correct answer.

1 Which was the girl's favourite film?



A

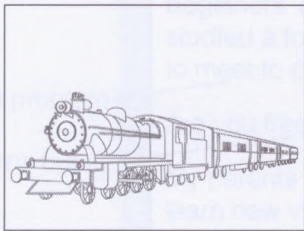


B

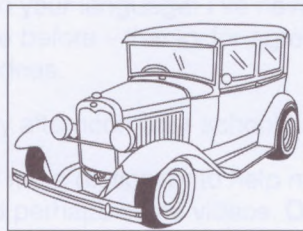


C

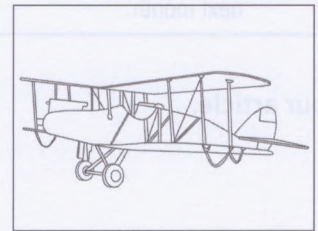
2 What did the boy see at the transport museum?



A

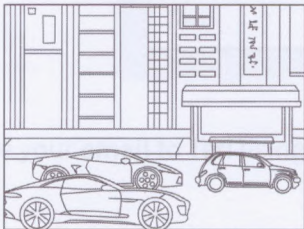


B



C

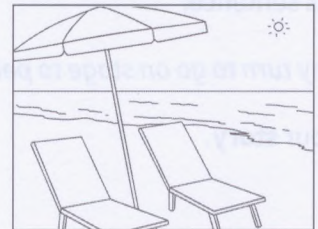
3 Where does the girl hope her family will go on holiday?



A

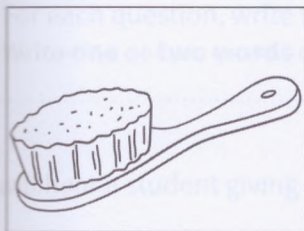


B



C

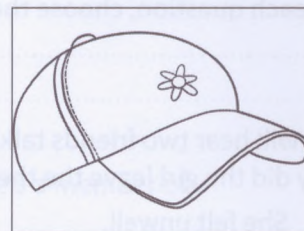
4 What did the girl lose at the show?



A

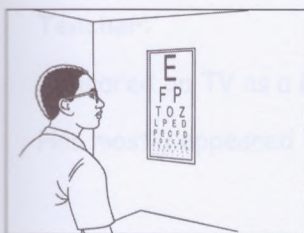


B



C

5 Which appointment did the boy have today?



A



B



C

6 Which book can the girl collect today?



A



B



C

7 Which sport is the boy going to try?



A



B



C



Questions 8–13

43

For each question, choose the correct answer.

- 8 You will hear two friends talking about a play. Why did the girl leave the theatre early?
- A She felt unwell.
 - B She hated the play.
 - C She had an appointment.
- 9 You will hear two friends talking about the food at a school party. They agree that
- A there was lots of variety.
 - B everything there was tasty.
 - C the food they took was popular.
- 10 You will hear two friends talking about a soccer match they both watched on TV. Why was the boy disappointed?
- A The team he supports lost.
 - B His favourite player was injured.
 - C The quality of the match was bad.
- 11 You will hear two friends talking about a new science building at their school. They agree that
- A it looks great from the outside.
 - B the equipment is very good.
 - C it is very well decorated.
- 12 You will hear a girl talking about a blog she has started writing. How does she feel about it?
- A delighted that other people like it
 - B surprised it was so easy to set up
 - C satisfied with its appearance
- 13 You will hear a girl telling her friend about learning Chinese. The boy suggests that the girl should
- A use websites to help her.
 - B find a conversation class.
 - C buy a good textbook.



Questions 14–19

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

Questions 20–25
For each question, choose the correct answer.



You will hear a student giving some information to his class about an acting club he's a member of.

My acting club

Teacher:

Appeared on TV as a (14)

Has mostly appeared in (15) shows

Sessions:

First part - using your (16) well

Second part - practising performance skills

Take place at the (17)

Acting Club play:

Called (18) '.....'

First performance - on (19)



Questions 20–25

45

For each question, choose the correct answer.

You will hear an interview with a girl called Jasmine, talking about her experiences of flying a plane.

20 Why did Jasmine decide to try a flying experience day?

- A Someone recommended it.
- B She wants to become a pilot.
- C To see her area from high up.

21 How did Jasmine feel at the beginning of the flying experience day?

- A nervous about making mistakes
- B worried about how small the plane was
- C disappointed with the arrangements

22 What did Jasmine think about the training she did before the flight?

- A It was badly presented.
- B It was done too quickly.
- C Some of it wasn't useful.

23 Jasmine says that during the flight her instructor

- A said very little.
- B stayed very calm.
- C joked with her a lot.

24 Jasmine says that the flight

- A made her feel tired.
- B seemed to last a long time.
- C was better than she had hoped.

25 Which experience day would Jasmine like to try most?

- A horse riding
- B deep-sea fishing
- C sports car driving

PART 1

(2-3 minutes)

Phase 1

Good morning / afternoon / evening

What's your name?

How old are you?

Where do you live?

Who do you live with?

Phase 2

(possible examiner questions)

Tell us about your favourite food and drink.

What did you do yesterday?

Do you like playing computer games? (Why? / Why not?)

Which famous person would you like to meet? (Why?)

Which shops do you like going to? (Why?)

What's the best holiday you've ever had? (Why was it so good?)

Tell us about your English classes.

Which sport would you like to try in the future? (Why?)

PART 2

(3-5 minutes)

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

A, here is your photograph. It shows some people **doing an activity on a sunny day**. (See page C3.)

B, you just listen.

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

B, here is your photograph. It shows someone **getting ready for school**. (See page C4.)

A, you just listen.

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

PART 3

(4-5 minutes)

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

A girl's penfriend is visiting her from another country. The girl would like to buy her penfriend a **present** that will remind her of her stay.

Here are some presents she could buy. (See page C13.)

Talk together about the different **presents** she could buy her penfriend and say **which would be best**.

All right? Now, talk together.

PART 4

(3-4 minutes)

Which of these presents would you prefer to have? (Why?)

Do you like giving presents to people? (Why? / Why not?)

What was the last present you bought for someone?

What's the best present you've ever received? (Why?)

When do people give presents in your country? (Why?)

Questions 1–5

For each question, choose the correct answer.

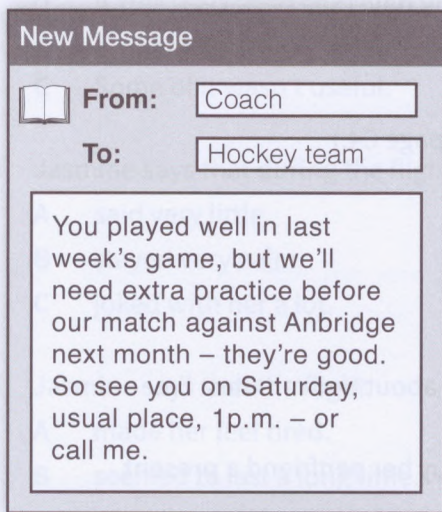
1



Lena is

- A suggesting that Marta travels into town without her.
- B offering Marta a lift into town instead of catching the bus.
- C checking the time she arranged to meet Marta at the shopping centre.

2



- A The coach needs team members to tell him if they're available for a match.
- B The coach wants to help the team improve their performance before they play again.
- C The coach is congratulating the netball team for winning their game last week.

C This store doesn't charge a lot for instruments that aren't new.

B You can only buy instruments here that other people have already used.

A This store has more second-hand instruments available than new ones.

Milton Music Store
 Second-hand guitars and violins for sale.
 Very reasonable prices.
 New instruments also available.
 Call: 08413 672 521

C If Tom is going to be available to pick up his racket

B whether the sports shop will still be open when she finishes work

A how to find the sports shop that's repaired Tom's racket

What does Mum want to know?

C If you're not a college student, ask staff for permission to use a computer.

B These computers are reserved only for students at this college.

A Staff at the desk will show you how to use the computers here.

Tom
 The sports shop called – the one on Hutton Street. They've finally repaired your tennis racket! Will you have time to collect it, or shall I do it on my way home from work?
 Mum

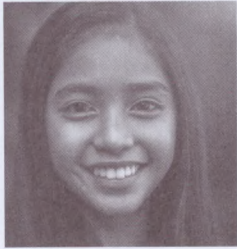
Please give staff at the desk your college student number before using any of the computers in the Study Centre.

Questions 6–10

For each question, choose the correct answer.

The people below are all doing school geography projects and want to find a website to help them. On the opposite page there are descriptions of eight geography websites. Decide which website would be the most suitable for the people below.

6



Sandra wants to learn more about what Planet Earth is actually made of, and how much of it is covered by water. She'd also like online advice about how to organise her work.

7



Miranda wants to learn about some of the famous tourist sites in the world, and why they have become famous. She'd like to play games on the website to help her remember the information.

8



For his project, Billy needs to find out about the biggest mountains in the world, and the kind of animals living near them. He'd also like to see videos of the locations he's studying.

9



Anna wants to learn about the biggest land areas of the world, and get key facts about their geography. She'd also like advice on how to improve her map-reading skills.

10



Kristofer's country has very cold winters, so he's interested in how other people in cold countries deal with their environment. He'd like to share his experiences online with teenagers there.

Geography websites

A **Geoview**

This website has fantastic videos of animals in challenging locations, and information about how they manage to live there. There are also helpful tips on understanding geographical information, such as maps and diagrams of the Earth and its oceans. Users can also share information about useful links to follow.

C **Geography.com**

This website has interesting maps and details about places that have become famous tourist destinations in different countries, and also some famous geographical features around the world, such as the biggest mountains and rivers. There are also online tips available on how to research information for projects.

E **Planet Zoom**

Not sure how to understand the information included on maps? Here's a step-by-step guide to using them! The site also has games and puzzles about all the continents, including Africa, Asia and Europe, and important details about them, such as their huge size, and their mountain ranges, rivers and climate.

G **GeoInfo**

Which countries in the world have the coldest winters, the highest mountains or the most unusual animals? Check your knowledge with some fantastic geography puzzles and games. And the photos on this site also show people's everyday lives in very different climate conditions.

B **Geographical**

This website has lots of maps, quizzes and advice, to check your knowledge of what you've studied – and remind you of anything you've forgotten! There's a brilliant section about popular places in many different countries, which attract large numbers of visitors, with background historical details about the reasons these places are now so well known.

D **Goworld**

How do people live in places with very high or low temperatures in different seasons? Find out how people adapt to the climate they live in, how it affects their lives and what they do to stay warm or keep cool, as necessary. You can also upload your own stories about life in extreme temperatures in your country.

F **Worldwide**

This website has lots of beautiful photos, maps and film clips to help you learn more about some of the highest – and coldest – peaks on the planet. You'll find plenty of amazing facts about them, together with details of the wildlife that makes its home in the surrounding areas.

H **Geowatch**

What's underneath the ground we walk on? You'll find maps and diagrams here to tell you – including what you'd see inside the planet if you cut it in half! There's information, too, about parts of the world that aren't land, but actually oceans and seas, and help on researching and presenting project information.

Questions 11–15

For each question, choose the correct answer.

Cross-country skiing in Sweden

by Jenna Walton, aged 15



Last year, Mum and I wanted to try a winter sport called cross-country skiing – travelling on skis across the countryside. And pictures of one area in Sweden, with people skiing along through forests on wonderful white snow, persuaded us that destination was a good choice. We hadn't done much skiing, though, so weren't sure how difficult cross-country skiing was, compared with skiing fast down steep mountains. But we signed up to join a group of people, of all ages, plus a guide.

We'd read about the place we went to before we left, so we knew it was close to where Sweden ends and Norway starts. And our family knew we couldn't text home, as there was no internet connection – and actually, it was relaxing to be far from anywhere, or anyone. What we hadn't realised was that from there, we'd be able to see amazing coloured lights in the sky, which appeared at certain times of year, called the Northern Lights – what a sight!

On our first day there, I hated getting up in the dark, but it meant I saw the sun come up over the forest, so I was glad I did. And sunshine was forecast for the week, I was delighted to hear! But the real problem was my 15kg rucksack, full of food and clothes – I had no idea it would weigh that much. Anyway, we skied for hours across mainly flat snow. Having special light skis was supposed to help us climb the few hills there were – although I still couldn't do it!

Finally we stopped for the night. It wasn't until we'd reached our hut that our guide mentioned we'd just crossed a frozen lake to get there – but nothing surprised us by that point! Anyway, he gave us all jobs to do – cutting fire wood and cooking food – and soon we were having dinner, made from whatever food we'd brought – a strange mix, but it tasted delicious. And everywhere was so peaceful outside that none of us stayed awake long.

Mum and I want to try another winter sports trip, maybe snowboarding. But we'll probably end up just as exhausted as we were after this trip!

11 Jenna and her mum decided to go cross-country skiing in Sweden because

- A they wanted a change from mountain skiing holidays.
- B they'd heard the sport would be easier than skiing down hills.
- C they'd met a group of people who wanted to go, too.
- D they found a place there that they were keen to visit.

12 After their arrival, what did they discover about where they were staying?

- A It wasn't far from the border with another country.
- B They could get great views of a spectacular natural event.
- C It was at a point where they couldn't use technology.
- D They weren't near local people or their homes.

13 How did Jenna feel about the long trips through the snow on skis?

- A surprised she had to carry such a heavy bag
- B pleased about the weight of the skis she was given
- C glad that going uphill wasn't as hard as she'd thought
- D worried the good weather they were having wouldn't last

14 Regarding their accommodation, Jenna says everyone

- A had difficulties getting to sleep there.
- B was unhappy at the quality of the food.
- C had to help out with all the housework.
- D was shocked to hear details of their journey there.

15 What would Jenna text to a friend about her trip?

A One reason we chose this trip was that we thought we'd be among loads of trees, which we love – but that hasn't happened so far.

B The people in our group were really friendly – but they were all Mum's age and older, really.

C I'm not used to getting out of bed so early to do things! But it was worth it, as the sunrise was wonderful.

D Mum and I have agreed that although the trip was great, we might attempt something less tiring on our next winter holiday.

Questions 16–20

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



The giant piano

A young man in New Zealand recently became famous for making one of the largest pianos ever.

Adrian Mann, who now works as a professional piano builder, started building the piano when he was just 16 years old, and made many of the parts for it himself. The piano is 5.7 metres long and is very heavy. And the keyboard actually has keys that are a metre in length. **16**

But despite this difference in size, the instrument can still be played perfectly, thanks to Adrian's hard work.

17 In fact, the whole thing started when Adrian became interested in the materials used for the wires inside the piano. These create the notes when they're hit.

And he found that if the wires were really long, he could get an amazing sound. From there, he went on to build the whole piano.

The instrument was kept inside a church in his town for some time, before Adrian decided it was time to transfer the huge piano from the church to his workshop. **18** So in the end, the fire service had to come and help take the instrument to its new home.

Since the move, a lot of piano players have visited Adrian to try out the piano. But Adrian says that when they arrive, some people aren't very positive about the piano.

19 But actually, it always performs brilliantly. They soon discover that the piano can play a wide range of music, just like any normal piano.

There's been so much interest in Adrian's piano that he could probably start making and selling others just like it. **20** So, at the moment, he has no plans to make any more.

- A However, he put a lot of work into his original model.
- B It's so big, you could imagine actually lying down inside it!
- C So what gave Adrian the idea to create such a huge piano?
- D They expect that the instrument won't sound very good.
- E But things weren't always that simple.
- F That's much larger than on a normal-sized piano.
- G Most of them were surprised by the wonderful result.
- H But he soon found he couldn't move it out on his own.

Questions 21-26
For each question, choose the correct answer.



...the birds soon became very (21) ... at doing this. So for the next experiment, the birds were given a small (22) ... of food to choose from. They always picked the food that scientists had given them for the first task. And hours later, they could still remember which food they'd usually (23) ...
...and of course, it was very (24) ... to do this. So for the next experiment, the birds were given a small (25) ... of food to choose from. They always picked the food that scientists had given them for the first task. And hours later, they could still remember which food they'd usually (26) ...

21	A expert	B complicated	C heavy	D confused
22	A letting	B falling	C dropping	D leaving
23	A noticed	B advised	C watched	D studied
24	A take	B carry	C make	D check
25	A experienced	B intelligent	C correct	D keen
26	A group	B total	C amount	D number

Questions 21–26

For each question, choose the correct answer.



Clever birds

The wild birds known as ravens are thought to be very clever. In fact, they can solve some quite (21) problems, especially when they're trying to get food. For example, one bird was filmed taking a box of nuts from a bird table and (22) it onto the ground, so that it would break and the bird could eat the nuts inside!

Scientists also (23) that the birds could actually use stones as tools to (24) out simple tasks. So in an experiment, they taught

five birds to use a tool to open a box with food inside. The birds soon became very (25) at doing this. So for the next experiment, the birds were given a small (26) of tools to choose from. They always picked the tool that scientists had given them for the first task. And hours later, they could still remember which tool they'd used!

- 21 A expert B complicated C heavy D confused
- 22 A letting B falling C dropping D leaving
- 23 A noticed B advised C watched D studied
- 24 A take B carry C make D check
- 25 A experienced B intelligent C correct D keen
- 26 A group B total C amount D number

Questions 27–32

For each question, write the correct word.

Write **one** word for each gap.

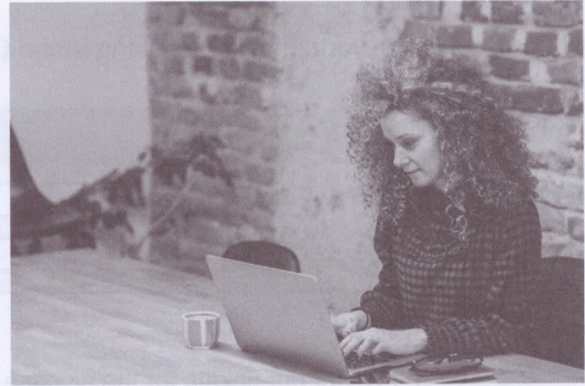
My thoughts on how to write
by Sarah Beecham

Welcome to my blog! That's for anyone who's new and has (27) visited this site before! But if you (28) seen some of my blogs, then you'll know like sharing ideas about creative writing and how to do it.

At the moment, I'm sitting at my desk in my room,

(29) I do most of my writing. I love writing stories, but not every day. I'll often update my diary or something, too – and this blog, (30) course ! But I have a notebook of things I would like to include in my writing and new words I like the sound of.

But I recently discovered the most important thing is just to (31) going once you've started writing. And (32) doesn't matter how bad your writing is at the beginning, because you can always go back and make improvements. In fact, that's the part I enjoy most!



You **must** answer this question.

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

Question 1

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

New Message

From: Corey

Subject: Science festival

Hi

I've got our tickets for the science festival this Saturday!

My cousin said that we can pick you up on the way there or we could meet at the front entrance. What would be best for you?

For the two main activities, we've got to decide if we want to build a robot or watch the Discovering Dinosaurs film because they're happening at the same time. I think the film would be more interesting – don't you?

Don't forget to bring a bit of pocket money with you since we'll be there all day. Do you think we should bring anything else?

Bye,
Corey

Great!

Tell Corey...

Disagree

Suggest

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

Choose **one** of these questions.

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

Question 2

You see this notice on an international English website for young people.

Articles wanted!

FESTIVALS

Write an article telling us about a festival that you or your family celebrate. When does the festival take place, and what happens?

What do you like about it?

The best articles answering these questions will be published next month.

Write your **article**.

Question 3

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

As my friend and I arrived at school yesterday morning, we saw something incredible!

Write your **story**.



Questions 1-7

46 For each question, choose the correct answer.

1 Which coat did the girl buy?



A



B

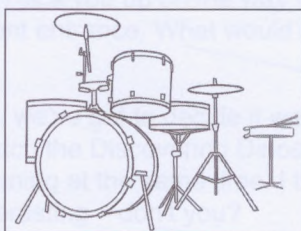


C

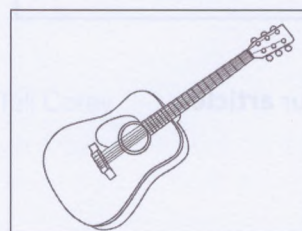
2 Which musical instrument would the boy prefer to learn?



A

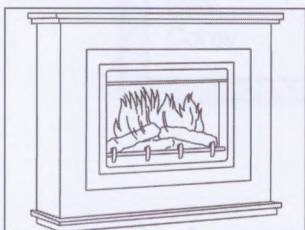


B

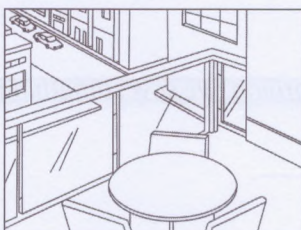


C

3 What does the girl miss about her old apartment?



A

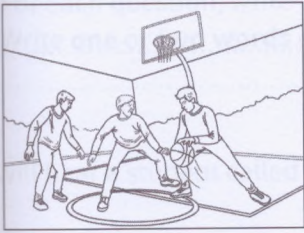


B

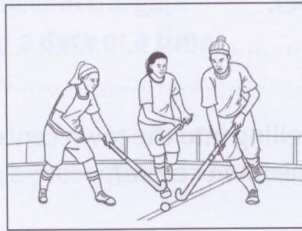


C

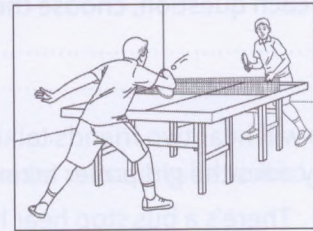
4 Which sport does the boy not do any more?



A



B

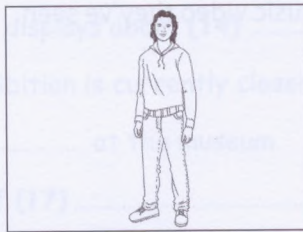


C

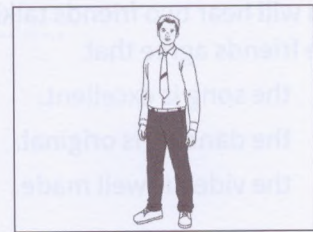
5 Who has won the school poetry competition?



A

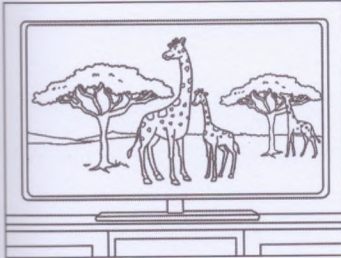


B



C

6 Which programme is on TV next?



A

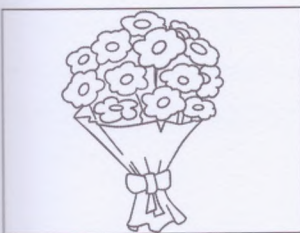


B



C

7 What present is the girl going to buy for her mum's birthday?



A



B



C



Questions 8–13

47

For each question, choose the correct answer.

- 8 You will hear two friends talking about travelling into the town centre. Why does the girl prefer taking the bus to the town centre?
- A There's a bus stop near her home.
 - B She meets someone she knows on it.
 - C The service is very frequent.
- 9 You will hear two friends talking about a music video they've seen. The friends agree that
- A the song is excellent.
 - B the dancing is original.
 - C the video is well made.
- 10 You will hear two friends talking about buying a mobile phone. The boy thinks the girl should
- A get the newest model.
 - B go to the phone shop.
 - C look at lots of reviews.
- 11 You will hear two friends talking about school. The girl is feeling pleased because she
- A was given a reward for her school work.
 - B was chosen to play in a sports match.
 - C got a high mark for her homework.
- 12 You will hear a boy telling his friend about a family visit to some relatives. How did he feel about it?
- A worried that he annoyed someone
 - B upset that they stayed so long
 - C sorry when they had to leave
- 13 You will hear two friends talking about a new swimming pool. What did the girl like best about it?
- A The water is very warm.
 - B There are fun things to do.
 - C Lots of young people use it.

Test 4 Listening Part 3

Questions 14-19

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

You will hear a student called Matilde giving a presentation to her class about a science museum she visited.

Science museum visit

Matilde's favourite room contained displays about (14)

The (15)..... exhibition is currently closed.

Matilde made a (16)..... at the museum.

The shop had a really good range of (17).....

The guided tour lasts for (18)..... minutes.

Visitors must use the entrance on (19)..... Road.



Questions 20–25

49

For each question, choose the correct answer.

You will hear an interview with a 17-year-old boy called Erik who went cycling across the USA with his dad.

20 Erik and his dad wanted to do a long cycle ride to

- A make money for charity.
- B break their usual routine.
- C spend lots of time together.

21 Why did they choose to cycle in the USA and not in other countries?

- A To avoid difficulties with language.
- B They thought it would be safer.
- C It was easier to organise.

22 How did Erik feel as they were setting off?

- A surprised at how relaxed they were
- B excited about all the things they'd see
- C nervous they wouldn't succeed

23 Erik's favourite days were those on which

- A they didn't cycle as far as usual.
- B the weather was warm and dry.
- C they had a chance to be sociable.

24 Erik says that during the ride, he and his dad

- A talked about many personal issues.
- B became comfortable with silence.
- C disagreed about many things.

25 In the future, Erik plans to

- A start taking part in races.
- B go on another long ride.
- C only cycle during his free time.

Test 4 Speaking

PART 1

(2-3 minutes)

Phase 1

Good morning / afternoon / evening

What's your name?

How old are you?

Where do you live?

Who do you live with?

Phase 2

(possible examiner questions)

How do you usually keep in touch with your friends? (Why?)

Tell us about your favourite teacher.

What kinds of things do you like reading? (Why?)

What are you going to do this evening? (Why?)

Do you prefer to eat at home or in a restaurant? (Why?)

Do you help your parents with jobs around the house? (Why? / Why not?)

What would you like to study in the future? (Why?)

How often do you go to the cinema? (Why?)

PART 2

(3-5 minutes)

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

A, here is your photograph. It shows **a family doing a holiday activity together**.

(See page C3.)

B, you just listen.

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

B, here is your photograph. It shows **a family preparing a meal together**.

(See page C4.)

A, you just listen.

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

PART 3

(4-5 minutes)

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

A teacher has asked her class for ideas of **places** to go on a class trip. The place must be fun, but also be somewhere that students can learn something.

Here are some places they could go to. (See page C14.)

Talk together about the different **places** they could go to and say **which would be best**.

All right? Now, talk together.

PART 4

(3-4 minutes)

What kinds of places do you like visiting? (Why?)

Do you visit places with your school? (Tell us about the last place you visited with your school. / Where would you like to visit?)

What's the most interesting place to visit in your city? (Why?)

Where in the world would you most like to visit? (Why?)


Is it important for schools to take students on school trips? (Why? / Why not?)

Questions 1-5

For each question, choose the correct answer.

1

New Message

 **From:** Mrs Evans

To: All students

Could everyone involved in the school performance for parents tomorrow please meet in the hall at 4 p.m. today for the final practice?

- A Mrs Evans wants to check who is taking part in the performance this afternoon.
- B Mrs Evans wants everyone to practise their performance again before the audience sees it.
- C Mrs Evans is letting students know that parents are coming to the practice tomorrow.

2



- A If you need bread during your visit, it's available for sale inside the shop.
- B Feeding the birds on the lake is not allowed unless you have special permission.
- C Visitors are encouraged not to give the birds anything apart from proper bird food.

3

Tim,
 Your swimming coach rang – he wants to know if you're swimming tomorrow, after your injury. I wasn't sure if you felt your leg was fully recovered, so can you let him know?
 Mum

- A Tim must decide whether he's well enough to swim after his injury.
- B Tim's mum doesn't think Tim is fit and ready to go swimming yet.
- C Tim needs to inform his swimming coach that he's injured his leg.

4

Lucy
 I discovered when I got home that one of my new earrings was missing from my ear. Can you remember which shop we got them from? I'll get another pair – they weren't expensive.
 Jade

Jade wants Lucy to

- A tell Jade if she knows where a missing item is.
- B accompany Jade on a shopping trip into town.
- C help Jade to replace something she's lost.

5

Art Room closed – heating problems.
 See Mr James in Room B16 to check where your art lessons will be.

- A Art classes will be in Room B16 as the Art Room is too cold.
- B To find out which room to go to for art lessons, ask Mr James.
- C Mr James is taking all art lessons until problems in the Art Room are fixed.

Questions 6–10

For each question, choose the correct answer.

The people below all want to find a beach to go to at the weekend.
On the opposite page there are descriptions of eight beaches.
Decide which beach would be the most suitable for the people below.

6



Neil and his family want a beach that's close to a car park and offers several other activities apart from spending time in the sea. They'd also like a picnic area near the beach.

7



Jack and Henry can swim well, so they'd like opportunities for distance swimming with their dad. Their mum wants to go riding on the beach, and also buy snacks for everyone there.

8



Salma and Katia want to go somewhere they can try watersports for the first time. Their mum wants a beach with warm water, and organised activities suitable for their small sister.

9



Anna and her family would like to do some sunbathing, but also have a long walk along the coast. Anna also wants to try doing some sand sculptures.

10



Sylvie's family want a beach suitable for Sylvie's small sister to go swimming, as she's only just learned. Sylvie wants somewhere with various organised games and activities, where she can meet other people her age.

Beaches

A

Holly Bay

The café here serves delicious meals and sandwiches! The water's calm in the bay, perfect for people wanting to swim across it – around 2 kms! However, it's very deep, so is only suitable for strong swimmers. There are often sand artists here, and horses for hire to take you along the beach.

C

Barmouth Beach

This beach often has displays of animals and birds – skilfully made from sand, which you can also learn how to do. It's also the perfect place for lying in the sun – or why not explore the beach paths on foot for an hour or two? The views are fantastic.

E

Minton Strand

The sea here offers safe swimming and sailing, even for beginners, but there's still plenty to do when you want a change from sunbathing. A teenagers' beach club offers sports like cycle rides, volleyball and beach chess – great for everyone getting to know each other!

G

Silver Sands

This beach has a sea temperature slightly higher than other coastal areas, and with its gentle waves it's perfect for children. There's plenty to do, too, with play leaders offering games to entertain younger ones, and surfing and sailing available at all levels, including beginners. The snack bar is excellent, too.

B

Franscombe

This beach is popular with families with young children and people who aren't strong swimmers, as the water is warm and not deep. Bring your own food to the picnic area, or try the great snacks at the café. However, the nearest car park is quite a walk away.

D

Westley Beach

There are distance swimming, sailing and surfing sessions for people of all levels, and the beach is also famous for sculptures made of sand, which artists display every weekend! It's easily reached from the car park through a lovely wood, which you can explore on foot when it gets cooler.

F

South Beach

This beautiful beach offers safe swimming. And when you fancy a change from sunbathing or watersports, there's a funfair nearby, and beautiful gardens to walk through, with tables and chairs where you can eat your own food. Leave your car by the gardens, and you'll be on the beach almost immediately.

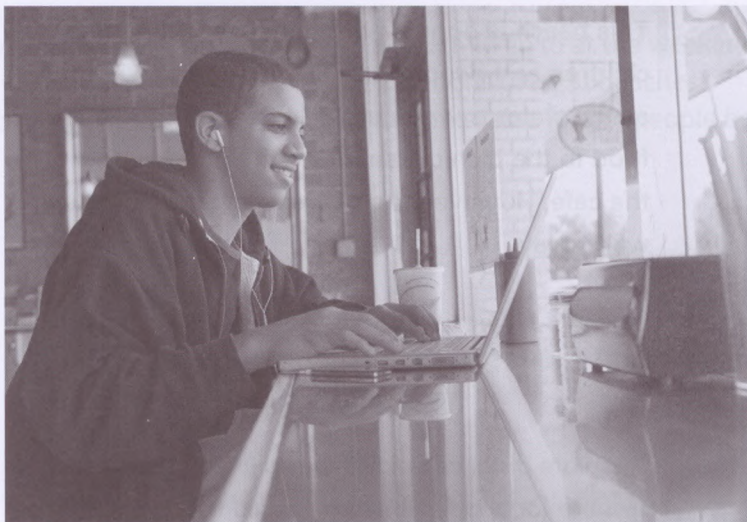
H

Maple Sands

Adults keen on horses love this beach, with its daily riding sessions. At certain times, the sea leaves warm-water pools on the beach, perfect for children to play in, but the water further out is deeper, for more challenging swimming. And the teenagers' beach club offers group activities, like making sand sculptures – great for making new friends!

Questions 11–15

For each question, choose the correct answer.



Our school newspaper

by Michael Williams

Some years ago, our head teacher, Mrs Waters, decided to start a school newspaper, and get as many students as possible to take on the job of producing it – and parents, too. She felt the newspaper would help them learn more about school life, through articles on things like sports achievements and arts projects, which not all students know about if they're not taking part. Students took the whole thing very seriously – and we now have a prize-winning newspaper!

Some of my friends joined the newspaper team immediately and enjoyed it. I'd always loved creative writing and drawing cartoons, which I thought would be perfect in the newspaper, so I signed up. My dad, who's a journalist, was pleased – he thought that even though I wasn't keen on a job like his, the newspaper would be a great opportunity for me. And he was right – I loved it! Dad often came along to give advice, which was popular with the students. It was difficult sometimes, if he was busy, but he learned a lot about the school that way.

My first job was writing a report about a sports event – a writing style I'd never attempted before. But Dad reminded me it was similar in some ways to writing a story – getting information in the right order. Once I'd understood that, there was no stopping me – and after my first efforts, I developed quite a professional style, which was brilliant. Sometimes the team couldn't use what I'd written, or my cartoons, for whatever reason, but I didn't mind. And sometimes it was hard to finish stuff on time, but I usually got there.

I'm now one of the editors – we decide what goes into the newspaper, so our names no longer appear in print. And it's stressful sometimes as we don't have much time, but we try to manage that properly. We also correct mistakes in people's articles, which we all had to get used to, but we were soon doing it without thinking – and in our own schoolwork, too. I still put off calling people outside school for comments on stuff, but I guess it's all good experience – at least, that's what Dad says!

- 11 Michael's head teacher wanted to start a student newspaper to
- A provide an activity for students not interested in sport or art.
 - B make students feel more confident about taking part in something.
 - C keep students better informed about what was happening at school.
 - D give students the experience of being responsible for something.
- 12 Michael decided to join the newspaper because
- A he had ideas about some work he could do for it.
 - B he was considering a career in journalism.
 - C his friends had encouraged him to do so.
 - D he liked the idea of being part of a team.
- 13 When Michael first started working on the newspaper, he was
- A disappointed when his stories sometimes weren't used.
 - B delighted at the way his writing skills improved.
 - C pleased to find he could make use of his art skills.
 - D worried he'd be late completing some of his writing.
- 14 What does Michael say about his role on the newspaper now?
- A He feels uncomfortable about correcting other students' work.
 - B He still needs to improve the way he manages his time.
 - C He's happier to handle making telephone calls to others.
 - D He's become better at making articles more accurate.
- 15 What would Michael's dad say about the newspaper?

A

I was surprised at how keen Michael was to get involved – he's never shown that much interest in writing before.

B

I occasionally had problems finding the time to help out at Michael's school, but the students really seemed to like my suggestions.

C

Michael would never admit it, but I know he's proud to see his name in the newspaper these days – and I am, too!

D

It's been great to finally find out about life at the school through reading the newspaper. I didn't really know much about it before.

Questions 16–20

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



A new way of making electricity

Ever since the 19th century, when people were developing different ways of creating electricity, companies have looked for improved ways of producing power, using cleaner and more efficient methods.

Now a UK company called Pavegen has been working on technology that could be widely used in the future to produce electricity. **16** The company has developed a special type of floor, made of square tiles. Underneath each square, there's a system that can produce a certain amount of electricity very cheaply – from the energy created every time someone steps on it!

The creator of the floor, Laurence Kemball-Cook, came up with the idea when he was a student, and did some work experience with an energy company. The company asked him to investigate ways of providing street lighting in city centres, using energy from the sun to produce electricity.

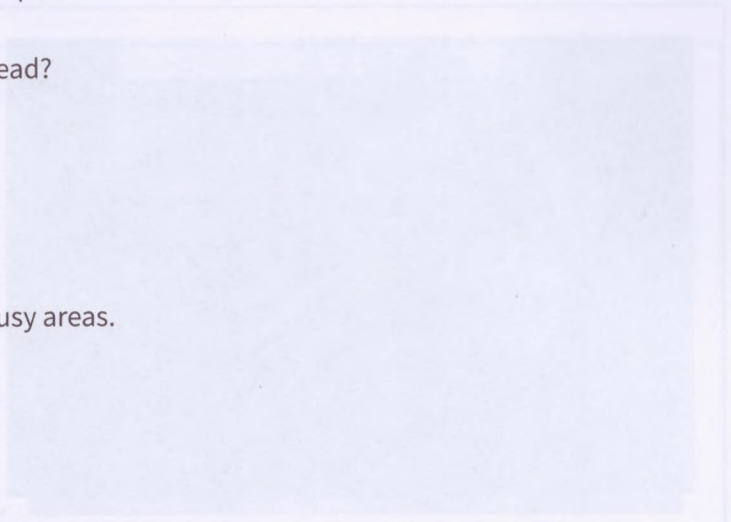
17 One reason was that many city centres don't get enough sunlight, because of all the tall buildings. Then he thought of a better plan.

18 The right technology could be used to convert this energy into electricity – right under people's feet!

The design of the floor is actually extremely effective. **19** And the reason is that a lot of energy is produced simply because of the large numbers of people walking across the floor. In fact, the special squares are already in place in several locations with high numbers of pedestrians. These include big department stores and also an airport.

The flooring can have other uses too, such as recording how many people visit a shopping centre at particular times. **20** For example, shop owners in the centre would be interested in knowing at which times of days they have the highest customer numbers. So the next time you visit a big shopping centre, have a careful look at the floor that you're walking across!

- A But that isn't the end of the story.
- B This kind of information is very useful for certain people.
- C Why not use the energy created by pedestrians instead?
- D However, one big problem could be cost.
- E And it's actually based on a simple idea.
- F This is especially true when it's been used in very busy areas.
- G But it soon became clear that this might not work.
- H This new system should work even better.



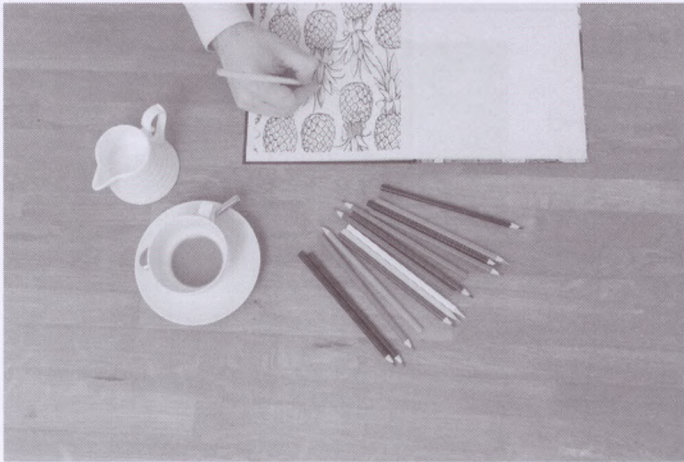
Questions 11-26

For each question, choose the correct answer.

- 21 A leave B see C give D put
- 22 A doing B completing C spending D filling
- 23 A benefits B interests C flavours D uses
- 24 A character B mood C condition D mind
- 25 A connected B joined C compared D attached
- 26 A depends B calls C lacks D requires

Questions 21–26

For each question, choose the correct answer.



Colouring books

Many people probably used to spend time adding colour to pictures in colouring books when they were children. However, once people get older, very few of them continue with the hobby. Instead, they (21) their crayons away in the cupboard forever.

However, psychology researchers now think that even for adults, (22) as little as ten minutes a day colouring pictures in this way can bring huge (23) For example, some people say that it improves their (24) for a while by making them feel more cheerful and generally calmer.

One reason for this may be that other activities (25) with art, such as drawing or painting, can actually be quite stressful, especially if you don't feel very successful at it. But adding colour to a picture that's already drawn for you (26) only a low level of skill, so you can relax rather than becoming anxious about it!

- 21 A leave B set C give D put
- 22 A taking B completing C spending D filling
- 23 A benefits B interests C favours D uses
- 24 A character B mood C condition D mind
- 25 A connected B joined C compared D attached
- 26 A depends B calls C lacks D requires

Questions 27–32

For each question, write the correct word.

Write **one** word for each gap.

Hi Karina,

Guess what! I've finally joined the local girls' football team in my town! As you know, it's something I've wanted to do (27) ages, so I'm glad I've finally signed up.

I think my parents were a bit surprised, though, as I'd never really taken very (28) interest in

sport, but after watching a women's football match on TV, I just knew it was for me.

I've attended football training every week (29) then, and last Saturday I played in my first match. It was really exciting! And (30) of the best things was that I actually scored a goal! We didn't go on to win the match, but our coach was still really pleased with our performance.

Our next match is on 25th. You're not on holiday with your parents then, (31) you? So why don't you come along and watch? It would (32) great to see you!

Samantha




You must answer this question.

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

Question 1

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

 EMAIL

From: Alex

Subject: New video game

Hi

My parents gave me some money to buy a video game for my birthday!

I've got a lot of racing video games, so I'd like to buy a different kind of game for a change. What do you think I should get?

I'm allowed to play video games up to two hours a day, but only if I've finished my homework. How long do you get to play games for?

I'll have the game by this weekend. Are you free to come over to my place to try it out?

Bye for now,
Alex

Fantastic!

Recommend

Tell Alex

No, but...

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

- 21 A. always B. sit C. give D. put
- 22 A. taking B. competing C. spending D. filling
- 23 A. benefits B. interests C. favours D. uses
- 24 A. character B. mood C. condition D. mind
- 25 A. connected B. joined C. compared D. attached
- 26 A. depends B. calls C. lacks D. requires

Choose **one** of these questions.

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

Question 2

You see this notice in your school English-language magazine.

Articles wanted!

SHOPPING

Write an article telling us whether you like shopping and where your family usually goes shopping.

Does your family buy things online?
Why or why not?

The best articles answering these questions will be published next month.

Write your **article**.

Question 3

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

Jasmin was at an exhibition when she noticed something unusual.

Write your **story**.

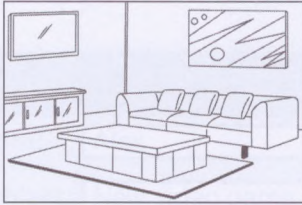


Questions 1-7

50

For each question, choose the correct answer.

1 Where is the boy's family going to eat?



A



B



C

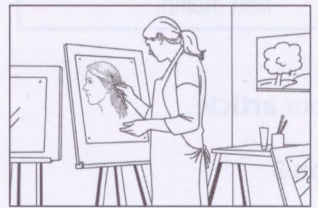
2 Which lesson does the girl have next?



A



B



C

3 Where has the boy just been on holiday?



A



B

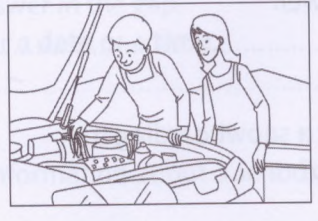


C

4 Which work experience would the girl like to try?



A

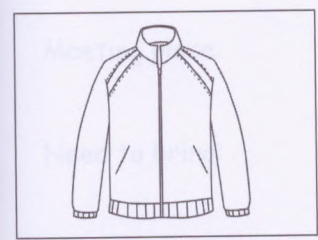


B

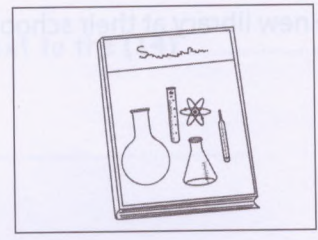


C

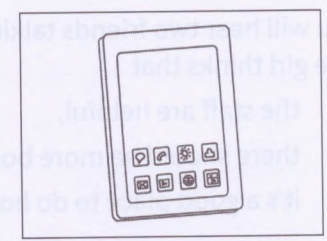
5 What did the boy leave at his friend's house?



A

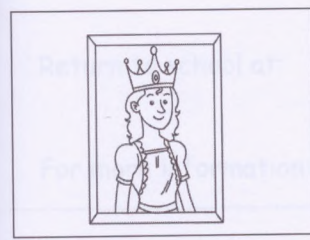


B

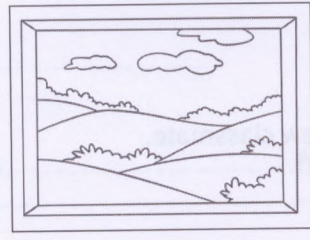


C

6 Which painting did the girl like best?



A

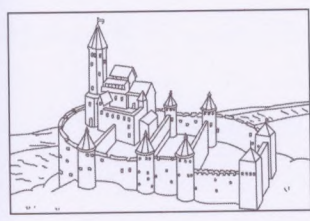


B



C

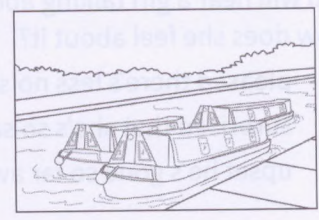
7 Where will the students' tour of the town end?



A



B



C



Questions 8–13

51

For each question, choose the correct answer.

- 8 You will hear a boy telling his friend about a snowboarding trip. What problem did the boy have on the trip?
- A He damaged some equipment.
 - B He injured himself.
 - C He became ill.
- 9 You will hear two friends talking about the new library at their school. The girl thinks that
- A the staff are helpful.
 - B there should be more books.
 - C it's a good place to do homework.
- 10 You will hear two friends talking about a new clothes shop. They agree the shop would be better if
- A the assistants were more friendly.
 - B there was more choice of clothes.
 - C it was in the town centre.
- 11 You will hear two friends talking about a new classmate. The boy thinks the new classmate
- A is very clever.
 - B likes playing sport.
 - C talks too much.
- 12 You will hear a girl talking about her big brother going away to college. How does she feel about it?
- A pleased there's less noise
 - B surprised that she's so sad
 - C upset he's gone so far away
- 13 You will hear two friends talking about playing tennis. The boy wants the girl to
- A practise with him regularly.
 - B recommend a tennis coach.
 - C teach him some new techniques.



Questions 14–19

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

You will hear a teacher giving his students information about a school trip to a farm.

School trip to farm

Meeting place: 8 a.m. next to the **(14)**

Need to bring: a **(15)**

Morning activity: feeding the **(16)**

Afternoon activity: **(17)**

Return to school at: **(18)**

For more information: **(19)** www..... .farm.com



Questions 20–25

53

For each question, choose the correct answer.

You will hear an interview with a young hairdresser called Carlotta.

- 20** Carlotta first become interested in cutting people's hair when she saw
- A a hairdressing magazine.
 - B a cartoon character doing it.
 - C a friend having it done.
- 21** The first hair that Carlotta cut belonged to
- A her father.
 - B her sister.
 - C her mother.
- 22** At college, Carlotta's teachers said she should
- A talk to customers more.
 - B spend more time planning.
 - C improve her cutting technique.
- 23** How did Carlotta feel during the Young Hairdresser competition?
- A sure she would lose
 - B angry with the model
 - C confused by the rules
- 24** What does Carlotta say is the biggest benefit of working for a well-known company?
- A meeting famous people
 - B making plenty of money
 - C gaining a variety of experience
- 25** What would Carlotta like to do next?
- A open a hairdressing school
 - B create a range of beauty products
 - C start a business in another country

PART 1

(2-3 minutes)

Phase 1

Good morning / afternoon / evening

What's your name?

How old are you?

Where do you live?

Who do you live with?

Phase 2

(possible examiner questions)

What do you usually do in the morning before school?

Tell us about an interesting place you've visited.

What do you usually do during break times at school? (Why?)

What thing could you not live without? (Why?)

What did you do last weekend?

Which person you know makes you laugh the most? (Why are they so funny?)

What is your favourite time of year? (Why?)

Where did you go on your last holiday?

PART 2

(3-5 minutes)

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

A, here is your photograph. It shows **people enjoying music together**. (See page C5.)

B, you just listen.

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

B, here is your photograph. It shows **someone taking a photo**. (See page C6.)

A, you just listen.

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

PART 3

(4-5 minutes)

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

A family want to do an **exciting activity** together that will be fun for everyone to do.

Here are some things they could do together. (See page C15.)

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

All right? Now, talk together.

PART 4

(3-4 minutes)

What activity do you most enjoy doing with your family? (Why?)

Are there any exciting activities you'd like to try in the future? (Why?)

What do you think is the best time of year to go for a day out? (Why?)

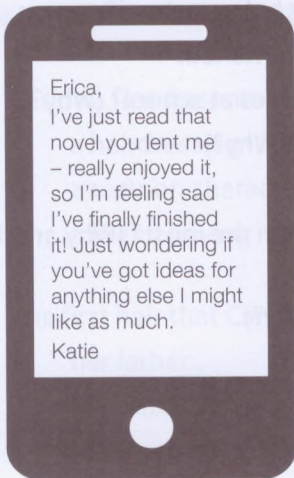
Do you prefer to do activities with family or friends? (Why?)

Which do you think is more interesting: a day out in the city or a day out in the countryside? (Why?)

Questions 1-5

For each question, choose the correct answer.

1



- A Katie is upset that Erica hasn't returned the book she's borrowed.
- B Katie disagrees with Erica about a book they've both just read.
- C Katie wants some suggestions about what she could read next.


2



- A This entrance is only for use by cyclists who need to enter the building.
- B You will prevent people entering and leaving if your bicycle is left here.
- C There is somewhere you can leave your bicycle opposite this building.

3

New Message

 **From:** Mr Davidson

To: Students

Thanks for attending the film show yesterday, and the director's interesting talk. The questions you asked him, and the lively discussion in class afterwards, showed you'd really thought about the film.

Why is Mr Davidson contacting students?

- A to give his opinion of the film they watched together
- B to suggest that they should spend another lesson talking about the film
- C to congratulate them on the way they took part in a film event

4

UNDER-16s SAILING CLUB

Now taking new members
 Limited spaces available
 Club meets every Saturday – come along!
 Fees: weekly or monthly

- A Young people have the chance to learn some new watersports at this club.
- B You don't need to pay for several sessions in advance at this club.
- C To become a member at this club, apply by Saturday at the latest.

5

Latest news!

Despite previous difficulties between members, pop band Melt has just announced a concert tour later in the year.

Tickets on sale from ticket agents soon!
 Watch this website for details.



- A To attend a *Melt* tour concert, check the site regularly to find out more.
- B You'll soon be able to buy tickets for *Melt*'s concerts on this website.
- C *Melt* have just started touring again even though they've had problems in the band.

Questions 6–10

For each question, choose the correct answer.

The people below all want to find a department store to visit in their city. On the opposite page there are descriptions of eight department stores. Decide which department store would be the most suitable for the people below.

6



Jasmine would like to find a store where they can eat outside, and her dad wants somewhere known for its good-quality suits. They also want to buy a necklace for Jasmine's mum.

7



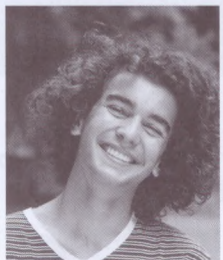
Peter wants to buy some special sweets for his grandma's birthday, and his older sister, Nell, wants to see the latest women's fashions. They also need to buy new tennis T-shirts without spending a lot.

8



Maria wants a store selling clothes that use materials produced without damaging the environment. Her mum would like somewhere that has great customer service and is beautiful inside.

9



John enjoys cooking, and wants to buy some unusual ingredients. His parents like stores that have been in the same buildings since they were young, and that have great toys for John's young sister.

10



Samuel and Mark want to visit a store with a good selection of chess sets. They'd like to have some delicious ice creams and buy something made in the store to eat later.

Department stores

A Hallwick's

People often visit Hallwick's just for the displays of lights that make it so attractive to shop here. And it was the first to sell clothes made of pure, natural cotton, grown in conditions that avoid creating pollution. The assistants are polite and will help with any questions about goods.

C Stafford's

This store is popular for its range of good-quality sportswear at very reasonable prices, which is hard to find elsewhere. And on the ground floor, you'll find displays of their famous handmade candies – great for celebrations! And Stafford's is always the first to offer new designs in men's and women's clothing, too!

E Gardener and Bell's

This store has been here since 1950, and is the place for cool clothes and jewellery, as it updates its items every few weeks – and many are made from environmentally-friendly materials. The sportswear section has clothes and equipment for almost any sport, although prices can be high.

G Ford and Madecroft's

The café here serves fantastic meals, but also has amazing chocolates and frozen desserts of all kind, and the bakers produce fantastic biscuits and cakes to take away. Upstairs, you'll find a display of toys and also a huge range of board games, together with instructions to help you play.

B Crozier's

This store is in a beautiful new building. One floor is full of toys and board games like chess, and downstairs there's a huge variety of cakes, sweets and also fresh food that's perfect for making a meal! The roof garden is popular here in summer, and the friendly staff serve delicious lunches.

D Barton's

Barton's has been here since it opened in 1930, and still has its huge glass door and beautiful windows. The first floor is fantastic for children, as it's packed with things to play with – at reasonable prices. And downstairs, you'll find a huge selection of amazing fresh food rarely found elsewhere.

F Davidson's

This traditional-looking store opened in 1860, and still offers high-class, fashionable goods at reasonable prices, with many made from natural materials. The men's clothes are particularly recommended, and there's also an area selling nothing but beautiful jewellery. And on fine days, try the rooftop restaurant – the food is fantastic.

H Oldridge's

The customer service here is the best anywhere in the city, and staff will help you find what you're looking for, from jewellery to children's toys. And the café here, probably one of the most attractive you'll ever visit, serves the biggest ice creams anywhere, too – and the best cakes!

Questions 11–15

For each question, choose the correct answer.

**Whale-watching trip**

by Jack Madison, 15

A while ago, my friend Olivia was telling me about a whale-watching trip she'd been on, in Canada.

I wanted to tell her I was about to do the same thing, off the north coast of the UK, where my grandparents live. Whales had recently appeared there again, and my grandparents were convinced we'd see some – so I was sure my

trip would be as good as Olivia's! But then I saw some reviews of the trip my dad had booked for us, when no-one had seen *any* whales at all. So, in the end, I decided not to tell Olivia anything about my trip, in case it wasn't successful!

Anyway, Dad and I set off on our trip – which was Dad's idea – and it was fantastic! Travelling out to sea on the tour boat with our guide, we soon reached the spot where whales often appeared. Then we waited – and nothing happened. I was sure this wouldn't last, though. People kept calling out they'd seen one, which was exciting – but then it turned out they were wrong. Then finally I saw something move under the water – a minke whale! So I felt like a hero for the rest of the trip!

The whale was a wonderful sight, with its huge back not far from the boat. Our guide said it was around five tonnes in weight and around 10 metres long. Yet, despite its size, it swam alongside us at speed, and with little effort. We waited to see if more appeared, and some time later, we saw three more some distance away, that kept diving under the water and coming up again. Then just after I'd filmed them, they disappeared.

Although the water's less deep around the coast, larger whale species appear in the area with minke whales, feeding on fish. But minkes are curious creatures, so they're more likely to approach tourist boats – which was why we were successful! Then later, up on the cliffs, we looked out to sea, searching for signs of whales. Sometimes seabirds diving into the water means whales are around, as they're stealing the whales' meal. We were unlucky, sadly – but we'll be back!

11 Jack wasn't keen to mention his whale-watching trip to Olivia because

- A he thought her trip sounded a lot more exciting.
- B he'd read some negative reports about where he was going.
- C he wasn't sure if his dad had definitely arranged it.
- D he didn't know whether she was very interested in whales.

12 On board the whale-watching boat, Jack

- A was proud to be the first person to see a whale.
- B began to worry that they might all be disappointed.
- C tried not to get excited when anyone saw something.
- D was glad he'd persuaded his dad to come with him.

13 When Jack saw the minke whale, he was

- A surprised at how close it came to the boat.
- B amazed that it was so much bigger than he'd imagined.
- C impressed that it moved through the water so easily.
- D delighted to see it had arrived with several others.

14 Jack suggests minke whales appeared in the same area as the boat because

- A they knew there were plenty of fish there.
- B they were attracted by the arrival of the visitors.
- C they didn't have to compete for food with seabirds.
- D they preferred how deep the water was there.

15 What would Jack text to his grandparents about the whales?

A I'll send you my video of the group of whales – they only appeared briefly, so they weren't as interesting as the first one we saw.

B Dad said he'd really wanted to go to Canada to watch whales, like my friend Olivia – but now we're really happy we came here.

C I must take you up to the cliffs to look for whales – we've seen them every time we've been there, so far.

D You were so sure our whale-watching trip would be a success, while I still had doubts – but you were right.

Questions 16–20

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



What's the point in studying music?

Many children have music classes when they attend school. And it's thought that music can really help children with learning other subjects.

For example, one research project looked at what happened when a class of children were divided into groups and given a simple task to do, with one group listening to music while completing it, and the other completing the task

in silence. **16** The first group performed better than the second. So this seems to suggest that music can improve performance in certain areas.

So how exactly can you benefit from studying music? According to some studies, musical training can develop the part of your brain that's involved with language, so you can understand your own language better. **17** And that's a very useful skill to have. What's more, young people who've studied music also seem to score more highly in other areas such as maths. **18**

For example, reading music includes learning about quarter and half notes, which are basically fractions, like in maths. And when you're learning about rhythm, you're counting the notes in a piece of music. So they do appear to be connected.

Music also lets you explore new ideas, think in a creative way, and gain in confidence. If you're learning the guitar, for example, it can be really exciting when you're able to start inventing your own pieces of music. And when you do that, you're practising your listening skills because you have to listen carefully to the music you're making. **19** It's certainly essential when you join an orchestra, for example.

One of the biggest benefits, of course, is that listening to music helps you to be less stressed.

20 That should always be in a relaxed atmosphere, though, to be effective. And who knows? Maybe your musical knowledge will open up a great career path for you in the future!

- A Students have also shared their own ideas about music.
- B And creating music can make you feel the same way.
- C So it could be that these school subjects are linked in some way.
- D These explain why music affects us in certain ways.
- E And there was a difference between the two.
- F It could also help with learning a second one.
- G But it isn't really what's happening.
- H This is particularly important when performing with other people.



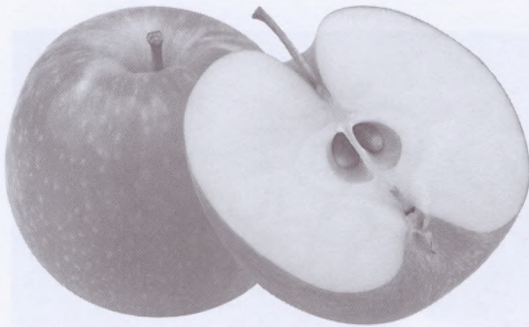
Questions 21-28

For each question, choose the correct answer.

- 21 A consider B wonder C imagine D expect
- 22 A distance B travel C course D journey
- 23 A reached B ended C set D left
- 24 A routes B ways C directions D paths
- 25 A threw B dropped C fell D let
- 26 A longer B deeper C higher D broader

Questions 21–26

For each question, choose the correct answer.



A brief history of apples

Do you always have a piece of fruit for your lunch? If you do, it's probably an apple! This is true particularly in places like western Europe, where apples have grown for hundreds of years. So it would be easy to (21) that's where they came from originally.

In fact, though, the fruit we know today has been on an extraordinary (22) over the centuries. Research suggests modern apples originally came all the way from Kazakhstan in Asia, and (23) up in Europe partly because of people carrying goods along the famous Silk Road, from western Europe all the way to China in the east. This helped to spread apples in both (24) People (25) down their apples after they'd finished eating them, and the seeds entered the ground and produced new types of apple trees. Farmers were then able to start developing a much (26) range of apples.

- 21 A consider B wonder C imagine D expect
- 22 A distance B travel C course D journey
- 23 A reached B ended C set D kept
- 24 A routes B ways C directions D paths
- 25 A threw B dropped C fell D let
- 26 A longer B deeper C higher D broader

Questions 27–32

For each question, write the correct word.
Write **one** word for each gap.

Learning to swim

by Sophie Webber



Last month, I did something amazing, which I'd almost begun to think wasn't possible. I actually swam one length of the swimming pool! I know it doesn't seem like (27) achievement, because swimming is something that everyone seems to learn really easily. But there was just (28) way I could manage it. And it wasn't as if I hadn't tried. Apart (29) all the lessons I had at school, I also went swimming with Dad (30) week. But in (31) of all the practice I was getting, I still wasn't able to swim.

Then one day, when I thought Dad was holding me up in the water as usual, I suddenly realised – he wasn't! I was swimming on (32) own, without help! After that, I swam several lengths of the pool.

So if you're having trouble learning something, don't give up. It will definitely happen one day!


You **must** answer this question.

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

Question 1

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

New Message

 **From:** Ms Taylor

Subject: New cooking club

Hi

Thanks for contacting me about my new club. My idea is to help you improve your English while you learn to cook delicious food!

Could you please let me know if you've cooked much before?

We could cook foods from English-speaking countries, or we could all bring our favourite recipes from home. What do you think would be better?

Are there any foods that we should avoid? I want to choose things that everybody can enjoy eating!

Best wishes,
Ms Taylor

Great!

Give Ms Taylor details

Suggest

Explain

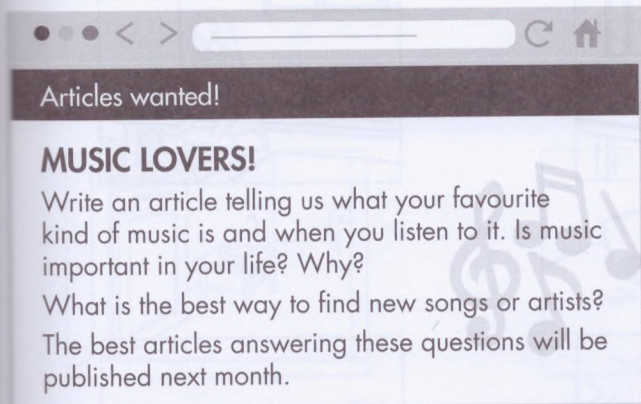
Write your **email** to Ms Taylor using **all the notes**.

Choose **one** of these questions.

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

Question 2

You see this notice on an international English website for young people.



Articles wanted!

MUSIC LOVERS!

Write an article telling us what your favourite kind of music is and when you listen to it. Is music important in your life? Why?

What is the best way to find new songs or artists?

The best articles answering these questions will be published next month.

Write your **article**.

Question 3

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

My family and I discovered a cave in the forest and we all decided to go in.

Write your **story**.



Questions 1-7

54

For each question, choose the correct answer.

1 How is the girl going to help her dad?



A



B



C

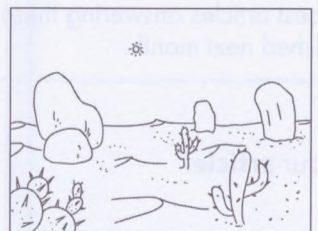
2 Which place would the boy most like to visit?



A

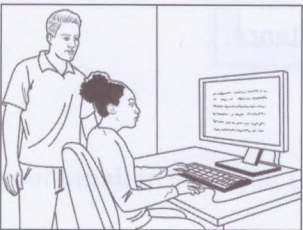


B

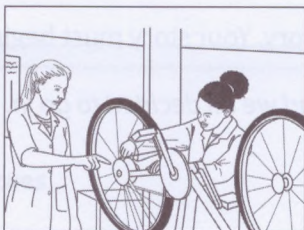


C

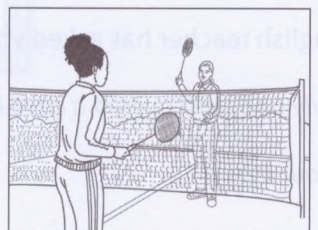
3 What's the girl learning to do?



A



B

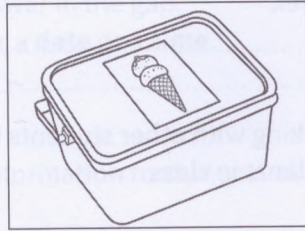


C

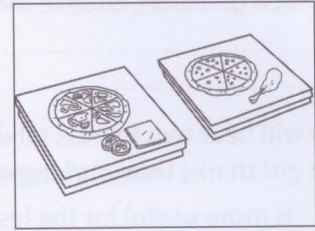
4 What did the boy forget to buy?



A

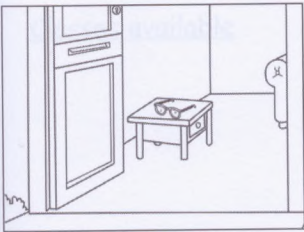


B

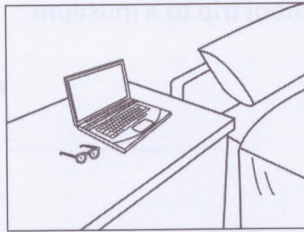


C

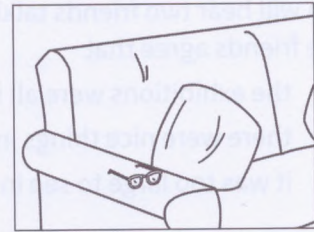
5 Where did the girl leave her glasses?



A



B



C

6 Why was the boy late for school?



A



B



C

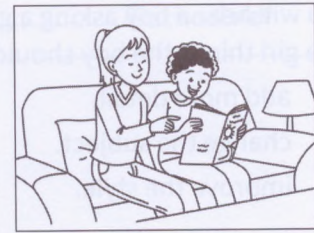
7 What does Lisa's dad want her to do?



A



B



C



Questions 8–13

55

For each question, choose the correct answer.

- 8 You will hear two friends talking about working with other students in class. The girl thinks that working with other students in class
- A is more useful for the lesson.
 - B takes longer than working alone.
 - C makes classes more fun.
- 9 You will hear two friends talking about a school trip to a museum. The friends agree that
- A the exhibitions were all interesting.
 - B there were nice things in the shop.
 - C it was too large to see in one visit.
- 10 You will hear two friends talking about a football match. The boy is feeling happy because
- A his team won.
 - B he scored a goal.
 - C his parents came to watch.
- 11 You will hear two friends talking about a poem they've read. They think the poem would be better if
- A it was shorter.
 - B it had a clearer meaning.
 - C the sections were in a different order.
- 12 You will hear a boy asking a girl about an essay he has written. The girl thinks the boy should
- A add more detail.
 - B change the subject.
 - C improve the style.
- 13 You will hear two friends talking about a video game. Why is the boy talking to the girl about the video game?
- A to apologise
 - B to make a request
 - C to thank her

Test 6 Listening Part 3



Questions 14–19

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

You will hear a music teacher giving some information to students about Saturday music classes.

Saturday music classes

Classes available

- drums
- (14)
- guitar

On arrival

- go to the (15) to pick up your instrument

Cost

- (16) £ per class

End-of-term concert

- on (17)
- play alone or with the (18)
- friends and family welcome

For more information

- contact music teacher on (19) @school.net



Questions 20–25

57

For each question, choose the correct answer.

You will hear an interview with a young woman called Lin, who makes online videos about environmental issues.

20 How did Lin learn how to start putting videos online?

- A She did a short course.
- B She used information online.
- C She asked someone she knew.

21 Why did Lin choose to focus on the environment?

- A A teacher recommended this topic.
- B There were so few online videos about it.
- C She'd been interested in it for a long time.

22 How did Lin feel when her online videos first became successful?

- A surprised it happened so quickly
- B anxious about being seen by so many people
- C certain that she would get even more followers

23 Lin says that to become successful, people should put videos online

- A every day.
- B once a week.
- C once a month.

24 Lin's latest video is about

- A climate change.
- B public transport.
- C recycling.

25 Why does Lin think it's important for her to try new things?

- A to stop herself becoming bored
- B to learn more about the subject
- C to create discussion about the topic

PART 1

(2–3 minutes)

Phase 1

Good morning / afternoon / evening

What's your name?

How old are you?

Where do you live?

Who do you live with?

Phase 2*(possible examiner questions)*

What are you going to do next weekend?

Where do you like to go with your friends? (Why?)

What do you usually do on your journey to school every day?

Which is your favourite meal of the day? (Why?)

Tell us about a relative you like spending time with.

Who is your favourite actor? (Why?)

What do you like about the area where you live? (Why?)

Tell us about the people you like visiting.

PART 2

(3–5 minutes)

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

A, here is your photograph. It shows **some friends meeting**. (See page C5.)

B, you just listen.

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

B, here is your photograph. It shows **people doing something together in winter**. (See page C6.)

A, you just listen.

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

PART 3

(4–5 minutes)

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

A school would like to organise a talent show for students. The school wants to give a **prize** to the winner of the talent show.

Here are some prizes the school could give to the winner. (See page C16.)

Talk together about the different **prizes** the school could give to the winner of the talent show and say **which would be best**.

All right? Now, talk together.

PART 4

(3–4 minutes)

Do you ever watch talent shows on television? (Why? / Why not?)

Do you like taking part in competitions? (Why? / Why not?)

Is there anything that you are really good at? (What is it?)

If you could learn to do one new thing really well, what would you choose? (Why?)

Is it a good idea for schools to give prizes to students for doing well at school?

(Why? / Why not?)

WRITING PART 2



Training

01

Katy: Hi Ben. Did you see the documentary last night about the Olympic Games? It was brilliant. I learnt so much!

Ben: Did you? I thought it was quite boring, but I'm not really interested in sports programmes.

Katy: But you love sports. You play football and tennis and basketball and ...

Ben: Yes, I enjoy playing sports, but I hate watching them on TV.

Katy: Oh, so what kind of TV programmes do you like?

Ben: To be honest, I don't watch much TV. I prefer watching films on my laptop. In my opinion, TV isn't very good.

Katy: I don't agree. Personally, I think you can see plenty of good films and some really funny shows too.

Ben: That's true. I did see a good comedy on Friday night, but most programmes are rubbish!

Katy: I suppose there are some bad programmes, but only a few.

LISTENING PART 1



Training

02

Boy: How about doing the maths homework first? It's the hardest.

Girl: You're right, so let's save it until my dad comes home. We can ask him if we have problems. We should probably start with the science as it's due in tomorrow.

Boy: Yeah, that's true, but the geography will take longer. We have to write at least two pages.

Girl: I know, but that's not due in till Thursday. We have plenty of time for that.

Boy: Right, we'll start with tomorrow's work.



Exam Practice

03

1

Boy: What are you bringing for the picnic?

Girl: My mum bought some soft drinks for us to take, but apparently Ellie had already said that she'd bring some, so I thought about making some sandwiches instead. Or we've got loads of fruit at home – I'm sure my parents wouldn't mind if I took a few apples and bananas and so on.

Boy: I think Harry's bringing fruit.

Girl: In that case, I'll go with my other idea. We've got plenty of bread and cheese and things.

Boy: Great! Let's hope the weather's good tomorrow.

2

Girl: So how was your holiday?

Boy: Good, thanks. I didn't think I'd enjoy the mountains as much as the sea, but I did.

Girl: I bet you missed windsurfing, didn't you? You do that every year.

Boy: I got to do some, actually – on a lake near the hotel. It's still my favourite, but cycling on the paths through the mountains was nearly as exciting.

Girl: Didn't you say you wanted to go horse-riding, too?

Boy: I was going to, and I'd still love to try it, but we just ran out of time.

3

Man: Have you got much homework?

Girl: I've got some art. I have to draw a vase or something like that, I think. It doesn't have to be handed in till Friday, so I can do it on Wednesday night. My history essay has to be in tomorrow, though, so I'd better finish that this evening. Oh, and Mr Havelock set us some maths homework today and gave us a week to do it, so no need to do that until the weekend.

Man: Well, good luck with it.

Girl: Thanks.

4

Boy: That was a great school trip. There were so many different animals.

Girl: Yes. I love dinosaurs, but even I got a bit tired of looking at bones after an hour on the trip last year.

Boy: I agree. At least this time they were alive!

Girl: Yes, and it's so nice to see creatures from all over the world. I'm glad the teacher didn't decide to do what she'd originally planned and go to the farm. You see sheep and cows all the time around here.

Boy: You do.

5

Boy: Hi Sarah, it's Max. I need to talk to you about Dad's birthday present. I know you said you wanted to get him some chocolates. I hope you don't mind, but I saw some boxes of the ones he really likes on special offer in the shop near the school, so I just got one. Why don't you buy him the cookery book that I was going to get him instead? It probably costs about the same, and he'll like that more than socks or whatever we usually get him.

6

Girl: How was your weekend?

Boy: It was good, thanks. There's a funfair on in town at the moment that my sister wanted to go to. I said I'd prefer to go to the big football match that was on at the stadium. My parents said they'd rather go to the river for a picnic instead, though, so everyone wanted to do different things. Then it started raining, so I got what I wanted in the end because the roof closes when it rains, so we could avoid getting wet.

7

Girl: Hi, I'm just phoning to say that I'm going to arrive at your house a bit later than I'd planned. I'd got part of the way there when I had a problem with the tire on my bike and couldn't fix it. I had to walk home with it because it's too big to take on the bus. Anyway, my dad's just got home from work and said he can give me a ride but he has to make a phone call first. I'll be there in half an hour.

LISTENING PART 2



Training

04

1 I didn't enjoy the film at all. Nothing much happened. I almost fell asleep. The film was so [bleep].

2 We bought a very big new table. But we couldn't get it into our dining room, because the entrance to the room was too [bleep].

3 I can't understand how to set up my new computer. I've tried to follow the instructions, but they are too [bleep].

4 I visited my friend in Australia and her house had ten bedrooms. It was absolutely [bleep].

5 When I was swimming in the sea, I saw a shark. The experience was so [bleep].



Boy: Right, we have to choose which cake to buy for Dean's birthday. It has to be the chocolate one, surely?

05

Girl: It does taste the best, but the one with the strawberries on looks amazing.

Boy: Dean hates fruit, though! What about getting a plain cake and asking them to put Happy Birthday Dean in blue icing?

Girl: Hmmm, isn't he a bit old for that?

Boy: Maybe. So, it has to be the first one, then.

Girl: I suppose so.



Exam Practice

06

8

Girl: That was a great film.

Boy: If you're into that kind of thing. I haven't seen anything as bad as that for a long time.

Girl: Oh, I didn't know that you don't like horror movies.

Boy: I usually do, but I'm not sure that's how I'd describe that film – there was only one bit I found at all scary. It's strange because the main characters were played by two quite big stars, but I don't know how they got to be so famous if that's the best they can do. It was all very disappointing ...

Girl: Oh, dear!

9

Girl: How's your biology homework going?

Boy: Not very well. I can't work out what I have to do.

Girl: In that case, it probably won't be much use looking online. You can find all the information you need there, but if you don't know what to do with it, it's not really going to help you. Have you seen Mr Benson about it?

Boy: No, not yet.

Girl: It might be best, as he set the homework in the first place. Take your coursebook with you when you go so he can explain everything to you using that.

Boy: Good idea!

10

Girl: Did you see that interview with Denny Starr?

Boy: I did. He seemed so nervous at the beginning. And it wasn't that the guy asking the questions was especially rude or asked him anything difficult.

Girl: I know. But once he relaxed a bit, he really spoke about lots of things I didn't know anything about.

Boy: I don't think I've ever heard him talk in so much detail about his life before. In other interviews I've heard, he's generally given answers that had very little to do with what he's been asked.

Girl: Yes, like he didn't really understand the question.

Boy: Exactly.

11

Boy: How was the diving trip?

Girl: It was great, but I learned to dive in a swimming pool where the water doesn't move around much. Going underwater in the sea was a completely different experience. I seemed to become totally unable to do all those things that I got so good at in the pool.

Boy: So is it something you'd like to have another go at?

Girl: I'll think about it, but if I do, I need to make sure I go with my cousin Martin again. It gave me a bit more confidence to be underwater with someone I knew.

12

Girl: Hey, did you see the big basketball game last night?

Boy: I did, yeah.

Girl: That was awesome when their star player jumped so high he nearly landed on that cameraman! Wouldn't you love to be able to do that? You'd be a great player – you're real tall.

Boy: I guess. I can't say I understand much about the rules, though.

Girl: Some of them are quite complicated, especially the ones about how long you can hold onto the ball for. But the best way to understand them is to play – that way you'd learn them as you were having fun.

Boy: Maybe one day.

13

Girl: How was London?

Boy: Great, except we got lost.

Girl: Oh no! How?

Boy: My dad had this guide book which was at least 20 years old. We told him lots of things would be different now, so most of what was in it would be wrong. Even though it was old, it was probably more accurate than the information a guy on the street gave us for getting to Big Ben – we ended up somewhere completely different! We only used the book for getting around on the Underground in the end – the map's almost the same as it was back then.

LISTENING PART 3



Training

07

Right, listen everyone. The trip to the aquarium is next Tuesday, the 26th of May. I hope all of you have a form signed by your parents to say you can go. You need to pay for the trip by this Friday. The cost is £6.50 for admission to the aquarium and £2.00 towards the cost of the coach. So, that means the amount you need is £8.50.

Now, it's very important for you to bring your lunch. We will provide water and other drinks, so don't worry about that. We're going to eat on the beach in front of the aquarium, and there won't be a chance to buy anything. There won't be a chance to buy food there, so you must bring your own.

It's going to be a really interesting trip. There are a few special events the day we are going. We're going to watch the sharks being fed at 3.00 – no, hold on, that's at 2.30. There's also a talk every morning at 11. The topics change every day and often they talk about fish, but on the day we're going – that's Tuesday – it's about penguins, so I'm sure you'll all love that. We'll give you some work sheets to do while you're at the aquarium, but don't worry, they'll be quite easy.



08

Now, I'm going to finish by giving you the address of where we're going because some of the parents were asking. It's Aquarina aquarium and it's on Wortham Road – that's W-O-R-T-H-A-M Road. If your parents need to contact the aquarium while we're there, our guide for the day will be Sarah Guiley – I'll spell her surname for you: G-U-I-L-E-Y.



Exam Practice

09

Hi everyone. I'm going to tell you about a new video game that I've played a lot recently, called Sky Jam. It's produced by the same company that made Road Jam a few years ago, which was set in a city of course. Instead of streets and huge buildings, though, you'll find yourself living in a rainforest in this game.

It's an unusual game because you have to answer questions in order to make progress, as well as by moving through the environment. You'll be asked all sorts of things regarding insects, which you have to learn on the way from the many helpful creatures you meet, such as butterflies and bats.

There are 30 levels in the whole game, which are supposed to become more and more challenging as you go on. I found the one called 'the monkey' almost impossible, even though it comes well before the last level, called 'the frog', which didn't seem so difficult.

There are lots of things to love about this game. The story you learn about as you continue through the game is fantastic, second only to the characters you can play, who are lovely, and extremely interesting too. Learning to play the game is easy and fun, too.

Unfortunately, unlike the eight players who could play against each other in Road Jam, six people at the most can join in this game at any one time. I found this to be a few too many, though, and preferred playing in a group of four.

You can find out more about the game online. If you're interested, visit the company's website www.lombardio.com. I'll spell that for you: it's L-O-M-B-A-R-D-I-O.

I hope you enjoyed my presentation. Thank you for listening.

LISTENING PART 4

Training

10 My name is Silvia and I've lived in London for three years. I came here because my mum got a job in a bank here. Before that, we lived in Shanghai in China for two years. It was amazing. I've been studying Chinese since I was 10. My mum had been interested in studying Chinese for a long time before we moved to China, so she finally managed to do it. Two years ago, my brother went back to our hometown, Rome, to study at university. He's been to visit us in London a couple of times since we got here. The last time, he stayed for a few months and did an English course.

11 *Interviewer:* So, Anita, how long have you been a helper at Cat Rescue?

Anita: Umm, let me see, since October, so about eight months. But I've been visiting the Centre for much longer, since I was about 12. My mum's been a volunteer here for over 10 years and that's how I got into it.

Interviewer: And what kind of jobs do you do here?

Anita: When I first started, I was just watching the other helpers, and then I began cleaning the cages where the cats live. Just a few weeks ago I started helping the vet when he visits, which I absolutely love. Oh, I forgot that for a few months I was doing all the feeding by myself. So, now all the cats are friendly with me!

Exam Practice

12 *Man:* Welcome, Andrea. You're an expert ice hockey player now, but when did you start playing?

Andrea: Not until about three years ago actually, so quite recently. I've come a long way quite quickly. I've always loved sport, though, and have played basketball since I was five or six. I gave that up for a while when I got into football about five years ago, but started playing again once I'd lost interest in football.

Man: How did you first become interested in playing ice hockey?

Andrea: My brother's into it, and I used to go to his games. His team wasn't very good, though, so I didn't think of it as something I actually wanted to do. That moment came when there was a professional match on a sports programme I was watching. I knew then I wanted to try it, and fortunately a couple of friends did too so we all started playing together.

Man: You sometimes play against boys' teams. How important is that?

Andrea: Very. There are as many girls playing ice hockey now as there are boys, which is great. Attitudes towards us have always been positive, in my experience. I want to do better against boys somehow – I'm not sure why – which really helps to develop my talents.

Man: How did you feel when you were chosen for the national under-16s team?

Andrea: I'd been really happy with how I'd been playing for my club, and felt I could do just as well at a higher level. There'd been a lot of talk about me being picked, so I kind of knew it was coming. It was great for my parents too – they felt great having a daughter in the national team!

Man: Are the national team matches your favourite games?

Andrea: Not always, even though some of them are big games and appear on national television. If a game's close because both teams are good, then it's fantastic for the crowd to see, and better to play in because of that. It's far more interesting than scoring loads of goals because we're so much better than the other team.

Man: Any advice for people wanting to start playing ice hockey?

Andrea: You can spend hours reading books about what you can and can't do, but there's no better way of becoming good than playing. So borrow some skates and a stick if you need to – you can buy your own later – and join a team so you can start playing straightaway.

Man: Thank you, Andrea!

SPEAKING PART 1

Training

- 13
- 1 What kinds of TV programmes do you enjoy watching?
 - 2 Tell us about the area where you live.
 - 3 What do you usually do after school?
 - 4 Where did you go last weekend?
 - 5 What are you going to do tomorrow?

Exam Practice

14 *Interlocutor:* Tell us about your best friend.

Male: Well, my best friend's name is Alex and he's in the same class as me at school. He's very friendly and likes a lot of the same things as me, like playing video games and chess. He's taller than me and has got brown eyes.

Interlocutor: How often do you use the internet?

Female: I use it almost every day, except maybe when I'm on holiday and we don't have the internet where we're staying. I use it for keeping in touch with my friends and for finding out information for homework and things like that.

Interlocutor: And you?

Male: Every day, too, and I use it for the same things, and to find out about new movies and games and things.

Interlocutor: What do you do usually in the evening?

Male: Sorry, I don't understand ...

Interlocutor: Do you do your homework in the evening?

Male: Yes, I do, and sometimes at the weekend, too. I also watch TV most evenings and play games and chat online with my friends.

Interlocutor: What is your favourite school subject?

Female: I like maths best.

Interlocutor: Why?

Female: Because I'm good at it and find it quite easy. We have a really good teacher too, so I enjoy it.

Interlocutor: Which TV programmes do you enjoy watching?

Male: I love watching films about wild animals, especially the ones that live in the sea. I really like quiz shows, too, and some dramas. Lots of different things.

Interlocutor: Thank you!

SPEAKING PART 2

Training

15 In the photo, I can see a school library. There are three students in the library and they are sitting at a square table. There are two boys and one girl and they are all wearing school uniforms of white shirts and dark trousers. They are doing some school work, but they are not working together – they are working quietly on their own. There are lots of books and papers on the table. All three students have pens and they are writing or drawing in their books or on their papers. They have put their rucksacks on the backs of the chairs while they are working. Behind the students, there are lots of bookshelves. There are many books on these shelves and on top of the shelves, we can see some plants. There is a small window behind these shelves, but we can't see out. It is a very tidy place and it looks like a good place to do homework, so that's why the students are all working hard.

Exam Practice

16 In the photograph, I can see a girl. She is a teenager and I think she is lying on her bed in her bedroom. It looks like she is doing some homework because she's holding a pen, which she is also putting in her mouth, and is looking at a small laptop. Just in front of her, we can see an exercise book and another book, which is open, so she is using it for her homework, too. There is also something like a snack that the girl is eating in a packet next to the notebook. She is looking at the laptop and seems to be thinking. She's wearing a light blue shirt, which seems to be made of the same material as jeans. Behind her, we can see some bookshelves. On the bookshelves there is a round map of the world, a globe and there are lots of books. There's also a very big metal alarm clock. Next to the bookshelves, there's a tall lamp, which is switched on. It is quite a tidy bedroom and the books are all organised very nicely.

17 In the photo, there are two girls and a boy. They are all teenagers and I think they are probably schoolfriends because it looks like they are all getting their lunch together in the school canteen. They are all wearing school uniforms, which are blue or white shirts. The girl at the front of the photo is paying for her lunch. She is smiling and getting some change from the person who works there. She has bought a banana, a drink and some other food. The boy behind her is watching them. He is going to have an apple and some vegetables for his lunch. The girl behind him is watching the other girl. Behind them, we can see some special metal and glass tables where the food is kept and where the students choose what they want to eat. It looks like a very clean and nice place to have lunch.

18 In the photo, I can see some girls who are doing football practice. They are outside in the fresh air and it looks like it's quite a sunny day. They are in a park or on a playing field or somewhere like that. There are lots of trees at the edge of the playing field and there's a goal, too, but we can only see the back of the goal, not the front. The girls are taking turns to control the ball around some orange things on the ground, I think they're called 'cones'. They are wearing black shorts and pale blue shirts, except the goalkeeper who has a green shirt. There is a teacher watching the girl at the front of the picture and maybe she is telling her what to do. Some of the other girls are talking to each other while they are waiting to practise with the ball.

SPEAKING PART 3

Training

19 *Harry:* So which prize do you think they should give, Gina?

Gina: Hmm ... I think the chef's hat would be best. Only cooks and chefs wear hats like that. It's so unusual, and I'd love to have something like that.

Harry: I don't know about that. The person who wins will definitely be a teenager and probably just enjoys cooking as a hobby. They're not a professional chef, so I don't think it will be very useful. What about the cake? Everyone likes cake.

Gina: I don't! And it's not a very healthy prize either! Why don't they give the pans then? What do you think about that?

Harry: I think their parents have probably got lots of pans already.

Gina: You're probably right, but they might not have any up-to-date cookery books and they're a great way of learning how to cook better, too.

Harry: That's a good idea! Yes, they're definitely the best prize.

Exam Practice

20 *Girl:* So what do you think would be the best thing to take on a long journey?

Boy: I think the board game would probably be best. A game like chess takes a long time to play, so you could stay busy for ages.

Girl: I don't know about that. I think if she's playing with her younger brother, the games wouldn't take very long and he would get bored of it quite quickly. He definitely wouldn't want to play more than one game. What about the homework? It might be good to do that to use the time well.

Boy: I think it would be very hard to do it while you're travelling on a bus. Your writing would be very messy.

Girl: You're probably right, which would also mean that art and drawing aren't a good idea. Taking a book would be good for some people, but I'd get bored quite quickly, I think.

Boy: Me, too. I could listen to music for hours, though, so why not take some music to play?

Girl: What about her little brother, though? He couldn't listen at the same time, and if he could, they probably don't like the same kind of music. They could both watch films on the laptop, though, and take it in turns to choose what they want to watch.

Boy: That's a good idea! And on some buses you can charge your laptop.

Girl: And I guess she could do some of her homework or they could play games on it, too, if they got tired of watching films.

Boy: I agree. So that would definitely be the best thing to take.

SPEAKING PART 4

Training

21 *Theo:* The food I really like is pizza. I think it's really delicious whatever you put on top of it and I like lots of different types of pizza. I think my favourite, though, is chicken and pineapple. I know it sounds a bit strange, but it tastes fantastic! It's because the pineapple is sweet and the chicken and cheese aren't, so they go really well together. What about you, Lidia? What food do you really like?

Lidia: I like pizza, too, but the food I like most is ice cream because I can buy it in so many nice flavours and I love all of them. I prefer chocolate and vanilla, rather than strawberry or other fruit flavours, but I'm very

happy to eat them all! I think that learning how to make ice cream would be really interesting. Do you like making pizzas, Theo?

22 *Theo:* I think fast food is really bad for you.

Lidia: I'm not so sure. Most fast food restaurants and takeaways sell salads and things like that. I agree that a lot of the things we think about when we mention fast food, like burgers and chips, aren't good for you, but other things aren't so bad.

Theo: I guess so. I think that even if you have a burger every now and then, it's not going to do you any harm. It's when you eat them every day it becomes a problem.

Lidia: Exactly! Some scientists think that things like chocolate are good for you, too.

Theo: Yes, but only if you eat a very small amount each day.

Exam Practice

23 *Interlocutor:* Have you ever been on a really long journey?

Male: Yes, I have.

Interlocutor: Where did you go?

Male: We went to see some family friends in the United States. They live about four hours from New York, so first we got a plane from here to New York, which took about seven hours. My parents had hired a car, so we picked that up then drove to our friends' house. It took about 14 hours altogether.

Interlocutor: Thank you. Which do you prefer, travelling by car or travelling by bus?

Female: I prefer travelling by car.

Interlocutor: Why?

Female: It's much more comfortable, especially on long journeys, and you can set off when you want and stop when you want too. Also, it's much easier for me to play games on my laptop or tablet while my mum or dad are driving. It's hard to do that on a bus.

Male: I think it's much nicer to go by car, except maybe when I'm going to school, because then you get to chat with your friends and it's only a short journey, so it doesn't matter if it's not so comfortable.

Female: Yes, that's true. I agree.

Interlocutor: Have you ever been on an aeroplane?

Female: Several times, yes.

Interlocutor: Did you enjoy it?

Female: Yes, very much. I like the feeling when the plane starts going really fast, you know, when it's still on the ground but taking off. It's really exciting.

Male: I think so too, but I don't like it when it lands on the ground again. That can be a bit scary.

Female: Yes, it can.

Interlocutor: Do you like travelling by train?

Male: I don't go on the train very often, but I like it when I do. It's quite comfortable and you can see the countryside going past, so I like it.

Female: One time when I went on the train, it was so crowded that I couldn't sit down, so I had to stand up.

Male: Oh, no!

Interlocutor: And is it important for people to think about the environment when they choose how to travel?

Male: It probably is, but I don't think most people think about this.

Female: I agree. They probably just think about what's easiest or cheapest, so most people get in the car to go to the shop, even though it's only a few hundred metres away. It's just quicker and easier.

Male: Yes, but I hope it will change in the future.

Female: Me, too.

Test 2

LISTENING PART 1

Training

24 Kam is 17 years old. He has short, dark, straight hair and is tall and slim. He's wearing jeans, a belt, a T-shirt and trainers.

25 Today the weather in Scotland will be colder than in recent days with snow falling on the hills. Be careful of ice if you are driving today and remember to take extra time for your journey. The maximum temperature will be two degrees, but it may go as low as minus five overnight. Moving now to Northern England. It's a better day for you. You will see some sunshine, but it will be very windy, so although you could see temperatures of up to seven degrees, it will feel more like two or three degrees, so wrap up warm. For those of you in Wales, you won't see the sun at all, I'm afraid. It's cloudy all day and there will be some showers. Temperatures are a bit higher than those we're seeing elsewhere, though.

26 *Girl 1:* So, what did you buy at the shops today?

Girl 2: Well, I was planning to buy that dress that was in the sale, you know, the one with the stripes, but they didn't have it in my size.

Girl 1: Oh, no!

Girl 2: So, I ended up getting a skirt instead.

Girl 1: The one with the same kind of stripes as the dress?

Girl 2: Yes! I did think of getting the flowery one, but the colours were a bit too bright.

27 1 Can I help you?

2 We're at the end of the road.

3 Would you like a cup of tea?

4 You should have listened to him.

5 I would have helped if I'd known.

6 What are you doing for lunch?

Exam Practice

28 1

Girl: So you found your mobile phone then ...

Boy: Yeah, I spent most of yesterday evening looking everywhere for it, including in my dad's car. I was sure it'd fallen out of my pocket when he gave me a lift home from school, but I was wrong. Of course, I never thought of checking the pocket of my jacket, which is where I noticed it this morning! I'd begun to think I'd left it in the drawer of my desk and I'd find it when I got to school.

Girl: At least you've got it back.

Girl: How much longer is the game on for?

Boy: I thought you liked basketball ...

Girl: I do – love it, but my team's not playing today, and anyway, it's nearly time for *Life Beneath the Waves* – there's a special report on whales.

Boy: Don't you and Dad want to watch that quiz show you like, Ask Me Another? You usually have a competition to see who can get most questions right.

Girl: True, but I'm sure he won't mind missing it for just this time.

Boy: I guess not. OK, what time does it start?

Girl: Now!

3

Boy: How was the zoo?

Girl: I really enjoyed it – there were so many different animals to see. My favourites are usually the penguins. My little brother and I laugh so much when they walk around the pool – they look so funny! It's a shame that they were all in the water, swimming yesterday – because it was so hot, I suppose. So it was the monkeys playing in their tree that were the biggest attraction for me this time, although seeing the baby elephant with its mum came a close second.

4

Girl: Which character are you in the school play?

Boy: I'm the main character's father. I need to look much older than I am, so I have to wear a suit and glasses. The director said my character should have long, fair, curly hair, so I have to put that on, too.

Girl: I'm sure your short dark hair would look just as good.

Boy: Maybe, but you have to do what the director says. He tried to make me wear a moustache, but it kept falling off, so we gave up that idea.

5

And now for the weather. A lot of cloud will move in from the west later this morning, bringing heavy rain to all parts of the country by early afternoon. Driving in these conditions will be quite difficult, so take care on the roads. This rain will be accompanied by strong winds, which will stay with us over the next few days, but overnight, any remaining rain will clear away, leaving clear skies everywhere. The sunny weather should stay until the day after tomorrow, when, unfortunately, the rain returns.

6

Girl: Hi, I was just calling about going clothes shopping together tomorrow. I'm still OK to meet at two, but I think I'd prefer it if we didn't meet at the clock in the town square as we'd arranged – you're always late and there's nothing to do there. So how about seeing each other at the café? At least I can have a snack while I'm waiting. We could just meet at the clothes shop, but I'd probably finish my shopping before you got there – I know what you're like!

7

Girl: Did you get that book you wanted for your music classes?

Boy: I did. I went into town after school today and got it then. It was on special offer too, so it was reduced by two pounds from seventeen pounds ninety-nine to fifteen pounds ninety-nine. I know we saw it on the internet for less than that – it was thirteen pounds ninety-nine, I think – but I really need it for my class tomorrow and there's no way it would arrive in time.

Girl: Well, I'm just glad you found it.

LISTENING PART 2



Training

29

- 1 In general, I like spicy food, but this curry is too spicy.
- 2 We only got to spend one day in Rome. We didn't see very much.
- 3 There aren't enough hours in the day!
- 4 Luckily, there was a question about the heart in my biology test.
- 5 Finally, someone answered the phone.



30

Boy: What's your new teacher like?

Girl: She's nice, but a bit strict.

Boy: Is she too strict, would you say?

Girl: Well, teachers need to be a bit strict, don't they? If not, the students wouldn't work hard enough. She's very fair, which is the main thing.



31

- 1 Let's go to the park now. Unless you can think of anything more interesting to do?
- 2 I quite enjoyed the film. It's a pity it wasn't a bit shorter, though.
- 3 I'm afraid I'm too tired to help you. You've wasted the whole afternoon instead of doing your homework.
- 4 My driving instructor says I should take my driving test next month. I know I should be a bit scared, but actually I'm looking forward to it!
- 5 There are lots of dinosaurs in the museum. I thought this was a museum about *living* creatures!



32

Exam Practice

8

Girl: I enjoyed that.

Boy: Me, too. I don't think either of them played a wrong note in the whole performance.

Girl: I think I heard a few – perhaps they hadn't had enough time to play together before the concert.

Boy: Maybe. I still wish they'd played a little longer, though – maybe a few more songs.

Girl: I thought it was about right as it was. That kind of music sounds so much better in a smaller place – I don't know why they chose to have it there.

Boy: The two guitars are too quiet for somewhere that size.

9

Girl: That was an amazing play.

Boy: It was. Over half the people watching were school students like us.

Girl: I guess that's not so unusual for an afternoon performance. Most adults are working then.

Boy: I wonder what it's like being an actor. They must have to practise so hard.

Girl: The ones in this play certainly had. I found it difficult to believe how realistic they managed to make all of the characters.

Boy: Yes, and I couldn't predict what would happen at the end.

Girl: I studied this play in literature classes last year, so I already knew what was going to happen.

10

Girl: How was the art course?

Boy: Fantastic – I learned so much.

Girl: So what was the best bit?

Boy: There were so many, but if I could only choose one, I think it'd be how the teacher got us to practise techniques in a number of different ways. I thought I'd spend most of the time drawing or painting, but we did so many other activities, all of which were quite useful for developing our skills.

Girl: Sounds good.

Boy: And I never knew there were so many jokes about artists! Our teacher seemed to know them all, which was great fun.

11

Boy: Are you walking to school with us tomorrow?

Girl: I might go on my own, actually. I don't want to be late.

Boy: But you'll enjoy it more if you come with us.

Girl: It's often no different to walking by myself because you all walk slowly along with your headphones on.

Boy: We show each other things on our phones, too.

Girl: That's true, which is great in our free time, but not when it means arriving half an hour later than I would if I was by myself. At least you're polite enough to move out of the way for other people on the pavement, though.

12

Girl: How's your new house?

Boy: I like it. The colours aren't what I'd ever choose, but my mom says we can easily fix that. My bedroom's much bigger than the one at the old house, which annoyed my brother as his is quite small – like the rest of the house.

Girl: I thought people usually moved to be somewhere bigger ...

Boy: Sure, but where it is is important, too, and the new one's much closer to my parents' work and to school, too. I can walk there in five minutes, which means I get to stay longer in bed in the morning.

13

Boy: How was your weekend?

Girl: Good, thanks. We went for a day out by the river.

Boy: The river near here? It's easy to walk to, but it's not like there's lots to do there.

Girl: I know. That's why we went somewhere else, about an hour away in the car. It's dangerous for swimming because the river's really deep and wide there, but we've never found a better place to sit and eat. I know you'd probably prefer somewhere which has lots of activities, but it's really peaceful, so we just sit on the grass, enjoy our food and relax.

Boy: Sounds nice.

LISTENING PART 3

Training

33 Hello, everyone. I'm Karim and I'm going to give you a short presentation about my work experience last year because I know you'll be organising your own work placements soon.

I worked at Butterfly World, with another boy. Now, I'll tell you straightaway that the hours are a bit challenging: we're used to starting school lessons at 8 a.m., but we had to reach the butterfly house by 6.45 and be ready to work at 7 a.m. We found that quite hard!

We were expecting to have to wear a green uniform, like the staff; but instead of that, they just asked us to come in old clothes. The work can be quite messy, actually. Another thing: I took my camera on the first day, thinking I could get some good pictures, but actually I didn't have much time to use it, so I wouldn't recommend bringing one. In fact, the only thing you really need to take with you is your lunch for the midday break.

We had to help in the café, and one day we helped clean the pond – it might sound strange, but I loved that! They showed us how to handle butterflies, which was really cool, and we helped feed them with cut-up fruit. But for me the best thing was learning about the butterflies – there are so many things I didn't know and I found it so interesting! One day they even let us give a talk about butterflies to a group of schoolkids!

Anyway, if you want to have a go yourselves, you need to be quick, and apply before 12th March. And you should hear if they've accepted you by 2nd April. The person you need to write to is Monica Ainscough – I'll spell that for you: A-I-N-S-C-O-U-G-H. Thanks for listening!



34

- 1 The twenty-third of February
- 2 October the ninth
- 3 Five thousand three hundred and fifty-two
- 4 Sixteen pounds forty
- 5 The thirty-first of December nineteen eighty-one
- 6 A hundred and twenty-six
- 7 Two thousand and three



35

Exam Practice

Listen, everyone! I've got some information about this year's school photography competition. As you'll probably remember, last year's competition asked you to focus on the topic of travel, but photos should have something to do with the environment this time.

As in previous years, there are certain things that we want the photographs to include. We want all the pictures to have wildlife in them, so we're not looking for photos that only show landscapes or people.

The head teacher has decided to ask someone from outside the school to judge the competition this year. She was hoping that local artist Sally Graves would be able to judge the entries, but she's actually away at that time. Writer James McKay has agreed to help us instead. I'm sure many of you have heard of him, as he's quite famous and was born not far away from here, too.

It was felt that most keen photographers already have the photography books or equipment they need, so the organisers have decided that the winner will receive a photography course run by Central College instead. The College was also hoping to have a small photography exhibition for winners of all the school photography competitions in the area, but their gallery's too busy putting on other shows, I'm afraid.

The winner of the competition will be announced on 11th March. If you wish to enter, please make sure we receive your photos by 15th February, as the judging will take place on 19th February.

So if you're interested, send your entry to the school secretary, Mrs Mitchell, not to me or the head teacher. I'll give you her email address – it's k dot mitchell, that's spelt M-I-T-C-H-E-double-L at school dot com. Good luck!

LISTENING PART 4



36

Exam Practice

Woman: Callum, you have a popular book review website. How did you learn about setting up a website?

Callum: I first learned to write computer programs when I was eleven. We created instructions in class to control a little robot. My mum works in IT, though, and she showed me how to use similar skills to create my own pages online. There are hundreds of websites about this too, but I found them quite confusing.

Woman: Why did you decide to set up a book review website?

Callum: I'd seen an article about teenagers not reading enough and was wondering about possible solutions to this. My best friend's into

video games and writes reviews for various websites. These sites seem to encourage teenagers to play more games, so I thought it must be possible to do the same with reading. It's nice to see teenagers exchanging opinions about literature, rather than video games!

Woman: How did you feel when your site first went online?

Callum: I was nervous, of course, but I couldn't believe how well it worked. But even when a site looks as good as mine did, you can never be sure that people will like it. And if it ends up not being popular, there's no way you'll achieve what you've set out to do with the site.

Woman: You have school, your website and a social life – what's a typical day like?

Callum: You'd think I'd never have a chance to relax, wouldn't you, but it's rarely that busy. I certainly don't have many opportunities to get bored, as everything I do throughout each day is so different. I make a plan each evening for what I want to achieve the next day, which I usually stick to.

Woman: What would you like to be doing when you're 18?

Callum: Many website designers have ambitions to join one of the huge technology businesses based in the USA. I want to stay close to my family in Canada, though. I've thought about studying computer science. However, I learn better by doing than by studying, so I'd prefer to have my own web design company than go to college.

Female: Tell us about your new website ...

Callum: I wanted to create something about music. When I looked online, I found very little on how music supports people through difficult times and how sharing stories about this benefits others, so that's what I've done. There are so many sites for uploading your own songs, or for finding out how to play guitar, or whatever, but I wanted something different.

Woman: Thank you, Callum!

SPEAKING PART 1



Training

1 *Interlocutor:* What do you do in your free time?

Juan: I like watching TV, but the thing I like doing most is playing football with my friends.

2 *Interlocutor:* When did you start learning English?

Juan: I started learning English about four years ago.

3 *Interlocutor:* Tell us about your favourite teacher.

Juan: My favourite teacher is my science teacher. He's English, but he speaks my language fluently.

4 *Interlocutor:* What are you going to do next weekend?

Juan: My cousin is coming to my house next weekend.

5 *Interlocutor:* What do you usually have for dinner?

Juan: I don't eat chicken or any other meat, so I usually have vegetables.

6 *Interlocutor:* Tell us about your school.

Juan: The school I go to now isn't as big as my last school. It's quite small actually.

7 *Interlocutor:* What do you enjoy doing with your family?

Juan: When we go out together, we all want to do different things. My parents like going for walks, but I don't, so I prefer to stay in and play board games with them.

8 *Interlocutor:* Where do you usually go shopping?

Juan: There aren't really any good shops near my house, so I go into the city centre.

SPEAKING PART 2



Training

38

In the photo, there are six children who are all getting onto a bus. They look like they are going to school because they are all carrying rucksacks that look a bit like school bags. Also, the bus looks like it might be a school bus. The bus has its door open and one boy is starting to climb up the steps onto the bus. It looks like it might be quite warm, but not very warm, because one girl is wearing a T-shirt, but most of the other children are wearing jackets or shirts with long sleeves. The children are all wearing different things, so they don't have to wear a school uniform where they live. I think it might be autumn because there are still some leaves on the trees, but there are lots of dead ones on the ground, too. It looks like a cloudy day with a bit of sunshine.



39

In the photo, I can see three women who look like they are shopping. The two women at the front are carrying shopping bags and all three women are looking at the, I'm not sure what they're called, but they are like plastic models that wear clothes in shop windows, so people walking past can see the clothes. The woman at the back is pointing at something in the shop window and it looks like they are all discussing the clothes they can see. They are all smiling and look like they are having a nice day out together. The women are wearing nice clothes and jackets, too, and the woman at the back also has a scarf on, so maybe it's quite a cold day. Behind the women, we can see a few people walking along the street, and it looks like there are other shops and shop windows next to the one they are looking in.

SPEAKING PART 3



Training

40

Angelika: So what do you think the teacher should do, Rafael?

Rafael: Hmm ... I think that photographing birds and animals is a good idea. I mean, they're starting a photography course, so it would be good to do some photography together.

Angelika: I'm not so sure. They'll be doing that a lot on the course, so in my opinion it'd be better to do something different, like going to the cinema.

Rafael: But don't you think it'd be very difficult to talk to each other at the cinema?

Angelika: Oh yes, you're right! And not everyone likes sport, so the teacher should avoid that one.

Rafael: I agree, but having a meal together is very sociable and a nice thing to do.

Angelika: Yes, that's definitely the best idea.

SPEAKING PART 4



Training

41

Boy: I always talk about the TV programmes we've seen with my friends, oh, and the videos we've watched online, too. What about you?

Girl: Yes, I talk about TV programmes and videos, too, because we like to recommend new things to each other, so we've always got something new to watch. What else do you talk about? Sport?

Boy: Not really. None of my friends are into sport and I'm not either. We discuss video games as well and sometimes tell each other how to do certain parts of the game that are difficult. It really helps us to get better at playing them. Do you talk about sport or video games with your friends?

Girl: Sometimes. We all like watching football, so we sometimes discuss the latest match. More than anything, I think we like talking about famous people, though. They're so interesting.

Boy: I think so, too!

LISTENING PART 1

Questions 1–7

42 1

Girl: I watched three really different films this weekend. The first, called 'Heart', was a romantic film set in New York. It was pretty entertaining, but I couldn't help thinking I'd seen it all before. The next one I watched was called 'Run!' and it was an adventure film. I started watching it again as soon as it had finished, even though I knew what was going to happen the second time around. Finally, I watched 'The Dark', a horror film that I found about as scary as a kids' cartoon.

2

Girl: How was your trip to the transport museum?

Boy: It was good, thanks, although the special exhibition we'd gone there to see about aeroplanes was closed – there was a problem with the lights, I think.

Girl: There are so many other things to see there, though.

Boy: That's true. I'd never noticed how old some of the cars were before.

Girl: And some of the trains, too. I spent ages looking at them when I went.

Boy: Yes, I like them, too, although we didn't get to that part of the museum this time.

3

Boy: Are you going away with your family this summer?

Girl: Yes, but we still haven't decided where yet. My brother's suggested going to the ocean rather than the mountains this year, and I'd prefer to do that, too. I love where we usually go – there's a beautiful lake and things – but we've been there quite a few times now. My parents keep talking about going to a big city somewhere. There'd be lots to do there, but I'm not sure it'd be very relaxing.

Boy: No, probably not.

4

Boy: Did you go to the show last night?

Girl: I did. It was great, and they played all their best songs. There were so many people there, and we were all dancing together. I was sure my hat was going to fall off and I wouldn't be able to get it back. I ended up putting it in my bag. I had to hold on to that, too, but it still didn't stop my hairbrush falling out. I had a look for it afterwards, but couldn't find it anywhere.

Boy: Oh, no!

5

Woman: Hi, how did your appointment go?

Boy: Yeah, fine. They didn't need to do anything.

Woman: Great! So your eyes are all OK then?

Boy: The sight test is next week, actually, Mum – I was having my teeth checked today.

Woman: Oh yes, of course. Your dad made the appointments this time, so I couldn't remember who you were seeing first. He should be back from the doctor's any minute.

Boy: So are you making the dinner tonight then?

Woman: I am, and it's your favourite – spaghetti.

Boy: Great!

6

Man: This is a message for Annabelle. It's Barker's Bookshop calling – you ordered some books from us last week. One of them's come in, but the other two won't be in until Thursday, I'm afraid. The one called 'Make your own Fashion' is taking longer than we expected, and I think we told you that 'Saving Tigers' is quite an old book, so is harder to find. It's up to you whether you want to get The History of Sandham Castle now or wait until the others come in. OK, bye.

7

Girl: Do you still play basketball?

Boy: I do, but I'm ready for a change. I've always fancied trying golf, but there isn't really anywhere near here where you can play. So that's why I've decided on ice hockey instead.

Girl: They're looking for players at my rugby club – why don't you come for a practice there one day. I mean, you love watching it.

Boy: I do, but it always seems pretty dangerous to me and you don't really wear anything to protect you, do you?

Girl: Not really, no. That's why it's so good!

PART 2

Questions 8–13

43 8

Boy: Hey, what happened to you? You just disappeared from the theatre yesterday.

Girl: Erm, well, I did tell the teacher I wanted to leave.

Boy: What was wrong? I didn't think the play was that terrible?

Girl: It was nothing to do with that. You know what it's like when you get toothache, though – you can't concentrate on anything. The teacher phoned my mum who contacted the dentist, but they couldn't see me yesterday, even though it was a bit of an emergency. So I had to go this morning.

Boy: It seems you'll do anything to avoid going to the theatre!

9

Girl: The party was fun, wasn't it?

Boy: It was. It was a bit of a shame that everyone was told to bring anything they wanted, rather than making a list of who should bring what.

Girl: Yes, it certainly meant that lots of people brought the same thing.

Boy: Not having lots of stuff to choose from doesn't bother me as long as you like what's there, which I did.

Girl: Me too. I didn't see anyone eating what I brought – apart from us of course.

Boy: No, but that meant there was more for us.

10

Girl: Did you see the soccer match last night?

Boy: Sure did, and although I can't say I was unhappy at the result, it wasn't the most interesting game I've ever seen.

Girl: They've played better, I agree, but I didn't think they did that badly, especially that guy you really like.

Boy: He did well, but he was the only one who did. Imagine if he got injured and couldn't play for a few weeks – they'd lose every game.

Girl: Let's hope that never happens. Anyway, I thought it was a pretty entertaining game.

Boy: I've seen our school team play more interesting soccer.

11

Boy: Have you been in the new science building yet?

Girl: I had a class in there this morning. It's a shame they've used all the stuff for experiments from the old building.

Boy: Yes, it'd be nice to have new things like that as well as a new building. What do you think of it inside?

Girl: The colours are nice and those paintings make it look really modern.

Boy: I don't think we share the same taste in colours and paintings, but I'm really impressed with the design of the outside.

Girl: I can't think of a building I like the look of more.

12

Boy: Have you started your blog yet?

Girl: I've already written five entries and have had nice comments from some readers. That really makes it seem like it was worth doing, despite all the issues I had when I was getting it ready. The website I used said it was easy to create a blog – and maybe it is for someone who's a bit more familiar with IT than I am.

Boy: Have you put pictures in, too?

Girl: A few. I think I need more, though, to get it looking as good as some of the other blogs I've seen.

13

Boy: Are you still enjoying your Chinese lessons?

Girl: I am, but we always focus on reading and writing. I know they're important, but I want to learn other skills, too.

Boy: There's loads of stuff online for improving reading and writing, but less for speaking, I guess. It's the same problem with coursebooks – they're good for exercises on grammar and things, but you obviously can't talk to a book!

Girl: No ...

Boy: But lots of people learn Chinese these days, so there must be groups that meet just to practise talking to each other. Why not search for one of those?

Girl: Hmm, maybe.

PART 3



Questions 14–19

44

Hello, everyone! I'd like to tell you about this wonderful acting club I joined recently. The best thing about it is the teacher. We're really lucky to have someone who's actually quite famous. Her name's Alice Fisher, and she's appearing in a play at the big theatre in town at the moment. She plays a policewoman in that, but you'll probably know her better as the farmer in the series 'Green Valley' that was on last year.

She's worked as a professional theatre actor for about 10 years. As well as having three years' experience of appearing in serious drama, she's also spent seven years working in comedy productions, so has lots of different talents.

The sessions are always fun and are split into two sections. In the first part, rather than practising anything to do with movement of the body, we focus instead on improving how to control the voice as an actor. In the second part, we practise our performance skills.

If you're interested in coming to the drama club, you'll need to know where to come, of course. The club actually hires a room from the university to run the classes. It's much cheaper to do it there than at the college or the acting school. The sessions are on Wednesday evenings.

At the moment, we're practising for a play, which will be on at the Town Theatre soon. Its name is 'The Passenger' and we're hoping that this latest one will be as popular as the last production the club did, which was called 'Reality'. It was a big success, apparently.

We've got our last practice for the new play on the thirteenth of July, with audiences able to come and see it from twentieth of July for one week.

Thanks for listening.

PART 4



Questions 20–25

45

Interviewer: Jasmine, you recently went on a flying experience day, and actually flew a plane with the help of a qualified instructor. What made you decide to do this?

Jasmine: A friend of mine tried it a while ago. Even though she wasn't especially positive about it, as she'd been quite frightened, she told me she'd noticed her house while she was up there. That made me want to look for mine, too, and also enjoy a different view of the local countryside. It wasn't like I wanted to fly planes professionally or anything.

Interviewer: How did you feel at the beginning of the day?

Jasmine: When I saw the aeroplane we'd be using, I couldn't believe that something that size could actually take off with two people in it. The organisation of everything was so efficient, though, that I'd soon forgotten about any doubts I'd had. I'd watched some online videos and flying looked quite easy, so I was confident I could do that well.

Interviewer: What training did you do before you got in the plane?

Jasmine: We had a session on safety, which needed to be a bit shorter in my opinion, and one on what the different controls do, which I enjoyed. While what we were told was all essential, I don't think the people running the sessions were actually trained teachers, so they didn't really communicate the information very clearly.

Interviewer: And how was your flying instructor?

Jasmine: She was brilliant. I'd always imagined that flying instructors would be really cool and quiet people. Jana was like that before we took off but quite different in the air. She never stopped chatting and making me laugh by saying funny things – she said afterwards she does it to help people to relax.

Interviewer: And what about the flight?

Jasmine: It was amazing – one of the most exciting things I've ever done, although I was kind of expecting that. When we landed, it felt like we'd been up there for hours, although it was only about 30 minutes in reality. In some of the reviews on the website, people said they were exhausted afterwards, but I was just the opposite.

Interviewer: So has this made you want to try other experience days?

Jasmine: Definitely, yes. I had a look at the company's brochure and there are loads I'd like to try. I've never been horse riding, so that's something I wouldn't mind doing. First on my list, though, would have to be driving a sports car, and after that would come deep-sea fishing.

Interviewer: Thanks, Jasmine.

LISTENING PART 1

Questions 1–7

46 1

Girl: I bought a nice coat yesterday.

Boy: That one you tried on the other day? The long one with a nice belt?

Girl: I wasn't sure about the buttons on that one – they were very big and looked a bit strange. The new one's got a belt, but it's not a long coat like the other and the buttons are much smaller. It has a fur collar, too, to keep my neck warm in the winter. Don't worry! It's not real fur! That other coat just had a collar like a jacket.

2

Girl: I'm thinking of starting drum lessons.

Boy: Really? I thought you wanted to learn the piano like me.

Girl: I do, but I think it'll be too difficult.

Boy: It takes time to become good at any musical instrument, but I found it fairly easy. And now I'm pretty good at it, it's time to have lessons on something else.

Girl: You could come to drum lessons with me.

Boy: My parents wouldn't be pleased if I practised at home, though. I think the guitar would make a better option, so I'm going for that.

3

Boy: How's your new apartment?

Girl: Fine. I've got no complaints about my new bedroom – the one I had before was tiny. The view's not so good now, though. We're not so high up and you can only see it through the windows. It was so nice to be able to sit outside with a drink and look down at what was going on in the street below. There was no big fire in the living room at the old place, though, so where we are now is much warmer.

4

Boy: Phew! I'm real tired.

Girl: I'm not surprised if you've had a basketball match today, like you usually do on Saturdays.

Boy: I've given that up actually. I joined a table tennis club a few weeks ago, which I love, and couldn't carry on doing both – I just don't have time.

Girl: That's a shame – you were pretty good.

Boy: Maybe, but don't forget that I'm a member of the school hockey team too, so I have practice and matches with them every week as well, although I missed the last game due to illness.

5

Girl: Richard Ellis has won the school poetry competition.

Boy: Who?

Girl: Richard Ellis ... you know, in Mrs Greenwood's class.

Boy: Oh, is he the one with short, dark hair, who always wears a shirt and tie for school, even though he doesn't need to?

Girl: I've never seen him wear anything else. I don't know why he doesn't just wear a sweatshirt and jeans, like us. His hair's a bit like mine, though – it comes right down to his shoulders.

Boy: I know who you mean, and it's quite light actually.

Girl: That's him!

6

There's a great evening's entertainment to look forward to. A new series of nature documentaries starts tonight, and the first programme is all about a year in the life of a family of giraffes. That's coming up just after Larry Lane brings us his Chat Show in a minute or two. His guests tonight include the actor Vincent Malibri and explorer, Katarina Lingstrom. Immediately after the news, there's a concert of classical music to enjoy, brought to you live from the National Theatre.

7

Girl: We need to decide what to buy mum for her birthday.

Boy: I thought you'd got her a necklace.

Girl: I saw a lovely one in the jeweller's and was going to get that, but then dad said he'd already bought one for her.

Boy: There's that book she wants, that she was telling us about yesterday – one of us could get that and the other could get her some flowers. She always loves those.

Girl: My dance class is near the bookshop, so it'd be easy for me to call in there.

Boy: OK.

PART 2

Questions 8–13

47 8

Boy: Hi, Angela. Waiting for the bus again? It's just as quick to walk into town from here, you know.

Girl: I know it's strange, especially as it takes 15 minutes to walk here from home, but I work in a shop in town on Saturdays with a friend. She lives further out of town, so she gets the bus in. It's a bit more sociable if we go together.

Boy: But how do you know which one she'll be on?

Girl: The buses come every 10 minutes on weekdays, but only once an hour on Saturdays, so I know exactly which one to get!

9

Boy: Have you seen the video for Lionheart's new song yet?

Girl: Yes, I watched it last night. It's really not like their other stuff, but I couldn't stop listening to it.

Boy: Maybe I'll start to like it once I've heard it a few more times. I don't think I've ever seen such an incredible video, though.

Girl: I think they hired a Hollywood director to make it – you can tell because of the quality.

Boy: The dancing looked like something from another planet!

Girl: I thought it was the costumes that created that effect. The routines themselves were quite like other videos I've seen.

10

Girl: My parents say I can get a new phone for my birthday.

Boy: Hey, that's great. So which model are you going to choose? Reading what phone buyers have written about their phones is probably more

reliable than listening to a sales assistant telling you which one is best. I've heard that some phone companies give stores money for selling more of their phones, especially the newer, more expensive ones, so I'm not sure you could trust what they'd say.

Girl: That's useful to know. I'll ask my parents what they think is the best way to choose, too.

Boy: Good idea.

11

Boy: You don't usually look so happy at the end of a school day.

Girl: That's because we've usually been given a load of maths problems to do for the next day. Not today, though.

Boy: But you're good at maths – you usually get high marks.

Girl: I know, but it still takes time. Anyway, you know I finished that physics project last week?

Boy: Yeah ...

Girl: Well, the teacher was so impressed with it, she gave me a book.

Boy: Wow, that's great. Next thing you know, they'll make you captain of the football team.

Girl: That'd be unbelievable, but fairly unlikely as I hardly ever play football.

12

Girl: How was the weekend away?

Boy: Good, thanks. I had a really nice time with my cousins – we get on really well, and I always miss them for a few days after we come home. My aunt and uncle love having us there too, although he got a bit angry when my brother broke one of their vases.

Girl: Oh, dear!

Boy: Fortunately, it wasn't an old one, but I've never heard my uncle shout like that before. Visiting them for only a weekend's a bit cruel in a way. It feels like you've only just arrived and suddenly it's time to go.

13

Boy: Have you tried the new pool? It's awesome.

Girl: I went with my family last week. I had a few goes on those tubes with the water in – you know, the ones you can go down really fast and end up in the pool.

Boy: Oh yes, that was amazing.

Girl: I think I'd go back just to play on them. Lots of teenagers used the old pool too, but only because they didn't have anywhere else to go. The water in this new one is nowhere near as warm, but it's better in a way because it keeps you moving.

Boy: True.

PART 3



Questions 14–19

Hi everyone. I'm going to tell you about my trip to the new science museum last week. I went with my family and we looked around the whole museum. There are loads of different rooms and each one contains displays about a particular topic. We spent ages looking around the room that was all about 'space' and even longer in the one with loads of stuff on 'energy', which I thought was the best bit.

The museum's free, but there are also two special exhibitions that you have to pay for. You can't go into the one on 'health' yet because it doesn't open for another couple of weeks. I'd like to go back and see that. The other exhibition on 'computers' was good, though.

As well as the displays, there are lots of things you can actually do there too. My brother made this fantastic car that went quite fast, using only power from the sun, while I created a rocket that used gas to fly. It went really high!

As well as the interesting things to see and do, there's a nice shop. My mum and dad let me get something because it was my birthday. There were so many chemistry sets to choose from, it took me ages to decide which one I wanted. They have the usual toys and games, and a few nice books there, too.

You can also take a tour of the museum with a guide. When we arrived, they said we'd have to wait for at least sixty minutes for the eighty-minute tour because it was so popular, so we decided against it.

If you want to go, the entrance is on Lockhart Road. I'll spell that for you, it's L-O-C-K-H-A-R-T Road.

Thanks for listening.

PART 4



Questions 20–25

Woman: Erik, you've recently returned from a cycle trip with your dad across the USA. Why did you want to do this ride?

Erik: I suppose the usual reason for doing something as mad as cycling five thousand kilometres in just two months is to make thousands of pounds for various charities. We certainly did that, and spent large amounts of time with each other too, which was wonderful. We decided to go, though, because we fancied doing something really different during the summer holidays.

Woman: What made you choose to go across the USA and not other countries?

Erik: We'd thought about going through Central Asia, but you need lots of different visas, all of which take ages to arrange. With the USA, there was none of that – one country means one visa. It's a shame that I didn't get to practise speaking any other languages, though. I'd wondered about how safe some of the cities would be, but they were fine.

Woman: How did you feel as you set off?

Erik: I was expecting to be so keen to set off that I wouldn't be able to sit still. When the time arrived, though, my Dad and I both felt pretty calm, which I found quite amazing. I don't think either of us had any worries about not finishing the ride – we were very confident.

Woman: What was a typical day like?

Erik: Every day was different. Some were good and some were quite difficult, but all were good experience. It wasn't actually how far we rode that made a day good or bad, it was more what happened. Having a long conversation with some of the local people seemed to make us even happier than feeling the sun on our faces.

Woman: And how did you and your dad get along?

Erik: We've always got on really well, so although we didn't agree about everything on the trip, we were always able to deal with any arguments, which didn't happen often. And although we spoke about a few of the things that are important to us, over the two months we learned it was OK to spend a few hours saying absolutely nothing, too.

Woman: And have you got plans for doing more cycling?

Erik: I'm in my final year at school now, and I need to do well to get to university, so it wouldn't be the best time for me to go cycling across Australia, or wherever. Rather than just going out on weekend rides, though, I'd much prefer to enter some competitions – over shorter distances of course! I've never tried that before.

Woman: Good luck, Erik!

LISTENING PART 1

Questions 1–7

50 **1**

Woman: As it's your birthday, you can choose where we eat tonight. Your dad suggested the burger place in town.

Boy: I love it there and the food's great. I went with Tom's family for his birthday last weekend, though. To be honest, I'm happy to stay in, have a pizza, and watch a film together. Or we could go for a picnic by the river ...

Woman: I don't think the forecast's good for this evening.

Boy: There's no point going if it's going to rain.

Woman: I'll get a couple of pizzas then.

2

Boy: How was your morning?

Girl: OK, thanks. I had Mrs Ellwood for science just before lunch and we did an interesting experiment. You've got her after the lunch break, haven't you?

Boy: I have. I'm sure it'll be more exciting than the art class I had when you were doing science.

Girl: Oh, I've got that next – I enjoy it though, not like you! I've got a nice afternoon, actually, as I've got that and then music with Mr Williams.

Boy: Lucky you! Anyway, have a good afternoon.

Girl: Thanks – you, too!

3

Girl: How was your holiday?

Boy: It was good, actually, but I'm not sure my mum and dad enjoyed it as much as I did.

Girl: Oh?

Boy: They still keep saying how much they missed swimming in the sea this year. The river was pretty cold, it's true, but there were very few people there compared to where we usually go – it's hard to get to the sea sometimes because there are so many people on the beach. At least we didn't go camping, which is what dad was suggesting at one point.

4

Boy: Have you spoken to the teacher about the work experience we're doing next month?

Girl: I have. He suggested that, as I'm good with my hands, I should try working in a restaurant.

Boy: You'd be good at that.

Girl: Maybe, but my mum said that kind of work can be quite stressful.

Boy: You could come and work at a hairdresser's with me.

Girl: I think I'd enjoy that, but probably not as much as learning how to fix cars, so that's what I put on my application in the end.

Boy: Should be good.

5

Boy: Oh hi Jason, it's Harry. I've just gotten home and realised that I've left something at your place. You know the book we were working from for our homework – it was on the desk in your bedroom. I think the tablet I brought with me may be just underneath it. I thought about it when I

was getting ready to leave, but then I started showing you my new jacket and I just forgot. Could you have a look, please, and bring it into school tomorrow? Thanks.

6

Girl: Some of the paintings in that exhibition really weren't my kind of thing.

Boy: No. I can't stand paintings that don't actually look like what they're supposed to show. Like that tiger.

Girl: I thought that one was really original, actually. I know it takes great skill to create a beautiful landscape but people have painted that sort of thing for hundreds of years.

Boy: True, but that painting of the 18th-century princess was so realistic.

Girl: I agree, but I prefer paintings that don't just show what you can see.

7

Woman: Listen everyone. We're going to have a tour of the town this morning before we go into the castle this afternoon. If you get separated from the group, then ask someone how to get to the café and wait for us there, as that's where we'll end up. OK, we're going to set off along the canal that goes behind the castle. You'll be able to see just how high the walls are. There are also quite a few brightly-coloured boats there that people actually live in. OK, let's go!

PART 2

Questions 8–13

51 **8**

Girl: Hi Frankie, how was snowboarding?

Boy: The first few days were great! The snow was perfect and I was learning some great new tricks ...

Girl: Don't tell me! You hit a tree and had to stop.

Boy: That's what happens to some people, isn't it – a broken leg. In my case, it was a lot more boring. My stomach found it hard getting used to the local food, so I had to spend a few days in bed. Then my sister borrowed my board and managed to drop it from the ski lift. It didn't break, but we never got it back.

Girl: Oh, no!

9

Boy: The new school library's great.

Girl: Everything being self-service takes a bit of getting used to – I found it quite useful having someone there to ask if you couldn't find something.

Boy: True, but the new system works well.

Girl: It's pretty quiet there, too. I can't concentrate at home because of my little sister, so I always stay now, to get everything done for the next day's lessons.

Boy: Good idea.

Girl: Yes, and of course I'd never have the books I needed because I always forgot to get them before I went home, which isn't a problem if I stay.

10

Girl: I like that new clothes shop.

Boy: Me, too. The one I usually use is so far out of town, I hardly ever go there.

Girl: Me, neither, and you have to get two different buses.

Boy: The people who work at the new shop couldn't be nicer.

Girl: The lady who served me was a bit miserable, actually, but the others seemed OK. It's not too expensive either.

Boy: Maybe it's because it's only just opened, but I found the range of styles they had was quite narrow.

Girl: I think the other shop definitely has a bigger variety of things for teenagers.

11

Girl: What do you think of the new boy, Finnian?

Boy: He seems pretty cool to me. He certainly knows lots of jokes and funny stories – we could hardly stop him talking at break time, not that we really wanted him to. And he answered at least twice as many questions as I did during the maths class.

Girl: You're really good at maths too.

Boy: Maybe ... but he also knew a lot about what we were discussing in our groups in the history class. I tried to get him to come to training for the school football team, but I didn't manage to persuade him.

12

Boy: Has your brother gone away to college yet?

Girl: Yeah, he left yesterday. I thought I'd be relieved not to have to listen to music coming from his bedroom all evening. I couldn't believe it when tears actually started running down my cheeks last night, and this morning, too, when he wasn't at breakfast.

Boy: I never knew you two were so close.

Girl: We weren't. You just get used to someone being there, though, and when they're suddenly not, it's strange, even though I know he hasn't gone hundreds of kilometres away like some students do. He'll probably be back most weekends.

13

Girl: Are you still having tennis coaching?

Boy: Yes, but I'm progressing really slowly. The teacher wants me to learn each skill well before we move onto the next. Does your coach do that?

Girl: Pretty much, yes.

Boy: Even though I practise between the sessions with my family, I'm sure I'd improve more quickly if someone showed me a few other skills. That's why I need your help. When I watch you play, I can see you doing loads of things I'd like to be able to do, but I forget how you do them as soon as I go home.

PART 3

Questions 14–19

52

Good morning everyone. I'm going to tell you about the school trip to the farm tomorrow. As I told you last week, you need to wait for the bus by the school gate, so don't go to the bus stop or come straight into the playground like you usually do.

The farm is providing us all with a nice packed lunch, so there's no need to bring one yourself. It'd be great if you could make sure you've got a drink, though, as it can get quite hot on the bus.

There are lots of different animals on the farm. You're all going to have a go at brushing the horses just after we arrive there at about 9 a.m.

Shortly after this, you'll learn what farmers give lambs to eat, and you'll be able to give them their breakfast, too.

As well as the animals, the farm has lots of activities students can take part in. We're going to do some climbing on the special wall they have there after lunch, and maybe next time we can try one of the other activities like fishing or playing baseball.

We'll be setting off back to school at about 3.30 p.m., and will be back here at 4.15, so 45 minutes after the usual school finish time of 3.30. Please could you let your parents know, especially if they usually come to the school to pick you up.

If you or your parents want to find out more about the farm before we go, you can visit their website and there's loads of information about it on there. I'll give you the website address: it's www dot caffertys dot farm dot com. I'll spell that for you: it's C-A-double F-E-R-T-Y-S dot farm dot com.

OK, see you all tomorrow.

PART 4

Questions 20–25



53

Man: Carlotta, you're already a star hairdresser. What got you interested in it?

Carlotta: When I was a kid, I watched friends getting haircuts and I remember thinking how complicated it seemed. One day, I was watching this animated film. This man was cutting someone's hair, but did it really quickly and made it look so easy. I don't know why, but after that, I took a real interest in it and in the magazines I'd sometimes find around our house.

Man: So who did you practise your hairdressing skills on first?

Carlotta: My sister had this fantastic long hair – it looked so nice, and I really wanted to cut it, but of course my parents wouldn't let me. My dad wanted his hair cut really short, so he let me have a go on his before he went to his usual hairdresser's. My mum said it didn't look too bad, but still didn't trust me to cut hers!

Man: Later on, you studied hairdressing at college. What did your teachers say about you?

Carlotta: They recognised that the way I cut hair was very natural, which they didn't want to change. I didn't take ages thinking about what I wanted to do, I just did it. They reminded me that I needed to keep chatting – not just when people first sit down – to make it a social experience as well as a haircut.

Man: You won the Young Hairdresser competition when you were eighteen. How did that feel?

Carlotta: It felt good afterwards, of course, but not during the competition. I'd entered very late, so it seemed like I'd only just finished reading what I could and couldn't do when I was on stage. The person whose hair I was cutting kept moving, which was annoying, but I knew my ideas gave me a chance of doing well.

Man: At the moment, you work for a well-known chain of hairdressing shops ...

Carlotta: That's right. You might think I'd get to cut the hair of loads of celebrities there, but none seem to come into the one I work in. I get to try so many different things, though, because our customers all want such original styles. I'll never become rich working there, but it's been great.

Man: What do you plan to do next?

Carlotta: My idea of starting a training centre didn't get very far – it was too complicated. I want my own hairdressing shop, but in a more fashionable place than where I work now, so hopefully abroad somewhere. I've found these great new skin creams and shampoos I can use there when I do.

Man: Thanks, Carlotta!

LISTENING PART 1

Questions 1–7



54 1

Girl: What's for dinner, dad?

Man: Vegetable soup and there's some really nice bread and cheese I bought at the market.

Girl: Nice! Can I give you a hand? I'll cut the vegetables up if you want.

Man: I've already asked your brother to do that – he's just finishing his homework before he comes down ... I guess we need that doing now, though.

Girl: He could lay the table instead – that's fairly quick and easy and I'm sure he won't mind.

Man: True, or there's always the washing up to do afterwards – he can choose which.

2

Girl: Did you see *Nature Around the World* on TV last night?

Boy: I did. Last week's programme on islands was amazing enough, but seeing rainforests in that much detail was even better. I'm sure they're very difficult places to spend time in, though. I'm not sure I'd want to meet some of the creatures they showed.

Girl: No, but then the same would be true in most of the places they've filmed.

Boy: It would, although I like all the animals they filmed in the desert and the atmosphere there would be amazing to experience.

Girl: I suppose so.

3

Boy: How are the badminton lessons going?

Girl: I gave them up a couple of weeks ago, actually. I wasn't making much progress, so I changed to something that goes with my character better.

Boy: Let me guess! Something to do with IT.

Girl: You know me so well! I thought about trying something practical, like fixing bikes, because mine's always breaking down. My dad doesn't mind repairing it when it does, though, so I went for writing computer programs instead.

Boy: I think I'd prefer to learn a new sport but, hey, we're all different!

4

Woman: Did you get everything?

Boy: I think so. I got two pizzas like you asked – one with cheese and one with chicken.

Woman: I said we'd already got those, don't you remember? Anyway, it doesn't matter – I can put these ones in the freezer.

Boy: The salad was reduced today, so I got plenty of that, and you said we had enough ice cream, so that's everything.

Woman: I said I didn't think we had any left. Perhaps you got that mixed up with what I said about the pizzas.

Boy: Oh, maybe.

Woman: Never mind.

5

Girl: Hi, I think I left my glasses at your house. I only use them for reading, so I didn't notice I'd forgotten them till now. I was using them in your bedroom when we were looking at that website together on your laptop on your desk. I remember taking them off, though, when we were watching the film in your living room, so it's worth checking on the sofa. I remember I left them on the table by your front door once, but I'm pretty sure I haven't done that again.

6

Woman: You're late, Kevin. Was the traffic bad?

Boy: No worse than usual, miss. I set my alarm clock for 7.30 which gives me enough time to have some breakfast and get to school. But this morning, I couldn't find my history essay which I've got to hand in today. It took 10 minutes to remember where I'd left it, then I had to run for the bus, but it left just before I got there. Anyway, I had to walk back home and my mum gave me a lift here

7

Man: Hi, Lisa – it's dad. Both your mum and I are going to be late home tonight so, there's something I'd like you to do. Your little brother's got some reading practice he needs to do for school tomorrow, but we should be back in time to do that with him. He'll need something to eat, though – there's plenty of bread, cheese and tomatoes. He's got enough clean things for school tomorrow, so there's no need to worry about doing any washing. OK, see you at about seven.

PART 2

Questions 8–13



55 8

Boy: That class was fun. I like working in groups like that.

Girl: I guess it means there are five of you to set up the experiment, so you can get it done in half the time. How much I enjoy it, though, depends very much on who I'm asked to work with. I usually don't get along so well with at least one of the others, which kind of spoils things.

Boy: I suppose it does.

Girl: But at least you can solve problems and work out what's happening better if there are five minds thinking about it.

9

Boy: That was a great museum.

Girl: If I went again, though, I'd suggest not bothering with that room with those old pots.

Boy: I liked them – they really helped me to imagine what life was like back then. You seemed to enjoy the shop though – you were in there for ages.

Girl: I wish I'd taken more money.

Boy: It gives us a good reason to come back – there was this amazing puzzle of some ancient ruins I really wanted.

Girl: It was a long way to come to see a museum of that size, though.

Boy: Yes, I imagined it'd be much bigger.

10

Boy: I really enjoyed that. I came so close to getting the ball in the net a few times, too.

Girl: If you all play as well as that in every game, you should start actually beating some of the other teams.

Boy: I hope so. We've all trained really hard this season, and our new coach has made a big difference. I think I probably played better than usual because Mum and Dad could both get here for once. I'm always really cheerful when they do.

Girl: Well I'm sure they enjoyed it as much as I did.

Boy: I hope so.

11

Girl: What did you think of that poem we read in the literature class?

Boy: It always takes me a while to work out what old poems like that are about, but that's what I like about them.

Girl: Me too. It'd be a shame if you understood everything after you'd only read it once.

Boy: I can't help wondering why the poet made it so long, though.

Girl: I'm sure it'd be possible to say the same thing in half as many words.

Boy: It would, and without changing the message of what he wants to say.

Girl: Absolutely!

12

Boy: So what do you think of my essay?

Girl: I think it's OK. The teacher will definitely be surprised by what you chose to write about, but in a good way – it's certainly original.

Boy: So you think it's ready to hand in then?

Girl: If I were you, I'd look at the way it's written. You've included plenty of information about the topic and some good examples to support what you're saying, but it's written a bit like a list at the moment. You need to see if you can get it to flow more, so it sounds more natural.

Boy: I'll try!

13

Boy: You know that video game you lent me?

Girl: Yes, have you got it with you?

Boy: I haven't actually. I put it in my bag last night to bring to school today, but I think my brother saw it and probably wanted to play it, too. I think he took it out and it'll be in his bedroom somewhere now.

Girl: Oh dear!

Boy: He didn't know I said I'd give it back to you today. I'm sure he'd be extremely grateful if we could keep it for a couple of extra days.

Girl: That's OK, no problem.

PART 3



Questions 14–19

56

Listen, everyone. I know some of you are interested in learning to play a musical instrument so I have some information about Saturday morning music classes that are starting this week.

There are many classes to choose from for a range of different instruments. You can learn anything from the drums to the guitar. The violin teacher the school usually uses can't make it on Saturdays, but why not have a go at the flute if you prefer classical music.

When you arrive at the school, you'll need to collect your instruments. You probably know that these are normally kept in the large cupboard next to the technology room but we'll make sure they're all ready for you in the drama room so go straight there, please.

You'll need to tell your parents about the cost, of course. They can pay in two different ways: if they decide to pay for each individual class, it'll be £7.75, or they can pay per term, in which case it works out a little cheaper at £72.

There'll be an end of term concert for all students, which will take place on 24th June, and not on 7th July as it says on the school website. You'll be able to play solo, that's by yourself, or with others. Last year, there were several students who joined together in a band and they played together at the concert. This year, though, we'd like to include more people and have an orchestra that students can play in. Family and friends are welcome to come and listen.

If you or your parents want more information, you'll need to email Mr Driscoll, the music teacher on driscoll at school dot net. I'll spell that for you: it's D-R-I-S-C-O-double-L at school dot net.

PART 4



57

Questions 20–25

Man: Lin, you're what's called a vlogger – you put videos that you've made online for people to watch, in your case about environmental issues. How did you learn to do that?

Lin: One of my old school friends was already a vlogger, but her videos were about travel, so she wasn't really at home enough to help. I'm still at university and my department was running these sessions for helping people become vloggers, so I went along to those. There's so much stuff about it online, but I just found it confusing.

Man: Why did you choose to focus on environmental issues?

Lin: It's just something that I've believed is important for ages and think too little is being done, so I wanted to help. It's not connected to what I'm studying at university, so it wasn't like I got advice from any of my classmates. There were already plenty of people uploading videos about these issues, which was really helpful.

Man: How did you feel when your videos first became successful?

Lin: I was expecting to only have a few people watching regularly for years. I couldn't believe how wrong I was about this, even though I knew that many people felt strongly about the subject. Making videos for one person or a hundred thousand is the same process, so having such a big following didn't worry me as much as I thought.

Man: How often should people upload videos if they want to become successful?

Lin: If you're putting videos online daily, then people will soon become bored. It'll also be hard for you to keep coming up with new ideas. If you're uploading them so rarely that people never get interested in the first place, say once a month, that's not going to work either, so aiming for weekly is probably frequent enough.

Man: What's your latest video about?

Lin: I've just finished a series encouraging more people to use buses and trains rather than their cars, but I'll be moving on to how and why the world is becoming warmer in the next few videos. The most popular ones so far gave people ideas on how to re-use things they usually throw away, like glass and plastic.

Man: Apart from vlogging, is there anything else you'd like to try?

Lin: I still love what I do, especially finding out more about environmental topics for new videos, but it's only one way of telling the public about these things. Moving into TV would greatly increase the audience, which of course means more people would then be talking about these important issues.

Man: Thanks, Lin!

Teacher's Notes & Keys

Test 1 Reading Part 1

Exam task type:

three-option multiple choice, matching five short texts (e.g. signs, notices, emails, messages, advertisements)

Training focus:

common signs, notices, text messages and emails that teens might see in their environment

Training

- 1 Begin by explaining how Part 1 works, pointing out that students will see a variety of text types and that the first step is to identify each of these. This is gist reading and should be done quickly.

1 notice in school 2 road sign 3 label on packet 4 sign in park
5 advertisement

- 2 This exercise could be done in pairs. Be ready to answer any vocabulary questions, e.g. *permitted*, *tablets*, that students may have. The *How do you know?* question should be answered in pairs, referring to pictures and headings as well as text.

1b 2d 3e 4a 5c

- 3 Quickly revise the meaning and use of these modals before asking the class to answer the questions. Also revise or present the forms *have got to* / *haven't got to* and *needn't*.

1 *mustn't* 2 *don't have to* 3 *don't need to* 4 *need to*



B1 Preliminary candidates sometimes confuse the meanings of *mustn't* and *don't have to*. Explain that *mustn't* is an obligation not to do something (e.g. You *mustn't* be late.) and *don't have to* means that you don't need to do something (e.g. You *don't have to* pay to go into the museum: it's free.).

- 4 Remind the class that *don't need to* is also possible instead of *don't have to*.

1 *have to* 2 *mustn't* 3 *don't have to* 4 *must* 5 *don't have to*
6 *mustn't*

Extension

Ask the class about the rules at their school, encouraging students to say what they *must* or *mustn't* do, as well as what they *don't have to* or *don't need to* do.

- 5 Students read the texts and answer the questions.

1 *email, from Daniel to (his friend) Jake, to suggest going to cinema together*
2 *text message, from Francesca to (her friend) Rose, to thank her and tell her she wants to send Isaac a card* 3 *handwritten note, to Lewis from his mum, to tell him to finish his homework before she gives him a lift to his friend's house* 4 *email, from a school secretary to all students, to remind students to return books to the school library before Friday*

Extension

Pairs decide which words and phrases in the texts give the answer in Exercise 5. Focus particularly on forms of *must* / *have to*.

Exam Practice

Before looking at the Exam Practice, get students to think about where they might see signs, messages and labels in their daily lives. What kind of things are these short texts likely to say? For example, where might you see a *label*? On a packet of medicine? On food? On clothes? And what kind of information is it likely to include? Often labels are instructions on how to prepare something, e.g. food, or how often to take something, e.g. medicine. And *notices* are likely to be giving you information, e.g. telling you what's available at a café, or telling you something that you should do, like parking your bike in the correct place.

Notices are also likely to use the *imperative* form of verbs – where the sentence drops the subject. Remind students of this form of the verb – write up *You must bring packed lunches for Friday's trip* with *Bring packed lunches for Friday's trip!* to contrast them. Before students begin the task, ask them to look at each text. Ask students to think about what *kind* of text it is, and then compare answers with their neighbours. What are the *clues* that tell them the kind of text it is? The layout of the text is very important – an email, with *To* and *From* at the top, will look very different from a sign, where capital letters and non-sentences may be used. Where might they see each of these texts?

Then ask students to read the text and choose the correct answers. Monitor how long it takes until everyone has finished – they should be getting a little faster by the end of the test book.

Then ask students to compare their answers and say *why* they chose each one.

In Question 1, who is writing? Who to? What does Anton have to *make sure* his sister *remembers*?

In Question 4, who does the earring belong to? Is it Nicola's? What does she want to do with it?

1 A 2 C 3 C 4 B 5 A

Extension

To make students more aware of the signs, notices, emails and instructions they might see in their everyday lives, ask them to collect some examples for homework and bring them in to class. What is each text telling them or asking them to do? See if they can summarise the meaning of each one.

Test 1 Reading Part 2

Exam task type:

matching – descriptions of five people and eight texts

Training focus:

paraphrasing, identifying key words, matching key words with paraphrases

Training

- 1 Point out that in Part 2 the aim is to match ideas, not identical words or phrases, and that these ideas will be expressed differently in descriptions 6–10 and texts A–H. Match the first pair of expressions as an example if necessary.

always uses public transport / bus stop nearby, cannot afford to spend much / extremely low prices, dislikes noise / is in a quiet neighbourhood, is very sociable / opportunities to meet new people, likes to keep fit / has its own gym, works until 5.30 p.m. / next to a leisure centre open every evening

- 2 Tell students to underline the words that express the main ideas. Check their answers before continuing.

Hannah wants to go to a really lively place where everything stays open late. It should also offer some top-class cultural attractions and high-quality accommodation.

- 3 Remind the class, before they read, that to be correct a holiday must meet all of Hannah's requirements. Check the class have the correct answer before moving on to Exercise 4.

C

- 4 When everyone has finished, go through the matching pairs of expressions with the class.

Stay in a luxury hotel in one of the world's most exciting cities: New York. Enjoy the world-famous Museum of Modern Art and the theatres of Broadway. Then, by night, have fun in the city that never sleeps!

Extension

In pairs, discuss the reasons why destinations A and B are not suitable for Hannah.

Point out to the class that the incorrect options for each person may include one or more expressions that seem to indicate they are suitable for that person, but there will always be other expressions that rule them out. Any of A or B can act as distractors in this way.

A has cultural attractions but not high-quality accommodation, and there is no mention of nightlife. B may have entertainment until late, but there's little or nothing of interest in the town in terms of cultural attractions, and the accommodation is not of high quality.

Exam Practice

Start by talking to students about art courses – have they ever been on one? What kind of things might you do on an art course?

What kind of art? You could introduce some art vocabulary here as preparation for the task, e.g. *pictures, drawing, painting, printing, portraits, landscapes, sculptures, cartoons, posters, artist, design, digital design, gallery, exhibition, display, art studio.*

Who might be interested in courses like these?

Now ask students to look at the people descriptors. The task is to decide which art course will best suit each of the people – and each of the people descriptors will contain three pieces of key information to help you find the answer.

Look at Question 6. Why does Rafa want to go on an art course? And what does he want to do there? Ask students to read the text, and then without looking back at it, summarise to their partner what Rafa is looking for. Take the first requirement as an example – *to produce artwork to support his art college application*. Now ask students to look quickly through the texts to find which art courses fit that requirement. The answers are B: *Perfect for anyone considering further studies in art*, C: *You'll go home with a folder of work, perfect to present when applying for a higher-level art course*, and E: *useful for anyone wishing to study art at a higher level*.

Now ask students to look again at Rafa's other requirements. He wants to publish some stories, and *learn how to include drawings in them, without using a computer*. Which of the texts – B, C and E – also fulfils these requirements? The answer is B – C refers to design, but for clothes, and E is about painting, not drawing. B is about *creating pictures using simple techniques that don't require technology*, which is what Rafa wants. Encourage students to *underline* parts of the texts that match the requirements in the people descriptors.

6 B Distractors: C, E

7 H Distractors: B, C, E

(Simona enjoys creating art on her computer, and in H, she can experiment with digital design. She also wants to improve the posters she makes on it, and in H, she can create pictures and add details on screen, which could be used for something to put on the wall (= a poster). She also wants to share what she's done with other students on the course, and in H, she can upload work on the studio website and get opinions from classmates.)

8 D Distractors: A, E, F, G

(Andrei wants to try different painting techniques, and in D he'll be encouraged to experiment with various styles and methods in drawing and painting. He'd also like trips to see the work of famous painters, and D says that gallery visits are also included. He would like to try painting outdoors, and D says that students can draw and paint in the park.)

9 F Distractors: A, B, C, H

(Nicola enjoys printing by hand and wants to learn basic printing techniques to use at home, and F says she'll be shown how to produce printed designs, using simple methods she can try herself after the course. She also wants to print her designs onto different materials and make them into clothes, and F says she'll transfer designs onto cotton and silk ... perfect to use in sewing projects afterwards.)

10 A Distractors: C, D, E, H

(Karl wants to use photos of his family as a basis for the art he produces, and A says the course focuses on portraits, using whatever you've brought to make his pictures. He also wants private lessons and A provides one-to-one sessions.)

Teacher's Notes & Keys

Test 1 Reading Part 3

Exam task type:

four-option multiple choice – a long text and five questions

Training focus:

reporting verbs, understanding purpose, understanding gist, understanding multiple-choice questions

Training

- 1 Point out that Part 3 mainly tests people's attitudes and opinions rather than factual information, and that questions in this part often begin with (the writer) advises/complains/suggests/warns ... Also, comments in the text that start with verbs like these can indicate someone's feelings about something, e.g. she blamed him for ... , he refused to ... , they apologised for...

Tell students to look carefully at the grammar of each sentence before they choose a verb, as this varies according to the verb.

1 warned 2 recommend 3 apologised 4 explained 5 promised
6 invited 7 offered 8 blamed

- 2 Tell the class they must change the underlined word or words after the verb. In some cases, more than one answer is possible.

1 suggested going / we (should) go 2 explained to the teacher
3 recommend (that) you wash 4 refused to say 5 reminded me to check / that I should check 6 offered to help me 7 encouraged us to read
8 persuade my parents to let

Extension

Put students in pairs. Student A writes a series of short prompts using reporting verbs from Exercises 1 and 2, e.g. *My friend advised ...*. Student B completes the sentences in writing. They change roles and then check the grammar of each other's sentences.

- 3 Explain that Part 3 questions often include statements of a speaker's purpose in options A, B, C and D, sometimes in the form required in this exercise.

2 to give an explanation 3 to make a recommendation 4 to refuse to do something 5 to remind someone to do something 6 to offer to do something for someone 7 to encourage others to do something 8 to persuade someone to do something

- 4 This activity encourages students to begin Part 3 by gist-reading the text before they look at any of the multiple-choice questions. Suggest they ask themselves questions like 1–3 whenever they have to read a long text.

1 c 2 b 3 a 4 b

- 5 Give students, working on their own, about five minutes to do this then check the answers.

1 regretted 2 from it started to snow 3 B

- 6 Tell the class that wrong answers in multiple-choice questions are called distractors and explain why. Point out that in Part 3 these come from within the text, i.e. there is evidence in it that each one is wrong.

A: I realised my phone didn't work up there – she had her phone with her.
C: it had been well worth spending some time there – she didn't regret it.
D: it was the only way down – there was no alternative.

Exam Practice

Ask students to look at the title of the text – *Our Great Ocean Road adventure*. Ask students if they've been there, or if they know where it is. Try and show them on a map where the Great Ocean Road is located, so that they know where the text is set, and how far the journey is. Depending on the level of the group, you could pre-teach some of the vocabulary, such as *exhausted*, *sharp bends*, *bushes*, *challenging*. Also, check what students know about *koalas* and *kangaroos*. What do they look like? Where do they live? Get students to read the whole text carefully. Then ask students to close their books and summarise to a partner what they've learnt. You could use a few prompt questions, e.g. How did Donna and her family travel along the Great Ocean Road? Where did Donna and her dad see a kangaroo? What did it do? What did Donna learn about koala bears? Where did they stay at night? What *wild creatures* were living there? Then ask students to focus on the second paragraph, along with Question 11. Look carefully at the question. What information does it ask them to find? (What was the *reason* that Donna's dad didn't drive along the Great Ocean Road?) Ask students to underline the key information in the paragraph that gives them the answer, and then compare with a partner. (The key is D) Do they agree? Why are the other options wrong? (see notes below for 11, 12 and 13)

11 A No – it was his family who decided that he deserved to enjoy the fantastic views. B No – he was used to driving miles without getting exhausted C No – his family persuaded him to book discount bus tickets D Yes – he found out the road wouldn't be an easy drive, with a number of sharp bends.
12 A Yes – it seemed to consider coming towards us, which made me slightly nervous B No – she mentions it was big, but doesn't say she was amazed by that. C No – the kangaroo was with us a while. D No – she had her camera, but she was so excited, she didn't even manage to pull it out.
13 A No – people told them that the trees had very few leaves because of the koalas, but she had read that lack of water is actually the problem. B No – she says they were cute, but doesn't say if that's what people had told her. C Yes – she'd heard they were rare, but then discovered there were roughly six million in that area! D No – they were easy to find.
14 B Yes – their tents were within walking distance of some famous rocks and other places we hoped to visit.
15 D Yes – Dad had said there would be wild creatures, which Donna thought sounded worrying, but when she discovered they were only frogs, she was embarrassed about my fears.

Extension

Encourage students to build up their vocabulary, particularly for adjectives that describe feelings, as they will meet these words in Part 3.

In the text and questions, they've already seen *nervous*, *excited*, *disappointed*, *embarrassed*, *worried*, *amazed*, *sad*, *annoyed*, *impressed*, *surprised* and *silly*. How many more can they add to this list, for example *afraid*, *anxious*, *ashamed*, *confident*? Encourage students to keep a notebook of words like this that they're likely to meet in the test.

Test 1 Reading Part 4

Exam task type:

A text from which five sentences have been taken out and jumbled with three other sentences. The five missing sentences must be replaced in the text.

Training focus:

reference words, using reference words as clues

Training

- Before students begin the exercise, quickly run through, or elicit, the most common words used to link ideas in different clauses and sentences, e.g. *this, her, they, one, so, do, which*.

1 them 2 which 3 did 4 They 5 This 6 one 7 It 8 so

- Tell pairs to underline the words and phrases in each case. This activity helps to raise awareness of the fact that words such as *this* can refer back to whole phrases or sentences, not just individual words.

1 Two young children 2 her letter 3 saw the car stop outside the house
4 the police 5 We decided to turn left at the crossroads. 6 (one of the)
bikes 7 Going by bus 8 that the match starts at seven tomorrow

- Point out before the class does the matching exercise that there are other kinds of words, e.g. linking expressions, that will help students do the task.

1 b 2 c 3 a

- When you go through the answers with the class, also focus on other features that help join the pairs of sentences, such as lexical links and linking words.

1 b creative / create, invent something new / do so, (plus the marker begin)
2 c subjects / these, things, studying at school or college
3 a not enough / also, brilliant idea / it

Extension

Choose a cohesive narrative text, for instance an article used in *B1 Preliminary Reading Part 3*. Put the class into small groups, allocate one paragraph of the text to each group and ask them to underline, or note down, all the reference words and other expressions that link sentences together. Point out that they should also highlight the words, phrases and sentences that are referred to.

Exam Practice

Ask students to read quickly through the text, with the sentences missing, and then compare with a partner what they think the text is about. What clue does the title give them?

Are students familiar with the word *archaeology*? What do they know about it? What do *archaeologists* do? What are they trying to find out?

Elicit from the class what they can remember from the text. Where did Kate go? To do what? What is her father's job? Was it hard or easy work? Why? What did they find? What did Kate's friends want to know? What did Kate find at the end?

Depending on the level of the group, pre-teach some of the vocabulary, e.g. *dig, site, soil, divided, everyday objects*

Get students to read from the beginning of the text down to the end of Paragraph 2. Now ask students to look carefully at Question 16, and what comes before and after the space. We know that the site *wasn't quite what Kate had expected*, so the missing sentence must follow on from this. And what tense will the missing sentence be – present or past? Also, after the space, the text tells us that *the first job was to remove it all*. So the missing sentence must contain something that *this* refers to.

Ask students to look through the eight options and find one that they think will fit. Then, ask students to compare their answers in pairs. Do they agree? If not, ask them to look again at what they've chosen – only *one* answer will be right.

16 D (In fact, the whole area was actually still covered in **grass**. This clearly wasn't what Kate had expected. And **it** after the space is referring back to **grass**, which they had to remove.)

17 F (Some people were a bit disappointed by that news. *They were disappointed, because in the sentence before the space, the team were told they would have to dig deeper. Then what follows is a contrasting link – But we all knew Dad was right!*)

18 C (**That way**, everyone made sure they didn't miss anything. **That way** refers back to *digging really carefully*. And Kate's comment that follows the space – So it made sense – suggests that although it wasn't easy, she understood why they had to do it.)

19 G (**They** probably imagined it was things like gold jewellery. **They** here refers to Kate's friends, who were asking what she'd found. But she contrasts **gold jewellery** with what they were really looking for. But actually, we were looking for **ordinary, everyday objects**.)

20 A (**It** turned out to be a small figure of a horse. **It** is referring back to the stone with a strange shape. *This is repeated in the sentence that follows: Someone had obviously made it hundreds of years ago.*)

The distractor sentences are B, E and H.

Extension

Do students know of any explorations like this in their country? Ask students to find out about any sites like this – as near to where they are studying as possible – and find out where the site is (shown on a map) and what objects have been found there. Ask students to find some pictures if possible and write a paragraph about what they've discovered. The results could be displayed on the wall in the classroom.

Teacher's Notes & Keys

Test 1 Reading Part 5

Exam task type:

four-option multiple-choice cloze with six spaces

Training focus:

adjectives and dependent prepositions, phrasal verbs, using prepositions and adverbs as clues

Training

- 1 Students could do this in pairs or small groups. Point out that some adjectives, e.g. *sure (about/of)*, *bored (with/of)*, can go with more than one preposition.

1 about 2 of 3 with

Extension

- Get small groups to think of more adjectives to add to each of these prepositions and make a list. If there is time, introduce more prepositions such as *on* and *to* and ask students to think of as many adjectives as possible that often go with them.
- 2 Suggest students highlight or make a note of these errors to avoid making the same mistakes themselves.

1 interested in 2 went down 3 keen on 4 grew up 5 afraid of
6 depends on

- 3 Explain that in Part 5 the missing word is often the verb, where phrasal verbs are tested, or the adjective or verb, when dependent prepositions are the focus, rather than adverb particles or prepositions. Tell students to underline these small words that usually come after the space and use them as clues.

1 b 2 c 3 d 4 c 5 a 6 d

Extension

Write sentences containing more B1 phrasal verbs, e.g. *set out*, *run out (of)*, *sign up (for)*, *wear out*, *look (something) up*, *keep up*, on a worksheet or on the board and get pairs to work out the meanings from context.



B1 Preliminary candidates often make mistakes with verbs and prepositions in English. Encourage students not to translate from their first language, and suggest they make a separate list of phrasal verbs in their vocabulary notebooks, grouping them either by verb or particle.

Exam Practice

Ask students to read the title, and then elicit what they might know about ice sculptures. Have they ever seen any? Which places are famous for ice sculptures? And what kind of events might have them? What kind of conditions would be needed to make them? How easy would it be?

Then explain to students what they need to do to complete the task. It's very important that they read the sentences around the spaces to see what's coming before and after the space.

One aspect of language that students can be tested on here is *collocation* – which words are usually used together.

21 C (*very common*. We don't usually use *very* with *usual*, and the meaning of *familiar* and *general* don't have the right meaning to fit here.)

22 B (*Temperature rises* – *goes up*) and *falls/drops* (*goes down*)

23 A (*the lake is located near the park* – *this is its location*)

24 D (*thick is the only option that can follow one metre to describe its size*. We could also say *one metre long, high, tall, wide or deep* – but not any of the adjectives given here)

25 C (*Visitors have the opportunity* – *the chance* – *to make their own ice sculptures*.)

26 B (*absolutely everything*. This is testing *collocation*, as *absolutely* is the only adverb here that can go with everything.)

Extension

For homework, ask students to find out what they can about the World Ice Art Championships in Fairbanks, Alaska. Can they find where it's *located* on the map? See if they can find some photos of the *spectacular* sculptures – and find out what *opportunities* there are for making their own sculptures. What does the process involve?

Test 1 Reading Part 6

Exam task type:

reading a text with six spaces and filling in each space with one word

Training focus:

reading for gist, linking expressions

Training

- 1 The main aim of this activity is to get students into the habit of reading the text for overall meaning before they start looking at individual spaces, but it should also help them realise how much of a text can be understood without focusing on every word.

Text type: *b*, topic: *c*, writer's purpose: *a*

Extension

Before students do the Exam Practice opposite, get them to gist read the text and answer these three questions (without options a/b/c).

- 2 When students have finished the exercise and their answers have been checked, ask them what kind of words are usually tested in Part 1. Explain that they are usually grammatical words, rather than content words such as verbs, nouns, adjectives, etc.

1 *most* 2 *addition* 3 *to* 4 *their*

- 3 Check the answers, eliciting more examples with the correct answers and also with the forms that are incorrect here. Where these are part of phrases (*as long as*, *apart from*, *in case*, etc.), practise the full forms.

1 *as* 2 *long* 3 *apart* 4 *case* 5 *order* 6 *instead*

- 4 If any students find this exercise difficult, prompt by writing the target words on the board, e.g. 1 *that* 2 *unless*, etc. When you go through the answers, elicit more examples using the correct linkers.

1 *that* 2 *than* 3 *unless* 4 *if* 5 *wherever* 6 *whenever* 7 *too* 8 *also* 9 *because* 10 *because of* 11 *Despite* 12 *Although*

Extension

Tell the class to look back over their written work, particularly *B1 Preliminary* tasks such as emails, stories and articles, and find mistakes they made with linkers. Suggest they list the errors they make most frequently and check all future work for these mistakes. This could also be done as an activity in pairs: students exchange lists of their most common errors and check each other's written work for them.

Exam Practice

Talk to students about museums and galleries they have visited, either with their school or independently. What did they see there? Did they enjoy it? What kind of things do museums often contain? Depending on the level of the class, you could use the topic to teach some vocabulary. For example, what might the Ancient Egyptian section contain? *Masks*? *Statues*? *Jewellery*? *Pottery*? Which museums in their area have *displays* of these objects?

Explain to students that in this part of the test, they have to fill the spaces in the sentences, but without any choices of words being given to them. They may be tested on areas such as relative pronouns, prepositions, tenses, phrasal verbs and set phrases.

It is essential to read carefully around the spaces to make sure their choice of word fits with what precedes and follows the space.

Ask students to read through the text without attempting to fill in the spaces, and then talk to their partner about what the text is about. Elicit answers from around the class to check comprehension. Who is the email from? Who to? Where did the writer go? Why? What did she see there? And what does she want Anna to do?

Now look at the first space, and ask students to work on their own to fill it in, and then compare in pairs. Do they agree? Check with the class. Then allow students to finish the task individually before comparing again.

27 *not* (part of the phrase *believe it or not*. Encourage students to try and note this kind of phrases when they come across them, in their reading, for example.)

28 *in* (part of the phrasal verb *hand in* – e.g. *hand in homework*)

29 *where* (a relative clause separated by a comma, referring to a place: ... the Ancient History section, *where* the museum keeps ...)

30 *did* (you do some research about something. Here the verb needs to be past simple as there are two clauses connected with *and* and the first one uses the simple past as well.)

31 *why* (This is a suggestion: *why* don't we go together?)

32 *have* (a tag question, which has to be positive, because the main verb is negative: *You haven't ...*)

Extension

Ask students to make a display of, e.g. phrases such as *believe it or not*, or phrasal verbs such as *hand in*, with sentences to provide context. It's also possible to find cartoons to illustrate these, which makes them more memorable.

Teacher's Notes & Keys

Test 1 Writing Part 1

Exam task type:

writing a reply to an email with notes

Training focus:

understanding the task, prepositions of time, making suggestions

Training

- 1 Explain to the class that they should imagine they have received this email from Jude and written the four notes in response to Jude's email, and that they must base their reply on these. Allow a few minutes for everyone to study the task and note down the answers to 1–5. Go through these and then suggest they should ask themselves these questions whenever they begin a Part 1 task.

2 a day out at the seaside 3 they comment on various points in the email
4 an email in reply 5 about 100

- 2 This could be done in pairs. Point out that most of 1–7 relate to whole sentences in the email and check that everyone understands *signing* and *suggestions*.

1 b 2 a 3 f 4 e 5 c 6 g 7 d

- 3 Tell the class they can make brief notes if they wish, but as this is just an ideas stage they don't need to write full sentences yet. They can do that when they start drafting their emails for the Exam Practice task.

Sample answers

1 can't wait, looking forward to 2 not able to, could ... ? 3 not keen on, would rather/prefer 4 how about, let's, why don't

- 4 Explain to the class that they will need to refer to days and times in their Exam Practice emails to follow, and that they must use the correct prepositions of time.

1 at 2 in 3 in 4 on 5 at 6 in 7 on 8 at

Extension

Pair students with others they don't usually work with. They ask each other questions about their daily routines, what they do at weekends / in their holidays, and about key dates such as their birthdays.

- 5 Explain that the email task will often include making suggestions. The exercise will help students practise language which is commonly used to do this. Point out the grammatical structure used in each case (and the use of question marks after suggestions made with *Why don't ... ?* and *How about ... ?*).

Quickly check answers.

1 Why don't we 2 How about 3 Let's 4 Let's



B1 Preliminary candidates sometimes make mistakes with the grammatical structures used when making suggestions. Point out the correct forms: *Why don't you we (go) ... ?*, *How about (going) ... ?*, *Let's (go)*

- 6 Check everyone has the correct written forms, then go through some answers with the class.

Sample answers

2 Why don't you take off your jumper?
3 Let's go for a bike ride! / Let's play tennis!
4 Why don't we go indoors until the rain stops?
5 How about asking somebody?

Extension

Put the class into small groups. Put some key phrases, such as *go shopping*, *play basketball* or *go by bike*, on the board and tell students to take turns making suggestions. The others in the group can respond by saying *Yes, that's a good idea*, or *I think I'd prefer to ... / I'd rather ...* as preparation for the Writing Part 1 task on the next page.

Exam Practice

Remind students that they should read through the email carefully, and should pay special attention to the four notes. These notes are there to tell students what information they need to include in their reply. (They don't necessarily need to be addressed in the order in which they are given.) The content points will be testing a range of functions. For example, in Test 1 the functions are agreeing with Jude, giving a reason, explaining a preference and suggesting an activity.

Ask students to write their email. Remind students to use the appropriate email format, as shown in the Advice box.

Sample answer

Hi Jude

I can't wait to go to the beach with you this Saturday! I'm really sorry, but my parents can't give me a lift to your place before 10 o'clock. They always go to my grandparents' house really early on Saturday mornings. Could you pick me up on your way to the beach?

A barbecue sounds amazing! I don't really like meat, so I'd rather have something vegetarian. Thank you for asking!

After we get tired of swimming in the sea, why don't we play some badminton? I'll bring an extra racket just in case you need one.

See you on Saturday,

Riley

Comment

This task focuses on functional language in a reply email. Riley has included all four content points and the word length is good (104 words). This is a clear, well-written answer with a range of structures.

Test 1 Writing Part 2

Exam task type:

writing an article or a story in about 100 words

Training focus:

understanding the task, studying an example answer, using different words, giving examples, giving opinions

Training

- 1 There is quite a lot of information for *B1 Preliminary* candidates to absorb here, so allow time for pairs to study the task and ask for clarification, if necessary. Students should focus on answering questions 1–4 and not actually write the article. Check everyone has the right answers before proceeding to Exercise 2.

1 an article 2 the publishers of / the people who run a website
3 learning and the internet 4 about 100

- 2 Explain that words and phrases such as *look for* have been italicised for Exercise 3. Give pairs plenty of time to study the article and be ready to answer any vocabulary questions they may have. They may come up with other suggestions in Question 4 if so, suggest they share these ideas with the class.

1 Yes – he's mentioned that he thinks the internet is the best place to find things, talks about his parents using the internet and mentions both the library and teachers as other ways of finding information. He's expressed his opinions and given examples correctly. He could improve his answer by giving reasons why the internet is best – you can find lots of different information very quickly, you can do your research from home, etc.

2 for instance, such as, like

3 In my opinion, I don't believe, in my experience (keen on is used about someone else's opinion).

4 A lot of the vocabulary in the answer is taken from the question itself and is repeated frequently. He needs to use a wider range of vocabulary.

- 3 Remind the class they may get better marks in the exam if they use their own words in their article, rather than copy those in the question. Make sure they understand all the words and phrases in the box before they begin the exercise.

1 try to find 2 teenagers 3 searching for 4 make 5 goes online
6 details 7 find out about 8 willing

Extension

Focus attention on the Part 2 exam task on the next page. Tell students, working on their own, to look at the key words in the questions it asks and think of different ways of expressing them. Remind students to use some or all of these words and phrases when they write their article.

- 4 Explain to the class that giving examples can make their articles more interesting for their readers.

1 for 2 as 3 like 4 instance

- 5 Play the recording twice if necessary. Tell the class to note letters a–f next to the correct name.

Katy: thinks most programmes are OK, believes there are lots of good films on TV, enjoyed watching a documentary;

Ben: would rather watch films on a computer, doesn't like watching sports on TV, agrees there are some funny programmes

- 6 Check everyone has finished filling in all the spaces before playing the recording again, once or twice as necessary.

1 interested in 2 love 3 hate 4 To be honest 5 In my opinion
6 Personally, I think 7 That's true 8 suppose

Exam Practice

Students choose to write either an article or the story. Look at the tasks together as a class, read the advice box and elicit ideas. Then get students to write their article or story. Afterwards, check that all the elements of the article have been addressed. If they chose the story, does the story follow on naturally from the first sentence?

Question 2 Sample answer

In my opinion, friendship is something everyone should value and respect. In my experience, it is far more important to have friends who you can trust rather than friends who are similar in character.

A good friend will be happy to help you whenever you have a problem or need some advice, but good friends also expect you to help them too.

Not everyone shares my view, but I prefer to have one best friend who I can rely on instead of having loads of friends. When you have lots of 'best friends', they'll never get to know you as well as when you have just one close friend.

Comment

This article is the right length (109 words). The article is organised into paragraphs to include the three content points. It also uses phrases for expressing personal opinions (in my opinion, in my experience, not everyone shares my view, I prefer).

Question 3 Sample answer

Morgan couldn't wait any longer to see what was inside the ancient box. She had discovered the box shortly after she heard a loud knock at the front door. When she opened the door, she saw it on her front step. She wasn't sure where it had come from or who had put it there.

It was such an unusual box that she decided to take it inside to have a good look. As soon as Morgan opened it, she heard a frightening noise then it immediately stopped when she closed it. When she opened it again, a thin white ghost floated out of the box.

Comment

The story begins by using the sentence provided to set the context, and it is 106 words, which is an appropriate length. The story makes good use of a range of adverbs (shortly, then, immediately), adjectives (loud, front, sure, unusual, good, frightening, thin, white) and some linking words (when, as soon as). The vocabulary and sentence structures are appropriate for the level.

Test 1 Listening Part 1

Exam task type:

three-option multiple-choice with seven picture-based questions

Training focus:

suggestions and responses

Training

In this part of the test, candidates will hear recordings on a variety of topics. They have to choose from three pictures. They should aim to build their vocabulary on common topics and also identify functions, including suggestions and their responses.

- Write four words on the board. The words should be connected to the same topic, but one is different (e.g. *potato, lemon, pepper, cabbage*). Ask a student to come to the board and circle the one which is different. Elicit the reason *lemon* is the odd one out (lemon is a fruit, while the others are vegetables). Students complete the exercise in groups and compare/discuss their answers. Explain any words the students are not sure about.

1 ferry 2 sheep 3 windsurfing 4 history 5 knitting
6 factory 7 Spain 8 coach

- Ask students why *ferry* is the answer to number 1. Put students into pairs. They explain their answers to Exercise 1 to each other using the given words (or alternatives). Go around the class listening in and helping where necessary. Accept other answers as long as they are logically justified.

Sample answer

- A ferry travels on water, while the others fly/travel in the air.
- A sheep is a farm animal, while the others are wild animals.
- Windsurfing is done alone, while the others are team games.
- History is not a Science subject, while the others are.
- Only knitting is not an active hobby.
- A factory is a place where people work, while the others are places to do sports.
- Spain is a country. The others are languages.
- A coach is a person who trains people to do sports, while the others are pieces of sports equipment.

- Use Question 1 as an example. Ask students what the key words in the sentence are (*go, mountains, winter, helmet, thick clothes*). Point out that the missing word is something you do in the mountains in winter. Elicit *snowboarding*. Tell students they might need to make the word plural. Students do the rest of the exercise individually and review answers with a partner. Check answers as a class.

1 skiing 2 hockey 3 knitting 4 lion 5 ferry 6 racket
7 history

- Ask students for some example suggestions and respond to some of them or encourage other students to. E.g. *Let's play hangman! We'll play after the listening exercise*. Read

out suggestion 1. Ask students to find the correct response (*I can't. I've hurt my ankle.*). Students match the other suggestions and responses. Check their answers.

1 d 2 f 3 e 4 b 5 c 6 a

Draw students' attention to the Tip. Point out that the responses are not always yes, no, ok, etc. Sometimes there is a related word in the response (book/reading, train/car). On the board highlight the expressions for making suggestions (*Let's ... , why don't we ... , I suggest we ... , we should ... , why not ... ? , how about ... ?*) When students hear these, they need to listen carefully for the other speaker's response.

- Remind students to read the question carefully and use the pictures to predict the topic and possible vocabulary. Students listen and choose the correct picture.

A

- The aim of this exercise is to get students to think about why an answer is correct or incorrect. Play the recording again for students to identify the reasons for selecting or rejecting answers.

1 a 2 a 3 b

- The aim here is to raise awareness of the kind of dialogues they might hear in Part 1 and how they might relate to the pictures. It is also to reinforce the language of suggesting and responding to suggestions. Students work in pairs to suggest activities and respond positively or negatively to them. Start with *What would you like to do this afternoon/tomorrow?*

Exam Practice

Remind students that they will hear each of the seven recordings twice. On the first listening, they should choose an answer. They should use the second listening to confirm their answer, or to select a different option if necessary.

Explain that the information which answers the question correctly may be in any part of the recording: the beginning, the middle or at the end.

Students complete the task. Go through the answers, making sure that all students understand why each answer is correct. If necessary, play each recording again, one at a time, analysing the language used.

Extension

It's also useful to analyse how the incorrect options are ruled out in the recording. To do this, ask students to focus on the incorrect options and try and identify why they are wrong. Play the recording again and elicit feedback.

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

Test 1 Listening Part 2

Exam task type:

three-option multiple-choice with six questions

Training focus:

agreeing and disagreeing

Training

- 1 Explain that students will often hear words which describe the speakers' feelings or opinions. The words in the questions will not generally be exactly the same as the words on the recording. Therefore, it is important to know different words with similar meanings (synonyms) and also words with the opposite meanings (antonyms). Ask students to look at Exercise 1. Ask students to find a word from column B that means *scary* (*frightening*) and a word from column C that means the opposite (*calming*). Ask students to complete the exercise individually and compare answers with a partner. Check answers as a class.

scary/frightening/calming
 wide/broad/narrow
 dull/boring/exciting
 strange/odd/normal
 enormous/huge/tiny
 pleasant/lovely/nasty
 hard/complicated/simple

- 2 Tell students they will hear a sentence with a word from Exercise 1 bleeped out. Demonstrate the 'bleep' sound. They listen and write down the word they think is missing. Point out that some spaces may be completed by more than one word and that is why it's useful to learn synonym words. Allow students to look at the audioscript if they find this too challenging.

1 dull/boring 2 narrow 3 complicated/hard 4 enormous/huge
 5 scary/frightening

Extension

Students can make up their own sentences with some of the other words from Exercise 1. Elicit a sentence using *nasty* (e.g. I had a *nasty* cold last month). Give each pair two words to use in a sentence. Also, you could explore the difference between *bored/boring*, *interested/interesting*, *excited/exciting* and how they are used.

- 3 Explain that it is important to recognise when speakers agree or disagree with each other. Draw their attention to the Tip. Use Question 1 as an example. The second speaker does not say *I disagree with you* but uses a contrasting adjective (*beautiful/dull*). The word *but* also gives a clue as a disagreement will often start with *but*. Ask students to do the exercise and check their answers together. Check their answers, asking *how do you know?* after each one. Highlight key words and phrases: *actually, absolutely, if you like that kind of thing, I couldn't agree more, exactly.*

1 D 2 D 3 A 4 D 5 A 6 A

- 4 Students listen to the recording and answer the question. Get students to listen again for words or phrases which signal agreement or disagreement (*does – used in the affirmative, but ... , ... though, maybe, I suppose so*).

A

Exam Practice

Tell students to read the questions and options carefully to predict who is speaking and what they are talking about. Remind students that they will hear the recordings twice. As with Part 1, suggest that students choose an answer on the first listening and check that it is correct on the second listening, adjusting their response if necessary.

Explain that the information required to answer the question correctly may be in any part of the text, and may come from several sections of the text. This is because Part 2 questions test students' understanding of gist.

Students complete the task. Go through the answers, making sure that all students understand why each answer is correct. If necessary, play each recording again, one at a time, analysing the language used.

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

Extension

As in Part 1, it's also useful to analyse how the incorrect options are ruled out in the recording. To do this, ask students to read the audioscript (track 06) and try and identify why the incorrect options are wrong. Elicit feedback.

Test 1 Listening Part 3

Exam task type:

monologue with notes to complete

Training focus:

linking words and phrases and adverbials, predicting answers

Training

In this part, students will listen to one speaker speaking about one topic. It is important to understand the relationship between different ideas. They also have to develop predicting skills, making use of the gapped information to work out what kind of information to listen for.

- 1 Ask students to look at the words and phrases in bold in Exercise 1. They are words which can help them understand how ideas relate to each other or how the speaker feels about the situation, though they won't be directly tested in the exam. Students do the exercise and check together. Go through the answers. Give further examples if appropriate.

1 d 2 e 3 f 4 c 5 g 6 b 7 a



B1 Preliminary candidates often make mistakes with linking words and their usage. Encourage them to record the usage of words by writing an example sentence which shows the meaning clearly.

- 2 Remind students that some of the spaces in this exercise will be filled by phrases, i.e. more than just one word (second only to, instead of). Do Question 1 as an example. Students do the exercise and check together. Check the answers.

1 *second only to* 2 *However* 3 *Luckily* 4 *Although* 5 *As well as*
6 *Instead of*

Ask students to focus on the sentences with *luckily* and *unfortunately*. Elicit the opposites (*unluckily, fortunately*) and any other adverbs students can think of that provide a clue to what the speaker is going to say (*strangely, suddenly, sadly, happily, etc.*).

Extension

Get students to make sentences with some of the adverbs mentioned above.

- 3 Introduce the idea of prediction. Point out that we do it all the time when reading or listening. For example, if students read a news story on a website, elicit that they use headlines and pictures to predict the content. In Part 3, students will have clues from the information around the spaces they have to complete. Students should look carefully at all the information they have.

Ask students to close their books. Write the word *aquarium* on the board. Ask students to shout out as many words as they can that relate to the topic (*water, fish, feed, visitors, etc.*).

Ask students to open their books and look at the four spaces. Elicit what information is missing and complete the task. Remind students to keep the instructions in their minds throughout so they don't write too many words.

- 1 6.50
- 2 lunch
- 3 2.30
- 4 penguins

- 4 Tell students that a word may be spelt out in this part of the test so it is important to be able to recognise letters. If necessary, you could get students to say the alphabet or the vowels as this is something they often confuse. Ask them to give you the spelling of the name of the aquarium (Aquarina). Students listen and complete the information. Go around and check spellings.

1 *Wortham* 2 *Guiley*

Exam Practice

Tell students to carefully read the rubric and the given information before the recording starts. This will tell them who is speaking, what they are going to speak about and what kind of information they need to listen for. Ask students not to write anything yet.

Explain that the information is in the same order as in the recording and that there should be enough time to write their answers as they are listening.

Tell students that they should try their best to spell any missing information correctly, but that some misspellings may be accepted. They should focus on making sure that their handwriting is clear. Remind them that they will hear the recording twice, so they can check their answers and fill in any spaces on the second listening.

Students read through the task and predict the kind of information that is missing in pairs (for example, the answer to Question 18 is probably a number). Students then listen and complete the task.

- 14 rainforest
- 15 insects
- 16 (the) monkey
- 17 characters
- 18 six/6
- 19 L-O-M-B-A-R-D-I-O

Extension

Ask students to compare their answers with the audioscript (track 09). Ask them whether they wrote down any of the distractors instead of the correct answers. Tell students to read the relevant section(s) of the script and work out why what they wrote is not correct.

Test 1 Listening Part 4

Exam task type:

an interview, with six multiple choice questions

Training focus:

time phrases

Training

- 1 Draw students' attention to the Tip box. Elicit some time phrases and tell the student that these exercises focus on three of the most common ones: *for*, *since* and *ago*. Students write the words in the spaces. Elicit other phrases that could replace 3 years, 2015 and 6 months. Do some concept checking, e.g. *Can we say 'since 3 months'?* (No) *Can we say 'since December'?* (Yes). Give and elicit some examples of the time phrases used with the relevant tense.

1 ago 2 since 3 for



B1 Preliminary candidates often use *since* instead of *for*. Explain that *for* is used with a period of time (e.g. *for three hours*) while *since* is used with a point in time (e.g. *since 6 o'clock*).

- 2 Tell students that time phrases and tenses can help them to understand listening texts better. Give the example, *Jules has been studying at this school for two years. Mario studied here for two years. Ask Which student is still at this school?* (Jules) Draw students' attention to the Remember box and make sure students understand how the different tenses convey different meanings. Have students brainstorm other examples. Play the recording as many times as students need to answer all three questions.

1 b 2 a 3 a

- 3 Explain to students that this is to practise listening for time phrases, which will often help them in this part of the test. Say they are going to listen to a girl who volunteers at a Cat Rescue Centre. If you want to give students a bit more support, elicit the type of jobs that may be done at a cat rescue centre. Play the recording twice. Students order the events and check with their partner. If students have any incorrect answers, get them to read the audioscript to clarify their understanding.

1 d 2 c 3 e 4 a 5 b

Exam Practice

Remind students that they should read the rubric carefully before they listen. This will give them information about who is speaking and what they are talking about. Remind students that this part of the test is an interview, so they will hear one person asking questions and another answering them. They will also hear the rubric when the test starts.

Explain that in the test, students will have time to read through the questions first before they hear the recording. Tell them not to worry if they don't understand some of the words: they should focus on the meanings of the questions as a whole, and the corresponding answers. This will help them prepare for what they are about to hear.

Point out that the interview in the recording follows the same order as the questions on the page, and that the interviewer's questions are often very similar to the students' questions. This will help students work out where they are in the tasks as a whole as the recording plays.

Before they listen, ask students *How many speakers will you hear?* (two) *Who is going to be interviewed?* (an ice hockey player called Andrea) *Is Ellie a boy or a girl?* (a girl) *How old is she?* (15) *What is she going to talk about?* (ice hockey).

Students listen to the interview and answer the questions.

- 20 C (because Ellie says she has played basketball since she was five or six)
- 21 B (because she knew she wanted to try it when there was a professional match on a sports programme she was watching)
- 22 A (because she says it really helps to develop her talents)
- 23 C (Ellie is confident because she says she'd been playing well for her club, and felt she could do just as well at a higher level)
- 24 C (because Ellie says it's better to play in games which are close)
- 25 A (because Ellie suggests you should join a team so you can start playing straight away)

Test 1 Speaking Part 1

Exam Task type:

conversation with the interlocutor

Training focus:

likes and dislikes, present circumstances, past experiences and future plans

Training

Explain that in Part 1 of the Speaking test, students will talk about themselves in two phases. They will answer questions about their lives, such as personal details, hobbies and interests, and studies. Explain that it is a good idea to practise talking about these things before the test, and that they should practise with a partner if possible to make it more realistic.

Explain that during the test, one person will be Candidate A and the other will be Candidate B. It may be possible that there are three candidates. If so, the test will take a little longer.

- 1 During Phase 1 of Part 1, the interlocutor will ask each candidate about where they live, how old they are and who they live with.

Students answer the questions so that they are true for them. Then they practise asking and answering the question in pairs.

Extension

Ask students to write two more personal questions similar to those used in Exercise 1. They then move around the class, asking and answering questions with a range of different students.

- 2 During Phase 2, the focus of the interlocutor's questions broadens into current interests and activities, past experiences and future plans.

Students read the questions and answers and match them, before checking their answers with a partner.

1 e 2 c 3 a 4 g 5 b 6 f 7 d

- 3 Students take turns to ask and answer the questions from Exercise 2 in pairs.
- 4 Students listen and complete the questions. Play the recording a second time so students can check their answers. They then ask and answer the questions in pairs.

1 What, watching 2 Tell, where 3 usually, school
4 did, weekend 5 going, tomorrow

Extension

Ask students to think of two more questions about current interests and activities, past experiences and future plans. They write these down, but with the words mixed up. Their partner must then work out what the correct question is. They then ask and answer their questions.

Exam Practice

Students read the Phase 1 questions before taking turns to ask and answer them in pairs. Encourage them to give as much information as possible, rather than giving one-word answers.

Students then look at the Phase 2 questions. Ask different students to answer then in turn. Encourage them to expand on their answers, providing some words and phrases to help. For example:

Tell us about your best friend.

Possible response: I met my best friend four years ago at school. He lives near me and we spend a lot of time together playing computer games and football. He's quite tall and has long, black hair.

How often do you use the internet?

Possible response: I use it every day. Sometimes I use it to chat with my friends or watch videos, but I also use it to find information to help with my homework.

What do you usually do in the evening?

Possible response: I usually do my homework then we have dinner at about six-thirty. After that, I usually watch TV with my family then I go to bed at about nine o'clock.

Tell students that in the exam, they are allowed to ask the interlocutor for help if they don't understand something. The interlocutor may ask the question again, but in a simplified form. For example, the three questions above may be re-phrased as:

Which friend do you really like? (Why?)

Do you use the internet every day? (Why? / Why not?)

Do you do your homework in the evening?

When you have finished, play the recordings relating to some of the Part 1 Phase 2 questions, so students can listen and compare the responses with what they said.

Extension

Ask students to compare their answers with the answers on track 04. Ask them whether they wrote down any of the distractors instead of the correct answers. Tell students to read the relevant sections of the script and work out why their answers were not correct.

Test 1 Speaking Part 2

Exam Task type:

extended turn: talking about a photograph

Training focus:

describing people, places, events and activities

Training

In Part 2, students take turns to talk about photographs they are given. Explain that each candidate will have a different photograph to talk about on their own. They should say as much as possible about the photograph. In particular, they should practise describing people and places, in detail.

- 1 Students tell their partner what they can see in the room. They should say what the situation is (i.e. an English class), who the people are, what they are doing and what they can see in the room. They should also say what they can see through any windows and describe the weather.

Remind students to use *There is / There are* to describe the room and the present continuous for describing what the people are doing or wearing, as in the Remember box.

- 2 Students look at the photograph. Elicit vocabulary for things they can see in the photograph by pointing at different objects. Provide any unknown vocabulary, but remind students that in the exam, if they don't know or can't remember the words for something, they should describe it and what it is used for instead. For example, *There's a kind of bag on some of the chairs. I can't remember the name for them, but lots of students use them to carry their books at school and you carry them on your back.* Students work in pairs, taking turns to say something about the photograph. Remind them to say as much as possible, for example, who the people are, what their relationship is, what they look like, what they are doing, where they are, and so on. Students should say what they think is true about the picture using words and phrases such as *I think they are in the school library, Maybe they are doing their homework, They're probably friends because they're sitting together.*

Remind students to use some of the vocabulary in the Remember box.



Extension

Students choose a picture from a magazine or a book in the classroom. Ask them to describe the picture for their partner. They should try to keep talking for about one minute.

- 3 Students listen to the recording of a candidate describing the photograph they have just talked about. They should listen for what she says about the people and the place, and compare it with what they said themselves. Does she talk about anything they didn't mention?

Exam Practice

Students each talk about the photograph they are given for one minute, describing what they can see. (See pages C1 and C2 for photographs, and remember there are Candidate C photographs for a third candidate on page C7 if required.)

Encourage them to describe the photograph as if they are describing it to someone who can't see it. They should talk about the people and objects they can see, where the people are and what they are doing, the colours and so on.

Encourage them to paraphrase any vocabulary they don't know and explain that they will receive more marks for doing this successfully, than not mentioning something important in the photograph because they don't know the word.

When you have finished, play the recordings relating to photographs A, B and C so students can listen and compare the responses with what they said.

Test 1 Speaking Part 3

Task type:

discussion between candidates

Training focus:

making and responding to suggestions, making recommendations, giving and asking for opinions, discussing alternatives and possibilities and negotiating agreement

Training

In Part 3, students discuss a hypothetical situation given to them by the interlocutor, which they will then discuss with their partner using picture prompts to guide their conversation. Students should build their knowledge of phrases for agreeing and disagreeing, asking for and making suggestions, and responding to what their partner says.

Students should close their books. Elicit phrases for making suggestions and write them on the board. Students then open their books and compare their ideas with those in the Remember box.

Ask students to work together to review whether the following phrases are followed by the infinitive or the *-ing* form of the verb. Provide examples if required, for example:

Why don't they + infinitive?

How about + *-ing* form?

I think the school should + infinitive

- 1 Students say what they can see in the pictures then read the scenario and the questions which follow. Play the recording. Students listen and answer the questions.

Gina thinks the chef's hat is best because it's only used by chefs and cooks and it's very unusual. Harry disagrees. He thinks because the winner is a teenager, cooking will only be a hobby, so doesn't think it would be very useful. They finally agree on the cookery books.

- 2 Students read the conversation and predict what the missing words might be. They then listen and complete the conversation. Play the recording again and ask the students to identify the phrases they learnt earlier, and suggest what the other phrases are used for by the speakers.

1 *would be best* 2 *don't know about* 3 *What about* 4 *Why don't*
5 *What do you think* 6 *You're probably* 7 *That's a good idea*

- 3 Students decide individually which of the prizes they think would be best for the winner of a school cookery competition and why. They then discuss this with a partner, giving reasons for their opinions

- 4 Students read the scenario and look at the ideas for a present. Explain that they have to decide which of the ideas they think will make the best present for the older sister. Elicit ideas for other presents the person could give and write (or draw!) these on the board.

Students discuss the scenario with a partner. Remind them to use the phrases they have learnt for making suggestions. Encourage them to agree or disagree politely, giving reasons for their answers. Monitor as they are working and help where required.

Exam Practice

Remind students that in Part 3 of the test, they will have a conversation with their partner, not the interlocutor. The interlocutor will read the scenario and show the candidates some ideas in the form of pictures for them to discuss. They should look at each other and not the interlocutor as they speak.

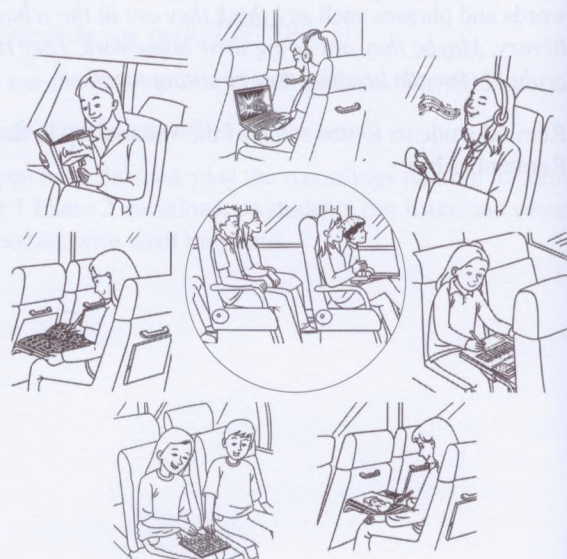
Students work in pairs. Read the scenario to them and ask them to talk together, using the pictures for Exam Practice Speaking Part 3 (page C11 and below).

Write the following steps on the board:

- 1 Talk about all the pictures first, saying why they would be good things to take on a long journey or not, and give reasons.
- 2 Decide together which would be the best thing to take.

Students should talk together for two to three minutes, using the phrases they have learnt for agreeing, disagreeing, making and responding to suggestions, and discussing alternatives. Remind them that this part of the test is a discussion: they should seek their partner's opinions and give them time to speak.

When they have finished, play the sample conversation for them to listen to and compare with their own.



Test 1 Speaking Part 4

Exam Task type:

discussion related to Part 3

Training focus:

opinions, likes and dislikes, experience and habits

Training

In Part 4, students discuss some questions asked by the interlocutor that are related in topic to Part 3. The interlocutor may ask each candidate different questions individually, or may want candidates to discuss their answers to the questions with each other.

Elicit words connected to food (e.g. *lunch, meal, fast food, delicious*, etc.) and write them on the board. Ask students to think about the foods they like and don't like.

- 1 Play the recording once and ask students to identify the foods that each person likes. Students then listen again and complete the missing information. Students check their answers with a partner. Play the recording again, if necessary, for them to check their ideas.

1 *delicious* 2 *different types* 3 *my favourite* 4 *fantastic*
5 *What about* 6 *do you really* 7 *too* 8 *because* 9 *love*
10 *prefer* 11 *but* 12 *would be*

Extension

Ask students to shout out some of their favourite foods and write a selection of these on the board. Students have a discussion in pairs, saying what they like or don't like about each one. Remind them to ask for their partner's opinions as well as giving their own.

Students should close their books. Elicit phrases for agreeing and disagreeing. Then ask students to open their books and compare their ideas with those in the Remember box. Draw their attention to the different ways to respond to what their partner says.

- 2 Students listen to the second part of the conversation and complete the missing information. Students check their answers with a partner.

1 *I'm not so sure* 2 *I agree* 3 *I guess so* 4 *Exactly* 5 *Yes, but*

Extension

Ask students whether Theo and Lidia mainly agree or disagree with each other (largely agree, especially by the end of the excerpt). Ask them to identify which phrases indicate agreement (*I agree, I guess so, Exactly*) and disagreement (*I'm not so sure, Yes, but*). Ask them to listen to the conversation again and identify how well Theo and Lidia took turns in the conversation (fairly well, but they didn't

ask any direct questions to each other) and how this could be improved (by asking each other direct questions). Ask students to think of examples of what Theo and Lidia could ask each other.

- 3 Go through the responses in the speech bubbles, ensuring that students know how to use them appropriately. Students then work in pairs, taking turns to read out the statements and respond accordingly.

Exam Practice

Ask students what the task and pictures in Part 3 were about (choosing what to take on a long journey). Get them to predict what the Part 4 questions could be about (travel and transport). Then ask students to look at the Advice box and think about their own answers to the questions.

Divide students into groups of three. One student is the interlocutor and the other two are the candidates (you may need one or two groups of four if the class doesn't divide into threes – one interlocutor and three candidates). The interlocutor asks some questions to individual students and for both students to discuss. The discussions should last for at least three minutes. Remind students to keep going and if they get stuck for something to say, they could ask their partner a question instead. This may bring up some new ideas to talk about. Explain that if they both get stuck, they shouldn't worry: in the exam, the interlocutor will ask another question.

If they've been asked to discuss a question together, they should try to make the conversation equal, so that one person is not speaking much more or less than the other. The more practice the students have, the easier the task will be for them in the actual exam.

After one round, mix the groups up and ask students to do the task again but with a different interlocutor, so everyone has the chance to practise as a candidate.

When they have finished, play the recording and ask students to critically assess the candidates' performance and compare it to their own.

Test 2 Reading Part 1

Exam task type:

three-option multiple choice, matching five short texts (e.g. signs, notices, emails, messages, advertisements)

Training focus:

common signs, notices, text messages and emails that teens might see in their environment

Training

Students read the bullet points about this part of the test and answer the questions. They then check their answers with a partner.

1 six 2 which of them means the same as the text

1 Remind the class that in Part 1 they will probably not have to find the same words in options A, B or C as in the text, but they will have to find words and phrases that express the same ideas. If there is time, ask pairs to underline each matching expression in the two sentences.

1 d 2 a 3 b 4 e 5 c

2 This exercise could be done in pairs.

1 e notice: school corridor 2 b label: clothes washing instructions
3 a email: computer or phone 4 f road sign: road entrance 5 d note: at home, on a table 6 c advertisement: small ad on notice board

3 This exercise gives further practice in understanding paraphrasing.

1 f 2 c 3 d 4 a 5 e 6 b

Extension

Ask pairs to match the expressions a–f in Exercise 3 with similar expressions in Questions 1–6 in Exercise 2. Tell the class to use their corrected answers in Exercise 3 to do this. Point out that each will contain more than one matching expression.

4 Go through Question 1 and elicit the negative form of the imperative – *Do not stop*, etc. – and the opposite of the prohibition in Question 2, e.g. *Camping allowed*.

1 Stop 2 camping 3 Use 4 standing 5 running 6 Put on

5

1 d 2 b 3 a 4 f 5 e 6 c

6 If pairs have any difficulty with this, prompt by writing the base form of the necessary verbs on the board, in jumbled order.

1 Turn 2 diving 3 take 4 skateboarding 5 Let 6 eating

Extension

Small groups discuss other imperative and prohibition signs they have seen in their daily lives and write down what they say in English.

Exam Practice

Encourage students to look at the signs and notices that they see in their everyday lives. If possible, collect a range of authentic examples in English to show them. *What are the signs and notices intended to do? Are they informing you of something? Telling you not to do something? Warning you about something? Asking you to do something? Giving you directions?* Working out the function of signs and notices can be very helpful when students are trying to identify the meaning.

Ask students to look at the first text. What kind of text is it? What are its *functions*? There are several pieces of information included in it. Which option matches what is contained in the text? Is the information in the text saying that there will definitely be problems – or just warning that problems are possible?

Ask students to choose which option they think is right, and compare in pairs. Then ask the class where in the text they found the answer – and why the other two are wrong.

Then ask them to complete the rest of the test.

1 A Wrong – The option says that there will definitely be problems, whereas the notice only says that delays are possible. B Wrong – The option says that the snow is falling, but the notice tells us it's expected in the future (overnight = tonight). C Right – Students are asked to check websites, where there may be announcements that schools will be closed.
2 A Right – Mrs Jones wants students to bring books they've already read, for other students to use. B Wrong – The text refers to other students enjoying books, but not to ask other students about them. C Wrong – students should bring in good books on Friday, but not to talk about.
3 A Wrong – Sophie doesn't need to warn Joanna about traffic problems. B Right – Sophie's going to be late, but she doesn't have Joanna's number. C Wrong – Sophie knows she's got to meet Joanna in ten minutes. The thing she's not sure about is when she will now arrive.
4 A Wrong – the team didn't win. B Wrong – the coach is thanking the people who supported the team, but doesn't mention any positive effect. C Right – The coach says next time, let's beat them = the other team
5 A Right – customers can have the food that's on the menu or they can look at the board by the counter for more food options. B Wrong – you can just look at the menu. You don't have to look at the board. C Wrong – the text doesn't give you this instruction.

Extension

Ask students to think about the kind of *text messages* they send. Have they ever sent one similar to Question 3? Without asking them to reveal their actual text messages, ask them about the kind of things they text their friends about, e.g. asking to borrow something, telling them something, asking for help with something. Make a list on the board and then ask students in pairs to write a short text about one of the topics. Depending on the level of the class, they could write two options, and pass round the texts to another pair to solve. Get each pair to summarise what the text is about.

Test 2 Reading Part 2

Exam task type:

matching – descriptions of five people and eight texts

Training focus:

identifying key words, likes, dislikes and preferences, matching key words with paraphrases

Training

Students read the bullet points about this part of the test and answer the questions. They then check their answers with a partner.

1 five 2 eight

1 Students fill in the spaces. Check understanding of meaning.

1 fancy 2 keen 3 stand 4 prefer 5 rather 6 fond 7 mind

1 *B1 Preliminary* candidates often make mistakes with the language used to express likes and dislikes. Check that students know that the following structures are followed by the gerund (–ing) form: *I fancy / don't fancy / can't stand / don't mind / am keen on / am fond of / like / don't like / prefer*. The following is followed by the infinitive with 'to': *I'd like / I'd prefer*; and the following takes the infinitive without to: *I'd rather*.

2 Ask students to give the verbs, plus any other words that usually, or have to, go with them to complete the expressions.

a fancy, keen (on), fond (of) b rather c (can't) stand d (don't) mind

3 This could be done in pairs. Point out that the key words are often introduced by verbs that express likes, dislikes and preferences. Check answers and understanding of the main points in the paragraph.

Ethan wants to train every day and he doesn't mind paying a regular amount to stay fit. He fancies learning a new sport and prefers to make reservations by email.

4 Students match the person with the sports centre on their own. Check everyone has the right answer then ask them to work in pairs to underline the matching expressions in B. Go through these with the class.

B: There's nowhere better to get really fit. Gym membership costs just £20 per month and our squash courts can be reserved online. Lessons are available for most activities. We open from 7 a.m. to 10 p.m. daily; hot and cold drinks are available.

Extension

Pairs decide why options A and C are wrong.

Exam Practice

Begin by talking about the topic of the task. Ask students to quickly read through it – set a time limit if necessary to encourage speed – and then elicit answers around the class to check comprehension. What do the five people want to do? And what information is contained in the texts? Then spend some time discussing the topic before starting the task. Pre-teach some of the vocabulary: *(film) studio, (film) set, costumes, science fiction (films), digital displays, (film) scenes, locations, scenery, queues, realistic and special effects*. Ask the class if anyone has ever visited a film set before and what you might expect to see there. As a reminder to students, ask them to say how they will approach this task. What are they trying to do? How many requirements will there be for each person? What should students do when they think they have found the answer? Remind them that it is a good idea to underline the parts of the text that exactly match the three requirements.

6 C Distractors: A, D, E, G (Tom wants to look around the studio at his own speed, and text C tells us that visitors can spend as much time there as you want! Tom also wants to visit the actual sets where films were made, and in C he can see where big stars acted in scenes from famous films. Tom's mum wants to see online what the studio is like before she buys tickets and in C it says she can check the website to see exactly what the studio offers inside.)

7 H Distractors: D, E, F, G (Ingrid would like to see costumes that famous actors have worn and text H says she can see a collection of original clothes that stars were dressed in for their movies. Ingrid also wants to ride on a vehicle that originally appeared in a film and H says she can have a trip in one of the old cars once used in films. Finally, Ingrid's mum wants a souvenir of their trip and text H says that visitors get free photos of themselves as they leave.)

8 E Distractors: A, D, H (Roberto would like to visit a studio where famous films were made many years ago and text E says that the studio is popular with people who enjoy top movies from the 40s, many of which were filmed here. He'd also like to buy something that appeared in one of the films and text E tells us that at the studio there's a great selection of items from various movies, now on sale. Roberto's dad also wants to book online before they go and Text E advises visitors to get tickets in advance through the website, to avoid long queues.)

9 B Distractors: A, C, G (Simone likes science fiction films and in text B it says the studio makes the best movies ever here, set far into the future! Simone likes looking at digital displays, and in text B she can use the interactive videos on our computers to find out how special effects are achieved. Text B also offers 'tours' of the studio to download and Simone's dad wants to get a digital guide.)

10 F Distractors: B, C, G (Ben is interested in how scenes from famous cities are created in studios and text F tells us that he can visit amazingly realistic sets, from the streets of New York to the historical sites of Rome. Ben would also like to visit locations outside the studios and text F offers a bus ride to places in the surrounding area which have appeared in films. Ben wants to be accompanied by a guide who can answer his questions and in text F, he can be with a staff member to tell you whatever you'd like to know.)

Extension

Ask students to find out about the film studio that has made one of their favourite films. Where is it based? What film was made there? What does it offer visitors? They could research the studio – preferably somewhere they would like to visit – and write about it for homework.

Teacher's Notes & Keys

Test 2 Reading Part 3

Exam task type:

four-option multiple choice – a long text and five questions

Training focus:

attitude and opinion adjectives, *-ed* and *-ing* attitude and opinion adjectives, identifying key words in exam questions, answering multiple-choice questions in your own words


Training

Students read the bullet points about this part of the test and answer the questions. They then check their answers with a partner.

1 one long text 2 four

- 1 Explain that students may see these adjectives in Part 3 texts and options A, B, C and D.

1 grateful 2 cheerful 3 confident 4 ashamed 5 upset
6 impressed 7 patient 8 jealous

-  B1 Preliminary candidates often mix up the *-ed* and *-ing* forms of adjectives which express feelings. Point out that we use the *-ing* form to describe something or someone; the *-ed* form to say how someone feels about it.

- 2 Students complete the exercise on adjectives with *-ed/-ing* endings. Check answers.

1 interested 2 boring 3 disappointed 4 shocking 5 exhausted
6 annoyed 7 depressed 8 exciting

- 3 Ask students to work in pairs to put right the incorrect sentences and find the right ones. Check answers as a class.

1 tiring tired 2 frightened frightening 3 right 4 relaxing relaxed
5 excited exciting 6 worrying worried 7 right 8 surprising surprised

Extension

Put the base forms, e.g. *terrify*, *amaze*, of more *-ed/-ing* adjectives on the board. Get pairs to write a sentence with both the *-ed* and the *-ing* form, and swap completed sentences to check.

- 4 Explain that the first thing to do when looking at a multiple-choice item is to focus on the *stem*, i.e. the question or unfinished statement, leaving options A–D for later. Suggest students choose the words that will guide them to the relevant information in the text.

Suggested answers: 1 like most, playing, trumpet 2 nervous, phone, because 3 how, feel, new school 4 bored, journey, because 5 why, decide, new bike 6 main difference, badminton, tennis

- 5 Allow students a minute to read the text. Then go through the answers.

1 an account of a personal experience 2 beginning to learn snowboarding
3 enjoying the experience and confident he will make progress

- 6 Encourage students to think of answers to the exam question in their own words, noting down their thoughts if necessary. Elicit some answers from the class, but don't make any comment on them at this stage.

how, feel, first, snowboarding

- 7 Make sure everyone has the right answer (B) before they attempt to answer the second question. They could underline the parts of the text that relate to each distractor, or note these down.

B: correct

A: a bit less tiring than I'd expected

C: I'd wondered whether it really could be as much as fun as it looked, and by the end of that week I was starting to find that it was.

D: annoyed some in the group, though I didn't mind

Exam Practice

Ask students to read the title and look at the picture. Do they know what *coasteering* is? If not, ask them to read the first paragraph, where there is a definition of what it means. Would they enjoy an activity like this? Why? / Why not? Depending on the level of the group, pre-teach some vocabulary: *challenging*, *accompany*, *instructors*, *wetsuits*, *helmets*, *freezing*, *cliffs*, *memories*.

Ask students to also look at the adjectives in Questions 12 and 14. Remind them that the focus of Part 3 Reading is asking about attitude and opinions, so they need to be familiar with any common adjectives. Check students know the meanings of these adjectives: *delighted*, *keen*, *worried*, *anxious*, *comfortable*, *confident*, *pleased*, *sorry*, *proud*, *surprised*, *exhausted*

Ask students to look at the first question, and the four options. The question is *Why?* so they are looking for a reason. Then ask them to look at the first paragraph and find the relevant information. Then, ask students to underline where in the text they have found the answer and compare with a partner.

11 C Porthdean was just along the coast from the family home, which was perfect.

12 A She discovered that she could get involved in jumping from rocks into the sea, and also exploring caves, which she was never normally allowed to do, so she really wanted to go.

13 B The instructors encouraged the whole group so much, we were ready to try absolutely all the challenges.

14 D Lily says that afterwards, she and her dad actually felt like we'd done loads of hard exercise in the gym!

15 A Before they went, Lily's dad wondered whether he'd like coasteering himself, but when they were there, he was actually braver than Lily. Lily says the cliff I jumped off wasn't that high, but Dad went much higher!

Teacher's Notes & Keys

Test 2 Reading Part 4

Exam task type:

a text from which five sentences have been taken out and jumbled with three other sentences. The five missing sentences must be replaced in the text.

Training focus:

synonyms, linking expressions

Training

Students read the bullet points about this part of the test and answer the questions. They then check their answers with a partner.

1 five 2 eight

- 1 Explain that these are all B1 expressions which often form lexical links between sentences in various parts of *B1 Preliminary Reading*, including Part 4.

a lack of / not enough
get better / improve
get in touch / contact
hardly ever / almost never
in the end / finally
make your mind up / decide
on your own / by yourself
rather than / instead of
so far / until now
take care of / look after
take it easy / relax
up-to-date / modern

Extension

Give the class practice with more expressions like these, as synonymous pairs to be matched either on the board or on worksheets, and then in sentences with spaces. Examples: *apart from / except, be supposed to / should, at present / now, there's no point in / it's no use, have no doubt / be sure, feel like doing / want to do, in particular / especially, mean to do / intend to, on the whole / generally, can't stand / hate, out of work / unemployed.*

- 2 Ask the class why each answer is right and why the alternative is not.

1 Another 2 In spite of 3 What 4 However 5 Instead 6 Otherwise

- 3 Point out that not all links refer back; some can refer forwards. Ask students to do the task and then check their answers.

1 C 2 D 3 A, not needed: B

- 4 Go through the answers with the class.

1 and C: Lucas / his, hoping to / plans, the morning / Sunday, taking it easy / relaxing, ended / However. Also a forward link: a phone call / it.
2 and D: So, Jake / him, worried / wrong. Forward link: asked / replied.
3 and A: Jake replied / by himself / completely lost / that / his friend. Also out there / earlier mention of in the countryside.
B: That was why / no reason given in the text for him being there.

Exam Practice

Ask students to read the title of the article, and the first paragraph, and then discuss with a partner what they think the article will be about (i.e. losing something and then finding it unexpectedly). Do students know of any stories where something has been lost and then found again after many years? Depending on the level of the class, you may want to pre-teach some vocabulary: *precious, dig, engagement ring, plant, search, giving up, tiring.*

Ask students to read the whole text, without looking at the options. Then ask questions to check comprehension. Who did the story happen to? Where? How did the ring become lost? What did the owner do? Why did she go to a jeweller's? Who found the ring? Why did it look *a bit different*? What did the owner do with the ring?

Remind students to look for links between the base text and the option, and read the text before and after the space to make sure their choice makes sense – that it is the right topic and tense, with suitable joining words, pronoun references, etc.

16 C (And that was probably when the ring came off her finger. And that was when *refers back to the moment she lost her ring – while she was pulling out a plant. And the following sentence is* When she discovered it was missing, where it *refers back to the ring.*)

17 H (Luckily, she managed to find another one that looked just like it. The sentence before the space tells us that she wanted to replace the ring with a cheaper one, from the jeweller's, where she found another one that looked just like it. And in the sentence following the space, we learn that it was so similar that, where it *refers back to the new ring she found.*)

18 A (She was digging up vegetables there when she discovered the ring. She *refers to Mary's daughter-in-law, Colleen and we know that she was working in the same garden. The following sentence begins with a contrasting link* But, so we know there'll be some surprising information to follow.)

19 F (And only two women had lived there in all that time. In all that time *refers back to over 100 years in the sentence before the space. So tells us the following sentence will give us the reason why* Colleen realised who the owner of the ring was.)

20 D (So she carefully cut the carrot in half. So *tells us the reason why she cut the carrot – she wanted to remove it from the ring. And the following sentence is the next stage –* Then the ring was washed.)

Test 2 Reading Part 5

Exam task type:

four-option multiple-choice cloze with six spaces

Training focus:

collocations, using collocations as clues

Training

Students read the bullet points about this part of the test and answer the questions. They then check their answers with a partner.

1 six 2 four

- 1 Explain that verb/noun collocations are often tested in Reading Part 5. Point out that some of the nouns and noun phrases in the box can go with more than one of these verbs. When the class has finished, elicit more words and phrases that collocate with each verb.

Do: sport, an exercise, an exam, an English course, my homework, some shopping

Make: a noise, a mess, a mistake, a phone call, friends, notes

Have: a job, an idea, a break, fun, a party, a shower, an exam, friends, a good time, lunch at school

Take: a bus, a photo, a break, a shower, a phone call, an exam, notes

Further expressions:

Do the cooking, the ironing, etc., Make a coffee, a suggestion, a decision, etc.,

Have a meeting, a rest, a shock, etc., Take a train, a picture, a guess, etc.

Extension

Put the class into small groups. Give each group more verbs that frequently collocate with common nouns and noun phrases, and see which group can come up with the most expressions.

Examples:

Catch: a cold, a bus, a fish

Save: time, money, energy

Spend: money, time, the morning

Win: a race, a prize, a competition

Lose: a game, a job, money

Keep: a secret, a promise, a record

- 2 Some of these mistakes, e.g. *passed a good time, know new friends, giving lessons*, may result from first-language interference. Pay particular attention to these expressions if they cause difficulties for your students.

1 *made done* 2 *passed had* 3 *making having* 4 *do have/take*
5 *know make* 6 *doing making* 7 *giving taking/doing* 8 *do make*

- 3 Give students no more than two minutes to look at the text only, then check their answers.

Text type: article or blog entry, text topic: a visit to Barcelona

- 4 Explain that in the actual exam, there would be more variety of parts of speech, i.e. the options for each space are always the same kind of word, but different questions would focus on different parts of speech.

1 *B had (some free time)* 2 *D spent (a week)* 3 *C doing (some great shopping)*
4 *A took (the underground train)* 5 *C saw (the most amazing views)*

Exam Practice

Make sure that students read the Tip box and title of the text before they begin. After they have read the title, ask students what they might expect to read in the text. Are students surprised that sheep might be able to recognise faces? What kind of faces do students think sheep can recognise? Those of other sheep? Or those of humans?

Ask students to read through the text and summarise the content to a partner. Then, ask them to try and fill in the spaces without looking at the options. Can they work out any of the answers? Get them to compare with a partner. Then they should move on to working with the options.

21 *D (according is the only option which can be followed by to)*

22 *A (A social skill is a collocation so these two words are strongly connected.)*

23 *C (The sheep recognised familiar human faces – faces they had seen before.)*

24 *B (If you have to decide something, you make a decision.)*

25 *A (The sheep got a reward of food for getting the right answer to the task – choosing the celebrity's photo. This was part of their training.)*

26 *D (The sheep connected the idea of getting food with choosing the right photo.)*

Extension

Ask students if they know of any other animals that might be clever enough to recognise faces, or do something surprisingly clever. They could do a small project on the subject on the internet for homework.

Test 2 Reading Part 6

Exam task type:

reading a text with six spaces and filling in each space with one word

Training focus:

relative pronouns, identifying kinds of word required

Training

Students read the bullet points about this part of the test and answer the questions. They then check their answers with a partner.

1 six 2 one

- Briefly revise both defining and non-defining relative clauses before asking students to tackle this exercise. Elicit more examples of these pronouns, in defining and non-defining relative clauses, as you go through the answers. You may want to point out that in some cases the relative pronoun can be omitted, but for the purposes of this exercise it must be used.

1 *who* *which/that* 2 *which* *where* 3 *that* *who* 4 *which* *whose*
5 *which* *who/that* 6 *where* *when* 7 *who* *whose* 8 *that* *where*

- Tell students to look at the words just before and after each space, and to think about the overall meaning of the sentence.

1 *who* 2 *unless/until* 3 *have* 4 *case* 5 *in* 6 *so*

- Check that everyone has the right answers to Exercise 3 before proceeding. You may want to elicit more examples of these (and other) types of words if the class seem unsure about terms such as *articles* or *prepositions*. With a strong class, ask what kind of linking expressions, e.g. addition, contrast, purpose, reason, conditional, are used.

1 *relative pronoun* 2 *linking word (conditional) / until (preposition, conjunction)* 3 *verb form* 4 *part of linking expression (reason)*
5 *in (preposition)* 6 *linking word (purpose)*

- Remind the class to begin by gist reading the text to establish the text type, topic and writer's purpose – and to do the same when they begin the Exam Practice on the next page.

1 *relative pronoun, which* 2 *preposition, to* 3 *part of linking expression, instead* 4 *linking word (reason), therefore* 5 *part of linking expression (purpose), so*

Exam Practice

Ask students if they have ever attended a fashion show of any kind, either at school or college, or elsewhere. *What happens at a school fashion show?* The models walk along a *catwalk* to show off new clothes. *Who will be in the audience?* And *what kind of things will the models wear?* Get students to read quickly through the text. *What kind of text is it? Who has written it? Who is it written for?* Ask a few comprehension questions, e.g. *where did the fashion show take place? What was the aim of it? Who came to watch? What were some examples of what the students wore? Who is Mrs Jackson?*

Now get students to complete the task. Remind them to read the text carefully on either side of each space and also the sentence containing the space to check that their answer is in the right *tense*.

- 27 *have/had (the sentence could be in the present or past perfect)*
28 *they (this refers back to the parents and friends who were in the audience)*
29 *took (the phrase is to take part in something)*
30 *There (the pronoun is needed here)*
31 *by (this follows the passive to show who created the scenery)*
32 *no (part of the expression – there's no doubt that ...)*



B1 Preliminary candidates sometimes make mistakes because they are not sufficiently familiar with phrases such as *there's no doubt that ...* and *take part in*.

Encourage them to build up a list of such phrases.

Extension

Provide students with further exam practice; give them some of your own sentences, or sentences extracted from this book and ask them to remove a grammar word from each one. Then have them exchange their sentences in pairs for their partners to find the missing words.

Teacher's Notes & Keys

Test 2 Writing Part 1

Exam task type:

writing an email with notes

Training focus:

giving reasons, formal and informal language, understanding the task and studying a sample answer

Training

Students read the bullet points about this part of the test and answer the questions. They then check their answers with a partner.

1 an email with four notes written on it 2 four

- 1 Tell the class that using reason links to form more complex sentences can improve all their written work, including Part 2 articles and stories, but particularly Part 1 emails as the notes on the input email often include prompts such as *No*, *because* or *Say why*. Point out that *because of* and *due to* are followed by a noun or noun phrase, but *because*, *as*, *since* and *in case* are followed by a subject and finite verb. Also mention that (*just*) *in case* is followed by the simple present when it refers to a future event. (Note that this information is summarised in the Remember box.)

1 because of 2 Due to 3 because 4 As 5 Since 6 in case

- 2 Point out that in some cases more than one answer is possible.

1 right 2 since in case 3 As Because of / Due to 4 right
5 because of because/as/since 6 right

Extension

- Put some statements of the kind often used in Part 1 input emails, e.g. *I can't meet you very early, let's take some food with us, I'm looking forward to the weekend, we could meet in the town centre*, on the board as prompts. Students respond to them by writing down two reasons for each, using a different reason link with each phrase or clause.
- 3 Use the exercise to revise useful phrases for email writing. Then, ask students whether they use different words when addressing a friend or family member compared to when addressing their teacher or adult strangers. Tell students to do the exercise in pairs then check their answers. (Note that in the exam, candidates would *not* be asked to write in a very formal context.)

Beginning: Dear Ms ..., Thank you for your recent message., Hi ..., Sorry I've taken so long to get back to you., It's great to hear from you!
End: Write back soon., Lots of love, Best wishes, I look forward to hearing from you., See you soon., Yours sincerely, Bye for now,
Email to a friend (suggested answers): Hi ..., Sorry I've taken so long to get back to you., It's great to hear from you!, Write back soon., Lots of love, See you soon., Bye for now,

- 4 First go through the answers to Questions 1 and 2. Finally, check the answers to Question 3.

1 Your friend Chris. 2 arranging to visit a new sports centre 3 Tell Chris about school work / latest news; say when the best time is to go to the new sports centre; explain which pool you would prefer to use and why; suggest other things to do at the sports centre.

- 5 Explain that in Writing Part 1 students will probably need to reply to an email from a friend using informal language, but that a more formal email might be required, e.g. to their teacher. Students should focus on finding examples and not actually write the email.

Informal: Hi, Sorry ..., bye for now; Contracted forms: Sorry it's ..., I've had lots ...

- 6 Allow plenty of time for pairs to analyse the sample reply. After going through the answers, ask the class if they can suggest alternative ways of dealing with the four points in the original email.

1 Yes 2 Yes – one in each of the main paragraphs, in the same sequence 3 Informal: Hi + first name, don't worry, exclamation mark, brilliant, how about, maybe, looking forward to hearing from you, all the best, contracted forms 4 as, in case, because

Exam Practice

This email task helps students identify when it is appropriate to write a formal email rather than an informal one. Discuss the Tip boxes and get students to discuss what they should and should not include when replying to Mr Mitchem's email.

Ask students to rephrase the four points in the email, to ensure they understand them. Remind them that it is very important to address each note in the email, as they will lose marks if they do not. Encourage them to tick each note as they do this.

Sample answer

Dear Mr Mitchem

Thank you for inviting me to help with the new English-language magazine. One day I would like to be a journalist, so I'm really looking forward to this exciting opportunity.

In my opinion, I feel more students would be more likely to come to a meeting on Tuesday because there is a school charity event next Thursday.

I would love to write an article about the school football team's recent matches.

I think many students would like to have an advice section in the school magazine. Then we could publish answers to their various questions.

Best wishes,
Rory

Comment

This task focuses on functional language in a reply email to a teacher. Rory has included all four content points and each appears in a separate paragraph. The word length is good (101 words). This is a clear, well-written answer which uses a range of structures including some modal verbs (*would, could*).

Test 2 Writing Part 2

Exam task type:

writing an article or a story in about 100 words

Training focus:

narrative past tenses, linking words, understanding the task, studying a sample answer

Training

Students read the bullet points about this part of the test and answer the questions. They then check their answers with a partner.

1 one 2 an article or a story

1 If necessary, put more examples of each tense on the board.

1 c 2 a 3 b

Extension


Revise the form of each tense, including the negative, question and contracted forms, and point out that the past continuous can be used either for actions or situations (e.g. I was living in Wales when ...). Elicit more examples of sentences that contain the simple past, the past continuous and the simple past plus past perfect.

2 Highlight Question 1 as an example of a *present simple* action interrupting a *past continuous* one.

1 was eating, came 2 was doing 3 smiled 4 broke, was doing
5 didn't wake up 6 went, saw 7 saw, was walking 8 drove, was

3 If time allows, ask the class to use the descriptions in Exercise 1 to explain why these answers are right.

1 went, realised, had forgotten 2 was standing, arrived 3 had eaten, told
4 had spent, came 5 played, started 6 was waiting, saw, hadn't heard

 **B1 Preliminary** candidates sometimes make mistakes with past tenses, perhaps because of L1 interference, e.g. they may fail to use the past perfect to indicate that one past event took place before another (e.g. *I didn't order any food because I had eaten already.*).

4 This could be done in pairs.

1 had started 2 were sitting 3 were watching 4 had happened
5 began 6 told 7 decided 8 looked 9 wasn't 10 'd/had lost

5 Point out that in the story task candidates will be given a sentence to begin their story. Students should focus on answering the questions and not actually write the story.

1 a story 2 your English teacher 3 a sentence, at the beginning

6 Allow a minute or two for everyone to finish reading the text, then check their answers.

1 yes 2 yes 3 yes (worried, delighted) 4 happy

7 This could be done in pairs. Check their answers and ask what the full forms of the contracted auxiliary verbs would be.

1 *by the time, as soon as* 2 *past simple: could, stopped, was able, didn't recognise, rang back, was, wondered, got back on, rang, answered, told, was; past continuous: was riding, was trying, was moving; past perfect: 'd missed, 'd called, had happened, 'd won, 'd entered*

Exam Practice

For the article task, students will be asked to write about their views on a topic they can relate to. Before asking students to write the article, review the phrases in the Advice box and think of some more phrases students could use to express their personal views. After students write their articles, they could exchange work with a partner to check and give feedback on each other's work. Remind students not to write too much, but explain that a few words over the length will not be penalised.

Before students start writing the story, they should underline any key words in the first line of the story (*friends, strange, map, bed*). Then students should note down any vocabulary related to the topic. Encourage students to think of ways to write an interesting story that uses some unusual words and a good range of grammatical structures. They should also check for any spelling or grammar mistakes in their final draft.

Question 2 Sample answer

People around the world have enjoyed playing games for centuries. Nowadays, many people enjoy playing video games, but I definitely prefer playing board games when I have free time.

In fact, there's a popular board game café in town called The Dice Cup. My friends have been meeting there on Saturday mornings ever since it opened up two years ago. We love trying different board games there because it has over a hundred games to choose from.

Now that I play games regularly, I've learnt how to be good at both winning and losing. In my opinion, playing games is about enjoying the experience of having a great time with friends rather than winning.

Comment

This article is an acceptable length (114 words). The article focuses on a different content point in each paragraph. It does not have any spelling, punctuation or grammar errors and it uses a range of tenses, expressions and vocabulary.

Question 3 Sample answer

The friends found a strange old map under the bed. They had been staring at the ancient map for an hour when Thomas shouted, 'I know the exact location of this map. Look at this tree!'

Thomas pointed to the bottom corner of the map to an unusual-looking tree. The friends agreed with him, the tree looked very similar to one at the skateboard park.

They hurried there and began digging. After several hours, and just as they were about to give up, they saw a leather bag buried deep beneath the ground. They opened it excitedly to discover that it was filled with hundreds of old gold coins!

Comment

The story has a clear link to the opening sentence and is the right length (109 words). It is a descriptive story that shows a full range of language ability in the use of tenses and vocabulary without any spelling or grammar mistakes.

Test 2 Listening Part 1

Exam task type:

three-option multiple-choice with seven picture-based questions

Training focus:

identifying wrong information.

Training

Students answer the questions about this part of the test and check with a partner.

seven, several short recordings

- 1 Ask students to look at the pictures of Marlon, Zoe and Kam. In pairs they attempt to describe them in pairs. Help as needed, but do not give feedback at this stage. Ask them to complete the exercise and check answers with their partner.

1 M 2 K 3 M 4 Z 5 K 6 M 7 K 8 M 9 Z 10 Z 11 Z 12 M

Extension

If students need further practice, give them another opportunity to describe the pictures with more focus on accuracy. They could record themselves and listen for errors.

- 2 Tell students they are going to listen to someone describing Kam, but they have made one mistake. Play the recording and ask what the mistake is.

he is not wearing a belt

- 3 Ask students what the weather is like today and what the temperature is (hot, warm, cold, cool, and how many degrees). Students match the weather expressions to the symbols.

1 c 2 g 3 f 4 a 5 d 6 e 7 b

- 4 Ask students to look at the pictures and describe the weather and temperature they show. If possible, show them a map of the northern half of the UK and elicit where Scotland, northern England and Wales are. Play the recording. Students match the pictures to the place.

1 B 2 A 3 C

- 5 Explain that in the Listening test, speakers will often change their original idea to try to get students to choose the wrong answer. There is certain language that is commonly used to do so and this exercise introduces some common words and phrases. Check that students know the words and expressions in the box. Students complete the exercise and check with a partner. Go through the answers, giving further examples as appropriate.

1 *thought, actually* 2 *sure* 3 *usually, for a change* 4 *in the end*
5 *Although, Instead* 6 *should* 7 *tried*

- 6 The aim is to draw students' attention to the importance of the word *but* and words with the same meaning. Students should be able to identify that this is the word common to most of the sentences.

but, although

Tell students that *but* is by far the most common, particularly in *B1 Preliminary*. Other words with a similar meaning may appear (*though, however, despite*).

- 7 Ask students to look at the pictures. Elicit what the girl is wearing in each picture. Students listen and choose the right picture.

A

Students listen again for the words which helped them. Refer them to the audioscript if necessary.

planning to buy ... but, Oh no!, ended up ..., I did think of ... but, too bright

- 8 This listening exercise focuses on sentence stress and to raise awareness of stress timing in English. Say the phrase *the boy sitting at the back of the class* and ask *how many words?* Use your fingers to count them. Write the same phrase on the board. Elicit the key words (*boy, sitting, back, class*) and highlight them in some way. Point out that the other words carry grammar, not meaning, so are often unstressed. Model two pronunciations of *at* (strong /æt/ and weak /ət/). Explain that the word alone will usually be pronounced /æt/, but in a sentence is often /ət/. Do the same for the other unstressed words in the phrase (*the, of*). Students listen as many times as necessary and write down the number of words they hear. Give some examples of contracted forms (*don't, didn't, won't, he'd*) and tell them they count as two words.

1 four 2 eight 3 seven 4 six 5 eight 6 six

Extension

The exercise can be done as a dictation to ensure students correctly identify the weak forms they hear.

Exam Practice

Students read the questions carefully, then listen and choose the right pictures. Discuss the possible responses to the questions.

- 3 What does the girl enjoy about seeing the penguins? *She likes seeing them walk around the pool because they look so funny.* Did she see them doing this yesterday? *No, because they were all in the water, swimming.* Does she say the elephants were the best thing she saw? *No because seeing them was a close second, so not the best.*

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

Test 2 Listening Part 2

Exam task type:

three-option multiple-choice with six questions

Training focus:

too / enough and like / be like / look like

Training

Students answer the questions about this part of the test.

six, multiple choice

- 1 Draw students' attention to the Tip box. Elicit sentences with *too* or *not enough* according to your surroundings, e.g. *It's too hot in here.* Concept check by asking *Do I like the temperature? Am I comfortable?* Play the recording and check the answers. Elicit words which show how the speaker is feeling about the situation (e.g. *too spicy, only, luckily, finally*).

1 doesn't like 2 unhappy 3 busy 4 has 5 long

Extension

Ask students to work in pairs to make sentences about their home town or the weather in their country. Remind them that *too* and *not enough* are used when you are not happy about something.

- 2 Go through the Remember box with students. Ask students to read the three questions. Elicit that Question 1 is about Charles' likes and dislikes, Question 2 is asking about his personality and Question 3 is asking about physical appearance. Students complete the exercise and check their answers.

1 c and f 2 b and e 3 a and d

Extension

Students work in pairs and ask and answer questions with *like* about themselves, e.g. *What are you like?, What do you like?, What do you look like?*

- 3 Ask students to read the questions. In Question 2, which of the three options is the most positive? (a). Students listen and identify which question is asked and the response.

1 What's your new teacher like? 2 a

- 4 Choose a sentence (e.g., *It's Wednesday today.*) and say it in different ways (*surprised, angry, excited, bored*, etc.). Elicit how you feel as you say it. Students do the exercise. Check answers.

1 bored 2 unsure 3 angry 4 pleased 5 surprised

Extension

Students practise the sentences with different intonation patterns. Their partner guesses how they feel.

Exam Practice

Ask students to focus on the Tip box and discuss this together. Play the recording and monitor whether all students are following the advice given in the Tip box or if they are rushing to answer each item. Reiterate the content of the Tip box if required. Play the recording again.

Go through the answers and ask students to read the audioscript (Track 32) for each item that they answered incorrectly and work out why they had got the question wrong.

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

Test 2 Listening Part 3

Exam task type:

monologue with notes to complete

Training focus:

predicting answers, ignoring irrelevant information, numbers and dates

Training

Students answer the questions about this part of the test.

one, fill in the gaps

- 1 Remind students of the importance of looking at the gaps they need to fill and predicting what kind of information to listen out for. Ask students to work in pairs and give them a few minutes to look at each of the spaces. Direct their attention to words which give clues, e.g. with Question 1, *Work starts* suggests a day, date or time, but the preposition *at* reduces the possibilities grammatically (we use *at* for times, but not for days/dates). In Question 2, *wear* might be followed by the name of an article of clothing, or a colour. Discuss each question in turn. Then, tell students to listen and do the exercise. Check answers.

1 7 a.m. 2 old clothes 3 a/your camera 4 learning about
5 12th March / March 12th / 12/3 6 Ainscough

- 2 Point out that the Listening test will usually include some distractors (i.e. some information which sounds as though it could be the right answer, but is not). For example, in the track they have just listened to, the boy mentions other times besides the right one. Play the recording again (and/or direct students to look at the audioscript) to find some examples of these false answers.

Possible answers: extra times (8 a.m., 6.45), a green uniform (we were expecting ... but instead of that), my camera (I brought my camera ..., but) ..., other jobs he enjoyed doing, another date - 2nd April

- 3 Refer students to the question in the Exam Practice (questions 14–19). Remind them that in the exam they should use the time they have to study each gap and decide what kind of information is needed.

1 18 needs a date 2 19 will probably be spelt out, 3 16 needs a job title

- 4 Elicit today's date from students and different ways of saying it (for example, March (the) 11th, the 11th of March). Elicit ways of writing it. Point out that we say, but do not usually write, *the* in dates (11th March, 11/03/18, 11/03/2018). If it comes up, you could mention American dates which are month/day/year. Draw attention to the Tip box and point out that it would also be acceptable to shorten August to 'Aug'.

Practise a few numbers with the students and remind them to write the number in figures (e.g. 2018) and not words (two thousand and eighteen) to save time and avoid spelling mistakes. Elicit how to say prices in GBP (five pounds fifty, not five and a half pounds or five point fifty). Play the recording. Students listen and write. If possible, go around the class and check students' answers.

- 1 23/23rd February.
- 2 9/9th October.
- 3 5352
- 4 £16.40
- 5 31/31st December 1981
- 6 126
- 7 2003

Extension

Students read their answers to a partner to give them further practice with numbers and dates. Ask them to write down some dates and numbers that are important for them (phone number, Mum's birthday, etc.) and dictate them to a partner.

Exam Practice

Tell students once again to carefully read the rubric and the information on the page before playing the recording. Remind students that they should only write what they hear. Often this will be only one word, though they may need to write a short phrase (usually a compound noun, e.g. town hall). Discourage them from writing any long phrases or extended information in the gaps. Even if the right answer is included in what they have written, they will be penalised for writing too much.

Focus students' attention on the Tip box on the page, then play the recording twice.

- 14 (the) environment
- 15 wildlife
- 16 writer
- 17 course
- 18 15th February
- 19 M-I-T-C-H-E-L-L

Extension

Students work in pairs. Give each student a common English name. They must spell out this name, letter by letter to their partner, while their partner writes it down. Students swap roles, then check their answers together. The following are examples which test letters that students often get wrong in the exam (*e/i/a, g/j, p/b, u/w, y, m/n, double letters*): Grahame, Jarvis, Patterson, Barwick, Curbishley, Armitage, Callaghan.

Test 2 Listening Part 4

Exam task type:

an interview, with six multiple choice questions

Training focus:

paraphrase

Training

Elicit answers to the two warm-up questions.

two, both

- Part 4 of this practice test has a computer-related theme. Elicit some computer-related vocabulary from the students. Students complete the exercise and check together.

1 social media 2 password 3 hardware 4 selfies
5 install 6 laptop 7 delete 8 podcasts 9 connection 10 app

Extension

Encourage students to divide their vocabulary records into topics. Explain that this mirrors how vocabulary is stored in the brain.

- Explain that using *not very* plus the opposite adjective is a way of paraphrasing so might appear in the Listening test. It can also have the effect of softening the statement (compare *it's bad* and *it's not very good*). Ask students to look at Question 1. Elicit the opposite of *close* (*far*) and ask them to write it in the space. Ask them to complete the rest of the spaces with the opposite adjective of the underlined adjective. If you feel your students will struggle, give them the answers in random order. Check answers.

1 far 2 interesting 3 busy 4 clean 5 tasty/nice 6 happy/cheerful

- Explain that there are different ways of saying the same thing. Illustrate this with an example, such as *How are you? How are you feeling? How are you doing? Are you well?*, etc. You can also refer back to Exercise 2. Point out that in Listening it is unlikely that the recording and the question will express ideas in the same way, so it is important to be able to recognise paraphrase. Tell students that sentences 1 to 5 come from the recording of the practice test. Read out Question 1. Ask students to find a similar sentence from a to e. (c). Students match the other sentences. As you go through the answers, highlight the synonyms that helped them decide.

1 c 2 a 3 b 4 e 5 d

Exam Practice

Give students time to read the rubric, and all of the questions and options. They also read the Tip boxes.

Students then listen to the interview and answer the questions.

- 20 C (because his mum showed Callum how to create his own pages online)
21 B (Callum says that games sites encourage teenagers to play more games so a reading site should do the same – encourage teenagers to read more)
22 A (Callum says that his site worked really well and looked good)
23 A (Callum says that he doesn't get bored, because everything he does throughout each day is so different)
24 C (because Callum says it's better to play in games which are close he'd prefer to have his own web design company)
25 A (because Callum says his new music site supports people through difficult times and benefits others)

Extension

Ask students to focus on the incorrect options and discuss in pairs why they are wrong. Play the recording again and elicit feedback.

- 20 A – Callum says he created a program to control a robot at school, not a website B – Callum says he was confused by the information online
21 A – Callum says that his friend writes reviews for games websites, not that the site was designed to encourage writing C – Callum says that teenagers now exchange opinions about literature, but doesn't say that this was why he set the site up
22 B – Callum says that you can never be sure if people will like it or not
C – Callum says that he can't achieve his aims if the site is not popular, and didn't know if it'd be popular or not
23 B – Callum says that it's rarely so busy he doesn't have chance to relax;
C – Callum says that he makes a plan each day, which he sticks to
24 A – Callum says that many website designers want to work for a big company, but he doesn't say he wants to B – Callum says he'd prefer to have his own business to doing a university degree
25 B – Callum says there are loads of sites for uploading your own songs so he doesn't want to do that as well C – Callum says there are already lots of sites for learning how to play the guitar so he didn't want to do that too

Teacher's Notes & Keys

Test 2 Speaking Part 1

Exam Task type:

conversation with the interlocutor

Training focus:

likes and dislikes, present circumstances, past experiences and future plans

Training

Remind students that they will answer questions about likes and dislikes, present circumstances, past experiences and future plans.

- 1 Ask students what they remember about the people who will be in the room during the Speaking test. Remind students that they will take the test with a partner and that there will be two other people in the room – the person who asks them the questions and the person who assesses them.

Students complete the sentences and check answers with a partner.

1 interlocutor 2 assessor 3 candidates

- 2 Elicit from students the kinds of things they will be asked about in Part 1 of the test, and ask them to give examples of specific questions. Tell students they are going to practise more of these types of questions.

Students reorder the questions and check their answers with a partner.

- 1 What do you do in your free time?
- 2 When did you start learning English?
- 3 Tell us about your favourite teacher.
- 4 What are you going to do next weekend?
- 5 What do you usually eat for dinner?
- 6 Tell us about your school.
- 7 What do you enjoy doing with your family?
- 8 Where do you usually go shopping?

- 3 Explain that there is a mistake in each sentence and that they should listen and correct it. Play the recording. Students compare their answers with a partner. Play the recording again if necessary for them to check their answers.

- 1 Juan's favourite free-time activity is playing football with his friends.
- 2 Juan started learning English four years ago.
- 3 Juan's favourite teacher is his science teacher.
- 4 Juan's cousin is coming to his house next weekend.
- 5 Juan usually has vegetables for dinner.
- 6 Juan's school is quite small.
- 7 Juan enjoys staying in and playing board games with his family.
- 8 Juan usually goes shopping in the city centre.

- 4 Students practise asking and answering the questions from Exercise 2 with a partner. They then self- and peer-assess whether their responses were longer than Juan's and make suggestions for improving each other's performance.



B1 Preliminary candidates often make mistakes with future forms. Give students practice in talking about their future plans using appropriate tenses (especially *going to*).

Extension

Ask each student to write two more personal questions similar to those used in Exercise 2. Put students in groups of three or four. One student in the group asks one of their questions to a random member of the group. This person must answer, while the others listen, then provide feedback to them on their performance. The student who has just answered then asks one of their questions to another group member at random, and so on until all the questions have been asked.

Exam Practice

Students read through the Part 1 questions and make sure all students understand them and know how to answer them. Draw attention to the Tip box and to the Advice box before starting to practise the test.

Encourage students to give as much information as possible, rather than giving one-word answers.

Students role-play the exam situation, working in small groups: two of them are candidates and one is the interlocutor. Groups of four are also possible, with the roles as above plus an assessor. The interlocutor follows the script and the candidates answer the questions. Monitor and remind students to answer as fully as possible, rather than giving one-word or very short answers. Once they have completed this part of the test, the interlocutor (and the assessor if some groups have these) gives feedback to candidates. They then swap roles so that each student has had an opportunity to answer the questions.

Test 2 Speaking Part 2

Exam Task type:

extended turn: talking about a photograph

Training focus:

describing people, places, events and activities

Training

Remind students that they have to speak on their own about a photograph for about one minute. Ask students what they should say about the photograph (describe the people, what they are doing and wearing, as well as where they are and what the weather is like.)

- 1 Students work in pairs and choose one photograph each. Give them a few minutes to think about how they will describe their photograph. When they are ready, give them one minute to talk about their photograph. Time them. If there is a group of three students, have two students share one photograph and encourage them to find different things to say. If you want your students to use colour photographs, these are on page C10.



- 2 Students give their partners constructive feedback on each other's performance. Students should comment on how long their partner spoke for, whether they described the people and what they are doing and wearing, what you can see behind them, the weather, etc. Students should say what their partner did well and how they could improve their description.
- 3 Students look at the list and again plan what they are going to say for a few minutes. They describe their photograph again.
- 4 Each student provides feedback and compares their partner's two attempts at the task.

Extension

Students choose a picture from a magazine or a book in the classroom. Tell students not to show the picture to their partner. They take it in turns describe the new picture to their partner, who must attempt to sketch the picture from their description. They compare the sketch and picture to see how effective the description was.

- 5 Students listen to a description of one of the photographs. They should identify which photograph is being described, (the photograph of children getting on a bus) whether the student mentioned the same things they did and what was good (or not) about the student's answer.
- 6 Students then listen to another student talking about the other photograph (the photograph of women looking in a shop window) and answer the same questions as for Exercise 5 (Which photo is he describing? Does he say the same things you said about the photo? What did he do well and how could he improve?).

Exam Practice

Put students into pairs (or groups of three if necessary) and give each of them one of the photographs A or B (and C if in a group or three). Draw attention to the Advice box for help. Photograph A is from page C1, photograph B is from page C2. Allow students a short time to look at their photograph and then give Student A one minute to talk about their photograph. Stop them at the end of the time limit and repeat for Student B (and again for Student C if needs be). Ask students to provide each other with feedback. You could also teach some fillers, such as *What else can I see?* to provide a bit of thinking time.

Test 2 Speaking Part 3

Exam Task type:

discussion between candidates

Training focus:

giving and asking for opinions, making and responding to suggestions, making recommendations, discussing alternatives and possibilities, and negotiating agreement

Training

In Part 3 of the Speaking test, students need to interact with their partner to discuss a hypothetical situation. Where possible in class, provide speaking opportunities in which students can discuss issues or situations together that are likely to require some of the skills listed in the training focus above. If possible, take the interlocutor's role with one pair of students at a time. This will help prepare students for the exam situation and put them at ease with what will happen during the exam itself.

Remind students to respond to what their partner says using appropriate phrases and to keep the conversation going.

- 1 Students complete the phrases before checking their answers with a partner. Then, ask students to identify which phrases are used for giving opinions and which are used for asking for opinions.

(Giving opinions: *Numbers 1, 3, 6, 7, 9 and 10*)
 (Asking for opinions: *Numbers 2, 4, 5 and 8*)

1 think 2 about 3 best 4 agree 5 What 6 opinion 7 sure
 8 idea 9 would 10 prefer

- 2 Students read the conversation and the situation that they have been given. Ask them to try and complete the missing information in pairs before they listen and check. Play the recording for them to check their answers.

1 what do you think 2 is a good idea 3 would be good
 4 not so sure 5 in my opinion 6 don't you think 7 you're right
 8 the teacher should 9 I agree 10 the best

- 3 Remind students that in this part of the Speaking exam, the conversation with their partner should last 2-3 minutes.

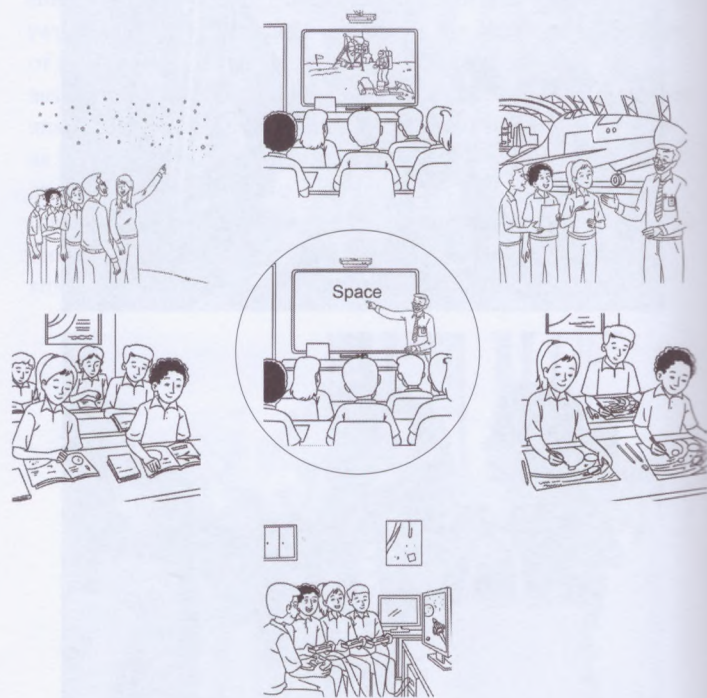
Before students start the task, remind them that the end of their conversation should involve them coming to a decision using a superlative (... *the best*, ... *the most interesting*, ... *the most fun*, etc.). Draw their attention to the Cambridge Corpus box to remind them how to form superlatives.

Ask them to read the situation and discuss the four ideas in pairs. Monitor while they are working and encourage them to use appropriate phrases for agreeing, disagreeing, giving opinions, asking for opinions, etc., as well as responding directly to what their partner says.

Exam Practice

Remind students to direct their conversation to each other, not to the interlocutor. Students read the situation and look at the pictures for Exam Practice Test 2, Speaking Part 3 (see page C12). Students then talk to each other. Time them for 2-3 minutes, so they have an idea of how long this part of the test lasts.

Ask students whether they found it difficult or easy to keep the conversation going. If they found it difficult, ask them what they could do to make it easier, e.g. ask their partner more questions, extend their answers a little, etc.



Test 2 Speaking Part 4

Exam Task type:

discussion related to Part 3

Training focus:

opinions, likes and dislikes, experience and habits

Training

- 1 Elicit what students remember about this part of the exam. Remind students that the theme in this part will be linked to the pictures in Part 3. Students match the halves of the questions before checking their answers with a partner.

1 f 2 i 3 a 4 g 5 c 6 d 7 b 8 e 9 h

- 2 Students take turns to ask and answer the questions from Exercise 1. Remind students that in Part 4 of the Speaking test they may be asked questions individually by the interlocutor, or asked to discuss questions together. They should try to keep the conversation going, but remind students that if they run out of things to say, the interlocutor will ask another question.
- 3 Students look at the example in speech bubbles. They then read the questions and write down some of their ideas, with reasons. They then take it in turns to ask and answer the questions with a partner. Encourage students to give their reasons without being prompted (i.e. they should not wait until the interlocutor asks *Why?* or *Why not?*). Remind students that the conversation should be as natural as possible. Remind students also to make sure they both say an equal amount if the interlocutor has asked them to discuss a question with their partner and to give their partner an opportunity to speak.

- 4 Students listen to two candidates discussing what they talk to their friends about. Students critically assess their responses and suggest ways of improving their performance.
- 5 Draw students' attention to the Remember box and remind them to use some of these phrases when they are giving reasons for their opinions. Students discuss the question in pairs. Monitor as they are working, encouraging the pairs to keep the discussion going by responding, asking questions, giving opinions and reasons for their ideas.

Extension

Ask students to work in pairs to come up with their own question related to friends and to write it down on a piece of paper or stickie note. They then discuss this question together for around 30 seconds and then pass their question on to the next pair. Continue this process until the students have been speaking for around three minutes in total.

Exam Practice

Remind students that the Part 4 questions are related to the topic in Part 3 of the exam (different ways of learning about space). Allow students to look back at the situation in Part 3 if necessary, then read the questions for Part 4. Students work in groups of three (one interlocutor, two candidates) or four if necessary (one interlocutor, one assessor and two candidates). The interlocutor asks the questions to the candidates. Tell the interlocutor to ask some questions to each candidate in turn and to ask both candidates to discuss other questions together. This will better prepare them for what will happen in the real exam. Time students for three minutes and encourage them to keep talking using the techniques and phrases they have learnt. Draw students' attention to the Advice and Tip boxes for help.

Test 3

Reading

Part 1

1 B 2 B 3 A 4 C 5 C

Part 2

6 F 7 C 8 H 9 B 10 E

Part 3

11 B 12 C 13 D 14 A 15 B

Part 4

16 E 17 B 18 H 19 F 20 C

Part 5

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

Part 6

27 been 28 me 29 no 30 because
31 which 32 one/some

Writing

Part 1

Question 1

Sample answer

Hi Teri

Nice to hear from you. I'd love to meet you so I can tell you about how I learn English.

Unfortunately I can't see you on Thursday because I have a doctor's appointment – but how about Wednesday? Why don't you come to my house and we can have a snack, too?

If I were you, I wouldn't buy anything yet. I'd ask the teacher first. Perhaps he or she will recommend some books to buy.

I think you are going to learn my language very quickly. It will be fun to speak to you in Portuguese! I'll teach you a Portuguese song!

Hope to see you next week?

Ines

Comment

Ines answers the email clearly, in an appropriately friendly tone (including contracted forms). She covers all the four content points as required. She shows good control of functional language and verb tenses, and her answer is the correct length (112 words).

Part 2

Question 2

Sample answer

Being healthy is important for teenagers and kids because they need lots of energy for studying and for having fun. Before I joined the

school football team, I hardly ever did any exercise apart from walking to school. Now I go to football practice twice a week and I really enjoy training hard on the pitch.

In my opinion, eating healthy food is also a great way to make sure I stay healthy. For example, I eat fresh fruit when I want a snack. To be honest, I feel much healthier now that I've reduced the amount of junk food I eat.

Comment

The article writing task is testing the writer's ability to produce an article in the correct word range (102 words). This is a good example of this task because it answers the two questions in a manner that would engage the target reader.

Question 3

Sample answer

It was my turn to go on stage to perform in the talent competition. As I smiled at the three judges, I secretly felt like running off the stage! Instead, I got out my guitar and began singing the song I'd practised hundreds of times and soon I forgot that anyone was listening to me. Once I'd finished singing, then the longest ten seconds of my life took place while the judges quietly discussed something. Finally, one of the judges asked me who wrote the song. When I told them that it was me who wrote it, they all smiled and began clapping!

Comment

The story narrates a sequence of events that are all related to a performance in a talent competition. The style is engaging and there is a good coverage of past narrative tenses, as well as a wide vocabulary, suited to the topic. This is a great attempt within the required word length (104 words).

Listening

Part 1

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

Part 2

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

Part 3

14 farmer

15 comedy

16 voice

17 university

18 (The) Passenger

19 20th / twentieth July / 20/7 / 7/20

Part 4

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

Test 4

Reading

Part 1

1 A 2 B 3 B 4 C 5 C

Part 2

6 H 7 B 8 F 9 E 10 D

Part 3

11 D 12 B 13 A 14 C 15 C

Part 4

16 F 17 C 18 H 19 D 20 A

Part 5

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

Part 6

27 never/not 28 have 29 where
30 of 31 keep 32 it

Writing

Part 1

Question 1

Sample answer

Hi

Thanks for getting me a ticket for the science festival. I'm really excited about going to it!

Don't worry about picking me up, my dad can drive me to the festival. I'll meet you outside the front entrance at 10 a.m.

I really don't want to watch a film about dinosaurs for the main activity. I'd rather build a robot because I've never done that before.

Thanks very much for reminding me about the money. I can bring my phone to take photos, but maybe you could bring yours too in case I run out of battery during the day.

See you on Saturday,
Reese

Comment

This reply email is organised well into paragraphs and clearly includes the four content points. Reese has written the email in the required word length (107 words).

Part 2

Question 2

Sample answer

My family always looks forward to our village autumn festival, which takes place one weekend every September. Many villages in my country have a similar festival to celebrate a particular food that they

produce, and for us it is the mushroom! The main event of our festival consists of a huge meal cooked in the open air and afterwards a dance. There is also a competition for all the children, where they dress up as famous characters and walk around the streets. What I like most is that it is a festival for all ages, from tiny children to ancient great-grandparents. All the neighbours come out of their houses and have fun together.

Comment

This article is a good example because it answers the three questions. It uses a range of vocabulary and sentence structure with accuracy. The word length (113 words) is acceptable.

Question 3

Sample answer

As my friend and I arrived at school yesterday morning, we saw something incredible! A huge dinosaur was sleeping in the middle of the playground! We couldn't believe our eyes. Although we were very frightened, we decided to quietly approach it. Just as we reached the dinosaur's giant head, it opened its big yellow eyes. We were so terrified we couldn't move! Then the dinosaur opened its mouth and we saw its long sharp teeth shining in the morning sun. We were about to start running when we heard somebody cry 'It's Dinosaur Day today!' We started laughing as we realised that the dinosaur wasn't real!

Comment

This is a good example of a story where the writer has paid close attention to the pronouns (I, we) used in the opening sentence and ensures the story follows the same pattern. The use of adjectives help to describe what the dinosaur looks like to make the story more interesting. It does not exceed the word limit too much (108 words).

Listening

Part 1

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

Part 2

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

Part 3

14 energy
15 health
16 rocket
17 chemistry sets
18 80 / eighty
19 L-O-C-K-H-A-R-T

Part 4

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

Test 5

Reading

Part 1

1 B 2 C 3 A 4 C 5 B

Part 2

6 F 7 A 8 G 9 C 10 E

Part 3

11 C 12 A 13 B 14 D 15 B

Part 4

16 E 17 G 18 C 19 F 20 B

Part 5

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

Part 6

27 for 28 much 29 since 30 one 31 are 32 be

Writing

Part 1

Question 1

Sample answer

Hi Alex

That's really cool that your parents are letting you choose which video game you want to buy as a birthday gift.

You should get a game where you have to keep solving puzzles to reach higher levels. I never get bored of those.

Like you, I only get to play video games after I've finished my homework and only for an hour on school days and for two hours at the weekend.

I'm going camping with my family so I can't come to your place this weekend. How about the following weekend? I'm free in the afternoon.

Bye for now,
Jerry

Comment

The email is clearly structured, and has appropriate opening and closing phrases. All points are covered and the writer makes suggestions and recommendations using topic-related vocabulary and a range of tenses. The task is within the word limit (105 words).

Part 2

Question 2

Sample answer

A lot of people enjoy shopping in their free time, but I'd rather do almost anything other than that! As you can tell, I'm not a huge fan of shopping, but that doesn't mean I never go shopping.

In fact, I go grocery shopping with my grandma nearly every week. It's a great way for us to spend some time together and I can help carry any of her heavy bags. My parents usually buy most things that we need in our local market.

My dad buys things online because there is more choice, but mainly for his hobby. He likes ordering fishing equipment on the internet.

Comment

A good range of vocabulary has been used throughout the text to clearly communicate the writer's views and opinions about the topic of shopping. The word length (108 words) is acceptable.

Question 3

Sample answer

Jasmin was at an exhibition when she noticed something unusual. She was looking at some extremely expensive necklaces that were once worn by queens many centuries ago, when she noticed the man standing beside her. He was carrying a bag that seemed to move. Then a small monkey climbed out of it and the man quickly walked away. Jasmin saw the monkey hide under the display just as her parents insisted they move to another area of the exhibition. That's when a loud alarm went off and Jasmin saw the monkey run right past her with a necklace in each hand!

Comment

This is a good example of a story. There is a good range of tenses and a variety of vocabulary used to describe the events. There are some linking words which help with the flow of the story. It is coherent and with 103 words, it does not exceed the word limit.

Listening

Part 1

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

Part 2

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

Part 3

14 (school) gate

15 drink

16 lambs

17 climbing (wall)

18 4.15 / four fifteen

19 C-A-F-F-E-R-T-Y-S

Part 4

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

Test 6

Reading

Part 1

1 C 2 B 3 C 4 B 5 A

Part 2

6 F 7 C 8 A 9 D 10 G

Part 3

11 B 12 A 13 C 14 B 15 D

Part 4

16 E 17 F 18 C 19 H 20 B

Part 5

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

Part 6

27 an 28 no 29 from 30 every/each

31 spite 32 my

Writing

Part 1

Question 1

Sample answer

Dear Ms Taylor

I think your new club is an excellent idea. Sometimes it's much easier to learn new vocabulary when you are doing something instead of sitting still!

I haven't done much cookery before. I know how to cook rice and make a sandwich, but that's all!

I would suggest cooking some famous dishes from Great Britain or the United States. How about making an English cake? It would be interesting to try eating some new things.

I am allergic to nuts so it's essential for me to avoid them completely. Thank you for asking this important question.

Best wishes,

Bilal

Comment

This is a very good answer. It addresses all the points in the notes, and shows good control of verb forms and a good sense of the audience (appropriate register). It is of the correct length (103 words).

Part 2

Question 2

Sample answer

Music is extremely important to me and my life would be so dull without it. Listening to music is what I enjoy most!

I don't have one favourite type of music because I keep discovering new artists and musical styles. I've got thousands of songs on my iPod, so I enjoy anything from rock music that my parents listened to when they were teenagers to the latest pop bands.

If I could afford to go to live concerts, I would go at every opportunity to hear new musicians perform. Instead, I watch music programmes on TV and I regularly search for new music on the internet.

Comment

The article is well-structured and the writer's opinion and likes/dislikes are explicit. There is a variety of tenses and structures used correctly, including the second conditional. New vocabulary is introduced to avoid repetition and the answer is an appropriate length (107 words).

Question 3

Sample answer

My family and I discovered a cave in the forest and we all decided to go in ... it was a bad decision! The cave was almost completely hidden by plants, but once we pushed them aside we saw that it went deep into the mountain. My dad got out his torch and we followed him into the dark cave. When he shone his light onto the walls, we saw loads of ancient cave drawings. But that's also when we noticed something extremely large sleeping in the corner. As soon as we realised it was a black bear, we ran towards the entrance of the cave and never returned there again.

Comment

This is a good example of a story. It is clearly linked to the opening sentence and the family's adventure in the cave is described in an interesting manner. Also, the writer has used a good range of vocabulary, grammar and expressions throughout the story while not exceeding the word limit too much (112 words).

Listening

Part 1

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

Part 2

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

Part 3

14 flute

15 drama room

16 7-75 / 7.75 / 7.75

17 24th June / June 24th / 24 June / June 24 / 24/6 / 6/24

18 orchestra

19 D-R-I-S-C-O-L-L

Part 4

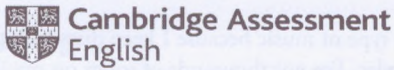
20 A 21 C 22 A 23 B 24 B 25 C

Sample Answer Sheet for Reading



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Page 1 of 2



Candidate Name

Centre Name

Examination Title

Candidate Signature

Candidate Number

Centre Number

Examination Details

Assessment Date

Supervisor: If the candidate is ABSENT or has WITHDRAWN shade here

Preliminary for Schools Reading Candidate Answer Sheet

Instructions

Use a PENCIL (B or HB)

Rub out any answer you want to change with an eraser.

For Parts 1, 2, 3, 4 and 5:

Mark ONE letter for each answer.

For example: If you think A is the right answer to the question, mark your answer sheet like this:



Part 1			
1	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part 2								
6	A	B	C	D	E	F	G	H
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	A	B	C	D	E	F	G	H
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	A	B	C	D	E	F	G	H
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	A	B	C	D	E	F	G	H
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	A	B	C	D	E	F	G	H
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part 3				
11	A	B	C	D
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	A	B	C	D
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	A	B	C	D
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	A	B	C	D
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	A	B	C	D
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part 4								
16	A	B	C	D	E	F	G	H
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17	A	B	C	D	E	F	G	H
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18	A	B	C	D	E	F	G	H
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19	A	B	C	D	E	F	G	H
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20	A	B	C	D	E	F	G	H
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part 5				
21	A	B	C	D
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22	A	B	C	D
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23	A	B	C	D
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24	A	B	C	D
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25	A	B	C	D
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26	A	B	C	D
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Page 1 of 2

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Sample Answer Sheet for Reading



Draft

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Page 2 of 2

For Part 6:

Write your answers clearly in the spaces next to the numbers (27 to 32) like this:

0 ENGLISH

Write your answers in CAPITAL LETTERS.

Part 6		Do not write below here
27		27 1 0 ○ ○
28		28 1 0 ○ ○
29		29 1 0 ○ ○
30		30 1 0 ○ ○
31		31 1 0 ○ ○
32		32 1 0 ○ ○

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Page 2 of 2

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Sample Answer Sheet for Listening

Draft

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Page 1 of 1



**Cambridge Assessment
English**

Candidate Name

Candidate Number

Centre Name

Centre Number

Examination Title

Examination Details

Candidate Signature

Assessment Date

Supervisor: If the candidate is ABSENT or has WITHDRAWN shade here

Preliminary for Schools Listening Candidate Answer Sheet

Instructions

Use a PENCIL (B or HB). Rub out any answer you want to change with an eraser.

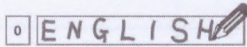
For Parts 1, 2 and 4:

Mark one letter for each answer. For example: If you think A is the right answer to the question, mark your answer sheet like this:



For Part 3:

Write your answers clearly in the spaces next to the numbers (14 to 19) like this:



Write your answers in CAPITAL LETTERS.

Part 1			
1	A <input type="radio"/>	B <input type="radio"/>	C <input type="radio"/>
2	A <input type="radio"/>	B <input type="radio"/>	C <input type="radio"/>
3	A <input type="radio"/>	B <input type="radio"/>	C <input type="radio"/>
4	A <input type="radio"/>	B <input type="radio"/>	C <input type="radio"/>
5	A <input type="radio"/>	B <input type="radio"/>	C <input type="radio"/>
6	A <input type="radio"/>	B <input type="radio"/>	C <input type="radio"/>
7	A <input type="radio"/>	B <input type="radio"/>	C <input type="radio"/>

Part 2			
8	A <input type="radio"/>	B <input type="radio"/>	C <input type="radio"/>
9	A <input type="radio"/>	B <input type="radio"/>	C <input type="radio"/>
10	A <input type="radio"/>	B <input type="radio"/>	C <input type="radio"/>
11	A <input type="radio"/>	B <input type="radio"/>	C <input type="radio"/>
12	A <input type="radio"/>	B <input type="radio"/>	C <input type="radio"/>
13	A <input type="radio"/>	B <input type="radio"/>	C <input type="radio"/>

Part 3		Do not write below here
14	<input type="text"/>	14 1 0 <input type="radio"/> <input type="radio"/>
15	<input type="text"/>	15 1 0 <input type="radio"/> <input type="radio"/>
16	<input type="text"/>	16 1 0 <input type="radio"/> <input type="radio"/>
17	<input type="text"/>	17 1 0 <input type="radio"/> <input type="radio"/>
18	<input type="text"/>	18 1 0 <input type="radio"/> <input type="radio"/>
19	<input type="text"/>	19 1 0 <input type="radio"/> <input type="radio"/>

Part 4			
20	A <input type="radio"/>	B <input type="radio"/>	C <input type="radio"/>
21	A <input type="radio"/>	B <input type="radio"/>	C <input type="radio"/>
22	A <input type="radio"/>	B <input type="radio"/>	C <input type="radio"/>
23	A <input type="radio"/>	B <input type="radio"/>	C <input type="radio"/>
24	A <input type="radio"/>	B <input type="radio"/>	C <input type="radio"/>
25	A <input type="radio"/>	B <input type="radio"/>	C <input type="radio"/>

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Speaking Part 2

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Author

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Candidate A



Candidate A



Candidate B



Candidate B



Candidate A



Candidate A



Candidate B



Candidate B



Candidate A

Candidate B



Candidate A

Candidate B



Candidate B

Candidate A



Candidate B

Candidate A





Candidate C



Candidate C



Candidate C



Candidate C



Training Test 1

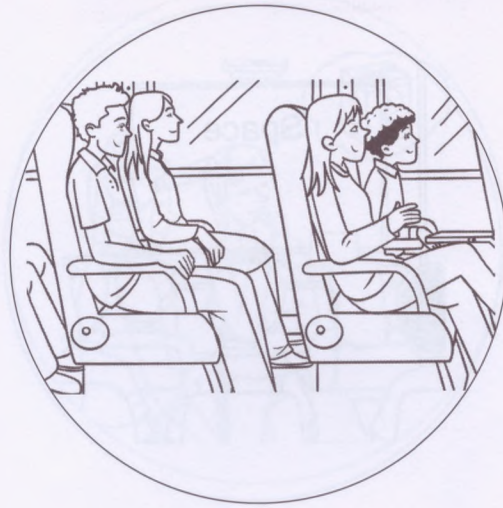
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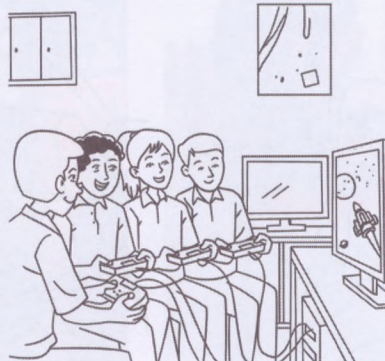
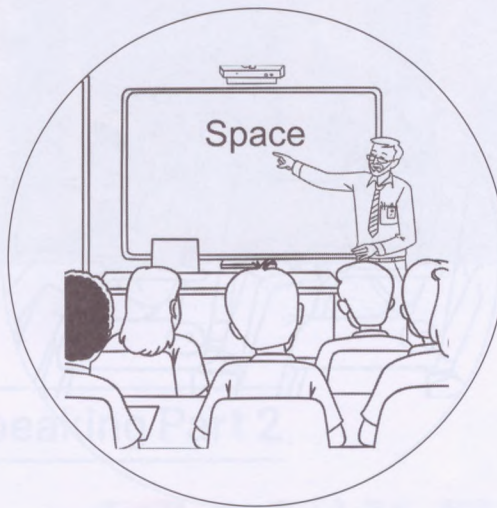
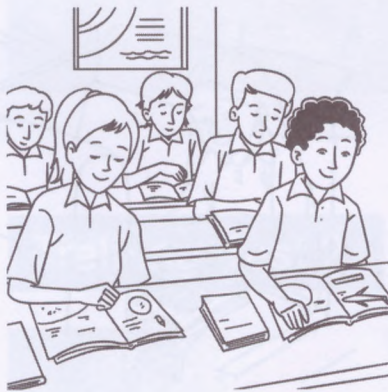
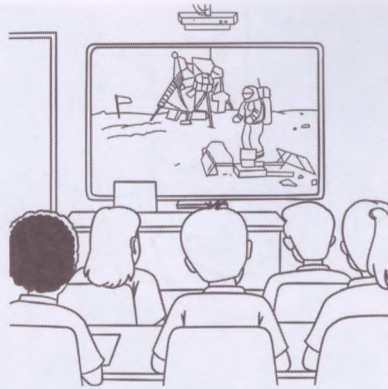


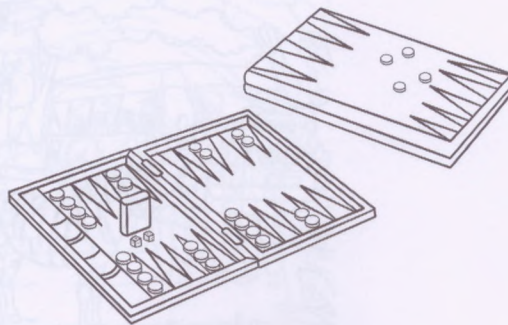
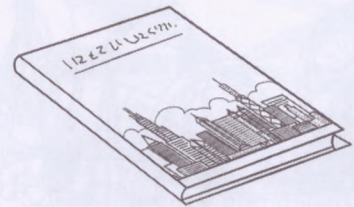
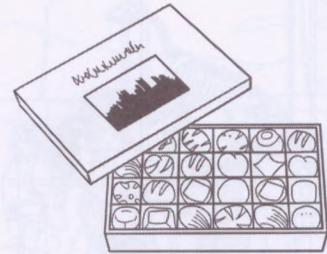
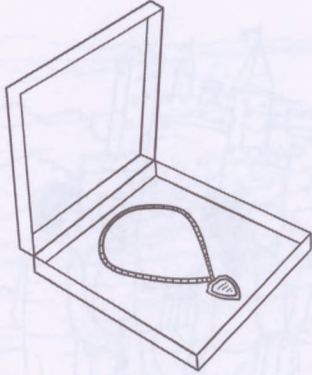
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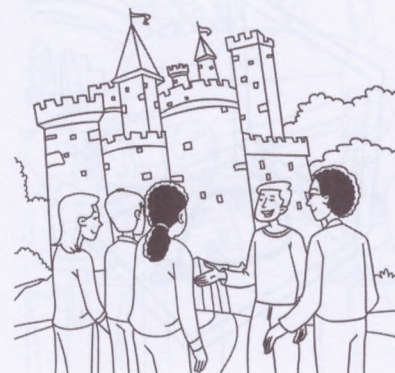
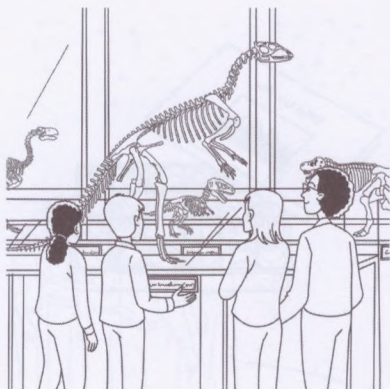
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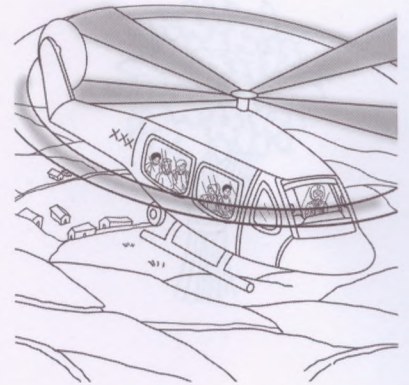
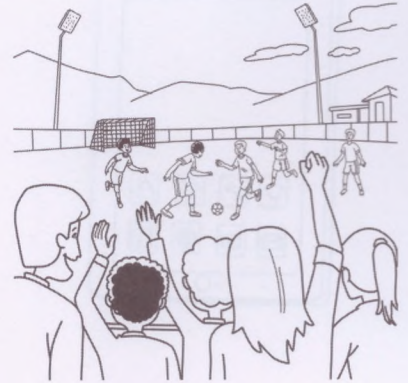
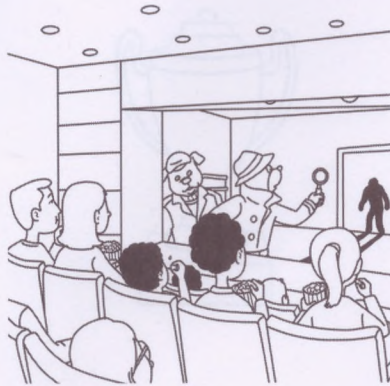


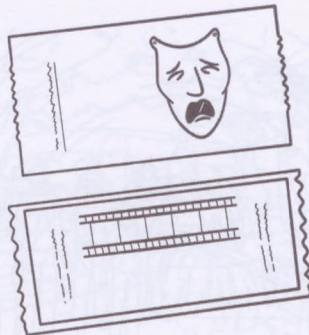
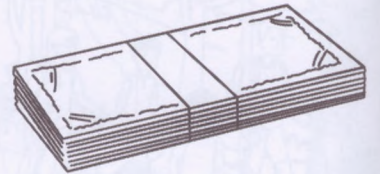
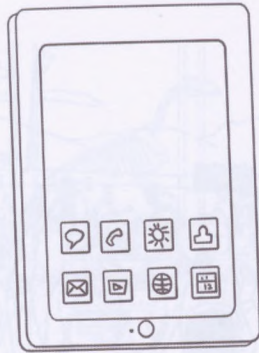












B1 Preliminary

for Schools

Trainer

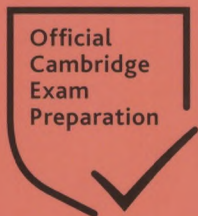
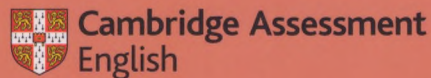
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- ▶ The two guided tests include:
 - 73 *Tips*
 - 14 *Advice* boxes
 - 21 *Remember* boxes
 - Training activities
 - Exam practice.
- ▶ Exam orientation and frequently asked questions.

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140-159	B1 Preliminary for Schools
120-139	A2 Key for Schools

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- ▶ Build confidence in each exam paper by following the step-by-step guidance, tips and strategies in the **Training** and **Exam Practice** exercises in the first two tests.
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