CAMBRIDGE

Official Cambridge Exam Preparation

A2 Key for Schools Trainer

Six Practice Tests with answers and Teacher's Notes

Second edition

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For the revised exam from 2020

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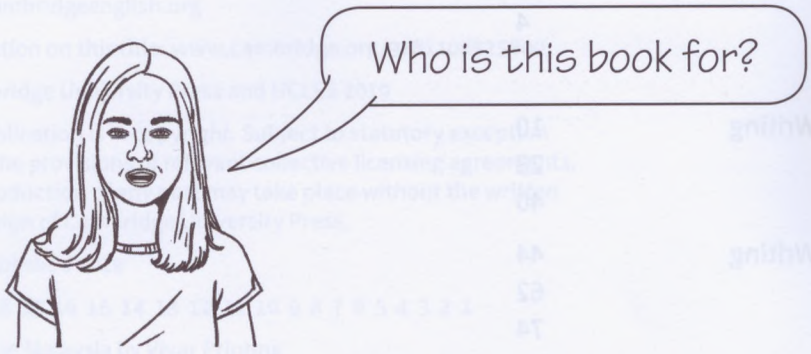
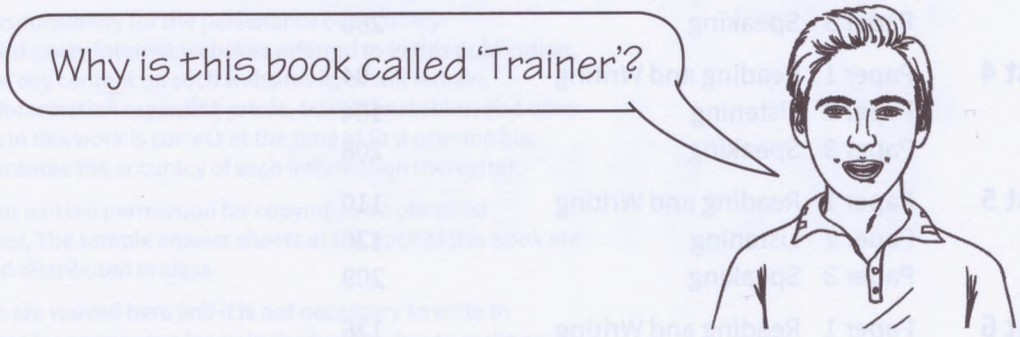
Introduction

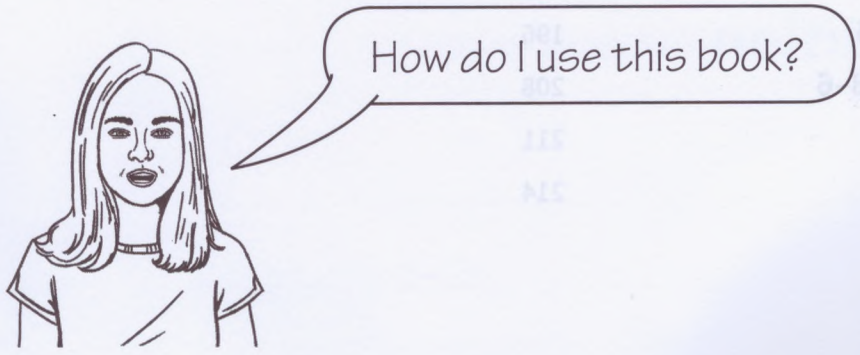


If you are aged between 11 and 15 and want to take ***A2 Key for Schools***, this book is for **YOU**!



This book is called '**Trainer**' because it is full of exercises to help you get better and better at doing each part of ***A2 Key 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 ***A2 Key for Schools***!



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

On Training pages, you will find:

Cambridge Learner Corpus

This shows information about mistakes that some ***A2 Key*** candidates make. If you do these useful exercises, you will learn not to make these mistakes when you do ***A2 Key for Schools***!

These are ideas to help you do well in the exam. For example: *Read the whole text. Try to understand what it says and why it was written.*

Remember

These are quick reminders about grammar points or vocabulary that you should learn. For example: *We use **is** with uncountable nouns, e.g. **air**, **money**.*

On Exam Practice pages, you will find:

- an ***A2 Key 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 complete ***A2 Key for Schools*** **practice tests**.

Tests 3, 4, 5 and 6 are just like real ***A2 Key for Schools*** Reading and Writing, Listening and Speaking papers. Doing these tests will help you even more to prepare for the exam.

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

Paper 2 Listening

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

Other features of the *A2 Key for Schools Trainer*

- **Visual material**
  In the Speaking test, the examiner will give you some written information. The visual material on pages 208–209 will help you practise and become familiar with the type of information you will be given and help you increase your confidence.
- **Teacher's notes and Key**
  You will find all 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 ***A2 Key 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 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 Speaking Training exercises and to hear a demonstration of each part of the Speaking paper.
- **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 *A2 Key for Schools* exam

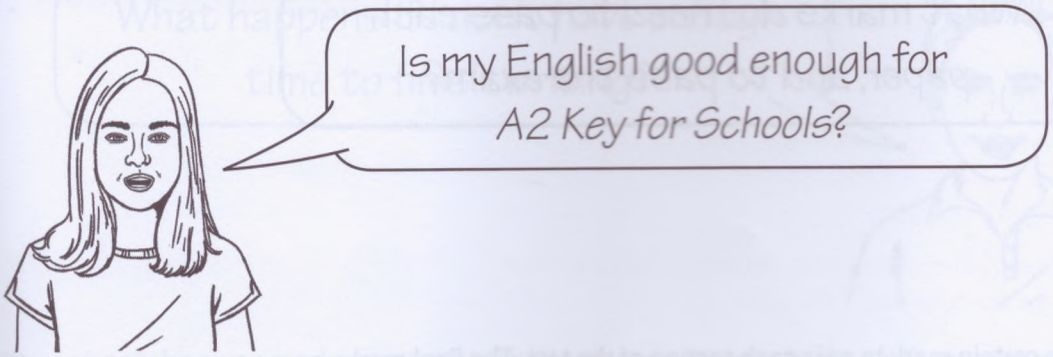
The ***A2 Key for Schools*** exam has three papers:

Reading and Writing: 1 hour
You will need to able to read and understand simple information that you might see on signs or read in brochures, newspaper or magazine articles. You will also have to choose words to fill gaps in a text and complete a text with your own words. You will have to write a short note or email that is a minimum of 25 words and a short story or description about three sequenced pictures of 35 words or more.

Listening: 30 minutes
You will need to be able to listen to and understand people who are talking together or people who are giving information about something. You will have to choose or write answers to questions which are about what these people say. Don't worry! The people talk very clearly and they don't talk fast!

Speaking: 8–10 minutes (13–15 minutes for three candidates)
You will need to be able to listen to and understand what the examiner is saying. You will have to answer some simple questions about yourself. You will also be given some picture to look at and a question to talk about. You will talk about the pictures with another candidate and the examiner. You will then answer some more questions about the topic. You usually take the Speaking test with just one other candidate, but sometimes candidates take the Speaking test in groups of three.

Frequently asked questions

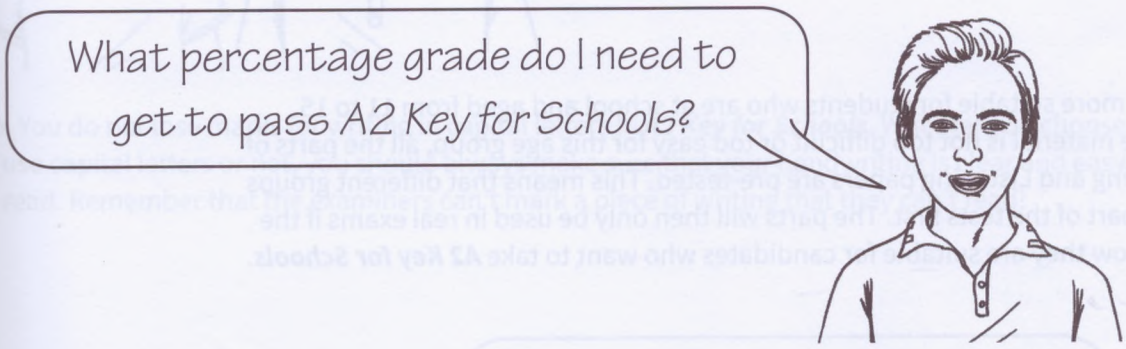


The level of the tests is Council of Europe Level A2. At A2 level, *Key* students can:

- understand simple instructions and questions
- write, talk or ask about simple information, opinions or ideas
- complete forms
- write short, simple letters, messages or emails about personal information.

For more information on 'Can Do' statements go to:
https://www.cambridgeenglish.org/exams-and-tests/cefr

Note that some candidates might be better than others (at speaking or writing, for example), but still get the same final ***A2 Key for Schools*** grade. The A2 'Can Do' statements therefore help teachers to understand what ***A2 Key*** candidates should generally be able to do at this level.



The percentage of marks that candidates need to get for each grade may change from test to test. This is because tests cannot always be exactly the same. Some might be a little more difficult than others. However, the ranges of percentages for each grade of ***A2 Key for Schools*** are:

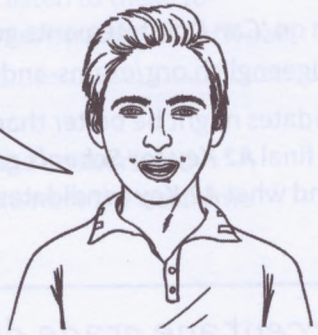
- Pass with Merit 85%, i.e. 85 out of 100 marks
- Pass 70% — 84%
- Narrow Fail 65% — 69%
- Fail 64% and below.

This information is included on your Statement of Results.

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 section of the test. The final mark for ***A2 Key for Schools*** is the total number of marks from all three papers: Reading and Writing, Listening and Speaking. There are an equal number of possible marks for Reading and Writing, Listening and Speaking at ***A2 Key for Schools***.

Is A2 Key for Schools suitable for candidates of any age?

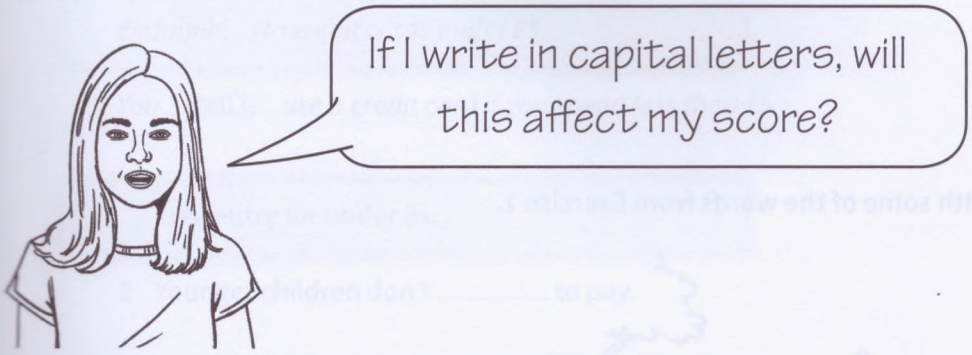


A2 Key for Schools is more suitable for students who are at school and aged from 11 to 15. To make sure that the material is not too difficult or too easy for this age group, all the parts of the Reading and Writing and Listening papers are pre-tested. This means that different groups of students try each part of the tests first. The parts will then only be used in real exams if the results of the tests show they are suitable for candidates who want to take ***A2 Key for Schools***.

Can I use pens and pencils?

In ***A2 Key*** and ***A2 Key for Schools***, candidates must use **pencil** in all papers.

You can only be given marks for what you write on your answer sheets, so if you cannot complete this, you will lose marks. Watch the clock, plan your time carefully and do not waste time by writing answers on other pieces of paper first. If you want to change an answer, just rub it out, write your correct answer then quickly move to the next question.



No. You do not lose marks for writing in capital letters in ***A2 Key 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!

Reading and Writing Part 1

In this part, you:

- **read** six notices, emails or messages
- **answer** a multiple-choice question about each text

VOCABULARY: FOCUS ON MEANING

1 Look at the pairs of words and phrases. Write *S* for those with similar meanings and *D* for those with different meanings.

Example: *entrance / door* ...S...

1 on foot / walk .....
2 picnic / fast food .....
3 on time / late .....
4 pupils / students .....
5 instead / as well .....
6 by car / drive .....
7 lend / borrow .....
8 forest / wood .....

TIP

Part 1 uses different ways to say the same thing. A word or phrase in the notice, email or message might have the same meaning as a different word or phrase in the question.

2 Now complete the sentences with some of the words from Exercise 1.

Example: *We got lost in the* ...forest... *. There are so many trees!*

1 Summer ..... . 3 p.m. in Arnos Park. Bring your own food!
2 Hi Jack, I can't come on Monday. Can we meet on Tuesday .....?
3 Bus leaves at 8 a.m. Please be ..... .
4 Students who ..... to school must change their shoes.
5 Pupils who need to ..... a hockey stick should come to the gym at 1:15.

3 **Who CANNOT do each activity? Use two words from the box for each notice.**

children	teenagers	adults

TIP

Words about age, like *adult*, *child* and *teenager*, are often tested in Part 1.

Example: *This film is for adults only.* ..children.. *and* ..teenagers..

1 Play area for under 8s only. ..... and .....

2 Art competition for 13–19 year-olds. ..... and .....

3 Holidays for 20–35 year-olds. ..... and .....

4 Kids' bike race. No-one over 12 please! ..... and .....

GRAMMAR: MODAL VERBS

4 **Read the notices. Complete the sentences with words from the box.**

~~can't~~	can	must	need	should	will

TIP

Questions about notices often use words such as *can*, *will*, *must*, *might* and *should*. Make sure you know what they mean.

Example: *No credit cards under £5.*

You ..can't.. *use a credit card if you spend less than £5.*

Free entry for under 8s.

1 Younger children don't ..... to pay.

No talking in the library!

2 You ..... be quiet in the library.

German spoken here.

3 Staff ..... speak German.

Please give your seat to those who need it.

4 You ..... offer your seat to others.

Discounts for members.

5 Members ..... pay less.

Exam Practice Test 1 Reading and Writing Part 1

Questions 1–6

For each question, choose the correct answer.

1

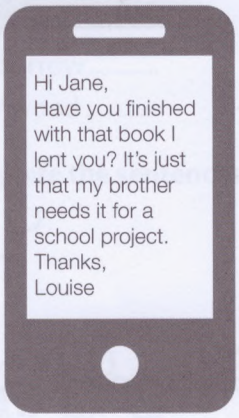
> Please note:
> this afternoon's football class will be tomorrow instead, as Mr Hall is away today.

A There is no football class today.

B Mr Hall can't come to the football class tomorrow.

C You can choose to go to the football class today or tomorrow.

2



A Louise is offering to lend Jane a book.

B Louise wants her book back from Jane.

C Louise's brother has borrowed a book from Jane.

3

A You can buy food somewhere else in the park.

B Please don't eat while you are playing sport here.

C This is a place for eating and you can't play football here.

Advice

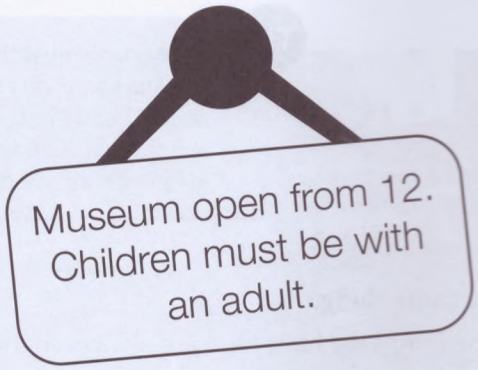
1 *If something is happening* ***this afternoon****, is it happening today or tomorrow?*

2 *Why do you think Jane says* ***Have you finished with that book?***

3 *What can't you do here?*

5 *If you* ***come on foot****, how do you travel?*

4



A Adults can take children to the museum in the morning.

B Adults with children over 12 will enjoy the museum.

C Children can visit the museum if they are with an adult.

5

From:	Mrs Monmouth, Head Teacher
To:	All Pupils and Parents

Hello,

This week, please don't use the car to get to school. Coming on foot is healthy and doesn't take much time.

Thanks,
Mrs Monmouth

Why has Mrs Monmouth written this message?

A to ask pupils to walk to school

B to tell pupils to get to school on time

C to explain about a health problem at school

6

A Pedro's Pizza Bar isn't open at weekends.

B The third time you visit, you get a free pizza.

C Three pizzas cost the same as two.

Reading and Writing Part 2

In this part, you:

- **read** three texts on a similar topic
- **match** sentences to the texts

TIP

The text and question about it will give the same idea in different words. Read the whole sentence and text carefully to see if the meaning is the same or different.

VOCABULARY: FOCUS ON MEANING

1 Match each sentence 1–5 with another way of saying the same thing.

Example: Town is always busy at the weekend. — *Lots of people go shopping on Saturdays and Sundays.*

1 Learn about the world.
2 You can come as often as you want.
3 You can see something different every time.
4 You can see what the staff had to wear.
5 You will need to have a guide.

The things we have here are always changing.
Someone will have to show you around.
You will be able to look at the clothes worn by the workers.
Find out about different places.
Visit us when you have time.

2 Read the sentence and tick (✓) the sentence which has a similar meaning.

Example: The museum is open every day except Sunday.

A The museum is closed on Sundays. ☑
B The museum will open on Sunday. ☐

1 A family ticket is for two adults and up to three children.
A Adults and children have to buy a ticket. ☐
B Five people can go in on the same ticket. ☐

2 The café serves teas, coffees, cakes and biscuits.
A You can have a drink and snack at the café. ☐
B You can have a meal at the café. ☐

3 The best time to visit is the summer.
A You should come when it's warmer. ☐
B It's really nice in the winter months. ☐

A2 Key candidates often make mistakes with modals such as *can*, *should* and *have to*.

GRAMMAR: *THERE IS* AND *THERE ARE*

3 Cross out the wrong word in each sentence.

Remember

We use *is* with uncountable nouns, e.g. *air*, *money*.

Example: *There* ***is*** / ~~***are***~~ *a sofa in the living room.*

1 There *is* / *are* too many people in our city.
2 There *is* / *are* a lot of advice on the website.
3 There *is* / *are* some letters for you.
4 There *is* / *are* no water in the swimming pool.
5 There *is* / *are* snakes in the grass.

Exam Practice Test 1 Reading and Writing Part 2

Questions 7–13

For each question, choose the correct answer.

		Eureka!	Museum of Museums	Cinema Museum
7	Which museum has an exhibition of clothes?	A	B	C
8	Which museum is full of things which visitors can touch?	A	B	C
9	Which museum is a good place to learn about how people travelled in the past?	A	B	C
10	Which museum can you visit again for free after you pay once?	A	B	C
11	Which museum do you need to contact before you visit?	A	B	C
12	Which museum shows things that were borrowed from other places?	A	B	C
13	Which museum has some furniture which wasn't needed any more?	A	B	C

Advice

8 *How else can you say* **touch**?

9 *Think of some things that people can travel in.*

10 *Can you think of other ways to say* **for free**?

12 *Which other word has a similar meaning to* **borrow**?

Three museums

Eureka!

Eureka! is a complete hands-on experience, which means that visitors can actually pick up any object in the museum. It's a great way for young visitors to learn about the world, the body, how things work and move. And when you buy an entry ticket, it allows you to come back as many times as you want for a whole year for no extra cost. As Eureka! is right next to Halifax train station, it's very easy to get to from all over the country.

Museum of Museums

Every time you visit the Museum of Museums, you'll be able to see something different. And that's because the things you see there are actually lent by other museums around the country. The museum always has lots of different vehicles, from ice-cream vans and old motorbikes to the different kinds of public transport people used to get to work many years ago. You can find out about all this and lots more.

Cinema Museum

Ronald Grant, who opened the Cinema Museum in the 1960s, travelled round the country and bought things from cinemas which were closing down. This included old film posters and wooden cinema seating. At the museum, you can now see these and much more, including the uniforms that cinema staff once had to wear.

Please let us know by phone or email if you'd like to come. We'll be happy to see you, but we need to arrange a guide, as it's only possible to visit the museum on an organised tour.

Reading and Writing Part 3

In this part, you:

- **read** a text
- **answer** five multiple-choice questions

VOCABULARY: FOCUS ON MEANING

1 Read the text and choose the best title.

TIP

For some questions you need to understand the main, or most important, idea. Read the text from start to finish. Think about what information is very important and which is less important.

We are looking for students to join the school band. You don't need to know how to play an instrument yet. We will teach you! Choose from the guitar, drums or keyboard. You don't need to buy your own instrument, as the school will lend you one. You can even take it home to practise. All we need is your time – one hour a week for a music lesson on Monday or Tuesday, and two hours on Thursday evening for band practice. So, come along and have some fun!

A Types of music B Free music lessons C Join the band!

2 Now choose the correct answer about the text in Exercise 1.

1 The school band is looking for
   - A students who can play an instrument.
   - B students who want to join the band.
   - C students who have their own instrument.

2 Band practice
   - A is on Thursday.
   - B is on Monday or Tuesday.
   - C lasts one hour.

TIP

In the exam underline the words to help you choose the correct answer.

Which words helped you to choose your answers? Underline them.

GRAMMAR: *IN*, *SINCE*, *FOR* AND *AGO*

3 Complete the sentences with *in*, *since*, *for* or *ago*.

Example: *I've known Marcus* ..for.. *a long time.*

1 We first met ..... 2010.
2 I visited Australia five years ..... .
3 My parents have lived here ..... the early 2000s.
4 I spoke to my teacher a few minutes ..... .
5 I love going to the beach ..... the summer.
6 We study English ..... an hour each day.
7 It's a few years ..... I last saw him.

Questions 14–18

For each question, choose the correct answer.

Will's blog

One day my dad said, 'Why don't we have a street party?' This means that the street is closed so cars can't use it, and people put tables and chairs out in the street, then have a party! Dad said there was one in 1977 and he still remembers it well. Everyone loved it! I couldn't believe that since 1977 they never had another one. If it was so good, why not do it again?

We started to organise it, together with some other people. I helped to make the web page, so everyone on the street knew about the party and could post their old photos from the party in 1977. There were some pictures of my dad when he was a kid, together with his friends, who have moved away from the street now. It was interesting to see that the buildings on the street haven't changed at all!

My mum was a bit worried about the party. 'But a lot of people on the street don't really know each other', she said. 'What if they don't have anything to talk about?' I just said, 'Relax, Mum. It'll be great.'

So, what was the party like? It was fantastic! My friends and I really liked speaking to an old lady called Louisa. She's 89 and was telling us about when she and her friends were our age. So now I always chat to her when I see her on the street. I didn't know who she was before, so I'm glad we had the party.

14 Why was Will surprised?

- A His father wanted to have a street party.
- B There hasn't been a street party for a long time.
- C Many people remembered the last street party.

15 What did the photos from 1977 show?

- A The street still looks the same now.
- B There are more children living in the street now.
- C The same people still live on the street now.

16 Why was Will's mother worried?

- A She thought that the party was too expensive.
- B She thought that people might not come to the party.
- C She thought that the guests might not talk to each other.

17 Will and his friends enjoyed

- A hearing Louisa's stories.
- B meeting Louisa's friends.
- C telling Louisa about their lives.

18 What is the best title for the article?

- A Why I love street parties
- B The street party we had
- C How to have a street party

Advice

14 *What does Will say he* ***couldn't believe****?*

16 *What did Will's mother actually say?*

18 *Which information (A, B or C) is in every paragraph?*

Reading and Writing Part 4

In this part, you:

- **read** a text with six gaps
- **choose** answers from A, B or C for each gap

GRAMMAR: PRESENT SIMPLE

1 Cross out the wrong word in each sentence.

Example: Camels ***live*** */* ~~***lives***~~ *in the desert.*

1 Sea water *is / are* full of salt.
2 Elephants *don't / doesn't* eat meat.
3 That man *come / comes* from London.
4 It *isn't / aren't* very far to my school.
5 Cities *has / have* better transport than villages.
6 Grass *grow / grows* faster in summer.
7 My country *don't / doesn't* have many lakes.

VOCABULARY: FOCUS ON MEANING

2 Choose the best word for each space.

Example: I haven't been to the new ..A.. *centre.*

A shopping B shop C buying

1 Lily has her ..... bicycle.
A even B one C own

2 The park is ..... for the winter.
A closed B finished C ended

3 Dinosaurs ..... all over the world.
A spent B lived C took

4 The driver told everyone to get ..... the bus when we arrived.
A off B up C down

5 The ..... was quite difficult.
A instructions B mark C test

TIP

The words you have to choose from will be quite similar, e.g. size, area or space. They will also all be nouns, adverbs, prepositions, verbs, etc. Read the sentence carefully with each word in the gap before you choose one.

3 Read the text. Cross out the wrong words in each sentence.

1 The text is *fact / a story*.
2 It comes from *an advertisement / a book*.
3 It is in the *present simple / past simple* tense.

TIP

Read the whole text. Try to understand what it says and why it was written.

Bees are flying insects. There are around 20,000 different types of bees in the world. Most bees live in large groups, but some live alone. They use flowers to make honey, which is also their food. There are many worker bees, but only one queen bee in every large group. All the other bees have to look after her. Most bees live between 40 days and 5 months, but queen bees live for about 3 years.

4 **Now find words with these meanings in the text in Exercise 3.**

Example: *kinds* ..types..

1 big .....
2 without other (bees) .....
3 a lot of .....
4 care for .....

Exam Practice Test 1 Reading and Writing Part 4

Questions 19–24

For each question, choose the correct answer.

Red pandas

Red pandas live in Nepal, Northern Myanmar, India and Bhutan, as **(19)** ..... as in China. They **(20)** ..... a lot of their time in trees and are very **(21)** ..... at climbing. They are more active during the night than the day, and they usually **(22)** ..... for food in the evening and early in the morning. Their favourite food is bamboo. In fact, a female red panda can eat 20,000 bamboo leaves in a day! But they also eat fruit, grass, eggs, insects and **(23)** ..... small birds and animals. Scientists believe that the number of red pandas in the world is **(24)** ..... because the forests where they live are getting smaller. But much is being done in countries around the world to help this amazing animal.

19	A soon	B much	C well
20	A spend	B live	C take
21	A nice	B great	C good
22	A look	B see	C find
23	A even	B quite	C still
24	A little	B low	C short

Advice

20 *What verb can you use with* ***time****: to* ..... ***time****?*

21 *If you can do something well (e.g. cooking), you can say that you are* ..... ***at cooking****.*

22 *Which verb goes before* ***for****: look, see or find?*

Reading and Writing Part 5

In this part, you:

- **read** one or two emails
- **write** six missing words

VOCABULARY: FOCUS ON MEANING

1 Match the parts of the phrases.

Example: Thank you for ~~help you?~~

1	That was very	the weather like?
2	I'm sorry	to see you.
3	What's	pleased for you.
4	I can't wait	kind of you.
5	Can I	I'm late.
6	I'm very	soon.
7	See you	*your help.*

TIP

In Part 5, the missing word is sometimes part of a phrase, such as *What's the weather like?*, so try and learn fixed phrases.

A2 Key candidates often make mistakes with words like ***on***, ***at*** and ***in*** when they are writing about times, days and dates.

GRAMMAR: PREPOSITIONS

2 Correct the mistakes. Write the correct preposition.

Example: Jeff Kinney was born ~~*in*~~ *19th February 1971.* ...on...

1 Kinney is <u>of</u> Maryland, USA. .....

2 His book *Diary of a Wimpy Kid* is read <u>for</u> 70,000 children every day. .....

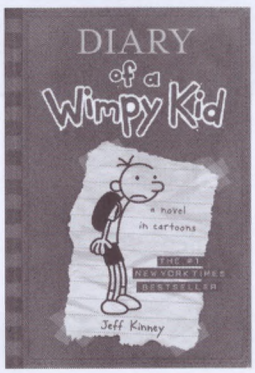
3 In college, he wrote <u>about</u> the school newspaper. .....

4 Kinney moved <u>at</u> Massachusetts in 1997. .....

5 He enjoys spending time <u>among</u> his two children. .....

TIP

Prepositions are often tested in Part 5. Learn which words they go with.



GRAMMAR: ADVERBS

3 Complete the sentences with words from the box.

yet	even	before	soon	quite	~~well~~	just

Example: Sandesh can play the guitar as ...well... *as the piano.*

1 Haven't you done your homework .....? It's for tomorrow!

2 I've never eaten Mexican food ..... . It's really nice.

3 I've ..... spoken to the teacher. She says we can have more time.

4 The film was ..... funny, wasn't it?

5 I ate everything – ..... the vegetables!

6 We need to leave ..... or we will be late.

TIP

Adverbs are also often tested in Part 5. Make sure you know what each one means and how it is used.

Questions 25–30

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

Example: 0 MUCH

From: Giles

To: Aunt Nel

Dear Aunt Nel,

Thank you very **(0)** ..... for the book you sent me. It was very kind **(25)** ..... you. Actually, *History of Space Travel* sounds like **(26)** ..... brilliant title. I'm really interested **(27)** ..... that kind of thing – exploring space and learning about the moon. I'll start it after I finish the one I'm reading now, **(28)** ..... is about how cars are made.

The holidays are nearly finished now. I go back **(29)** ..... school next week. Then I've only got two more years of school, so I need to decide **(30)** ..... to do next!

Thanks again for the present.

Best wishes,
Giles

Advice

27 *What word is often used after interested?*

29 *Where will Giles go next week?*

Reading and Writing Part 6

In this part, you:

- **read** an email or some bullet points
- **write** an email

VOCABULARY: FOCUS ON MEANING

1 Read the questions and answers. Decide if each answer is correct for that question. If the answer is right, put a tick (✓). If it is wrong, put a cross (✗).

Example:	*Which film would you like to see?*	*I went to see 'Silver Moon'.*	✗
1	Which day are we going to play tennis?	We're playing tennis on Thursday.	☐
2	Where did you go on holiday?	We're flying to Paris.	☐
3	Who do you think will be there?	Most of our class are going.	☐
4	Why did you like the film?	It was very exciting.	☐
5	What time does the class start?	It began at 10 o'clock.	☐
6	What do you usually do at the weekend?	I went shopping.	☐
7	When do you want me to meet you?	I think I'll be finished by 4 o'clock.	☐
8	How are we going to get there?	We'll go by bus.	☐

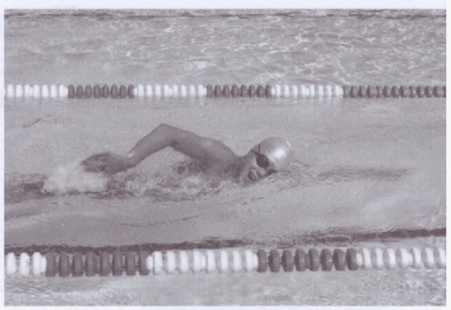
2 Look at this example of a Part 6 task. Underline the three pieces of information that you will need to write in the answer.

From:	Jake
To:	Mattie

Hi Mattie,

A new swimming pool has opened five minutes' walk from the school. Let's go sometime next week. Which day is best for you? The pool is open from 10 a.m. to 10 p.m. What time of day shall we go? Do you want to ask any of the other students to come with us?

Bye,
Jake



3 Read the three short messages. Match each message with one of Jake's questions from Exercise 2.

1
Hi Mattie,
I think Claudia and Petra would like to go swimming with us.

2
Hi!
We could go after the class, so we have more time.

3
Dear Mattie,
I'm not doing anything on Wednesday next week.

1 .....

2 .....

3 .....

GRAMMAR: *-ING* FORMS

4 **Write the *-ing* form of the verb in brackets. Use *Remember* to help you.**

Example: *My sister loves (shop) for new clothes.* shopping

1 Are you (go) to the beach at the weekend? .....

2 That man is (run) for the bus! .....

3 My brothers are (study) at university. .....

4 My uncle is (drive) me to the airport. .....

5 My mum is (buy) some bread. .....

6 I'm (get) up early tomorrow. .....

7 Sami often goes (ice-skate) in winter. .....

Remember

Verbs ending in a vowel or *-y* don't change, e.g. *play → playing, try → trying*. You simply add *-ing*.

For verbs that end in *-e*, take off the *-e* before *-ing*, e.g. *dance → dancing, write → writing*.

Double the final consonant when a one-syllable verb ends in consonant + vowel + consonant, e.g. *stop → stopping, swim → swimming*.

Exam Practice Test 1

Reading and Writing Part 6

Question 31

Read this email from your English friend, Francis.

From:	Francis
To:	
Subject:	This weekend

Hi,

It's great that you're free to meet me this weekend. I have a few questions. Where is the best place in your town to meet? What would you like to do? And shall I bring anything?

Write soon!
Francis

Advice

How many questions does Francis ask?

Make sure you answer them all!

Remember to say something friendly to Francis at the start or the end of your email.

Write an email to Francis and answer his questions.

Write **25 words** or more.

Write the email on your answer sheet.

Reading and Writing Part 7

In this part, you:

- **look** at three pictures
- **write** a short story

VOCABULARY: FOCUS ON MEANING

1 Write the words in the correct column.

~~boat~~ by sea car park flight garage landing motorway pilot platform railway roundabout sail ship station take off train tram

Rail	Water	Car	Air
	boat		

GRAMMAR: PAST TENSES

2 Find nine other past tense verbs in the wordsearch. Then write the present tense form of the words.

C	W	F	A	T	T	O	O	K	B	I	U	A
A	T	E	M	O	C	M	L	O	R	E	T	A
U	N	E	E	J	A	P	O	D	I	D	Y	L
G	K	P	W	P	M	A	R	H	G	F	W	E
H	B	R	O	K	E	B	E	L	O	L	P	F
T	E	R	N	I	O	G	S	E	T	P	U	T

Example: broke – break

.....

.....

.....

.....

.....

.....

.....

3 Now complete the sentences with some of the words from Exercise 2.

Example: Betty broke *the window.*

1 The children ..... sandwiches and apples.
2 The boy ..... the race.
3 Terrie ..... a photograph of his brother.
4 The younger boy ..... the ball.
5 The girl ..... her bag on the chair.
6 Kim ..... really well in his exam.
7 Susan ..... a new dress yesterday.

A2 Key candidates often make mistakes with past, present and future in their answers. Remember to read the question carefully and to use the correct tense.

FUNCTIONAL LANGUAGE: DESCRIPTION

4 Look at the pictures. Think of your own answers to the questions.

TIP

Look at the pictures and think of the words you will need. Think of the past tense forms of the verbs.

Where were the people?
What was the boy's name?
Who were the man and woman?

What were they doing?
What did the boy do on the train?
How did the boy feel?

5 Read what Elena and Carlos wrote about the pictures in Exercise 4. Which answer is better? Why?

Elena

Thursday afternoon Pablo went by train. Pablo was very happy. His parents came to station say goodbye to Pablo. He ate sandwich and apple. He drank water. He read a book about dinosaurs.

Carlos

A boy went on a train. He went to some place. A man and woman say goodbye to boy. Boy ate food. He drank something.

Exam Practice Test 1

Reading and Writing Part 7

Question 32

Look at the three pictures.
Write the story shown in the pictures.
Write **35 words** or more.

Advice

You should use past tenses to tell your story.

Write the story on your answer sheet.

Listening Part 1

In this part, you:

- **read** five questions and **look at** three possible picture answers
- **listen** to five short conversations and **choose** the right answer (A, B or C) for each

VOCABULARY: DESCRIBING PEOPLE

1 **Who do these words describe? Write *T* (Tom), *A* (Axel) or *N* (Niko).**

Example: *tall* ...T...

1	blonde	8	coat .....
2	short	9	dark hair .....
3	beard	10	long hair .....
4	T-shirt	11	shorts .....
5	fat	12	trousers .....
6	short hair	13	jeans .....
7	slim	14	shirt .....

Tom

Axel

Niko

2 **Who is the woman describing? Listen and choose the correct answer in Exercise 1.**

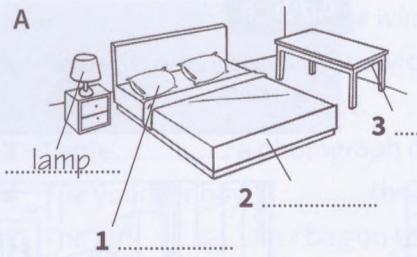
01

VOCABULARY: PARTS OF THE HOME

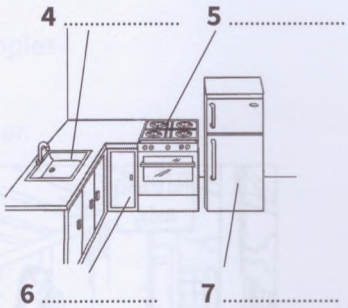
3 **Label the pictures with words from the box.**

armchair cooker television sink sofa bookcase ~~lamp~~ pillow bed fridge cupboard desk

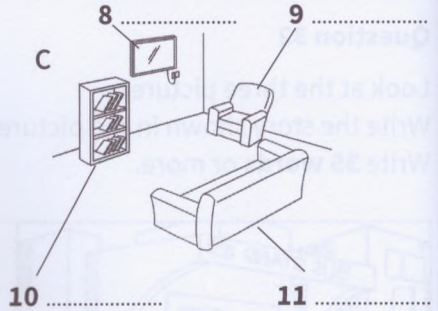
A



B



C



4 **Look at the pictures in Exercise 3. If the sentence is right, put a tick (✓). If it is wrong, put a cross (✗).**

Example: *The lamp is on the table next to the bed.* ✓

1 The pillow is under the bed. ☐
2 The bookcase is between the armchair and the sofa. ☐
3 The desk is against the wall. ☐
4 The fridge is next to the cooker. ☐
5 The lamp is in the living room. ☐
6 There is a cupboard under the sink. ☐

GRAMMAR: FUTURE FORMS

5 **Listen to the sentences and decide if they are about the present or the future. Write *P* (present) or *F* (future).**

02

Example: P

1 ..... 3 ..... 5 ..... 7 .....
2 ..... 4 ..... 6 ..... 8 .....

6 **When are they going to play tennis? Listen and choose the correct answer.**

03

A

B

C

VOCABULARY: SUGGESTIONS

TIP When you hear a speaker making a suggestion, listen carefully to how the other speaker replies. Do they agree or not?

7 **Match each suggestion with two possible replies.**

Example: *Let's go to the park.*

1 What about having a chocolate cake?
2 Shall we go by train?
3 We could ask Paula to help.

No, let's drive. .....
I would prefer coffee. .....
Yes, that sounds delicious. .....
Good idea. She's really clever. .....
Yes, and let's take a ball. .....
She's very busy at the moment. .....
It's just started to rain. D
Fine. It's only a 5-minute walk to the station. A

8 **Is each reply in Exercise 7 used to agree or disagree with the suggestion? Write *A* (agree) or *D* (disagree) next to each reply.**

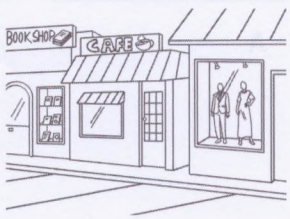
9 **Where do they agree to have coffee? Listen and choose the correct answer.**

04

A

B

C



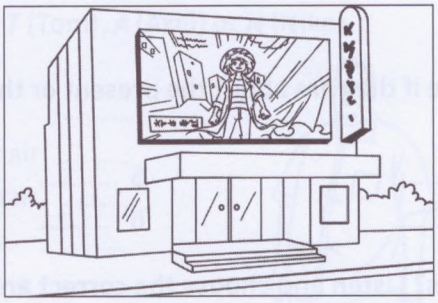
Exam Practice Test 1 Listening Part 1

05 **Questions 1–5**

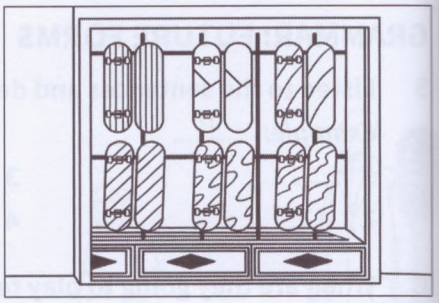
For each question, choose the correct answer.

1 Where's the girl going this afternoon?

A

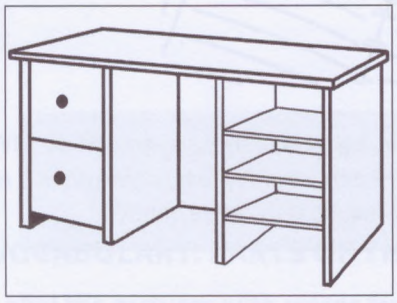


B

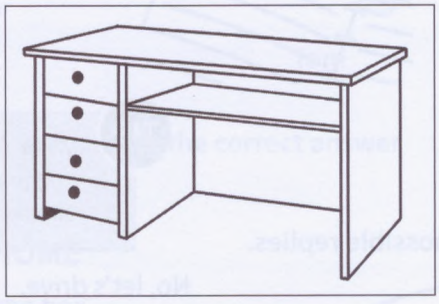


C

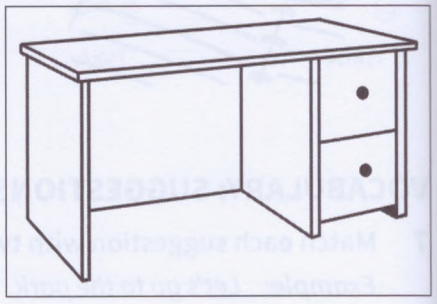
2 Which is the boy's new desk?



A



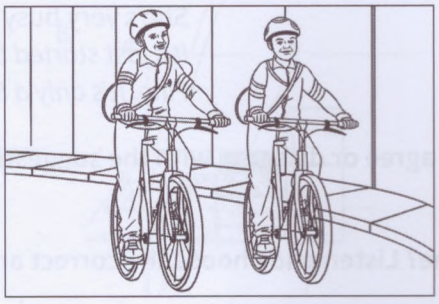
B



C

3 How will they get to their tennis class?

A



B

C

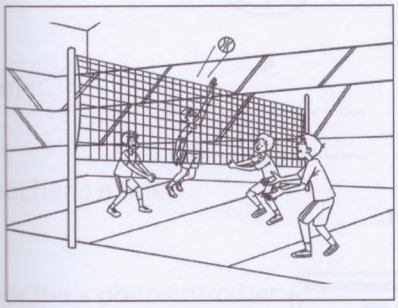
4 Which woman is Laura's new English teacher?

A

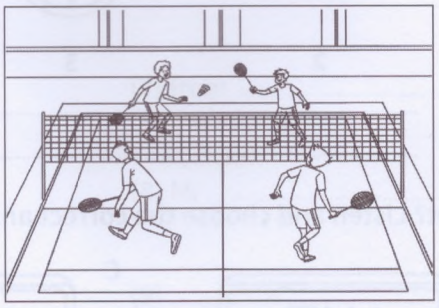
B

C

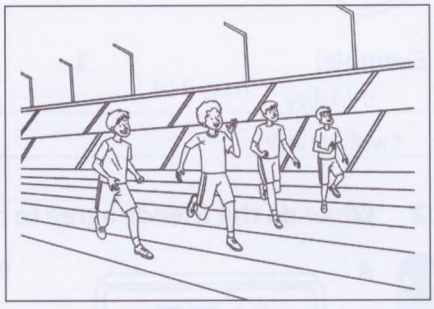
5 What might Harry do if it rains on Saturday?



A



B



C

Advice

1 *Read the question carefully! It's asking about the girl (not the boy or his mum).*

3 *Listen until the end of the conversation before you choose the answer. Here the answer comes when you hear* ***Good idea.***

Training Test 1 Listening Part 2

In this part, you:

- **listen** to one speaker giving information
- **write** words in five gaps in some notes

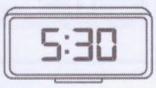
VOCABULARY: TIME

1 Match the clocks with two times from the box.

one forty-five	~~midday~~	twenty past three	
~~twelve noon~~	half six	quarter to two	five thirty
half past five	six thirty	three twenty	

Remember

There are different ways of saying times. Make sure you know what they are.



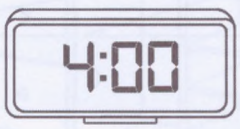
Example: 1 2 3 4

midday .....

twelve noon .....

2 When do the friends agree to meet? Listen and choose the correct answer.

06

A 

B

C

3 Look at the notes in Exercise 4 and answer the questions.

1 What will the recording be about? .....

2 You need to write two different times. What are they? .....

3 Can you think of other words for *start* and *finish*? .....

4 Which answer do you think will give the spelling? .....

5 What are two words that might go in gap 4? .....

TIP

Read the notes carefully before you listen. Look at the words before and after the gaps. What kind of information will you write in each one?

4 Listen and complete the notes.

07

End-of-term dinner

Date:	28th March
Start time:	(1) .....
Finish time:	(2) .....
Place:	(3) ..... restaurant
Menu:	Fish, chicken or vegetable (4) .....
Phone number:	(5) .....

Exam Practice Test 1 Listening Part 2

Questions 6–10

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

You will hear a teacher talking to a class about a new music club.

New music club

Start date:	15th September
Day club will meet:	(6) .....
Time:	(7) from ..... to 5 p.m.
Teacher's name:	(8) Mr .....
Teacher's phone number:	(9) .....
Place:	(10) .....

Advice

6 *You hear* ***Wednesdays*** *and* ***Thursdays****, but which day is the Music Club?*

7 *What are other ways you can say* ***the club is from ... to 5 p.m.****?*

8 *When you see* ***name****, you should listen carefully, as this often means you have to spell the word.*

9 *In phone numbers,* ***double*** *means you have to write the number twice.*

In this part, you:

- **read** five questions
- **listen** to a conversation and **choose** the correct answer (A, B or C)

VOCABULARY: FAMILY MEMBERS

1 Complete the sentences with the correct family member.

Example: My mother's brother is my uncle.

1 My aunt's children are my .....
2 I'm a girl. I'm my parents' .....
3 My father's mother is my .....
4 My parents' son is my .....
5 The man my sister is married to is her .....

2 Who is the girl talking about? Listen and choose the correct answer.

09

A Her father B Her grandfather C Her uncle

VOCABULARY: OPPOSITES

3 Complete the sentences with words from the box.

sick	good	~~hard~~	slow	soft	old

Example: A: The test wasn't very easy, was it?
B: No, it was quite hard.

1 **A:** How is Martina? Is she well?
B: No, she's been ..... for a few days.
2 **A:** Is that a new bicycle?
B: Yes, I gave my ..... one to my brother.
3 The internet is really fast here. It's so ..... at my house.
4 **A:** The weather is so bad today.
B: Yes, it's not very ....., is it?
5 This pillow is very hard. I like ..... pillows.

TIP

It is useful to know opposite words as the words you hear may be different from the words in the question.

GRAMMAR: GIVING PREFERENCES

4 Complete the conversation with words from the box. Then listen and check your answers.

10

best	most	prefer	~~favourite~~	least

Lucia: What's your **(0)** favourite food?
Marc: Umm, well, I love spicy food the **(1)** .....? What about you?
Lucia: I **(2)** ..... sweet food, like cakes and biscuits.
Marc: But you can't eat that for dinner!
Lucia: Well, fish is my **(3)** ..... favourite meal. Apart from that, I'll eat anything.
Marc: Really? Fish is one of the things I like **(4)** ..... .

Exam Practice Test 1 Listening Part 3

Questions 11–15

11 For each question, choose the correct answer.

You will hear Luis talking to his friend Charlotte about a computer game.

11 Where did Luis first find out about the game?

A from a game website
B from a school friend
C from a magazine advertisement

12 Charlotte likes the game because

A it's funny.
B it's hard.
C it's new.

13 Who does Luis want to play the game with?

A his brother
B his granddad
C his cousin

14 How long did Charlotte play the game for last Saturday?

A forty-five minutes
B one hour
C one hour and thirty minutes

15 Which part of the game does Luis like best?

A finding food
B building a hut
C crossing the river

Advice

11 *Read the question carefully. The word* **first** *is very important.*

12 *Sometimes the question and the recording use words that are opposites. What are the opposites of* **funny**, **hard** *and* **new**?

14 *There are other ways to say these times, e.g.* **one hour** *is the same as saying* **sixty minutes**.

15 *Listen for words on the recording that mean the same as important words in the question, e.g.* **like best**.

In this part, you:

- **read** five questions
- **listen** to one person talking or a conversation and **choose** the correct answer

VOCABULARY: THINGS YOU DO

1 Write the words in the correct column.

~~bracelet~~ sausages cricket newspapers the drums mushrooms video games magazines sports kit perfume fish web page tights hockey biscuit comic

Things you eat	Things you wear	Things you play	Things you read
	bracelet		

2 Now complete the sentences with some of the words from Exercise 1.

Example: When it's cold, girls often wear tights.

1 I like to have a ..... with my cup of tea.
2 My parents gave me a gold ..... for my birthday.
3 Now most people go online to read the news. Not many people buy ..... .
4 You can play ..... on grass or on ice.
5 We change into our ..... before we play football.

A2 Key candidates often make mistakes when they write vowels (***a, e, i, o, u***) that they hear. Make sure you know how these are said in English.

VOCABULARY: SPELLING

3 Listen. Are these words and phrases spelt correctly? If the spelling is right, put a tick (✓). If it is wrong, put a cross (✗).

12

Example: Mrs Payne ✓

1 Brookdale Street ☐
2 The Penridge Room ☐
3 Montclaire ☐
4 Simone Jordan ☐
5 www.tourseylon.com ☐

Remember

When someone says ***double*** before a letter, you write the letter twice.

VOCABULARY: DATES

4 Listen and write the date you hear.

13

Example: Date of the party: January 13

1 Date the phone was bought: .....
2 His birthday: .....
3 Date of the exam: .....
4 Date of return from holiday: .....
5 New class starts: .....

Remember

When you hear ordinal numbers in dates (*first, second, third, thirteenth, twenty-second*, etc.), you don't have to write them like this. You can just write the number and the month.

Exam Practice Test 1 Listening Part 4

Questions 16–20

14 For each question, choose the correct answer.

16 You will hear two friends talking about shopping.
What did the boy buy yesterday?
A something to wear
B something to eat
C something to read

17 You will hear a teacher talking to a student called Lyn.
Why didn't Lyn come to school yesterday?
A She was sick.
B She was in a competition.
C She arrived back late from holiday.

18 You will hear a boy talking about surfing.
How did he learn to surf?
A by doing a course
B by watching videos
C by practising by himself

19 You will hear a girl talking about her day at school.
Which subject did she like best?
A geography
B English
C biology

20 You will hear two brothers talking about last night.
Why did they both sleep badly?
A Their bedroom was hot.
B There were noises in the street.
C They were excited about going on holiday.

Advice

16 *When you read the possible answers, think of examples of things you can wear, eat and read.*

17 *Listen for words that have the same meaning. How does Lyn say she wasn't sick?*

19 *What's another way of saying* ***like best****?*

Listening Part 5

In this part, you:

- **read** two lists of information
- **listen** to a conversation and **match** the two lists of information

VOCABULARY: JOBS

1 Match the jobs with their descriptions.

Example: grows food — *farmer*

1 writes for a newspaper — journalist
2 looks after sick people — dentist
3 tells people what to do at work — engineer
4 repairs cars — mechanic
5 looks after people's teeth — receptionist
6 builds or looks after machines — nurse
7 meets people when they first come to an office — manager

2 Listen and choose the best job for each person. Use some of the words from Exercise 1.

15

Example: Paul ....farmer....

1 Raquel .....
2 Adriana .....
3 Adam .....

VOCABULARY: SPELLING DAYS AND MONTHS

3 Cross out the wrong spelling.

Example: ~~Joon~~ / June

1 March / Martch
2 Mai / May
3 Novembre / November
4 January / Janury
5 Febuary / February
6 April / Avril
7 July / Juli
8 Decimber / December
9 Agost / August
10 September / Setember
11 Oktober / October

Remember

Always write days and months with capital letters.

A2 Key candidates often forget to use capital letters for days of the week and months.

4 Listen and write the correct day.

16

Example: Jenny's birthday is on ....Wednesday....

1 The speaking test is on .....
2 The trip to the zoo is on .....
3 The football match is on .....
4 The concert is on .....
5 The party is on .....

Exam Practice Test 1 — Listening Part 5

Questions 21–25

17 For each question, choose the correct answer.

You will hear Lucas talking to his mum about the jobs his friends want to do. What job does each friend want to do?

Example:

0 Lucas F

Friends		Jobs
21 Tyler	☐	A actor
22 Ava	☐	B coach
23 Mark	☐	C dentist
24 Victoria	☐	D journalist
25 Bobby	☐	E mechanic
		F pilot
		G receptionist
		H tour guide

Advice

C *What do dentists do?*

22 *How do you know Ava doesn't want to be a sports coach?*

23 *Does Mark want to do the same job as his dad?*

24 *When you hear the information about Victoria, why is* **actor** *the wrong answer?*

You now have 6 minutes to write your answers on the answer sheet.

Speaking Part 1

In this part, you:

- **speak** to an examiner
- **answer** questions about yourself, including your name, age, school and hobbies

GIVING PERSONAL INFORMATION

1 Listen to Maria talking to her new classmate, Jose. If the statement is right, put a tick (✓). If it is wrong, put a cross (✗).

18

Example: Maria is living in England. ✓

1 Maria has got a younger brother. ☐
2 Jose comes from England. ☐
3 Jose is living in Spain now. ☐
4 Jose and Maria are the same age. ☐
5 Maria and Jose are both learning English. ☐

TIP

It's important to know what happens in Part 1 of the Speaking test. The information below will help you.

UNDERSTANDING THE TASK

2 Put the information below in the correct order. Write 1–8 in the boxes.

a There will be two examiners there. ☐
b Someone will take you to a room where you will do the speaking test. ☐
c This examiner will ask you questions. ☐
d Your partner will go to the room with you. ☐
e You will give the first examiner your mark sheet. ☐
f You will get a mark sheet with your name on it. 1
g The second examiner will fill in your mark sheet. ☐
h They will say 'hello' and you will sit down. ☐

TIP

The examiner will ask you and your partner some questions about yourselves, such as your names, your ages and where you live.

VOCABULARY: TALKING ABOUT YOURSELF

3 Listen to two students, Daniele and Alex, talking about their school day. Cross out the wrong words.

19

Example: Daniele starts school ***before*** */* ~~***after***~~ *Alex.*

1 Alex *has / doesn't have* lunch at school.
2 Alex likes *history / English* best.
3 Daniele likes *maths / sport*.
4 Daniele *has / doesn't have* to do a lot of homework.

4 **Now ask and answer the questions with a partner.**

- What time do you start school in the morning?
- What time do you finish?
- What's your favourite subject?
- Do you have sports lessons?
- Do you have to do a lot of homework?

5 **Listen to a student telling the examiner about his school. If the statement is right, put a tick (✓). If it is wrong, put a cross (✗).**

20

1 Eduardo goes to a big school. ☐
2 Eduardo knows all the students at his school. ☐
3 Eduardo likes his history teacher. ☐
4 Eduardo doesn't like sport. ☐

6 **Listen to another student telling the examiner about something she did with her family. Answer the questions.**

21

1 Where did Elvira go with her family? .....
2 How did they travel? .....
3 What did they do? .....

7 **Listen to the examiner's questions from Exercises 5 and 6 again. Give your answers.**

22

TIP

Say at least three things when you answer the *Tell me something about ...* question.

UNDERSTANDING THE TASK

8 **Put the information below in the correct order. Write 1–8 in the boxes.**

a The examiner tells the candidates what topic they are going to talk about. ☐
b The examiner asks candidate A to tell them about something. 4
c The examiner asks candidate B two questions. ☐
d The examiner asks candidate B two questions on the new topic. 6
e The examiner tells the candidates they are going to talk about something different. ☐
f The examiner then asks candidate A two questions on the new topic. ☐
g The examiner asks candidate A two questions. 2
h The examiner asks candidate B to tell them about something. ☐

Exam Practice Test 1

Speaking Part 1

23

An examiner is talking to two students. Listen to them answering the questions.

24

Now listen to the examiner and answer the questions.

TIP

The first two questions will be the same for both candidates.

Try not to give one-word answers. For example, if you are asked *How old are you?*, you can say *I'm 13 and my birthday was last week.*, instead of just *13*.

Don't worry if you don't understand a question. The examiner will ask again and use different words.

When the examiner says *Please tell me something about ...*, try to give a longer answer. Think of three things that you can say.

Speaking Part 2

In this part, you:

- **speak** to your partner
- **answer** questions the examiner asks you

VOCABULARY: PLACES

1 **Listen to two students talking about places to go in their town. How do they describe the places in their town?**

25

Example: *the cinema* — boring and expensive

1 the sports centre — fun

2 the park — exciting

3 the shopping centre — nice

4 the museum — *interesting*

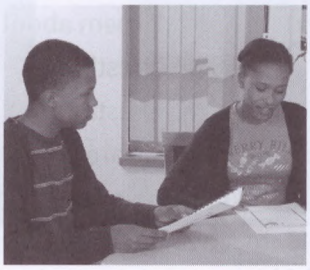
2 **Talk to another student about where you like going in your town.**

TIP

Listen carefully to the questions the examiner asks. If you don't understand, ask the examiner to repeat the question.

UNDERSTANDING THE TASK

3 **Put the information below in the correct order. Write 1–11 in the boxes.**



a The examiner asks the candidates a question to talk about. ☐

b The examiner gives the candidates some pictures to look at. 1

c The candidates talk to each other about the pictures. ☐

d The examiner asks each candidate one or more questions about the pictures. ☐

e The examiner takes the pictures away. ☐

f The examiner repeats the question. ☐

g The examiner asks candidate B the same question and candidate B answers. ☐

h The examiner asks one student (candidate B) a question and candidate B answers. 8

i The examiner asks candidate A the same question and candidate A answers. ☐

j The examiner asks candidate A another question and candidate A answers. ☐

k The examiner asks both candidates which activity or thing they like best. ☐

Exam Practice Test 1 Speaking Part 2

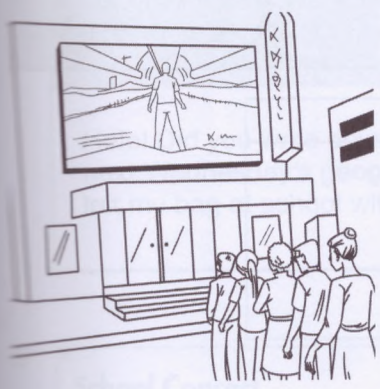
Listen to two students doing the test.

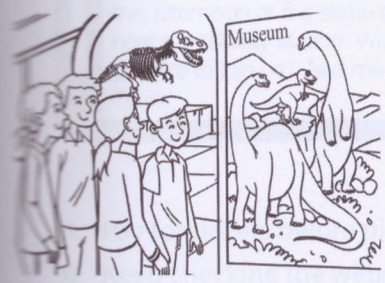
26

Listen to the examiner's questions again and discuss them in pairs.

27

Do you like these different places in town? Say why or why not.





TIP

You and the other candidate speak together about the things in the pictures.

Both of you should ask questions to each other. Give the other candidate time to speak.

Talk about whether you like the things in the pictures. *Why? Why not?* Use questions e.g. *Do you like ...?* or *Do you enjoy ...?* or *What do you think about ...?*

TIP

In Part 2, after looking at the pictures, each candidate is asked the same two questions. Don't just give the same answer as the other candidate.

The questions in Part 2 are often about your opinions, e.g. *Do you prefer ...?*

- How many questions are there in Part 1?
- Which text types are found there?

VOCABULARY: FOCUS ON MEANING

1 Write the words in the correct column. One word can be used twice.

~~2.5 metres~~ advertisement click desk film
homework main course memory website shower
swim swimming costume ticket uniform waiter

Pool	School	Cinema	Computer	Café
2.5 metres				

TIP

In Part 1, you may have to read notices or messages. These could be about places like a cinema, swimming pool or school. Try to learn words you might find at these places.

2 Now complete the sentences with some of the words from Exercise 1.

Example: Be careful, the water is 2.5 metres *deep.*

1 Most pupils in the UK have to wear a school ..... .
2 How much ..... do you have on your computer?
3 The ..... brought us our drinks.
4 I wish there weren't so many ..... before the films at the cinema.
5 ..... to follow the link to our website.
6 You must have a ..... before you get into the pool.
7 First, I had soup and for the ..... I had an omelette.

3 **Match the notices or messages a–c with the correct question 1–3. Then choose the correct answer (A, B or C).**

Text	Question	Answer
a	.....	.....
b	.....	.....
c	.....	.....

TIP

The notices and messages often have words about times, days and dates.

a

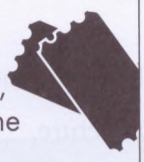
From:	Scott
To:	Emma

Help! Did you write down the homework for next Wednesday's geography class? I've left my bag at school with the notes in it.

b

School Concert

Buy tickets on the school website, then collect from the office by 1st May.



c

Hi Sergio
I'm going skateboarding with Alex this afternoon at the skate park near the railway station. Would you like to join us? Text me.
Olivia

1 A Pay for tickets before picking them up at school.
B Keep checking the website to see when the tickets will be available.
C Let the office know if you need to buy tickets online.

2 What should Sergio do?
A invite some friends to go skateboarding
B tell Olivia if he wants to meet her later
C show Alex where the station is

3 A Scott has forgotten which day the geography class is.
B Scott wants Emma to help him find his school bag.
C Scott wants to know what the geography homework is.

Exam Practice Test 2 Reading and Writing Part 1

Questions 1–6

For each question, choose the correct answer.

1

A The pool is closed on October 1st.

B You need to wash before you swim.

C There will be a new shower at the pool.

2

From:	Amanda
To:	Gran
Subject:	Help with a school project

Hi Gran,

Do you have any old photos showing you in your uniform when you were at school? If you do, can you send me one for school?

Thanks,
Amanda

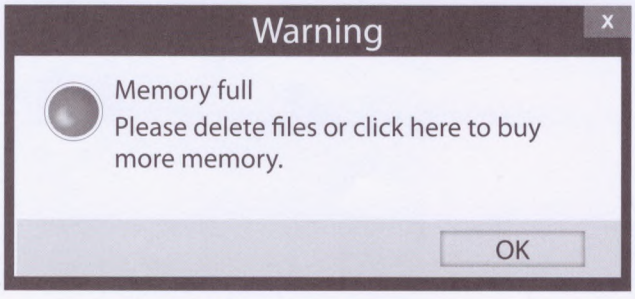
Amanda wants her grandmother to

A let her have a picture.

B lend her some clothes.

C describe her old uniform.

3



Where might you see this text?

A in a computer shop

B on the screen of a computer

C on the wall in the computer classroom

4

TOMORROW'S TRIP

Time coach leaves school: 8:50.
Please arrive no later than 8:40.
The school gates will open at about 8:30.
Thank you.

What time do pupils need to get to school tomorrow?

A about 8:30

B by 8:40

C at 8:50

5

PLEASE NOTE EVERYBODY
There's a lift if you need it, BUT use the stairs if you can.
It's a great way to stay fit.

A Get the lift if you are in a hurry.

B Use the stairs if the lift is broken.

C Walking up and down stairs is better for you.

6

Hounslow Cinema: Special Offer
Buy tickets to four films and you don't need to pay for the next one!
Every day until 5:30 p.m.

A You can watch up to four films for free.

B The fifth film you see during the daytime is free.

C Cheap tickets are available for groups of four in the evenings.

Advice

1 *What must you do after 1 October?*

2 *What should Gran send to Amanda?*

4 *What does* ***get to school*** *mean?*

5 *What's the healthiest way to go up and down in the building?*

6 *Which film is free?*

Reading and Writing Part 2

- How many texts do you read in Part 2?
- How many questions are there?

VOCABULARY: FOCUS ON MEANING

1 Match words 1–12 with the words in the box which mean the opposite.

~~lose~~	before	start	sad	always	best	large
same	enter	love	heavy	nothing	alone	

Example: *win* ..lose..

1 worst .....
2 everything .....
3 small .....
4 leave .....
5 after .....
6 finish .....
7 light .....
8 happy .....
9 different .....
10 hate .....
11 never .....
12 together .....

GRAMMAR: INFINITIVE WITH *TO* OR *-ING*

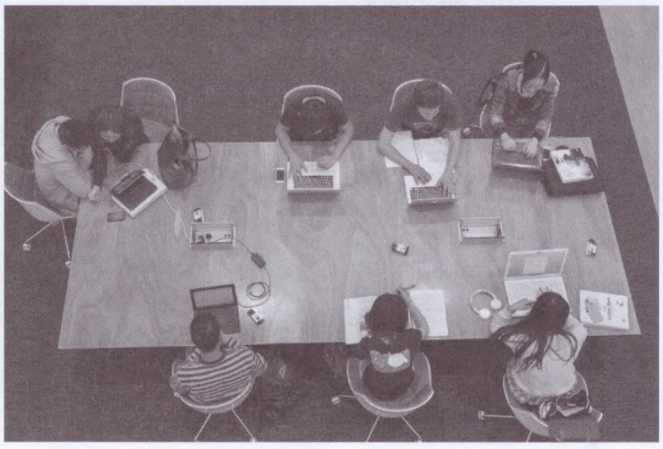
2 Cross out the wrong form of the verbs in each sentence.

Example: *I want* ***to go / ~~going~~*** *swimming this afternoon.*

1 I prefer *studying / study* with friends than alone.
2 Lisa hopes *be / to be* a doctor one day.
3 Poppy decided *to send / sending* an email.
4 The children love *watch / watching* cartoons.
5 I enjoy *to read / reading* books.
6 I would like *to buy / buying* a new phone.

Remember

like / love / enjoy / prefer + verb + *-ing* (going)
want / decide / would like + infinitive with *to* (to go)



GRAMMAR: ADVERBS OF FREQUENCY

3 **Match each sentence with an adverb of frequency.**

Example: *James goes to the park every day.* — *always*

1 Nick goes running every day except Sunday. — usually

2 I play tennis on Mondays, Tuesdays and Fridays. — never

3 We eat fast food about once a month. — sometimes

4 Julia doesn't play computer games. — often

4 **Now rewrite the sentences from Exercise 3. Use the adverbs of frequency and omit the time expressions in the original sentences.**

Example: James always goes to the park.

1 .....

2 .....

3 .....

4 .....

TIP

You will be presented with, for example, three people, places, books or films, and so on. Make sure you read the text carefully and are not distracted just by the words. Read about each person in turn and see which questions they match.

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Exam Practice Test 2 Reading and Writing Part 2

Questions 7–13

For each question, choose the correct answer.

		Damian	Louis	Jackson
7	Which person says it's better not to look at his phone while he's doing his homework?	A	B	C
8	Which person sometimes does homework with a friend?	A	B	C
9	Which person tells his family when he is working?	A	B	C
10	Which person says that there must be enough light in his room so he can work?	A	B	C
11	Which person thinks that listening to music helps with homework?	A	B	C
12	Which person works in the morning and evening?	A	B	C
13	Which person says it's easier to do homework now than it was before?	A	B	C

Advice

9 *Which two people say something about their families? And what's another way to say* **tell** *someone something?*

11 *Which person says music helps him work? And who says music doesn't help him?*

12 *Who works before sleeping and after sleeping?*

13 *Who says it was difficult to do homework before?*

Advice on doing homework

Damian, 13

I don't mind doing homework, especially when I play some jazz (and not pop) on my phone. When I do, I'm able to think more carefully about what I'm doing. Sometimes I really enjoy doing my homework, especially when it's maths and I understand it well. Or when one of my classmates comes to my place and we study together. I find it's best if I let my parents and sister know I'm busy so they don't come into my room and spend all evening talking to me!

Louis, 11

When I started doing my homework in my room every morning, it wasn't a great success. I always found something more interesting to do! But these days, I don't have the same problem. I just go to my room in the evening, switch on the light, sit down at my desk and do it. I do love music, but if I put my MP3 player on, I start to think about the song and not the homework! So I don't listen while I work. It's the same problem if my mum or dad put music on in the next room. I turn my mobile off or put it away before I start. That helps too.

Jackson, 14

I usually do most of my homework before I go to bed. And then I do a bit more as soon as I wake up. I've always found it easy to do that. I'll maybe look at my German vocabulary for five minutes before breakfast. I tell my friends at school: 'If you want to do your homework well, make sure your room is nice and bright. Otherwise, you'll fall asleep!'

Reading and Writing Part 3

- What question type is used in Part 3?
- How many questions are there?

TIP

Part 3 is about reading for detail and understanding main ideas. Try to identify the main ideas as you read the article, underline each as you read.

VOCABULARY: FOCUS ON MEANING

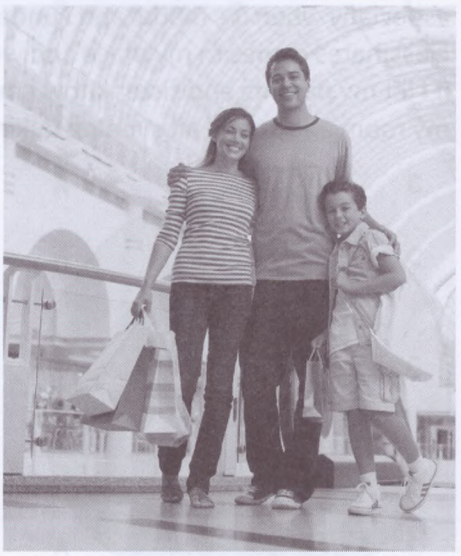
1 Read the text and the questions. For each question, write the number of the line in the text where you found the information needed.

The Oakleigh Shopping Centre is opening at last! It took nearly five years to build, but it is now ready! There is a large department store, selling things for the home as well as clothes. There are several smaller shops.

You can take a lift to the third floor, where there is a library and a community space for special projects on one floor.

We are excited to try Lola's café where you can have a sandwich, or a drink after shopping. There will be 10% discount on all food until the end of the month.

You can also save money at the Starway supermarket with its new 'shop and save' card. The supermarket has two floors and is one of the largest in the country.



Example: *What can you eat at Lola's café?* *line* 7

1 How long did it take to build the shopping centre? line .....

2 Where is the library? line .....

3 How much is the discount on food at Lola's café? line .....

4 When does the discount at Lola's café end? line .....

5 How can you save money at the supermarket? line .....

2 Now answer the questions from Exercise 1.

Example: You can eat a sandwich.

3 Put the phrases in the correct column.

~~It's awful~~ I'm angry about it It's boring It's brilliant I enjoy … *-ing* I'm a fan of …
It's fantastic It's horrible I love it It's pretty It's terrible It's the worst

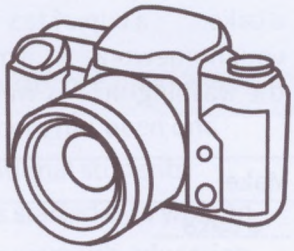
I like it	I don't like it
	It's awful

Questions 14–18

For each question, choose the correct answer.

Starting photography

by Mrs Howells, Class 3D teacher



Have you ever wanted to take better pictures of your family, of your dinner or of your cat? Well, I can help you. In fact, that's what makes photography such a fantastic hobby. It doesn't matter if you have a nice new camera or just use your phone. We photographers are always trying to improve. We want today's photos to be more interesting than yesterday's.

In my photography classes, I'll show you how to find your own style, not just take the same photos as all your friends. But you'll need to be out of bed early and take pictures in the best light, before it gets too bright. We'll talk more about light in Week 1.

Actually, I've never read a book about photography, and I get bored watching videos on the net. I started to understand more about photography by looking at my own photos. I thought about what was wrong with them and decided how to do better next time. And in Week 2, I'll ask you to do the same with photos you have taken.

Do you want to know what I think? I don't think there's anyone who can't take amazing photos. Not everyone wants to, and that's cool. But if you do, come along to Room 4D on Wednesdays after lunch from 1:30 to 2:00.

14 Why does Mrs Howells enjoy photography?

- A She loves using her new camera.
- B She likes taking photos of her family.
- C She enjoys trying to take better pictures.

15 What advice does Mrs Howells give?

- A Take pictures with your friends.
- B Don't take photos if it is dark.
- C Take photos early in the morning.

16 How did Mrs Howells learn about photography?

- A from books
- B from her mistakes
- C from videos on the web

17 Mrs Howells believes that

- A everybody should learn photography.
- B photography is a great hobby for everyone.
- C everybody can take good photos if they want to.

18 Why has Mrs Howells written this text?

- A to ask pupils what they like photographing
- B to tell pupils about a photography course
- C to answer pupils' questions about photography

Advice

14 *When Mr Howells says* ***that's what makes photography*** *such a fantastic hobby, what does that mean?*

18 *What does this sentence mean:* ***I don't think there's anyone who can't take amazing photos.****?*

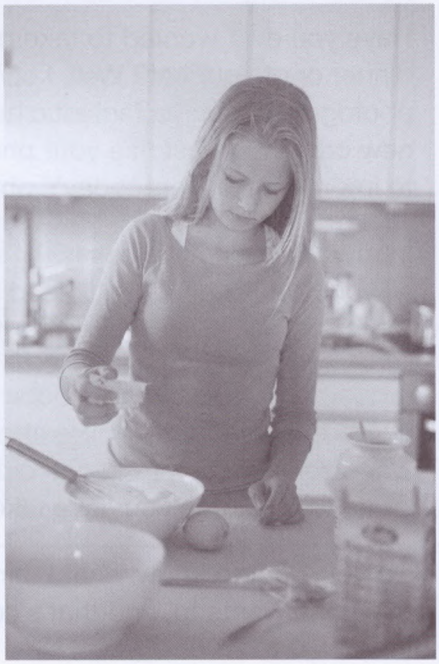
- How many gaps are there in the text in Part 4?
- How many possible answers are there?

VOCABULARY: *MAKE* AND *DO*

1 Put the words and phrases in the correct columns.

~~a cake~~ a cup of tea an exam friends a good job
your homework a mistake money a plan sports
the washing-up well

Make	Do
a cake	



2 Now complete the sentences with some of the phrases from Exercise 1.

Example: *I have a Saturday job so I can make* ...money... *for my holidays.*

1 If you make ....., rub it out and start again.
2 I like to do ..... with my friends in the park.
3 I'm going to make ..... for my mum's birthday.
4 After the course, we have to do ..... .
5 I usually make my dad ..... when he comes home.

VOCABULARY: FOCUS ON MEANING

3 Choose the best word for each space.

1 Maisie is a very good student. She spends a lot of time on her ..... . She never misses school and she always gets good marks.
A grades B studies C classes

2 In the future, I want to be an engineer. I have an important exam ....., so I don't have time to go to the party.
A yesterday B next C tomorrow

3 Chen comes from China. He lives in Manchester now, but he sometimes ..... with his friend in London.
A stays B waits C rests

TIP

In Part 4, think about the meaning of each of the words in A, B and C, and then read the sentence. There is only one possible answer, so think which one works.

Questions 19–24

For each question, choose the correct answer.

The oldest university in the world

Some people say University of Al Quaraouiyine in Morocco is the world's oldest university because there has been a school in the same place **(19)** ..... the year 859 AD. In other words, there has been one there **(20)** ..... almost 1,100 years. The University has had many famous international students **(21)** ..... the years including the great traveller, Ibn Khadun. The University was started by a woman, Fatima al-Fihri and **(22)** ..... a long history of teaching women and activities for women's education. Lecturer Hisham Mahmoud believes this helps female students concentrate during their studies. Before joining Al Quaraouiyine, Dr Mahmoud was a scientist, but he decided to **(23)** ..... his career and work in education. The University's students all do well. After finishing at the University, many students will continue their **(24)** ..... at universities in America and Europe.

19	**A** since	**B** between	**C** after
20	**A** since	**B** during	**C** for
21	**A** under	**B** over	**C** until
22	**A** has	**B** makes	**C** goes
23	**A** give	**B** change	**C** take
24	**A** marks	**B** studies	**C** information

Advice

19 *Which preposition is often used with present perfect to talk about a period of time?*

23 *Dr Mahmoud isn't a scientist now. How could you say that he has a different job?*

24 *Which word (A, B or C) means 'learning at university or college'?*

- How many gaps are there in the text in Part 5?
- Do you choose a word or think of your own word?

TIP

In Part 5, you need to write a word for each gap. Do not just use the first word you think of. Consider if there is a better alternative.

GRAMMAR: COMMON EXPRESSIONS

1 Complete the sentences with words from the box.

~~in~~ ever go at on too

Example: *He planned to work* ...in... *the evening.*

1 They met in the park ..... lunchtime.
2 They decided to ..... by train.
3 She arrived at the cinema ..... late and missed the film.
4 It is the biggest peach he has ..... seen.
5 Tomorrow we want to go ..... a trip.

2 Cross out the wrong word in each sentence.

Example: *The school is in the centre* ***of*** */* ~~***in***~~ *the town.*

1 I just got *back / returned* from the trip.
2 There are *lot / lots* of animals in the zoo.
3 Have *you / anyone* seen my phone?
4 Alain has broken *the / his* leg.
5 We should take *a / an* umbrella.
6 They had a great time *on / at* holiday.

GRAMMAR: *BE*, *DO* AND *HAVE*

3 Complete the sentences with the correct forms of *be*, *do* or *have*.

Example: *Which film* ...did... *you see last night?*

1 ..... you ever been to America?
2 Where ..... you going?
3 Ricki ..... not like chocolate.
4 I ..... meeting Ella this evening.
5 Sophie ..... met the Queen.
6 What ..... you do yesterday afternoon?

Remember

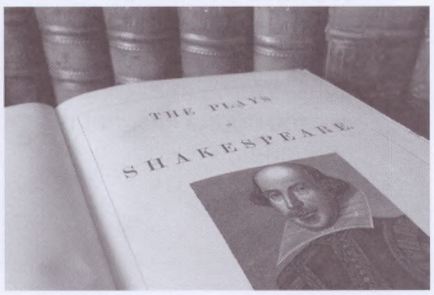
Be, ***do*** and ***have*** are the auxiliary (helping) verbs. You use ***do*** for the present and past simple tenses, ***be*** for continuous tenses and ***have*** for perfect tenses.

Questions 25–30

For each question write the correct answer.
Write **ONE** word for each gap.

Example: **0** WENT

A school trip to the theatre



Last week, everyone in my class (0) ..... on a trip to the theatre. We travelled there (25) ..... coach. The theatre is about 10 kilometres away from school, so it was much (26) ..... far to walk. The play was *Romeo and Juliet* by William Shakespeare. In fact, it's probably the (27) ..... famous of all the plays that Shakespeare wrote. We've studied it at school, so I knew (28) ..... it's about. It's a love story, but it's also the saddest play I (29) ..... ever seen. At the end, several (30) ..... the people in my class were crying. But I loved it!

Advice

25 *Which preposition can you use with kinds of transport, e.g.* ..... **car**; ..... **train**; ..... **plane**?

26 *Why didn't they walk to the theatre?*

27 *What tense of* **see** *can you form with* **seen**? *What other word do you need to make this tense?*

Reading and Writing Part 6

- How many pieces of information must you write in Part 6?
- Do you have to write a story or an email?

TIP Always read the email or instructions carefully and identify the three points you have to write about.

VOCABULARY: FOCUS ON MEANING

1 Read the messages. For each message, choose the best header.

1

MESSAGES 09:45

Hi Ted,

We have a match on Saturday afternoon. Don't forget to bring a snack and drink. We need to wear our red sports kits, not the blue ones.

Cheers,
Freddie

A Change of sports kit
B What to bring
C Saturday's match

2

Hi Mum,

I went to the shop, but they don't have any desserts left. I can buy some fruit if you want and we have ice cream at home. Or do you want me to go to the supermarket after school?

Love,
Selina

A At the supermarket
B Today's dessert
C I went to the shop

3

MESSAGES 14:32

Hey,

Did you know there is a great TV show about wild animals on tonight at 8? I thought of you because you love animals. You should be home at that time. Hope you enjoy it.

Max

A You should be home
B Pets on TV
C TV show tonight

2 Complete the email with the correct words.

From: Ruby
To: Katie

Hi Aunt Ruby,

Thank you **(1)** ..... the birthday present. Would you like to come to my birthday dinner at the Italian restaurant **(2)** ..... town? We're going **(3)** ..... Thursday evening at 7 p.m. Mum, Dad and James are coming and so are **(4)** ..... two best friends, Heidi and Kai.

Please let me know.

See **(5)** ..... soon.

Lots of love,
Katie

3 Now write sentences for a similar email. Use the questions to help you.

a Where do you want to meet? .....

b What time do you want to meet? .....

c Who do you want to go with you? .....

GRAMMAR: QUESTION WORDS

4 **Complete the email with question words from the box.**

~~How~~ Where What When Which Who Why

From:	Saskia
To:	Amelia

Hi Amelia,

(0) ...How... are you doing? **(1)** ..... haven't you written to me for so long? I have been very busy lately. **(2)** ..... are you doing at school these days? **(3)** ..... did you go for your school trip this year? We went to the water park.

(4) ..... are you sitting next to in your classes this year? I sit next to Lily in English and maths and Pippa in science.

(5) ..... can you come to stay? August is the best as we have school holidays. **(6)** ..... week is best for you?

Write soon!
Saskia

Exam Practice Test 2 Reading and Writing Part 6

Question 31

Read the email from your English friend Sam.

From:	Sam
To:	Help! I'm bored!

Hi,
I want to ask you something. I'm really bored. Can I borrow something to read from you? What do you think I will enjoy? And when would you like it back?
I hope that's OK. Cheers!
Sam

Advice

It's a good idea to use different words from the words in the question. Try to think of other things to say, so that you don't need to use these words:

borrow > .....

enjoy > .....

like it back > .....

Write an email to Sam and answer the questions.

Write **25 words** or more.

Write the email on your answer sheet.

Reading and Writing Part 7

- How many pictures will you see in Part 7?
- Do you write a story or a letter?

GRAMMAR: PUNCTUATION

1 Rewrite the sentences with the correct punctuation.

Example: *Come here he said* ..'Come here!' he said.

1 Are you ready yet Gina asked .....

2 I'm going swimming now said the boy .....

3 Be quiet shouted the teacher .....

4 I've never been on a plane before said Jack .....

5 Where did you put my new pen asked Mrs Green .....

6 Hurry up please said Abigail .....

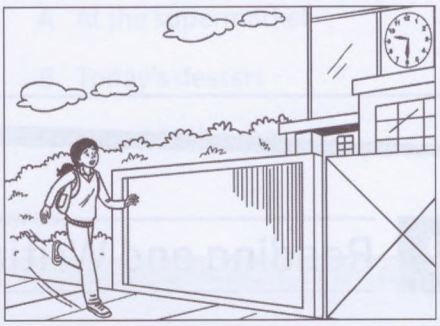
TIP

You can use direct speech in your story. Remember to use speech marks (' ') and a comma (,), question mark (?) or exclamation mark (!) after the words the speaker uses.

GRAMMAR: FORM OF TENSES

2 Look at the pictures. Use the words below to make sentences about them.

Louisa asleep alarm rang



ran school late worried

arrived closed phone Saturday weekend

Example: ..Louisa was in bed.....

3 Read the story about the pictures in Exercise 2. Underline five mistakes with the verb forms and tenses. Then correct them.

> Louisa were in bed. She was asleep. Her alarm ringed. She didn't heard it. Louisa woked up late. She running to school. School was closed. She look at her phone. It was Saturday!

Example: ..was.....

1 .....

2 .....

3 .....

4 .....

5 .....

Remember

To make simple past sentences negative use ***did*** + ***not*** + **verb** (infinitive), e.g. *I **didn't** wake up.* If the verb is ***be***, just add ***not***, e.g. *He was **not** (wasn't) angry.*

Remember

When you want to join two words like ***did*** + ***not***, the apostrophe (') goes in the place of the letter you cut, e.g. ***did not*** → ***didn't***, ***was not*** → ***wasn't***.

4 **Rewrite the sentences using the negative forms.**

Example: *Anne swam in the sea.* Anne didn't swim in the sea.

1 Tom looked after his little brother. .....

2 We ate a lot of salad in the summer. .....

3 I was hungry. .....

4 Zoe went to school by bus. .....

5 They took lots of photographs. .....

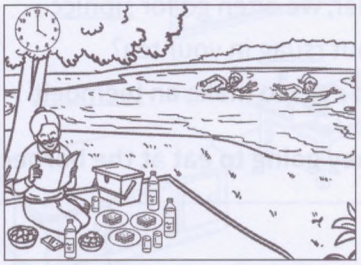
6 The children were happy. .....

TIP

Time phrases like ***in the afternoon, after breakfast*** and ***at half past five*** can make your story more interesting. Words like ***then*** and ***next*** help the reader understand when things happen in the story.

GRAMMAR: TIME EXPRESSIONS

5 **Read the story. Underline five words or phrases which tell us when something happened.**



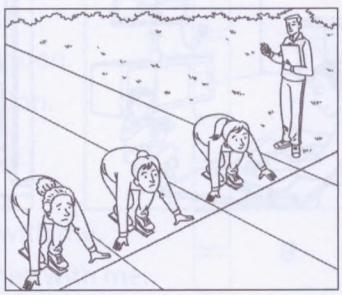
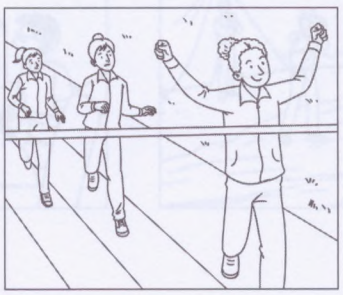
Last summer, Celia and Eddie went on a special picnic with their mum. In the morning, they made their favourite food and put it in a picnic box. Then they rode their bicycles to the woods. At 12 o'clock, they ate their picnic under the trees. After lunch, the children swam in the lake, while Mum read a book.

6 **Now write five sentences about a picnic using time phrases and *after that, next* and *then*.**

Exam Practice Test 2 Reading and Writing Part 7

Question 32

Look at the three pictures.
Write the story shown in the pictures.
Write **35 words** or more.

Write the story on your answer sheet.

Advice

Choose a name for the girl in your story.

Describe how she felt before the race. And how did she feel when she won?

Remember to check your work carefully.

Training Test 2 Listening Part 1

- How many questions are there in Part 1?
- Do you choose from pictures or written answers?

VOCABULARY: FOOD AND DRINK

1 Read the sentences and unscramble the underlined words.

Example: *My favourite drink is apple ujeic.* ....juice....

1 Would you like some rmeca on your hot chocolate? .....

2 In England, we love to eat fish and scpih. .....

3 A lot of people eat oatst for breakfast. .....

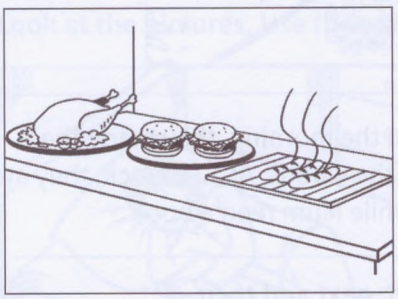
4 In summer, we often go for sipnicc. .....

5 Do you put rsuag in your tea? .....

6 You need eggs to make an teemoelt. .....

2 What are they going to eat at the barbecue? Listen and choose the correct answer.

28



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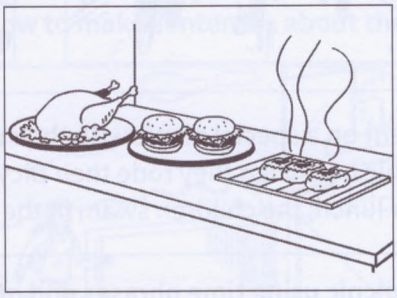

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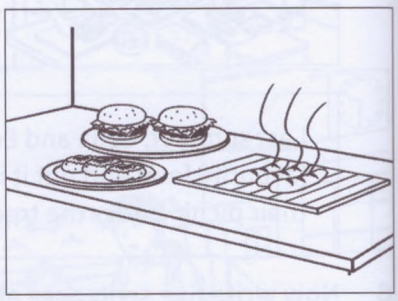


C

VOCABULARY: FREE-TIME ACTIVITIES

3 Which picture do these words and phrases describe? Write *A*, *B* or *C*.

Example: *singing* ....C....

1 playing with toys .....

2 taking photographs .....

3 camping .....

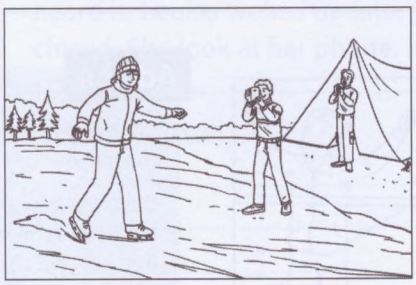
4 watching TV .....

5 drawing .....

6 skating .....

7 eating .....

8 dancing .....



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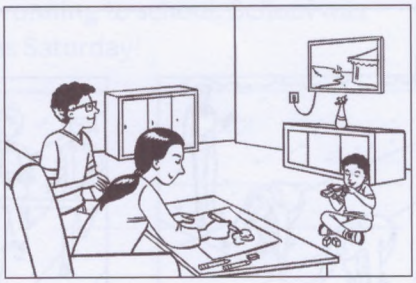

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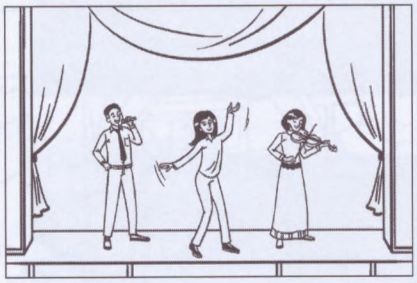
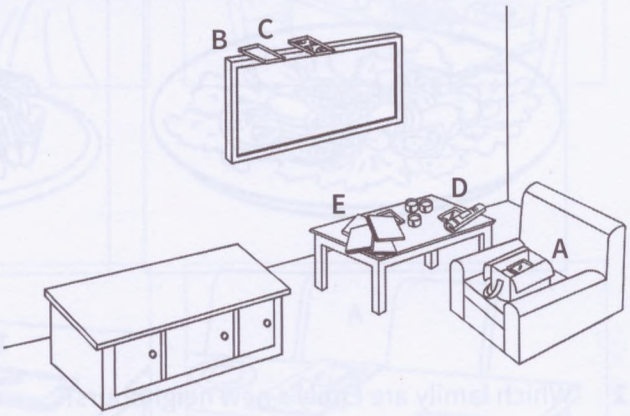

C

4 **Look at the pictures in Exercise 3 again. If you can see the object, put a tick (✓). If you can't, put a cross (✗).**

Example:	*camera*	✓	6	pizza		12	beach	
1	armchair		7	phone		13	sweater	
2	tent		8	lake		14	glasses	
3	guitar		9	television		15	curtain	
4	tie		10	sofa		16	sandwich	
5	violin		11	dress		17	paint	

5 **Which picture from Exercise 3 is the boy describing? Listen and choose the correct answer.**

29



6 **Listen and match people with their phones. Write *A–E*.**

30

Example: *Teresa's* ...B...

1 Dad's .....

2 Mario's .....

3 Mum's .....

4 Leah's .....

GRAMMAR: NEGATIVE FORMS

7 **The sentences below all have a grammar mistake. Underline the words which are wrong. Then write the sentence correctly.**

Example: *We not see the film yesterday.* ...We didn't see the film yesterday.....

1 Alfie will not to go to the party tonight. .....

2 Sarah did not born in Spain. .....

3 I am not like the cold weather. .....

4 The boys are not at the lake last week. .....

5 We was not drink juice this morning. .....

6 Kathy don't play tennis. .....

8 **Listen and tick (✓) the sentences you hear.**

31

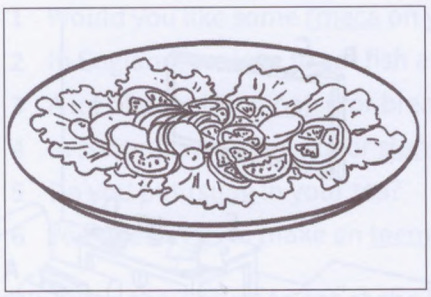
Example:	*A*	*I can swim.*	
	B	*I can't swim.*	✓
1	A	I can't help him.	
	B	I couldn't help him.	
2	A	We will be home at 6.	
	B	We won't be home at 6.	
3	A	She doesn't live in London.	
	B	She didn't live in London.	
4	A	It was raining.	
	B	It wasn't raining.	
5	A	I haven't any money with me.	
	B	I haven't got any money with me.	

Exam Practice Test 2 Listening Part 1

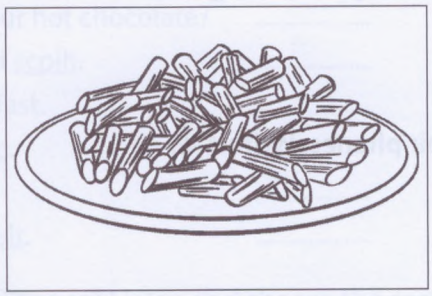
Questions 1–5

32 For each question, choose the correct answer.

1 What are they going to have for lunch?



A



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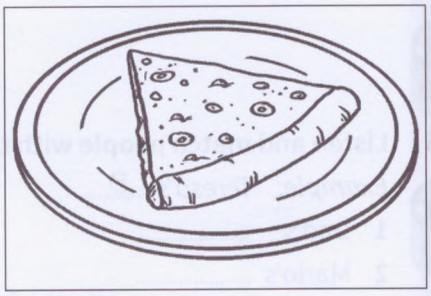
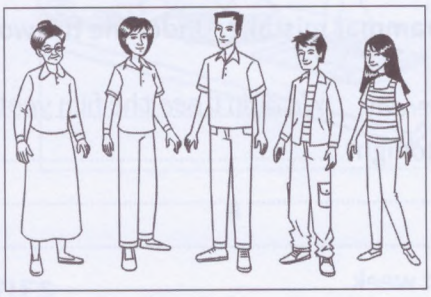


C

2 Which family are Emily's new neighbours?

A



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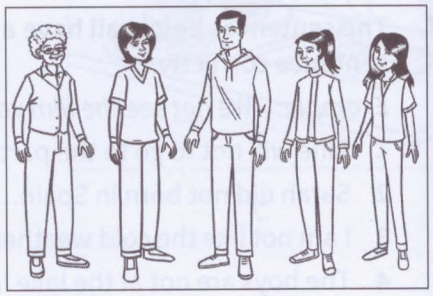
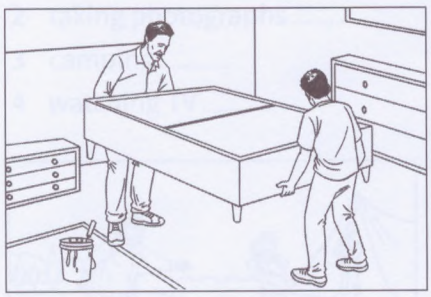
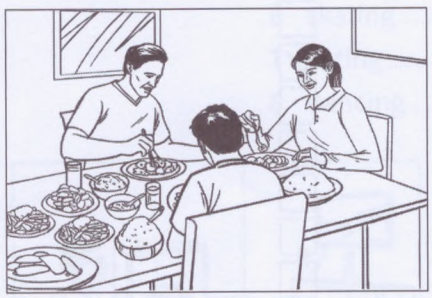


C

3 What was Oscar doing when Isabel phoned him?



A



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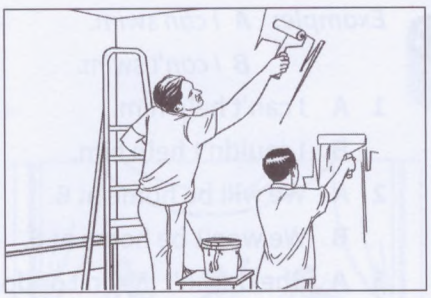
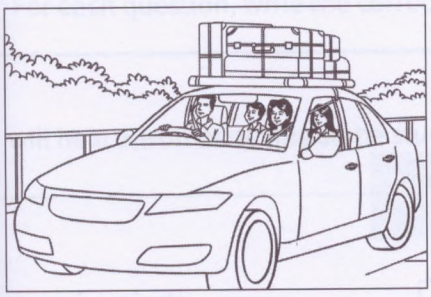


C

4 Why didn't Niesha go to the party?

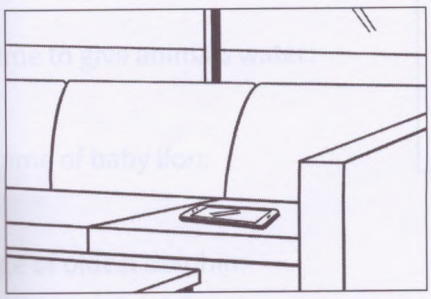


A

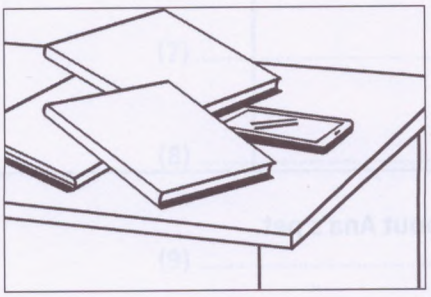
B

C

5 Where's Oliver's phone now?



A



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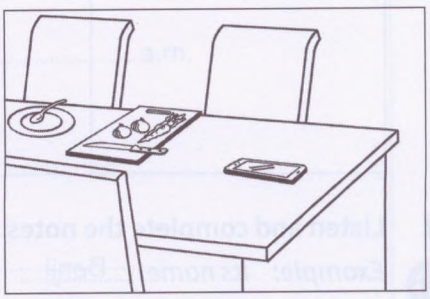

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Advice

1 *If you are not sure about an answer, wait until you hear the recording a second time.*

2 *Look at the pictures carefully! Which family members can you see?*

4 *When a question begins with* **Why**, *listen carefully for* **because** *in the text.*

Speaking Part 1

- How many students will there be in the room when you do your speaking test?
- How many examiners will there be?
- Who will you speak to in Part 1?

TIP Remember to give more information than one-word answers.

TALKING ABOUT FREE TIME

1 Match the questions and answers.

Example: What do you enjoy doing in your free time?

1 Where do you spend your free time?
2 Who do you spend your free time with?
3 When do you have most free time?

I have a lot of free time at the weekend.
I usually spend my free time at home.
I usually spend my free time with my friends.
I enjoy listening to music and playing games.

2 Now ask and answer the questions with a partner.

Remember

After you've answered some questions, one of you will have to tell the examiner about something.

ASKING FOR REPETITION

3 Listen to a student talking to the examiner. Answer the questions.

47

1 What does the student say when she doesn't understand?
   a What?
   b Sorry?
2 Which word is not a polite way to ask someone to repeat something?

TIP If you don't understand something, ask the examiner to repeat it.

4 Listen to two students talking to an examiner. How many questions does the boy ask the examiner to repeat?

48

TIP If you want the examiner to repeat something, please ask politely.

5 Listen again and tick (✓) the phrases the boy uses.

Could you say that again, please? ☐
Could you repeat that? ☐
I'm sorry, what did you say? ☐
I don't understand. ☐
Sorry? ☐

Exam Practice Test 2 Speaking Part 1

An examiner is talking to two students. Listen to them answering the questions.

Listen to the examiner and answer the questions.

TIP

Remember that you only need to answer the questions. You don't need to ask questions to the examiner or the other candidate.

In Part 1 phase 2, both candidates are asked different questions.

When you answer a question, try to add more information.

Speaking Part 2

- Who do you speak to in Part 2?
- Who will ask you questions?
- What will you look at with your partner?

TALKING ABOUT SPORT

1 Listen to two friends talking about sports they like and don't like. How do they describe the sports?

51

Example: *football* — dangerous

1 swimming — popular

2 volleyball — boring

3 cycling — exciting

4 running — *difficult*

2 How many questions will the examiner ask you after they take the pictures away? Will the examiner ask you the same questions?

3 Listen to two students talking to an examiner about sport. What did the examiner ask Carlos and Monika when they just gave a one or two-word answer?

52

4 Complete the answers so they are true for you.

1 Do you prefer doing sports with friends or alone?
I prefer doing sports *with friends / alone* because .....

2 Do you like watching sport on television?
I *like / don't like* watching sport on television because .....

3 Is there a sport you would like to try?
I'd like to try ..... because .....

4 Do you like taking part in sports competitions?
I *like / don't like* taking part in sports competitions because .....

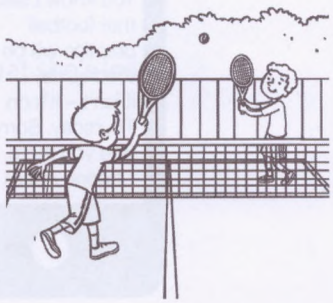
TIP Try to explain your answers in this part of the test.

Exam Practice Test 2 Speaking Part 2

53 **Listen to two students doing the test.**

54 **Listen to the examiner's question again and in pairs discuss them.**

Do you like these different sports? Say why or why not.



TIP

Find out what your partner thinks. Say if you agree or don't agree with them.

Remember to look at the other candidate while you are speaking to them.

Remember to give reasons for your answers, e.g. *I think football is fun to watch* ***because it is exciting.***

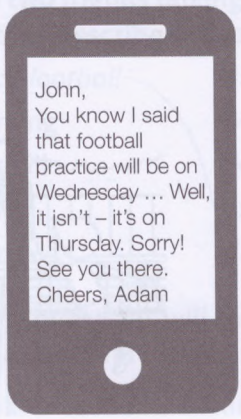
If you need time to think of an answer, you can say *That's an interesting question ...* while you decide what to say.

Test 3 Reading and Writing Part 1

Questions 1–6

For each question, choose the correct answer.

1



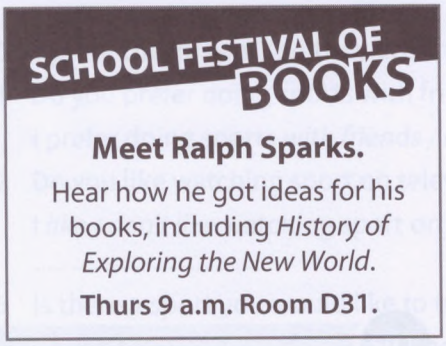
Why has Adam written this message?

A to ask if John wants to play football

B to tell John that Adam can't play football

C to let John know about a change of plan

2



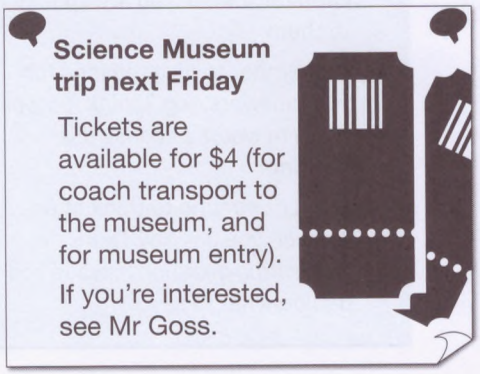
Pupils can

A buy books.

B read about explorers.

C come and listen to a writer.

3



A You can now buy tickets for the museum trip.

B Tell Mr Goss how you want to travel to the museum.

C Mr Goss will tell you if you need a ticket to the museum.

4

From:	Lizzie
To:	Jenny

Jenny,

I think I left my scarf in your flat after the party. Have you seen it? Otherwise I'll buy another one.

Lizzie

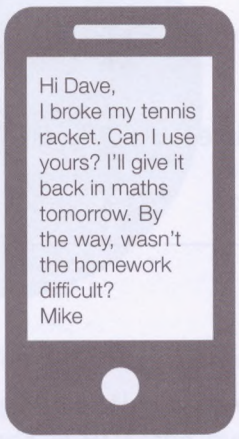
Why has Lizzie written this?

A to invite Jenny to a party

B to tell Jenny about a shopping trip

C to ask about something that she's lost

5



Mike wants to

A play tennis with Dave.

B borrow something from Dave.

C get help from Dave with the homework.

6

Mr Gregson is away today. Class 3, at 9 a.m., please go and join Class 4 in Room 7C for geography. Mr Gregson will be back tomorrow.

A There isn't a geography lesson tomorrow.

B Class 4's lesson is happening at a different time today.

C There will be more people in Room 7C than usual today.

Reading and Writing Part 2

Questions 7–13

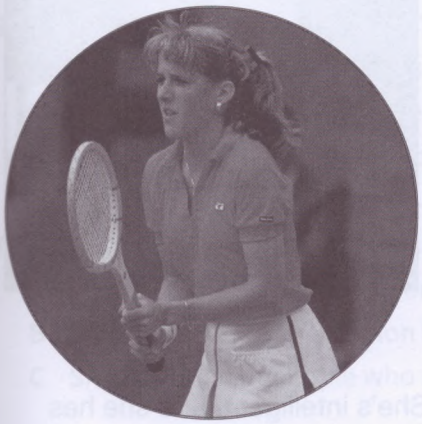
For each question, choose the correct answer.

		Gaurika Singh	Tracy Austin	Nadia Comăneci
7	Which sports person now works as a journalist?	**A**	**B**	**C**
8	Which sports person made her sport more popular?	**A**	**B**	**C**
9	Which sports person won something that she couldn't use?	**A**	**B**	**C**
10	Which sports person became rich when she was young?	**A**	**B**	**C**
11	Which sports person was the youngest person in a competition?	**A**	**B**	**C**
12	Which sports person did something that people believed was not possible?	**A**	**B**	**C**
13	Which sports person was born in one country and now lives in another?	**A**	**B**	**C**

Three teenage sports superstars

Gaurika Singh, swimmer

Gaurika is from Nepal, and she was the only under-14-year-old to take part in the 2016 Olympics in Rio de Janeiro. She swam the 100 metres backstroke for Nepal. Home for Gaurika these days is in the UK, and she trains at the Copthall Swimming Club, where the coaches have trained other world-class swimmers. Her father, Paras Singh, travels with her around the world when she goes to a competition.



Tracy Austin, tennis player

When Tracy Austin was given a car as a prize in a tennis competition in Stuttgart, Germany, she was 15 and still too young to drive, but she was already a professional tennis player. Then, at the age of 17, the American became the youngest ever sports person to earn a million dollars. Before long, she was the world's number one player. These days, she often appears on TV, talking about tennis matches at major competitions.

Nadia Comăneci, gymnast

When Romanian gymnast Nadia took part in the Olympic Games in Montreal, Canada, in 1976, she immediately became one of the most famous sports people in the world. She got perfect scores of 10.0 in seven different events. Everyone thought that nobody could do this and, in fact, 9.9 was the highest number that the score board could show. She did so well that she helped large numbers of people become interested in gymnastics.

Questions 14–18

For each question, choose the correct answer.

Lots of people become good at something when they are young. And quite a lot of children know what career they want to follow when they are older. But not everyone opens their own company. This is exactly what Isabella Rose Taylor has done. She started designing clothes when she was eight years old.

At the time, she was a keen painter. She used a lot of reds, blues and yellows, and these colours helped her to think of new clothes which she could make.

When she started designing and making clothes, Isabella just made clothes for fun. But people liked her designs, so soon she started selling them online. Now she has a business and takes part in fashion shows. She runs her business from the family home, where she has made one room into an office, and another into a studio where the clothes are made.

Isabella has also found time to finish school and get a college degree. She's intelligent, and she has thousands of followers online who love her stuff. It's brilliant that she already has people who work for her. Above all, she really knows what is needed to succeed in the world of fashion. And I am sure that she will.

'The way I see it is I get to follow my dream and be a teenager at the same time. I think I'm pretty lucky,' she says.

14 What does the writer say is unusual about Isabella Rose Taylor?

A She planned her future career when she was very young.

B She started her own business when she was very young.

C She got interested in fashion when she was very young.

15 What does Isabella say about painting and making clothes?

A It is important to paint good pictures of clothes.

B The colours in her paintings gave her ideas for clothes to make.

C She uses paint to put her favourite colours on the clothes she makes.

16 What do we learn about Isabella's home?

A Everything for her business is done in the same room at home.

B Her home is too small, so she's looking for another one.

C She's made changes to her home so that she can work there.

17 Why does the writer think that Isabella will do well in the future?

A She is already very popular online.

B She understands the fashion business.

C She has brilliant people who work for her.

18 What is the best title for the article?

A The girl who can't wait to start working in fashion soon

B The problem with working and studying

C A hobby that is becoming a career

Questions 19–24

For each question, choose the correct answer.

Ferry to School

Most pupils go to school each day on foot or by car, but Jordan Basford is different. He lives on the Scottish island of Egilsay. There, the school had to **(19)** ..... because there weren't any other pupils. The nearest school is in Rousay, across the sea. His family have a boat, but it is small, and they can **(20)** ..... use it in good weather. A much larger boat is **(21)** ..... in bad weather. So every day, Jordan has to **(22)** ..... the ferry across the sea to go to school. He usually comes back home afterwards, but sometimes he phones home to say that he's **(23)** ..... the night at a friend's house instead. 'I know I have to travel a long **(24)** ..... to school each day,' he says. 'But I don't mind.'

19	**A** close	**B** complete	**C** finish
20	**A** almost	**B** only	**C** nearly
21	**A** needed	**B** liked	**C** had
22	**A** travel	**B** make	**C** catch
23	**A** resting	**B** staying	**C** sleeping
24	**A** way	**B** transport	**C** mile

Reading and Writing Part 5

Questions 25–30

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

Example: 0 THE

From:	Jake
To:	

Hi guys!

This is **(0)** ..... best holiday ever! Plakias is such **(25)** ..... beautiful place. The meals in the hotel are fantastic. For breakfast, you can have as **(26)** ..... as you want. I usually have yoghurt with lots of fruit. There's lots for everyone in my family **(27)** ..... do, so we're all enjoying it. Tomorrow I'm going to try windsurfing **(28)** ..... the first time. I'm really excited because I **(29)** ..... never done it before, but Dad says it's easy. In fact, I love it here so much that I **(30)** ..... like to come back next year!

See you soon.

Jake

Reading and Writing Part 6

Question 31

You are planning a party. Write an email to your English friend Malcolm.
In your email:

- **tell** Malcolm about your party
- **ask** if Malcolm wants to come
- **suggest** what Malcolm should bring.

Write **25 words** or more.
Write the email on your answer sheet.

Reading and Writing Part 7

Question 32

Look at the three pictures.
Write the story shown in the pictures.
Write **35 words** or more.

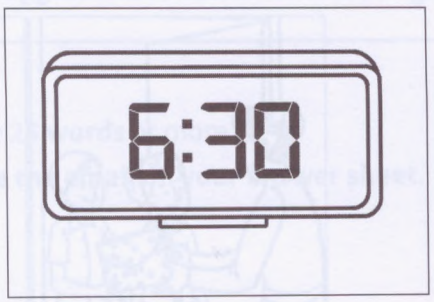
Write the story on your answer sheet.

Listening Part 1

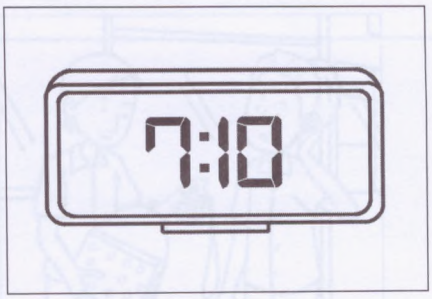
Questions 1–5

55 For each question, choose the correct answer.

1 What time does the nature programme start?



A



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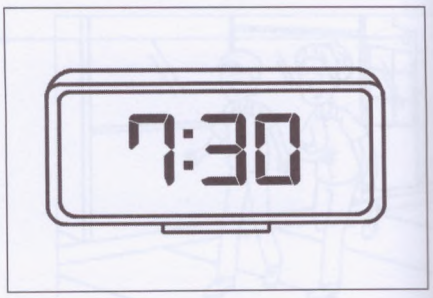


C

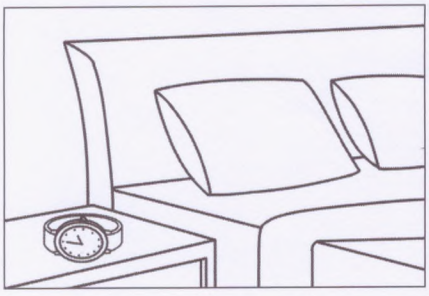
2 Who is Diana talking to on her mobile?

A

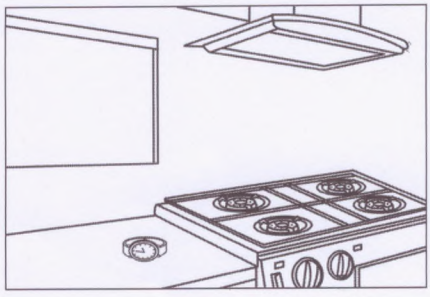
B

C

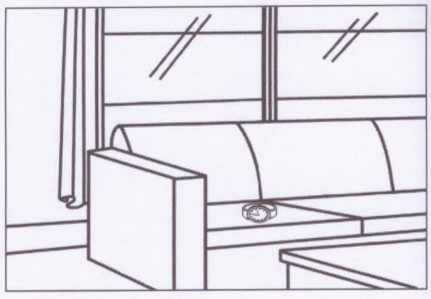
3 Where will Henry put his mum's watch?



A

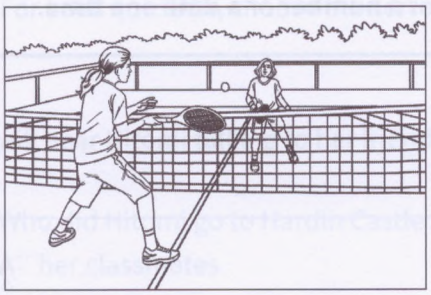


B



C

4 Why is the girl tired?



A

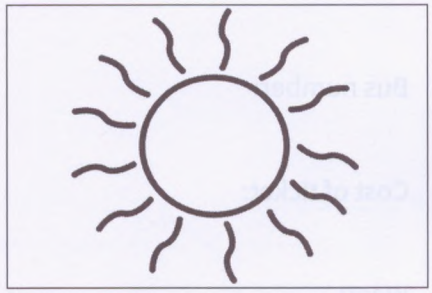
B

C

5 What will the weather be like on Sunday?

A

B



C

Listening Part 2

Questions 6–10

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

You will hear a boy leaving a message for a friend about a football match.

Football match

Day:	Saturday
Name of stadium:	(6) .....
Bus number:	(7) .....
Cost of ticket:	(8) £ .....
Wear:	(9) .....
Bring:	(10) .....

Listening Part 3

Questions 11–15

57 For each question, choose the correct answer.

You will hear Hitomi talking to her friend Freddie about her visit to Hardin Castle.

11 Who did Hitomi go to Hardin Castle with?

A her classmates
B her family
C her neighbours

12 What was the weather like?

A cold
B wet
C windy

13 What do Hitomi and Freddie both like best at Hardin Castle?

A the Queen's bathroom
B the yellow bedroom
C the dining room

14 Freddie went to the castle because he wanted

A to learn about history.
B to take photos.
C to find out about birds.

15 What's on at the castle next month?

A a running race
B an exhibition of old cars
C a painting course

58 **Questions 16–20**

For each question, choose the correct answer.

16 You will hear a girl talking about a video.
Which part of the video didn't she understand?

A the beginning
B the middle
C the end

17 You will hear two friends talking about a concert.
What's the boy's opinion of the concert?

A It was boring.
B It was terrible.
C It was unusual.

18 You will hear a boy talking to his dad about going to the city centre.
Why are they going to the city centre?

A to meet someone
B to buy something
C to watch something

19 You will hear a teacher talking to his class.
What information is he giving his students?

A They're going to start a new project.
B They're going to have their lesson outside.
C They're going to have a longer lesson.

20 You will hear a boy talking about his sister, Emma.
Who has Emma married?

A an artist
B a tour guide
C a cook

Listening Part 5

Questions 21–25

59 For each question, choose the correct answer.

You will hear Angela talking to her uncle about the problems with her old school. What problem was there in each place in the school?

Example:

0 hall F

Places		Problems
21 cafeteria		A crowded
22 library		B noisy
23 classrooms		C not clean
24 lift		D not modern
25 office		E not useful
		F too far
		G too small
		H too warm

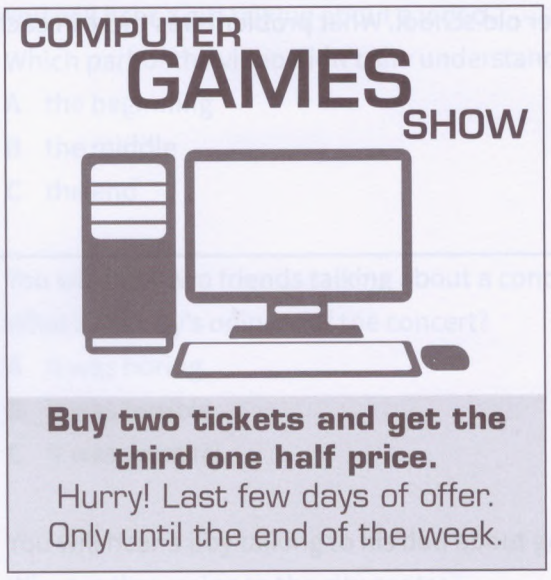
You now have 6 minutes to write your answers on the answer sheet.

Test 4 Reading and Writing Part 1

Questions 1–6

For each question, choose the correct answer.

1

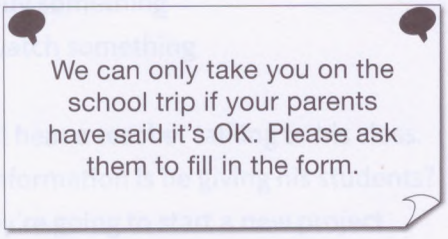


A There is 30% off all tickets.

B You can save money this week.

C Tickets are only available this week.

2

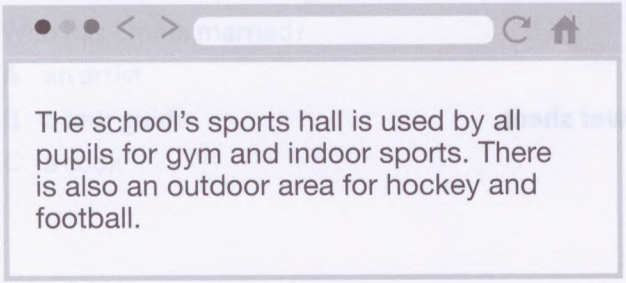


A Parents can come on the trip if they want.

B Pupils must fill in a form and show it to their parents.

C The school can take pupils on the trip if their parents let them go.

3



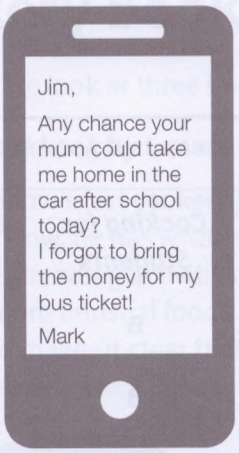
This text is

A describing the sports lessons at the school.

B explaining where you can do sports at the school.

C saying that the pupils at the school are good at sports.

4



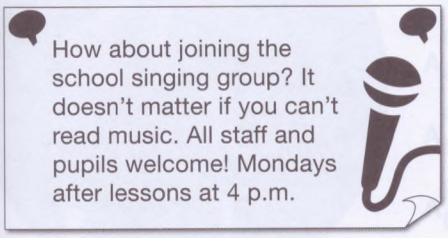
What does Mark want to do?

A borrow some money

B travel home with Jim

C invite Jim to visit him

5



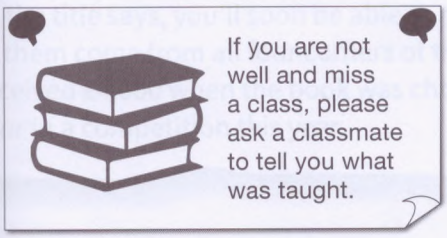
Who can join the singing group?

A anyone at the school

B pupils who have music lessons

C people who can already read music

6



Who is this message for?

A pupils who are feeling ill

B pupils who couldn't go to a lesson

C pupils who would like to help their friends

Test 4 Reading and Writing Part 2

Questions 7–13

For each question, choose the correct answer.

		My First Cookbook	*Cooking for Students*	*Everybody Can Cook*
7	Which book won a prize?	**A**	**B**	**C**
8	Which book has healthy recipes?	**A**	**B**	**C**
9	Which book shows that cooking can be fun?	**A**	**B**	**C**
10	Which book has dishes from different countries?	**A**	**B**	**C**
11	Which book teaches words to talk about food?	**A**	**B**	**C**
12	Which book is about food that the writer's family liked?	**A**	**B**	**C**
13	Which book has pictures of someone preparing the food?	**A**	**B**	**C**

Cookery books for young people

This week, we look at three books about cooking for young people.

***My First Cookbook* by Lenard Minnow**

Lenard Minnow's last cookery book was a huge success across the world. And now, he has written a cookery book just for children. It has lots of lovely reading activities, so that children can get to know the names of more unusual foods. It explains in an easy-to-read way how to cook and makes it clear that cooking can be a hobby that young and old can really enjoy.

***Cooking for Students* by Cormac O'Dally**

The idea for this book came when Cormac O'Dally's two sons went away to university. They never cooked and had no idea what to do in the kitchen, so Cormac wrote this book to help them. The photo on the cover of the book shows Cormac and his sons laughing and enjoying the food together. Students who use this book won't win prizes for great new food ideas. The meals are very simple, like cheese on toast, but they're easy to prepare and good for you, too.

***Everybody Can Cook* by Denise Macon**

With its 'look-as-you-cook' photos, you can see the author doing everything that you need to do in this wonderful new book. And, as the title says, you'll soon be able to make tasty meals. Many of them come from all four corners of the world. The author received £4,000 when the book was chosen as *Cookbook of the Year* in a competition this year.

Questions 14–18

For each question, choose the correct answer.

An amazing stay at the Ocean View Hotel

I'm usually sad to say goodbye to my cousins after visiting them in Australia. But last June I wasn't. We had to change planes in the Middle East on the way back and had to stay overnight. I just couldn't wait to get to our hotel.

The first thing I noticed in the hotel was all the glass. It was really bright, so I don't know why all the lights were on in the building! There was also loud rock music playing, which I loved (but my parents didn't)! There weren't many people waiting at the reception, so we were soon in our rooms.

The garden wasn't what I expected. 'Dad,' I said, 'you told me there was a pool!' He took me back into the reception area and then up in the lift to the 39th floor and out onto the top of the building. 'Here it is,' he said. It was amazing! Swimming under the clouds was awesome.

I've stayed in some great hotels around the world, but nothing as cool as that one! I saw photographs of it before I went, but they don't really show how large the building is. I couldn't believe it. Everything is huge – the building, the pool, the meals (which were delicious, too, by the way)! There's so much to do and see there. I hope we can go back again and stay for longer!

14 The writer says that last June, she felt

A excited about where she was going.

B sad because she was leaving her cousins.

C angry because of the delay in her journey.

15 What was the hotel like inside?

A dark

B noisy

C busy

16 Where was the hotel's pool?

A in the hotel garden

B on the roof of the hotel

C close to the hotel's reception area

17 What do we learn about the writer in the last paragraph?

A She hasn't visited many hotels in her life.

B She didn't have time to see everything in the hotel.

C She didn't know the hotel is so big.

18 Why has the writer written this text?

A to describe what the hotel looks like

B to say how the hotel could improve

C to explain why she loved the hotel

Questions 19–24

For each question, choose the correct answer.

The Museum of Childhood

The Museum of Childhood in Edinburgh is full of variety. Visitors can **(19)** ..... dolls houses, toy cars and much more. There is everything from toy soldiers to board **(20)** ..... . The museum was started by a man called Patrick Murray, who **(21)** ..... many toys during his life and wanted to show them to the public. But it's more than **(22)** ..... a museum of toys. It explores all parts of growing **(23)** ....., and its exhibitions include lots of different things, from storybooks to baby **(24)** ..... . The museum is easy to find in the centre of Edinburgh and is open all year.

19	**A** watch	**B** look	**C** see
20	**A** games	**B** competitions	**C** matches
21	**A** picked	**B** collected	**C** took
22	**A** already	**B** just	**C** yet
23	**A** up	**B** out	**C** away
24	**A** snack	**B** food	**C** meal

Reading and Writing Part 5

Questions 25–30

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

Example: 0 TO

From:	Gemma
To:	Anne

Hi Anne,

I know you have piano lessons. I want **(0)** ..... start too, and I remember you said your teacher doesn't charge too **(25)** ..... . What's he like? Is he good **(26)** ..... explaining things? Can you let **(27)** ..... know soon?

Cheers,
Gemma

From:	Anne
To:	Gemma

Hi Gemma,

My piano teacher is called Ben. He's funny and I always have **(28)** ..... good time in the lessons. But I don't know if I **(29)** ..... getting any better! Anyway, if you're looking **(30)** ..... a teacher, then I think Ben will be perfect for you.

Good luck!
Anne

Test 4 Reading and Writing Part 6

Question 31

You recently lost something when you were in town with your English friend Alfie.
Write an email to Alfie.
In your email:

- **say** what you have lost
- **explain** how you think you lost it
- **tell** Alfie what you want him to do to help.

Write **25 words** or more.

Write the email on your answer sheet.

Reading and Writing Part 7

Question 32

Look at the three pictures.
Write the story shown in the pictures.
Write **35 words** or more.

Write the story on your answer sheet.

Test 4 Listening Part 1

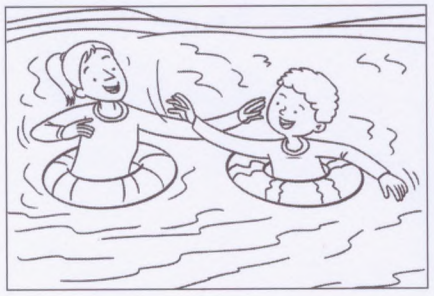
Questions 1–5

60 For each question, choose the correct answer.

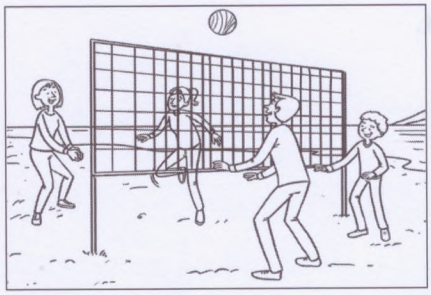
1 How much did the boy's football shirt cost?

A	B	C
£11.75	£20.50	£35.00

2 What did Sophie enjoy doing most at the weekend?



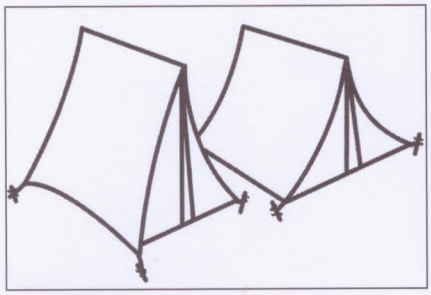
A



B

C

3 Where did Paul stay on holiday this year?



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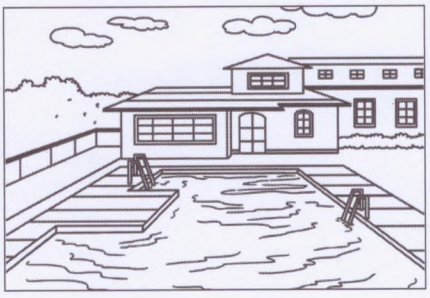

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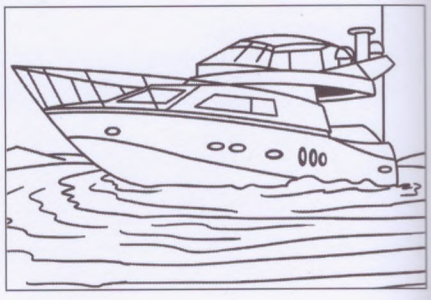
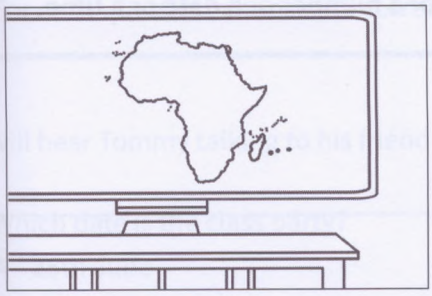
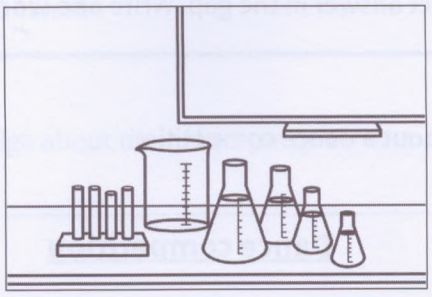


C

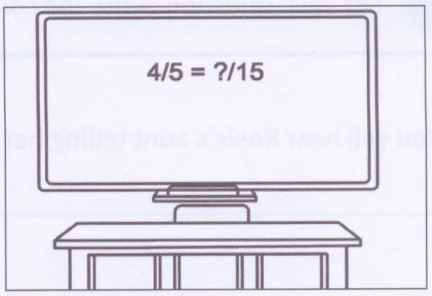
4 Which subject will they study first today?



A

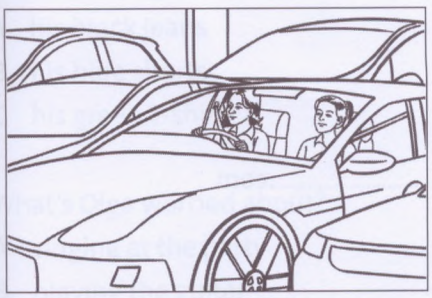


B



C

5 Why was Tina late for school today?



A

B

C

61 **Questions 6–10**

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

You will hear Rosie's aunt telling her about a dance competition.

Dance competition

For children from:	13–15
Date to enter by:	(6) .....
Send:	(7) .....
Website address:	(8) www. ..... .com
Place:	(9) .....
First prize:	(10) £ .....

Listening Part 3

62

Questions 11–15

For each question, choose the correct answer.

You will hear Tommy talking to his friend Olga about their class party.

11 Which date is the class party?

A 25th June
B 28th June
C 1st July

12 What does Olga think Tommy should wear to the party?

A his black jeans
B his blue shorts
C his green T-shirt

13 What's Olga worried about?

A singing at the party
B playing the guitar
C helping tidy up

14 Why will Tommy arrive at the party late?

A He'll have to wait for a lift.
B There aren't many buses.
C He wants to play tennis first.

15 What's Olga going to take to the party?

A some balloons
B some paper plates
C some food

Questions 16–20

63 For each question, choose the correct answer.

16 You will hear two classmates talking together.
How did the girl come to school today?

A by car
B by train
C on foot

17 You will hear a girl talking to a man who works at a museum.
What's the girl looking for?

A her bag
B her coat
C her folder

18 You will hear a boy talking about learning French.
How did he improve his French?

A by visiting France
B by watching French cartoons
C by emailing his French penpal

19 You will hear a girl talking to her aunt about her hobbies.
Which hobby does the girl like doing now?

A looking after animals
B taking photos of animals
C collecting toy animals

20 You will hear a headteacher talking to the whole school.
What's new at the school this year?

A a cafeteria
B a sports hall
C a music room

Listening Part 5

Questions 21–25

64 For each question, choose the correct answer.

You will hear a boy talking to a friend about the presents he bought during a family trip round Europe. What present did he buy in each country?

Example:

0 Germany E

Countries		Presents
21 Poland		A backpack
22 Switzerland		B calendar
23 Italy		C dictionary
24 Spain		D guidebook
25 Portugal		E kite
		F mug
		G photo album
		H postcards

You now have 6 minutes to write your answers on the answer sheet.

Questions 1–6

For each question, choose the correct answer.

1

School singing practice starts this week. Please don't arrive later than 1:25, as we must all be ready by 1:30.
Thank you.

A Singing practice starts at 1:25.

B There is no singing practice this week.

C Please arrive early for singing practice.

2

You may return games that aren't opened to the shop and get your money back.

You can return a game if

A it doesn't work.

B you don't like it.

C you haven't used it.

3

Book club

Do you enjoy discussing books with classmates? Yes? Then come along to the book club. To join, contact Mr Sponforth.

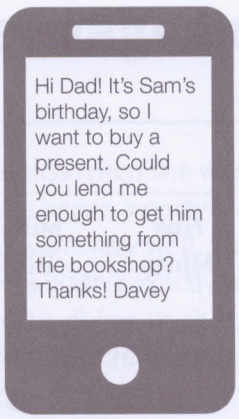
Speak to Mr Sponforth if

A you are interested in becoming a member of the book club.

B you would like to borrow a book from the club.

C you have read the same book as your classmates.

4



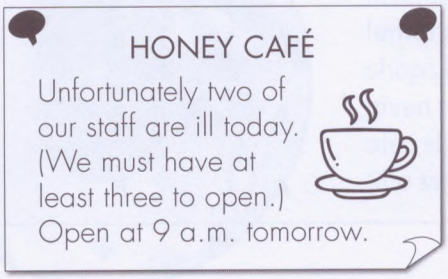
Davey wants to

A go shopping with his dad.

B borrow some money.

C ask what to get for Sam.

5



A The café is closed today.

B We are looking for more staff.

C Tomorrow we open at a different time.

6

A We repair old laptops.

B Old laptops are for sale for £100.

C Save money when you buy a new laptop.

Questions 7–13

For each question, choose the correct answer.

		Noa Mintz	Mikaila Ulmer	Jessie Chong
7	Which person is helping wildlife?	**A**	**B**	**C**
8	Which person has given someone a job?	**A**	**B**	**C**
9	Which person gets ideas for her business from nature?	**A**	**B**	**C**
10	Which person wants to teach children about business?	**A**	**B**	**C**
11	Which person has opened other companies before?	**A**	**B**	**C**
12	Which person is pleased that she took some good advice?	**A**	**B**	**C**
13	Which person thinks she has improved as a business person?	**A**	**B**	**C**

Three teenage business people

Noa Mintz

Noa started a business when she was 8, holding art classes for children. Two years later, she began a party planning business for children. She doesn't think that went very well. She thinks that because she was very young, the business wasn't exactly perfect. These days, she is sure that she knows what she's doing, as she has a business that finds staff to look after other people's children. She also pays someone to help her with the business.

Mikaila Ulmer

Mikaila has opened a company called *Me and the Bees*. It sells lemonade, which is made with local honey. The drink is sold in several shops in Mikaila's home town and online, and some of the money is given to nature groups that work with bees and other insects. Mikaila also shows children and their families how to get ideas to make money. She says, 'I think I've got lots of good advice for them.'

Jessie Chong

When Jessie was really young, her parents told her that she should find something that she loved doing. She's happy she did because she thinks everyone should love their work. Jessie makes jewellery and sells it online. She looks at flowers and plants, and then uses the shapes and colours she sees in her jewellery.

Questions 14–18

For each question, choose the correct answer.

Where playing video games IS real life

Seo-yun Cho doesn't have time for hobbies because she spends all her time playing video games. 'I practise as much as I can so I will improve,' she says. 'This is what I really need to do.'

Seo-yun and her friends are members of KS Fireflies 6, a video game team. She and the other members share a flat in Seoul's business district. Since they all left school, they have managed to make playing video games their life.

Every day, Seo-yun gets up after a good night's sleep at 10 a.m. and goes for a jog for an hour, before sitting down at her computer and starting to play. She and her friends have a few breaks to eat and relax during the day and the evening, but Seo-yun thinks that after midnight is when she has more fun playing than at any other time. She usually goes to bed at 3 a.m.

Seo-yun and the rest of the team need to train hard and keep fit, as top players need to do about 500 mouse-clicks a minute. Video games are big business in South Korea, and the best players (like KS Fireflies 6) usually become even better-known than top baseball or volleyball players.

Some people might get bored after playing video games for an hour or two. But these guys are actually getting paid to do something they love as a job. Many of them would even like to do it for free!

14 What is the most important thing for Seo-yun Cho?

A trying new video games

B getting better at video games

C finding enough time to play video games

15 Seo-yun and her friends

A live together.

B went to school together.

C have a business together.

16 What does Seo-yun say about playing games at night?

A It's when she feels happiest.

B It's the time that she most enjoys playing.

C It sometimes makes her tired.

17 What does the writer say about sports?

A Seo-yun and her friends play a lot of sports video games.

B Seo-yun and her friends play sports to get fit.

C Seo-yun and her friends are more famous than some sports players.

18 Why does the writer think that Seo-yun and her friends are lucky?

A because they earn a lot of money

B because they don't need to look for another job

C because they are doing something that they love

Questions 19–24

For each question, choose the correct answer.

Preparing to go camping with the school

From choosing the right equipment to remembering to take spare socks, campers need to be prepared! Keen camper, Jody Walterson, 16, explains why.

Most pupils are really excited when they are taken on a school camping **(19)** ..... . They're becoming really popular these days. For example, my class goes camping at **(20)** ..... once a year. It's usually just for one night, but it's sometimes **(21)** ..... .

Parents and children need to work together to **(22)** ..... sure that everything goes well. Part of this is deciding what to take – this is a really important **(23)** ..... . It's a good idea to take more clothes than you think you will **(24)** ..... . So, if you're going for two nights, take three pairs of socks. And don't forget your toothbrush or a charger for your phone!

19	**A** way	**B** journey	**C** trip
20	**A** little	**B** least	**C** low
21	**A** longer	**B** bigger	**C** higher
22	**A** get	**B** do	**C** make
23	**A** job	**B** work	**C** occupation
24	**A** have	**B** like	**C** need

Reading and Writing Part 5

Questions 25–30

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

Example: 0 ABOUT

From:	Joanna
To:	Emma

Hi Emma,

At school, you said that you don't have any plans for the weekend. Well, how **(0)** ..... meeting on Saturday morning? I thought maybe we could go **(25)** ..... a bike ride. We can go to Moreton-on-Sea, and get something **(26)** ..... eat. I went there by bike last year. In fact, there were six **(27)** ..... us, and we had **(28)** ..... really amazing day. I don't think it will take more **(29)** ..... four hours to get there and back. Can you let **(30)** ..... know if you can come?

Hopefully, I'll see you then!

Cheers,
Joanna

Reading and Writing Part 6

Question 31

Read the email from your English friend Liam.

From:	Liam
To:	

Hi,
I'm going to be in your town next week. Could you tell me about a good place to eat? What's the food like? Where is it?

Thanks.

Liam

Write an email to Liam and answer the questions.

Write **25 words** or more.

Write the email on your answer sheet.

Reading and Writing Part 7

Question 32

Look at the three pictures.
Write the story shown in the pictures.
Write **35 words** or more.

Write the story on your answer sheet.

Listening Part 1

Questions 1–5

65 For each question, choose the correct answer.

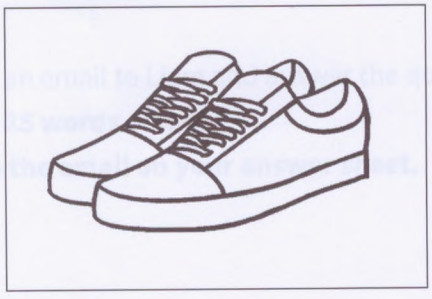
1 How will Luciana invite her friends to her birthday party?

A

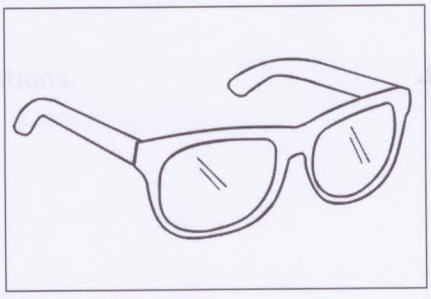
B

C

2 What does Charlie want to borrow from his brother, James?



A



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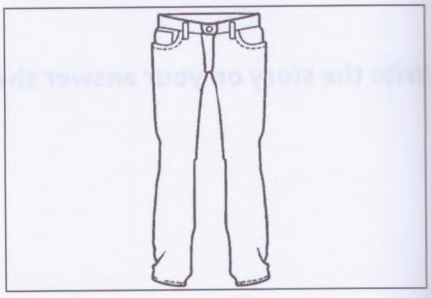


C

3 How will Carol get to her dance class?

A

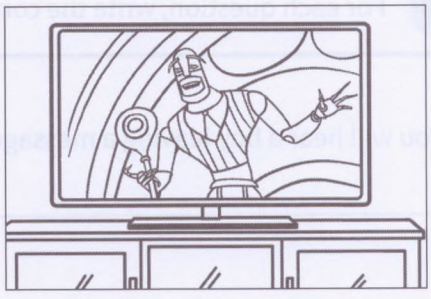
B

C

4 Which film do they decide to watch first?

A

B



C

5 Which T-shirt does the girl like best?

A

B

C

Listening Part 2

66

Questions 6–10

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

You will hear a boy leaving a message for a friend about some homework.

Homework

Subject:	English
What to write:	(6) .....
Number of words:	(7) .....
Remember to add:	(8) .....
Get ideas from:	(9) www. ..... .com
Date to give to teacher:	(10) .....

Listening Part 3

Questions 11–15

57 For each question, choose the correct answer.

You will hear Dan talking to a shop assistant in a sports shop.

11 Dan thinks plastic skateboards are

A cheap.
B popular.
C light.

12 What colour skateboard does Dan prefer?

A purple
B yellow
C grey

13 The shop assistant says the best skateboard for Dan is about

A 16 cm wide.
B 18 cm wide.
C 20 cm wide.

14 What free gift can Dan get from the shop?

A a backpack
B some gloves
C a scarf

15 When will Dan buy a skateboard?

A on Wednesday
B on Friday
C on Saturday

68 **Questions 16–20**

For each question, choose the correct answer.

16 You will hear two friends talking about eating healthy food.
Why are they talking about eating healthy food?

A They've just read about it.
B They've just watched a video about it.
C They've just listened to a talk about it.

17 You will hear a boy talking about his history project.
Who gave him some information about it?

A a person who works as a guide
B a woman who lives near him
C a teacher he knows

18 You will hear a girl talking about her clothes.
Why does she want to buy some new clothes?

A to look nice at a party
B to go on holiday
C to play a new sport

19 You will hear a teacher talking about a problem.
Where is there a problem?

A in the playground
B in the sports hall
C in the cafeteria

20 You will hear a brother and sister talking about their pet rabbit.
What don't they like about having pets?

A talking to them
B brushing them
C giving them food

Listening Part 5

Questions 21–25

69 For each question, choose the correct answer.

You will hear a boy talking to a classmate about the things he is going to do next week. What is he going to do on each day?

Example:

0 Monday C

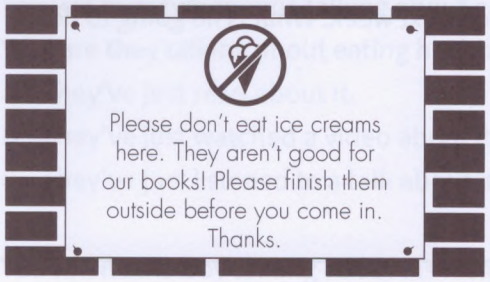
Days		Things to do
21 Tuesday		**A** finish a school project
22 weekend		**B** go on a trip
23 Wednesday		**C** go to a party
24 Thursday		**D** help a neighbour
25 Friday		**E** make a meal
		F send emails
		G take money to school
		H visit the city library

You now have 6 minutes to write your answers on the answer sheet.

Questions 1–6

For each question, choose the correct answer.

1



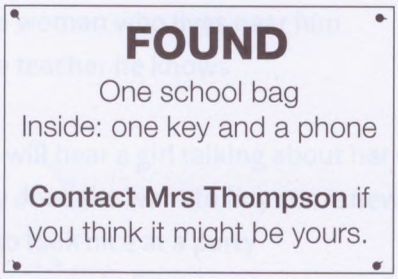
Where might you see this?

A in a café

B in a library

C in a picnic area

2



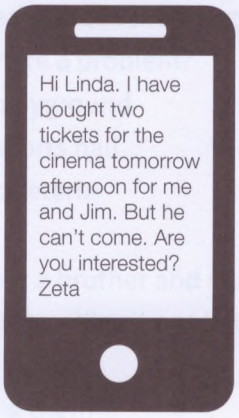
Speak to Mrs Thompson if

A you've got an extra key.

B you have lost something.

C you know where the bag is.

3



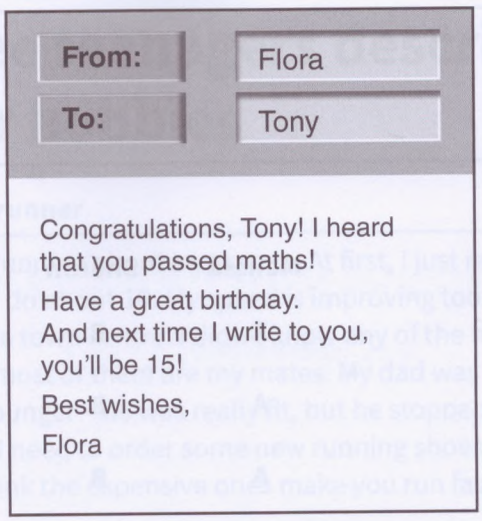
Zeta has written to

A invite Linda to go and see a film.

B ask Linda what films she's interested in.

C tell Linda where to meet Jim tomorrow.

4



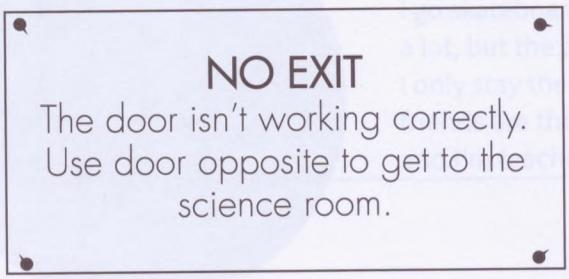
What has Tony just done?

A met Flora

B had a birthday

C done well in an exam

5

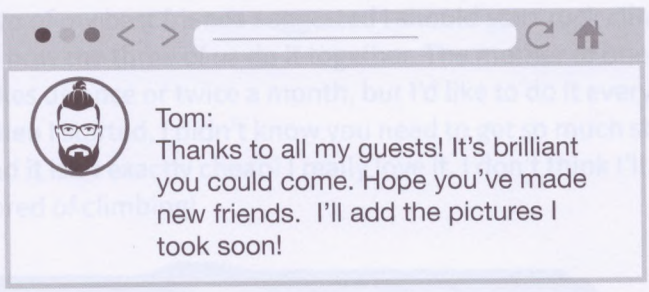


A Please go to the science room now.

B You can't go out through this door.

C The science laboratory is being used by other people today.

6



Tom is writing about

A a party that he had.

B a picture that he saw.

C some people that he has just met.

Questions 7–13

For each question, choose the correct answer.

		Melissa	Sharon	Latifa
7	Which person has made new friends because of her hobby?	**A**	**B**	**C**
8	Which person does her hobby near her home?	**A**	**B**	**C**
9	Which person says she is getting better at her hobby?	**A**	**B**	**C**
10	Which person does her hobby with a family member?	**A**	**B**	**C**
11	Which person wants to do her hobby more often?	**A**	**B**	**C**
12	Which person needs to buy something for her hobby?	**A**	**B**	**C**
13	Which person says her hobby was more expensive than she thought?	**A**	**B**	**C**

Three teenagers describe their hobbies

Melissa, runner

I started running about a year ago. At first, I just ran 1 or 2 kilometres, but I now do about 10. My speed is improving too. I've joined a running club in the town centre. I didn't know any of the members before, but now most of them are my mates. My dad was a keen runner when he was younger – he was really fit, but he stopped when he hurt his leg. Actually, I need to order some new running shoes – just a simple pair. I don't think the expensive ones make you run faster!

Sharon, skateboarder

I go skateboarding most evenings in the park. I suppose that's quite a lot, but the park is only a minute or two from our apartment, and I only stay there half an hour or so. Although I stay longer when my friends are there. Sometimes my cousin's there too. He's a beginner, and I'm teaching him a few moves. He's starting to get really good!

Latifa, rock climber

Two of my best friends suggested I should start rock climbing, so now the three of us do it together. The mother of one of them takes us once or twice a month, but I'd like to do it every week. When I started, I didn't know you need to get so much stuff – and it isn't exactly cheap! I really love it. I don't think I'll ever get bored of climbing!

Questions 14–18

For each question, choose the correct answer.

Would you like to be an astronaut?

You don't have to be Superman to fly in space. Many men and women from many different countries have done it. For example, the European Space Agency (ESA) now has 14 astronauts from 8 different countries.

The first thing is this – you need to be sure it's the job that you really want to do. It requires a lot of hard work and several years of study at university before astronaut training even begins. Most people start this between 27 and 37 years of age. Many astronauts also train to become pilots first.

Astronauts come from all over Europe and the world, and it's important that they can speak the same languages. They have to speak English, and they are given Russian lessons. Some also learn another language, for example Japanese, as a number of astronauts are Japanese speakers.

If you are still at school and you'd like to be an astronaut when you're older, it's not too early to start developing the skills you will need. Playing video games is a great thing to do, as it helps you to think quickly and clearly. This is what you will need to do when you travel in space.

Another good thing to do is sports, especially team sports. They make you fit, of course, but more importantly, they help you learn how to do things together with your colleagues. So, maybe planning a game of football for next weekend isn't a bad idea?

14 The first paragraph says that

A lots of people can be an astronaut.

B there are astronauts from all countries.

C only 14 people from Europe have become astronauts.

15 The writer says

A you need to be a pilot before you become an astronaut.

B it's important to know that being an astronaut is right for you.

C when you start training to be an astronaut, you must be between 27 and 37.

16 Which languages do ESA astronauts know how to speak after training?

A English and Russian

B English and Japanese

C English, Japanese and Russian

17 Why can playing video games be useful if you want to be an astronaut?

A There are many video games about space travel.

B Video games can teach you to think fast.

C Video games help you to understand how computers work.

18 How can sports help you to become an astronaut?

A They help you to get fit.

B They give you something to do in your free time.

C They help you to work well with other people.

Questions 19–24

For each question, choose the correct answer.

Cello player wins music competition

A 17-year-old musician has won the Young Musician of the Year Prize. Alex Guo was competing **(19)** ..... her brother and four other musicians under the **(20)** ..... of 21 to win the prize. The winner was **(21)** ..... after the young musicians each played on stage with a band. When she **(22)** ..... that she was the winner, she was so excited. 'I just couldn't **(23)** ..... it,' she said. 'Music has always been a **(24)** ....., but now I want it to be my job, too.'

19	**A** over	**B** against	**C** after
20	**A** age	**B** years	**C** time
21	**A** taken	**B** found	**C** chosen
22	**A** heard	**B** listened	**C** agreed
23	**A** guess	**B** believe	**C** thank
24	**A** hobby	**B** fun	**C** game

Reading and Writing Part 5

Questions 25–30

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

Example: 0 ARE

From:	Mrs Hammond
To:	Class 9

Dear Class 9,

Next week, we **(0)** ..... going to do something different in our English lesson. I want pupils to stand up, and speak to the whole class for one minute about a sport they like doing. It will be an excellent way **(25)** ..... practise your English. If you **(26)** ..... like to do this, please **(27)** ..... me know.

Mrs Hammond

From:	Andrew
To:	Mrs Hammond

Dear Mrs Hammond,

Thank you **(28)** ..... your email.

My favourite sport is football. I love talking about it, and I can **(29)** ..... everybody about the team I play in **(30)** ..... Saturday afternoons. I hope that is OK.

Best wishes,
Andrew

Question 31

Read the email from your English friend Joe.

From:	Joe
To:	

Hi,

Sorry, I know I said I can meet you tomorrow afternoon, but I can't. Can we meet next week instead? When are you free? And where is a good place to meet?

Cheers,

Joe

Write an email to Joe and answer the questions.

Write **25 words** or more.

Write the email on your answer sheet.

Reading and Writing Part 7

Question 32

Look at the three pictures.
Write the story shown in the pictures.
Write **35 words** or more.

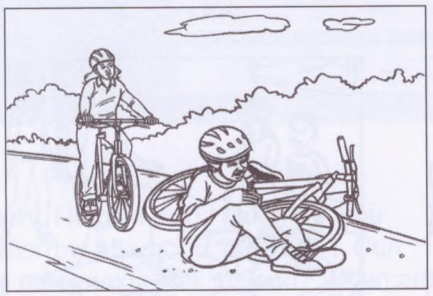
Write the story on your answer sheet.

Test 6 Listening Part 1

Questions 1–5

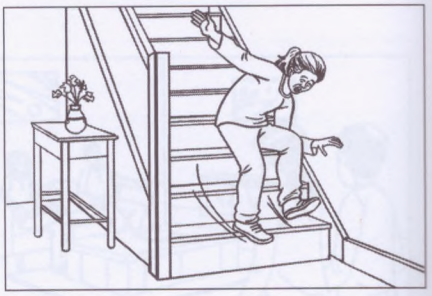
70 For each question, choose the correct answer.

1 How did Carrie hurt her leg?



A

B



C

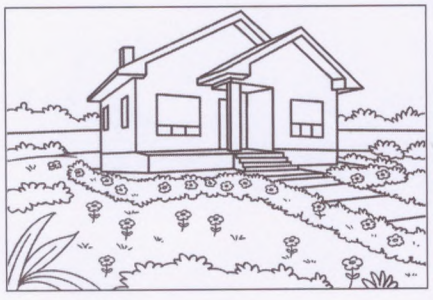
2 Which backpack has the boy bought?

A

B

C

3 Where will Daisy have her birthday party?



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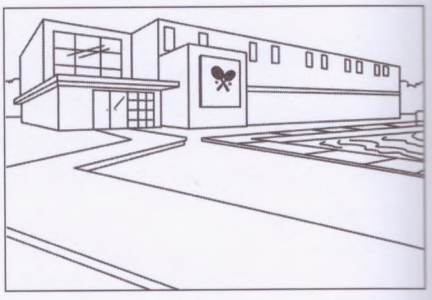
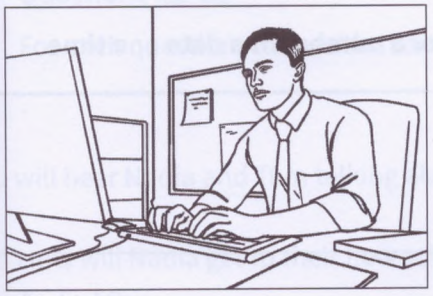


C

4 Which job does Dylan's dad do now?



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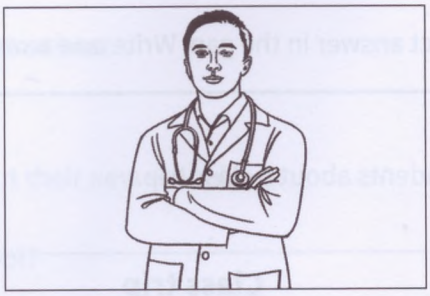
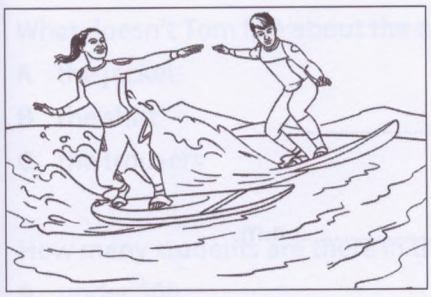


B

C

5 What did they both do yesterday?



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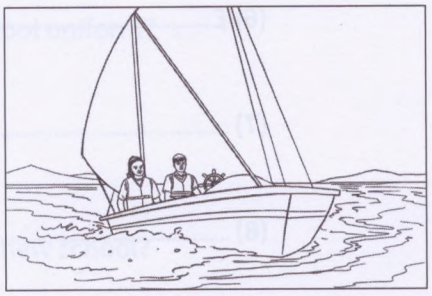
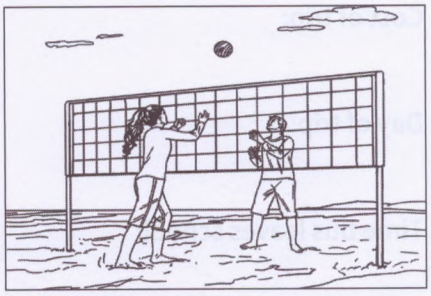


B



C

Test 6 Listening Part 2

Questions 6–10

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

You will hear a teacher telling some students about a class trip.

Class trip

Visit a:	*castle*
Cost of trip:	(6) £ .....
Day of trip:	(7) .....
Time bus leaves school:	(8) ..... a.m.
Bring:	(9) .....
Name of special exhibition:	(10) .....

Listening Part 3

72

Questions 11–15

For each question, choose the correct answer.

You will hear Nadia and Tom talking about their new school.

11 How will Nadia get to their new school?

A by bike
B by bus
C on foot

12 What doesn't Tom like about the school uniform?

A the jacket
B the shirt
C the trousers

13 How many students are there in the new school?

A under 500
B about 800
C more than 1000

14 Which subject does Nadia like?

A chemistry
B maths
C biology

15 What will they do on the first day?

A have a class quiz
B visit the school library
C meet all their teachers

Questions 16–20

73 For each question, choose the correct answer.

16 You will hear a teacher talking about a trip.
What has changed?
A the cost
B the time
C the transport

17 You will hear two students talking about a problem.
Where's the boy's phone?
A in the teacher's desk
B in his brother's bag
C in his house

18 You will hear a boy talking about buying some boots.
Why did he buy the boots?
A They're comfortable.
B He likes the colour.
C They're in fashion.

19 You will hear a girl talking about playing tennis.
How does she feel after playing?
A angry
B hungry
C tired

20 You will hear two friends talking about a new teacher.
What do they like about the new teacher?
A He's clever.
B He's friendly.
C He's famous.

Listening Part 5

Questions 21–25

74 For each question, choose the correct answer.

You will hear a girl talking to her uncle about the books she has read at school. How does she feel about each book?

Example:

0 *The Delay* H

Books		Feelings
21 *Crunch*	☐	A boring
22 *My Island*	☐	B funny
23 *Dangerous Animals*	☐	C good beginning
24 *The Invitation*	☐	D hard to understand
25 *Skating Star*	☐	E sad
		F scary
		G too short
		H useful

You now have 6 minutes to write your answers on the answer sheet.

Test 1 Audioscripts

LISTENING PART 1

Training

01 **2**

Woman: He's short but not very fat, I would say he is quite slim. He has long, straight, blonde hair. Today he's wearing a white T-shirt and shorts.

02 **5**

Example

Man: Jane is wearing a pink blouse.

1

Man: It might rain.

2

Man: Joanne wants to go to the match.

3

Man: They love playing hockey.

4

Man: Are we going to go out today?

5

Man: I think he'll help us.

6

Man: I'd prefer to have pizza.

7

Man: Are you enjoying the party?

8

Man: I'm meeting Sam at the bus stop.

03 **6**

Girl: I want to play tennis tomorrow.

Boy: The tennis courts are busy on Saturdays. I'd prefer to play on Sunday.

Girl: I'm going to visit my grandmother on Sunday. She hasn't been feeling well since Thursday.

Boy: OK. then, but we'll need to get there early.

04 **9**

Man: Where shall we have coffee?

Woman: What about the café next to the pharmacy?

Man: I went there yesterday with my sister. We could try the one inside the bookshop.

Woman: It's a bit expensive, isn't it?

Man: Don't worry. I'm paying!

Exam Practice

05 **Questions 1–5**

1 *Where's the girl going this afternoon?*

Boy: Are you coming shopping with me and Mom this afternoon?

Girl: To buy your new skateboard? I'd love to, but I'm meeting my classmate Susan. We're going to see that new Japanese cartoon.

Boy: OK, no problem, Mom can help me choose a skateboard.

Girl: And Mom wants to go to the new café in Bridge Street.

Boy: Great! They sell fantastic cakes!

2 *Which is the boy's new desk?*

Boy: Mum's bought me a desk for my bedroom, Aunt Barbara!

Aunt: Yes. She was looking at one online with four drawers. Did she get that one?

Boy: Mine's got two drawers on the left and three shelves on the right.

Aunt: That's good – you've got lots of books and things. Can I go upstairs and look at it?

Boy: Sure!

3 *How will they get to their tennis class?*

Boy 1: Are we going to go to our tennis class by bike today? The weather's good.

Boy 2: Yes, it's sunny but not too hot. But I've got a problem with my back wheel, so I'd prefer to go by bus.

Boy 1: Or we could walk. It's not far.

Boy 2: Good idea. My dad says he'll fix my bike next weekend.

4 *Which woman is Laura's new English teacher?*

Laura: Mum, you see the woman outside the bookshop? That's my new English teacher.

Mum: The woman with long dark hair? She looks like your Aunt Suzanna.

Laura: But Aunt Suzanna's got blonde hair! Anyway, it's the other woman, with short dark hair and glasses.

Mum: Oh, she looks really friendly!

5 *What might Harry do if it rains on Saturday?*

Katie: Hi, Harry, are you going to go running on Saturday to practise for the school race?

Harry: Possibly, but it might rain. If it does, I don't want to be outside.

Katie: What about playing badminton in the sports hall?

Harry: I like badminton, but my friends don't. We all like volleyball, and that's good exercise, too, so I'll think about that.

PART 2

Training

2

06 *Girl:* Let's meet after the class. Is four o'clock all right for you?

Boy: Yes, fine. No, wait a minute. The class finishes at four, but sometimes the teacher doesn't let us leave until about five past. And it will take a few minutes to get there.

Girl: Shall we say quarter past four then?

Boy: No, I'm sure I can make it by ten past.

4

07 *Woman:* OK, now, listen everyone because I'm going to give you some important information about the end-of-term dinner. You should know by now that it's on the twenty-eighth of March. Now, we have changed the start time. We told you it would start at seven o'clock, but it will now begin at half past six, as we had to change the time it will end. You may remember it was to end at eleven, but some parents say that is too late, so it will now end at ten thirty. Please tell your parents to pick you up then and no later.

You are a very lucky group because we are not having the dinner at the school this year. It will be at the Oaktree Restaurant. That's O-A-K-T-R-double E. You need to tell us by Friday what you want to eat. You have three main meals to choose from. No salad this year. You can have fish, chicken or vegetable curry with rice. Please send me a text message with your choice. My phone number is oh-double seven-four, oh-five-three, eight-nine-seven.

Exam Practice

Questions 6–10

08 *Woman:* Now, I want to tell you about a new school music club. It'll begin on the fifteenth of September and there will be classes once a week until December the eighteenth.

Let me check the day … Because there's the sports club on Wednesdays, the music club will be on Thursdays.

It'll be after school. Your last lessons finish at ten to four and you can have a break before the music club because it starts at twenty past four and ends at five o'clock.

Here's some information about the teacher. His name's Mr Taylor. I'll spell that for you T-A-Y-L-O-R. You don't know him because he's new.

If your parents would like to phone him, he's happy for me to give you his phone number. It's zero-double seven-nine, three-eight-six, five-two-one.

Oh, you need to know where to go for the club. It's going to be in the library. Use the doors next to the art room because the other doors won't be open then.

PART 3

Training

2

09 *Woman:* His name is Robert and he is almost seventy years old. He doesn't work now, but he was a dentist when he was younger. He and his wife had three children. The oldest is my mum, Sue. He has six grandchildren now, but I was the first.

4

10 *Girl:* What's your favourite food?

Boy: Umm, well, I love spicy food the most. What about you?

Girl: I prefer sweet food, like cakes and biscuits.

Boy: But you can't eat that for dinner!

Girl: Well, fish is my least favourite meal. Apart from that, I'll eat anything.

Boy: Really? Fish is one of the things I like best.

Exam Practice

Questions 11–15

11 *Luis:* Charlotte! I've got the computer game called *Green Space*.

Charlotte: Where did you find out about it, Luis?

Luis: I borrowed a magazine from a schoolfriend and there was an ad for it. I asked my mum and she bought it for me from their website.

Charlotte: I really like that game. It's not new, but it's my favourite game because it isn't easy. I play it a lot, which is strange because it's not funny at all! Who are you going to play it with?

Luis: Well, my brother's too busy studying, and my cousin Amy only likes board games. But my granddad has lots of time, so I want to play with him. How long do you usually play it for?

Charlotte: When I was sick last Wednesday, I played for an hour and a half. Then, on Friday, an hour. And on Saturday, three quarters of an hour! Which part do you like best?

Luis: Crossing the river's really good, but the bit I enjoy most is finding something to eat. The part about building a hut's my least favourite.

PART 4

Training

3

12 *Example*

Girl: My neighbour is called Mrs Payne.

Boy: How do you spell that?

Girl: P-A-Y-N-E.

1

Woman: I live at number sixty-four Brookdale Street. That's B-R-double O-K-D-A-L-E.

2

Man: The party is in the Penridge Room. That's Penridge P-E-N-R-I-D-G-E Room R-double O-M.

3

Man: What's the name of the town we're going to?

Woman: Montclair.

Man: How do you spell that?

Woman: M-O-N-T-C-L-A-I-R.

4

Man: The person meeting you at the airport is Simone Jordan. Her first name is spelt S-I-M-O-N-E and her surname is J-O-R-D-A-N.

5

Woman: Our website is www dot tourceylon dot com. That's W–W–W dot T-O-U-R-C-E-Y-L-O-N dot com.

4

13 *Example*

Boy: So, when is the party?

Girl: It's in two weeks' time, on January the thirteenth.

1

Girl: When did you buy your phone?

Boy: At the end of August. The twenty-ninth of August, I think.

2

Girl: When's your birthday?

Boy: It's the third of July.

3

Boy: What date is the exam?

Girl: Sometime in the middle of May. Let me check. Yes, it's the fourteenth.

4

Girl: So, when did you get back from holiday?

Boy: About a week ago. Yes, it was September the thirtieth.

5

Boy: When does our new class start?

Girl: In the new year. The fifth of February.

Exam Practice

Questions 16–20

14 16 *You will hear two friends talking about shopping. What did the boy buy yesterday?*

Female: I'm glad I got the school book I wanted yesterday.

Boy: Yes, my mum had already bought that and a new magazine for me. Everyone thinks the gloves I got yesterday are cool, too.

Girl: The T-shirt I liked was really colourful!

Boy: But nearly one hundred pounds!

Girl: I know. Let's buy some snacks now. We can eat them during break at school.

17 *You will hear a teacher talking to a student called Lyn. Why didn't Lyn come to school yesterday?*

Lyn: Mr Jones, could I ask you about the tennis match on Saturday?

Mr Jones: Of course, Lyn. You missed class yesterday. Do you feel better?

Lyn: Oh, I wasn't ill. We were camping in Switzerland for a week and our flight was cancelled on Sunday. We flew on Monday instead.

Mr Jones: Oh, OK. So, next Saturday's really important. If we win, we'll win the championship!

18 *You will hear a boy talking about surfing. How did he learn to surf?*

Boy: When I started surfing, I went to the beach with friends and tried and tried, but I didn't seem to improve. Then, I saw that someone was organising lessons, but they

were on Fridays when I play football. In the end, I found a website with a famous surfer showing people the best way to learn. That's what helped me.

19 *You will hear a girl talking about her day at school. Which subject did she like best?*

Girl: School was great today. First, we had a lesson about oceans and the average water temperature in each one. But the most interesting lesson was about bees – how they live together and how they develop from eggs to adults. In another lesson, we read part of a novel and, for homework, we can write either a story or an article.

20 *You will hear two brothers talking about last night. Why did they both sleep badly?*

Jake: I'm tired this morning. I didn't sleep well.

Nathan: Neither did I. Let's ask Dad to turn down the heating in our room.

Jake: Yes, that was the problem. I can hear him outside. I thinking he's packing the car so that we are ready to go camping.

Nathan: I can hear Mum playing music downstairs. Let's ask her about the heating.

Jake: Yeah.

PART 5

Training

15 **2**

Example

Woman: Paul gets up early and likes to be outside. He doesn't like towns and cities.

1

Woman: Raquel is good at English. She always wants to know what is happening in the world.

2

Woman: Adriana loves science and maths. She has great ideas and is good at making things.

3

Woman: Adam likes helping people. He prefers to work at night.

16 **4**

Example

Woman: Don't forget Jenny's birthday is on Wednesday. We're going to meet on Tuesday afternoon to go shopping for a card and present for her.

1

Man: OK, now, students who come to class on Mondays, you will have your speaking test on Saturday, and not Sunday like the other students.

2

Man: If you want to come on the school trip to the zoo next Friday, you need to bring the money in by Tuesday and give it to Mr Wilson.

3

Woman: We will have football practice on Monday, Tuesday and Thursday next week because Sunday's match is a really important one.

4

Man: I am so excited about the concert. This time next week we'll be there. Oh, no, I mean a week from tomorrow. We have tickets for Tuesday, not Monday.

5

Woman: We have a welcome party for all new students on Thursday evening. Please give your name to Ruth by Wednesday if you want to come.

Exam Practice

Questions 21–25

17 *Lucas:* Mum, we talked about different jobs in class today and I'm surprised about the jobs some of my friends want to do.

Mum: What do you want to do?

Lucas: You know I love planes, so I'd like to fly them for my job.

Mum: Great idea. What job does Tyler want to do?

Lucas: He wants to work at the hospital. His mum's a receptionist there, but he wants to take care of people's teeth!

Mum: That's a good job. Ava wants to be a sports coach, doesn't she?

Lucas: Not now, she wants to show tourists round different towns.

Mum: Oh. And Mark?

Lucas: He's always helping his dad repair cars. Remember, his dad's got a garage? And that's what he wants to do.

Mum: He'll be good at that. Does Victoria know what she wants to do?

Lucas: Yes, to write articles for a newspaper. She wrote a good story about an actor for English last week.

Mum: Great! What about Bobby?

Lucas: He wants to be in plays and work in theatres all over the world.

Mum: He was good in the school play about a hospital.

SPEAKING PART 1

Training

18 **1**

Maria: Hi, I'm Maria.

Jose: Hi, Maria, I'm Jose. Are you Italian?

Maria: Yes, I am, but I came to England with my family last year. I've got a younger sister. She's ten. What about you?

Jose: I'm Spanish. We've just come to England from Madrid. How old are you, Maria?

Maria: I'm fourteen. What about you?

Jose: I'm fourteen, but I'll be fifteen next month.

Maria: My birthday is later on. But that's why we're in the same English class!

19 **3**

Daniele: What time do you start school in the mornings?

Alex: I start at nine o'clock.

Daniele: You're lucky! We start at eight o'clock!

Alex: What time do you finish?

Daniele: At one o'clock. What about you?

Alex: I stay at school until four o'clock, I have lunch at school.

Daniele: What's your favourite subject?

Alex: I like history and maths best. What about you?

Daniele: I like English and sport a lot.

Alex: I like sport too. Do you have sports lessons?

Daniele: Yes, twice a week. I really like running.

Alex: I often go running after school. Do you have to do a lot of homework?

Daniele: Lots and always at the weekend!

20 **5**

Examiner: Now, Eduardo, please tell me something about the things you like about your school.

Eduardo: I like my school a lot because it's not very big. All the students know each other, and the teachers know us too. We have some really good teachers. My history teacher is my favourite. We do a lot of sport too – I love playing tennis at school.

21 **6**

Examiner: Now, Elvira, please tell me something about a day you went out with your family.

Elvira: Two weeks ago, I went to the beach with my family. We went by car and we had a barbecue on the beach. It was very nice. We played on the beach and swam in the sea. It was a good day.

22 **7**

Examiner: Please tell me something about the things you like about your school.

Please tell me something about a day you went out with your family.

Exam Practice

23 *Examiner:* Good morning. Can I have your mark sheets, please?

I'm Jenny Evans and this is Michael Simmons.

What's your name, please?

Marek: Marek.

Examiner: And what's your name, please?

Anna: Anna.

Examiner: How old are you?

Marek: I'm thirteen.

Examiner: And how old are you?

Anna: I'm fourteen years old.

Examiner: Marek, where are you from?

Anna: I'm from Gdansk in Poland.

Examiner: And Anna, where are you from?

Anna: I'm from Brazil.

Examiner: Now, let's talk about your day at school. Marek, what time do you go to school each day?

Marek: I usually go to school at half past eight.

Examiner: What is the first thing you do when you get to school?

Marek: I take off my coat and change my shoes.

Examiner: Anna, how many lessons do you have each day?

Anna: I usually have six lessons a day.

Examiner: What time do you finish school?

Anna: Most days I finish at twelve o'clock.

Examiner: Now, Marek, please tell me what you like about school.

Marek: My favourite subjects are maths and science. I really like solving problems, and these subjects are about problems. I also like my science teacher. He's really interesting and he knows about lots of things.

Examiner: Now let's talk about your families. Anna, how many people are there in your family?

Anna: There are four – my parents, my brother and me.

Examiner: Who is the oldest person in your family?

Anna: My dad's the oldest. He's forty-five.

Examiner: Marek, where do the people in your family live?

Marek: They live in a flat. It's in the centre of town in an old building.

Examiner: When will you next see your family?

Marek: I'll see them this evening. I'm going home after this test.

Examiner: Now, Anna, tell me about a time when you were together with your family.

Anna: On my last birthday, we all went to the zoo for the day. We took a picnic and we arrived early. My dad took lots of photos and we saw lots of animals. It was great fun.

24 *Examiner:* What's your name, please?

And what's your name, please?

How old are you?

And how old are you?

Where are you from?

And where are you from?

Now, let's talk about your day at school. Candidate A, what time do you go to school each day?

What is the first thing you do when you get to school?

Candidate B, how many lessons do you have each day?

What time do you finish school?

Now, Candidate A, please tell me what you like about school?

Now let's talk about your families. Candidate B, how many people are there in your family?

Who is the oldest person in your family?

Candidate A, where do the people in your family live?

When will you next see your family?

Now Candidate B, please tell me something about a time when you were together with your family.

PART 2

Training

1

25 *Martin:* Where do you like going in town?

Sally: The cinema. It's always interesting. I love watching films. What about you?

Martin: I prefer the sports centre because I like playing tennis and going swimming. It's exciting to go there.

Sally: What do you like doing outside?

Martin: In summer, I like going to the park after school. It's really nice.

Sally: Yes, I like it, too. Do you ever go to the shopping centre?

Martin: Not much, I think it's boring and expensive! Have you been to the new museum?

Sally: Not yet. Have you?

Martin: Yes, I went last week. It's fun.

Exam Practice

26 *Examiner:* Now, in this part of the test you are going to talk together.

Here are some pictures that show different places in a town.

Do you like these different places in town? Say why or why not. I'll say that again.

Do you like these different places in town? Say why or why not.

All right, now talk together.

Candidate A: Where do you like going in town?

Candidate B: The sports centre because I like playing football and going swimming. It's exciting to go there. What about you?

Candidate A: I like shopping in the shopping centre. It doesn't matter what the weather is like. You can go there any time. There is a new games shop which sells a lot of computer games.

Candidate B: What do you like doing outside?

Candidate A: In summer, I like going to the park because I like playing tennis outside. It's relaxing.

Candidate B: Yes, I like that, too. Do you ever go to the cinema?

Candidate A: Not much. I think it's a bit boring and expensive! Have you been to the new science museum?

Candidate B: Not yet. Have you?

Candidate A: Yes, I went last week. It's fun.

Examiner: Candidate A, do you think cinemas are exciting?

Candidate A: No, I prefer to watch films at home.

Examiner: Do you think museums are boring?

Candidate A: It depends on the museum, but some are really interesting.

Examiner: Candidate B, do you think shopping centres are interesting?

Candidate B: Not really, I find them boring. I only like shopping for a short time.

Examiner: Do you think parks are important?

Candidate B: No, I don't think they are very important.

Examiner: So, Candidate B, which of these places in town do you like best?

Candidate B: I like the sports centre and the cinema because you can meet friends there and have fun.

Examiner: And you, Candidate A, which of these places in town do you like best?

Candidate A: I like the museum because you can learn something new on every visit.

Examiner: Now, Candidate B, do you prefer going back to the same places in your town or going to lots of different places?

Candidate B: I like to go to lots of different places. I like discovering new things.

Examiner: And what about you, Candidate A? Do you prefer going back to the same places in town or going to lots of different places?

Candidate A: I like to visit the same places I know well. I don't really like new things or too much change.

Examiner: Where do you think is the best place in this town to meet friends, Candidate B?

Candidate B: I think the park is the best place to meet friends. There are lots of things to do there.

Examiner: And what about you, Candidate A? Where do you think is the best place in this town to meet friends?

Candidate A: Oh, I think the sports centre because it is inside and it isn't expensive.

27

Examiner: Now, in this part of the test you are going to talk together.

Here are some pictures that show different places in a town.

Do you like these different places in town? Say why or why not. I'll say that again.

Do you like these different places in town? Say why or why not.

All right, now talk together.

Candidate A, do you think cinemas are exciting?

Do you think museums are boring?

Candidate B, do you think shopping centres are interesting?

Do you think parks are important?

So, Candidate B, which of these places in town do you like best?

And you, Candidate A, which of these places in town do you like best?

Now, Candidate B, do you prefer going back to the same places in your town or going to lots of different places?

And what about you, Candidate A? Do you prefer going back to the same places in town, or going to lots of different places?

Where do you think is the best place in this town to meet friends, Candidate B?

And what about you, Candidate A? Where do you think is the best place in this town to meet friends?

Test 2

LISTENING PART 1

Training

28 **2**

Woman: We're having a barbecue on Friday. Do you want to come?

Man: Yeah, great. Are you having burgers?

Woman: Of course, and chicken.

Man: Sausages? There have to be sausages!

Woman: Yuck. I hate sausages. But there will be baked potatoes!

29 **5**

Boy: They might be on holiday. It's winter, but they're staying on a campsite near a lake. It is very cold, I think, because the girl is skating on the lake. There are two boys in the picture. One of them is eating something and the other one is taking photographs with his mobile phone.

30 **6**

Woman: Everyone in this house has the same phone. How do you know which is which?

Girl: Teresa's is on top of the TV. Dad's is under his newspaper as usual. Mario says he can't find his. Oh, wait a minute. I think that one's his. It's between his school books and the cups on the table. What about yours, Mum?

Woman: Mine? It's in my handbag over there on the armchair. Where is yours, Leah?

Girl: Oh, that's mine next to Teresa's. Mine has a flower on the case.

31 **8**

Example

Woman: I can't swim.

1

Woman: I couldn't help him.

2

Woman: We will be home at six.

3

Woman: She doesn't live in London.

4

Woman: It wasn't raining.

5

Woman: I haven't any money with me.

Exam Practice

32 **Questions 1–5**

1 *What are they going to have for lunch?*

Mum: Pete, would you like some pasta for lunch today?

Pete: There's some pizza left … We didn't eat it all last night.

Mum: Don't you want something different? I can make make a salad if you don't want pasta.

Pete: I'm fine with the same as last night.

Mum: OK then. Lunch won't be long.

2 *Which family are Emily's new neighbours?*

Emily: A new family has moved into the flat next to us. I met them yesterday.

Sean: What are they like?

Emily: Great. There's the grandma, she's really friendly, and two children, about my age, I think.

Sean: Like you and your brother?

Emily: Just girls. Their dad's a photographer and their mum's a teacher.

3 *What was Oscar doing when Isabel phoned him?*

Isabel: Hi, Oscar, it's Isabel.

Oscar: Oh, hi. How are you? Listen, I can't talk for long, sorry.

Isabel: No problem. Are you having your dinner?

Oscar: I'm helping my dad move the furniture in my bedroom. And then we're going to paint the walls.

Isabel: Wow! Don't worry, I'll send you a text later. Have fun painting!

4 *Why didn't Niesha go to the party?*

Boy: Hi, Niesha, why didn't you go to Jack's party on Saturday? Were you sick?

Niesha: I was when I missed the sports day at school, but I missed the party because we were driving back from holiday.

Boy: Did you visit your aunt – the one who's a chef?

Niesha: Yes, we had amazing dinners every night!

5 *Where's Oliver's phone now?*

Oliver: Have you seen my mobile anywhere?

Poppy: I think it was on the kitchen table earlier.

Oliver: I've used it since then … did I put it on the desk afterwards?

Poppy: You often leave it on the sofa when you're watching TV.

Oliver: Ah, I was right. Look – I couldn't see it because of the books.

PART 2

Training

33 **2**

Ana: His name is Benji. He's lovely. He is grey with long, soft ears. He eats vegetables and leaves. His favourite food is carrots. During the day, he is in the garden, but at night I put him in a box to keep him safe.

34 **4**

Girl: So, which animals did you like best?

Boy: Well, the monkeys are usually so funny, but they were all sleeping today. There were some really lovely horses and I enjoyed feeding them. The camel ride was quite nice, but a bit uncomfortable!

Girl: Oh, I didn't see the camel rides. What time was that?

Boy: They only have camel rides for one hour in the afternoons. Between half past two and half past three. But you can have horse rides all day.

Girl: Oh, really? That's good. There are lots of horses, I think. Do you know what time the horse rides start?

Boy: Wait, I'll check the website. Ummm, ten o'clock is when the zoo opens. Oh yes, it says here: the horse rides begin at a quarter past.

Exam Practice

35 **Questions 6–10**

Woman: Hi. Today you're going to do your project. It's called *Helping* because it's about what people do to look after animals.

First, you're going to do a drawing. It's difficult to draw a monkey because they move so much, so you're going to draw a tiger.

Water is very important for our animals, and at ten forty-five you're going to go with our staff to give some animals their water. Then, at eleven thirty, you'll see our youngest animal. He's really beautiful; he's a baby lion. He's called Sohatu. I'll spell that for you, so you can find out more about him on our website. It's S-O-H-A-T-U.

After that, you'll see the dolphins. Some dolphins can live to be sixty years old, but our oldest dolphin is thirty-seven. He's about one hundred kilos and two metres long.

At the end of the day, we'll give you a present – a poster. You can also go to the shop and buy perhaps a T-shirt or a toy.

PART 3

Training

36 **2**

Man: The weather will improve this weekend. We won't have any more snow and it won't be as cold as it was last week. You will see the sun if you're lucky, but there will be a lot of clouds around. There may be some fog, but only on Saturday early in the morning. It will stay dry but very windy, especially on Sunday.

37 **4**

Simon: How was your holiday, Ellie?

Ellie: It was great, thanks. We went to Sri Lanka to visit my aunt. It's a beautiful country. She lives there.

Simon: Oh, the capital is Colombia, isn't it?

Ellie: Close. It's Colombo. Colombia is a country. But we didn't spend long in Colombo. First, we went to Kandy.

Simon: Candy? Like sweets?

Ellie: No, not that kind of candy. Its K-A-N-D-Y. It's a lovely town. They grow tea there. It's in the hills. After that, we went to the beach. The people were so friendly. But it was very hot. They said it would be about twenty-five degrees, but it was nearly thirty degrees most of the time.

Simon: How long was the flight?

Ellie: Well, we had to change planes in Dubai. The first flight was about seven hours and the second one was about four. So, I think it was about eleven hours on the plane and about three hours waiting in Dubai.

Simon: Wow, that's a long flight. Did you bring anything back?

Ellie: Lots of tea. And an elephant. Not a real one. It's made of wood!

Exam Practice

Questions 11–15

38

Jasmine: Thank you for taking me camping with you last weekend, Aunt Lizzie.

Lizzie: It was great, wasn't it, Jasmine? Especially when we went swimming. It was too windy to swim in the sea, but the lake was great anyway. Perhaps next time we can try the river.

Jasmine: Sleeping in a tent was new for me. I was worried about it on the first night, but I soon found out how exciting it is! My brother was very unhappy that he couldn't come with us.

Lizzie: Cooking was fun. Well, sometimes. It was difficult to cook the omelette, but I loved grilling the steak on a barbecue. Did you like the pasta I made?

Jasmine: Yes, I was really hungry that day.

Lizzie: The campsite was quite big, but it's a pity they didn't have anywhere to buy food and things. And the showers were a bit dirty, but OK. Which activity did you like best?

Jasmine: Well, running in the forest was OK, but hard. But fishing was amazing, even more fun than cycling!

Lizzie: I'm glad you had a good time.

PART 4

Training

39

1

Rosa: What are you doing at the weekend?

Adbullah: My team is playing on Saturday. I'm meeting my cousins and going with them. After that, we might eat out. What about you?

Rosa: I'm staying in on Saturday. I've got lots of homework. But on Sunday I'm seeing a film with my family.

Adbullah: That's nice. I'm visiting my grandparents on Sunday.

40

2

Man: Would you like me to make dinner tonight?

Woman: Thanks, but I'm not very hungry, actually. I had a big lunch.

Man: I can make you a sandwich to eat later.

Woman: That's kind of you, but I think I'll just have a banana.

41

4

Luke: There are four children in my family. Sally is the oldest. She's almost eighteen now. Then there's my brother, David, who is just one year younger than Sally. I'm next. My name's Luke and I'm fourteen. And last of all is the baby of the family, my younger brother Simon.

42

5

Penny: I'm the oldest child in my family, so I have a lot of things to do. I have a younger brother and sister. I have to help my brother with his homework. He doesn't like to study, so that's quite hard. My little sister is only five, so I have to help her get dressed. I also go to the shops for my mum. I'd prefer to be the youngest!

43

6

Patsy: Hi, Michael, what are you doing here?

Michael: Oh, hi, Patsy. I hurt my leg when I was playing football. I hope it isn't broken. It was a great match though. We won! Why are you here?

Patsy: I'm not feeling well. I've got stomach ache. I think I ate too much pizza and cake at Anna's party last night!

Michael: Oh dear. Well, I hope we don't have to wait too long to see the doctor.

Exam Practice

Questions 16–20

44

16 *You will hear a girl, Teresa, talking to her friend. Who's Teresa waiting for?*

Steve: Hi Teresa, why are you waiting outside the school gates?

Teresa: My aunt's picking me up today because we're going into the centre to buy some birthday presents.

Steve: Do you think she'd take my brother? She knows him. He's in your class. He's talking to Mr Harrison, the new sports coach, over there.

Teresa: Let's ask her. That's her car.

17 *You will hear a boy phoning his mother. Why is he phoning her?*

Boy: Mum, I'm still at school at the moment. If it's OK with you, I'd like to go to Frank's house after school because we want to work on our science project together. All right? And Frank's mum's said I can have dinner with them too. I hope you haven't already cooked something for me.

18 *You will hear two friends talking about a new café. How will they find out where the new café is?*

Boy: Let's go to that new café after school. Do you know where it is?

Girl: I tried to go online earlier to find out, but the wi-fi wasn't working. Isn't there a big notice about it on the wall in the library?

Boy: You're right, let's go and read it. Has anyone in our class been to the café yet?

Girl: Sophia has.

19 *You hear a girl and her dad talking about a boat tour. Why do they decide to go on the boat tour today?*

Dad: How about going on a boat tour today?

Girl: Yes! I don't mind that the weather's a bit cloudy.

Dad: Uncle Pablo works for the tour company and he's telling tourists about the history of the town when they're on the boat today!

Girl: I'd love to hear him!

Dad: Me too. I'll book our tickets online. It isn't cheaper, but it's more convenient.

20 *You will hear a boy, Hugo, talking to his teacher. What must Hugo do first?*

Male: Hugo, are you free after my lesson?

Hugo: Yes, would you like me to take these books to the library for you?

Man: Thank you, but actually, Mrs Spencer, who works in the office, needs a pupil to take some boxes to the computer room.

Hugo: OK, fine.

Man: Thank you. I've got to show Year 6 how to upload their projects.

PART 5

Training

45 **2**

1 *Amanda*

Amanda: I've always loved drawing with pencils, but I started to use colour in my pictures just a few months ago. I usually work outside on the beach or in the countryside. I'm not the best artist in the world, but I am getting better.

2 *James*

James: When I was little, I put on plays for my parents. I love wearing different costumes and being different people. I have been in a few plays at school, but I don't think I'll be famous.

3 *Marion*

Marion: I started this hobby when I was about ten because my dad really loves boats. We live near the sea, so many people like to go out on the water. I don't enter competitions or anything. I just do it for the fun and fresh air.

Exam Practice

Questions 21–25

46 *Girl:* Mum, you know Mateo?

Woman: Yes.

Girl: He's got a new hobby. He's really interested in horror films and he wants to see every one that was made in the last ten years!

Woman: Wow! And what's your best friend Hannah's hobby?

Girl: She plays the guitar in a rock group. I took some photos of them last week.

Woman: Let's see … . Great! What about Christopher, what does he do?

Girl: He's so clever. He went on a climbing holiday in Spain, so he's studying Spanish now. And he's having conversation classes in Arabic, too!

Woman: And Samantha? Is she still interested in building model planes?

Girl: She gave them all to her little brother. She goes to a special club at the swimming pool and now she can use the board that's two metres high!

Woman: Fantastic! What about Andrew?

Girl: He's always in a play at school. He likes playing a bad guy.

Woman: Really? Has Grace got a hobby?

Girl: Yes, you can see an exhibition of her pictures in the school hall next week. I think her best one's of her dad climbing a mountain.

Woman: Great!

SPEAKING PART 1

Training

47 **3**

Examiner: Please tell me something about a time you went out with your friends.

Girl: Sorry?

Examiner: Please tell me something about a time you went out with friends.

Girl: I went to the cinema with my friends last week and we watched a very funny film. After the film, we went to my house and listened to some music.

48 **4**

Examiner: Now, let's talk about school subjects. What's your favourite subject at school?

Boy: Can you say that again, please?

Examiner: What's your favourite subject at school?

Boy: Oh, it's science.

Examiner: When did you start learning English?

Girl: When I was ten.

Examiner: Which foreign languages are you learning at school?

Boy: I'm learning English and Spanish.

Examiner: How often do you do science at school?

Girl: I do science three times a week.

Examiner: Now, please tell me something about a time you did a lot of homework.

Boy: I'm sorry, what did you say?

Examiner: Now, please tell me something about a time you did a lot of homework.

Boy: Oh, yes, last weekend I had to do a lot of history homework. It was very difficult, but it was interesting. I had to go to the library to find out about the history of our town.

Exam Practice

49 *Examiner:* Good morning. Can I have your mark sheets, please?

I'm Jenny Evans and this is Michael Simmons.

What's your name, please?

Valeria: Valeria.

Examiner: And what's your name?

Luis: Luis.

Examiner: How old are you, Valeria? Where do you live?

Valeria: I'm fourteen. I live in Toledo.

Examiner: And how old are you, Luis? Where do you live?

Luis: I'm fourteen, too. I live in Aranjuez, near Toledo.

Examiner: Now, let's talk about hobbies. Valeria, what hobbies do you enjoy doing in your spare time?

Valeria: I like sports. I play badminton. I also play chess.

Examiner: Where do you do your favourite activities?

Valeria: I play badminton at the sports centre and I play chess at the chess club at school.

Examiner: Luis, how often do you do your favourite hobby?

Luis: I like painting, and I do it two or three times a week.

Examiner: What hobbies do other people in your family enjoy?

Luis: My brother does karate and my sister takes photos.

Examiner: Now, Valeria, please tell me something about a hobby that you enjoy doing with friends.

Valeria: I like cooking with two of my friends. We sometimes meet at one of our houses on a Saturday and make cakes or biscuits. We like trying new recipes.

Examiner: Now, let's talk about school subjects. Luis, what subjects do you study at school?

Luis: I study Spanish, maths, science, English, of course, and history.

Examiner: When did you start learning English?

Luis: I started when I was nine.

Examiner: Valeria, which foreign languages are you learning at school?

Valeria: I'm only studying English.

Examiner: How often do you have maths lessons?

Valeria: We have them four times a week. We don't have maths on Wednesday.

Examiner: Now, Luis, please tell me something about your favourite subject at school.

Luis: My favourite subject is history. I like learning about the past. It's really interesting to find out how people lived. We have a really good teacher. She takes us on school trips and gives us interesting projects.

50 *Examiner:* What's your name, please?

And what's your name, please?

How old are you?

And how old are you?

Where are you from?

And where are you from?

Now, let's talk about hobbies. Candidate A, what hobbies do you enjoy doing in your spare time?

Where do you do your favourite activities?

Candidate B, how often do you do your favourite hobby?

What hobbies do other people in your family enjoy?

Now, Candidate A, please tell me something about a hobby that you enjoy doing with friends.

Now, let's talk about school subjects. Candidate B, what subjects do you study at school?

When did you start learning English?

Candidate A, which foreign languages are you learning at school?

How often do you have maths lessons?

Now, Candidate B, please tell me something about your favourite subject at school.

PART 2
Training

1

51 *Antoine:* Hi, do you still play a lot of football?

Anna: No, I decided to stop playing football and go swimming. I thought football was a bit difficult and wanted to try something new. Swimming is quite exciting because we have lots of competitions. What about you?

Antoine: I play a lot of volleyball with my friends. It's quite popular at my school.

Anna: Is there another sport you'd like to try?

Antoine: I'm not sure. I'm thinking of going running or cycling. They are both good to do alone, but I think cycling can be dangerous and running is a bit boring.

Anna: Hmm, they are both good exercise. Would you like to come running with me?

3

52 *Examiner:* Now, do you prefer to do sports with friends or alone, Carlos?

Carlos: With friends.

Examiner: Why?

Carlos: Because it's more fun and we always laugh a lot.

Examiner: And what about you, Monika? Do you prefer to do sports with friends or alone?

Monika: I prefer to do sports with friends because we can all help each other.

Examiner: Do you like taking part in sports competitions?

Monika: No.

Examiner: Why not?

Monika: Because I just like having fun with my friends!

Examiner: And what about you Carlos? Do you like taking part in sports competitions?

Carlos: Yes, because it's fun and I want to do my best and win.

Exam Practice

53 *Examiner:* Now, in this part of the test you are going to talk together.

Here are some pictures which show different sports.

Do you like these different sports? Say why or why not. I'll say that again.

Do you like these different sports? Say why or why not.

All right? Now, talk together.

Candidate A: OK, let's look at the pictures. Do you like cycling?

Candidate B: Yes, I love cycling. It makes you feel free and it is very healthy. What about you?

Candidate A: Well, I think I prefer running. I like running in the park when the weather is good, but I don't like races. Do you like any other sports?

Candidate B: Yes, I like playing football and basketball. Playing in a team with my friends is really fun, but you have to practise every week, which is difficult, especially when it is cold.

Candidate A: OK. Well, I like team sports too, but I also like tennis. I like to hit the ball really hard. I only play it in the summer when it is warm.

Candidate B: Yes, that's why I like cycling, you can do it all year and you can do it on your own.

Examiner: Candidate A, do you think playing tennis is exciting?

Candidate A: No. I prefer team sports.

Examiner: Do you think cycling is dangerous?

Candidate A: Yes, it can be, especially if people cycle on the road.

Examiner: Candidate B, do you think running is boring?

Candidate B: No, I love it. It is different every time.

Examiner: Do you think playing basketball is interesting?

Candidate B: No, I prefer football.

Examiner: Candidate A, which of these sports do you like best?

Candidate A: I really like tennis because it is fun.

Examiner: And you, Candidate B, which of these sports do you like best?

Candidate B: I like cycling because you can do it any time.

Examiner: Now which sports are most fun to watch on television, Candidate B?

Candidate B: Hmm, I think running. I like to see who will win.

Examiner: And what about you, Candidate A? Which sports are most fun to watch on television?

Candidate A: I like football because it is exciting.

Examiner: Can sports help you make friends, Candidate A?

Candidate A: Yes, I think being in a team can help you make friends.

Examiner: And what about you, Candidate B? Can sports help you make friends?

Candidate B: Yes, I've made lots of friends in my judo club.

Examiner: Thank you. That is the end of the test.

54 *Examiner:* Now, in this part of the test you are going to talk together.

Here are some pictures which show different sports.

Do you like these different sports? Say why or why not. I'll say that again.

Do you like these different sports? Say why or why not.

All right? Now, talk together.

Candidate A, do you think playing tennis is exciting?

Do you think cycling is dangerous?

Candidate B, do you think running is boring?

Do you think playing basketball is interesting?

Candidate A, which of these sports do you like best?

And you, Candidate B, which of these sports do you like best?

Now which sports are most fun to watch on television, Candidate B?

And what about you, Candidate A? Which sports are most fun to watch on television?

How can sports help you make friends, Candidate A?

And what about you, Candidate B? How can sports help you make friends?

Thank you. That is the end of the test.

Test 3

LISTENING PART 1

Questions 1–5

55

1 *What time does the nature programme start?*

Dad: Are you going to watch the nature programme after dinner tonight, Catherine?

Catherine: Yes, I think it begins at seven thirty, doesn't it, Dad?

Dad: Let me check … Oh, it's on just after the six-thirty sports programme, so ten past seven actually. We can have dinner earlier than usual if you like.

Catherine: Great!

2 *Who is Diana talking to on her mobile?*

Boy: Mum, who's Diana phoning? Is she calling Aunt Christine about borrowing her bike?

Mum: She's asking her friend Sarah, you know, our neighbour's daughter, about some maths homework. Have you done your homework?

Boy: I'm doing a project with David, remember? He's coming a bit later so that we can work here.

Mum: Oh, yes. You did tell me about David.

3 *Where will Henry put his mum's watch?*

Henry: Mum, is this your watch here next to the cooker?

Mum: Oh, yes! Thank you, Henry, I was looking for it a minute ago in the sitting room. I thought it was on the sofa.

Henry: Shall I leave it in the kitchen or put it in your bedroom?

Mum: On that little table next to my bed would be great.

Henry: OK.

4 *Why is the girl tired?*

Girl: I think I'll go to bed early tonight.

Boy: Yeah, you look tired. Did you play tennis with Jane after school?

Girl: She played with someone else. I walked all the way home because the bus was late. It took an hour!

Boy: Wow! But can you help me tidy my bedroom?

Girl: Erm, sorry!

5 *What will the weather be like on Sunday?*

Boy 1: I'm going swimming in the lake on Sunday with my mum and dad. Do you want to come?

Boy 2: Isn't it going to be cloudy on Sunday?

Boy 1: That doesn't matter because it'll be about 25 degrees. Mum checked the temperature.

Boy 2: Oh, OK then. I went swimming when it was raining on holiday. It was really funny!

PART 2

Questions 6–10

56

Emin: Hi. I'm phoning about the football match that we're going to. It's on Saturday. But it isn't in the City Stadium like the last football match we went to. This one's in the Bridge Stadium. That's B-R-I-D-G-E. You know, near the river!

Can you come to my house at half past two? Then we can go to the match together by bus. Bus number two-seven-four only goes every thirty minutes, so it's better for us to get the three-nine-five, which is every ten minutes.

The tickets are usually ten pounds, but because my dad's a member of the football club, we only pay four fifty each. That's not bad, is it?

It's going to be a bit cold, so don't wear just a jacket – you'll need a coat. I'm going to wear my red one because that's our team's colour!

Oh, and another thing, bring a snack because the cafés are expensive. You can get water there for free, so don't bring water.

I think that's everything. Bye!

PART 3

Questions 11–15

57

Hitomi: Hi, Freddie. I went to Hardin Castle on Saturday.

Freddie: Did you go with your family or was it a class trip, Hitomi?

Hitomi: My class visited a factory. I went with the family who live next door to us.

Freddie: But the weather wasn't good on Saturday …

Hitomi: Yeah, it rained, but I didn't mind. It wasn't cold and windy like today. Today's worse!

Freddie: I went to Hardin Castle last year. I saw the dining room … but I liked upstairs better, especially the Queen's bathroom.

Hitomi: Me too! I thought the yellow bedroom was strange. Why did you go to the castle? Was it to take photos? I know that's your hobby.

Freddie: To get some information about wild birds. And I saw my history teacher when I was there!

Hitomi: Did you talk to him?

Freddie: Yes. There are lots of interesting things to do at the castle. Next week, there's a race. You have to run five kilometres. Then, next month, you can see some cars that are over fifty years old!

Hitomi: Do they do painting courses?

Freddie: The next one's next summer!

PART 4

Questions 16–20

58

16 *You will hear a girl talking about a video. Which part of the video didn't she understand?*

Millie: I liked that film about animals that live in the Amazon Forest. It started by showing the different places different animals like to live in, and all that bit was clear. The next bit was difficult though. I needed my mum to explain it to me! Then the last part was good and I didn't have any problems understanding it.

17 *You will hear two friends talking about a concert. What's the boy's opinion of the concert?*

Jess: I didn't like the school concert yesterday, mainly because the musicians hadn't practised enough. They were really bad, I think.

Tom: Really? I think they played well, but I've never heard music like that before or seen some of those instruments before.

Jess: It must be interesting to play new stuff, I guess.

Tom: Exactly! Doing the same thing's awful.

18 *You will hear a boy talking to his dad about going to the city centre. Why are they going to the city centre?*

Boy: When are we going to the city centre?

Dad: I just want to see the end of this football match. Then, we can go.

Boy: Shall I phone Mum now to say we'll be at the café in the main square in 30 minutes?

Dad: Yes, please. And could you ask her to get today's newspaper for me?

Boy: Sure.

19 *You will hear a teacher talking to his class. What information is he giving his students?*

Man: Listen, everyone. Because you still need some photos to add to your geography project, we're allowed to go to the park today! I know you love working there, but you must still make sure you do your school work carefully. We're coming back to the classroom at ten, so that we have time to put everything away.

20 *You will hear a boy talking about his sister, Emma. Who has Emma married?*

Boy: My sister Emma got married last week to a guy she met in Paris. And now she lives in an apartment above that restaurant called Marco's in Green Street. She finished studying art and design last year and has just got a job drawing pictures for a book! Her husband travels a lot in his job, showing tourists round different cities.

PART 5

Questions 21–25

59

Angela: Uncle Edward, we're moving into our new school next month. They've built it next to the old one.

Edward: Fantastic! There were some problems with your old one, weren't there?

Angela: Yes, like, the hall was a long way from the rest of the school!

Edward: But what was wrong with the cafeteria?

Angela: Well, you could always hear the traffic in the street outside or the crowds of people waiting for the buses.

Edward: Oh, OK. And your library?

Angela: It wasn't too small or anything like that, just … dirty and not warm enough!

Edward: But were the classrooms OK?

Angela: Yeah…, my class used the ones on the second floor, but they didn't have the latest equipment.

Edward: That's a pity. Was there a lift?

Angela: They were so slow, you could walk faster! I don't know why we had them!

Edward: I went to the your school office once.

Angela: There wasn't enough space for two desks and the bookshelves. But the secretary liked it and said the shelves were quite useful.

Edward: Oh.

Test 4

LISTENING PART 1

Questions 1–5

60

1 *How much did the boy's football shirt cost?*

Emily: Did you spend all your birthday money on your new football shirt?

Phil: Grandma gave me thirty-five pounds but it was only twenty pounds fifty in the sports shop in the city centre.

Emily: That sounds expensive to me. My new T-shirt was only eleven seventy-five.

Phil: But football shirts are always more expensive than other shirts.

Emily: Oh.

2 *What did Sophie enjoy doing most at the weekend?*

Alex: What did you do at the weekend, Sophie?

Sophie: I went to the beach with my family. We played volleyball, but my foot hurt, so I wasn't very good.

Alex: Oh.

Sophie: Then, I went swimming with my little brother. That was OK, but my dad taught me how to fish, and that was really cool!

Alex: Really? I think fishing's boring!

3 *Where did Paul stay on holiday this year?*

Izzy: Hi, Paul. Did you have a good holiday?

Paul: Yeah, great. We went on holiday with my cousins again this year. Remember, last year we stayed on a boat?

Izzy: Yes, did you do that this year, too?

Paul: Mum wanted to stay in a hotel with a big swimming pool, but everyone else wanted to go camping. So we did that.

4 *Which subject will they study first today?*

Sam: Hi, Anna. Have you seen the new timetable for today?

Anna: No, aren't we having maths first? That's what we usually do on Tuesdays as soon as we get to school.

Sam: Maths is the third lesson, after geography.

Anna: So chemistry before that.

Sam: Exactly! Anyway, I've finished my geography project – finally!

5 *Why was Tina late for school today?*

Colby: Tina, why were you late for school today?

Tina: Well, I got up at seven. My phone always wakes me up then, but when the bus came, it didn't stop because it was full!

Colby: So what did you do?

Tina: I went home and asked Mum to give me a lift. The traffic wasn't bad, but I was still fifteen minutes late!

PART 2

Questions 6–10

61

Woman: Rosie, I've found some information about that dance competition that you're interested in. It's perfect for you because it's for children who are between thirteen and fifteen.

The competition's on the fourth of August, but you've got to enter by the twelfth of July. So you've still got over four weeks.

You don't have to send any money to enter, just a video. I know you've already got some, but it might be a good idea to make a new one.

Anyway, everything you need to know is on the website. Write down the address. It's www dot jittersea dot com. That's spelt J-I-double T-E-R-S-E-A.

I also found out where they're having the competition. It's going to be at the college; the one opposite the park. That's easy for you to get to.

And the best news is about the prizes. The winner gets a hundred and seventy-five pounds, and the person who comes second gets one hundred pounds! That's a lot!

PART 3

Questions 11–15

62

Tommy: Olga, you're coming to the class party at school, aren't you?

Olga: Yes, Tommy. I'm glad it's at the end of June because I'm having my birthday party on the first of July.

Tommy: And the twenty-eighth's better than the twenty-fifth because it's a Friday!

Olga: What are you going to wear?

Tommy: Either my black jeans or blue shorts.

Olga: Wear your new black T-shirt with blue shorts.

Tommy: OK.

Olga: I'm a bit worried about the party.

Tommy: Why? You're not singing in front of everyone like in the school concert or playing the guitar like last year.

Olga: But I've got to help make sure everything's clean and tidy after the party, and that might take a long time.

Tommy: I don't think so. Actually, I'll probably arrive late.

Olga: Why?

Tommy: I want to be in the tennis match at my sports club. I won't have time to get the bus, but my mum will drive me to the party.

Olga: Oh, OK. Is your mum cooking some food for the party?

Tommy: Yes, and we'll bring some paper plates. And you've got some balloons, haven't you?

Olga: That's right.

PART 4

Questions 16–20

63

16 *You will hear two classmates talking together. How did the girl come to school today?*

Boy: You're at school early today! Did your dad bring you by car?

Girl: Actually, there were no problems on the underground! I was lucky.

Boy: But was your platform crowded? Mine was. I even thought about walking to school instead.

Girl: Not really. And the seven forty-five was on time. Walking's good if you want to be healthy, but I live quite far away.

17 *You will hear a girl talking to a man who works at a museum. What's the girl looking for?*

Man: Please, don't carry your backpack round the museum.

Girl: Oh, sorry. Err, I left all my school papers somewhere in a blue plastic … sort of box. And I can't find them.

Man: Which rooms have you been in?

Girl: Well, first, I went to that one by the entrance where all the jackets and things are … Ah, that's where it is!

18 *You will hear a boy talking about learning French. How did he improve his French?*

Boy: When I was on the school trip to France, I realised I could hardly say a word! My teacher asked our class to write to children in a French school, but after a couple of weeks everyone gave up! That didn't work, but finding funny films in French did. I like ones with talking animals!

19 *You will hear a girl talking to her aunt about her hobbies. Which hobby does the girl like doing now?*

Freya: Where are all those plastic dinosaurs you used to have?

Tanya: I gave them to the little boy next door. Whenever I have free time, I go to the riding school and I brush and feed the horses. For my birthday, Dad's giving me a camera. Then, I can go to the zoo and start getting some amazing pictures.

20 *You will hear a headteacher talking to the whole school. What's new at the school this year?*

Man: First, let me say how pleased I am that the volleyball team won the summer championships! Second, you've never had somewhere nice to buy and eat lunch, but all that's changed. After this meeting, go and look next to the library! Next, if you want to borrow a guitar, violin, etc., you must see Mrs Howard before Friday.

PART 5

Questions 21–25

64

Girl: Hi, did you have a great trip round Europe?

Boy: Yeah, and I bought this for you in Germany.

Girl: Wow! Thanks. I can fly it on the hill next to my house at the weekend. It's going to be windy. You went to Poland, didn't you?

Boy: Yes, I bought this for my Aunt Steph. She can put all the pictures she's taken with her new camera in it. I also sent her a postcard of a lake that she loved.

Girl: Then you went to Switzerland, right?

Boy: Yeah, my cousin likes writing down what she's doing on each date. So she can put this on her kitchen wall.

Girl: The photos look like ones in guidebooks!

Boy: Then we went to Italy. My uncle's studying Italian, so he can look up words in this.

Girl: Yeah. Did you buy any presents in Spain?

Boy: My neighbour's always drinking tea and hasn't got enough cups. This has got her name written on it!

Girl: Where did you get this?

Boy: In Portugal. It's actually a present for me. I can put my school books and things in it.

Girl: Perfect!

Test 5

LISTENING PART 1

Questions 1–5

65

1 *How will Luciana invite her friends to her birthday party?*

Astrid: Luciana, are you going to email your friends to invite them to your birthday party?

Luciana: Or do you think I should phone them? Then I can find out quickly if they can come or not.

Astrid: You'll need a lot of time! Your sister sent her friends invitations by post – that was nice.

Luciana: Your first idea's best. I'll do that.

2 *What does Charlie want to borrow from his brother, James?*

Charlie: James, I'm going to the park to meet some friends. I'm going to wear my new jeans.

James: Cool. Do you want to borrow my trainers, the ones that are a bit small for me now?

Charlie: Actually, I need some sunglasses … and you've got two pairs.

James: OK, but make sure you bring them back.

Charlie: OK. Thanks.

3 *How will Carol get to her dance class?*

Carol: Dad, can you drive me to my dance class? It's at six thirty.

Dad: Oh, I won't be back from work until about seven. Sorry, Carol.

Carol: OK, I'll walk there with Tessa.

Dad: … or take the bus?

Carol: That's not so good for Tessa. There isn't a bus stop near her house. Don't worry, it's not far.

4 *Which film do they decide to watch first?*

Aidan: There are lots of good new films, like the one about a man who climbs Mount Everest.

Holly: That sounds exciting. And there's another new one about a dance competition.

Aidan: Oh, yes. Or what about *Zuta*? It's about life in the future.

Holly: Let's watch that next weekend when our cousins come. And the competition one now?

Aidan: Yeah, I think they'll enjoy *Zuta*.

5 *Which T-shirt does the girl like best?*

Boy: Are you going to get that T-shirt with a picture of a surfboard on it?

Girl: I liked that one, I saw it in the shop, but I've just seen one with a dolphin on it in this magazine.

Boy: But look at this website. The T-shirt with a picture of an island's fantastic!

Girl: Yes, but the one in the magazine's my favourite.

PART 2

Questions 6–10

66

Fabio: Hi, it's Fabio. Sorry you weren't at school today. I hope you're feeling better. I want to tell you about our homework for English.

It's much easier than our last homework when we had to write an advertisement. This time it's a story. We've got to write about a journey. Of course, it doesn't have to be real. I've already started mine and I've written one hundred words, but actually we've got to write two hundred and fifty, so I have to write some more.

We have to include a photo, but we don't have to draw a map or anything like that. If you need some ideas, look at this website: www dot collatra dot com. That's C-O-double L-A-T-R-A. OK?

One last thing, the date we've got to give it to the teacher. Let me look, I wrote it down. Yeah, the twenty-second of May. That's good because it's before my birthday on the twenty-fifth, so I'll have no homework on my birthday!

PART 3

Questions 11–15

67

Dan: Can you help me? I'd like to find out about buying a skateboard.

Man: Do you want one made of wood or plastic?

Dan: Plastic. I know they aren't always cheap, but all my friends have plastic ones. My brother's plastic board has strong, heavy wheels.

Man: OK. What colour would you like?

Dan: Those purple ones look great and the yellows are fun, but grey's a better colour for me.

Man: Good. Now let's think about how wide your skateboard should be. It's actually in centremetres. Are you a beginner?

Dan: Yes.

Man: The widest ones, twenty centimetres, are best for advanced skateboarders. Then there's eighteen centimetre ones, but for people who are new to the sport sixteen's good.

Dan: OK. On the poster on the wall, it says there's a free gift this month. What is it?

Man: The poster next to the backpacks? Yes, we can give you a pair of gloves.

Dan: I like those scarves, too. I'll have to come with my dad to buy my skateboard.

Man: Good idea. Remember the store isn't open on a Wednesday.

Dan: I think my dad's busy on Saturday, so we'll come on Friday.

Man: Fine.

PART 4

Questions 16–20

68

16 *You will hear two friends talking about eating healthy food. Why are they talking about eating healthy food?*

Girl: I like fried food, but when that doctor came into our biology lesson and explained about our hearts, I decided to eat more salads.

Boy: Yes, he said most people don't eat enough fresh food.

Girl: We're going to do the chapter in our textbook about healthy foods next lesson.

Boy: Instead of watching that video about cooking tasty, healthy food?

Girl: Yes.

17 *You will hear a boy talking about his history project. Who gave him some information about it?*

Boy: I've finished my history project! My neighbour, Mrs Ashton, is eighty years old, so I wanted to ask her about my project, but she's gone to the USA to visit her grandchildren. So I went and joined a group going round the museum. I asked the group leader loads of questions, and I found out everything I wanted to know!

18 *You will hear a girl talking about her clothes. Why does she want to buy some new clothes?*

Girl: We stayed in a hotel near the beach this summer and there was a skateboard park. Some other kids there lent me their board and showed me how to skate. I'd really like to do that as a hobby, but I need some gloves. They're important so that you don't hurt yourself. I'm getting some special ones for my birthday.

19 *You will hear a teacher talking about a problem. Where is there a problem?*

Girl: Before you go and have your lunch break, can I just tell you that a pipe has broken, and there's water coming out of it. You won't be able to have your volleyball match inside today because there's water all over the court. You'll have to play outside, but I'm sure that'll be fine.

20 *You will hear a brother and sister talking about their pet rabbit. What don't they like about having pets?*

Boy: Have you given our rabbit something to eat this morning?

Girl: Yes, little Doris seemed very hungry. She was making funny little noises, just like she was trying to say something to me.

Boy: Yeah, she does that when I'm getting the dirt out of her fur. There are hairs everywhere after that. It's horrible.

Girl: I hate that, too.

PART 5

Questions 21–25

69

Girl: Hi, are you doing anything special this week?

Boy: Yes, on Monday, my cousin will be fifteen and he's having his party then. I bought him a T-shirt as a present.

Girl: That's a good way to start the week. What are you doing on Tuesday?

Boy: I've got to remember to take fifty-five pounds to school to pay for the weekend trip. Did you get an email about that?

Girl: Yes. It'll be great. Are you going to the city library on Wednesday? You did last week.

Boy: I don't need to. I've got all the information I need for my project on dinosaurs, and I'm going to do the rest of it at home on Wednesday.

Girl: Is Thursday busy?

Boy: Yes, Mrs Brown, who lives next door, wants me to do some work in her garden. I love that! She grows lots of fruit and vegetables.

Girl: Oh, yes, you did some shopping for her once.

Boy: And on Friday, I'm going to cook supper for me and Mum. Dad's playing tennis with another neighbour, and then they're going to a meeting or something.

Girl: Oh!

Test 6

LISTENING PART 1

Questions 1–5

70

1 *How did Carrie hurt her leg?*

Boy: Hi, Carrie. Are you OK?

Carrie: My leg hurts a bit, that's all.

Boy: Oh, you were in the running race yesterday and you nearly fell, didn't you?

Carrie: Yes, but actually I hurt my leg when I was coming down the stairs at home.

Boy: Ouch! I hurt mine quite badly when I fell off my bike when we went cycling together.

2 *Which backpack has the boy bought?*

Girl: Is that a new backpack?

Boy: Yes. Remember I was looking at some online with one big pocket on the outside?

Girl: Yes, and with a picture of a star.

Boy: Well, I saw this one in the market. It's the same except it's got two small pockets instead of one big one.

Girl: Yeah. I might get one, too.

3 *Where will Daisy have her birthday party?*

Boy: Daisy, have you decided to have your birthday party in your garden like last year?

Daisy: Mum said I should have it at the sports club because I want to invite a lot of my friends.

Boy: But what about food? There isn't a restaurant there.

Daisy: Exactly, so, actually, Mum's agreed to do the same as last year.

4 *Which job does Dylan's dad do now?*

Girl: I saw your dad at the hospital yesterday, Dylan. He was helping an old lady. Is he a doctor?

Dylan: He works at the hospital, but he drives an ambulance. He loves his job.

Girl: Has he always had that job?

Dylan: He was an office worker before. He did that for a long time, but he said it was boring.

5 *What did they both do yesterday?*

Boy: It was great at the beach yesterday, wasn't it? Why didn't you come sailing?

Girl: I didn't have enough time. I had to be home by four o'clock. But I loved going surfing.

Boy: That was the best thing for me, too. Shall we play beach volleyball next time?

Girl: Yes, that's one of my favourite sports!

PART 2

Questions 6–10

71

Woman: Please listen because I want to tell you about the next class trip. We're going to a castle. You read about this one in Tedbury last week in your history lesson. Tell your parents they need to pay for the trip this week. It's five pounds sixty. That's three pounds for the ticket and the rest is for transport.

This trip's on a Saturday. We don't want you to miss a school day, like a Friday.

We're going by bus. Please get to school by eight fifty at the latest because the bus will go at ten past nine exactly.

You don't need to bring paper or a pen, but you'll need a camera. If you haven't got one, you can share with a friend.

While we're there, we're going to see a special exhibition. The one about cars has just finished and now there's one about clothes that's called Modana. That's M-O-D-A-N-A. It's very interesting to see what people wore hundreds of years ago.

Now, any questions … (fade)

PART 3

Questions 11–15

72

Nadia: Hi, Tom. We start our new school next week.

Tom: Yes, how are you going to get there, Nadia?

Nadia: It's not far, so I don't need to take a bus. I'll cycle because I'll have too many heavy books to walk there.

Tom: I've got my new uniform.

Nadia: Me too! My jacket's fantastic!

Tom: The blue shirt's best, I think. Not boring like the trousers!

Nadia: There are a lot of students in the new school.

Tom: I know the number exactly. Mum told me: one thousand and fifty-five. Our old school only had around eight hundred.

Nadia: My first school only had about four hundred and seventy-five children.

Tom: Chemistry is a new subject for us.

Nadia: Yes, I don't know if I'll like it, but I love maths, so I think I will. Will we study biology?

Tom: I'm not sure. We'll find out on our first day.

Nadia: Oh yeah, we'll talk to all our teachers before we go to our class. In the second week, they'll show us how to use the library. There'll be a quiz about it.

Tom: Great!

PART 4

Questions 16–20

73

16 *You will hear a teacher talking about a trip. What has changed?*

Man: Right. You know the museum trip's next Friday and you have to be at school at eight thirty because the bus departs at eight forty-five. The bus can't leave any later because the traffic will be bad. I'd asked you all for ten pounds, but our group tickets are cheaper, so you only have to give me eight. OK?

17 *You will hear two students talking about a problem. Where's the boy's phone?*

Girl: Why didn't you text me to say you'd be late?

Boy: Sorry, I couldn't. I was secretly looking at my phone in chemistry, and Mrs Clements saw me, and took it and put it in her drawer. I can't have it back until lunchtime.

Girl: Are you going home for lunch?

Boy: Yes, because I've left my maths books in my brother's backpack.

18 *You will hear a boy talking about buying some boots. Why did he buy the boots?*

Boy: I got some new boots at the weekend. They're the same as the ones that singer Jason Wright's wearing in his latest video. How cool is that? The leather's a bit hard and uncomfortable, but Mum says it'll get softer when I wear them. They only have them in gold or brown. Mum made me have the brown ones!

19 *You will hear a girl talking about playing tennis. How does she feel after playing?*

Girl: You'll never guess what happened during my tennis match! We played doubles and the girl I was playing with never let me hit the ball. I'm so mad at her. I know I won't be able to sleep tonight because I'll be thinking about what to say to her tomorrow. I don't even want to have supper now!

20 *You will hear two friends talking about a new teacher. What do they like about the new teacher?*

Girl: Have you seen our new music teacher, Mr Martinez?

Boy: He smiles a lot, which is great.

Girl: And always wants to help you. I think he looks like that guy who plays for Manchester United.

Boy: Really? I don't think so. Mr Martinez says he didn't always get good grades at school and only became a teacher when he was forty.

PART 5

Questions 21–25

74

Uncle: Are you reading that book for school, Jade?

Jade: Yes, it's called *The Delay*. It's about chemistry and there's lots of good information I can use for my school project.

Uncle: Oh, so it isn't a story?

Jade: Not really, but the last book we read at school was. It was called *Crunch* and it was great. I finished it too quickly – in an hour! I wanted to read it for days!

Uncle: Have you read any more good books?

Jade: Yes, our teacher gave us *My Island*. It really made me laugh a lot. I wasn't bored reading it at all.

Uncle: Didn't you read *Dangerous Animals*?

Jade: Yes, it's not scary! But it was difficult to read – there were lots of words I didn't know.

Uncle: OK.

Jade: I also read *The Invitation*. I cried when I read that, especially the beginning bit.

Uncle: Did you finish it?

Jade: Yes, and I finished *Skating Star* last week.

Uncle: Was that good?

Jade: Yes, the first bit was best. But the rest was good, too. There was a short programme about the writer on TV last week.

Uncle: Interesting.

Test 1 Reading and Writing Part 1

Task type:
three-option multiple choice – understanding notices, emails and messages – six items

Topic focus:
language of notices

Training

Tell students that they will read six texts (notices, emails or messages) in Part 1.

1 In this exercise, students decide whether each pair of words/phrases are similar or different in meaning. Tell students that the notices, emails and messages in Part 1 often use similar words. Ask them to write *S* (similar) or *D* (different) next to each pair. Check the answers as a class.

1 S 2 D 3 D 4 S 5 D 6 S 7 D 8 S

Elicit or give students a few more pairs that are similar or different, e.g. *money / cash*, *lesson / class*, *football / ball game*, *safe / dangerous*.

2 This exercise uses some of the words from Exercise 1 in context. Ask students what sort of text they think each sentence comes from (*Example email, 1 notice, 2 message or email, 3 notice, 4 notice or email, 5 notice or email*).

Students then complete the task, choosing a word from Exercise 1 for each gap.

1 picnic 2 instead 3 on time 4 walk 5 borrow

Extension

In pairs, students make more sentences using some of the remaining words in Exercise 1. Tell students to make two sentences for pairs of words with similar meanings, e.g. *He drives to work. / He goes by car.*

3 Revise the words *children, teenagers* and *adults*. Elicit the age ranges for each word (0–12, 13–19, 18+). Explain that the notices all say that only one age group can do the activity. Students write the two age groups that *cannot* do it.

1 teenagers, adults 2 children, adults 3 children, teenagers
4 teenagers, adults

4 Before doing this exercise, revise the modals which appear in the box: *can't, can, must, need, should* and *will*. Remind students that they are followed by infinitive without *to*. Put some examples on the board as well as some common errors, e.g. *I must do my homework. I must ~~doing~~ my homework. I must ~~to do~~ my homework.*

In this exercise, students complete sentences which explain the meaning of the notice by adding the correct modals.

1 need 2 must 3 can 4 should 5 will

Exam Practice

Tell students to quickly read the texts and the multiple-choice questions. Encourage them to underline all the key words in both texts and questions. Tell them to think about the different ways the words in the texts can be expressed.

Students do the exercise. Go through the answers in class.

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

Ask students to look at the items that were wrong and say why they are wrong, e.g. text 1: option B – *Mr Hall is away today, not tomorrow.*; option C – *The notice doesn't talk about any choice.*

Extension

Students work in pairs or in small groups to think of some more texts and multiple-choice questions to give to their classmates.

Test 1 Reading and Writing Part 2

Task type:
matching – reading for specific information and detailed comprehension – seven items

Topic focus:
visiting a museum

Training

Tell students that in Part 2 they will read three short texts on a similar topic. They have to decide which of the three relates to each of the seven pieces of information. There will be similar vocabulary and content in all the texts, so tell students that they need to read carefully.

1 Remind students that in Part 1 you talked about words with similar meanings. Tell them that in this exercise they will practise finding whole sentences with a similar meaning, as this is what they will do in Part 2. Explain that the best way to approach this exercise is to read all the sentences in both columns and match the ones they are sure about first. Individual synonyms in the matching sentences will help them.

Look at the example together. Give students a chance to match the other sentences in pairs, as it is quite challenging. If they struggle, you could do this as a class, but make sure students understand why they are matched.

1 Find out about different places. *2 Visit us when you have time.*
3 The things we have here are always changing.
4 You will be able to look at the clothes worn by the workers.
5 Someone will have to show you around.

When checking answers, elicit words or phrases that helped them decide, e.g. 1 *learn / find out, the world / different places*; 2 *come / visit, as often as you want / when you have time*; 3 *different every time / always changing*; 4 *staff / workers, wear / clothes*; 5 *guide / someone will show you around.*

2 This exercise gives students another opportunity to practise recognising paraphrases. Again, they will be looking for words with similar meanings, but here they have to understand the whole sentence to select the correct answer.

Explain that each item has two sentences – only one of them has a similar meaning. Students do the task in pairs and tick the sentences.

1 B *2 A* *3 A*

3 Remind students that *There is* or *There are* are common ways to start a sentence when you are talking about something for the first time. To decide which to use, students need to know whether the noun that follows is singular, plural or uncountable. Elicit examples of each and ask students which take *There is* (singular and uncountable nouns) and which take *There are* (plural nouns). Remind them that *a / an* provides a clue that the noun is singular.

Then students do the exercise in pairs.

1 are *2 is* *3 are* *4 is* *5 are*

Exam Practice

Tell students to read the questions and underline the key words. Then explain that they need to read the texts and find the sentences in the texts that express similar ideas, but that the words in the question will not be the same words as those in the correct text.

Students do the activity. Go through the answers with the class.

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

Go over each item. Talk about why the answer was correct, e.g. question 7: *Text C is correct because it mentions uniforms. The other two texts don't mention clothes.*

Extension

Students write a few lines about a museum they know, saying what you can see and do there.

Test 1 Reading and Writing Part 3

Task type:
three-option multiple choice – reading for detailed understanding and main ideas – five items

Topic focus:
music, parties

Training

Tell students that in Part 3 they will read one longer text and answer five questions about it.

1 In this exercise, students choose a title to check whether they have understood the main idea of a passage. Tell students that they have to read the whole text and focus on the main message, not the details.

C

2 This exercise tests reading for detail. Tell students that they have to identify the parts of the text which contain the answers and read them very carefully. They can highlight the relevant parts of the text.

1 B 2 A

Ask students which sentences in the text helped them decide.

Extension

Ask students to write more questions about the text and ask and answer them with a partner, e.g. *How long are music lessons?* (one hour)

3 Review the use of *in, since, for* and *ago.* Elicit sentences with each or provide an example of each. Remind students that *in* and *ago* are often (but not always) used with the simple past, while *for* and *since* tend to be used with the present perfect. *In* is often used with years, months and seasons, while *for* is used with a period of time (*six months, two years*, etc.).

Students complete the exercise. Check their answers.

1 in 2 ago 3 since 4 ago 5 in 6 for 7 since

Exam Practice

Tell students to read through the text and ask a few comprehension questions to make sure they understand the text, e.g. *Who wrote it?* (Will) *What type of text is it?* (a blog entry) *What is he writing about?* (a party)

Ask students to read through the questions and underline the key words. Then read through the text and underline the sentences that relate to the question before picking the correct option.

Tell students to compare their answers with a partner and discuss why they chose the answer they did. Go through the answers as a class.

14 B 15 A 16 C 17 A 18 B

Extension

Tell students to work in pairs and reduce the text to five sentences summarising the story.

Test 1 Reading and Writing Part 4

Task type:
three-option multiple-choice cloze – gapped text – main focus on vocabulary – six items

Topic focus:
the environment

Training

Part 4 focuses on vocabulary, particularly the differences between similar or easily-confused words. However, you should emphasise that the students need to understand the purpose and overall meaning of the text before completing the gaps.

1 This exercise focuses on the present simple because texts in this part of the exam are often factual (e.g. an entry from an encyclopaedia), and students at this level often have problems with subject / verb agreement.

Ask students to choose the correct form of the verb. Remind them that if the subject is an uncountable noun, like *water*, the verb is singular (*is*, not *are*) or takes *-s* / *-es*.

1 is 2 don't 3 comes 4 isn't 5 have 6 grows 7 doesn't

2 Draw students' attention to the Tip box. Tell them that the words they have to choose between will all be the same part of speech, e.g. all verbs, all nouns or all prepositions, and they will be words which are easily confused in some contexts, e.g. *class*, *subject* and *course*.

Tell them to read the sentences carefully and look at the words before and after the gaps. They should read the sentences to themselves with each word in the gap to decide which one fits. Check the answers as a class.

1 C 2 A 3 B 4 A 5 C

Look at the other options for each item. Elicit why they were wrong here and how they could be used in a sentence.

3 This exercise provides an example of the kind of text that may appear in Part 4. In this exercise, students answer questions about the type of text it is. The idea is to encourage them not to rush to complete the gaps, but to understand the purpose of the text and where it might appear.

1 fact 2 a book 3 present simple

4 Remind students of the need to know different words for the same idea as well as opposite words. This exercise focuses on vocabulary in the text in Exercise 3 since that is the main focus of this part. Ask students to find a word in the text with a similar meaning. Check the answers as a class.

1 large 2 alone 3 many 4 look after

Exam Practice

Ask students what they know about red pandas, e.g. *Where do you find them?* (in trees) *Which countries do they live in?* (Nepal, Northern Myanmar, India, Bhutan and China).

Tell students to work in pairs and cover the text and see if they can guess what word goes in each gap. Go through the suggestions with the class, but don't say whether the suggestions are true or not.

Students then do the task alone. Remind them to pay attention to the words before and after the gap when choosing the correct answer.

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

Extension

In the next class, show them a copy of the text without the options. Can they still remember which words go in the gaps?

Test 1 Reading and Writing Part 5

Task type:
open cloze – gapped text – focus on grammar – six items plus an example

Topic focus:
everyday language, books

Training

Tell students that in Part 5 they will have to come up with their own answers, as there won't by any options to choose from.

1 The words that are needed for the gaps are often part of fixed expressions. Tell students to read the Tip box. It is important to encourage them to record vocabulary as whole phrases where appropriate. In everyday language, there are many such phrases.

Students now move on to matching sentences halves. Check the answers as a class.

1 kind of you. 2 I'm late. 3 the weather like? 4 to see you.
5 help you? 6 pleased for you. 7 soon.

Extension

If students haven't already started recording phrases, tell them to write this kind of expression in their vocabulary notebooks. You can get them to add ones they meet in other parts of the book or outside the classroom.

2 Elicit some prepositions from students. Remind them that prepositions are among the type of words tested in this part.

Ask students if they have heard of the book *Diary of a Wimpy Kid*. These are a series of humorous novels for children. Tell them that the sentences in this exercise are about the writer of the book.

Students have to correct the preposition in each sentence. Put students in pairs to try to find the correct one. Go over the answers in class, taking note of any common mistakes to target for revision.

1 from 2 by 3 for 4 to 5 with

3 Tell students to look at the words in the box. Elicit that they are adverbs. Point out that the words given are all commonly tested in Part 5. Go through the example with the students. Make sure that students realise that *as well as* is a phrase which means *in addition to*, not *as good as*.

Then students do the task alone. Encourage students to cross out the word in the box when it is used.

1 yet 2 before 3 just 4 quite 5 even 6 soon

Exam Practice

Tell students to read the email first. Ask a stronger student: *Who wrote the email?* (Giles) *Who is it to?* (his aunt)

Look at the example together. Remind students that they must only write one word in each space and that contractions, e.g. *can't* or *don't*, count as two words. Also emphasise that correct spelling is important.

Students do the task alone. When students have finished, go through the answers.

25 of 26 a 27 in 28 which 29 to 30 what

Then ask students to find and underline the fixed phrases and collocations in the email, e.g. *Thank you very much*.

Possible answers
It was very kind of you, interested in, that kind of thing, nearly finished, thanks again

Extension

Tell students to write their own letter thanking someone for a present.

Test 1 Reading and Writing Part 6

Task type:
guided writing – an email or a note as a response to a short input text or rubric – 25 words or more

Topic focus:
informal language

Training

In this part of the test, students have to understand the questions in a message and write a short response (at least 25 words) which answers all of them.

1 Students sometimes get confused about the tense of the questions and write their email in the wrong tense. They might have to write an email in the past, present or future. In this exercise, they need to read the questions very carefully and decide whether they refer to the past, present or future. Then look at the responses and see if the tense used is the same or works in context.

Look at the example together. Ask: *What is the question asking about – the present, past or future?* (future) *Ask what is the answer talking about – the present, past or future?* (past) Put the students in pairs to complete the rest of the task.

1 ✓ 2 ✗ 3 ✓ 4 ✓ 5 ✗ 6 ✗ 7 ✓ 8 ✓

Extension

Get students to write correct answers to questions 2, 5 and 6.

2 Remind students that in Part 6 there will be three questions. They should always start by underlining the three pieces of information they need to give in their answer.

Students underline the questions in the email.

Which day is best for you? What time of day shall we go? Do you want to ask any of the other students to come with us?

3 Students match the three short messages to the questions in Exercise 2. Remind students that they must answer all three of the questions within their email.

1 Do you want to ask any of the other students to come with us?
2 What time of day shall we go?
3 Which day is best for you?

Extension

You might want to get your students to write their own responses to the task. When marking them, focus on whether they have answered all the questions and used tenses correctly. You could get them to peer correct spelling and grammar.

4 In Part 6, students will often have to write about plans for activities or what they are doing now. This exercise focuses on the spelling of *-ing* forms which are needed for both. Use the *Remember* box to do a quick revision of the spelling rules.

Look at the example together, then students do the task alone.

1 going 2 running 3 studying 4 driving 5 buying
6 getting 7 ice-skating

Exam Practice

Read through the task with the class. Remind students of the requirements. They should write at least 25 words, cover all three pieces of information, and start and end the text correctly. Ask students what the three pieces of information are in this case (where they can meet, what they can do, what Francis should bring).

Students complete the task. When students have finished the task, ask them to swap their work with a partner for checking.

Sample answer
Hi Francis,
Thanks for your message. As you're coming by train, let's meet at the entrance to the park. It's next to the station and has tennis courts. If you bring your racket, we can have a game!
See you at the weekend,
Sofia

Test 1 Reading and Writing Part 7

Task type:
writing – a short story or narrative based on three picture prompts – 35 words or more

Topic focus:
transport

Training

Tell students that in Part 7 they have to write a story based on three pictures. They need to write at least 35 words.

1 Elicit different means of transport (*car, bus, train, boat, plane*, etc.). Tell students to put some words and phrases related to travel into the correct columns.

Rail: platform, train, railway, tram, station
Water: by sea, sail, ship
Car: car park, garage, motorway, roundabout
Air: flight, landing, pilot, take off

If any words are new to students, ask some concept checking questions, e.g. *Is a ship a big boat or a small boat?* (a big boat) *Do you drive fast or slowly on a motorway?* (fast) *Why do you go to a garage?* (to get your car fixed) You can also use gestures (e.g. for *take off* and *landing*) or a drawing (*roundabout*).

Ask students if they can add any more words in each column.

2 Tell students that they will probably need to use the past tense in their stories, so the next few exercises practise past verb forms. Ask students to find nine other past tense forms in the wordsearch. They can circle the words, draw a line through them or colour them. Point out that there is one example.

ate, left, won, came, caught, put, did, got, took

C					T	O	O	K				
A	T	E			C							
U					A			D	I	D		L
G			W		M				G			E
H	*B*	*R*	*O*	*K*	*E*				O			F
T			N						T	P	U	T

Ask students to write down all the verbs they circled in the wordsearch. Then they write the infinitive forms of the verbs.

ate – eat, left – leave, won – win, came – come, caught – catch, put – put, did – do, got – get, took – take

3 In this exercise, the students use some of the past tense forms from Exercise 2 in sentences.

1 ate 2 won 3 took 4 caught 5 put 6 did 7 got

4 Ask students to look at the pictures. Elicit words that they could use in the story. They might mostly come up with nouns (*boy, train*) and verbs (*go, eat*). Elicit a few more such as adjectives (*happy, sad, hungry*).

Students note down their own answers to the questions and share them with their group.

5 Tell students they will read what two students wrote about the pictures. Ask which one is better and why.

Possible answers
Elena's story is better because she gives more details, e.g. she says when it happened, she names the boy, says what he ate and what his book was about.

Extension

Get students to write their own story based on the pictures. Do peer correction of their stories, focusing on past tense forms and adding detail to their stories.

Exam Practice

Draw students' attention to the three pictures and ask them to work in pairs and describe what is happening in each picture.

Remind students of the requirements. They should write their story using all three pictures and should write at least 35 words. Students complete the task alone.

When the students have completed the task, ask them to swap their story with a partner for checking. Monitor and check the texts yourself and go through any common errors with the class.

Sample answer
Today was a horrible day! My brother and I had decided to shopping in the next city by bus. We waited at the bus stop in our village. And waited. But no bus came. I guess it broke down or something. So we decided to take a train instead. We walked to the station (it's quite a long way and took about half an hour). When we got to the station, we saw a sign saying, 'No trains today'. Everything was cancelled! So we walked all the way back home. The whole trip took two hours. What a waste of time!

Test 1 Listening Part 1

Task type:
three-option visual multiple choice – listening to identify specific information – two-speaker short conversations – five items

Topic focus:
describing people, parts of the home

Training

Tell students that in Part 1 they have to choose the correct picture.

1 Part 1 sometimes includes a question about a person's appearance. Ask the students to look at the pictures and suggest a few words to describe each man. Tell students to read the words and match each one with the man which it best describes.

1 A 2 A 3 N 4 A 5 T 6 T 7 A/N 8 N
9 T 10 A 11 A 12 T 13 N 14 T

2 Tell students they will hear a woman talking about one of the three men. Students listen and answer the question.

Axel

Tell students to work in pairs and describe one of the pictures. When their description is finished, the partner guesses which of the men was described.

3 Ask students to look at the pictures and say which rooms they can see. Tell students to label the pictures with the words from the box.

1 pillow 2 bed 3 desk 4 sink 5 cooker 6 cupboard
7 fridge 8 television 9 armchair 10 bookcase 11 sofa

A2 Key candidates often misspell the words *sitting room*, *living room* and *kitchen* as *seating room*, *leaving room* and *kichen*. Revise the spellings of rooms in the house.

4 Tell students that in Part 1 they will often need to understand prepositions, e.g. *on* and *under*.

Students read the sentences and put a tick or a cross next to each of them.

1 ✗ 2 ✗ 3 ✓ 4 ✓ 5 ✗ 6 ✓

Extension

Ask students to draw a floor plan of a room in their house. Tell students to work in pairs and, without showing their picture to their partner, describe what there is and where it is.

A2 Key candidates often make mistakes using the present continuous. Remind them that it is used to talk about both present and future time. In the future, it is used for arrangements, e.g. *I'm meeting my friend later*.

5 In this exercise, students will hear examples of different ways to talk about the future. Review the different ways to talk about the future before playing the recording.

Students listen to the sentences and write *P* (present) or *F* (future).

1 F 2 P 3 P 4 F 5 F 6 P 7 P 8 F

A2 Key candidates often think *will* is the only future form. Remind them that *will* + verb is only one way to talk about the future.

Extension

Ask students to look at the audioscript and highlight different ways of talking about the future (*might* + verb, *want to* + verb, *going to* + verb, *I think … will* + verb, *'d prefer to* + verb, present continuous). They do not need to practise or produce all of these. However, they need to be aware that there is more than one way of talking about the future.

6 Play the recording and tell students to answer the question.

A

7 Explain that all four sentences are *suggestions* and that we can reply to suggestions with *Yes* or *No*. Tell students that if we say *No* to a suggestion, we usually give a reason. Give an example.

Ask students to do the exercise and tell them that there is one *Yes* reply and one *No* reply for each suggestion.

1 I would prefer coffee. Yes, that sounds delicious. 2 No, let's drive. Yes, and let's take a ball. 3 Good idea. She's really clever. She's very busy at the moment.

8 Tell students to look at the replies in Exercise 7 and write *A* or *D*. Point out that not all the replies start with *Yes* or *No*.

Used to agree (A): Yes, that sounds delicious. Good idea. She's really clever. Yes, and let's take a ball.
Used to disagree (D): No, let's drive. I would prefer coffee. She's very busy at the moment.

9 Ask students to listen to the recording and focus on the suggestion and response carefully.

B

Exam Practice

Before doing the test, remind students to:

- **underline** the key words in each question
- **identify** who each question is about
- **look** at all the pictures and 'say' what they see in English
- **always** choose an answer even if they aren't sure!

Go through the advice with the students and then do the task.

1 B 2 A 3 C 4 C 5 A

Test 1 Listening Part 2

Task type:
gap-fill – writing down specific information – one speaker – five items

Topic focus:
telling the time

Training

Remind students that in Part 2 they have to write information such as names, times and places.

1 Ask students what time it is and think of two different ways to say it, e.g. *it's two o'clock* and *it's two p.m.; it's four fifteen* and *it's quarter past four*. Also point out that the 24-hour clock is sometimes used to give times. Ask when times are given this way, e.g. for flights.

Tell students to complete the exercise. When checking answers, ask students to say the times. Make sure students are not confused by the half hours. In English, it is always half *past* the hour (not half *before* the hour as in languages such as German).

1 five thirty, half past five *2 twenty past three, three twenty*
3 half six, six thirty *4 one forty-five, quarter to two*

Extension

Give students further practice with telling the time by asking questions about their daily routines. Ask: *What time do you come to class / get up / eat lunch?*

2 Ask students to look at the clocks and say what times they show. Play the recording and tell students to listen and answer the question.

B

Extension

Play the recording for Exercise 2 again. Ask: *Why are 4:00 and 4:15 wrong?* Explain that it is not 4:00 because the teacher sometimes lets them out late. Neither is it 4:15 because the speaker does not need so long.

3 Tell students to look at the Tip box. Students need to get used to the idea of predicting what information is missing based on the words around the gap.

Tell them to look at the notes in Exercise 4 and read the heading. This will give them the context (information about a dinner to be held at the end of term). Tell students to work together to discuss the answers to the questions 1–5. Tell them that, in the exam, they should ask themselves these kind of questions during the time that they have to prepare for Listening Part 2.

1 an end-of-term dinner *2 the start and finish times*
3 beginning and end *4 the place* *5 Students' own answers*

4 Play the recording. Ask students to listen and complete the notes on their own.

1 6:30 (any convention) *2 10:30 (any convention)* *3 Oaktree*
4 curry *5 0774053897*

Exam Practice

Ask students to read all the questions before listening. In pairs, ask students to think about the kind of answers they are looking for (e.g. a day, a time or a name) and suggest a possible answer for each question. Remind students that the answers can only be **one word** or **a number** or **a date** or **a time.**

Go through the advice with the students and then do the task.

6 Thursdays *7 4:20 (any convention)* *8 Taylor*
9 0779386521 *10 library*

Extension

Ask students to work in pairs. Students take it in turns to spell their surname while their partner writes it down. Ask students to repeat the activity, this time dictating their phone number.

Test 1 Listening Part 3

Task type:
three-option multiple choice – listening to identify specific information, feelings and opinions – longer informal or neutral dialogue – five items

Topic focus:
family members, adjectives

Training

Tell students that in Part 3 they will hear a conversation between two people. They have to answer five questions, each with three answers to choose from.

1 Elicit some basic family words by asking students who is in their family, e.g. *their mother*, *father*, *brother* and *sister*. Look at the example in Exercise 1 together. Tell students to complete the exercise. As students check the answers, they need to make sure that they have the correct spellings.

1 cousins 2 daughter 3 grandmother/granny/grandma
4 brother 5 husband

A2 Key candidates sometimes expect there to be different words for male and female cousins, e.g. *girl cousins* and *boy cousins*, as there are in some languages. Explain that in English the word for *cousins* is always the same, and also that there is no difference in the words for *cousins*, *uncles* or *aunts* depending on whether they are from the maternal or paternal side of a family.

2 Ask students to read the question and possible answers. Play the recording and check the answers as a class.

B

Ask students how they chose the answer (*he's quite old, he is retired, he's her mother's father, she's one of his grandchildren*).

Extension

Ask students to draw a family tree (show them an example on the board). They write the names of their family members and their relationship. If they want, they can include aunts, uncles, grandparents and cousins. They then present their family tree to their partner, e.g. *I have three uncles. Their names are …* . Be sensitive to the fact that some students may have complicated family structures or may not feel comfortable talking about their families in this way. They can describe other people's families.

3 Ask students to read the Tip box. Explain that they may sometimes hear the opposite word with a negative, e.g. the question option might be *it's easy,* but what they hear is *it's not hard.*

Encourage students to think about the opposites of the adjectives in the box and then ask them to complete the exercise.

1 sick 2 old 3 slow 4 good 5 soft

Extension

Ask students what can be described by the adjectives, e.g. *slow – car*, *train*, *person*.

4 Model sentences with *favourite* and *prefer*, e.g. *My favourite ice cream is chocolate. I prefer pizza to burgers*. Point out that another way to say *I prefer …* is *I like … more than …* . Ask students some questions about their favourite things (e.g. sports, food, drink, colour) and which they prefer out of two options (blue or red, orange juice or apple juice, etc.).

Ask students to read the conversation between Lucia and Marc. Ask: *What are they talking about*? (food) Tell them to use the words from the box to fill in the gaps. They check their answers with their partner.

Play the recording and ask them to check their answers.

1 most 2 prefer 3 least 4 best

Tell students to role play the conversation in pairs, taking it in turns to play each part.

A2 Key candidates often say *most favourite* as this is similar to *least favourite*. Use concept checking questions to check that students are aware of correct use, e.g. *Can I say 'Pizza is my most favourite food.'?* (no) *Can I say 'Fish is my least favourite food.'?* (yes)

Extension

Ask students to create their own similar conversations based on the model. They can talk about food, drinks, sports, colours, TV shows, etc.

Exam Practice

Tell students to read all the questions and options. Revise or teach any vocabulary if necessary. Ask students to underline who each question is about, e.g. *Luis* in question 11. Then ask students to underline other key words in each question, e.g. *first* in question 11.

Go through the advice with the students and then do the task.

After the first listening, students check their answers with each other in pairs. Allow them time to discuss any differences, and then play the recording again.

11 C 12 B 13 B 14 A 15 A

Extension

Play the recording one more time, stopping after each question section is finished. Ask students to discuss in pairs why each incorrect option is wrong. Ask pairs with clear, correct explanations to tell the rest of the class.

Test 1 Listening Part 4

Task type:
three option multiple choice – listening to identify the main idea/message/gist/topic/point – short informal or neutral monologues and dialogues – five items

Topic focus:
simple objects, dates

Training

Point out that the question type in Part 4 is similar to Part 3, but that they will hear five separate recordings with one or two speakers in each.

1 Put the table up on the board. Elicit a word from each category, e.g. *apples*, *T-shirt*, *football* and *book*. Tell students that there are four words for each category. Allow them to use dictionaries if they need to. Give them time to complete the exercise.

Ask students to come to the board and add the words to the table. Check meanings and pronunciation of the words.

Things you eat: sausages, mushrooms, fish, biscuit
Things you wear: sports kit, perfume, tights
Things you play: cricket, the drums, video games, hockey
Things you read: newspapers, magazines, web page, comic

Extension

Ask students to add a few more words to each category.

2 This exercise helps students to use some of the words from Exercise 1 in a sentence. Ask them to write one word from Exercise 1 in each gap. Check the answers as a class.

1 biscuit 2 bracelet 3 newspapers 4 hockey 5 sports kit

Extension

Ask students which other words could go in the gaps.

Possible answers
Example: boots, scarves, gloves 1 piece of cake, doughnut
2 ring, necklace, watch 3 papers 4 – 5 shorts, football boots

3 Run through the alphabet if you think your students need to review it. Elicit how to say the vowels (*a, e, i, o* and *u*). Elicit the two ways of saying a double letter such as *ss* (*S-S* or *double S*).

Students listen and put a tick or a cross next to each name.

1 ✓ 2 ✓ 3 ✗ 4 ✓ 5 ✗

Play the recording again for students to correct the wrong spellings. Give students practice with the alphabet by asking them to say the correct spellings of all the names.

3 Montclair 5 www.tourceylon.com

4 Ask students what today's date is. Get them to practise saying it in different ways, e.g. *the twenty-third of March* or *March the twenty-third.* Elicit how you could write it (*23 March, 23rd March, March 23, March 23rd*).

Tell students they will hear some conversations which contain a date. Play the recording. Students listen and write down the date they hear.

1 August 29 2 July 3 3 May 14 4 September 30
5 February 5

A2 Key candidates often say *twenty-three March* instead of using the ordinal number *twenty-third* when giving dates. Give students regular practice with the ordinal numbers so that they can both recognise and use them.

Extension

Ask students to think about the dates of important events in the school/country where you are. Tell students to work in pairs to ask and answer questions about key dates, e.g. *When is the end of term? It's the 19th of December.*

Exam Practice

Tell students that Listening Part 4 is similar to Listening Part 1 except they have to read options instead of looking at pictures. Explain that they have to listen for the main message in Part 4, whereas in Part 1 the answer is often a detail.

Ask students to underline the key words in each question.

Go through the advice with the students and then do the task.

16 A 17 C 18 B 19 C 20 A

Extension

Ask students to write three headings: *geography, English* and *biology*. Play the recording for question 19 again and ask students to write down the words they hear that are associated with each subject. Students then compare their answers in pairs. Finally, students add their own ideas under each heading.

Test 1 Listening Part 5

Task type:
matching – listening to identify specific information – longer, informal dialogue – five items and eight options plus an example

Topic focus:
jobs, days and months

Training

Explain that in Part 5 there are two lists: one with five items and the other with eight. Students will need to match items from the list on the left to the items on the right. Point out that there are three items on the right list that they will not need.

1 Ask students to suggest some names of jobs. Ask what some of the professionals do, e.g. *a teacher teaches students, a doctor helps sick people get better.*

Ask students to match the descriptions with the jobs.

1 journalist 2 nurse 3 manager 4 mechanic 5 dentist
6 engineer 7 receptionist

2 Ask students what kind of person suits different jobs, e.g. *To be a doctor someone needs to be good at science. A farmer needs to be fit and like being outside.*

Play the recording and ask students to listen and choose a job from Exercise 1 that suits each speaker.

1 journalist 2 engineer 3 nurse

Extension

Ask students to say what jobs they could do and to think of reasons why they think they would suit them.

A2 Key candidates often struggle with using months and dates correctly. The months are similar to English in some languages, including French, Spanish and Italian. This causes spelling errors. In the listening test, students might need to write dates, so they should be able to spell the names of the months correctly with correct capitalisation.

3 Remind students that months are written with a capital letter. Tell them to cross out the wrong spellings.

1 March 2 May 3 November 4 January 5 February
6 April 7 July 8 December 9 August 10 September
11 October

As a follow-up, ask students to close their books and write out the 12 months with correct spellings.

4 Do a brief review of days of the week. Check students know the spellings of the days.

Play the recording. Ask students to listen and write the days they hear.

1 Saturday 2 Friday 3 Sunday 4 Tuesday 5 Thursday

Exam Practice

Remind students that they will hear each person in the left-hand list on the recording, and that the order of the people in the recording and on the page will be the same. Explain that, when they hear a name from the list, this will signal that the answer for the question is coming. Tell students that the words in the right-hand list are in alphabetical order.

To complete the task, students often have to recognise paraphrase, for example, a description of a job rather than the name of a job. Remind students to be aware that they may hear distractors. For example, question 21 uses both a distractor and paraphrase. *Tyler's mum is a receptionist* is a distractor. The answer is given when the speaker says Tyler wants to *take care of people's teeth*, as this is a paraphrase of the word *dentist*.

Go through the advice with the students and then do the task.

21 C 22 H 23 E 24 D 25 A

Test 1 Speaking Part 1

Task type:
phase 1: conversation with the examiner – giving factual information of a personal kind
phase 2: topic-based interview – answering two short-answer questions and one longer *Tell me something about …* question
phases 1 and 2: focus on interactional and social language

Topic focus:
personal information

Training

Tell students they will have to answer some questions about themselves in Part 1.

1 Ask students some questions about themselves, e.g. *How old are you? Where do you live?*

Explain that students will hear Maria and Jose talking to each other. They should decide whether each statement is true or false. Play the recording. Students listen and put a tick or a cross next to the sentences.

1 ✗ 2 ✗ 3 ✗ 4 ✓ 5 ✓

Play the recording again and ask the students to correct the false statements.

1 Maria has got a younger sister. 2 Jose comes from Spain.
3 Jose is living in England now.

Extension

Ask the students to ask each other similar questions.

2 This exercise will help students familiarise themselves with what happens at the beginning of the test and during Phase 1 of Part 1. Students read the stages of the test and put them into the correct order.

a 4 b 2 c 7 d 3 e 6 f 1 g 8 h 5

3 Explain to students that they will hear two people, Daniele and Alex, talking to each other about their school day. Tell the students to decide which is the correct word or words in each sentence. Play the recording. Students listen and complete the sentences using the options given.

1 has 2 history 3 sport 4 has

4 Ask students to work in pairs to ask and answer the questions.

Extension

Ask the students to work in pairs and think of more questions they could ask about school. They could then change partners and ask each other their questions.

5 Explain that students will hear a candidate, Eduardo, telling the examiner about his school. Tell them to decide whether each statement is true or false. Play the recording. Students listen and put a tick or a cross next to the sentences.

1 ✗ 2 ✓ 3 ✓ 4 ✗

Play the recording again and ask students to correct the false statements.

1 Eduardo goes to a small school. / Eduardo's school isn't very big.
4 Eduardo likes sport / playing tennis.

6 Tell students that they will listen to another candidate telling the examiner about her family. Ask them to read the question. Play the recording. Students listen and make notes to answer the questions. Students compare their notes with a partner. Play the recording again if necessary.

1 She went to the beach with her family. 2 They travelled by car.
3 They had a barbecue, played on the beach and swam in the sea.

7 Students hear the examiner's questions to Eduardo and Elvira again, but this time they practise giving their own answers. Draw students' attention to the Tip box. Remind them to try to say at least three things as they answer the *Tell me something about …* question.

8 This exercise will help students familiarise themselves with what happens in Phase 2 of Part 1 of the test. Students read the stages of the test and put them into the correct order.

a 1 b 4 c 3 d 6 e 5 f 7 g 2 h 8

Exam Practice

Make sure you have drawn students' attention to the Tip box before playing the recording. Then explain that students will hear two candidates, Marek and Anna, talking to the examiner during Part 1 of the exam. Play the recording and ask students to listen carefully to the candidates' answers.

Divide the class into pairs and assign them a role (A or B). Play the recording, pausing after each question for students to answer. Remind the class that candidates A should start.

Play the recording again. This time ask individual students to answer the questions during the pauses.

Test 1 Speaking Part 2

Task type:
phase 1: discussion based on picture prompts – discussing the objects/activities shown in the artwork and answering a rounding-off short-answer question
phase 2: conversation with the examiner – answering two follow-up questions
phases 1 and 2: focus on organising a larger unit of discourse, comparing, describing and expressing opinions

Topic focus:
places in town

Training

Tell students that in Part 2 they will have to talk about some pictures and then answer some questions.

1 Explain that students will hear two students talking about places to go in their town. Play the recording. Students match the places the speakers mention with the adjectives they use to describe them.

1 exciting 2 nice 3 boring and expensive 4 fun

2 Students talk to a partner about where they like going in their town, using adjectives to explain why.

3 This exercise will help students familiarise themselves with what happens in Part 2 of the test. Students read the stages of the test and put them into the correct order.

a 2 b 1 c 4 d 5 e 7 f 3 g 11 h 8 i 9 j 10 k 6

Exam Practice

Make sure you have drawn students' attention to the Tip box before playing the recording.

Ask students to look at the visuals used in Part 2 of the exam. Explain that they will hear two candidates talking to each other and to the examiner during Part 2 of the exam. Play the recording and ask students to listen carefully to the candidates.

Divide the class into pairs and assign them a role (A or B). Play the recording, but pause it to give students time to discuss the visuals. As the students are doing the collaborative task, monitor what they are saying, noting down anything you want to talk about in feedback.

Play the rest of the recording, pausing after each question for students to answer. Remind the class that candidates A should start.

Play the recording again. This time ask a few pairs to do the collaborative task for the class and ask individual students to answer the questions during the pauses.

Test 2 Reading and Writing Part 1

Task type:
three-option multiple choice – understanding notices, emails and messages – six items

Topic focus:
language of notices

Training

Before beginning the exercises, remind students of what they need to do in Part 1. Ask: *How many questions are there in Part 1?* (six) *Which text types are found there?* (notices, emails and messages)

1 Draw students' attention to the Tip box. Elicit some places where they might find notices (cf. the headings in the table) and what kind of information they may give.

Ask them to complete the table with the words from the box.

Possible answers
Pool: shower, swim, swimming costume, ticket
School: desk, homework, uniform
Cinema: advertisement, film, ticket
Computer: click, website, memory
Café: main course, waiter

Ask students if they can add any more words to each column.

2 This exercise gets students to use some of the words from Exercise 1 in context. They choose a word for each gap.

1 uniform 2 memory 3 waiter 4 advertisements 5 Click
6 shower 7 main course

Extension

Students choose three words from Exercise 1 and write a sentence using each one.

3 This exercise practises understanding the meaning of notices and messages. Remind students that this part of the test often has information about days, dates and times, including time of day, such as morning, afternoon or evening. Do a quick review, e.g. *What's the time now? What's the date today? Do we have class in the morning or afternoon?*

Remind students that notices and messages may not be in full sentences, but often use only key (important) words.

Ask students to match the notices with the questions. Check the answers. Then ask them to answer each question.

a 3C b 1A c 2B

Exam Practice

Ask students to read the texts and then the sentences and do the task. Go through the answers with the class. Elicit why the sentences they excluded where tempting, but wrong.

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

Test 2 Reading and Writing Part 2

Task type:
matching – reading for specific information and detailed comprehension – seven items

Topic focus:
everyday activities, doing homework

Training

Before beginning the exercises, remind students of what they need to do in Part 2. Ask: *How many texts do you read in Part 2?* (three) *How many questions are there?* (seven)

1 Quickly read through the words in the box to make sure students know what they mean. Elicit examples if necessary.

Then students do the exercise. Tell students to cross out the words in the box once they have used them.

1 best 2 nothing 3 large 4 enter 5 before 6 start
7 heavy 8 sad 9 same 10 love 11 always 12 alone

2 Briefly review the grammar. Tell students that the exercise is about sentences where there are two verbs. The form of the second verb depends on what the first verb is. Verbs connected to likes and dislikes are usually followed by *-ing*, e.g. *I enjoy playing tennis. He loves eating ice cream.*

To make sure students have understood this, ask them to underline the first verb. Repeat that it is this verb that decides the form of the second verb.

Students then complete the task and cross out the wrong forms.

1 studying 2 to be 3 to send 4 watching 5 reading
6 to buy

Extension

Get students to create a section in their notebook for verb patterns. Tell them to make a section for *-ing* and *to* + infinitive, and add the verbs from Exercise 2. Ask them to add to their lists as they meet other examples in other units of this book and other parts of the test.

3 Quickly revise the adverbs of frequency before doing this task.

Students match each sentence with the correct adverb of frequency.

1 usually 2 often 3 sometimes 4 never

4 Ask students to rewrite the sentences. Remind them not to use the time expressions.

1 Nick usually goes running. 2 I often play tennis. 3 We sometimes eat fast food. 4 Julia never plays computer games.

Extension

Students write pairs of sentences that are true for them. The first sentence in each pair uses a frequency adverb, e.g. *I often go to the library*. The second explains it giving more details, e.g. *I go there twice a week*. Tell them at least one of the initial sentences should be negative.

Exam Practice

Ask students if they like homework. Ask follow-up questions, such as where they do it, what the room is like and if they listen to music while they are doing it.

Tell them they are going to read three texts about attitudes to homework, so they should think about the language they might find.

Students do the task. When you are going through the answers, encourage students to underline the parts of the texts which show the answers for each question.

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

Extension

In pairs, students discuss which of the people in the texts has habits similar to their own.

Test 2 Reading and Writing Part 3

Task type:
three-option multiple choice – reading for detailed understanding and main ideas – five items

Topic focus:
shopping, likes and dislikes

Training

Before beginning the exercises, remind students of what they need to do in Part 3. Ask: *What question type is used in Part 3?* (multiple-choice questions with three options) *How many questions are there?* (five)

1 This exercise practises identifying detail in a text. The students have to find the line where the information can be found as quickly as possible. You could set it up as a race if it suits your class.

1 line 1/2 2 line 5 3 line 8 4 line 9 5 line 10/11

2 Ask students to write the answers to the questions from Exercise 1.

1 It took nearly 5 years. 2 It's on the third floor. 3 It's 10%.
4 It ends at the end of the month. 5 You can save money with a 'shop and save' card.

3 Explain that the way things are expressed in the texts will not be exactly the same as the way they are expressed in the questions or tasks. Ideas like *I like it* or *I don't like it* can be expressed in many different ways, even at A2 level.

Tell students to look at the expressions in the box and sort the expressions into the two columns.

I like it: It's brilliant, I enjoy ... -ing, I'm a fan of ..., It's fantastic, I love it, It's pretty
I don't like it: I'm angry about it, It's boring, It's horrible, It's terrible, It's the worst

Extension

Ask students to have conversations with their partner to practise using some of the expressions in context. Model a conversation, e.g.

A: *Do you like football?*

B: *Yes, I'm a big fan of Manchester United.*

Exam Practice

Tell students to read the whole text through very quickly and say what it is about. (a photography course) Then ask them to read through the questions and the potential answers and underline the key words. Tell students that when they find where they think the answer is in the text, based on those words, they should read all the sentences in that paragraph to check whether they are correct or not.

Students do the task. When you are going through the answers, encourage students to underline the parts of the texts which show the answers for each question. Tell them to do this in the exam, as it helps when checking over their work when they have finished.

14 C 15 C 16 B 17 C 18 B

Test 2 Reading and Writing Part 4

Task type:
three-option multiple-choice cloze – gapped text – main focus on vocabulary – six items

Topic focus:
phrases with *make* or *do*, schools

Training

Before beginning the exercises, remind students of what they need to do in Part 4. Ask: *How many gaps are there in the text in Part 4?* (six) *How many possible answers are there?* (three)

1 Tell students that this part of the test tests vocabulary, particularly easily-confused words and words that are part of phrases. The options will often be similar, but only one will be possible in the gap. This means that they should try to learn phrases as well as individual words.

Phrases with *make* and *do* are often a source of confusion for students at this level. Tell them they need to learn each phrase as they don't follow any rules.

Put the table up on the board. Give students time to complete the exercise. Then ask them to come to the board and add the words to the table.

Make: a cup of tea, friends, a mistake, money, a plan
Do: an exam, a good job, your homework, sports, the washing-up, well

2 Tell students to choose a word or phrase from Exercise 1 to go in each gap.

1 a mistake 2 sports 3 a cake 4 an exam 5 a cup of tea

3 *This exercise gives students sentence-level practice of the* skill needed in this part of the test. Look at the Tip box with students and elicit the part of speech of the options in each question. Ask students to choose the word in each sentence.

1 B 2 C 3 A

Extension

Students think of sentences to use the incorrect words for each sentence in Exercise 3, e.g. *We have four classes on Wednesdays.*

Exam Practice

Tell students to read the text carefully. Ask them two or three comprehension questions, e.g. *Where is the university?* (in Morocco) *What is special about the university?* (it's the oldest university in the world)

Students complete the task individually.

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

Test 2 Reading and Writing Part 5

Task type:
open cloze – gapped text – focus on grammar – six items plus an example

Topic focus:
trips

Training

Before beginning the exercises, remind students of what they need to do in Part 5. Ask: *How many gaps are there in the text in Part 5?* (six and an example) *Do you choose a word or think of your own word?* (think of your own word)

Explain that the word that is missing is often a 'grammar word' (a preposition, article, determiner, etc.) or part of a fixed phrase.

1 This exercise gets students to complete some common fixed phrases. Encourage students to notice and record such phrases when they come across them in lessons.

Ask students to complete the sentences using the words from the box.

1 at 2 go 3 too 4 ever 5 on

Extension

Get students to use the phrases in new sentences, e.g. *It's the best film I've ever seen*. Elicit similar phrases, e.g. *by plane, on foot, at break, in the afternoon, on a picnic, too hard, the most exciting*.

2 This exercise focuses on the kind of item that is tested in Part 5. Students choose the correct option.

A2 Key candidates often make errors with some of these items. They may say *return back* instead of *return* or *come back* or *lot of* instead of *lots of* or *a lot of*.

1 back 2 lots 3 you 4 his 5 an 6 on

3 Elicit the three auxiliary verbs (*be, do* and *have*). On the board write the three verbs in one column and in another write *present perfect, present and past simple, present and past continuous*. Ask students to match the auxiliaries to each heading. If necessary, give examples of each tense, e.g. *I don't like coffee*. (present simple) *Paul is listening*. (present continuous) *I have been to Scotland.* (present perfect)

Students complete the gaps with the correct form of the correct auxiliary verb. If they need more support, elicit the tense used in each sentence and remind them which auxiliary is used.

1 Have 2 are 3 does 4 am 5 has 6 did

Extension

As a class, play OXO with a cube with three rows and three columns. Complete each cell with one of the following auxiliaries: *do, have, am, is, has, did, are, were* or *does*. Put the class into two teams and assign the letters O and X to the teams. Students work in teams and take turns to choose an auxiliary which they use to try and make correct sentences or questions. The team that is able to get a row of Os or Xs is the winner.

Exam Practice

Tell students to read the text through carefully. Tell them that some of the gaps involve points made in the practice exercises, but there may be other types of words missing too. Students complete the task individually.

25 by 26 too 27 most 28 what 29 have 30 of

Extension

In pairs, students write a review of a school trip they have been on (real or imaginary). Ask them to gap some of the words. Remind them these should be prepositions, auxiliaries, comparative and superlative adjectives. They should not include nouns as this part of the exam doesn't test vocabulary. When they have finished, students swap texts with another pair and complete the new task. Monitor and help students write texts which work as an exercise.

Test 2 Reading and Writing Part 6

Task type:
guided writing – a short email as response to a short input text or rubric – 25 words or more

Topic focus:
language of emails

Training

Before beginning the exercises, remind students of what they need to do in Part 6. Ask: *How many pieces of information must you write in Part 6?* (three) *Do you have to write a story or an email?* (an email) Remind them they will be given something to read which will include three questions.

1 This exercise focuses on understanding the main sense of a text using email headers. The headers should reflect the main message of the email and contain content or key words rather than complete sentences.

Ask students to decide on the best header for each of the three emails.

1 C 2 B 3 C

Ask students why the other headers are not suitable.

Text 1: *Change of sports kit* and *What to bring* are mentioned in the email, but they are each just one point. *Saturday's match* covers all the points.

Text 2: *At the supermarket* is inaccurate because Selina is not at the supermarket. *I went to the shop* is a complete sentence and not a heading format.

Text 3: *You should be home* is mentioned as a detail. *Pets on TV* isn't possible because the programme is about wild animals, not pets.

2 This exercise provides another model email with some useful phrases for students' own emails. Tell them that as the email will be to a friend, they should start and finish it in an informal way.

Ask students to read the email and complete the missing words.

1 for 2 in 3 on 4 my 5 you

Extension

Get students to write a similar email thanking someone for a present and inviting someone to their birthday.

3 Tell students that they will need to make arrangements in the email message. Tell them to write some sentences which match the questions.

Possible answers
a Let's meet at the new café. Where shall we meet? Can we meet at the station?
b We can meet at 2 p.m.? Let's meet at 4:15. When can you make it?
c Can you ask your sister to come? Let's take your friend Mark with us. Can you bring your dad?

4 In this part of the test, it is important that students understand the question words and also recognise what time a question refers to (past, present or future). They complete the email with the correct question word from the box.

1 Why 2 What 3 Where 4 Who 5 When 6 Which

Extension

Students write their own responses to the email.

Exam Practice

Ask students to read the email and underline the questions.

Students work independently to answer the email.

Sample answer
Hi Sam,
Sure, no problem. I've got a magazine with me about pop music. There's an interview with Adele and I know you like her. I read it this morning and it's really interesting. You can give it back to me at school next week.
See you later.
Cheers,
Jim

Extension

In small groups, students discuss what they suggested Sam should read. In their groups, they decide which of the suggestions they would like to read.

Test 2 Reading and Writing Part 7

Task type:
writing – a short story or narrative based on three picture prompts – 35 words or more

Topic focus:
time expressions

Training

Before beginning the exercises, remind students of what they need to do in Part 7. Ask: *How many pictures will you see in Part 7?* (three) *Do you write a story or a letter?* (a story)

1 Review punctuation rules, including question marks, exclamation marks and speech marks. Elicit the meaning of *direct speech*. Say that students can use direct speech in their stories if they wish, so they will need to know how to punctuate it correctly. Read through the Tip box with them.

Look at the example together. Students then complete the task.

1 'Are you ready yet?' Gina asked. 2 'I'm going swimming now,' said the boy. 3 'Be quiet!' shouted the teacher. 4 'I've never been on a plane before,' said Jack. 5 'Where did you put my new pen?' asked Mrs Green. 6 'Hurry up, please!' said Abigail.

2 This exercise gives controlled practice of the exam task type. Ask the students to look at the pictures and the words beneath them. Check students understand the meaning of the words. Elicit a sentence in the past tense.

Students use the words to write sentences about each picture.

Sample answer
Louisa was in bed. She was asleep. Her alarm rang. She didn't wake up. After half an hour she woke up and was surprised. She ran to school. She was worried because she was late. Louisa arrived at school. The school was closed. She looked at her phone. It was Saturday. There is no school at the weekend.

3 Tell students that the text they are about to look at has mistakes with five of the past tense forms. Tell the students they must find and correct the errors.

1 ~~ringed~~ → rang 2 ~~didn't heard~~ → didn't hear 3 ~~woked up~~ → woke up 4 ~~running~~ → ran 5 ~~look~~ → looked

4 Remind students how to make past tense negatives with *be* and with other verbs. Ask them to write out the sentences in the negative form.

1 Tom didn't look after his little brother. 2 We didn't eat a lot of salad in the summer. 3 I wasn't hungry. 4 Zoe didn't go to school by bus. 5 They didn't take lots of photographs. 6 The children weren't happy.

5 Another way students can make their stories more interesting is to say when things happened. The model answer provided in this exercise gives students the chance to identify different ways of doing this.

Ask students to look at the example, which is already underlined (*last summer*). Ask: *Do we know when this happened?* (yes, last summer). They find and underline five more examples.

In the morning, Then, At 12 o'clock, After lunch, while

6 Ask students to work in pairs and write the sentences with the time expressions.

Students' own answers

Extension

Ask students to draw the picture prompts for the story in Exercise 5. Alternatively, they can write their own story about a picnic.

Exam Practice

Look at the pictures with the students and ask them what they can see in each picture. Remind them they have to write at least 35 words and they have to write about all of the pictures. Elicit the points they covered in the practice for Tests 1 and 2 (use of past tense, giving detail, using time expressions and sequencing).

Students write individually.

Sample answer
It was Sarah's school sports day and she was really nervous. 'Don't worry, it'll be OK!' said her mum to her. At the start of her race, Sarah and the other girls said 'Good luck' to each other. 'I'll need it,' thought Sarah to herself, because the other girls were all really fast.

But when the race started, Sarah found that she was the fastest. She finished the 100 metres as the winner. She couldn't believe it. 'Well done, Sarah!' said the other girls. 'You did well to win.'

Test 2 Listening Part 1

Task type:
three-option visual multiple choice – listening to identify specific information – two-speaker short conversations – five items

Topic focus:
food, free-time activities, household items

Training

Before beginning the exercises, remind students of what they need to do in Part 1. Ask: *How many questions are there in Part 1?* (five) *Do you choose from pictures or written answers?* (from pictures)

1 Ask students to name some foods they like and dislike to review vocabulary. Ask what they ate this morning or for lunch (depending on the time of day).

Students do the exercise. Get them to come to the board to write the words and ask them to check the spellings of their answers.

1 cream 2 chips 3 toast 4 picnics 5 sugar
6 omelette

2 Ask students to look at the pictures. Ask them what is going on in the picture and make sure they know the word *barbecue*. Ask what food they see in the pictures.

Play the recording twice if necessary and check answers.

B

3 Ask students to look at the pictures. Encourage them to identify words for the objects and activities.

Ask students to match the activities with a picture.

1 B 2 A 3 A 4 B 5 B 6 A 7 A 8 C

4 Demonstrate on the board that students need to put a tick or a cross next to the words. Ask them to do the exercise individually and then check with a partner.

1 ✗ 2 ✓ 3 ✗ 4 ✓ 5 ✓ 6 ✗ 7 ✓ 8 ✓ 9 ✓
10 ✓ 11 ✓ 12 ✗ 13 ✓ 14 ✓ 15 ✓ 16 ✓ 17 ✗

Extension

Ask students to name the other things they can see in the picture and elicit some adjectives to describe the activities or feelings of the people, e.g. *happy*, *interesting*, *difficult*.

5 Tell students they are going to listen and choose one of the pictures. Check their answer in pairs.

A

6 Do a quick review of prepositions of place (*in, on, under, between, next to*, etc.). Ask students to look at the picture and say where the phones are.

Tell students to listen and do the exercise.

1 D 2 E 3 A 4 C

7 Explain that in English there are different ways of making a sentence negative, e.g. *I'm Spanish.* → *I'm <u>not</u> Spanish.* *I like cheese.* → *I <u>don't</u> like cheese.*

Tell students that all the sentences in the exercise contain a mistake, which they should correct. Do the first one on the board as an example.

1 Alfie <u>will not to go to</u> the party tonight. Alfie will not go to the party tonight.
2 Sarah <u>did</u> not born in Spain. Sarah wasn't born in Spain.
3 I <u>am not</u> like the cold weather I don't like the cold weather.
4 The boys <u>are not</u> at the lake last week. The boys weren't at the lake last week.
5 We <u>was not</u> drink juice this morning We didn't drink juice this morning.
6 Kathy <u>don't</u> play tennis Kathy doesn't play tennis.

A2 Key candidates often make mistakes with the word *born*. Explain that *born* is an adjective and usually used after the verb *to be*. Give students plenty of practice using *I was born …*, *Where were you born?*, etc.

8 Explain to students that it is important to listen carefully to understand if a sentence is positive or negative, past or present, etc. Play the recording. Tell students to tick the sentences they hear.

1 B 2 C 3 A 4 B 5 A

Exam Practice

Before doing the test, remind students to:

- **underline** the key words in each sentence
- **identify** who each question is about
- **look** at all the pictures and 'say' what they see in English
- **always** choose an answer even if they aren't sure!

Go through the advice with the students and then do the task.

1 C 2 C 3 A 4 A 5 B

Extension

Ask students to look at the pictures for question 3 again and say what is happening in each picture. On the board, write: *I'm helping my dad move the furniture in my bedroom. And then we're going to paint the walls.* Ask students to say which verb is talking about what is happening now (*'m helping*) and which verb is talking about the future (*'re going to paint*). Ask students to suggest another way of saying *then* (e.g. *next*).

Test 2 Listening Part 2

Task type:
gap-fill – writing down specific information – one speaker – five items

Topic focus:
animals

Training

Before beginning the exercises, remind students of what they need to do in Part 2. Ask: *Do you listen to one or two people in Part 2?* (one) *Do you have to write words or choose answers?* (write words)

1 Ask students which animals they can name. For example, ask students to give a wild animal, a pet and a farm animal (either from the box or from their own knowledge). You could use some pictures to support this exercise.

Students do the exercise and check their answers with a partner. When checking answers as a class, be open to any realistic possibilities as there is some overlap, e.g. *rabbit* as a farm animal, *duck* as a pet.

Possible answers
Wild animals: bear, elephant, lion, tiger, camel
Pets: cat, fish, dog, rabbit
Farm animals: sheep, chicken, cow, horse

2 Tell students they will hear a girl called Ana talking about her pet. Ask what information they need to listen for (its colour, its favourite food, where it sleeps, what type of pet it is).

Play the recording and check answers.

1 grey 2 carrots 3 box 4 rabbit

Extension

Get students to talk about a pet they or a friend have or had to the group. The others listen and fill in a table.

Friend	Pet	Name	Colour	Eats	Other information
Millie	cat	Lola	brown	meat	goes out at night

3 Introduce the idea of adjectives with positive (good) and negative (bad) meanings. Ask: *If I say someone is kind, is that good or bad?* (good) *And if I say something is terrible?* (bad) Point out that we can say *I like* or *I don't like* or we can use a positive or negative adjective.

Read out the example and discuss why the answer is *clever*. Explain that *clever* is usually good and *noisy* is usually bad. As the speaker *loves cats*, they would probably choose a positive adjective.

Ask students to do the exercise. Check the answers as a class. As you do so, ask if the words are good or bad.

1 terrible 2 kind 3 strange 4 boring 5 amazing 6 brave

4 Tell students that in Part 2 they will have to listen for times. Do a quick review of times. Ask: *What's the time now? What time does the class start and finish?*

Ask students to look at the notes and check what information they are listening for. Draw their attention to the Tip box and remind them to write the times in numbers not words.

1 3:30 2 10:00 3 10:15

Exam Practice

Ask students to read the notes before listening to the recording. In pairs, ask students to think about the kind of answers they are looking for (e.g. a day, a time or a name) and suggest a possible answer for each question. Remind students that the answers can only be one word or a number or a date or a time.

Go through the advice with the students and then do the task.

6 tiger 7 10:45 (any convention) 8 Sohatu 9 37 / thirty-seven 10 poster

Explain that *monkey*, *11:30*, *100* and *T-shirt* are distractors. Remind students to be aware of distractors during the exam.

Test 2 Listening Part 3

Task type:
three-option multiple choice – listening to identify specific information, feelings and opinions – longer informal or neutral dialogue – five items

Topic focus:
weather, places

Training

Before beginning the exercises, remind students of what they need to do in Part 3. Ask: *How many questions do you have to answer in Part 3?* (five) *Do you have to write words or circle the answer?* (circle)

1 Ask students what the weather is like today. Ask: *Is it sunny/cloudy/raining?* and *Is it hot/warm/cool/cold?*

Students match the weather expressions and symbols.

Many *A2 Key* candidates confuse *it is* with *it has*. Explain that *it's* is the short form of *it is*, not *it has*, when we talk about the weather.

1 There's snow. 2 It's foggy. 3 It's sunny. 4 It's cloudy.
5 There's a thunderstorm. 6 There's rain.

2 Students read the question. Ask which day's weather they need to listen for (*Sunday's*). Tell them that the speaker will talk about the weekend, but they are only interested in Sunday.

Ask students to listen and then check their answers.

C

3 When students learn a new word, they need to learn how it is used. When learning adjectives, they should understand what it can describe. On the board, write the word *friendly* and elicit that we usually use it with people (e.g. *Maria is friendly*). Ask: *Can you* say *that X (town or city where you are) is a friendly town?* (yes) Then ask: *Can you say that Maria is kind?* (yes) *Can you say that X (town or city where you are) is kind?* (no)

Ask students to tick the adjectives that can be used to talk about a town or city. Check answers and ask students which they would use to talk about the town or city where you are and others that they know.

1 ✓ 2 ✗ 3 ✗ 4 ✓ 5 ✗ 6 ✓ 7 ✓ 8 ✓ 9 ✗
10 ✓ 11 ✓ 12 ✓ 13 ✗ 14 ✓ 15 ✗

A2 Key candidates confuse words like *interested* and *interesting* or *bored* and *boring*. Explain to students that we used *-ed* endings to talk about how people feel and *-ing* endings to talk about a place or thing.

Extension

Students give a short talk about a town they know. Ask other students to listen and write down the adjectives they hear.

4 Refer students to the Tip box. This is general advice for all parts of the test. Tell them to always answer every question, as that gives them a chance of a right answer.

Give students a minute or two to read through the questions and answers. Tell them that some are right and some are wrong. They have to put a tick or a cross next to each answer. Look at the example.

Play the recording at least twice. Check the answers as a class.

1 ✗ 2 ✓ 3 ✗ 4 ✗ 5 ✓ 6 ✓ 7 ✓ 8 ✗

Extension

Students could ask their partner the same questions about their last holiday or a holiday they imagine.

Exam Practice

Tell students to read all the questions and options. Revise or teach any vocabulary if necessary. Ask students to underline the key words in each question.

Go through the advice with the students and then do the task.

After the first listening, students check answers with each other in pairs. Allow them time to discuss any differences and then play the recording again.

11 C 12 B 13 B 14 A 15 B

Extension

Tell students to work in pairs. They should imagine that they are Jasmine and they are going to tell their partner about their camping trip. First, they listen to the recording again and make notes. Next, looking at their notes to help them, they tell their partner about their camping trip. Finally, the partner tells the story again and tries to add more detail.

Test 2 Listening Part 4

Task type:
three option multiple choice – listening to identify the main idea/message/gist/topic/point – short informal or neutral monologues and dialogues – five items

Topic focus:
plans and intentions, comparative adjectives

Training

Before beginning the exercises, remind students of what they need to do in Part 4. Ask: *How many questions do you have to answer in Part 4?* (five) *Do you have to write words or circle the answer?* (circle)

1 Ask students to read the conversation. Ask: *Is it about the past, present or future?* (future) *Do Rosa and Abdullah have plans for the weekend?* (yes)

Tell students that the same kind of word goes in each gap. Elicit that it is verbs in the *-ing* form. Give students a chance to pencil in possible answers if they can. They listen and check or change their guesses to what they hear.

1 playing 2 meeting 3 staying 4 seeing 5 visiting

Students practise the conversation together and then swap parts.

Extension

Students write and act out their own conversations about their plans for the weekend.

2 This practice question prepares students for the question in Test 2, where an offer is made and refused. Students listen and choose the correct answer. Play the recording a second time and elicit the phrases used to say *no* (*thanks, but … actually*; *that's kind of you, but …*).

B

3 Ask students to look at the pictures of Steve and Dan. Ask them to suggest some adjectives to describe them (*tall, short, young*, etc). Elicit the comparative form (*Steve is … than Dan*). Use a hand gesture to elicit *taller*.

Ask students to work in pairs to make similar sentences. Point out that *long* refers to hair. Go around the class listening and correcting any errors you hear. Feed back to the class. Point out that you sometimes need to double the final consonant when writing comparative adjectives. Ask: *Which of the adjectives in this exercise doubles the final consonant?* (fat, slim)

Extension

Students could make similar comparatives with their partner, but limit it to non-sensitive examples (*tall/short, old/young, long/short hair*).

4 Tell students they are going to listen to a boy called Luke talking about his family. Play the recording and check students' answers.

B

Extension

Students talk about their brothers and sisters in the same way in a group of four or five. Check who has the biggest family.

5 Tell students they are going to listen to Penny talking about her family. They need to listen carefully and think about what she really wants to say. Play the recording.

C

6 Tell students they will hear Patsy and Michael talking. Ask: *What are they talking about?* Play the recording and check the answer as a class.

C

Exam Practice

Tell students that Part 4 is similar to Part 1 except they have to read the options instead of looking at pictures. Explain that they have to listen for the main message in Part 4, whereas in Part 1 the answer is often a detail.

Ask students to underline the key words in each question.

Go through the advice with the students and then do the task.

16 B 17 A 18 C 19 C 20 B

Extension

Play the recording for question 18 again and ask students why option B is wrong. Then write the following words on the board and ask students to write the full sentences:

1 *I tried go online, but wi-fi not working.* (I tried to go online, but the wi-fi wasn't working.)

2 *Anyone in our class been café yet?* (Has anyone in our class been to the café yet?)

Finally, play the recording again and ask students why option A is wrong.

Test 2 Listening Part 5

Task type:
matching – listening to identify specific information – longer, informal dialogue – five items and eight options plus an example

Topic focus:
hobbies

Training

Before beginning the exercises, remind students of what they need to do in Part 5. Ask: *Do you listen to one person speaking or a conversation in Part 5?* (conversation) *Do you have to match words or circle the answer?* (match)

1 Ask students to name some hobbies. Tell them there are five hobbies in the table. They have to write the words from the box in the correct column.

To check answers, put the table up on the board and ask students to come up and write the words in the correct column. Check meanings and pronunciation of the words.

Acting: act, costumes, concert, a play, theatre
Playing the piano: keyboard, music, piano
Sailing: lake, sea, sail, boat
Painting: brush, colours, artist, paints
Cooking: cooker, kitchen, bake

A2 Key candidates often call a cook a cooker. Explain that *a cooker* is the machine you use to cook and *a cook* is a person.

2 Ask students to read the Tip box. Explain that they need to listen for words which relate to the word in the list, as they might not hear that word. Exercise 1 gave examples of words related to the hobbies.

Tell students they are going to listen to three people talking about their hobbies, but they will not name the hobby. They listen once and match the speakers with their hobbies.

1 drawing 2 acting 3 sailing

3 Students listen again (or read the audioscript if necessary) and find the words which helped them.

Possible answers
1 drawing, pencils, colour, pictures, artist 2 plays, costumes, plays
3 boats, sea, water

4 Tell students there are different ways of saying the same thing. For example, when you come to class, you can say *Hi!, Good morning!,* or *How are you?* In the Listening test, you have to understand how things are said in different words, as the questions are not exactly the same as the words you hear.

The phrases in this exercise come from the Exam training task. The idea of this exercise is for students to understand that it is not just individual words that may be different, but the whole phrase or sentence. Students do the exercise and check in pairs.

1 visited different countries 2 funny films 3 he's good at baking
4 plays in a band 5 takes lots of pictures

Exam Practice

Remind students that they will hear each person in the left-hand list on the recording, and that the order of the people in the recording and on the page will be the same. Explain that, when they hear a name from the list, this will signal that the answer for the question is coming. Tell students that the words in the right-hand list are in alphabetical order.

To complete the task, students often have to recognise paraphrase. For example, in question 22, *learning language* is paraphrased as: *he's studying Spanish now. And he's having conversation classes in Arabic, too.*

Play the first part of the recording which contains the example. Remind students to cross out the example option before they listen so that they do not use it again.

Go through the advice with the students and then do the task.

21 B 22 E 23 G 24 A 25 F

Extension

Ask students which options in the right-hand column are not used. (*C building models* and *D climbing*) Ask students if they remember hearing the words *models* and *climbing* on the recording. Read the following extracts from the recording and ask students why C (*building models*) is the wrong answer for Samantha, and D (*climbing*) is the wrong answer for Christopher.

Woman: *And Samantha? Is she still interested in building model planes?*

Girl: *She gave them all to her little brother.*

Woman: *What about Christopher? What does he do?*

Girl: *He's so clever. He went on a climbing holiday in Spain, so he's studying Spanish now. And he's having conversation classes in Arabic, too!*

Test 2 Speaking Part 1

Task type:

phase 1: conversation with the examiner – giving factual information of a personal kind
phase 2: topic-based interview – answering two short-answer questions and one longer *Tell me something about …* question
phases 1 and 2: focus on interactional and social language

Topic focus:

free time

Training

Before beginning the exercises, remind students of what they need to do in Part 1. Ask: *How many students will there be in the room when you do your speaking test?* (two, occasionally three) *How many examiners will there be?* (two) *Who will you speak to in Part 1?* (to the examiner)

1 Elicit some of the questions that students may be asked in Part 1 of the exam.

Ask student to read and match the questions with the answers. Draw students' attention to the Tip box and remind students that they should answer in sentences.

1 I usually spend my free time at home. 2 I usually spend my free time with my friends. 3 I have a lot of free time at the weekend.

2 Students ask and answer the questions with a partner.

3 Explain to students that they should listen carefully to what the examiner says, but point out that they won't lose marks if they ask the examiner to repeat something.

Ask students to listen to the conversation between the examiner and the girl and answer the questions. Point out that *sorry* is a polite way to ask someone to repeat something. Elicit other phrases that students can use if they'd like the examiner to repeat something. Ask students which word is an impolite way of asking someone to repeat what they said. Make sure they are clear that it is best not to use it.

1 a 2 What?

4 Tell students they are going to listen to the conversation between the examiner and two candidates. Ask them to count how many times the boy asks the examiner to repeat a question.

two

5 Ask students to listen to the recording again and put a tick by the statements they hear.

Can you say that again, please? I'm sorry, what did you say?

Exam Practice

Encourage the students to be friendly to the interlocutor in the real exam and to greet him/her as soon as they walk into the interview room. You may wish to add this to the Exam Practice task in order for them to more fully experience what the test will feel like.

Make sure you have drawn students' attention to the Tip box before playing the recording. Explain that one-word answers to questions such as *What's your name, please?* and *Where do you live?* can sound unfriendly. Elicit some ways in which students could provide slightly longer answers, e.g. *My first name is Alessio and my family name is Manzoni. I live in Buenos Aires, the capital city of my country.*

Explain that students will hear two candidates, Luis and Valeria, talking to the examiner during Part 1 of the exam. Play the recording and ask students to listen carefully to the candidates' answers.

Divide the class into pairs and assign them a role (A or B). Play the recording, pausing after each question for students to answer. Remind the class that candidates A should start.

Play the recording again. This time ask individual students to answer the questions during the pauses.

Test 2 Speaking Part 2

Task type:
phase 1: discussion based on picture prompts – discussing the objects/activities shown in the artwork and answering a rounding-off short-answer question
phase 2: conversation with the examiner – answering two follow-up questions
phases 1 and 2: focus on organising a larger unit of discourse, comparing, describing and expressing opinions

Topic focus:
sport

Training

Before beginning the exercises, remind students of what they need to do in Part 2. Ask: *Who do you speak to in Part 2?* (the examiner and the other candidate) *Who will ask you questions?* (the examiner) *What will you look at with your partner?* (pictures)

1 Explain to the students that they will hear two friends talking about sports they like and don't like. Play the recording. Students match the sports the speakers mention with the adjectives they use to describe them.

1 exciting 2 popular 3 dangerous 4 boring

Extension

Ask the students to think of other sports and ask them what adjectives they would use to describe them.

2 Students answer the questions about the format of Part 2 of the Speaking test.

two questions, yes

3 Tell students that they will hear two students, Carlos and Monika, talking to the examiner. Students listen to the recording and make a note of what the examiner asks when the students just give a one-word answer.

Carlos: Why?
Monika: Why not?

4 Students now complete the answers to some questions about sport, giving reasons for their answers.

Once students have completed their answers, they could practise asking and answering the questions with another student.

Exam Practice

Remind students of the timings for this part of the test. Phase 1 of Part 2 will last 3 to 4 minutes. As this includes the time spent giving instructions, the students will need to speak together for 1 to 2 minutes. Phase 2 of Part 2 will last up to 2 minutes, including the interlocutor's questions and the candidates' answers. Tell them that the examiner will say *Thank you.* when time is up. This means that they should stop speaking.

Make sure you have drawn students' attention to the Tip box before playing the recording.

Ask students to look at the visuals used in Part 2 of the exam. Explain that they will hear two candidates talking to each other and to the examiner during Part 2 of the exam. Play the recording and ask students to listen carefully to the candidates.

Divide the class into pairs and assign them a role (A or B). Play the recording, but pause it to give students time to discuss the visuals. As the students are doing the collaborative task, monitor what they are saying, noting down anything you want to talk about in feedback.

Play the rest of the recording, pausing after each question for students to answer. Remind the class that candidate A should start.

Play the recording again. This time ask a few pairs to do the collaborative task for the class and ask individual students to answer the questions during the pauses.

Praise students who gave particularly effective answers, explaining to the class why you found the answers effective. Stress that the test is an opportunity for them to show what they *can* do, and not worry too much about mistakes they might make.

Test 3

Paper 1 Reading and Writing

Part 1

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

Part 2

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

Part 3

14 B **15** B **16** C **17** B **18** C

Part 4

19 A **20** B **21** A **22** C **23** B **24** A

Part 5

25 a **26** much **27** to **28** for **29** have / 've
30 would / 'd

Part 6

31 Sample answer

Hi Malcolm,

I'm writing to you because I'm having a barbecue party this Saturday. Would you like to come? It's at my house at 7 p.m. Could you bring some crisps or some orange juice or something like that? That would be brilliant.

I hope to see you there.

Cheers!

Tommy

Part 7

32 Sample answer

My sister and I were going home after school today when we saw something on the street. It was a lady's handbag. We picked it up and found a name and phone number inside. My sister rang the number, and an old lady answered. My sister told her that we had found her bag. She told us where she lived, and so we took it to her house. 'Thank you so much,' she said. 'I was looking for it everywhere!'

Paper 2 Listening

Part 1

1 B **2** C **3** A **4** C **5** A

Part 2

6 Bridge **7** 395 (any convention) **8** 4.50
9 coat **10** snack

Part 3

11 C **12** B **13** A **14** C **15** B

Part 4

16 B **17** C **18** A **19** B **20** B

Part 5

21 B **22** C **23** D **24** E **25** G

Test 4

Paper 1 Reading and Writing

Part 1

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

Part 2

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

Part 3

14 A **15** B **16** B **17** C **18** C

Part 4

19 C **20** A **21** B **22** B **23** A **24** B

Part 5

25 much **26** at **27** me **28** a **29** am / 'm **30** for

Part 6

31 Sample answer

Hi Alfie,

You remember when we went into town the other day? Well, I had some gloves with me. I think I put them down in the café, but I haven't got them now. I was wondering, did you maybe pick them up by mistake? Have you seen them?

Cheers,

Ludwig

Part 7

32 Sample answer

When I woke up this morning, I had a brilliant idea. Why not invite all my friends to the park for a game of football? So I messaged some friends and then phoned a few people as well. There were about five people in the park when I arrived, but then more people came. Everyone loved the idea, and there were 36 of us in the end. So each team had 18 players! Next time, I'll try and get 50!

Paper 2 Listening

Part 1

1 B **2** C **3** A **4** B **5** C

Part 2

6 12th July (any convetion) **7** video **8** jittersea **9** college **10** 175

Part 3

11 B **12** B **13** C **14** C **15** A

Part 4

16 B **17** C **18** B **19** A **20** A

Part 5

21 G **22** B **23** C **24** F **25** A

Test 5

Paper 1 Reading and Writing

Part 1

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

Part 2

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

Part 3

14 B **15** A **16** B **17** C **18** C

Part 4

19 C **20** B **21** A **22** C **23** A **24** C

Part 5

25 for / on **26** to **27** of **28** a **29** than **30** me

Part 6

31 Sample answer

Hi Liam,

It's great that you are coming. I think you should try Rimmie's. They have lots of fish dishes. Everything is freshly cooked. And it isn't too expensive. It's next to the train station. I hope you enjoy it.

Speak soon!,

Genny

Part 7

32 Sample answer

Danuta and her friend Lisa were on holiday at the seaside. It was a sunny day, so they decided to go to the beach. They bought sun cream, sunglasses and a big ball to play with. But when they got to the beach, the weather changed. There were now big black clouds and it became very windy. The girls started playing with their ball, but the wind blew it into the sea!

Paper 2 Listening

Part 1

1 C **2** B **3** A **4** A **5** C

Part 2

6 story **7** 250 (any convention) **8** photo(graph)
9 collatra **10** 22nd May (any convention)

Part 3

11 B **12** C **13** A **14** B **15** B

Part 4

16 C **17** A **18** C **19** B **20** B

Part 5

21 G **22** B **23** A **24** D **25** E

Test 6

Paper 1 Reading and Writing

Part 1

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

Part 2

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

Part 3

14 A **15** B **16** A **17** B **18** C

Part 4

19 B **20** A **21** C **22** A **23** B **24** A

Part 5

25 to **26** would / 'd **27** let **28** for **29** tell / inform **30** on / most

Part 6

31 Sample answer

Hi Joe,

That's no problem. Next Tuesday afternoon is good for me. How about we meet at the number 9 bus stop at 3 p.m. Is that OK?

Cheers,

Ann

Part 7

32 Sample answer

Mr and Mrs Anoski were feeling tired after a hard day. When Jimmy and Sharon saw their parents, they had an idea. 'Why don't we cook supper tonight?' said Sharon. So together they made a delicious meal. Their parents couldn't believe it when they saw the food. 'This is delicious!' they said. 'Thank you!'

Paper 2 Listening

Part 1

1 C **2** B **3** A **4** C **5** A

Part 2

6 5.60 (any convention) **7** Sat(urday)
8 9:10 (any convention) **9** camera **10** Modana

Part 3

11 A **12** C **13** C **14** B **15** C

Part 4

16 A **17** A **18** C **19** A **20** B

Part 5

21 G **22** B **23** D **24** E **25** C

Speaking Tests 1–6 Part 1

Greetings and introductions
At the beginning of Part 1, the examiner greets the candidates, asks for their names and where they come from.

Giving information about self
The examiner asks the candidates questions about two topics. They may be asked, for example, to talk about their school, their family, their free time or hobbies, food, the internet, etc.

Extended response
After the examiner has asked questions about a given topic, candidates are expected to give an extended response to a *Now, please tell me something about …* prompt. The topics are of a personal and concrete nature. Candidates should produce at least three utterances in their extended response.

Test 1 Speaking Part 1

(3–4 minutes)

Phase 1

		Back-up prompts
Examiner	What's your name, please?	
To each candidate in turn	How old are you?	
	Where do you come from?	Are you from (Poland)?
	Where do you live?	Do you live in (Gdansk)?

Phase 2

		Back-up prompts
Examiner	Now, let's talk about your day at school.	
	Candidate A, what time do you go to school each day?	Do you go to school early each day?
	What is the first thing you do when you get to school?	Do you go into your classroom when you get to school?
	Candidate B, how many lessons do you have each day?	Do you have six lessons at school every day?
	What time do you finish school?	Do you finish school before 4 o'clock in the afternoon?
		Back-up questions
Extended Response	Now, Candidate A, please tell me something about what you like about your school.	Do you see your friends at school every day? Do you have much free time at school? Can you play sports or games at your school?

		Back-up prompts
	Now, let's talk about your families.	
	Candidate B, how many people are there in your family?	Do you have a large family?
	Who is the oldest person in your family?	Is there anyone very old in your family?
	Candidate A, where do the people in your family live?	Do the people in your family live in this town?
	When will you next see your family?	Will you see your family today?
		Back-up questions
Extended Response	Now, Candidate B, please tell me something about how your family spend time together on special occasions.	Do you go somewhere special with your family on birthdays? Do you eat something together? Do you often spend time with your family?

Speaking Part 2

(5–6 minutes)

Phase 1 (3–4 minutes)

Examiner Now, in this part of the test you are going to talk together.
Shows Test 1 visuals (page 43) to both candidates.
Here are some pictures that show different places in a town.
Do you like these different places in town? Say why or why not. I'll say that again.
Do you like these different places in town? Say why or why not.
All right? Now, talk together.

Candidates .....

Allow a minimum of 1 minute (maximum of 2 minutes) before moving on to the following questions.

Examiner / Candidates
Use as appropriate. Ask each candidate at least one question.

Do you think …
… cinemas are exciting?
… shopping centres are interesting?
… bus stations are dirty?
… museums are boring?
… parks are beautiful?

Optional prompts
Why?/Why not?

What do **you** think?

Examiner So, Candidate A, which of these places in town do you like best?
And you, Candidate B, which of these places in town do you like best?
Thank you. (Can I have the visuals, please?)
Retrieve the visuals.

Phase 2 (Up to 2 minutes)

Examiner Now, Candidate B, do you prefer going back to the same places in your town or going to lots of different places? (Why?)
And what about you, Candidate A? (Do you prefer going back to the same places in your town or going to lots of different places?) (Why?)
Where do you think is the best place in this town to meet friends, Candidate A? (Why?)
And you, Candidate B? (Where do you think is the best place in this town to meet friends?) (Why?)

Thank you. That is the end of the test.

Test 2 Speaking Part 1

(3–4 minutes)

Phase 1

		Back-up prompts
Examiner	What's your name, please?	
To each candidate in turn	Where do you live?	Do you live in (Madrid)?
	How old are you?	

Phase 2

		Back-up prompts
Examiner	Now, let's talk about hobbies.	
	Candidate A, what hobbies do you enjoy doing in your spare time?	Do you enjoy playing sports?
	Where do you do your favourite activities?	Do you do some of your hobbies at home?
	Candidate B, how often do you do your favourite hobby?	Do you do your favourite activity every week?
	What hobbies do other people in your family enjoy?	Do other people in your family enjoy visiting new places?
		Back-up questions
Extended Response	Now, Candidate A, please tell me something about a hobby that you enjoy doing with friends.	Is playing computer games one of your hobbies? Do your friends and you enjoy doing the same thing? Have you always done this hobby with the same people?
		Back-up prompts
	Now, let's talk about school subjects.	
	Candidate B, what subjects do you study at school?	Do you study geography and history at school?
	When did you start learning English?	Did you start learning English when you were nine?
	Candidate A, which foreign languages are you studying at your school?	Are you learning other foreign languages?
	How often do you have maths lessons?	Do you have maths lessons every day?
		Back-up questions
Extended Response	Now, Candidate B, please tell me something about your favourite subject at school.	Is English your favourite subject? Have you always enjoyed studying this subject? Do you have a lot of homework with this subject?

Speaking Part 2

(5–6 minutes)

Phase 1 (3–4 minutes)

Examiner Now, in this part of the test you are going to talk together.
Show Test 2 visuals (page 77) to both candidates.
Here are some pictures that show different sports.
Do you like these different sports? Say why or why not. I'll say that again.
Do you like these different sports? Say why or why not.
All right? Now, talk together.

Candidates .....

Allow a minimum of 1 minute (maximum of 2 minutes) before moving on to the following questions.

Examiner / Candidates
Use as appropriate. Ask each candidate at least one question.

Do you think …
… cycling is dangerous?
… playing football is fun?
… playing tennis is exciting?
… running is boring?
… playing basketball is interesting?

Optional prompts
Why?/Why not?

What do **you** think?

Examiner So, Candidate A, which of these sports do you like best?
And you, Candidate B, which of these sports do you like best?
Thank you. (Can I have the visuals, please?)
Retrieve the visuals.

Phase 2 (Up to 2 minutes)

Examiner Now, which sports are most fun to watch on television, Candidate B? (Why?)
And what about you, Candidate A? (Which sports are most fun to watch on television?) (Why?)
How can sports help you make friends, Candidate A?
And you, Candidate B? (How can sports help you make friends?) (Why?)

Thank you. That is the end of the test.

Test 3 Speaking Part 1

(3–4 minutes)

Phase 1

		Back-up prompts
Examiner	What's your name, please?	
To each candidate in turn	How old are you?	
	Where are you from?	Are you from (Mexico)?

Phase 2

		Back-up prompts
Examiner	Now, let's talk about different times of the year.	
	Candidate A, what seasons are there during the year in your country?	Are there four seasons in your country?
	Which time of year is special in your country?	Is New Year a special time in your country?
	Candidate B, when are the school holidays in your country?	Do you have school holidays in August?
	What is the weather usually like in December in your country?	Is it usually cold here in December?
		Back-up questions
Extended Response	Now, Candidate A, please tell me something about your favourite time of the year.	Do you like the summer? Do you spend time with family at this time of the year? Do you go somewhere nice at your favourite time of year?
		Back-up prompts
	Now, let's talk about food.	
	Candidate B, who cooks the food in your family?	Do you cook for your family?
	What kind of food do you eat every week?	Do you eat vegetables every week?
	Candidate A, what are the cafés like in your town?	Are there any good cafés in your town?
	Where does your family buy food from?	Does your family buy food from a market?
		Back-up questions
Extended Response	Now, Candidate B, please tell me something about a meal that you enjoy eating.	Do you have this meal with your family? Who makes it? Do you often eat this meal?

Speaking Part 2

(5–6 minutes)

Phase 1 (3–4 minutes)

Examiner Now, in this part of the test you are going to talk together.
Show Test 3 visuals (page 208) to both candidates.
Here are some pictures that show different television programmes.
Do you like these different types of television programme? Say why or why not.
I'll say that again.
Do you like these different types of television programme? Say why or why not.
All right? Now, talk together.

Candidates .....

Allow a minimum of 1 minute (maximum of 2 minutes) before moving on to the following questions.

Examiner / Candidates
Use as appropriate. Ask each candidate at least one question.

Do you think …
… watching action films on TV is exciting?
… watching the news on TV is sad?
… watching football matches on TV is interesting?
… watching singing on TV is fun?
… watching programmes about history on TV is boring?

Optional prompts
Why?/Why not?
What do **you** think?

Examiner So, Candidate A, which of these television programmes do you like best?
And you, Candidate B, which of these television programmes do you like best?
Thank you. (Can I have the visuals, please?)
Retrieve the visuals.

Phase 2 (Up to 2 minutes)

Examiner Now, do you prefer watching television alone or with other people, Candidate B? (Why?)
And what about you, Candidate A? (Do you prefer watching television alone or with other people?) (Why?)
How much time do you spend watching television on different days of the week, Candidate A? (Why?)
And you, Candidate B? (How much time do you spend watching television on different days of the week?) (Why?)

Thank you. That is the end of the test.

Test 4 Speaking Part 1

(3–4 minutes)

Phase 1

		Back-up prompts
Examiner	What's your name, please?	
To each candidate in turn	Where do you live?	Do you live in (Guadalajara)?
	How many brothers and sister do you have?	

Phase 2

		Back-up prompts
Examiner	Now, let's talk about weekends.	
	Candidate A, when does the weekend start for you and your family?	Does your weekend start on Friday afternoon?
	What do you usually do at the weekend?	Do you play any sports at the weekend?
	Candidate B, what will you do next weekend?	Are you going to meet your friends next weekend?
	Do all of your family have free time every weekend?	Do your parents have free time every weekend?
		Back-up questions
Extended Response	Now, Candidate A, please tell me what you did last weekend.	Did you meet your friends last weekend? Did you go anywhere? Did you eat anything special last weekend?
		Back-up prompts
	Now, let's talk about transport.	
	Candidate B, how do you like to travel if you are going on a long journey?	Do you like long journeys by plane?
	How often do you ride a bike in your town?	Do you ride a bike in your town every week?
	Candidate A, what do you like about travelling by train?	Do you like reading when you are travelling by train?
	How often are there traffic delays in your town?	Are the roads very busy in your town?
		Back-up questions
Extended Response	Now, Candidate B, please tell me something about how you travelled to school yesterday.	Did you go to school by car? Did you travel to school with your friends? Did your journey to school take a long time?

Speaking Part 2

(5–6 minutes)

Phase 1 (3–4 minutes)

Examiner Now, in this part of the test you are going to talk together.
Show Test 4 visuals (page 208) to both candidates.
Here are some pictures that show different places to eat.
Do you like these different places to eat? Say why or why not. I'll say that again.
Do you like these different places to eat? Say why or why not.
All right? Now, talk together.

Candidates .....

Allow a minimum of 1 minute (maximum of 2 minutes) before moving on to the following questions.

Examiner / Candidates
Use as appropriate. Ask each candidate at least one question.

Do you think …
… eating at fast food restaurants is healthy?
… having a picnic in the park is cheap?
… eating at school is fun?
… going to a restaurant with your family is fun?
… eating at home is boring?

Optional prompts
Why?/Why not?

What do **you** think?

Examiner So, Candidate A, which of these places to eat do you like best?
And you, Candidate B, which of these places to eat do you like best?
Thank you. (Can I have the visuals, please?)
Retrieve the visuals.

Phase 2 (Up to 2 minutes)

Examiner Now, what's your favourite café or restaurant in this area, Candidate B? (Why?)
And what about you, Candidate A? (What's your favourite café or restaurant in this area?) (Why?)
How often do you and your family go to a café or restaurant, Candidate A?
And you, Candidate B? (How often do you and your family go to a café or restaurant?)

Thank you. That is the end of the test.

Test 5 Speaking Part 1

(3–4 minutes)

Phase 1

		Back-up prompts
Examiner	What's your name, please?	
To each candidate in turn	Where are you from?	Are you from (China)?
	Which school do you go to?	

Phase 2

		Back-up prompts
Examiner	Now, let's talk about reading.	
	Candidate A, how often do you read for fun?	Do you read for fun every day?
	What kind of things do your friends like reading?	Do your friends read a lot of books?
	Candidate B, what was the last thing that you read online?	Have you read any emails today?
	How old were you when you learnt to read?	Could you read when you were six years old?
		Back-up questions
Extended Response	Now, Candidate A, please tell me about something that you have enjoyed reading.	Have you read a good book this year? Was it interesting? Will you read it again in the future?
		Back-up prompts
	Now, let's talk about the internet.	
	Candidate B, what can you learn on the internet?	Can you learn English on the internet?
	Do you prefer using a phone or a computer to go on the internet?	Do you prefer using your phone to go on the internet?
	Candidate A, how often do you chat online with your friends?	Do you use the internet to speak to your friends every week?
	What do you like doing most on the internet?	Is watching videos your favourite thing to do on the internet?
		Back-up questions
Extended Response	Now, Candidate B, please tell me something about what you like doing on the internet.	Is the internet a good way to watch films? Have you ever bought something on the internet? Will you use the internet this weekend?

Speaking Part 2

(5–6 minutes)

Phase 1 (3–4 minutes)

Examiner Now, in this part of the test you are going to talk together.
Show Test 5 visuals (page 209) to both candidates.
Here are some pictures that show different holidays.
Do you like these different types of holiday? Say why or why not. I'll say that again.
Do you like these different types of holiday? Say why or why not.
All right? Now, talk together.

Candidates .....

Allow a minimum of 1 minute (maximum of 2 minutes) before moving on to the following questions.

Examiner / Candidates
Use as appropriate. Ask each candidate at least one question.

Do you think …
… staying at a campsite is fun?
… lying on a beach is boring?
… going to stay with family is cheap?
… having a holiday in the mountains is difficult?
… going on a school trip is exciting?

Optional prompts
Why?/Why not?

What do **you** think?

Examiner So, Candidate A, which of these holidays do you like best?
And you, Candidate B, which of these holidays do you like best?
Thank you. (Can I have the visuals, please?)
Retrieve the visuals.

Phase 2 (Up to 2 minutes)

Examiner Now, is it more fun to have holidays with family or with friends, Candidate B? (Why?)
And what about you, Candidate A? (Is it more fun to have holidays with family or with friends?) (Why?)
Do you ever feel tired after a holiday, candidate A? (Why?)
And you, Candidate B? (Do you ever feel tired after a holiday?) (Why?)

Thank you. That is the end of the test.

Test 6 Speaking Part 1

(3–4 minutes)

Phase 1

		Back-up prompts
Examiner	What's your name, please?	
To each candidate in turn	Where do you live?	Do you live in (Shanghai)?
	What is your date of birth?	When is your birthday?

Phase 2

		Back-up prompts
Examiner	Now, let's talk about learning languages.	
	Candidate A, what other languages can you learn at your school?	Can you learn any other languages at your school?
	When did you start learning English?	Did you start learning English when you were nine?
	Candidate B, how many English teachers have you had at your school?	Have you had two different English teachers at your school?
	What do you find difficult about learning English?	Do you find English grammar difficult?
		Back-up questions
Extended Response	Now, Candidate A, please tell me something about an English lesson which you enjoyed.	Was this lesson fun? Did this lesson happen this term? Did you learn a lot in the lesson?
		Back-up prompts
	Now, let's talk about watching things on the internet.	
	Candidate B, how often do you watch things on the internet?	Do you watch online videos every day?
	What kinds of things on the internet make you laugh?	Are there a lot of funny things to see on the internet?
	Candidate A, what kind of music videos do you like watching on the internet?	Do you watch a lot of pop music videos online?
	How often have you seen your friends in online videos?	Have you ever seen your friends in online videos?
		Back-up questions
Extended Response	Now, Candidate B, please tell me about something good that you watched on the internet.	Did you watch this on your own or with a friend? Would you like to watch the thing that you saw again? Do your friends often send you things to watch online?

Speaking Part 2

(5–6 minutes)

Phase 1 (3–4 minutes)

Examiner

Now, in this part of the test you are going to talk together.
Show Test 6 visuals (page 209) to both candidates.
Here are some pictures that show different places to go shopping.
Do you like these different places to go shopping? Say why or why not. I'll say that again.
Do you like these different places to go shopping? Say why or why not.
All right? Now, talk together.

Candidates

.....

Allow a minimum of 1 minute (maximum of 2 minutes) before moving on to the following questions.

Examiner / Candidates
Use as appropriate. Ask each candidate at least one question.

Do you think …
… department stores are useful?
… markets are cheap?
… clothes shops are interesting?
… shopping centres are exciting?
… supermarkets are boring?

Optional prompt
Why?/Why not?

What do **you** think?

Examiner

So, Candidate A, which of these places to go shopping do you like best?
And you, Candidate B, which of these places to go shopping do you like best?
Thank you. (Can I have the visuals, please?)
Retrieve the visuals.

Phase 2 (Up to 2 minutes)

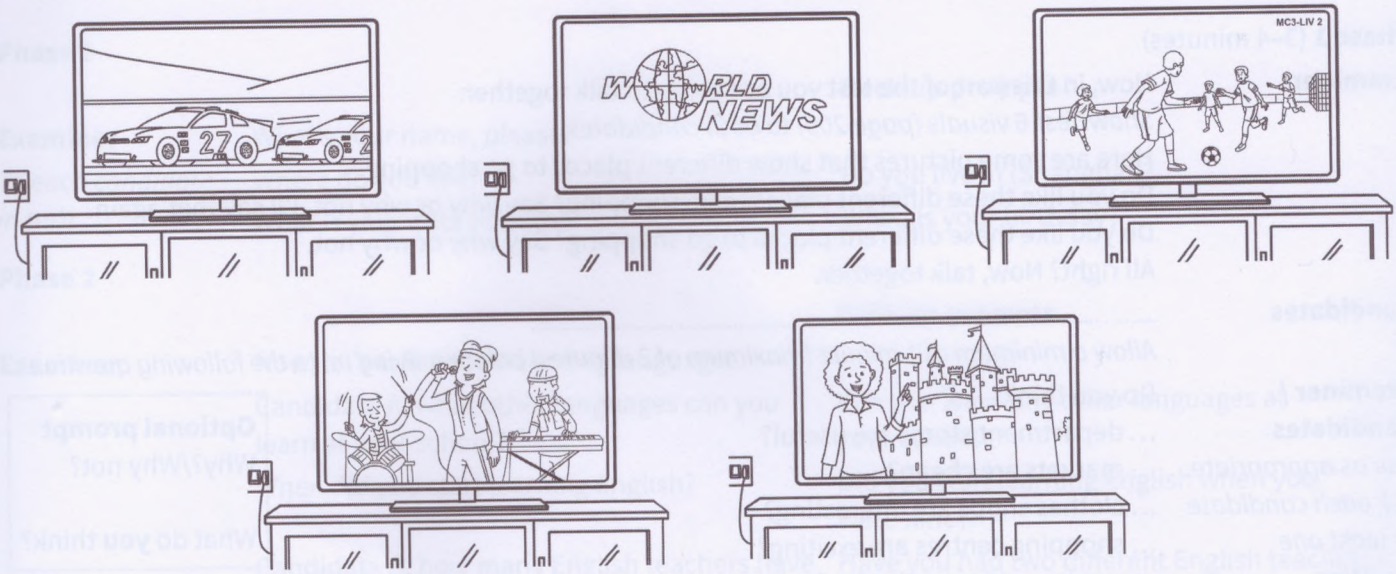
Examiner

Now, do you prefer to go shopping on your own or with someone else, Candidate B? (Why?)
And what about you, Candidate A? (Do you prefer to go shopping on your own or with someone else?) (Why?)
What's the best way to buy things cheaply, Candidate A? (Why?)
And you, Candidate B? (What's the best way to buy things cheaply?) (Why?)

Thank you. That is the end of the test.

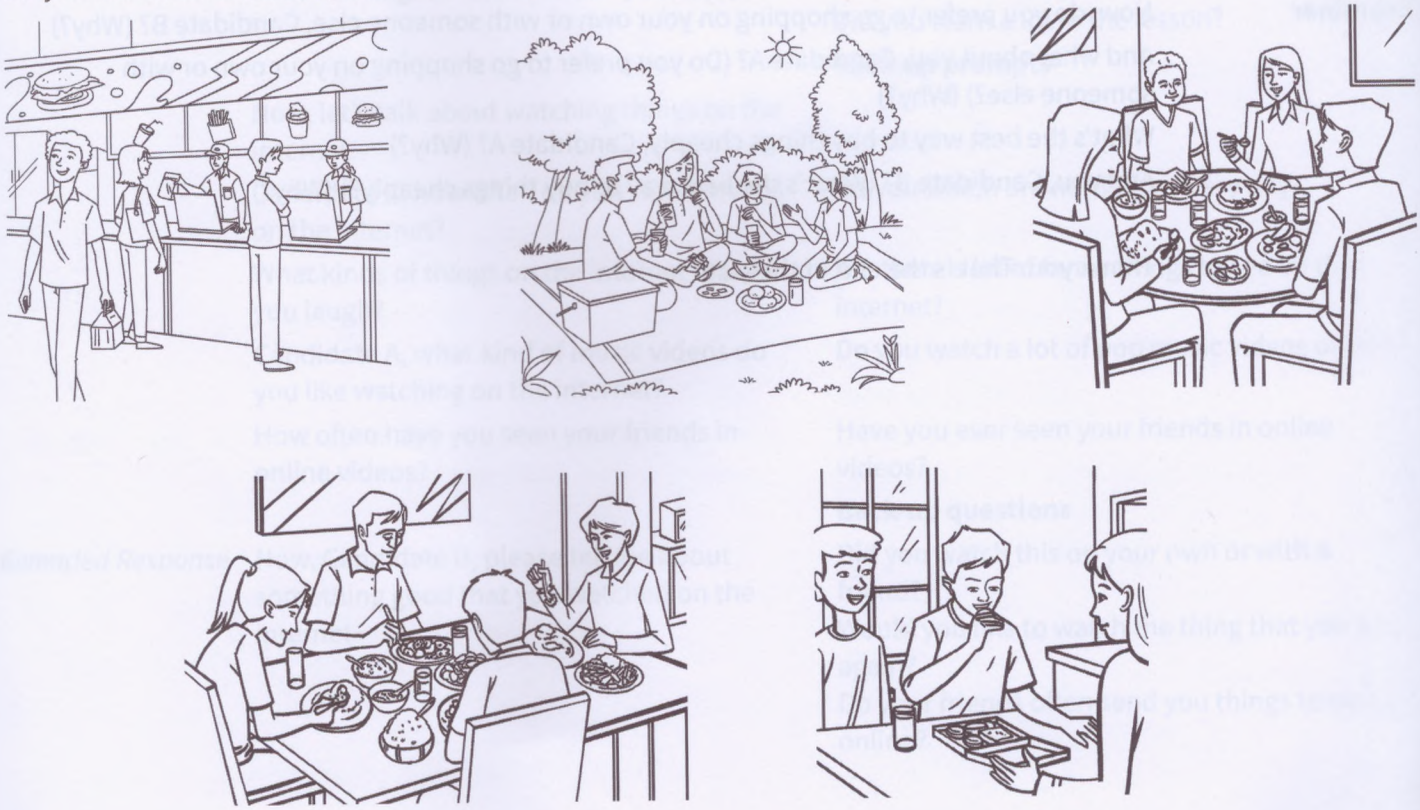
Test 3 Visuals

Do you like these different types of television programme? Say why or why not.



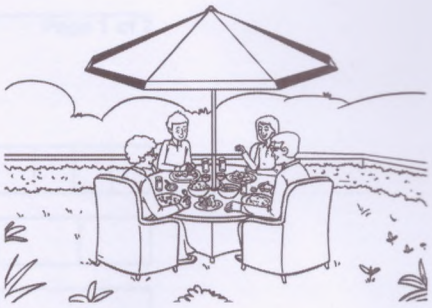
Test 4 Visuals

Do you like these different places to eat? Say why or why not.



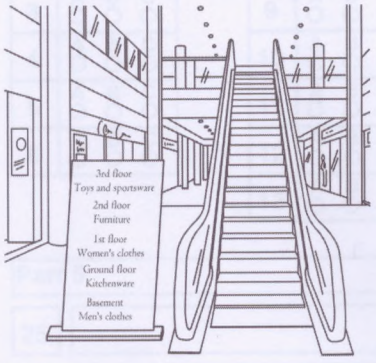
Test 5 Visuals

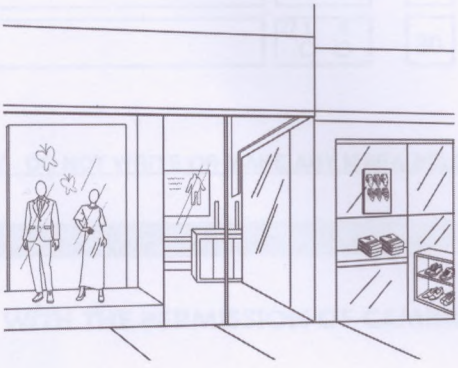
Do you like these different types of holiday? Say why or why not.

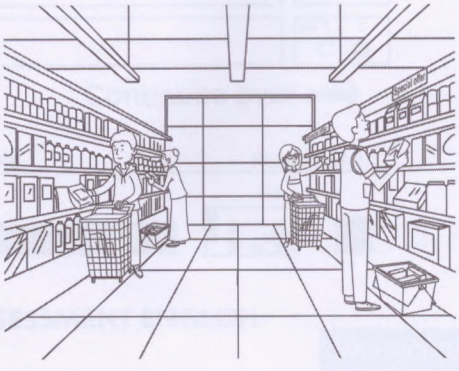


Test 6 Visuals

Do you like these different places to go shopping? Say why or why not.







Sample Answer Sheet for Reading and Writing

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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 ○

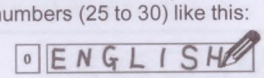
Key for Schools Reading and Writing Candidate Answer Sheet

Instructions

Use a PENCIL (B or HB).
Rub out any answer you want to change with an eraser.

For Parts 1, 2, 3 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 5:
Write your answers clearly in the spaces next to the numbers (25 to 30) like this:



Write your answers in CAPITAL LETTERS.

Part 1			
1	A ○	B ○	C ○
2	A ○	B ○	C ○
3	A ○	B ○	C ○
4	A ○	B ○	C ○
5	A ○	B ○	C ○
6	A ○	B ○	C ○

Part 2			
7	A ○	B ○	C ○
8	A ○	B ○	C ○
9	A ○	B ○	C ○
10	A ○	B ○	C ○
11	A ○	B ○	C ○
12	A ○	B ○	C ○
13	A ○	B ○	C ○

Part 3			
14	A ○	B ○	C ○
15	A ○	B ○	C ○
16	A ○	B ○	C ○
17	A ○	B ○	C ○
18	A ○	B ○	C ○

Part 4			
19	A ○	B ○	C ○
20	A ○	B ○	C ○
21	A ○	B ○	C ○
22	A ○	B ○	C ○
23	A ○	B ○	C ○
24	A ○	B ○	C ○

Part 5		Do not write below here
25		25 1 ○ 0 ○
26		26 1 ○ 0 ○
27		27 1 ○ 0 ○
28		28 1 ○ 0 ○
29		29 1 ○ 0 ○
30		30 1 ○ 0 ○

Do not write below here

Continues over ➡

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Sample Answer Sheet for Reading and Writing

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Part 6: Write your answer below.

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0 1 2 3 4 5

Part 7: Write your answer below.

Examiner's use only

0 1 2 3 4 5

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Sample Answer Sheet for Listening

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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 ○

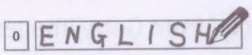
Key for Schools Listening Candidate Answer Sheet

Instructions

Use a PENCIL (B or HB).
Rub out any answer you want to change with an eraser.

For Parts 1, 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:

For Part 2:
Write your answers clearly in the spaces next to the numbers (6 to 10) like this:



Write your answers in CAPITAL LETTERS.

Part 1

	A	B	C
1	○	○	○
2	○	○	○
3	○	○	○
4	○	○	○
5	○	○	○

Part 2

		Do not write below here
6		6 1 0 ○ ○
7		7 1 0 ○ ○
8		8 1 0 ○ ○
9		9 1 0 ○ ○
10		10 1 0 ○ ○

Part 3

	A	B	C
11	○	○	○
12	○	○	○
13	○	○	○
14	○	○	○
15	○	○	○

Part 4

	A	B	C
16	○	○	○
17	○	○	○
18	○	○	○
19	○	○	○
20	○	○	○

Part 5

	A	B	C	D	E	F	G	H
21	○	○	○	○	○	○	○	○
22	○	○	○	○	○	○	○	○
23	○	○	○	○	○	○	○	○
24	○	○	○	○	○	○	○	○
25	○	○	○	○	○	○	○	○

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  - 12 *Remember* boxes
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