

# PET

Preliminary English Test

Includes 2004  
exam specifications

# Practice

# Tests



# Plus 1

- + six tests in exam format
- + introduction to each task
- + extra language practice
- + model interview
- + useful language for Speaking

**Louise Hashemi**  
**Barbara Thomas**

**with key**

**teaching**  
**not just testing**



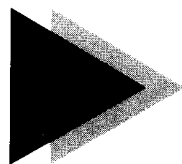
PEARSON  
Longman

# PET

**Preliminary English Test**

# Practice

# Tests



# Plus 1

**Includes 2004 exam specifications**

**Louise Hashemi**  
**Barbara Thomas**



**PEARSON**  
Longman

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# Exam Overview

## PAPER 1 Reading and Writing

(1 hour 30 minutes)

### Reading Parts 1–5

#### Part 1

Five short texts (signs, notes, messages, e-mails, notes, postcards, etc.) each with a three-option multiple-choice question.

#### Part 2

Five short texts which describe a person or group of people to match to eight short texts.

#### Part 3

One longer factual text with ten correct/incorrect questions.

#### Part 4

One longer text giving opinions or attitudes with five four-option multiple-choice questions.

#### Part 5

One factual or narrative cloze text with ten four-option multiple-choice questions.

### Writing Parts 1–3

#### Part 1

Five sentence transformations all related to a common theme.

#### Part 2

One short communicative message, e.g. postcard, e-mail, note, etc. of 35–45 words.

#### Part 3

Either an informal letter or a story of about 100 words.

## PAPER 2 Listening

(about 30 minutes)

### Part 1

Seven short monologues or dialogues each with a three-option multiple-choice question based on pictures.

### Part 2

One longer monologue or interview with six three-option multiple-choice questions.

### Part 3

One longer monologue with six questions completing gaps in notes.

### Part 4

One longer informal dialogue with six correct/incorrect questions.

## PAPER 3 Speaking

(10–12 minutes for two candidates together)

### Part 1

The examiner asks each candidate questions in turn about personal information, present situation, past experiences and future plans. (2–3 minutes)

### Part 2

The candidates discuss pictures together, using language to make and respond to suggestions, make recommendations, and agree or disagree. (2–3 minutes)

### Part 3

Each candidate talks on his/her own about one of a pair of photographs for up to one minute. (3 minutes)

### Part 4

The candidates and the examiner discuss a subject related to Part 3. (3 minutes)

# TEST 1

## PAPER 1 Reading and Writing Test

(1 hour 30 minutes)

### Reading Part 1

#### ► Strategy

##### 1 Read the instructions to the Exam Task on the opposite page.

- 1 How many questions do you have to answer?
- 2 What do you have to decide?
- 3 Where do you mark your answers?

##### 2 Look at the example.

- 1 What kind of text is this?  
a) a message on a board b) a sign c) a label
- 2 Where might you see it?
- 3 The correct answer is A. Let's decide why.  
Look at A. Underline the words which mean *It is forbidden*.  
Underline the words which mean *from this room*.  
Underline the words which mean *without permission*.
- 4 Why is B wrong? Is the sign about using the computers in this room?
- 5 Why is C wrong? Is the sign about moving computers into this room?

•• **Exam tip!** .....  
•• When choosing the correct explanation for  
•• each text, look at each option A–C and decide  
•• if it means the same thing as the text.  
•• .....

##### 3 Look at Question 1.

- 1 What kind of text is this?  
a) an e-mail b) a phone message  
c) a Post-it note
- 2 Will Katie pay for Emily's ticket?
- 3 Does Katie have a student card?
- 4 What does Katie advise Emily to do? Why?
- 5 Will Katie and Emily buy their tickets on the train?
- 6 Where will they meet?
- 7 Look at A, B and C. Which one means the same as the message? Mark it. What words in the message tell you? Underline them.
- 8 Look at the other sentences. Decide why they are wrong.

##### 4 Look at Questions 2–5.

For each question:

- decide what kind of text it is
- choose the correct answer
- mark the answer on your answer sheet.

•• **Exam tip!** .....  
•• If you prefer, you can mark your answers on  
•• the paper and copy them onto the answer sheet  
•• when you have finished this part.  
•• .....

## Part 1

### Questions 1–5

Look at the text in each question.

What does it say?

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

Example:

0

**IT IS FORBIDDEN TO  
MOVE COMPUTERS FROM  
THIS ROOM WITHOUT  
PERMISSION FROM  
THE HEADTEACHER**

- A You mustn't take the computers out of this room without asking the headteacher.
- B You should check with the headteacher before using the computers in this room.
- C You must ask the headteacher for permission to move computers into this room.

Answer:

|   |                                     |                          |                          |
|---|-------------------------------------|--------------------------|--------------------------|
| 0 | <b>A</b>                            | <b>B</b>                 | <b>C</b>                 |
|   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

1

|      |       |
|------|-------|
| To   | Emily |
| From | Katie |

If you bring your student card tomorrow, your train ticket will cost less. I've found my card. See you in queue at ticket office.

- A Katie will buy Emily's train ticket for her.
- B Emily's train ticket will be cheaper than Katie's.
- C Katie will meet Emily before they get on the train.

2

**LOCKERS IN THIS AREA  
ARE RESERVED FOR USE  
BY VISITING TEAM ONLY**

- A Anyone who takes part in a swimming competition may use these lockers.
- B Swimmers from visiting teams needn't pay to use lockers.
- C Members of the local swimming team can't use these lockers.

3

Paola

Do you want to go to the concert with James tonight? Ring him before six to tell him. He'll go with someone else if he doesn't hear from you by then.

Tim

- A Paola won't be able to go to the concert unless she phones James by six.
- B James wants Paola to find someone to go to the concert with him.
- C James can no longer go to the concert with Paola at six.

[Turn over

4

**EXIT**

**THIS DOOR MAY ONLY BE USED  
BY STAFF AFTER 5 P.M.**

- A You must ask a member of staff to unlock this door.
- B People who work here must leave the building by 5 p.m.
- C You may use this door in the evening if you work here.

5

Chris \_\_\_\_\_

*I've written this letter to Sam, but I can't find his address. Have you got it? If not, can you ring Mum and ask her? Then please post it.*

Sarah

- Chris should
- A phone Sam if he doesn't know the address.
  - B send the letter when he has found out the address.
  - C ask Mum to write the address and send the letter.

## Language practice: Reading Part 1

1 **Grammar:** modal verbs (*may, must/ mustn't, should/ shouldn't, needn't*)

Modal verbs often appear in Reading Part 1, so it is important to understand what they mean. Modal verbs are also tested in Writing Part 1.

a) Find and underline examples of the modal verbs *may, must/ mustn't, should/ shouldn't, needn't* in the Exam Task on pages 7–8.

b) Look at the meanings of the verbs below.

- It is forbidden to move the computers.  
You **must not** move the computers.
- Anyone who takes part in a swimming competition **may** use these lockers.  
Anyone who takes part in a swimming competition is **allowed/permitted to** use these lockers.
- People who work here **must** leave by 5 p.m.  
It is **necessary/essential that** people who work here leave by 5 p.m.
- Swimmers from visiting teams **needn't** pay to use lockers.  
It **isn't necessary for** swimmers from visiting teams to pay to use lockers.
- Chris **should** phone Sam.  
Chris is **advised to** phone Sam.

c) Complete the second sentence so that it means the same as the first. Use one of the verbs in the box.

|     |      |         |        |           |         |                   |
|-----|------|---------|--------|-----------|---------|-------------------|
| may | must | mustn't | should | shouldn't | needn't | <del>should</del> |
|-----|------|---------|--------|-----------|---------|-------------------|

- 0 I advise you to catch the early train.  
You .....~~should~~..... catch the early train.
- 1 It is essential to check in your luggage an hour before your flight.  
You ..... check in your luggage an hour before your flight.
- 2 Smoking is forbidden in the youth hostel.  
You ..... smoke in the youth hostel.
- 3 It isn't necessary to take your own towel to that swimming pool.  
You ..... take your own towel to that swimming pool.
- 4 Customers are advised to check their change before leaving the shop.  
You ..... check your change before leaving the shop.
- 5 Visitors are permitted to use the school canteen.  
Visitors ..... use the school canteen.
- 6 Students are advised not to leave all their revision until the day before the exam.  
Students ..... leave all their revision until the day before the exam.

## 2 Writing: words left out

Words like *the* and *a(n)*, pronouns (*I, you, etc.*) and parts of verbs (*is, are, etc.*) are often left out in messages, signs and notices.

Read the texts below and find places where words are missing. Write them in to make full sentences.

1

IN EMERGENCY USE  
TELEPHONE IN HALL TO  
CALL HOSTEL MANAGER

2

Fraser. Don't forget to take  
towel with you to football  
practice tonight.      Dad

3

READ INSTRUCTIONS  
BEFORE EQUIPMENT IS  
SWITCHED ON

4

|   |  |
|---|--|
| <p><i>Having lovely<br/>time in Spain.<br/>Weather<br/>wonderful.</i></p> |  |
|---|--|

5

If receipt needed,  
ask assistant when paying.

## 3 Grammar: *if/unless* sentences (real situations)

In Part 1, you often see sentences with *if* or *unless* giving information, advice or instructions.

a) Look at the following sentences.  
What is the verb tense in each part?  
What does *unless* mean?

- 1 If you bring your student card, the ticket will cost less.
- 2 He'll go with someone else if he doesn't hear from you.
- 3 He'll go with someone else unless he hears from you.

b) Match the sentence halves.

- |   |             |
|---|-------------|
| 1 If you miss your appointment,         | .....b..... |
| 2 We'll be home by lunchtime            | .....       |
| 3 If they invite us to stay with them,  | .....       |
| 4 I'll have time to talk to you         | .....       |
| 5 If you aren't outside the restaurant, | .....       |
| 6 I'll collect them from the station    | .....       |

- a) if you come back later.
- b) ~~you'll have to pay £10.~~
- c) I'll go inside.
- d) if they need a lift.
- e) unless the traffic is very heavy.
- f) we'll accept.

c) Now complete the following sentences with your own ideas.

- 1 I'll go to the cinema at the weekend if .....
- 2 Unless you help me with my homework, .....
- 3 I'll lend you this CD if .....
- 4 If we finish lessons early, .....
- 5 If I stay up late tonight, .....

d) Read your answers out. Did anyone have the same answers?

## Reading Part 2

### ► Strategy

#### 1 Read the instructions to the Exam Task opposite.

- 1 How many questions are there?
- 2 What do all the people want?
- 3 What are the descriptions about?
- 4 How many descriptions are there?
- 5 What do you have to decide?
- 6 Where do you mark your answers?

#### 2 Look at the pictures.

Each question describes a different person or group of people. What kind of people do the pictures show?

#### 3 Look at Questions 6–10.

##### a) All the people are looking for something different. Look at the underlined parts of Question 6. What is important for Felipe and Gabriela?

- 1 Where should the hotel be?
- 2 Are they alone?
- 3 What do they want to do?
- 4 Where will they eat?

##### b) Now underline the important parts of Questions 7–10.

#### 4 Look at texts A–H to find the important information.

##### a) Look at Question 6 again.

- 1 Which hotels are near the city centre?
- 2 Which ONE of the hotels is best for Felipe and Gabriela? (Remember: they want to walk around the city centre!)

##### b) Check your answer.

- Is the hotel near the railway station?
- Do Felipe and Gabriela want to eat at the hotel?
- Is the hotel suitable for the baby?

##### c) Mark the letter (A, B, C, etc.) by Question 6 on your answer sheet.

##### d) Look at the important points you underlined for Questions 7–10. Use them to decide which hotels are the most suitable for the other people. Mark your answers on your answer sheet.

•• **Exam tip!** •••••  
•• You must have a different answer for each question. You cannot use the same hotel twice. •••••

## Part 2

### Questions 6–10

The people below all want to find somewhere to stay.

On the opposite page there are descriptions of eight hotels.

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

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

6



Felipe and Gabriela want to spend the weekend in the city centre near the railway station with their one-year-old son. They want to be able to walk everywhere. They plan to eat in restaurants.

7



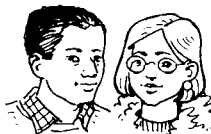
Giorgos wants to be able to swim, but is not interested in other sports. He'd like to spend the weekend somewhere quiet in the country. The hotel must have a car park.

8



Monica would like to stay somewhere in the countryside where there are organised activities so that she can meet other people. As she has some work to do, e-mail facilities must be available.

9



Julia and Robert are travelling by car and want to park at their hotel. They don't want to be further than ten kilometres from the city. They want to swim every day and have dinner at the hotel.

10



Adam and Barbara need to stay somewhere in the city which provides lunch and dinner and has a car park. Their three children all enjoy sport.

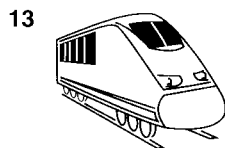
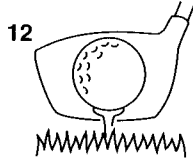
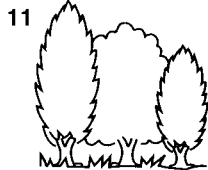
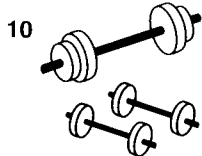
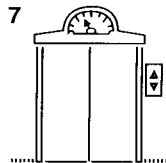
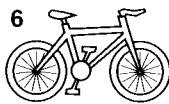
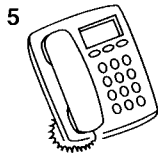
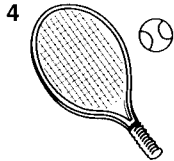
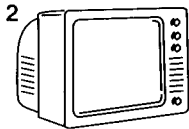
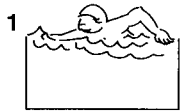
- A** **The Star Hotel** is a five-minute drive from the city centre, and all rooms have their own television and telephone. Guests can eat all their meals here – breakfast, lunch and dinner. The hotel has its own large car park. There is a gym and two tennis courts. Entertainment is available at weekends.
- B** **York House** is between two farms. The hotel arranges dances and other events which you can attend if you wish, or you can walk in the gardens and enjoy the scenery. It is especially popular with people travelling alone and also has a fully equipped business room and internet café. All meals are available on request.
- C** **The Grange Hotel** is outside the city, but hotel staff can collect you from the station and arrange trips in the area by coach. It is close to all the main roads and has a large car park. Although only breakfast is served, there are two good restaurants nearby. Fax, e-mail and photocopying are available.
- D** **Rosewood Guesthouse** is about one kilometre from the city centre. It is easy to reach the city's shopping and entertainment areas or drive into the surrounding countryside. There is a swimming pool in the next street. Dinner is available if booked in advance, and there is a large car park.
- E** **The Blue Lion Hotel** is on the south side of the city and is just a short taxi ride from the railway station and places of interest. Breakfast only is provided. Events such as talks and shows are organised every evening and are popular both with local people as well as the hotel's guests. Free parking is available in nearby streets.
- F** Twenty kilometres from the city, in the middle of the hills, **Blantyre Manor** was previously a family home. It is a peaceful place to spend a few days, with very good sports facilities including golf, tennis and a swimming pool. There is a restaurant serving breakfast, lunch and dinner, and plenty of car-parking space.
- G** **Victoria House** is a family hotel five minutes' walk from the railway and tram station and close to all the city's facilities. It is in the city centre near the shopping mall, where a range of restaurants is available. No car parking or meals except breakfast. Bicycles can be hired from reception.
- H** Just five kilometres from the city centre, **The Spring Park Motel** is very near the motorway with plenty of parking space, so it is convenient for drivers, although it is in the countryside. Meals are not available, but only two kilometres along the motorway there is an excellent café where breakfast, lunch and dinner are available.

# Language practice: Reading Part 2

## 1 Vocabulary: hotel facilities

Match the words and phrases in the box with the hotel signs below.

restaurant gym swimming pool  
 telephone in room car park golf  
 bicycles for hire lift television in room  
 entertainment garden city centre – 3kms  
 railway station – 5 mins tennis courts



5 mins



## 2 Grammar: linking words

There are several different ways to connect ideas in a sentence.

1 The words *because*, *as* and *since* answer the question *Why?*

*As she has some work to do, e-mail facilities must be available.*

2 The words *but*, *although* and *while* introduce a contrasting idea.

*Giorgos wants to be able to swim, but is not interested in other sports.*

*Although only breakfast is served, there are two good restaurants nearby.*

3 The word *so* introduces a result.

*Felipe and Gabriela have a one-year-old son, so they need a family hotel.*

a) Read the sentences below and choose the correct word for each space.

0 The Grange Hotel only serves breakfast ..... there are two good restaurants nearby.

A so      B because      C but

1 It is popular with visitors travelling by car ..... it is close to all the main roads.

A but      B since      C although

2 The Spring Park Hotel is very near the motorway ..... it is convenient for drivers.

A so      B since      C but

3 ..... the restaurant is very small, it serves excellent meals.

A Although      B But      C Because

4 This hotel is near the airport ..... a lot of business travellers stay there.

A while      B because      C so

5 The hotel is closed in January ..... the owners go on holiday.

A but      B because      C although

6 The Blue Lion Hotel has talks and shows, ..... York House has dances.

A so      B while      C because

b) Join these sentences using linking words from above.

1 Parking is available in the street. It is sometimes difficult to find a space.

.....

2 The rooms at the front are very popular. They have lovely views of the sea.

.....

3 I like to eat dinner in my hotel. I choose hotels which have a restaurant.

.....

4 Hotels usually offer lunch and dinner. Guesthouses often serve only breakfast.

.....

### 3 Vocabulary: prepositions

Prepositions are important in Reading Part 2 and are often tested in Reading Part 5, Writing Part 1 and Listening Part 1.

a) Complete each sentence with a preposition from the box. They are all used in the same way in the texts about hotels on page 11.

|         |                  |      |         |      |
|---------|------------------|------|---------|------|
| between | <del>close</del> | from | in (x3) | near |
| of (x2) | on               | with |         |      |

- 0 My house is ~~close~~ to the shops, so it's very convenient.
- 1 It's ..... the north side ..... the town.
- 2 It's also ..... a big park, where I can play tennis with my friends.
- 3 My best friend lives ..... the next street to me, so she often comes to my house.
- 4 My school is ..... the sports hall and the theatre.
- 5 I go to school by bus, and it's about ten minutes' walk ..... the bus station to the school.
- 6 There are many places ..... interest ..... my town.
- 7 The sports centre is very popular ..... young people.
- 8 My parents would prefer to live ..... the countryside.

b) Rewrite the sentences in your notebook so they are true for you.

### 4 Grammar: present perfect and past simple

a) Read the postcard and answer the questions.

|  |   |
|--|---|
| <p>Hi Peter<br/>I'm having a great time. We're staying at a super hotel in the middle of the hills. There's lots to do here. We've been here for a week, and I've played tennis and swum every day since we arrived. I've also ridden a moped twice! It's the first time I've ever ridden a moped. Two days ago we went to the nearby town to do some sightseeing. Tomorrow we're going on a coach trip to see some caves.<br/>See you soon. Barbara</p> | <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div> <hr/> <hr/> <hr/> <hr/> |
|--|---|

- 1 How long has Barbara been at the hotel?
- 2 How often has she played tennis? swum?
- 3 How many times has she ridden a moped?
- 4 Has she ever ridden a moped before?
- 5 When did she go sightseeing?

b) Match the sentence halves 1, 2 and 3 with the correct ending a), b) or c).

- 1 We use *for* .....
- 2 We use *since* .....
- 3 We use *ago* .....

- a) when we mention the time something started.
- b) to say how far back in time something happened.
- c) to talk about a period of time.

c) Complete the second sentence so that it means the same as the first, using no more than three words.

- 0 It's a long time since I wrote to my penfriend.  
I ..... haven't written ..... to my penfriend for a long time.
- 1 We haven't stayed in this hotel before.  
This is the first time that .....  
in this hotel.
- 2 We arrived here a week ago.  
We ..... here for a week.
- 3 This is the first time I've ever ridden a horse.  
I ..... a horse before.
- 4 I haven't played tennis for a long time.  
It's a long time since .....  
tennis.
- 5 The last time I had a holiday was two years ago.  
I ..... a holiday for two years.

### 5 Speaking: your experiences

Work with a partner. Ask and answer these questions.

- 1 Have you ever stayed in a hotel?
- 2 What is the best hotel you have ever stayed in? Where was it? What facilities did it have?
- 3 Where do you usually go on holiday?
- 4 Have you ever been to Scotland? Australia? France? When did you go there? Why did you go?
- 5 Have you ever ridden a moped? gone sailing? When was the first time you did it?
- 6 What do you like doing best on holiday? Why?

## Reading Part 3

### ► Strategy

#### 1 Read the instructions to the Exam Task opposite.

- 1 How many sentences are there?
- 2 What are the sentences about?
- 3 What do you have to read?
- 4 What do you have to decide?
- 5 When do you mark A on your answer sheet?
- 6 When do you mark B on your answer sheet?

#### 2 Read Sentences 11–20 to get a good idea what the text is about.

##### Match the sentences to the following topics.

- |                                     |                     |
|-------------------------------------|---------------------|
| a) places to stay                   | ..... <sup>17</sup> |
| b) how the day is organised         | .....               |
| c) cancellations                    | .....               |
| d) what happens if it rains         | .....               |
| e) what you need to take            | .....               |
| f) when to pay                      | .....               |
| g) when they are open               | .....               |
| h) staff qualifications             | .....               |
| i) method of payment                | .....               |
| j) who the courses are suitable for | .....               |

#### 3 Read the text to find the information you need.

For each sentence (11–20), mark the part of the text where you think the answer is. The first two are done for you.

#### 4 Look at the sentences again.

- Compare them with your underlined text.
- Decide whether the sentence is correct or incorrect.
- Mark your answer on your answer sheet.

•• **Exam tip!** •••••  
•• You don't need to understand every word in the  
•• text to answer the questions. Some parts of the  
•• text aren't tested, so don't worry about them.  
•••••

## Part 3

### Questions 11–20

Look at the sentences below about a company which organises sports camps.

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

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

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

- 
- 11 Some centres are open all winter.
  - 12 The activities available depend on the weather.
  - 13 Action Sports Camps courses are unsuitable for people who are excellent at sport.
  - 14 You need to have your own sports equipment.
  - 15 Children and adults spend some time together each day.
  - 16 Some of the staff are unqualified.
  - 17 Action Sports Camps only recommend accommodation of a high quality.
  - 18 You have to pay the total fee one month after you book.
  - 19 Action Sports Camps charge you more if you pay with your credit card.
  - 20 If you cancel three weeks before your camp, you will get half your money back.

# Action Sports Camps

**A**ction Sports Camps provide activity holidays for children aged over five and adults. We offer training in over twenty sports at ten different centres throughout the UK. All the centres are open from April until October, and some open during the winter for weekend courses. The sports offered differ from one centre to another, so if you want to do something in particular, you should check our colour brochure.



The camps are not just limited to outdoor sports – we cover a wide range of indoor activities as well. So if the rain comes, the camps continue, although you may have to take off your football boots and pick up a squash racket instead. With the experience we've gained over the years, we put together the right mix of sport and activities providing sport for all, not just for those who are brilliant at athletics. It is unnecessary to bring any equipment because it is all provided.

We work in small groups, children working with others of their own age, but we do all come together for social activities and meals. So different members of a family can make their own individual choices, but they get a chance to exchange their experiences later on.

Our centres offer first-class accommodation, food and facilities – and the staff are first-class too. Qualified teachers or professionals receive training from us, and many work with us year after year. We always employ qualified staff for activities such as swimming, trampolining and gymnastics, but some of the assistants organising the children's games are students, many of whom came to the camp themselves when they were younger.

At most of our centres, accommodation is in a hostel or tents. It is not possible for us to arrange other accommodation, but we can send you a list of what is available in the area. Most of the places are recommended to us, but not all, so we are not responsible for the quality of the accommodation on this list. Luxury accommodation is not available near our camps.

To book a place at a sports camp, complete the form and send it with a cheque for the deposit to the address below. The rest of the fee can be paid at any time, but we must receive it at least one month before your camp. Please note, to keep costs down, you are charged 2.5% extra by us if you pay with your credit card. You will receive a letter of confirmation within ten days of sending your form. Cancellations made up to a month before the camp are refunded in full apart from a 5% administration fee. Fifty per cent of the fee is refunded if a cancellation is made up to two weeks before the date of the camp. After that, no refunds can be given.

# Language practice: Reading Part 3

## 1 Vocabulary: negative adjectives

### a) Look at Sentence 13 from page 14.

*Action Sports Camps courses are unsuitable for people who are excellent at sports.*

*Unsuitable means the same as not suitable.*

*So, Courses are **unsuitable** for ...*

*= Courses **aren't suitable** for ...*

### b) Rewrite these sentences using the negative form of the underlined adjective. You will need to use: **im-, in- and un-**.

- 0 It isn't necessary to bring equipment.  
*It's unnecessary to bring equipment.*.....
- 1 Some of the staff aren't qualified.  
.....
- 2 It isn't possible for us to arrange other accommodation.  
.....
- 3 Luxury accommodation isn't available near our camps.  
.....
- 4 Some of the other guests weren't tidy people.  
.....
- 5 It isn't safe to go on a boat if you can't swim.  
.....
- 6 His answer wasn't correct.  
.....

## 2 Vocabulary: words with similar meanings

**In Part 3, the sentences often contain words and phrases which are different from those in the text but which have similar meanings.**

### a) Look at the words in bold in Sentence 20. They mean the same as one word in the text.

Sentence 20: *If you **cancel** three weeks before your camp, you will get half your money back.*

Text: ***Cancellations** made up to a month before the camp are refunded ...*

### b) Use a word or phrase from the box to replace one word in each Sentence 1–8 without changing the meaning.

|                |             |                     |           |         |
|----------------|-------------|---------------------|-----------|---------|
| advises        | book        | closed              | employees | fill in |
| less expensive | not allowed | <del>pleasant</del> |           |         |
| take back      |             |                     |           |         |

pleasant

- 0 There are several nice parks in the city.
- 1 The schools are shut at weekends.
- 2 All the staff had a pay rise last month.
- 3 Don't forget to return your library book when you're in town.
- 4 The concert is going to be very popular so we should reserve seats.
- 5 The CDs in the supermarket are cheaper than the ones in the music shop.
- 6 Drivers are forbidden to stop on the motorway.
- 7 Please complete this form using a pencil, not a pen.
- 8 The college recommends that students should apply early for popular courses.

## 3 Grammar: the passive

### a) Look at Sentence 19 from page 14. How do we form the passive?

Sentence 19: *Action Sports Camps charge you more if you pay with your credit card.*

Text: *You are charged 2.5% extra by us if you pay with your credit card.*

### b) Rewrite these sentences using the words given.

- 0 This pop festival was recommended to me by my brother.  
My brother *recommended this pop festival to me* .....
- 1 Bands from all over the world are invited.  
The organisers .....
- 2 Every year the festival is attended by at least 10,000 people.  
At least 10,000 people .....

- 3 Tickets are sold at our local music shop.  
Our local music shop .....
- 4 But I was given a ticket by my friend.  
But my friend .....
- 5 I was also offered a lift in his car.  
He also .....

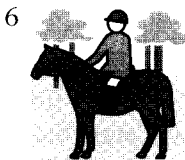
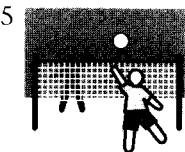
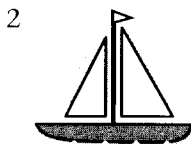
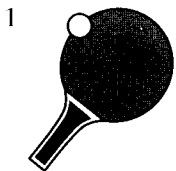
c) Now rewrite these sentences using the words given. Put the verb into the passive and decide if you need to use *by*.

- 1 A man told us where to put our tent.  
We .....
- 2 The campsite owner provided water for cooking.  
Water for cooking .....
- 3 It rained, but the bad weather didn't spoil our weekend.  
It rained, but our weekend .....
- 4 The organisers asked us to take all our rubbish away with us.  
We .....
- 5 The people in the next tent woke us up too early.  
We .....

#### 4 Vocabulary: sports

a) Put the letters in the right order and label the pictures. Write on the line provided.

sentin blate signal gwsndifuni blicgnmi  
lblyavlelo crohs-idgnri



b) Match one piece of equipment from the box to each sport pictured in Exercise 4a and write it on the line provided.

boat rope board bat net hat

c) You are going on an activity holiday. Which three of the sports in the pictures would you choose to do on holiday? Why?

*I'd choose sailing, because I've never done it before.*

#### 5 Speaking: your experiences

a) Look at the table below. Tick the boxes to show which of these adjectives you could use to describe staff, accommodation, activities and weather. The first one is done for you.

|             | staff | accommodation | activities | weather |
|-------------|-------|---------------|------------|---------|
| boring      | ✓     |               | ✓          |         |
| cold        |       |               |            |         |
| comfortable |       |               |            |         |
| warm        |       |               |            |         |
| helpful     |       |               |            |         |
| interesting |       |               |            |         |
| rainy       |       |               |            |         |
| sunny       |       |               |            |         |
| friendly    |       |               |            |         |

b) Which of the adjectives above can you make negative by using *un-*? Write them here.

.....

.....

c) Now work with a partner. You both recently went on a different activity holiday. Compare your experiences. Use the language in the table above to help you.

Student A: You had a great time.

*The activities were really interesting. You could go sailing and climbing.*

Student B: Your camp was awful.

*At my camp, the activities were boring.*

## Reading Part 4

### ► Strategy

#### 1 Read the instructions to the Exam Task opposite.

- 1 What do you have to read?
- 2 What do you have to do?
- 3 Where do you mark your answers?

#### 2 Read the text quickly to get a good idea of what it is about.

- 1 What sort of work does the writer do?
- 2 Where does he work?
- 3 Does he want to change his life?

#### 3 Read Questions 21–25.

It is important to understand the questions before reading the text in more detail. This exercise will help you to think about the questions.

#### Underline the best word or phrase to complete each sentence.

- 1 Question 21 asks about *when/why/where* the writer wrote the text. (This is always a general question.)
- 2 Question 22 asks about the writer's *feelings/plans/knowledge*. (This is always a question about detail or opinion.)
- 3 Question 23 asks about the writer's *pictures/conversations/thoughts*. (This is always a question about detail or opinion.)
- 4 Question 24 asks about what the writer *hopes to do/usually does/used to do*. (This is always a question about detail or opinion.)
- 5 Question 25 asks about what the writer *will do/might do/has done*. (This is always a general question.)

#### 4 Read the text and answer Questions 21–25.

- Read the text again more carefully.
- Choose the correct answer for each question.
- Mark your answers on your answer sheet.

•• **Exam tip!** .....  
• Questions 21 and 25 are always about the whole  
• text. Don't try to answer them by looking at the  
• beginning and end of the text only!  
•••••

## Part 4

### Questions 21–25

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

### The Artist

People think being an artist must be a wonderful way to earn one's living. And of course, there are lots of great things about working for oneself, at home alone, even in a cold studio like mine. What I really like is that nobody tells me what time to start in the morning. I like to paint as soon as I wake up, which is always early, but isn't the same time every day. And nobody tells me what to wear, or whether I can take the afternoon off and go to a football match.

But then, I have no one to chat with when I'm bored, no one to discuss last night's match with during the office lunch hour. Sure, I can spend the afternoon doing something I enjoy like cycling or gardening if I choose. But the work will still be there when I do finally get back home.

Unfortunately, working at home means that people can always find me, whether I'm bored or not, and once I've answered the doorbell, it's too late – my thoughts have been interrupted. No one would dream of calling in if I worked in an office, but I find myself listening to friends' troubles. As they talk, my ideas disappear and I feel increasingly stressed thinking of my work waiting to be done.

However, when I hear the traffic news on the radio, and imagine my friends sitting miserably in their cars in a jam, feeling bored, or waiting unhappily for an overcrowded tram in the rain, I realise that I really haven't got much to complain about. I find a CD which will start me thinking, turn it up really loudly and begin another picture.

21 What is the writer trying to do in the text?

- A encourage readers to work at home
- B explain why he has changed his job
- C describe his working life
- D say how he would like to work

22 What does the writer like about his life?

- A He has plenty of opportunities for sport.
- B He is his own boss.
- C He needn't work in the morning.
- D He has a comfortable place to work.

23 What does the writer imagine he might do with colleagues?

- A have meals in restaurants
- B go to the swimming pool
- C spend time in the countryside
- D talk about sport

24 The writer plays loud music because

- A the traffic outside is noisy.
- B it helps him to have ideas.
- C it prevents him from feeling bored.
- D he dislikes listening to the radio.

25 Which of these notices would be most useful for the writer to put on his door?

A

I'm working –  
please don't  
disturb

B

*Please call at my  
office for an  
appointment*

C

**Please knock  
before entering**

D

**NO VISITORS  
ALLOWED DURING  
OFFICE HOURS**

# Language practice: Reading Part 4

## 1 Language focus: feelings

In the text on page 18, the writer says what he likes and dislikes about his life. Which of these phrases from the text are about feeling good (+) and which are about feeling bad (-)?

- 0 a wonderful way to earn one's living .....<sup>+</sup>
- 1 lots of great things .....
- 2 What I really like is .....
- 3 when I'm bored .....
- 4 doing something I enjoy .....
- 5 Unfortunately .....
- 6 it's too late .....
- 7 I feel increasingly stressed .....
- 8 sitting miserably .....
- 9 waiting unhappily .....
- 10 I haven't got much to complain about .....

## 2 Grammar: expressions with -ing

Here are some more ways you can say what you think or feel. They can all be followed by the -ing form of the verb. Complete the sentences with information about yourself.

- 1 I really like .....
- 2 I don't enjoy .....
- 3 I often spend the evening .....
- 4 I'm looking forward to .....
- 5 I hate .....
- 6 I'm bored with .....
- 7 I sometimes worry about .....
- 8 I'm quite keen on .....
- 9 I really dislike .....
- 10 I feel very happy about .....

## 3 Functions: giving opinions

▶▶ Extra Language for the Speaking Test, Section 16, page 161

a) Read these conversations. Who do you agree with?

- 1  
Ann: I really like reading novels. What about you?  
Jon: I like doing that too.  
Sam: Do you really? I don't! I prefer watching football on TV.

- 2  
Mary: I don't enjoy doing tests.  
Peter: No, neither do I.  
Jane: I do. I'm good at tests.

- 3  
Joe: I hate getting up early.  
Bob: So do I.  
Kate: Me too.

- 4  
Micky: I really enjoy playing computer games. Do you?  
Shirley: Not much. But I like watching films.  
Micky: Yes, I do too.

b) Work with a partner. Compare the things you wrote in Exercise 2. Use the language in Exercise 3a.

c) Tell the class which things you and your partner agree about and which you disagree about.

Gabriella really likes swimming, but I don't / and so do I.

Nick doesn't enjoy doing maths, and neither do I / but I do.

## 4 Vocabulary: jobs

In the exam, you often have to read, write or speak about jobs.

a) Write the names of the jobs under the pictures.



b) Match each job 1–6 with a verb and a noun from the box. Use them to write a sentence about the job.

|  |
|--|
| <b>Verbs</b>   |
| cook <del>deliver</del> design play serve score            |
| <b>Nouns</b>   |
| buildings records customers goals <del>parcels</del> meals |

- 1 A postman/woman .... *delivers parcels* .....
- 2 A shop assistant .....
- 3 A disc jockey .....
- 4 A chef .....
- 5 A footballer .....
- 6 An architect .....

c) Can you make sentences about these jobs?

|  |
|--|
| actor pilot manager dentist detective<br>doctor farmer firefighter hairdresser<br>journalist lawyer librarian nurse<br>police officer model bank clerk |
|--|

## 5 Speaking: jobs

a) Discuss these questions.

- 1 Have you got a job or are you a student?
- 2 What job do you do?/What job would you like to do? Why?

b) Work with a partner.

**Student A:** Choose a job from Exercise 4. Don't tell your partner which one. Imagine what you do every day.

**Student B:** You have to find out what job your partner does. Think of some questions to ask. You can use the ideas below to help you. How quickly can you guess your partner's job?

- what time/get up?
- how many hours/spend at work?
- best/worst thing about/job?
- wear/uniform?
- travel?
- well/badly paid?

What time do you get up?

I get up very early, at about five o'clock.

c) Now change roles.

# Reading Part 5

## ► Strategy

### 1 Read the instructions to the Exam Task on the opposite page.

- 1 What do you have to read?
- 2 What do you have to choose?
- 3 Where do you mark your answers?

### 2 Look at the title of the text and make guesses about the text.

Can you guess what you will learn about the book? Tick three questions you think you will find answers to.

- 1 When was it written?
- 2 Is it fiction or non-fiction?
- 3 How many pages does it have?
- 4 Why does the reviewer like it?
- 5 Are there any pictures in it?
- 6 What is it about?

### 3 Read the text quickly and check your guesses.

Don't worry about the numbered spaces for now. Which of your guesses were correct?

### 4 Look at the example (0) and read the first sentence of the text carefully.

- 1 What is the answer to the example?
- 2 Why are the other answers not possible?

### 5 Look at Questions 26–35 and choose the answers for the ones you are certain about.

For each question:

- read the whole of the sentence which contains the space
- write the word you choose in the space – it may help you to understand the text.

•• **Exam tip!** .....  
•• Look carefully at the words after each space as  
•• well as the words before it. The word you need  
•• must fit the grammar of the space as well as  
•• the meaning.  
•• .....

### 6 Go back and guess the other answers.

### 7 Check your work.

When you have finished, read the text again all the way through. Do your answers make sense?

### 8 Mark your answers on your answer sheet.

Check that you have put them in the right place.

Speaking Part 1, Exam Task (page 45)

Student A, ask your partner these questions.

- 1 What's your name?
- 2 Where do you live?
- 3 What part of the city is that in?
- 4 Where do you usually go shopping?
- 5 Which shop is your favourite?
- 6 Which road is that in?
- 7 Can you spell the name of the road for me, please?

## Part 5

### Questions 26–35

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

**Example:**

0    **A** enjoyed                      **B** pleased                      **C** amused                      **D** delighted

Answer:

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

### A BOOK I RECOMMEND

I found *Escape from Time* by Andy Treen very exciting and I really (0) ..... reading it. It's a story (26) ..... a boy called Troy who goes on a journey to (27) ..... for his friend Zyra. It wasn't what I had expected, although I am interested (28) ..... science fiction. I thought this story would be like films I had seen, but I (29) ..... after a few pages that it was (30) ..... interesting than a film.

Troy goes to many places and times. He (31) ..... his knowledge with different (32) ..... of people and learns new skills from them. Then he moves on. The last part of the book (33) ..... the meeting between Troy and Zyra when they are both caught by some space criminals from the future. But that's enough information from me (34) ..... I don't want to spoil it for you. It's really quite (35) ..... , too, with some excellent jokes about time travel in it.

- |    |                    |                    |                    |                      |
|----|--------------------|--------------------|--------------------|----------------------|
| 26 | <b>A</b> from      | <b>B</b> about     | <b>C</b> on        | <b>D</b> with        |
| 27 | <b>A</b> ask       | <b>B</b> follow    | <b>C</b> look      | <b>D</b> find        |
| 28 | <b>A</b> by        | <b>B</b> with      | <b>C</b> of        | <b>D</b> in          |
| 29 | <b>A</b> explained | <b>B</b> realised  | <b>C</b> showed    | <b>D</b> believed    |
| 30 | <b>A</b> even      | <b>B</b> more      | <b>C</b> much      | <b>D</b> too         |
| 31 | <b>A</b> divides   | <b>B</b> joins     | <b>C</b> shares    | <b>D</b> adds        |
| 32 | <b>A</b> kinds     | <b>B</b> variety   | <b>C</b> range     | <b>D</b> qualities   |
| 33 | <b>A</b> shows     | <b>B</b> discovers | <b>C</b> describes | <b>D</b> says        |
| 34 | <b>A</b> when      | <b>B</b> because   | <b>C</b> if        | <b>D</b> unless      |
| 35 | <b>A</b> funny     | <b>B</b> sad       | <b>C</b> shocking  | <b>D</b> frightening |

# Language practice: Reading Part 5

## 1 Vocabulary: similar meanings

Part 5 tests words which look similar or have similar meanings.

Questions 30, 31, 32 and the example on page 23 all contain words with similar meanings, but only one word is right.

Read these sentences. Choose the word which best fits each space. You can use your dictionary to help you.

- 0 This story is about a murder. It's too ..... for small children.  
A fearful B nervous C afraid **D frightening**
- 1 This old book belongs to my father. He says it's interesting, but it's very boring, in my .....  
A opinion B thought C idea D feeling
- 2 There weren't enough computers for everyone in the class to have one, so they had to ..... with each other.  
A divide B join C add D share
- 3 Good dictionaries aren't cheap. How much did you ..... on your new one?  
A spend B buy C charge D pay
- 4 I enjoy reading all kinds of stories. We have to learn a lot of facts at school, so I read ..... when I want a change.  
A novel B thriller C fiction D adventure
- 5 I work hard every day, so I need a change in the evening. Going to the cinema with friends is a great way to .....  
A rest B relax C enjoy D entertain
- 6 Teaching isn't as easy as it looks. You have to do a ..... course before you can work as a teacher.  
A study B training C learning D practice
- 7 I promised to phone my friend tonight, so I mustn't forget. Please ..... me to phone him tonight.  
A remember B revise C report D remind
- 8 Our teacher encouraged us to study at home. She ..... us to read more books.  
A told B talked C said D spoke
- 9 My sister enjoys travelling round different countries. She is going on a ..... of Scotland this summer.  
A journey B voyage C tour D trip

- 10 You had to wait for us, so you're annoyed. We're late because the train was cancelled, it's not our .....  
A problem B mistake C fault D cause

## 2 Grammar: comparative forms

Reading Part 5 and Writing Part 1 often test ways of making comparisons.

a) Look at these ways of making comparisons. Complete each sentence with the correct word.

- 1 My new music teacher is friendlier ..... my last one.
- 2 I love going to the cinema. I wish I could go ..... often.
- 3 The film about the robbery wasn't ..... exciting ..... the book.
- 4 Paul's new motorbike was ..... expensive ..... mine because it has a smaller engine.
- 5 She doesn't like Chinese food as ..... as I do.

b) Complete these sentences so that they mean the same as the ones above, using no more than three words.

- 1 My previous music teacher was ..... my new one.
- 2 I can't go to the cinema ..... I'd like to.
- 3 The book about the robbery was ..... the film.
- 4 My motorbike was ..... Paul's because it has a bigger engine.
- 5 I like Chinese food ..... she does.

3 Grammar: *too/very/enough; so/such ... that*

These words are used to say *how much*?

a) Complete the sentences with *too, very or enough*.

- 1 The test was ..... difficult, but I passed it.
- 2 The test was ..... difficult, and I failed.
- 3 This suitcase is ..... small for all the clothes I want to take.
- 4 The swimming pool isn't big ..... for international competitions.
- 5 I haven't got ..... money to buy a new coat.

**b) Match the sentence halves.**

- 1 It's so hot in here that .....
- 2 The programme was so boring that .....
- 3 My cousin walks so fast that .....
- 4 It was such hot weather that .....
- 5 She is such a bossy person that .....

- a) I have to run when I'm with her.
- b) nobody wants to be friends with her.
- c) we couldn't study.
- d) I feel very sleepy.
- e) I switched it off.

**c) Complete the second sentence so that it means the same as the first, using no more than three words.**

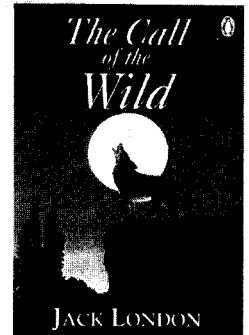
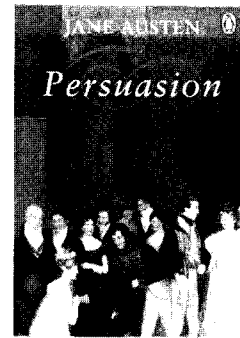
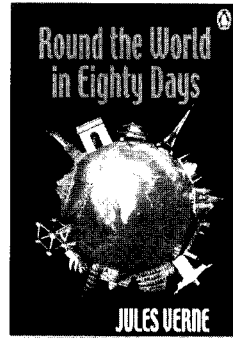
- 1 That bike is too expensive for me to buy.  
I haven't got ..... to buy that bike.
- 2 The film was very good, and I'd like to see it again.  
The film was ..... that I'd like to see it again.
- 3 The students made such a lot of noise. They had to leave the café.  
The students were ..... that they had to leave the café.
- 4 This coat is very warm. I don't want to wear it in the summer.  
This coat is ..... to wear in the summer.
- 5 The music is very quiet. I can't hear it.  
The music isn't ..... for me to hear it.

**4 Vocabulary: books**

**a) Look at these kinds of books. For each one, decide if it is fiction or non-fiction. Write F or NF next to each book.**

- 0 a science-fiction story ..... **F**
- 1 a cookery book .....
- 2 a romantic novel .....
- 3 a book about sport .....
- 4 a travel book .....
- 5 a historical novel .....
- 6 a book about animals .....
- 7 a horror story .....
- 8 a history book .....
- 9 a detective story .....

**b) Work with a partner. Can you guess what types of books these are?**



**Useful language**  
 It could be ... / It's probably ... because ...  
 I think it might be ...  
 I don't think it's ... because ...

**5 Speaking: books and magazines**

**a) Think about the following questions. When you are ready, discuss the questions with a partner.**

- 1 What kind of books do you have to read? Why?
- 2 Do you prefer reading books or magazines? Why?
- 3 Do you ever read books or magazines about films?

**Useful language**  
 For school, I have to read books about ...  
 I prefer reading ...  
 I'm not very keen on ...  
 I'm very interested in ...  
 I enjoy finding out about ...  
 I like the kind of magazines which ...

**b) Think about a book you have read recently. Ask and answer questions about each other's book. Use these questions to help you.**

- What sort of book is it?
- What is it about?
- Why did you choose it?
- What did you like about it?
- What didn't you like about it?

# Writing Part 1

## ► Strategy

### 1 Read the instructions to the Exam Task below.

- 1 How many sentences are there?
- 2 What are the sentences about?
- 3 What do you have to do?
- 4 How many words can you use?
- 5 Where do you write your answers?
- 6 How much do you write there?
- 7 Where can you do your rough work?

### 2 Compare the two sentences in the example.

- 1 Read the first sentence. What information does it give you about the guesthouse?
- 2 Now read the second sentence. Does it give you the same information as the first sentence?

### 3 Answer Question 1.

- 1 Read the first sentence. What information does it give you about the guesthouse?
- 2 Now read the beginning and end of the second sentence. How does it begin? How does it end?
- 3 How can you complete it? Write your answer.

### 4 Check your answer.

- Does your sentence give the same information as the first sentence?
- Is the grammar correct?
- How many words have you used?

### 5 Answer the other questions in the same way.

Write the answers to Questions 2–5 on your answer sheet.

Remember: you can write your answers on the exam paper first if you wish and then copy them.

•• **Exam tip!** •••••  
•• In this part of the exam, you will lose marks if  
•• your grammar is not correct. If you are not sure  
•• about your answer, write it on the exam paper  
•• first and read it carefully before you copy it onto  
•• your answer sheet.  
•••••

## Part 1

### Questions 1–5

Here are some sentences about a guesthouse. For each question, complete the second sentence so that it means the same as the first.

**Use no more than three words.**

Write only the missing words on your answer sheet.

You may use this page for any rough work.

**Example:**

0 There is a games room in this guesthouse.

**This guesthouse ..... a games room.**

Answer:

|   |     |
|---|-----|
| 0 | has |
|---|-----|

1 The guesthouse is called 'Sunshine Cottage'.

**The name ..... is 'Sunshine Cottage'.**

2 I haven't stayed here before.

**This is the first time that ..... here.**

3 I was told about it by my sister.

**My sister ..... about it.**

4 It is essential to book your room in advance.

**You ..... your room in advance.**

5 My room is bigger than my friend's room.

**My friend's room isn't ..... my room.**

# Language practice: Writing Part 1

## 1 Grammar: matching patterns

In Part 1, the same grammar patterns are often tested. It is a good idea to study these patterns so that you can recognise them.

### a) Read the twelve sentences below. Find the six pairs which have similar meanings.

- |  |        |
|--|--------|
| 1 Her name is Jane.                                | .....7 |
| 2 I was told the news by Jane.                     | .....  |
| 3 It was essential to talk to Jane about the news. | .....  |
| 4 I haven't met Jane before.                       | .....  |
| 5 I had to talk to Jane about the news.            | .....  |
| 6 Jane is taller than me.                          | .....  |
| 7 She is called Jane.                              | .....1 |
| 8 Jane told me about the news.                     | .....  |
| 9 This is the first time I've met Jane.            | .....  |
| 10 There are twenty people in Jane's class.        | .....  |
| 11 I'm not as tall as Jane.                        | .....  |
| 12 Jane's class has twenty students.               | .....  |

### b) Match each pair of sentences above with these patterns.

- 0 ... is called ... → ... name is ... .....1..... and .....7.....
- a) It was + adjective → modal verb ..... and .....
- b) I haven't ... before → This is the first time ... ..... and .....
- c) comparison ..... and .....
- d) active verb → passive verb ..... and .....
- e) there is/are → has/have ..... and .....

### c) Complete the second sentence so that it means the same as the first, using no more than three words.

- 1 It isn't necessary to pay if you are a student.  
You ..... if you are a student.
- 2 Alana was given a moped by her parents.  
Alana's parents ..... a moped.
- 3 It's a good idea to rest until your leg is better.  
You ..... until your leg is better.

- 4 This is the first time I've been to a nightclub.  
I ..... to a nightclub before.
- 5 There are lots of CDs in the library.  
The library ..... lots of CDs.
- 6 The bus was delayed by an accident.  
An accident ..... the bus.
- 7 The name of the singer was Dermot.  
The singer ..... Dermot.
- 8 There aren't any good clothes shops in this town.  
This town ..... any good clothes shops.
- 9 My new computer is smaller and lighter than my old one.  
My old computer was bigger and ..... than my new one.
- 10 This book is more interesting than that one.  
That book isn't ..... that one.

## 2 Correcting mistakes

Read these pairs of sentences. There is a mistake in the second sentence of each pair. Can you correct it?

- 0 He is called Robert.  
His name <sup>is</sup> ~~called~~ Robert.
- 1 This car is too small for my family.  
This car isn't enough big for my family.
- 2 That factory is owned by my uncle.  
My uncle is owned that factory.
- 3 The town has several pleasant parks.  
There is several pleasant parks in the town.
- 4 I haven't visited an internet café before.  
This is the first time I'm visiting an internet café.
- 5 It isn't necessary to book a ticket for this show.  
You mustn't book a ticket for this show.

## Writing Part 2

### ► Strategy

#### 1 Read the instructions to the Exam Task opposite.

- 1 What are you going to write?
- 2 Who are you writing to?
- 3 How many things must you write about?
- 4 How many words must you write?
- 5 Where do you write your answer?

#### 2 Planning your answer

Before you begin to write, look at the words in the instructions. Mark the words that tell you what information you should include. Think about what extra information you can add.

- 1 What has your friend invited you to do?
- 2 When?
- 3 How will you start your e-mail?
- 4 Why can't you go?
- 5 Where will you suggest meeting? When?

#### 3 Writing your answer

Read the e-mails A, B and C opposite.

- 1 Which is the best answer to the task? Why?
- 2 What is wrong with the other two answers?

#### 4 Checking and correcting your work

##### a) Read this e-mail. It has eight grammar mistakes. Find and underline the mistakes.

Dear Sylvie  
Thank you for asking me coming with you to the city centre on Tuesday. I sorry, but I can't come because I go to the dentist this afternoon. What about we meet on another time? Do you like to go the Friday afternoon?

##### b) Work with a partner and compare the mistakes you found. Correct the mistakes together.

## Part 2

### Question 6

An English friend of yours called Charlie has invited you to go clubbing next Saturday, but you can't go.

Write an e-mail to Charlie. In your e-mail, you should

- thank him for inviting you
- tell him you can't go
- suggest meeting another time.

Write **35–45 words** on your answer sheet.

A Dear Charlie

I'm inviting you to go clubbing with me next Saturday. I hope you can come, but please tell me if you can't. If I don't see you on Saturday, we could meet another day. Are you free on Friday?

Sara

B Dear Charlie

Thank you for inviting me to go clubbing with you next Saturday. I'm sorry, but I can't go because I'm going to Edinburgh for the weekend with my cousins. I'd like to see you next week. Are you free on Monday evening?

Ivana

C Dear Charlie

I can't come clubbing with you on Saturday. Can we meet another time? I am free on Tuesday. We could go to a café.

Patricia

# Language practice: Writing Part 2

## 1 Grammar: future plans

In Part 2, you often write about plans. It is important to use the correct tense forms.

### a) Read Sentences 1–4 and match the verb forms to the descriptions in the box.

- 1 We're visiting France next summer.
- 2 The football match starts at 3 p.m.
- 3 I'm going to cook a meal for my friend tonight.
- 4 I'll have a coffee, please.

- |   |
|---|
| A We use <b>present simple</b> for fixed events in a timetable.           |
| B We use <b>present continuous</b> or <i>going to</i> for personal plans. |
| C We use <b>will</b> when we decide as we speak.                          |

### b) Underline the best form of the verb in these sentences.

- 1 I have to go to the station to meet my friend. Her train *arrives/*'s *arriving* at 6.45.
- 2 A: Do you want anything to eat?  
B: Yes, *I'm going to have/*I'll *have* an apple, thanks.
- 3 I *meet/*'m *meeting* my friends for coffee next Saturday afternoon. Would you like to come?
- 4 We're *not going to catch/*don't *catch* the train tomorrow because my father's lending us the car.
- 5 Our course *is finishing/*finishes tomorrow, so we're planning a party.
- 6 A: I've got terrible toothache!  
B: Oh, dear, have you? *I'm going to phone/*I'll *phone* the dentist for you.
- 7 I'm not sure what *I'm going to do/*do when I finish my course. But *I'm not getting/*don't *get* a job immediately.

## 2 Function: different kinds of messages

Look at Instructions 1–9 and match them to the sentences a)–i) below.

In Writing Part 2, the instructions tell you to write different kinds of messages.

- 1 accept an invitation .....
- 2 apologise for something you didn't do .....
- 3 arrange to meet someone somewhere .....
- 4 ask someone to do something for you .....

- 5 say you can't do something with someone and explain why .....
  - 6 invite someone to do something with you .....
  - 7 thank someone and refuse an invitation .....
  - 8 suggest that someone should do something .....
  - 9 tell someone how to do something .....
- a) Unfortunately I can't go swimming with you because I have to revise for an exam.
  - b) I can see you at half past ten outside the library.
  - c) You need to go the ticket office and show them your student card in order to get a discount.
  - d) I'm really sorry I forgot to post your card.
  - e) Would you like to come to a concert with us next month?
  - f) I think you'd better phone the college and ask for more information.
  - g) I'd love to come to New York with you.
  - h) I'm sorry I won't be able to come to your party, but thank you for inviting me.
  - i) Could you possibly collect my jacket from the dry cleaners?

## 3 Exam Task

### a) Now write your answer to this question.

An English friend of yours called Hannah is visiting your town on Saturday. Write an e-mail to Hannah. In your e-mail, you should

- invite Hannah to meet you
- arrange where you will meet
- ask what time she is arriving.

Write 35–45 words on your answer sheet.

### b) When you have finished, check your work carefully.

- Have you included all the information?
- Have you written no more than 45 words?
- Is your grammar correct?
- Is your spelling correct?

# Writing Part 3

In Part 3 there are two writing tasks: an informal letter and a story. You answer ONE task only.

## ► Strategy

### 1 Read the instructions to Part 3 opposite.

- 1 How many questions do you answer?
- 2 How many words do you write?
- 3 Where do you write your answer?
- 4 Where do you put the question number?

## ► Strategy: letter

### 1 Read the instructions to the Exam Task opposite.

- 1 Who are you going to write to?
- 2 What does your penfriend ask you to write about?
- 3 Where must you write your answer?

### 2 Planning your answer

#### a) Write down three ideas for your letter.

Example:

*shopping*  
*clubbing*  
*football*

#### b) Write down five useful words and phrases to use in your letter.

Example:

*city centre*  
*café*  
*in the evening*  
*I don't enjoy*  
*on Sundays*

### c) Decide how your answer will begin and end. Match the sentence halves.

- |                          |       |
|--------------------------|-------|
| 1 Thank you very much    | ..... |
| 2 I hope                 | ..... |
| 3 It was great           | ..... |
| 4 Write back soon        | ..... |
| 5 I'm looking forward to | ..... |
| 6 I've just read         | ..... |

- a) hearing about your hobbies.
- b) and tell me what you like doing.
- c) your interesting letter.
- d) to get your letter.
- e) for your letter.
- f) you'll write back soon.

### d) Which three sentences can you use at the beginning of a letter? Which three sentences can you use at the end of the letter?

## 3 Writing your letter

Read Answers A and B to Question 7 opposite.

- 1 Which letter has unnecessary information?
- 2 Which letter is the right length?
- 3 Which letter has a good beginning?
- 4 Which letter copies whole sentences from the question?
- 5 Which letter answers all parts of the question?
- 6 Which is the best answer?
- 7 Can you find three grammar mistakes in Letter B?

## 4 Checking and correcting your work

Work with a partner and compare the mistakes you found. Correct the mistakes together.

•• **Exam tip!** •••••  
•• Check that you give all the information you are asked for. ••

|   |   |
|---|---|
| <p>4 How long have you studied English?</p> <p>5 Do you enjoy studying English? Why?/Why not?</p> <p>6 What road is your school in?</p> <p>7 Can you spell the name of the road for me, please?</p> | <p>1 What's your name?</p> <p>2 Where do you go to school?</p> <p>3 What time do you start lessons?</p> |
|---|---|

*Speaking Part 1, Exam Task (page 45)*

### Part 3

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

#### Question 7

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

*In your next letter, please tell me about what you like doing in your free time. Do you stay at home or do you like going out?*

- Now write a letter, telling your penfriend what you like doing.
- Write your **letter** on your answer sheet.

A

Dear Max

I hope you'll write back soon. I've been at school today and it was boring. I don't like Thursdays because we do sport in the afternoon and I have to play volleyball. I'm not very tall, so I never get the ball. I prefer swimming, but we don't do that. Sometimes I go swimming when I'm on holiday. I want to learn to dive next year. I like going out if the weather is good and sitting in the park with my friends. We can buy very good ice cream at the café.

In your next letter, please tell me about what you like doing in your free time. Do you stay at home or do you like going out?

Best wishes

Flora

B

Dear Judith

Thank you very much for your letter. It was great hearing about your hobbies. You want to know what I like doing in my free time. Well, I love going out with friends. I don't enjoy stay at home. On Saturdays, we often go to the city centre and look around the shops, then we go to the park and have an ice cream. There's café in the park which is really good. On the evening we sometimes go clubbing.

On Sundays I play football if I'm not too tired.

Please write back soon.

Love

Pietro

# Writing Part 3

## ► Strategy: story

### 1 Read the instructions to the Exam Task below.

- 1 How must you begin your story?
- 2 Where must you write your answer?

### 2 Planning your answer

Before starting your story, it is important to make a plan. Your story must be simple enough to finish in about 100 words.

#### a) Write down some ideas for the story. Think about these questions.

- 1 Who answered the telephone?
- 2 Who was the call from?
- 3 Why did she/he call so early in the morning?
- 4 What did she/he say?
- 5 What happened next?

#### b) How will your story end? Think about this question.

How did she/he feel?

### c) Write down five useful words and phrases that you can use in your story.

Example: *sleepy*  
*earlier than (we) expected*  
*explain*  
*as quickly as possible*  
*get ready*

### 3 Writing your story

Read Answers A and B to Question 8 on page 33.

- 1 Which story is better? Why?
- 2 Why is the other story not so good?
- 3 Can you find five grammar mistakes in that answer?

### 4 Checking and correcting your work

Work with a partner and compare the mistakes you found. Correct the mistakes together.

•• **Exam tip!** .....  
• It is better to tell a simple story in correct  
• English. Don't try to write a complicated story  
• that needs words you don't know.  
••

## Part 3

### Question 8

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

*At six o'clock in the morning, the telephone rang.*

- Write your **story** on your answer sheet.

**A**

At six o'clock in the morning, the telephone rang. I was very sleepy because I'd been out to dinner the night before. 'Who's that?' I said.

'It's Azita. I'm at the railway station.'

It was my sister. She was home a day early from a job interview in London.

'OK, I'll get ready as quickly as possible and come to fetch you.' I told her.

While I was driving to the station, I realised that I hadn't asked her about the job. But when I saw her, she looked so happy that I knew the answer. I said 'Congratulations!'

**B**

*At six o'clock in the morning, the telephone rang.*

*It was my brother Sami. 'Who's that?' I said.*

*He was at the airport.*

*'OK, I'll fetch you' I told. I was very tired because I'd been in a party the night before. I got ready as quickly as possible. While I have driven to the airport, I realised that I had forgot to ask him about his interview. He went to Paris for a university interview and had returned early.*

*But he looked so happy when I saw him that I knew the answer. 'Congratulations!' I said.*

## Language practice: Writing Part 3

### Grammar: narrative tenses

#### a) Read Sentences 1–8 and find examples of verbs to match the descriptions in the box.

- 1 At six o'clock in the morning, the telephone rang. I ran down the stairs.
- 2 While I was running down the stairs, I fell over the cat.
- 3 When I reached the bottom of the stairs, the phone had stopped ringing.
- 4 But the noise had woken my baby brother, and he was crying.
- 5 I was talking to him when the phone started ringing again!
- 6 I walked down the stairs carefully.
- 7 When I answered the phone, it was my friend Tom.
- 8 I had completely forgotten that we had agreed to go fishing.

We use:

- A past simple for a completed action in the past.
- B past continuous for a continuous action in the past.
- C past continuous for an interrupted action in the past.
- D past perfect for an action completed before another action in the past.

#### b) Put the verbs in brackets in the correct forms: past simple, past continuous or past perfect.

- 1 While I ..... (walk) to the city centre, I ..... (see) an advertisement for a concert on Saturday.
- 2 A lot of other people ..... (already/see) the advertisement before me.
- 3 They ..... (stand) outside the theatre when I ..... (arrive) there.
- 4 We ..... (wait) for a long time.
- 5 At last a man ..... (come) out of the theatre and ..... (put) up a notice.
- 6 They ..... (sell) all the tickets for Saturday!
- 7 We ..... (wait) so long that we ..... (feel) angry.
- 8 Why ..... (not/tell) us earlier?

# Writing Part 3: Exam Practice

## ► **Strategy:** choosing your question

### 1 Read both the Exam Tasks below.

- Write down two ideas for your letter.
- Write down five useful words or phrases that you can use in your letter.
- Write down two ideas for your story.
- Write down five useful words or phrases that you can use in your story.
- Look at your notes. Which question is easier for you?

### 2 Make a plan on your exam paper.

### 3 Write your answer.

### 4 Check and correct your work.

#### Question 7

- Does your letter have a good beginning and ending?
- Have you answered all parts of the question?
- Have you used your own words (not copied sentences from the question)?
- Is your letter the right length?
- Have you added unnecessary information?

#### Question 8

- Is the story clear?
- Is the story the right length?
- Can you find any mistakes? Underline any grammar mistakes and correct them.

• **Exam tip!** .....  
• Practise writing about 100 words. You don't  
• need to write exactly 100, but it is useful to  
• know what 100 words looks like in your writing.  
• .....

## Part 3

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

### Question 7

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

I went to a great concert last week with some friends. Do you ever go to concerts and do you collect CDs? Tell me about the musicians you like.

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

### Question 8

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

*I checked that my ticket was in my bag and locked the front door.*

- Write your **story** on your answer sheet.

**Listening Part 1**

**► Strategy**

**1**  **Listen to the introduction to the test.**

- 1 How many parts does the Listening test have?
- 2 How many times will you hear each part?
- 3 Where do you write your answers?
- 4 What will you do at the end of the test?
- 5 How long will you have?

**2**  **Read and listen to the instructions for Part 1 below.**

- 1 How many questions are there?
- 2 How many pictures are there for each question?
- 3 What do you have to do?

**3**  **Look at the example and listen to the recording.**

- 1 What is the question?
- 2 What is the answer?
- 3 How do you know?

**4 Look at Question 1. Think about what you are going to hear.**

- 1 What information must you listen for?
- 2 Look at the three pictures. What different ways are there of saying the times in pictures A, B and C?
- 3 Listen to the recording for Question 1. Which of the times did you hear?
- 4 Listen again and mark your answer.
- 5 Why is A wrong?
- 6 Why is C wrong?
- 7 Why is B the correct answer? What does Paula say?

**5 Do Questions 2–7 in the same way.**

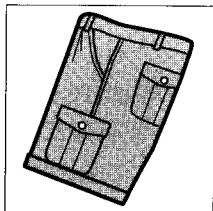
•• **Exam tip!** .....  
•• Use the pictures to help you. You can guess a  
•• lot about what you are going to hear by looking  
•• at them.  
•• .....

**Part 1**

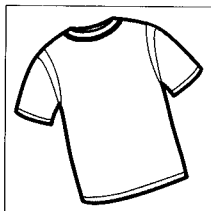
**Questions 1–7**

There are seven questions in this part.  
For each question, there are three pictures and a short recording.  
Choose the correct picture and put a tick (✓) in the box below it.

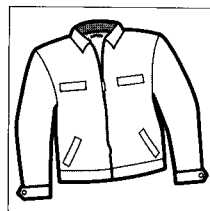
**Example:** What will the boy take back to the shop?



A



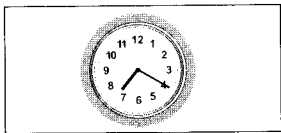
B



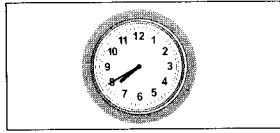
C

[Turn over

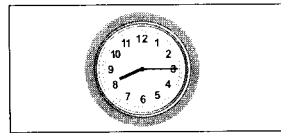
1 What time will Paula pick Julie up?



A

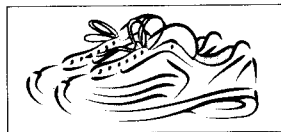


B

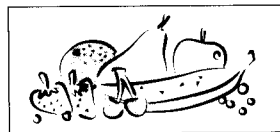


C

2 What will they get first?



A

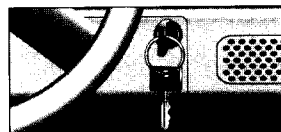


B

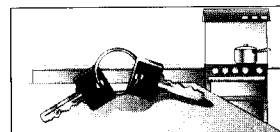


C

3 Where did the woman leave her keys?



A

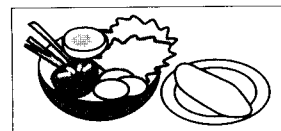


B

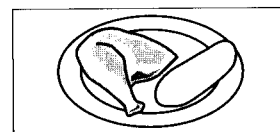


C

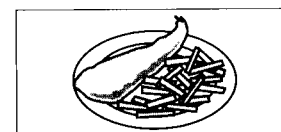
4 What does the man decide to eat?



A

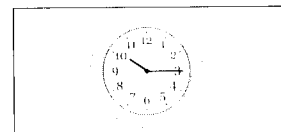


B

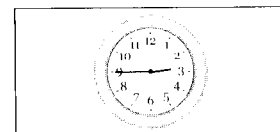


C

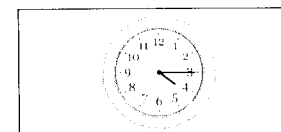
5 What time is the woman's new appointment?



A



B

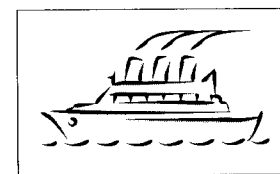


C

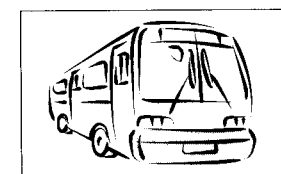
6 What was cancelled?



A



B



C

7 What did Jason enjoy doing on Saturday?



A



B



C

# Language practice: Listening Part 1

## 1 Vocabulary: word sets

In Listening Part 1, there is a range of questions about different topics, so you need to revise the vocabulary you know.

- a) Work with a partner. Put the words in the box into groups. Decide what heading to give each group of words. How many other words can you add to each group?

|          |         |        |          |              |
|----------|---------|--------|----------|--------------|
| neck     | cheque  | horse  | football | credit cards |
| ankle    | stomach | duck   | tennis   | volleyball   |
| chicken  | purse   | wallet | thumb    | swimming     |
| shoulder | sheep   | coin   | cycling  | turkey       |

- b) Compare your lists with the rest of the class to see who has the most words in each group.

## 2 Grammar: saying when things happen

- a) Complete the sentences with a linking word from the box.

|                  |        |       |        |            |
|------------------|--------|-------|--------|------------|
| while            | during | after | before | as soon as |
| <del>until</del> | since  |       |        |            |

- 0 The film doesn't start until 8.15.  
 1 I want to get a film for my camera in this shop ..... we're here.  
 2 We'll get the fruit last, ..... we've bought your trainers.  
 3 We'll buy your trainers first, ..... we get the fruit.  
 4 It's hours ..... we had lunch.  
 5 It rained heavily ..... the afternoon.  
 6 We only just arrived in time. The coach left ..... we arrived.

- b) Complete the second sentence so that it means the same as the first, using no more than three words.

- 1 Our train arrives at midnight.  
 Our train doesn't arrive ..... midnight.  
 2 The last train left hours ago.  
 It's hours ..... the last train left.

- 3 When I arrive at the station, I'll phone my sister immediately.  
 I'll phone my sister .....  
 I arrive at the station.  
 4 We found a seat and then we went to the buffet car.  
 We went to the buffet car .....  
 finding a seat.  
 5 We couldn't get on the train until we'd shown our tickets.  
 We had to show our tickets .....  
 we got on the train.

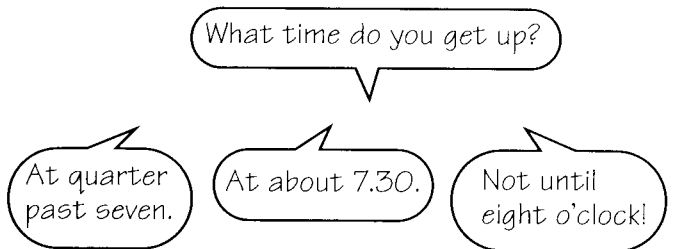
## 3 Speaking: habits and routines

▶▶ Extra Language for the Speaking Test, Section 5, page 160

- a) Work in groups. Find out what time everyone:

- gets up
- has breakfast
- has lunch
- arrives home
- goes to bed.

Example:



- b) Now tell the class.

- Who gets up/goes to bed the latest/the earliest?
- Who has breakfast at the same time?
- Who has lunch before/after one o'clock?
- Who arrives home first/last?

# Listening Part 2

## ► Strategy

1  Read and listen to the instructions to the Exam Task below.

- 1 How many questions are there?
- 2 Who will you hear?
- 3 What will she talk about?
- 4 Who is Robert?
- 5 Who is Ben?
- 6 What do you have to do?
- 7 How many times will you hear the recording?

2 Read the questions and make guesses about what you will hear.

Which of the following points do you think the woman will talk about? Put a tick next to them.

- |                                     |                          |
|-------------------------------------|--------------------------|
| 1 how long the journey took         | <input type="checkbox"/> |
| 2 how they prepared for the journey | <input type="checkbox"/> |
| 3 problems on the journey           | <input type="checkbox"/> |
| 4 where they stopped                | <input type="checkbox"/> |
| 5 Robert's father                   | <input type="checkbox"/> |
| 6 meeting other families            | <input type="checkbox"/> |
| 7 what she is doing now             | <input type="checkbox"/> |

3  Listen to the recording the first time.

a) Look at Question 8. Listen to what Vanessa says about last year and tick the correct answer.

CLUE: What word that you hear means the same as *travel by boat*?

b) Look at Question 9. Listen to what Vanessa was worried about. Tick the correct answer.

CLUE: What word does Vanessa use which means the same as *worried*?

c) Now do Questions 10–13 in the same way.

4  Listen to the recording again.

Check the answers you have marked and try to do any you missed the first time. If you still don't know, guess! Do not leave any questions unanswered.

•• **Exam tip!** .....  
•• The questions always follow the same order  
•• as what you hear on the recording. Use the  
•• questions to help you understand the recording.  
•• .....

## Part 2

### Questions 8–13

You will hear a woman, Vanessa, talking about a journey she made with her husband, Robert, and her baby, Ben.

For each question, put a tick (✓) in the correct box.

8 What did Vanessa and Robert decide to do last year?

- |                             |                          |
|-----------------------------|--------------------------|
| A get married               | <input type="checkbox"/> |
| B travel to England by boat | <input type="checkbox"/> |
| C look for new jobs         | <input type="checkbox"/> |

9 Vanessa was worried that

- |                                |                          |
|--------------------------------|--------------------------|
| A they wouldn't be prepared.   | <input type="checkbox"/> |
| B the conditions would be bad. | <input type="checkbox"/> |
| C the baby would get ill.      | <input type="checkbox"/> |

10 How did Vanessa feel when they reached Singapore?

- A She wondered if she should fly home.
- B She was worried about the boat.
- C She enjoyed the break from travelling.

11 Why was Vanessa's father-in-law particularly helpful?

- A He was a good cook.
- B He looked after the baby.
- C He helped to sail the boat.

12 Because of spending so much time on the boat, the baby

- A learnt to walk late.
- B doesn't play by himself.
- C only likes certain food.

13 What is Vanessa's advice for people sailing with children?

- A Don't take more than one child.
- B Go for a short time.
- C Don't let children get bored.

## Language practice: Listening Part 2

### 1 Vocabulary: *-ing* and *-ed* adjectives

#### a) Look at these examples.

- We gave up our jobs because we were getting **bored**.
- We spent six **boring** weeks in Singapore.

#### Which adjective describes how they felt?

#### b) For each sentence, choose the correct word for each space.

*amazed/amazing*

- 1 My brother cooked an ..... meal last night.
- 2 My neighbour was ..... to find her brother at the door because she thought he was in Australia.

*surprised/surprising*

- 3 I was ..... to win the competition.
- 4 It's ..... that Anthony got the job, since he has no experience of working in a hotel.

*interested/interesting*

- 5 The Modern Art museum is much more ..... than the National Museum.
- 6 I was so ..... in what I was reading that I forgot to have lunch.

*tired/tiring*

- 7 I'm really ..... today because I went to bed too late last night.
- 8 It can be very ..... to speak a foreign language for a long time.

*excited/exciting*

- 9 For an adventure film, it wasn't very .....
- 10 When I was little, I was always very ..... the night before we went on holiday.

#### c) Work with a partner. Ask and answer these questions.

- 1 Do you enjoy going to museums or do you think they are boring?
- 2 What do you do if you get bored at the weekend?
- 3 What free-time activities do you think are most interesting?

## 2 Grammar: verbs followed by *to* + infinitive

- a) Look at these examples from the Exam Task. What do you notice about the form of the second verb in bold?

- ... we **decided to sail** back to England.
- How long did it **take you to get ready** for the trip?
- I **hadn't expected to hit** bad weather so soon.

- b) Complete these sentences with a suitable verb from the box.

|       |        |      |       |       |      |
|-------|--------|------|-------|-------|------|
| pass  | travel | buy  | paint | study | play |
| reply | tell   | swim | meet  | come  |      |

0 My brother expects .....**to pass**..... his driving test because he's had lots of lessons.

1 I learnt ..... in the sea when I was ten.

2 Would you like ..... to a party on Saturday?

3 My mother hopes ..... round the world when she retires.

4 I've decided ..... chemistry at university.

5 I had planned ..... my bedroom at the weekend, but I didn't have time.

6 Sara promised ..... to my e-mail immediately, but I still haven't had an answer.

7 If she offers ..... her violin to you, find an excuse to leave!

8 We had intended ..... him the truth, but we weren't brave enough.

9 I wanted ..... that new CD, but I'd spent all my money.

10 I've arranged ..... my friend after class tomorrow.

- c) Work with a partner. Ask and answer these questions.

- 1 Have you arranged to do anything this weekend?
- 2 What do you hope to do when you leave school/college?
- 3 What do you plan to do during the holidays?

## 3 Speaking: journeys

- a) Complete these sentences about some journeys you make regularly.

- 1 I get to ..... (work/school/etc.) by ..... . It takes about .....
- 2 When I go on holiday, I travel by .....
- 3 My favourite way of travelling is by ..... because .....



- b) Tell a partner about an interesting journey. It can be a real journey you've made, or you can invent one. Use these questions and the language in the box below to help you.

- Who did you go with?
- Where did you go? (to an island? to the mountains? to a foreign city?)
- How did you get there? (by train? by plane? by car? by boat?)
- What was good and bad about your journey?

### Useful language

I went by myself/with ...

I/We went to ... because I wanted ...

We travelled by ...

The most interesting thing was ...

... was very exciting.

I was very surprised by ...

... was a little boring.

- c) After listening to you, your partner must decide if the journey was real or invented.

# Listening Part 3

## ► Strategy

1  Read and listen to the instructions to the Exam Task below.

- 1 How many questions are there?
- 2 What sort of word is *Willingham*? How do you know?
- 3 Who will you hear? What will they talk about?
- 4 What do you have to do?

2 Look at the Exam Task and guess what kinds of words are missing.

- 1 Look at Questions 14, 15, 17 and 18. What kind of word can go in each space? How do you know?
- 2 Look at Question 16. What kind of information do you need here? How do you know?
- 3 Look at Question 19. What kind of word can go here? How do you know?

3  Listen to the recording the first time.

Try to answer as many questions as you can. If you miss a gap, don't worry. You can fill it in the second time you listen.

4  Listen to the recording again.

Check the answers you wrote the first time. Fill in any answers you missed.

5 Check your answers.

- How many words did you write in each space?
- Is the meaning correct?
- Is the grammar correct?
- Is the spelling correct?

•• **Exam tip!** .....  
• A small spelling mistake in a difficult word is  
• OK, for example *castel* for *castle*. But simple  
• words, for example *green*, must be correct.  
••

## Part 3

### Questions 14–19

You will hear someone talking on the radio about the Willingham Museum. For each question, fill in the missing information in the numbered space.

### Willingham Museum

In the museum, visit:

- a 19th-century (14) .....
- a 1950s dining room
- a new exhibition about (15) ..... which will open on (16) .....

The museum is:

- in a building which was a (17) .....
- near the (18) ..... outside the town

To get there:

- follow the (19) ..... signs from the town centre.

# Language practice: Listening Part 3

## 1 Grammar: prepositions

In Part 3, prepositions can often help you to decide what sort of word can go in a gap, so it's important to practise understanding and using them correctly.

### a) Look at Gap 16 from the Exam Task on page 41.

16 *open + on* is followed by a day or date.

### b) Underline the correct preposition in each pair.

#### A Visit to Historic Willingham

Cars are not allowed (0) into/*to* the centre of Willingham, so it is very pleasant to walk (1) above/*around* the town. If you come by car, you have to leave it in the car park just (2) next/*outside* the centre. A free bus service takes you (3) from/*in* there (4) to/*at* the main square.

There are lots of interesting things to see (5) in/*at* Willingham. If you want to go shopping, be sure to visit the new shopping mall (6) in/*into* the centre. When you have finished your shopping, why not see a film (7) in/*by* the new multiplex cinema? It is easy to find the cinema because there is a big sign in front (8) of/*from* it. You can buy tickets by phone or from the box office. It is open every weekday (9) by/*until* 10 p.m. and closes later (10) on/*in* Saturdays and Sundays.

## 2 Vocabulary: compound nouns

### a) Look at this example from the notes on the Willingham Museum.

*If you visit Willingham Museum, you can see a 1950s dining room.*

### What do you notice about the spelling of *dining*?

### b) Add *-ing* to the verbs in the box and fill in the gaps to form a compound noun. Be careful about spelling!

sleep drive wash swim fry wait  
walk write

- 1 My sister passed her ..... test last week.
- 2 The hotel has a pool, so take your ..... costume.
- 3 Do you have a ..... bag for when we go camping?

- 4 I usually wash my clothes in the ..... machine.
- 5 Please take a seat in the ..... room. The doctor will see you soon.
- 6 We can cook the sausages in this ..... pan.
- 7 I wrote to my aunt on my new ..... paper.
- 8 My father is using a ..... stick because he has a bad knee.

## 3 Vocabulary: places to visit

In the exam, you often have to read, write or speak about places to visit. It's useful to know the names of things you find in them.

### Complete the text with a word or phrase from the box.

antique furniture café guided tour  
old books sculptures cloakroom paintings  
fast-food kiosks jewellery funfair rides  
gift shop pottery exhibition souvenirs

Wellington Hall offers you the chance to visit a beautiful house and garden. In the 18th-century house, you can see rooms filled with (0) antique furniture and a wonderful collection of (1) ..... on the walls. There are three gardens which contain some interesting (2) ..... You can have lunch in the old kitchen which is now a (3) ..... The old dining room is used as an art gallery, and there is a new (4) ..... there every month. If you want to know more about the history of the house, take a (5) ..... They leave every half an hour from the library. While you're there, have a look at the (6) ..... – some of them have been there for several hundred years. A wide range of (7) ..... can be bought in the (8) ..... next to the main entrance.

## 4 Speaking: places to visit

Work with a partner. Tell them about a museum, art gallery, theme park or other interesting place you have visited. Use these questions to help you.

- Where is it?
- What is it called?
- What can you see and do there?
- Did you have a good time?
- What was the best thing about it?

# Listening Part 4

## ► Strategy

1  **Read and listen to the instructions to the Exam Task below.**

- 1 How many sentences are there?
- 2 How many people will you hear?
- 3 What is the boy's name?
- 4 What is the girl's name?
- 5 Where are they?
- 6 What do you have to do?

2 **Read the six sentences. Underline the names in each sentence.**

•• **Exam tip!** .....  
• The instructions tell you the names of the  
• people and who they are. Make sure you know  
• which speaker is which, as this is important for  
• answering the questions.  
••

3 **Make guesses about what you will hear.**

- a) Underline six nouns which tell you what William and Sophie's conversation will be about.
- b) Compare your list of words with another student.

4  **Listen to the recording and answer the questions.**

Mark the answers you are sure of. If you miss one, don't worry. You can listen for the answer when you hear the recording again.

5  **Listen again and check your answers.**

Try to fill in any answers you missed the first time. If you're still not sure, guess! Don't leave any questions unanswered.

## Part 4

### Questions 20–25

Look at the six sentences for this part.

You will hear a conversation between a boy, William, and a girl, Sophie, in a music shop.

Decide if each sentence is correct or incorrect.

If it is correct, put a tick (✓) in the box under **A** for **YES**.

If it is not correct, put a tick (✓) in the box under **B** for **NO**.

|   | A<br>YES                 | B<br>NO                  |
|---|--------------------------|--------------------------|
| 20 Sophie's mother works in the town where they live.               | <input type="checkbox"/> | <input type="checkbox"/> |
| 21 Sophie enjoys shopping in Birmingham.                            | <input type="checkbox"/> | <input type="checkbox"/> |
| 22 William feels confident about finding his way around Birmingham. | <input type="checkbox"/> | <input type="checkbox"/> |
| 23 Sophie thinks the band 521 has improved.                         | <input type="checkbox"/> | <input type="checkbox"/> |
| 24 William persuades Sophie to buy a different CD from him.         | <input type="checkbox"/> | <input type="checkbox"/> |
| 25 Sophie is disappointed to have her birthday present early.       | <input type="checkbox"/> | <input type="checkbox"/> |

# Language practice: Listening Part 4

## 1 Vocabulary: words with similar meanings

In Part 4, you hear people talking about their feelings, giving opinions, and agreeing or disagreeing with each other. They use different words for the same meaning.

### a) Look at this example from the Exam Task on page 43.

Sophie says: *Their music has got a lot better recently.*  
Question 23 says: *Sophie thinks the band 521 has improved.*

Does *has improved* mean the same as *has got a lot better recently*?

### b) Complete the second sentence so it means the same as the first, using a word or phrase from the box. Remember to put the verb in the correct form.

|         |        |          |           |                 |
|---------|--------|----------|-----------|-----------------|
| feel    | think  | persuade | enjoy     | be disappointed |
| suggest | prefer | be keen  | recommend |                 |

- 0 'I really like shopping for clothes.'  
She .....*enjoys*..... shopping for clothes very much.
- 1 'I'm sure I can climb to the top of the mountain.'  
He ..... confident about climbing to the top of the mountain.
- 2 'The Riders' new CD is better than their old one.'  
He ..... *The Riders'* new CD to their old one.
- 3 'Why don't we go away for the weekend?'  
She ..... going away for the weekend.
- 4 'In my opinion, this book is really boring.'  
He ..... the book is really boring.
- 5 'I really want to visit the market while I'm here.'  
She ..... to visit the market while she's here.
- 6 'If I were you, I'd try the fish soup.'  
He ..... the fish soup.
- 7 'I hoped to go sailing this weekend, but the weather is bad.'  
She ..... that she can't go sailing.
- 8 'I'm going to a really good club tonight. Why don't you come?'  
He tried to ..... her to come to a club with him.

## 2 Grammar: *if* sentences (unreal situations)

### a) Look at the following sentences from William and Sophie's conversation.

William: *If we had a map, it wouldn't be a problem for me.*

Sophie: *If we were together, it would be OK.*

### b) Match the sentence halves.

- 1 If I earned more money, .....
- 2 If my brother wasn't so shy, .....
- 3 If they lived in the country, .....
- 4 If I had a bicycle, .....
- 5 If we knew his address, .....
- 6 If the city was nearer, .....

- a) he'd join my band.
- b) they'd miss the shops.
- c) we'd go there more often.
- d) I'd go to work by taxi.
- e) I'd get more exercise.
- f) we'd visit him.

### c) Complete these sentences with your own ideas.

- 1 If I had lots of money, .....
- 2 If I was a film star, .....
- 3 If I could live anywhere in the world, .....
- 4 If I met a famous pop star, .....
- 5 If my friends gave a party for me, .....
- 6 If my hair was green, .....

## 3 Speaking: shopping

Work with a partner. Answer the following questions.

- 1 What sort of shops do you often go to?
- 2 When do you usually go shopping?
- 3 Do you like going shopping?
- 4 Who helps you choose your clothes?
- 5 Do you decide quickly what to buy?
- 6 Do you like buying presents?

**Speaking Part 1**


**► Strategy**

The test begins with a general conversation between the examiner and the candidates.

Be ready to:

- answer questions about personal details, e.g. where you live
- answer questions about your daily life, likes/dislikes, habits, etc.
- spell out words (e.g. names, addresses)

**1  Sample interview**

 Extra Language for the Speaking Test, Section 5, page 160

**You are going to hear two candidates doing Part 1 of the test.**

**a) Read these questions, then listen once. Which questions does the examiner ask? Tick the ones you hear.**

- |   |                          |
|---|--------------------------|
| 1 What's your name?   | <input type="checkbox"/> |
| 2 What's your family name?                                    | <input type="checkbox"/> |
| 3 How do you spell that?                                      | <input type="checkbox"/> |
| 4 Where do you come from?                                     | <input type="checkbox"/> |
| 5 How long have you lived there?                              | <input type="checkbox"/> |
| 6 What do you study?  | <input type="checkbox"/> |
| 7 What do you do there?                                       | <input type="checkbox"/> |
| 8 What do you enjoy doing in your free time?                  | <input type="checkbox"/> |
| 9 What did you do last weekend?                               | <input type="checkbox"/> |
| 10 Do you think English will be useful for you in the future? | <input type="checkbox"/> |

**b) Listen again and answer these questions.**

- 1 What does the examiner ask for first?
- 2 Who does the examiner introduce?
- 3 What word are the students asked to spell?
- 4 What does Anna say when she doesn't understand?
- 5 Anna says: 'I work in an office.' Then she adds: 'I'm a secretary'. This is extra information. What extra information does Carlo give the examiner?

**•• Exam tip! •••••**  
 •• Practise spelling words in English until you can say the letters of the alphabet easily. ••

**2 Spelling**

**a) Look at the letters of the alphabet below.**

- 1 What are the names of the letters?
- 2 What do you say when a letter is repeated, for example the *m* in *grammar*?

**I E X K Q U O V W H R A Z S C G J Y**

**b) Work with a partner.**

**Student A:** Look at the bottom of page 47.

**Student B:** Write down what your partner says in your notebook. When you have finished, show your words to Student A. Are they spelt correctly?


**c) Change roles.**

**Student B:** Look at the bottom of page 48.

**Student A:** Write down what your partner says in your notebook. When you have finished, show your words to Student B. Are they spelt correctly?

**d) Now take turns to spell the names of the places where you live and study. Write the names in your notebooks and then check them.**

**3 Exam Task**

 Extra Language for the Speaking Test, Sections 4 and 5, page 160

**a) Work with a different partner.**

**Student A:** You are the examiner. Ask your partner the questions at the bottom of page 22. For Question 7, write down what your partner says so that you can check it later.

**Student B:** Answer the questions your partner asks you.

**When you have finished, check the answer to Question 7. Is it spelt correctly?**

**b) Change roles.**

**Student B:** You are the examiner. Ask your partner the questions at the bottom of page 30. For Question 7, write down what your partner says so that you can check it later.

**Student A:** Answer the questions your partner asks you.

**When you have finished, check the answer to Question 7. Is it spelt correctly?**

# Speaking Part 2

## ► Strategy

In Part 2, the examiner describes a situation, and you and your partner talk about it for two or three minutes. The examiner gives you some pictures to help you. Be ready to:

- make suggestions
- explain your opinion
- agree or disagree.

### 1 🎧 Sample interview

You are going to hear two candidates doing Part 2 of the test.

- a) Look at page 162. There are some pictures of places to visit. Listen to the first part of the recording. What does the examiner tell the candidates to do?
- b) Listen to the candidates. Where do they decide to go? Tick the places they choose.

### 2 Functions: making plans

a) While doing the task, the candidates used some of these expressions. Tick the ones you heard.

- |                                       |                          |           |
|---------------------------------------|--------------------------|-----------|
| 1 What do you want to do?             | <input type="checkbox"/> | ...a..... |
| 2 Right, we'll do that.               | <input type="checkbox"/> | .....     |
| 3 Shall we go to ... ?                | <input type="checkbox"/> | .....     |
| 4 Where would you prefer to go first? | <input type="checkbox"/> | .....     |
| 5 That sounds good. Let's do that.    | <input type="checkbox"/> | .....     |
| 6 Can we try something else?          | <input type="checkbox"/> | .....     |
| 7 Where would you like to go?         | <input type="checkbox"/> | .....     |
| 8 What shall we do ... ?              | <input type="checkbox"/> | .....     |
| 9 Let's go to ...                     | <input type="checkbox"/> | .....     |
| 10 How about going to ... ?           | <input type="checkbox"/> | .....     |
| 11 Right, we'll do that.              | <input type="checkbox"/> | .....     |
| 12 That's a great idea.               | <input type="checkbox"/> | .....     |
| 13 Sure, I'd like to do that.         | <input type="checkbox"/> | .....     |
| 14 I'm not so sure about that.        | <input type="checkbox"/> | .....     |
| 15 All right, let's do that!          | <input type="checkbox"/> | .....     |

b) Match the expressions 1–15 above with the descriptions a)–e) below.

- a) finding out what your partner wants to do
- b) making a suggestion
- c) agreeing with a suggestion
- d) disagreeing
- e) agreeing that a decision has been made

c) Read the following conversation between Jeanne and Martin who are planning their day. Fill each space with a suitable word.

Jeanne: Let's plan our day.

Martin: OK. Where shall we (0) .....<sup>go</sup>..... first?

Jeanne: How (1) ..... going to look round the market?

Martin: What can we (2) ..... there?

Jeanne: We might buy a few souvenirs.

Martin: I'm not so (3) ..... about that. If we buy anything, we'll have to carry it all day.

Jeanne: That's true. So where (4) ..... you like to go first?

Martin: What (5) ..... the castle?

Jeanne: Well, what can we (6) ..... there?

Martin: They have lots of old paintings there.

Jeanne: OK. And what (7) ..... we do after that?

Martin: (8) ..... go somewhere for lunch.

Jeanne: That's a great (9) ..... . Where shall we go?

Martin: Shall we go for a burger?

Jeanne: Sure. I'd (10) ..... to do that. And what shall we do after lunch?

Martin: Well, then we could go to the funfair.

Jeanne: All right. (11) ..... do it!

Martin: OK. I'm ready.

d) 🎧 Listen and check your answers.

e) Work with a partner. Practise reading the conversation aloud.

### 3 Exam Task

▶▶ Extra Language for the Speaking Test, Sections 6–10, pages 160–161

**Work with a partner. Turn to page 162 and look at the pictures. Decide together which three places you are going to go to and which you will go to first.**

Which places would you prefer to go to?

How about ... first? I like ...

OK, that sounds good. Let's do that.

What shall we do after that?

#### •• Exam tip! •••••

•• Listen carefully to what your partner says, so that you can give a suitable answer. ••

# Speaking Part 3

## ► Strategy

In Part 3, the examiner gives you a photograph. You talk about it by yourself for about a minute. Then your partner talks about another photo on the same topic.

### 1 Describing where things are in a picture

Work with a partner.

a) Look at the pictures (A–C). What does each picture show?

Picture A shows a boy studying in his bedroom.

Picture B is probably a room in .....

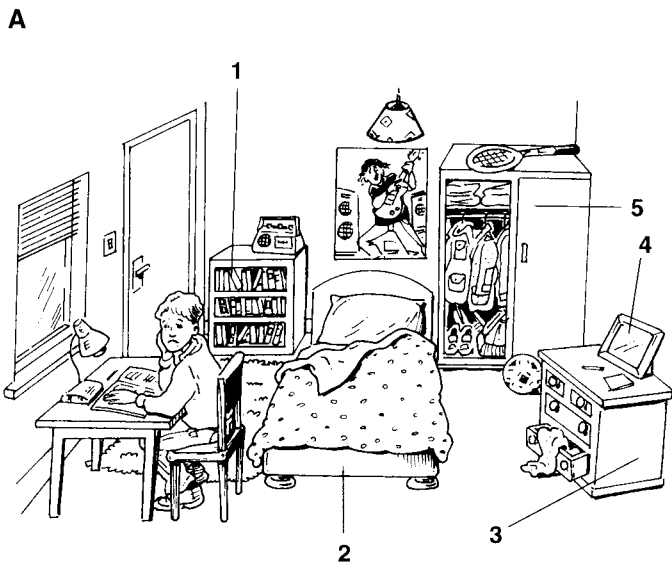
Picture C .....

b) Label the numbered parts of the pictures. If you don't remember the names of all the things, look in your dictionary.

c) Take turns to say where things are in each picture. Use the phrases in the box to help you.

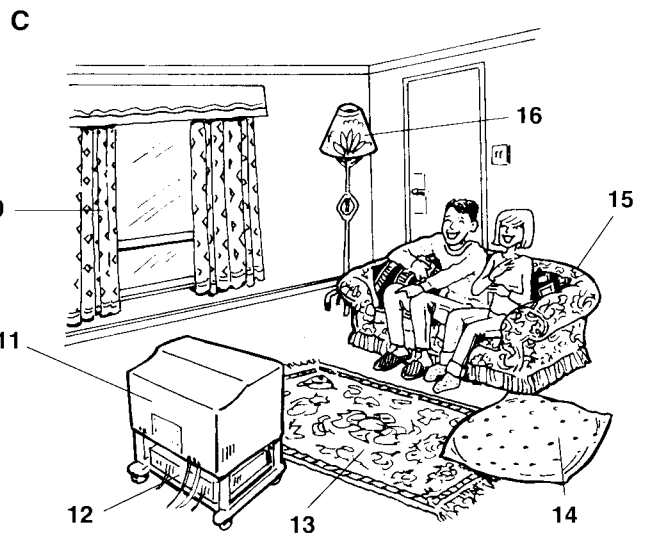
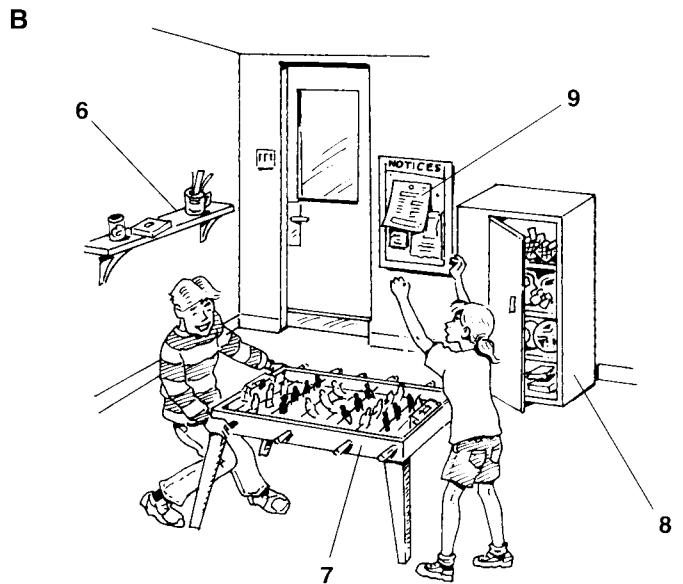
- |                    |                     |
|--------------------|---------------------|
| on one side (of)   | on the left (of)    |
| on the right (of)  | on top of           |
| in the/one corner  | next to             |
| between            | in the other corner |
| in front of        | by (the window)     |
| in the middle (of) |                     |

In Picture A, there's a bed in the middle of the room. In one corner, there's a wardrobe ...



Be ready to say:

- what you can see in different parts of the photo
- what is happening/what people are doing
- what people look like and what they are wearing
- how people are feeling and why.



d) Write four sentences describing where the furniture is in the room where you are now.

Student A: Spell the names of the following countries for your partner.  
 1 Germany 2 Australia 3 Egypt 4 Greece 5 Venezuela

## 2 Describing people

- a) Work with a partner. Look at the pictures on page 47 for a few moments.

Now cover page 47. Can you remember what the people are doing in each picture? Correct the mistakes in these descriptions.

1 In Picture A, a boy is sitting on the bed. I think he's about 15 years old. There's a book open in front of him, but he isn't studying. He's watching TV. He's wearing a dark jumper. There's a computer on the table.

2 In Picture B, a boy and a girl are playing table football. The boy is on the right and he's wearing a striped T-shirt and jeans. The girl's wearing a T-shirt and a pair of jeans. There's a picture on the wall.

- b) Now look back at page 47 and check your answers.

- c) Write a similar description of Picture C.

## 3 Describing how people are feeling

- a) Look at the words in the box. Which could you use to describe the people in Pictures A, B and C? Which don't fit any of the pictures?

busy calm excited tired happy  
cheerful worried depressed anxious  
amused cross unhappy thoughtful  
miserable lonely impatient grateful  
disappointed astonished nervous

- b) Now make sentences about each of the people. Say how you think they are feeling and give a reason for your opinion. Use the language in the box to help you.

*Example:* The boy in Picture A looks bored and miserable. I think he's probably studying for a test, but he'd rather go out and be with his friends.

### Useful language

He/She seems/looks ...

They look as if ...

He/She/They might/could be ...

## 4 Sample interview

You are going to hear a candidate doing Part 3 of the test.

- a) Look at Photographs 1A and 1B on pages 168 and 171. Listen to the first part of the recording. What does the examiner ask Carlo to do with the photographs?
- b) Listen to Carlo and Anna talking about their photographs. Mark the points in the list below which they talk about.

|                                  | Carlo | Anna |
|----------------------------------|-------|------|
| what kind of room it is          |       |      |
| what people he/she can see       |       |      |
| what the people are wearing      |       |      |
| where the people are in the room |       |      |
| what things he/she can see       |       |      |
| his/her opinion about the things |       |      |
| what the people are doing        |       |      |
| how the people are feeling       |       |      |

## 5 Exam Task

▶▶ Extra Language for the Speaking Test, Sections 11–16, page 161

**Work with a partner. Do the Exam Task below.**

**Candidate A:** Look at Photograph 1A on page 168.

**Candidate B:** Look at Photograph 1B on page 171.

**Think about your photograph for a few seconds. Describe it to your partner for about one minute. Use the points in Exercise 4b to help you.**

- **Exam tip!** .....  
•• Talk about the place as well as the people and give  
•• an opinion.  
•• .....

*Speaking Part 1, Exercise 2 (page 45)*  
Student B: Spell the names of the following cities for your partner.  
1 Venice 2 Athens 3 Barcelona  
4 Buenos Aires 5 Vienna

# Speaking Part 4

## ► Strategy

In Part 4, the examiner asks you to talk to your partner about a topic for about three minutes. The topic is the same as the pictures in Part 3.

- DO give your opinions and explain what you prefer.
- DO ask your partner questions and respond to what he/she says.
- DO NOT talk to the examiner, only to your partner.

## 1 🎧 Sample interview

You are going to hear two candidates doing Part 4 of the test.

a) Listen to the first part. What does the examiner ask the candidates to do?

b) Anna and Carlo ask each other's opinions.

How does Anna ask Carlo's opinion?

How does Carlo ask Anna's opinion?

c) Which of these expressions do Anna and Carlo use to agree with each other?

- 1 Yes.
- 2 Me too.
- 3 That's OK sometimes.
- 4 That's correct.
- 5 No.
- 6 I agree.
- 7 That's my opinion too.
- 8 You're right.

## 2 Thinking about study habits

Write down the answers to these questions. You will use your answers in the Exam Task in Exercise 4.

- Where do you usually study?
- Do you listen to music while you study?
- Do you study alone?
- Do you watch TV while you study?
- Do you use a computer to write your work?
- Do you use the internet?

## 3 Vocabulary: television programmes

a) What kind of TV programmes do you watch? Write how many times a week you watch the different kinds of programmes below. You will use your answers in the Exam Task in Exercise 4.

| Programme                 | Number of times I watch per week |
|---------------------------|----------------------------------|
| the news                  |                                  |
| political documentaries   |                                  |
| nature programmes         |                                  |
| comedy series             |                                  |
| quiz shows                |                                  |
| concerts/music programmes |                                  |
| competitions              |                                  |
| sports programmes         |                                  |
| films                     |                                  |
| TV dramas                 |                                  |
| soap operas               |                                  |

b) Work with a partner. Compare the kind of TV programmes you like. Are your partner's answers in Exercise 3a similar to your own?

## 4 Exam Task

▶▶ Extra Language for the Speaking Test, Sections 17 and 18, page 161

**Work with a partner. Look at the Exam Task below, then look back at your answers to Exercises 2 and 3. Take turns to shut your book while your partner asks you these questions.**

**Ask and answer these questions:**

- Which of the photographs on pages 168 and 171 looks more like the way you study?
- When and where do you study?
- Do you ever watch television at the same time?
- What kinds of TV programmes do you prefer?
- Do you spend more time studying or watching TV?

•• **Exam tip!** .....  
 •• Don't worry if you can't think of much to say at first.  
 •• The examiner will help you by asking you questions.  
 •• .....

# TEST 2

## PAPER 1 Reading and Writing Test (1 hour 30 minutes)

### Reading Part 1

#### ► Strategy

##### 1 Read the instructions to the Exam Task on the opposite page.

- 1 How many questions do you have to answer?
- 2 What do you have to decide?
- 3 Where do you mark your answers?

##### 2 Look at the example.

- 1 What kind of text is this?  
a) a message on a board    b) a sign  
c) an e-mail
- 2 Where might you see it?
- 3 A is the correct answer. Let's decide why.  
Look at A. Underline the words which mean *phoning the cinema*.  
Underline the words which mean *contact Nell*.
- 4 Why is B wrong? When should John ring Nell?
- 5 Why is C wrong? How should John find out when the film starts?

##### 3 Look at Question 1.

- 1 What kind of text is this?  
a) an e-mail message    b) a notice  
c) a phone message
- 2 Where might you see this sign? What words help you to decide? Underline them.

- 3 Can 'saver' tickets be used on the 10.15 train?
- 4 Can you use 'saver' tickets on later trains?  
How do you know?
- 5 Can you use 'saver' tickets on earlier trains?
- 6 Look at A, B and C.  
Which one means the same as the message?  
Mark it.  
What words in the message tell you?  
Underline them.
- 7 Look at the other sentences. Decide why they are wrong.

##### 4 Look at Questions 2–5.

For each question:

- decide what kind of text it is
- choose the correct answer
- mark the answer on your answer sheet.

•• **Exam tip!** •••••  
•• Some of the words in the incorrect sentences are ••  
•• often the same as in the text. Don't choose too ••  
•• quickly. Make sure you understand the meaning ••  
•• of the whole sentence before you decide. ••  
•••••

Speaking Part 1, Exam Task (page 89)

Student A, ask your partner these questions.

- 1 What's your name?
- 2 What school do you go to?
- 3 Which class are you in?
- 4 Can you spell the name of your maths teacher, please?
- 5 What time do you finish school each day?
- 6 What's your favourite subject? Why?
- 7 How long do you spend on homework?

## Part 1

### Questions 1–5

Look at the text in each question.

What does it say?

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

#### Example:

0

|  |
|--|
| John   |
| Can you call the cinema from home and check film time before leaving? Let me know what time we should get there. |
| Nell   |

John should

- A contact Nell after phoning the cinema.
- B ring Nell after arriving at the cinema.
- C go to the cinema to check when the film starts.

Answer:

|   |                                     |                          |                          |
|---|-------------------------------------|--------------------------|--------------------------|
| 0 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|---|-------------------------------------|--------------------------|--------------------------|

1

|   |
|---|
| <p style="text-align: center;"><b>SAVER TICKETS CAN<br/>BE USED ON THE<br/>10.15 TRAIN AND<br/>ANY TRAIN AFTER THAT</b></p> |
|---|

- A The first train you can travel on with a 'saver' ticket is the 10.15.
- B 'Saver' tickets cost extra if you travel after 10.15.
- C The 10.15 is the only train you can travel on with a 'saver' ticket.

2

|   |
|---|
| <p style="text-align: center;"><b>TELL RECEPTIONIST<br/>YOUR NAME ON ARRIVAL,<br/>THEN GO TO DENTIST'S<br/>WAITING ROOM</b></p> |
|---|

- A Do not leave the waiting room until the receptionist calls your name.
- B Do not go to the waiting room before telling the receptionist you are here.
- C The receptionist will tell the dentist that you have arrived.

3

|   |   |
|---|---|
| <p><i>Dear all</i></p> <p><i>We're staying by the sea for a few days at present instead of going straight to the mountains. It's very relaxing after driving for two days to get here.</i></p> <p style="text-align: right;"><i>Michael</i></p> | <input type="checkbox"/><br>_____<br>_____<br>_____ |
|---|---|

- A Michael has spent two days driving to the mountains.
- B Michael visited the mountains before going to the coast.
- C Michael is having a break from travelling at the moment.

[Turn over

4 THIS OFFICE CAN ONLY TAKE BOOKINGS AT LEAST TWENTY-FOUR HOURS IN ADVANCE OF DEPARTURE

- A This office doesn't take bookings for the same day as you travel.
- B If you book tickets here, you'll receive them a day later.
- C You can book tickets at this office twenty-four hours a day.

5 Students wanting to go on the trip should go to the office within the next two days with the correct money. We no longer accept credit cards or give change.

- Students should
- A pay the exact amount for the trip in cash.
  - B make sure they have a credit card for the trip.
  - C take enough change with them on the trip.

## Language practice: Reading Part 1

### 1 Grammar: time words and phrases

In Part 1, time words and phrases, for example *after that, at present, later* and *until* can be very important when you are choosing your answer.

- a) Find and underline examples of time expressions in the Exam Task on pages 51–52.
- b) Rewrite the sentences below in your notebook using the expressions from the box instead of the words underlined.

later at present every fifteen minutes  
in advance within a fortnight no longer  
until in time at the moment

- 0 The restaurant is not open now.  
The restaurant is not open at present.
- 1 I'm on holiday from now to Tuesday.
- 2 That film is not showing any more.
- 3 The museum is closed for lunch, but it will be open afterwards.
- 4 There's a tram from here to the city centre four times an hour.
- 5 I promise I'll reply to your request in less than two weeks.
- 6 Harry's not here now, can I take a message?
- 7 We need to know how many people are coming to the performance before it starts.
- 8 You must be here early enough to catch the ferry.

### 2 Vocabulary: words you see in signs

- a) The words in the box below often appear on the signs and notices in Part 1. Choose the correct word or phrase for each gap in the notices below.

assistant available arrival cancelled  
credit card discount emergency ~~entrance~~  
forbidden ~~luggage~~ responsible permitted  
on time out of order reception security  
staff urgent

0 THIS entrance IS FOR PASSENGERS  
WITHOUT luggage ONLY.

1 THIS LIFT IS .....  
PLEASE ASK AN ..... FOR  
HELP IF YOU CANNOT USE THE STAIRS.

2 For very ..... enquiries,  
please ring the bell on the ..... desk.

3 Ten per cent ..... on group bookings.  
Pay by .....

4 **All the trains are running ..... today,  
except the 10.05 which is .....**

5 At weekends the doctor is only  
..... in an .....

6 On ....., visiting students must wait here  
to be met by the teacher who is ..... for sports.

7 **SMOKING IS ..... DURING  
LECTURES, BUT IS .....  
DURING THE COFFEE BREAK.**

8 FOR ..... REASONS, ONLY .....  
ARE ALLOWED BEYOND THIS GATE.

b) Where might you see the signs (1–8) above?

3 Grammar: *before/after + -ing*

Signs and messages often talk about things happening *before* or *after* each other. They sometimes use the words *before* or *after + -ing*.

a) Find and underline examples of *before* or *after + -ing* in the Exam Task on pages 51–52.

b) Make sentences in your notebook using *before* or *after + -ing*.

0 Always read the instructions/use the equipment (before)  
*Always read the instructions before using the... equipment.....*

- 1 You must take a shower/use the swimming pool (before)
- 2 Please clear the table/eat a meal (after)
- 3 You'll have to ask permission/use this telephone (before)
- 4 Don't forget to pick up your rubbish/finish your picnic (after)
- 5 Employees must wash their hands/prepare a meal (before)

- 6 Remember to lock the door/put out the rubbish (after)
- 7 Passengers must buy a ticket/get on the train (before)
- 8 Switch off your mobile/enter the theatre (before)

4 Vocabulary: money words

The texts in Part 1 are often about buying things. You need to know words for talking about money, for example:  
**Saver tickets cost extra if you travel after 10.15.  
We no longer accept credit cards or give change.**

Complete the text with a word or phrase from the box.

buy change cheaper correct money  
cost extra credit card discount  
expensive pay sell

When you go to London on the train you can (0) ..... *buy* ..... your ticket at the local station using a (1) ..... . Sometimes you can get a (2) ..... ticket, because there is a (3) ..... on the fare at certain times of the day. Make sure you have plenty of (4) ..... with you, because when you arrive in London, you can use it to (5) ..... for your underground ticket from a machine. If you don't have the (6) ..... , you may have to queue at the ticket office. You can also go to London by coach. This is less (7) ..... than the train, although it takes longer. The driver can (8) ..... you a ticket, and it doesn't (9) ..... to travel at busy times of the day.

5 Speaking: *Are you a spender or a saver?*

a) Work with a partner. Discuss some of the questions below. Look again at the language in Exercise 4 before you start.

- 1 Do you get pocket money?
- 2 Do you earn money? How?
- 3 Do you often run out of money?
- 4 Do you ever borrow or lend money?
- 5 Do you have a bank account?
- 6 Do you have a credit card?
- 7 Can you save money, if you have to?
- 8 Are you a spender or a saver?

b) Tell the rest of the class whether your partner is a spender or a saver, and say why.

## Reading Part 2

### ► Strategy

#### 1 Read the instructions to the Exam Task opposite.

- 1 How many questions are there?
- 2 What do all the people want?
- 3 What are the reviews about?
- 4 How many reviews are there?
- 5 What do you have to decide?
- 6 Where do you mark your answers?

#### 2 Look at the pictures.

Each question describes a different person or group of people. What kind of people do the pictures show?

#### 3 Look at Questions 6–10.

##### a) All the people are looking for something different. Look at the underlined parts of Question 6. What is important for Ryan?

- 1 Does Ryan like modern films?
- 2 What is his favourite kind of film?
- 3 What kind of actors does he like?
- 4 What kinds of film doesn't he like?

##### b) Now underline the important parts of Questions 7–10.

#### 4 Look at Texts A–H to find the important information.

##### a) Look at Question 6 again.

- 1 Which films are comedies?
- 2 Which of these films is best for Ryan?

##### b) Check your answer.

- Is the film funny?
- Is it old-fashioned?
- Are the actors famous?
- Is it a musical or a thriller?

##### c) Mark the letter (A, B, C, etc.) by Question 6 on your answer sheet.

##### d) Look at the important points you underlined for Questions 7–10. Use them to decide which films are the most suitable for the other people. Mark your answers on your answer sheet.

•• **Exam tip!** •••••  
• Remember there are eight texts and only five people, so three texts are not needed.  
•••••

## Part 2

### Questions 6–10

The people below all want to watch a film on TV. On the opposite page, there are reviews of eight films.

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

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

6



Ryan likes watching old-fashioned films on TV. He prefers comedies, particularly those with famous actors. He is not keen on musicals or thrillers.

7



Tom's hobby is reading and he enjoys watching films on TV whose stories are taken from literature. His favourite books are those by famous authors of the past. He reads books about the cinema, too, and likes watching famous actors.

8



Elena likes to relax by watching the latest romantic films on TV, especially if they make her laugh. She particularly likes those which have some music in them.

9



Belinda enjoys watching thrillers. She prefers adventures which actually happened to people in real life, as she is interested in the lives of other people.

10



Carol loves listening to pop music and reading magazines about it. She doesn't mind what sort of film she sees, if it's a new one about pop stars or their music.

## Darius Alexander reviews this week's films on TV

- A** **See you in Sicily** .....  
This is about a journey across Europe in the 1960s. A group of young people travel across Europe in an old van, but nothing really exciting happens to them and it isn't actually very funny. It's a weak comedy film with singing. I had never heard of the actors before, although some of them could certainly sing.
- B** **The moon and stars** .....  
This follows the usual love story – boy meets girl, they fall in love and sing some songs about it. It's an enjoyable film, although there's nothing special about the singing, and it has its amusing parts. It comes to the TV screen very quickly, as it was only made a year ago.
- C** **Mad for music** .....  
This film came out last month, and all the young people are queuing to see it. There will be a whole generation of fans watching because the music of this group, Sure Fire, is everyone's favourite at the moment.
- D** **The house by the lake** .....  
Although the main roles are all acted by well-known stars of film or TV, I got bored by the dialogue which seems so slow compared to modern films. However, people who like Henrietta Browne's writing will enjoy it because it is beautifully filmed, and the story keeps perfectly to the novel written two hundred years ago.
- E** **Seaside story** .....  
This funny film was made in the past, but is still as good as it was 25 years ago when I first saw it. The main actors, who were already famous when it was made, made several more films together later on. The story takes place in a very unusual hotel at the seaside where the guests have lots of problems.
- F** **Shooting for freedom** .....  
Photographer Valerie Maine planned to work in a dangerous part of the world for six weeks. This adventure film tells how she escaped from the people who held her prisoner for over a year. It is difficult to believe that this actually happened to someone who is still alive.
- G** **Escape to Jupiter**.....  
This film about adventures in space isn't supposed to be funny, but I'm afraid I wanted to laugh sometimes. Although this is one of several very similar films made recently, it's one of the better ones, as it certainly holds your attention.
- H** **Another part of town** .....  
This film manages to show some serious problems of a family in modern Britain without depressing the audience. If you haven't read Michael Stone's book of the same name yet, you'll be pleased to watch this excellent film. And you'll still enjoy the film if you have already read it. There is some excellent acting from some completely unknown actors.

# Language practice: Reading Part 2

## 1 Vocabulary: expressions with similar meanings

In Part 2, it's important to understand when different words or phrases have similar meanings.

The phrases on the left are from Questions 6–10 on page 54; those on the right are from the texts on page 55. Match the ones with similar meanings.

- |                      |                           |
|----------------------|---------------------------|
| 1 old-fashioned film | a) funny film             |
| 2 musical            | b) well-known stars       |
| 3 thriller           | c) film with singing      |
| 4 romantic film      | d) love story             |
| 5 comedy film        | e) this actually happened |
| 6 in real life       | f) adventure film         |
| 7 famous actors      | g) film made in the past  |

## 2 Grammar: present perfect

### a) Match the questions in A with the answers in B.

- |   |                          |
|---|--------------------------|
| 0 Have you spoken to Mary recently?         | ..... <sup>h</sup> ..... |
| 1 Have you finished that book yet?          | .....                    |
| 2 Have you already seen this film?          | .....                    |
| 3 Have you booked your plane ticket?        | .....                    |
| 4 Have you just changed your clothes?       | .....                    |
| 5 Have you seen Ian?                        | .....                    |
| 6 Have you had some lunch?                  | .....                    |
| 7 Have you studied Spanish for a long time? | .....                    |
- a No, let's watch it.  
 b Yes, I've already had some sandwiches, thank you.  
 c No, I'm only half way through.  
 d No, I still haven't decided when I need to leave.  
 e No, I began last year.  
 f Yes, I'm going out in a minute.  
 g No, he's been away recently.  
 h ~~Yes, I phoned her two days ago.~~

### b) Which time words are used with the present perfect? Underline them.

## c) Complete each sentence with a word or phrase from the box.

|   |
|---|
| ago already during for in just last month<br>later <del>since</del> still yet |
|---|

- 0 We've been on holiday .....since..... the end of June.
- 1 I ordered that CD a month ..... , but it ..... hasn't arrived.
- 2 We get lots of tourists here ..... the winter, but not so many ..... the summer.
- 3 You've finished your homework ..... , but I've ..... started mine!
- 4 I don't want to stop work ..... , so I'll make myself a snack .....
- 5 I saw that band in a concert ..... , but they didn't play ..... long.

## 3 Grammar: time expressions

Complete the second sentence so that it means the same as the first, using no more than three words.

- 0 It's been eight months since we swam in this pool.  
 We .....haven't swum..... in this pool for eight months.
- 1 He joined that pop group last year.  
 He ..... in that pop group since last year.
- 2 She wrote that e-mail a week ago.  
 It's a week ..... that e-mail.
- 3 They've worked there for a month.  
 They ..... work there last month.
- 4 He was in the garden until a moment ago.  
 He ..... come into the house from the garden.
- 5 She's already told that joke twice before.  
 This ..... the third time she's told that joke.

**4 Vocabulary:** word sets

a) Put the words in the box into the correct columns in the table.

|                  |            |           |          |        |
|------------------|------------|-----------|----------|--------|
| <del>actor</del> | article    | camera    | CD       | cinema |
| contents         | concert    | crossword | director |        |
| drummer          | game       | guitarist | headline |        |
| keyboard         | make-up    | mouse     | movie    |        |
| musician         | photograph | program   | rock     |        |
| screen           | software   | story     | website  |        |

| Film         | Music | Magazine | Computer |
|--------------|-------|----------|----------|
| <i>actor</i> |       |          |          |
|              |       |          |          |
|              |       |          |          |
|              |       |          |          |

b) Compare your lists with a partner. Are there any words which can go in more than one column? Do they have the same meaning in both columns?

c) Match each description with a word from the box in Exercise 4a.

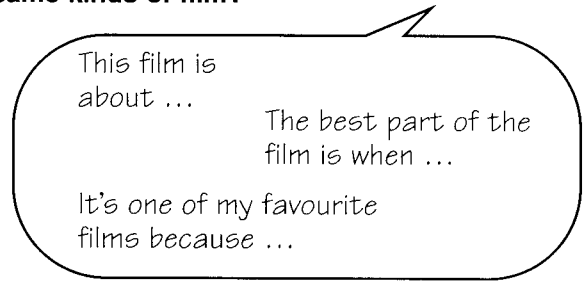
- 0 He or she plays the drums. ....*drummer*.....
- 1 This is at the top of a magazine article.
- 2 You can look at millions of these on your computer.
- 3 This word means *film*.
- 4 This tells you which page to look at in a magazine.
- 5 He or she tells the actors what to do.

**5 Speaking:** films

a) Think of a film you have enjoyed. Make notes about it.

- What kind of film is it?
- What happens in it?
- Why did you like it?

b) Work with a partner. Tell your partner about your film, but don't tell him/her the title. Your partner should try to guess the name of the film you are describing. Do you both like the same kinds of film?



**6 Writing:** an e-mail or letter about a film

a) Fill each space in this e-mail with one word.

Hi Steve

I went to the cinema with Jack last night. We saw the film 'Moving Out'. It's (1) ..... a young man, Rashid, who goes to live in London. I'm not very (2) ..... on films about everyday life, so I didn't really want to go because I (3) ..... watching films like thrillers and space adventures.

But now 'Moving Out' is one of my (4) ..... films because it's really (5) ..... I laughed all the time. And it's about ordinary young people, just (6) ..... you and me. The (7) ..... part of the film is (8) ..... Rashid's mum comes to visit him. He's (9) ..... got home from a party, and the flat's very untidy. The (10) ..... aren't well-known, but they're really good. Go and see it soon!

See you  
Sami

b) Write an e-mail or letter to a friend about a film, play or video you have seen recently. Use Sami's e-mail to help you plan what to write.

# Reading Part 3

## ► Strategy

### 1 Read the instructions to the Exam Task opposite.

- 1 How many sentences are there?
- 2 What are the sentences about?
- 3 What do you have to read?
- 4 What do you have to decide?
- 5 When do you mark A on your answer sheet?
- 6 When do you mark B on your answer sheet?

### 2 Read Sentences 11–20 to get a good idea what the text is about.

#### Match the sentences to the following topics.

- |  |                     |
|--|---------------------|
| a) buying food   | ..... <sup>16</sup> |
| b) learning a new sport                                  | .....               |
| c) who should read this                                  | .....               |
| d) the opening times of an office                        | .....               |
| e) something which gives information about accommodation | .....               |
| f) singing or playing for an audience                    | .....               |
| g) improving your skill in a leisure activity            | .....               |
| h) something many people want to do                      | .....               |
| i) something which helps you to spend less money         | .....               |
| j) who you can ask about something                       | .....               |

### 3 Read the text to find the information you need.

For each sentence (11–20), underline the part of the text where you think the answer is. The first two are done for you.

### 4 Look at the sentences again.

- Compare them with your underlined text.
- Decide whether the sentence is correct or incorrect.
- Mark your answer on your answer sheet.

•• **Exam tip!** .....  
 •• The questions are in the same order as the  
 •• information you need in the text.  
 •• .....

## Part 3

### Questions 11–20

Look at the sentences below about advice for new students at a university.

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

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

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

- 11 This information is to help students who have arrived after the start of the university term.
- 12 The Welfare Office is usually closed in the morning.
- 13 A list of flats available for rent can be seen in the Welfare Office.
- 14 You can save money on books if you have a student card.
- 15 You should ask older students for advice about where to buy books.
- 16 Having all your meals in the canteen is the cheapest way to eat.
- 17 Lots of students want to join the cookery class.
- 18 You can take up golf at a local club.
- 19 You can join a part-time course at the Music School if you already play reasonably well.
- 20 At musical open evenings, you can perform even if you have no experience.

19th September

## WELCOME!

**A**s a new student, you've arrived two days before term starts to look around and get settled in before your course begins and the place fills up. Here is some information to make all that a bit easier (we hope!).

The Student Welfare Office is normally open from 4 p.m. till 8 p.m. Monday to Friday. Today and tomorrow it will be open all day, from about 9 a.m. This is the place to come if you have any problems, for example about money or accommodation (we have a list of rental agencies and also advertise any rooms which become available in the university hostels at the end of term). We also give out the university identity cards which you need to join the library and which allow you to get discounts at a number of local shops (including bookshops) and places of entertainment, such as clubs and cinemas.

On Monday and Tuesday of next week, second-year students will be running a book sale in the canteen from 10-3. Many of the books on your first-year reading list will be available, and we suggest you should look here first before spending too much on new books.

The university canteen (open from 7.30 a.m. till 7.30 p.m.) sells hot meals fairly cheaply, as well as snacks and drinks, but it'll save you money to cook at least some of your own meals. There is a basic cookery course starting next week (run by students for students, so it's really practical). If you don't know how to boil an egg, this is for you. It's always full, so get your name on the list in the Welfare Office NOW!



The sports centre is open from today. Look on the noticeboards there for information about athletics, swimming, team games and so on. It is also possible to join some local city clubs, such as golf or squash, at a discount (show them your card) if you can play at a reasonable level. Addresses in the sports-centre office.

The Music School welcomes all members of the university, whatever their main subject of study, for part-time courses. Why not take the opportunity to start learning the guitar, violin or piano while you're here? Many advanced students offer really cheap lessons. There are also open evenings when anyone can take the chance to perform in front of an audience. Look out for notices advertising times and dates.



# Language practice: Reading Part 3

## 1 Vocabulary: student life

The words and phrases in the box are used in the sentences and in the text on page 59. Match them with the explanations below.

advanced canteen club full-time course  
 hostel noticeboard part-time course  
 reading list rent sports centre student card  
~~university term~~ welfare office

- 0 part of the students' year = university term.....
- 1 money paid to your landlord .....
- 2 a place where students can go for general help and advice .....
- 3 something you can use to prove that you are a student .....
- 4 a place to eat .....
- 5 a group who join together for a leisure activity .....
- 6 studying for a few hours every week .....
- 7 studying all day, from Monday to Friday .....
- 8 a place for students to live cheaply .....
- 9 the books that students must read for their course .....
- 10 where you can play volleyball, do gymnastics, etc. ....
- 11 where people put posters and other information .....
- 12 a word to describe students who know a lot about their subject .....

## 2 Speaking: your school/college

a) What do you think makes a good school? Look at the list below and number it in order of importance.

- |   |  |
|---|--|
| <input type="checkbox"/> friendly atmosphere    | <input type="checkbox"/> uniform           |
| <input type="checkbox"/> lots of computers      | <input type="checkbox"/> good exam results |
| <input type="checkbox"/> hard-working students  | <input type="checkbox"/> strict teachers   |
| <input type="checkbox"/> good sports facilities | <input type="checkbox"/> clear rules       |
| <input type="checkbox"/> modern classrooms      |  |

b) Compare your list with a partner. Tell each other why you put things in that order.

c) Imagine that you have to give a talk about the school or college where you study to some visitors. Spend two minutes thinking about what you would say. Use the expressions in the box to help you.

### Useful language

The school has ...  
 The best classes ...  
 Most of the students enjoy ...  
 Nobody likes ...  
 The students are usually ...  
 We have lots of ...  
 There aren't any ...

d) When you are ready, work with a partner. Talk about your school for one minute. Then listen to what your partner has to say. Did you talk about the same things? Do you agree with each other's opinions?

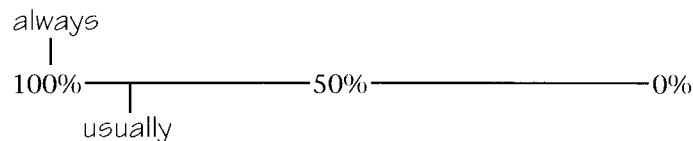
## 3 Grammar: adverbs of frequency (*how often?*)

a) Look at the words in the box. We use these words to show how often something happens.

always often frequently regularly sometimes  
 usually normally rarely seldom never

Example: The Student Welfare Office is **normally** open from 4 p.m. till 8 p.m. (text page 59)

Complete this diagram with the words in the box.



b) Complete these sentences truthfully, using words from the box in Exercise 3a.

- 1 I ..... do my homework in the morning.
- 2 My classmates ..... have problems with grammar.
- 3 Our teacher ..... speaks English in the classroom.
- 4 My classmates and I ..... meet after class.
- 5 We ..... listen to music by English bands.

- 6 My family ..... helps me with words I don't understand.
- 7 I ..... watch English films on TV.
- 8 We ..... eat English food in my house.
- 9 My friends ..... take a holiday in August.
- 10 I ..... use an English dictionary to check words I don't know.

**c) Compare your sentences with other students.**

#### 4 Speaking: everyday activities

**In PET Reading and Listening, you may read or hear about someone's everyday life. In PET Writing and Speaking, you often need to write or speak about your own everyday life.**

**Work with a partner. Talk about how often you do the following activities. Use words from Exercise 3.**

go jogging   drive a car   play football  
 use a computer   visit art galleries  
 go to the cinema   do the washing-up  
 go to bed after midnight   get up after midday

*Example:*

**Student A:** How often do you go jogging?

**Student B:** I never go jogging. / I usually go jogging on Saturday mornings.

#### 5 Grammar: relative clauses

**Understanding how short sentences can be joined to make longer ones is useful both for understanding Reading texts in the exam and writing your answers in the Writing paper.**

**a) Look at these sentences. They are made from two shorter ones.**

- 1 *We also give out the university identity cards **which** you need to join the library.*  
 = We also give out the university identity cards. + You need ~~the cards~~ to join the library.
- 2 *Students will be running a book sale in the canteen **where** many of the books on your reading list will be available.*  
 = Students will be running a book sale in the canteen. + Many of the books on your reading list will be available ~~there~~.
- 3 *There are also open evenings **when** anyone can take the chance to perform.*  
 = There are also open evenings. + Anyone can take the chance to perform ~~on those evenings~~.

**b) Complete these sentences with the correct pronoun. Use *who* (for people), *which* (for things), *where* (for places) or *when* (for times).**

- 0 This photo shows the hotel where we stayed.
- 1 That's the CD ..... got to number 1.
- 2 That's the school ..... I used to go.
- 3 My music teacher was the person ..... helped me most.
- 4 These jeans are the ones ..... need mending.
- 5 Do you remember the day ..... we went to London and got lost?

**c) Make longer sentences by joining these pairs. Use a pronoun to replace the words underlined in the second sentence.**

- 0 Mary's giving me a lift in the new car. She bought the car last week. (which)  
*Mary's giving me a lift in the new car which she bought last week.*
- 1 A group of students share the flat. Keith's father owns the flat. (which)
- 2 We often have a party at weekends. We don't have classes at weekends. (when)
- 3 Most students live in hostels. Parties aren't allowed in hostels. (where)
- 4 This is my penfriend. He's coming to stay next month. (who)
- 5 I usually study in the college library. Most of my friends study in the college library too. (where)
- 6 It's a pity we have exams in the summer. The weather is very hot in the summer. (when)

**d) Complete the second sentence so that it means the same as the first, using no more than three words.**

- 1 A famous rock star used to live in that house. That's the house ..... a famous rock star used to live.
- 2 I usually buy clothes from my cousin's shop. My cousin owns the shop ..... buy my clothes.
- 3 This note was left on my desk. This is the note ..... left on my desk.
- 4 If a person steals things, he's a thief. A thief is ..... steals things.
- 5 Some mornings I don't have school and I go swimming instead. I go swimming on ..... I don't have school.

## Reading Part 4

### ► Strategy

#### 1 Read the instructions to the Exam Task opposite.

- 1 What do you have to read?
- 2 What do you have to do?
- 3 Where do you mark your answers?

#### 2 Read the text quickly to get a good idea of what it is about.

- 1 What sort of place is the text about?
- 2 Why does the writer enjoy going there?
- 3 What happened there in 1975?

#### 3 Read Questions 21–25.

**Underline the best word or phrase to complete each sentence.**

- 1 Question 21 asks about *when/why/where* the writer wrote the text. (This is always a general question.)
- 2 Question 22 asks about *a person/a place/an event*. (This is always a question about detail or opinion.)
- 3 Question 23 asks about *opinions towards/information about/plans for* Lake Vinney. (This is always a question about detail or opinion.)
- 4 Question 24 asks about the writer's *plans/opinions/discovery*. (This is always a question about detail or opinion.)
- 5 Question 25 asks about a way of *persuading people to visit/warning people of a danger/telling people about changes*. (This is always a general question.)

#### 4 Read the text and answer Questions 21–25.

- Read the text again more carefully.
- Choose the correct answer for each question.
- Mark your answers on your answer sheet.

•• **Exam tip!** .....  
•• If you are not sure of the answer to one  
•• question, do the others and come back to it at  
•• the end. It may be easier then.  
•• .....

## Part 4

### Questions 21–25

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

### Lake Vinney

My favourite place for watersports is Lake Vinney, but it has only existed since 1975 when the valley was filled with water to provide electricity. Under the water is the village, Vinnthorpe. Last week I talked to Pat Smithers, who runs a shop on the edge of the lake and looks after the huge car park. She gets up early to travel to her shop to sell newspapers and food and doesn't finish work till late because of the car park. She said drowning the village was the best thing that ever happened, as it brought a lot of business to the area, and the number of visitors from all over the country continues to increase, especially as there is a new road which means it is easier to get to. When I asked people enjoying the watersports, they said they never thought about the drowned houses and streets. When I spoke to some people sitting in the café overlooking the lake, I was surprised to find they still get angry about what happened. They used to live in Vinnthorpe and were moved to other places in the area, among them thirty children who are now middle-aged, but they still miss the village. They say that nobody asked them what they wanted – they were told one day that everything was decided. They were separated from their friends and had to get buses to new schools instead of walking there together. It is a shame that these people lost their homes, and I hope something similar never happens again in the future. I would miss the watersports if they weren't there, however, and I must say that I hadn't ever thought about what was under the water until last week.

- 21 What is the writer trying to do?
- A describe what people think about the drowned village
  - B persuade people to take up watersports on Lake Vinney
  - C discuss what might happen to Lake Vinney in the future
  - D explain why people like living by Lake Vinney

- 22 What do we learn about Pat Smithers?
- A She lives beside the lake.
  - B She used to live in Vinnthorpe.
  - C She often visits the area on holiday.
  - D She earns her living near Lake Vinney.

- 23 What do we find out about Lake Vinney?
- A It attracts tourists from abroad.
  - B There are lots of houses on the banks.
  - C More people are visiting it every year.
  - D Mainly local people do watersports there.

- 24 What does the writer think about Vinnthorpe?
- A He agrees with Pat Smithers.
  - B He feels sorry for the people who lived there.
  - C He thinks it should now be forgotten.
  - D He has always felt guilty about water-skiing there.

- 25 Which of these is an advert for Lake Vinney?

A **Come to Lake Vinney and water-ski or sail. No ugly car parks, shops or cafés around the lake to spoil the views.**

B **Come to Vinnthorpe and stay in a hotel in the village. Enjoy the walks around the lake in complete peace and quiet.**

C **Lake Vinney is perfect for all kinds of watersports. Wonderful café by the side of the lake and plenty of car-parking space.**

D **Enjoy water-skiing on Lake Vinney, but leave time to visit the old village beside the lake – nothing has changed there for 30 years.**

# Language practice: Reading Part 4

## 1 Function: expressing attitudes

In this part of the exam, at least one question is about people's attitudes and opinions. In the text on page 62, several people express attitudes.

### a) Match the people (a–d) with the attitudes (1–8).

Who...

- |   |  |       |
|---|--|-------|
| 1 | said drowning the village was the best thing that ever happened? | ..... |
| 2 | never think about the drowned houses?                            | ..... |
| 3 | was surprised?   | ..... |
| 4 | still feel angry about what happened?                            | ..... |
| 5 | still miss the village?  | ..... |
| 6 | thinks it's a shame?   | ..... |
| 7 | hope something similar never happens again?                      | ..... |
| 8 | would miss the watersports?                                      | ..... |

- a) the shop owner  
 b) the writer of the text  
 c) people who used to live in Vinnthorpe  
 d) people doing watersports

### b) Complete these sentences with your own ideas.

- 1 I think it's a shame that some people .....
- 2 I feel angry when .....
- 3 I sometimes miss .....
- 4 I really hope .....

## 2 Grammar: reported speech

### a) In the text on page 62, the writer reports what people said:

... they said **they never thought** about the drowned houses ...

The people actually said:

*We never think about the drowned houses.*

### What differences do you notice?

### b) Now compare these and underline the differences.

- 1 He said he would visit them the next day.

*I'll visit you tomorrow.*

- 2 She said she could help us with our luggage.

*I can help you with your luggage.*

- 3 They told us they weren't going to leave that evening.

*We aren't going to leave this evening.*

- 4 We told them we had already locked the door.

*We've already locked the door.*

- 5 I said I hadn't been there the day before.

*I wasn't here yesterday.*

### c) Complete the second sentence so it means the same as the first, using no more than three words.

- 0 John said he didn't want any coffee.  
 John said, 'I ..... *don't want* ..... any coffee.'
- 1 They said the book was in the post.  
 'The book ..... in the post,' they said.
- 2 She explained she usually worked there in the evenings.  
 She explained, 'I ..... in the evening.'
- 3 She told us she was going home.  
 She told us, '..... home.'
- 4 You said you expected to arrive before lunch.  
 You said, '..... to arrive before lunch.'
- 5 We said we would help with the housework at the weekend.  
 'We ..... with the housework at the weekend,' we said.
- 6 He informed us we had to pay extra.  
 'You ..... extra,' he informed us.
- 7 I told them I would phone the next day.  
 'I ..... ,' I told them.
- 8 You told me you could speak Spanish.  
 'I ..... Spanish,' you told me.
- 9 He said my sister had already phoned the hospital.  
 He said, '..... already phoned the hospital.'

### 3 Grammar: patterns after reporting verbs

Complete the second sentence so that it means the same as the first, using no more than three words.

- 0 My friend suggested going to the cinema.  
My friend said, 'Why ..... *don't we* ..... go to the cinema?'
- 1 My father advised me to walk so I got some exercise.  
My father said, 'You ..... walk so you get some exercise.'
- 2 Sarah invited Giacomo to her party.  
Sarah said, 'Would ..... to come to my party?'
- 3 The sign reminded us to drive on the left in England.  
The sign said, 'Don't ..... to drive on the left in England.'
- 4 The man refused to give his wallet to the thief.  
The man shouted, 'No, I ..... give you my wallet.'
- 5 Matilda apologised for starting the fire.  
Matilda said, '..... I started the fire.'

### 4 Vocabulary: get

**Get is a very common word in English and has lots of different meanings. You will meet and need to use it in many parts of the exam.**

**Get is used in four different ways in the text:**

- a) *It is easier to get to.*  
b) *They had to get buses to new schools.*  
c) *She gets up early.*  
d) *They still get angry.*
- a) Match the sentences a–d to their meanings 1–4.**
- 1 *get + adjective = become*  
2 *get to + place = travel to*  
3 *get + transport = catch*  
4 *get up = leave the bed*
- b) Write a number 1–4 next to each of these sentences to show which meaning get has.**
- a) Are you getting the bus? .....
- b) I'd get wet if it rained. ....
- c) I have to get up early for college. ....
- d) How do you get to work? .....

### c) Complete the sentences below with an expression from the box.

|                            |                |                 |
|----------------------------|----------------|-----------------|
| got to the sports club     | get a lift     | get any e-mails |
| get to know                | get out of bed | getting off     |
| <del>gets very tired</del> | get married    | get home        |
| get to school              | get it back    |                 |

- 0 Angelo has two jobs, so he .... *gets very tired* .....
- 1 How do you ..... ? By bus or on foot?
- 2 I realised I had forgotten my tennis racket when I .....
- 3 I lent that CD to Jenny – I must remember to .....
- 4 My computer isn't working and I can't .....
- 5 In the winter I find it really difficult to .....
- 6 She slipped as she was ..... the bus and hurt her ankle.
- 7 I missed the last bus, so I had to .....
- 8 My sister and her boyfriend have decided to .....
- 9 Maria didn't ..... until midnight. Her parents were really angry.
- 10 Peter is an interesting person, and I'd like to ..... him better.

### 5 Speaking: past habits (used to)

**In the text on page 62, we read about people who used to live in Vinnthorpe, but don't live there any more. We say *used to* when we talk about something we did in the past that we don't do now.**

**Work with a partner. Talk about things you used to do that you don't do now. For example, think about:**

- what you used to eat and drink
- what you used to wear
- what activities you used to like/dislike doing
- what you used to do in the evenings/at weekends.

I used to drink milk with my breakfast. Now I prefer coffee.

I never used to like playing football, but now I love it.

I used to take my little brother to the park on Saturdays. Now he goes with his friends.

## Reading Part 5

### ► Strategy

#### 1 Read the instructions to the Exam Task on the opposite page.

- 1 What do you have to read?
- 2 What do you have to choose?
- 3 Where do you put your answers?

#### 2 Look at the title of the text and make guesses about the text.

Can you guess which of the following people the text might be about?

- a man who lives in an airport
- a man who works in an airport
- a man who likes visiting airports
- a man who designs airports

#### 3 Read the text quickly and check your guess.

Don't worry about the numbered spaces for now. Did you guess correctly?

#### 4 Look at the example (0) and read the first sentence of the text carefully.

- 1 What is the answer to the example?
- 2 Why are the other answers not possible?

#### 5 Look at Questions 26–35 and choose the answers for the ones you are certain about.

For each question:

- read the whole of the sentence which contains the space
- write the word you choose in the space – it may help you to understand the text.

•• **Exam tip!** .....  
•• Choose the answers for the spaces you are  
•• certain about first. Then go back and guess  
•• the other answers.  
••.....

#### 6 Go back and guess the other answers.

#### 7 Check your work.

When you have finished, read the text again all the way through. Do your answers make sense?

#### 8 Mark your answers on your answer sheet.

Check that you have put them in the right place.

*Speaking Part 1, Exam Task (page 89)*  
Student B, ask your partner these questions.  
1 What's your name?  
2 What's the name of your school?  
3 What part of the town is that in?  
4 How long have you been at that school?  
5 Can you spell the name of your school for me, please?  
6 Which subject is easiest for you?  
7 Which subjects do you dislike? Why?

## Part 5

### Questions 26–35

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

Example:

0    **A** left                                    **B** went                                    **C** removed                                    **D** departed

Answer: 

|   |   |   |   |   |
|---|---|---|---|---|
| 0 | A | B | C | D |
|   |   |   |   |   |

### The airport man

Yesterday Ahmed (0) ..... his home for the first time in eleven years. But his home is a very unusual one - he has (26) ..... the last eleven years living in an international airport. Ahmed had no family in his own country, so eleven years ago he set off to search (27) ..... his sister who lived in Scotland. He hadn't heard from her for (28) ....., but he had an old address. He never (29) ..... Scotland, however, because while he was (30) ..... for a connecting flight, all his documents (31) ..... stolen and he had to ask for new ones. (32) ..... he had nowhere to go, he stayed in the airport. After a (33) ..... weeks, he was still there. He became (34) ..... as 'Sir George' and all the airport staff liked him. Eleven years (35) ..... his documents arrived and he was free to go. But he no longer wanted to!

- |                       |                   |                    |                  |
|-----------------------|-------------------|--------------------|------------------|
| 26 <b>A</b> taken     | <b>B</b> passed   | <b>C</b> spent     | <b>D</b> used    |
| 27 <b>A</b> to        | <b>B</b> for      | <b>C</b> from      | <b>D</b> at      |
| 28 <b>A</b> years     | <b>B</b> times    | <b>C</b> long      | <b>D</b> ever    |
| 29 <b>A</b> got       | <b>B</b> arrived  | <b>C</b> travelled | <b>D</b> reached |
| 30 <b>A</b> waiting   | <b>B</b> thinking | <b>C</b> booking   | <b>D</b> sitting |
| 31 <b>A</b> had       | <b>B</b> were     | <b>C</b> are       | <b>D</b> have    |
| 32 <b>A</b> Although  | <b>B</b> Even     | <b>C</b> As        | <b>D</b> If      |
| 33 <b>A</b> several   | <b>B</b> many     | <b>C</b> lot       | <b>D</b> few     |
| 34 <b>A</b> called    | <b>B</b> known    | <b>C</b> told      | <b>D</b> said    |
| 35 <b>A</b> following | <b>B</b> since    | <b>C</b> later     | <b>D</b> next    |

## Language practice: Reading Part 5

### 1 Grammar: preposition or no preposition after a verb

In Part 5, you often need to know which preposition (if any) follows a certain verb.

Look at the following sentences. Each verb is followed by a space. Decide whether you need to put a preposition in each space. If you do need a preposition, decide which one.

- 0 My uncle lived ..... Africa when he was young.
- 1 The boys got ..... home very late on Saturday.
- 2 The shop assistant brought ..... the customer several different pairs of shoes.
- 3 I'm looking ..... a birthday present for my uncle.
- 4 The plane didn't reach ..... Sydney until the next day.
- 5 Nobody can enter ..... the building without an identity card.
- 6 We're staying ..... friends until our new flat is ready.
- 7 I took my coat ..... the hook and put it in my case.
- 8 Please can you pass ..... me an apple?
- 9 What time does the ferry arrive ..... the island?
- 10 A thief stole ..... my wallet when I was in the cinema.

### 2 Grammar: words that describe *how much* or *how many*

In Question 33 on page 67, you should have chosen *few* to fill the space after *a* ..... *weeks*. *Several* and *many* do not fit the space because they do not follow *a*. *Lot* will only fit in this space if it is followed by *of*.

#### a) Underline the correct word or words in each sentence.

- 0 Have you got many/much homework tonight?
- 1 Please hurry. We've only got *a few/a little* minutes before the film starts.
- 2 I need *an/some* information about evening classes.

- 3 Can I make *a/some* suggestion?
- 4 We've got *a/some* bread, but there's only *a few/a little* cheese.
- 5 There isn't *a/any* room for your coat in your suitcase, so you'll have to carry it.
- 6 I enjoyed the party, but Bob didn't have *many/much* fun because his girlfriend was ill.

#### b) Add *of* where necessary in these sentences.

- 0 You only need shorts and a couple ..... T-shirts to wear on the beach.
- 1 I phoned the tourist office and got lots ..... information about hotels.
- 2 I saw several ..... my friends at the party.
- 3 We didn't wash up until every ..... guest had left.
- 4 Both ..... David and Gabrielle are taller than me.
- 5 The singer gave each ..... his fans a signed photograph.
- 6 All ..... children need a loving home.

### 3 Vocabulary: *like/as*

It's important to remember when we use *like* and when we use *as*.

Complete each sentence with either *like* or *as*.

- 0 Alecia Moore is better known ..... Pink.
- 1 Has anyone ever told you that you look ..... Britney Spears?
- 2 I worked ..... a waiter to pay my college fees.
- 3 Julia's father is very rich. Their house is ..... a palace.
- 4 Are you sure this is butter? It smells ..... cheese to me!
- 5 John's teachers remembered him ..... a clever student when he was young.
- 6 Although Saskia is fifteen, she still behaves ..... a ten-year-old sometimes.
- 7 Milo's English was so good he got a job ..... an interpreter.
- 8 Even if we run ..... the wind, we'll still be late for class.
- 9 On the plane, I used my jacket ..... a pillow and soon fell asleep.
- 10 The opera house closed last year, but reopened ..... a cinema last week.

#### 4 Vocabulary: at the airport

a) Choose three people and three places from the following list. Write a sentence explaining what each one is. Use the language in the box below to help you.

- baggage hall
- check-in desk
- customs officer
- departure lounge
- duty-free shop
- flight attendant
- information desk
- passenger
- pilot
- snack bar

##### Useful language

This is someone who ...  
 This is the person who ...  
 This is the place where ...

*This is someone who flies planes.*

*pilot*

b) Work with a partner. Read aloud what you have written. Your partner will guess which person or place you are describing.

c) Now imagine that you are at the airport and that you are going to fly somewhere. With your partner, think of the order in which you might go to the places in the list.

*When you arrive at the airport, you go to the check-in desk, then you ...*

#### 5 Vocabulary: words that go together

Learning verbs and nouns in matching pairs will help you remember vocabulary.

a) Match each verb in List A with the correct noun phrase from List B.

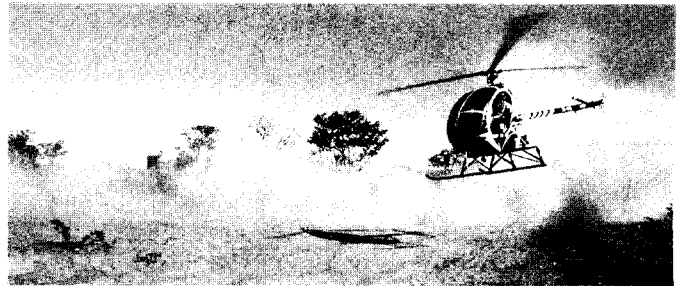
- |  |  |
|--|--|
| <p>A</p> <ul style="list-style-type: none"> <li>cash</li> <li>cross</li> <li>fasten</li> <li>miss</li> <li>pack</li> <li>reach</li> <li>reserve</li> </ul> | <p>B</p> <ul style="list-style-type: none"> <li>a seat</li> <li>the flight</li> <li>the border</li> <li>your suitcase</li> <li>your seat belt</li> <li>your destination</li> <li>some traveller's cheques</li> </ul> |
|--|--|

b) Now choose one of the expressions from Exercise 4a to complete these sentences, putting the verb in the correct form.

- 0 I ~~missed the flight~~ because there was a terrible traffic jam on the way to the airport.
- 1 The train stopped for half an hour when we ..... between Italy and Switzerland.
- 2 You'd better ..... so that you've got plenty of money when we go shopping.
- 3 I always ..... on the train because I like to sit by the window.
- 4 'Did you ..... yourself?' asked the man at the check-in desk.
- 5 You should ..... while the plane is taking off.
- 6 When you ....., make sure you take all your luggage with you.

#### 6 Speaking: travelling

a) Work with a partner. Say which way you would prefer to travel and explain why.



##### Useful language

I'd rather ...                      dangerous  
 exciting                              expensive  
 (un)comfortable

b) Now ask and answer these questions.

- 1 Have you ever flown on a plane or helicopter? When? Where did you go? Why?
- 2 Have you ever missed a plane? What happened?
- 3 What are the advantages and disadvantages of flying compared to other kinds of transport?

# Writing Part 1

## ► Strategy

### 1 Read the instructions to the Exam Task below.

- 1 How many sentences are there?
- 2 What are the sentences about?
- 3 What do you have to do?
- 4 How many words can you use?
- 5 Where do you write your answers?
- 6 How much do you write there?
- 7 Where can you do your rough work?

### 2 Compare the two sentences in the example.

- 1 Read the first sentence. What information does it give you about the cinema?
- 2 Now read the second sentence. Does it give you the same information as the first sentence?

### 3 Answer Question 1.

- 1 Read the first sentence. What information does it give you about the cinema?
- 2 Now read the beginning and end of the second sentence. How does it begin? How does it end?
- 3 How can you complete it? Write your answer.

### 4 Check your answer.

- Does your sentence give the same information as the first sentence?
- Is the grammar correct?
- How many words have you used?

### 5 Answer the other questions in the same way.

Write the answers to Questions 2–5 on your answer sheet.

Remember you can write your answers on the exam paper first if you wish and then copy them.

•• **Exam tip!** .....  
•• Don't write more than three words. ....

## Part 1

### Questions 1–5

Here are some sentences about a cinema. For each question, complete the second sentence so that it means the same as the first.

**Use no more than three words.**

Write only the missing words on your answer sheet.

You may use this page for any rough work.

**Example:**

0 The cinema is near the shopping mall.

The cinema is ..... from the shopping mall.

Answer: 

|   |         |
|---|---------|
| 0 | not far |
|---|---------|

1 The cinema opened two years ago.

The cinema ..... here for two years.

2 It has twelve screens.

There ..... twelve screens.

3 The tickets cost less during the week.

The tickets are ..... at weekends.

4 My sister told me she had seen a great new film there last week.

My sister said, 'I ..... a great new film there this week.'

5 My boyfriend advised me to book tickets.

The boyfriend said I ..... book tickets.

# Language practice: Writing Part 1

## 1 Grammar: matching patterns

In Part 1, the same grammar patterns are often tested. It is a good idea to study these patterns so that you can recognise them.

### a) Read the twelve sentences below. Find the six pairs which have the same meanings.

- |  |             |
|--|-------------|
| 1 The waiter said I should try the fish soup.            | .....7..... |
| 2 It's too cold to sit outside.                          | .....       |
| 3 The restaurant is not far from the river.              | .....       |
| 4 The meals cost a lot in the evening.                   | .....       |
| 5 It's not warm enough to sit outside.                   | .....       |
| 6 My girlfriend told me she had really enjoyed her meal. | .....       |
| 7 The waiter advised me to try the fish soup.            | .....1..... |
| 8 You won't get a table unless you book early.           | .....       |
| 9 My girlfriend said, 'I really enjoyed my meal.'        | .....       |
| 10 The restaurant is near the river.                     | .....       |
| 11 The meals are more expensive in the evening.          | .....       |
| 12 If you don't book early, you won't get a table.       | .....       |

### b) Match each pair of sentences above with one of these patterns.

- |                                    |                             |
|------------------------------------|-----------------------------|
| 0 modal verbs                      | .....1..... and .....7..... |
| a) similar meanings                | ..... and .....             |
| b) <i>too/enough</i>               | ..... and .....             |
| c) reported speech → direct speech | ..... and .....             |
| d) opposites                       | ..... and .....             |
| e) <i>if not</i> → <i>unless</i>   | ..... and .....             |

### c) Complete the second sentence so that it means the same as the first, using no more than three words.

- My suitcase was on top of my sister's on the shelf. My sister's suitcase was ..... on the shelf.
- We said we were looking for our books. We said, 'We ..... our books.'
- If I were you, I'd buy that CD. Why ..... buy that CD?

- Your jeans are clean enough to wear. Your jeans aren't ..... wear.
- This shop is closed on Saturday afternoons. This shop isn't ..... on Saturday afternoons.
- We'll go to the tennis club if it doesn't rain. We'll go to the tennis club ..... it rains.
- Which band do you like best? Which is your ..... band?
- He said he ate in the canteen every day. He said, 'I ..... in the canteen every day.'
- This house is close to the sports ground. This house isn't ..... the sports ground.
- She explained she hadn't got any money. She said, 'I ..... money.'

## 2 Correcting mistakes

Read these pairs of sentences. There is a mistake in the second sentence. Can you correct it?

- He's called Robert.  
His name ~~called~~ <sup>is</sup> Robert.
- My flat isn't as big as yours.  
My flat ~~is smaller as~~ yours.
- My brother is a member of the tennis club.  
My brother ~~is belong to~~ the tennis club.
- My sister suggested I should go swimming with her.  
'Why not you ~~come swimming with me?~~'  
~~suggested~~ my sister.
- You can't get a table unless you book.  
You ~~can get a table if you don't book.~~
- I like modern shops better than old ones.  
I ~~prefer modern shops from~~ old ones.

## Writing Part 2

### ► Strategy

#### 1 Read the instructions to the Exam Task opposite.

- 1 What are you going to write?
- 2 Who are you writing to?
- 3 How many things do you have to write about?
- 4 How many words do you have to write?
- 5 Where do you write your answer?

#### 2 Planning your answer

Before you begin to write, look at the words in the instructions. Mark the words that tell you what information you should include. Think about what extra information you need to add.

- 1 What has Eva borrowed?
- 2 When?
- 3 How will you start your note?
- 4 What do you have to ask her to do?
- 5 Why do you need it back?

#### 3 Writing your answer

Read the notes A, B and C opposite.

- 1 Which is the best answer? Why?
- 2 What is wrong with the other two answers?

#### 4 Checking and correcting your work

- a) Read this e-mail. It has eight grammar mistakes. Find and underline the mistakes.

Dear Adriana  
Do you remember to camp in Wales last year? Would you like coming to Ireland with me in next month? My exam's finish after two weeks and my cousins have invited me going with them. We can use my brothers' tent because he needn't it.

- b) Work with a partner and compare the mistakes you found. Correct the mistakes together.

## Part 2

### Question 6

A friend, Eva, borrowed your rucksack two weeks ago and hasn't returned it.

Write a note to Eva. In your note, you should

- remind her that she has your rucksack
- ask her to return it
- explain why you need it.

Write **35–45 words** on your answer sheet.

A

Hi Eva  
I hope you're well. Did you enjoy your camping holiday with your friends? I hope the weather was good. Was my rucksack useful? Please can you return it before next weekend? Thank you very much.  
Sergio

B

Hi Eva  
Do you remember that you borrowed my rucksack two weeks ago? Could you give it back to me soon, please? I need it before next weekend because I'm going camping with some friends.  
Thanks,  
Andreas

C

Hi Eva  
Do you remember that you lent me a rucksack two weeks ago? If you don't need it yourself, can I borrow it again next weekend, please?  
I need it because I'm going camping with some friends.  
Thanks,  
Estelle

# Language practice: Writing Part 2

## 1 Grammar: possessives

a) Look at these sentences and answer the questions below.

- We visited several of the *students' houses*.
- She lost all her *sister's money*.
- I found the *children's socks*.

- 1 Why is the apostrophe (') in a different place in *students'* and *sister's*?
- 2 Is *children* a singular word or plural word?
- 3 What is unusual about *children's*?

b) Rewrite the sentences below in your notebook, adding apostrophes in the correct places.

- 0 When he got angry, you could hear my fathers voice in the next street.  
*When he got angry, you could hear my father's voice in the next street.*
- 1 I have two brothers and two sisters – my brothers school is near our house, but my sisters school is three kilometres away.
- 2 I looked through all the womens clothes in the shop, but there was nothing suitable.
- 3 I tried not to laugh when I saw Janes new hairstyle.
- 4 Her friends parents all agreed that the party should finish at eleven.
- 5 I don't like borrowing other peoples clothes.

## 2 Grammar: verbs followed by -ing or infinitive

Complete these sentences using one of the verbs in the box in the correct form.

|       |        |       |       |      |        |
|-------|--------|-------|-------|------|--------|
| apply | arrive | buy   | drive | know | learn  |
| leave | meet   | phone | talk  | tidy | travel |

- 0 Would you like *to meet*..... me after work tomorrow?
- 00 I've often imagined *travelling*.. around the world, but I never have.
- 1 I hope ..... a new language next year.
- 2 They didn't want ..... at the party too early.
- 3 Will you promise ..... me as soon as you get home?
- 4 Jake caught the bus because he disliked ..... in the city centre.

- 5 She asked her sister ..... her a pair of tights.
- 6 Please don't forget ..... the kitchen before you go out.
- 7 When we came into the room, everyone stopped ..... and looked at us.
- 8 Would you consider ..... for a new job?
- 9 He pretends ..... a lot about art, but he doesn't really.
- 10 My uncle always regretted ..... school at fifteen.

## 3 Exam Task

a) Write your answer to this question.

An English friend, Saskia, is spending the day at your home next Sunday. You want to tell her what to expect.

Write a note to Saskia. In your note, you should

- tell her who she will meet
- say what kind of meal she will have
- ask how she would like to spend the day.

Write 35–45 words on your answer sheet.

b) When you have finished, check your work carefully.

- Have you included all the information?
- Have you written no more than 45 words?
- Is your grammar correct?
- Is your spelling correct?

•• **Exam tip!** .....  
•• Make sure you answer all three parts of the  
•• exam question.  
•• .....

## Writing Part 3

In Part 3 there are two writing tasks: an informal letter and a story. You answer ONE task only.

### ► Strategy: letter

#### 1 Read the instructions to the Exam Task below.

- 1 Who are you going to write to?
- 2 What does your friend ask you to write about?
- 3 Where must you write your answer?

#### 2 Planning your answer

##### a) Write down three ideas for your letter.

Example:

*city centre*  
*two bedrooms*  
*quiet street*

##### b) Write down five useful words and phrases that you can use in your letter.

Example: *a block of flats*  
*a balcony*  
*plenty of space*  
*to move in*  
*to paint*

##### c) Decide how your answer will begin and end. (Look back at Test 1 page 30 if you are not sure.)

#### 3 Writing your letter

Read Answers A and B to Question 7 opposite.

- 1 Which is the best answer? Why?
- 2 Why is the other answer not so good?
- 3 Can you find eight grammar mistakes in that answer?

#### 4 Checking and correcting your work

Work with a partner and compare the mistakes you found. Correct the mistakes together.

## Part 3

### Question 7

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

In your last letter, you gave me your new address. Please write and tell me what your new home is like. Is it in a similar place? What do you like best about it?

- Now write a letter, telling your friend about your new home.
- Write your **letter** on your answer sheet.

A

Dear Alex

Thanks for your letter. You want to know what is the new flat like. Well, I love it! It's into a block of flats near of the city centre, but it's in a quiet street. It's not so small than our old one, so I don't had to share a room with my brother. I've got plenty of space for my computer. I painted my room before we move in. But the better thing about this flat is the balcony. It's really big and we are having breakfast there every morning. I hope you'll come and see it soon.

All the best

Marco

B

Dear Tom

Thanks for your letter. You want to know about our new flat. Well, it's great! It's in the city centre, but the street is quiet. It's on the ground floor of a small block of flats. It's much bigger than our old one, so I have my own bedroom. My bedroom is painted blue and white and there's plenty of space for everything I need. My favourite part of this flat is the balcony. It's big and sunny, so we can eat there at weekends. I hope you'll visit us here soon.

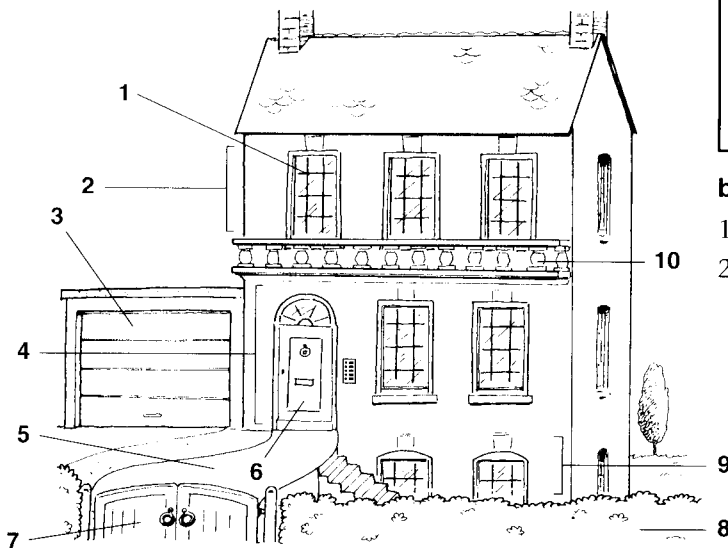
All the best Roberto

## Language practice: Writing Part 3

### 1 Vocabulary: describing houses and flats

In the exam, you often have to describe your home, or someone else's.

Use the words in the boxes to label the picture. You can use a dictionary to help you.



basement first floor ground floor front door  
 path window gate hedge garage balcony

### 2 Vocabulary: things in your room

a) Alex has a computer in his room. What do you have in yours? Mark the things on the list below which you have in your room, then compare your list with a partner.

air conditioning armchair basin blind  
 carpet CD player chest of drawers computer  
 cupboard curtain desk fridge mirror  
 radiator radio rug shower television  
 wardrobe

b) Talk about these questions.

- 1 What other things do you have in your rooms?
- 2 What other things would you like to have in your rooms?

# Writing Part 3

## ► Strategy: story

### 1 Read the instructions to the Exam Task below.

- 1 What title must your story have?
- 2 Where must you write your answer?

### 2 Planning your answer

Before starting your story, it is important to make a plan. Your story must be simple enough to finish in about 100 words.

#### a) Write down some ideas for the story. Use these ideas to help you.

- Begin with someone feeling sad.
- Describe a good surprise.

#### b) How will your story end? Think about this question.

How did he/she feel?

### c) Write down five useful words and phrases that you can use in your story.

Example:

*birthday*  
*be disappointed*  
*discover*  
*guess*  
*a plan*

### 3 Writing your story

Read Answers A and B to Question 8 on page 77.

- 1 Which is the best answer? Why?
- 2 Why is the other answer not so good?
- 3 Can you find five grammar mistakes in that answer?

### 4 Checking and correcting your work

Work with a partner and compare the mistakes you found. Correct the mistakes together.

•• **Exam tip!** .....  
• Remember to keep your story simple. You only  
• have 100 words.  
•••••

## Part 3

### Question 8

- Your English teacher has asked you to write a story.
- Your story must have this title:

**The surprise**

- Write your **story** on your answer sheet.

A

The surprise

I knew a boy called Timmy. He used to stealing things from shops. He had lots of money. Nobody liked him. He told his friends he stole things. They weren't interested in.

One day he was talking to some other boys in a café. A young man came in. He sat at the same table. He said Timmy, 'I don't believe you really steal things.' Timmy showed him a CD. He'd stolen the CD that morning. 'Do you believe me now?' he asked.

'Yes,' said the young man. 'I'm arresting you. I'm policeman.'

Timmy was very surprised. He didn't know what to say.

B

The surprise

I usually spend Friday evenings with my friend, Mina. Last Friday was my birthday. At school, some of my classmates said 'Happy birthday' when I came into the classroom, but I was a little bit disappointed, because Mina didn't suggest meeting that evening.

I thought, 'Perhaps her family has visitors.' When I got home, my father made me sit in the car, then he covered my face with a scarf and drove somewhere.

I discovered we were at Mina's house. And there was Mina with all our friends, ready for a party. I was really surprised because I hadn't guessed their plan.

**Language practice: Writing Part 3**

**1 Improving your story:** using linking words

Look at Answer A again. It has too many short sentences, so it isn't very interesting to read. Use a word from the box to fill each space in the text below and make the story more interesting.

although and but so that who  
when which

I knew a boy called Timmy (1) ..... used to steal things from shops. (2) ..... he had lots of money, nobody liked him. He told his friends that he stole things, (3) ..... they weren't interested. One day, he was talking to some other boys in a café (4) ..... a young man came in (5) ..... sat at the same table. He said to Timmy, 'I don't believe you really steal things.' Timmy showed him a CD (6) ..... he'd stolen that morning. 'Do you believe me now?' he asked.

'Yes,' said the young man, 'I'm arresting you. I'm a policeman.'

Timmy was (7) ..... surprised (8) ..... he didn't know what to say.

**2 Improving your story:** adding information

a) Here is part of a different story. Read the story and then look at the phrases in the box below. Decide which one fits best in each space.

(1) ..... , I decided to go on a bus tour one afternoon. The tour goes through a part of London (2) ..... (3) ..... , I saw a strange castle beside the road. I asked the man (4) ..... 'What is that castle?' He looked at me (5) ..... and said, 'There hasn't been a castle here for a hundred years.'

- a) While the bus was waiting at some traffic lights
- b) which has lots of famous old buildings in it
- c) Although the weather was wet
- d) very strangely
- e) who was sitting next to me

b) Add your own ideas to make some interesting sentences.

- 1 The young man lived in a small flat which ...
- 2 The film director met his wife while ...
- 3 The girl shouted ..... and everyone heard her.
- 4 Although the party began late, ...
- 5 There's a new student in our class who ...

## Writing Part 3: Exam Practice

► **Strategy:** choosing your question

**1 Read both the Exam Tasks below.**

- Write down two ideas for your letter.
- Write down five useful words or phrases that you can use in your letter.
- Write down two ideas for your story.
- Write down five useful words or phrases that you can use in your story.
- Look at your notes. Which question is easier for you?

**2 Make a plan on your exam paper.**

**3 Write your answer.**

**4 Check and correct your work.**

(Look back at Test 1, page 34.)

### Part 3

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

#### Question 7

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

*You told me in your last letter that you sometimes stay with your cousins in the summer. What kind of place do they live in? Can you tell me about it?*

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

#### Question 8

- Your English teacher has asked you to write a story.
- Your story must have this title:

**A new member of the family**

- Write your **story** on your answer sheet.

**Listening Part 1**


**► Strategy**

**1  Listen to the introduction to the test.**

- 1 How many parts does the Listening test have?
- 2 How many times will you hear each part?
- 3 Where do you write your answers?
- 4 What will you do at the end of the test?
- 5 How long will you have?

**2  Read and listen to the instructions for Part 1 below.**

- 1 How many questions are there?
- 2 How many pictures are there for each question?
- 3 What do you have to do?

**3  Look at the example and listen to the recording.**

- 1 What is the question?
- 2 What is the answer?
- 3 How do you know?

**4 Look at Question 1. Think about what you are going to hear.**

- 1 What information must you listen for?
- 2 Look at the three pictures. What are the names of the places in Pictures A, B and C?
- 3 Listen to the recording for Question 1. Which of the places did you hear?
- 4 Listen again and mark your answer.
- 5 Why is A wrong?
- 6 Why is B wrong?
- 7 Why is C the correct answer? What does the woman say?

**5 Do Questions 2–7 in the same way.**

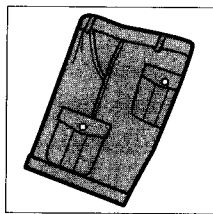
**•• Exam tip! •••••**  
Remember you will hear each recording twice so you have a second chance to choose the answers.  
**•••••**

**Part 1**

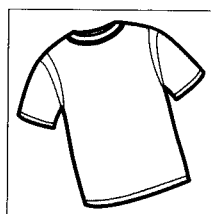
**Questions 1–7**

There are seven questions in this part.  
For each question, there are three pictures and a short recording.  
Choose the correct picture and put a tick (✓) in the box below it.

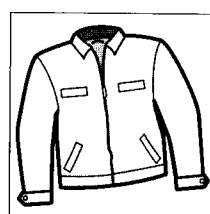
**Example:** What will the boy take back to the shop?



A



B



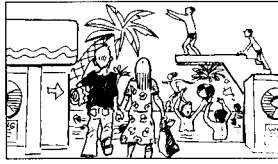
C

[Turn over

1 Where will they meet?



A



B

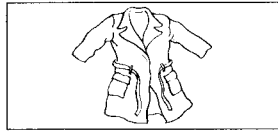


C

2 What is the woman looking for?



A

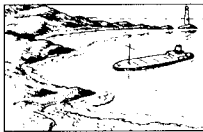


B



C

3 Which photograph are they looking at?



A

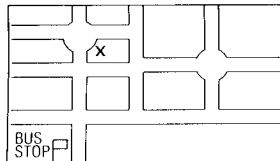


B

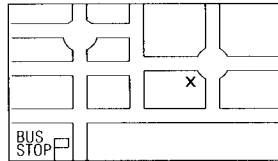


C

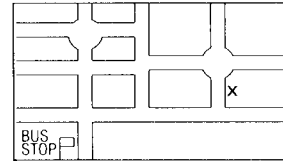
4 Where is the boy's flat?



A



B

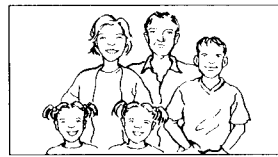


C

5 Who is coming to stay with the girl?



A

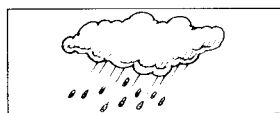


B

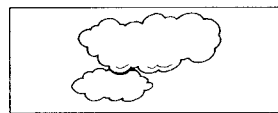


C

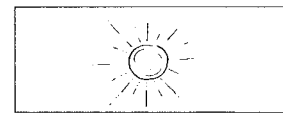
6 What was the weather like on Tom's holiday?



A

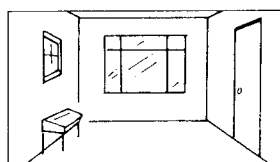


B

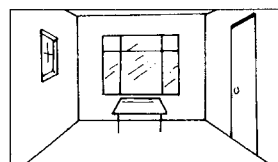


C

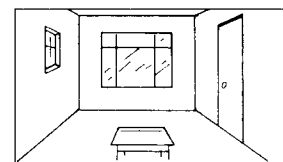
7 Where is the desk now?



A



B



C

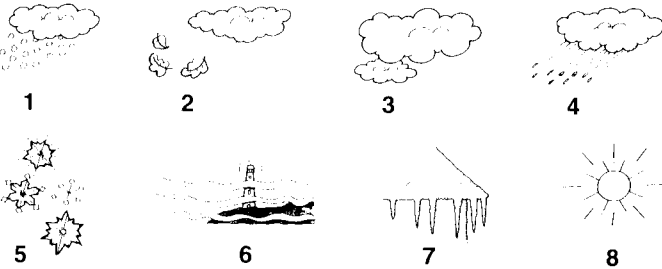
# Language practice: Listening Part 1

## 1 Vocabulary: weather

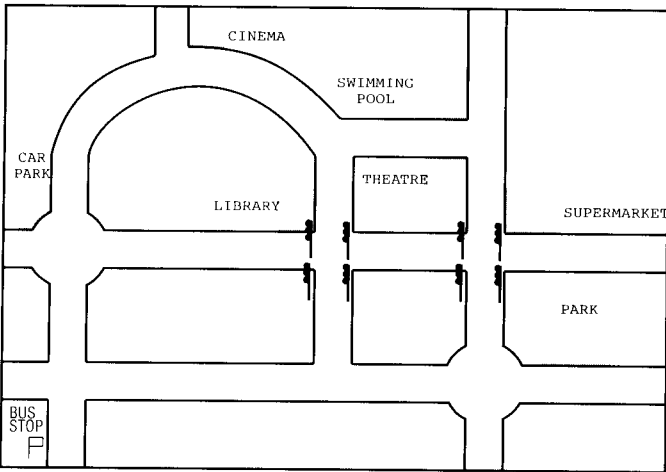
In Part 1, there is often a question about the weather. In Question 6 on page 80, the boy talked about bright sunshine, the rain and cloudy weather.

Match the following sentences to the pictures. Some sentences can be used with more than one picture.

- It's sunny.
- It's windy.
- It's foggy.
- It's cloudy.
- It's icy.
- It's frosty.
- It's snowing.
- It's raining.
- It's freezing.
- It's damp.
- It's wet.
- It's misty.



## 2 Functions: giving and understanding directions



a) Look at the map. Read these directions and fill in the gaps.

- 1 Get off the bus and go straight on at the crossroads. Turn right at the roundabout, then take the first turning on the left. The ..... is on the left.
- 2 Get off the bus and turn right at the crossroads. Turn left at the roundabout. Go straight on at the traffic lights. The ..... is on the next corner on the left.

- b) Work in pairs. Choose a place on the map. Don't tell your partner what it is. Tell your partner how to get there from the bus stop.
- c) Give your partner directions from your school to somewhere in your town or city. Don't say the name of the place. Does he/she arrive in the correct place?

## 3 Vocabulary: clothes

a) Here are some words that you may meet in the exam. Decide which words in the box belong with the different clothes. (Some of them can go in all the columns!)

belt V-neck silk knee-length pockets  
collar short sleeves buttons zip  
round neck leather high heels sleeveless  
wool cotton

| skirt | coat | jacket | dress | shirt | boots |
|-------|------|--------|-------|-------|-------|
| belt  | belt | belt   | belt  |       |       |
|       |      |        |       |       |       |

b) Complete this conversation between a man and a lost-property officer using some of the words above.

Officer: Good morning. Can I help you?  
 Man: Yes, please. I've lost a jacket. I think I left it on the train.  
 Officer: OK. Can you describe it?  
 Man: Yes. It's brown with a (1) ..... up the front. It's got two (2) ..... and it's made of (3) .....  
 Officer: Does it have a (4) ..... ?  
 Man: No, it doesn't.

c) Write about someone in the class. Describe the clothes they are wearing. Then read your description to the class. How quickly do they guess who you are describing?

## Listening Part 2

### ► Strategy

#### 1 Read and listen to the instructions to the Exam Task below.

- 1 How many questions are there?
- 2 Who will you hear?
- 3 Who is she talking to?
- 4 What is she talking about?
- 5 What do you have to do?
- 6 How many times will you hear the recording?

#### 2 Read the questions. They give you some information about what you will hear.

Which of the following points do you find out from the questions? Put a tick next to them.

- 1 They will come back to the hotel in the early evening.
- 2 They will visit a town.
- 3 They will have coffee in a hotel.
- 4 Something about the trip has changed.
- 5 Brampton is a village.
- 6 They will stop in the countryside for a drink.
- 7 They will visit a wildlife park.

#### 3 Listen to the recording the first time.

- a) Look at Question 8. Listen to what the tour guide says about the change of plan and tick the correct answer.

Be careful – she mentions a town, a university and a wildlife park, but there is only one change to the plans.

- b) Look at Question 9. Listen to where they will stop for a coffee. Tick the correct answer.

- c) Now do Questions 10–13 in the same way.

#### 4 Listen to the recording again.

Check the answers you have marked and try to do any you missed the first time. If you still don't know, guess! Do not leave any questions unanswered.

•• **Exam tip!** .....  
•• You must choose the answer which really gives  
•• the information asked for in the question, so  
•• read the question very carefully.  
•• .....

## Part 2

### Questions 8–13

You will hear a tour guide talking to a group of tourists about a coach trip.  
For each question, put a tick (✓) in the correct box.

- |   |                                  |                                      |                          |
|---|----------------------------------|--------------------------------------|--------------------------|
| 8 | What is the change of plan?      | A They will visit two towns.         | <input type="checkbox"/> |
|   |                                  | B They will look round a university. | <input type="checkbox"/> |
|   |                                  | C They will visit a wildlife park.   | <input type="checkbox"/> |
| 9 | Where will they stop for coffee? | A near a waterfall                   | <input type="checkbox"/> |
|   |                                  | B by a lake                          | <input type="checkbox"/> |
|   |                                  | C on a mountain                      | <input type="checkbox"/> |

10 The town of Brampton became well known because of its

- A shops
- B university
- C museum

11 What animals will they see in the wildlife park?

- A lions
- B monkeys
- C tigers

12 What time will they arrive back at the hotel?

- A 5.30
- B 6.45
- C 7.15

13 The tour guide asks if anyone

- A needs more information.
- B would like to go on another trip.
- C wants to ask any questions.

## Language practice: Listening Part 2

### 1 Grammar: possessives

In the Listening on pages 82–83, the tour guide talks about *some friends of mine*. This is another way of saying *my friends* or *some of my friends*.

She also says *a colleague of mine*.

This is another way of saying *my colleague* or *one of my colleagues*.

We can say *a friend of my mother's* or *(one of) my mother's friends*.

Complete the second sentence so that it means the same as the first, using no more than three words.

- 0 Andrew's friend is studying to become an actor.  
A ..... *friend of Andrew's* ..... is studying to become an actor.
- 1 One of my neighbours is having a party.  
A ..... is having a party.

- 2 My brother's friend has just sailed across the Atlantic Ocean.

A friend ..... has just sailed across the Atlantic Ocean.

- 3 My sister keeps wearing my shoes.

My sister keeps wearing some shoes .....

- 4 One of her students has won a competition.

A ..... has won a competition.

- 5 One of their cousins lives in China.

A ..... lives in China.

- 6 Sally's friends are hoping to rent a flat together.

Some friends ..... are hoping to rent a flat together.

## 2 Grammar: reported questions

### a) Look at Question 13 from the Exam Task.

The tour guide asks if anyone ...

- A needs more information.
- B would like to go on another trip.
- C wants to ask any questions.

Compare these direct and reported questions. How do we form reported questions?

**'Do you need more information?'**

→ **She asks if they need more information.**

**'What information do you need?'**

→ **She asks what information they need.**

### b) Report what these people are asking.

- 0 'Is that book David's?' The teacher asks if that book is David's .....
- 1 'When does the match start?' She asks .....
- 2 'What's the time?' The man asks .....
- 3 'Is it far to the cinema?' She wants to know .....
- 4 'Are you busy tonight, Paola?' Peter asks .....
- 5 'Where's the nearest bus stop?' They want to know .....
- 6 'Are they coming to the cinema?' We ask .....

### c) Complete the second sentence so that it means the same as the first, using not more than three words.

- 0 He asked what the time was.  
'What ..... <sup>is</sup> ..... the time?' he asked.
- 1 She wanted to know where I lived.  
'Where ..... ?' she wanted to know.
- 2 They asked if they could sit near the window.  
They said, '..... near the window?'
- 3 I wondered when the rain would stop.  
'When ..... the rain stop?' I wondered.
- 4 He inquired whether there were any seats available.  
He said, '..... any seats available?'

- 5 Monica wanted to know how Clare knew about her problems.  
'How ..... about my problems?' asked Monica.
- 6 John asked Rosemary why she hadn't phoned him in the morning.  
'Why ..... me in the morning?' said John to Rosemary.

## 3 Vocabulary: the environment

Choose the correct word for each space.

- 0 The sun ..... over the hills and then it was dark.  
(A set) B rose C finished D started
- 1 We spent the afternoon walking through the ..... near the village.  
A hedge B green C tree D forest
- 2 The children ran across the sandy ..... to the sea.  
A cliff B coast C beach D rock
- 3 The sky was completely blue, except for one dark .....  
A cloud B moon C star D sun
- 4 The race began at the café, went round the ..... and back to the café.  
A ocean B lake C river D stream
- 5 The boys camped in the ..... , away from the cold wind.  
A waterfall B island C valley D mountain
- 6 This region is divided into five smaller .....  
A continents B districts C lands D countries

## 4 Speaking: the environment

Talk to your partner. Answer these questions.


- 1 Do you live near the countryside?
- 2 Do you like going into the countryside?
- 3 Which parts of your country are famous for their natural beauty?
- 4 Do you ever visit them?
- 5 Do you prefer spending a day in the countryside or the city?

### Useful language

I live in/quite near/a long way from the countryside.  
The north/south/east/west of my country is famous for ...

# Listening Part 3

## ► Strategy

1  Read and listen to the instructions to the Exam Task below.

- 1 How many questions are there?
- 2 Who will you hear? What will they talk about?
- 3 What do you have to do?

2 Look at the Exam Task and guess what kinds of words are missing.

- 1 Look at Questions 14 and 16. What kind of word can go in these spaces. How do you know?
- 2 Look at Question 15. What kind of information do you need here? How do you know?
- 3 Look at Question 17. What kind of information can go here? How do you know?
- 4 Look at Question 18. What kind of word do you need here? How do you know?
- 5 Look at Question 19. What sort of information can go here? How do you know?

3  Listen to the recording the first time.

Try to answer as many questions as you can. If you miss a gap, don't worry. You can fill it in the second time you listen.

4  Listen to the recording again.

Check the answers you wrote the first time. Fill in any answers you missed.

5 Check your answers.

- How many words did you write in each space?
- Is the meaning correct?
- Is the grammar correct?
- Is the spelling correct?

•• **Exam tip!** .....  
• You usually need to write one or two words, and  
• never more than three.  
••

## Part 3

### Questions 14–19

You will hear a woman talking on the radio about a competition. For each question, fill in the missing information in the numbered space.

### This month's competition

Prize: a computer + a (14) ..... printer

Write a story

- length: fewer than (15) ..... words
- subject: a short (16) ..... story which takes place in (17) .....

Write your name, address, telephone number and (18) ..... at the end.

Story must arrive on or before (19) .....

# Language practice: Listening Part 3

## 1 Writing dates and numbers

In Part 3, it is important to be able to write dates and numbers correctly.

a) Look at the Exam Task on page 85. Where must you write a date or number?

b) Write the following dates correctly in your notebook.

0 teuesday 9th juli 2015  
*Tuesday 9th July 2015.....*

1 february 21th 2002

2 wensday 2 marsh 2005

3 septembre 4st 2009

4 thrusday aprille 19th 2020

c) Now say and write these numbers.

0  $3\frac{1}{2}$  *...three and a half.....*

1  $7\frac{1}{4}$  2  $\frac{1}{3}$  3 1st 4 2nd 5 3rd 6 4th

7 75% 8 0.35 9 1,580 10 200,000

d) Listen to your teacher read some dates and numbers and write them down. Be careful with your spelling and punctuation.

## 2 Grammar: expressions of purpose

We can use *in order to + verb* or *so that + subject + verb* to explain the purpose of an action.

a) Match Questions 1–6 to the correct answer a)–f).

- 1 Why did you buy a computer? .....
- 2 Why are you wearing that old shirt? .....
- 3 Why are you phoning the station? .....
- 4 Why are you whispering? .....
- 5 Why have you come to see me? .....
- 6 Why do you want to have guitar lessons? .....

- a) in order to apologise
- b) in order to book seats on the train to Paris
- c) in order to use the internet
- d) so that I can join my boyfriend's band
- e) so that no one can hear me
- f) so that my clothes don't get dirty

## 3 Vocabulary: computer words

Find eight words connected with computers in the wordsearch box and use some of them to complete the sentences below.

|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| K | T | W | F | E | S | U | O | M | G |
| B | E | N | M | A | O | X | C | V | F |
| V | N | Y | K | U | F | I | O | Q | R |
| G | R | J | B | U | T | N | R | W | E |
| M | E | I | E | O | W | E | E | R | K |
| W | T | M | T | J | A | E | F | T | A |
| E | N | C | A | F | R | R | C | H | E |
| R | I | V | Y | I | E | C | D | N | P |
| N | A | J | T | D | L | S | Z | B | S |
| L | R | E | T | N | I | R | P | I | P |

- 1 You can get information on almost any subject on the .....
- 2 You need ..... in order to run a computer program.
- 3 You need a ..... if you want to listen to music.
- 4 You can use arrows on the keyboard to move around the screen, or you can use a .....
- 5 Instead of writing a letter to someone, you can send an ..... from your computer.

## 4 Speaking: communicating with other people

Talk to your partner. Answer these questions.

- 1 How often do you send an e-mail?
- 2 Do you just send e-mails to your friends or to other people, too?
- 3 Do you prefer to send an e-mail or talk on the phone?
- 4 How many text messages do you send every week?
- 5 How often do you write a letter?

# Listening Part 4

## ► Strategy

1  Read and listen to the instructions to the Exam Task below.

- 1 How many sentences are there?
- 2 How many people will you hear?
- 3 What is the man's name?
- 4 What is the woman's name?
- 5 How do they know each other?
- 6 What do you have to do?

2 Read the six sentences. Underline the names in each sentence.

3 Make guesses about what you will hear.

- a) Underline six words or phrases which tell you what Marcus and Cora's conversation will be about.
- b) Compare your list of words with another student.

4  Listen to the recording and answer the questions.

Mark the answers you are sure of. If you miss one, don't worry. You can listen for the answer when you hear the recording again.

•• **Exam tip!** .....  
•• When a question is about agreeing or  
•• disagreeing, you need to listen carefully to  
•• what both speakers say on that subject.  
•• .....

5  Listen again and check your answers.

Try to fill in any answers you missed the first time. If you still don't know, guess! Do not leave any questions unanswered.

•• **Exam tip!** .....  
•• Remember, at the end of the exam you are  
•• given six minutes to transfer all your listening  
•• answers to the answer sheet. Make sure you  
•• copy carefully.  
•• .....

## Part 4

### Questions 20–25

Look at the six sentences for this part.

You will hear a conversation between a man, Marcus, and a woman, Cora, who work in the same office. Decide if each sentence is correct or incorrect.

If it is correct, put a tick (✓) in the box under **A** for **YES**.

If it is not correct, put a tick (✓) in the box under **B** for **NO**.

|  | A<br>YES                 | B<br>NO                  |
|--|--------------------------|--------------------------|
| 20 Marcus is often late for work.                              | <input type="checkbox"/> | <input type="checkbox"/> |
| 21 Cora disagrees with Marcus about the cause of traffic jams. | <input type="checkbox"/> | <input type="checkbox"/> |
| 22 Marcus agrees that cycling to work would be good for him.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 23 Marcus believes employers should provide buses.             | <input type="checkbox"/> | <input type="checkbox"/> |
| 24 Marcus agrees to try coming to work by bus tomorrow.        | <input type="checkbox"/> | <input type="checkbox"/> |
| 25 Cora suggests that Marcus is lazy.                          | <input type="checkbox"/> | <input type="checkbox"/> |

# Language practice: Listening Part 4

## 1 Functions: agreeing and disagreeing

In Part 4, you often need to understand when people are agreeing and disagreeing with each other.

a) Look at the phrases below. Write A next to the ones which we use to agree, and D next to the ones which we use to disagree.

- 1 I don't think so. ....<sup>D</sup>.....
- 2 That's not right. ....
- 3 I quite agree. ....
- 4 Exactly. ....
- 5 I just don't accept that. ....
- 6 I don't agree. ....
- 7 That's where you're wrong. ....
- 8 That's right. ....

b) Work with a partner. Take turns at reading out a statement. Say whether you agree or disagree with it.

- 1 Football players earn too much money.
- 2 Graffiti is art and should be encouraged.
- 3 The government should give children pocket money.
- 4 There are too many television channels.
- 5 Adverts should not be aimed at children.

## 2 Vocabulary: traffic problems

In the exam, you often meet or need to use words about traffic problems.

a) Complete the following sentences with a word or phrase from the box.

|             |                |             |                      |
|-------------|----------------|-------------|----------------------|
| motorway    | petrol         | car park    | <del>pollution</del> |
| speed limit | tunnel         | pedestrians | pavement             |
| traffic jam | traffic lights |             |                      |

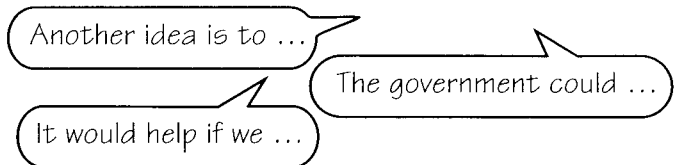
- 0 Some cities have stopped cars from going into the centre because of the .....<sup>pollution</sup>.....
- 1 Someone took my space in the ..... today, so I had to leave my car in the street.
- 2 The fire engine didn't stop at the ..... , even though they were red. Luckily there were no ..... trying to cross the road.

- 3 If you're driving on an empty ..... , it's easy to forget the ..... is 90kph.
- 4 I never drive through the city centre because there's always a ..... by the market square.
- 5 We stopped at the garage to buy some .....
- 6 It's very dangerous to walk along that road because there's no .....
- 7 The journey is much quicker now because there's a ..... under the river.

b) Work with a partner. Decide if you agree or disagree with these suggestions for reducing traffic in cities. Tick the ones you think are the best.

- 1 Cars should be forbidden from the city centre.
- 2 Each family should only be allowed to have one car.
- 3 The government should make public transport free in cities.
- 4 Young people should not be allowed to own a car until they are 21.
- 5 Everyone should pay a fee before they drive into a town or city.

c) Can you add any more ideas?



## 3 Speaking: where you live

a) Think about the town where you live. Think about:

- traffic
- transport
- activities for young people
- things to do and see (e.g. libraries, museums)
- parks and green spaces.

b) In your notebook, write down the two things you like best about your town and the two things you like least.

c) Work with a partner. Discuss the things you wrote. What do you agree or disagree about?

**Speaking Part 1**

**► Strategy**

The test begins with a general conversation between the examiner and the candidates. Be ready to:

- answer questions about personal details, e.g. where you live
- answer questions about your daily life, likes/dislikes, habits, etc.
- spell out words (e.g. names, addresses).

**1 Giving personal information**

a) Here are some questions the examiner might ask in Part 1. Read the questions, then match them to the answers below.

- 1 What's your name and surname? .....
- 2 Where do you live? .....
- 3 What school do you go to? .....
- 4 How long have you been there? .....
- 5 Can you spell the first word of your school's name for me, please? .....
- 6 How far is the school from your home? .....
- 7 How do you get to school? .....
- 8 What is your favourite subject? .....

- a) Usually by bike, but sometimes I catch the bus if I have too many books.
- b) Diana Mann.
- c) Science.
- d) Longbridge Road School. It's near the hospital.
- e) About two and a half kilometres.
- f) Five months.
- g) L-O-N-G-B-R-I-D-G-E.
- h) 16, Milford Hill Flats.

b) Look carefully at the answers.


- 1 Are they all complete sentences?
- 2 Which of them give extra information?

c) Work with a partner. Ask each other the questions in Exercise 1a above. Try to give some extra information for some of the questions. When you have finished, write the answers you gave in your notebook.

**2 Vocabulary and pronunciation: school subjects**

a) Tick which school subjects you study.

- chemistry   biology   physics  
 environmental science   geography   history  
 philosophy   music   computing   religion  
 modern languages   literature

b)  Some of the subjects above look almost the same in many languages, but they are pronounced differently. Listen and underline the syllable with the main word stress. Then practise saying them.

Example: chemistry   biology

It's important to put the correct stress on words. This will make it easier for other people to understand you.

c) Have you ever studied any other subjects?

- 1 What are they called in English?
- 2 Write the names down in your notebook.
- 3 Make sure you know how to pronounce them.

**3 Exam Task**

►► Extra Language for the Speaking Test, Sections 4 and 5, page 161

**a) Work with a partner.**  
**Student A:** You are the examiner. Ask your partner the questions at the bottom of page 50. For Question 7, write down what your partner says so that you can check it later.  
**Student B:** Answer your partner's questions.  
**When you have finished, check the answer to Question 4. Is it spelt correctly?**

**b) Change roles.**  
**Student B:** You are the examiner. Ask your partner the questions at the bottom of page 66. For Question 7, write down what your partner says so that you can check it later.  
**Student A:** Answer your partner's questions.  
**When you have finished, check the answer to Question 5. Is it spelt correctly?**

•• **Exam tip!** •••••  
 • Short answers are usually better than complete sentences, but don't answer questions with just Yes or No – always try to give an extra piece of information.  
 •••••

# Speaking Part 2

## ► Strategy

In Part 2, the examiner describes a situation, and you and your partner talk about it for two or three minutes. The examiner gives you some pictures to help you. Be ready to:

- ask your partner's opinion
- say what you think is best
- give a reason for your opinion.

Make sure you listen to your partner and ask his/her opinion. Give reasons for your ideas.

### 1 Vocabulary: presents (1)

You are going to buy a present for some neighbours who are going to live in another city. Look at the picture of your neighbours on page 163 and some of the things you might buy. Do you know what they all are in English?

### 2 Functions: choosing a present

a) Match these expressions (1–7) with the descriptions a)–c) below.

- |  |       |
|--|-------|
| 1 What kind of thing would be best?  | ..... |
| 2 But they might already have one.   | ..... |
| 3 Do you think a CD is a good idea?  | ..... |
| 4 I don't think we should choose a cookery book because they don't like cooking. | ..... |
| 5 Don't you think a book would be better?  | ..... |
| 6 I think she'd prefer some earrings because she likes jewellery.                | ..... |
| 7 Do you think they would like some chocolates?                                  | ..... |

- a) asking your partner's opinion
- b) say what you think is best
- c) give a reason for your opinion

b) Read the following conversation between Kika and Owen who are deciding what to buy for a friend. Fill each space with a suitable word.

Kika: We should buy Janetta a present when she leaves school.

Owen: Yes. What (1) ..... of thing would be best?

Kika: I'm not (2) ..... . Do you think she'd like a box of chocolates?

Owen: She might, but do you think that's a good (3) ..... ? I know she worries about her weight. I think she'd prefer a book (4) ..... she likes reading.

Kika: But she (5) ..... already have the book we choose.

Owen: That's true. I don't think we should choose a video, because she doesn't like (6) ..... to the cinema.

Kika: Yes, I know. She's quite unusual. But she enjoys art. What (7) ..... a painting?

Owen: Don't you think a photo would be (8) ..... ? We can't afford a really good painting.

Kika: Yes, you're right. Let's choose one today.

Owen: OK.

c) Work with a partner. Practise reading the conversation aloud.

### 3 Vocabulary: presents (2)

Work with a partner. Look again at the presents in Exercises 1 and 2.

Tell your partner which of these things you would like:

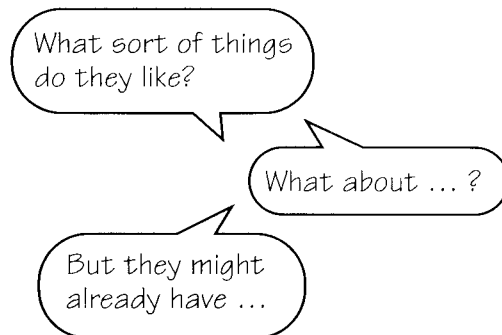
- a) for your birthday
- b) if you moved into a new house.

Explain why.

### 4 Exam Task

►► Extra Language for the Speaking Test, Sections 6–10, pages 160–161

**Work with a partner. Turn to page 163 and look at the picture. Do the task in Exercise 1. Decide together what you are going to buy.**



•• **Exam tip!** •••••  
 •• You don't have to agree with everything your partner says, but it's good if you can agree at the end. ••

## Speaking Part 3

### ► Strategy

In Part 3, the examiner gives you a photograph. You talk about it by yourself for about a minute. Then your partner talks about another photo on the same topic.

Be ready to say:

- what you can see in different parts of the photo
- what is happening/what people are doing
- what people look like and what they are wearing
- how people are feeling and why.

### 1 Talking about things you don't know the name of

Work with a partner. Take turns to choose one of the things in the list below, but don't tell your partner. Use the expressions below to explain it and see if your partner can understand which thing you mean.

- |                   |                 |
|-------------------|-----------------|
| a) a zebra        | f) a burger     |
| b) a museum       | g) a CD player  |
| c) a mobile phone | h) a keyboard   |
| d) a wardrobe     | i) a restaurant |
| e) a pineapple    | j) a tiger      |

*It's a sort of ...*

*It's a place where ...*

*It's a thing which you use to ...*

Examples:

Student A: It's a place where you can see lots of old things.

Student B: A museum?

Student A: Right.

Student B: It's a sort of a horse.

Student A: A zebra?

Student B: Yes.

•• **Exam tip!** •••••  
• Don't worry if you don't know a word – try to say it in another way, e.g. if you don't know the word *rucksack*, you can say *a sort of bag*.

## 2 Describing photos

- a) Look at Photos A and B and read the description below. Which photo is described?

A



B



In the photo I can see several young people. I think they're students. They look quite happy and relaxed. Some of them are talking. They're outside a café and they're sitting around tables. There are some other tables in the background and all the tables have, I don't know what you call them, but they keep the sun away from you. There are some flowers and a fountain. It looks quite warm, but not too hot.

- b) Now work with a partner. Describe the other photo together.

## 3 Exam Task

►► Extra Language for the Speaking Test, Sections 11–16, page 161

**Work with a partner. Do the Exam Task below.**

Candidate A: Look at Photograph 2A on page 168.

Candidate B: Look at Photograph 2B on page 171.

**Think about your photograph for a few seconds. Describe it to your partner for about one minute. Tell your partner about these things:**

- the kind of place it is
- what you can see in different parts of the picture
- what kind of people you can see
- what they are doing
- whether they look happy or not
- why you think they are there.

# Speaking Part 4

## ► Strategy

In Part 4, the examiner asks you to talk to your partner about a topic for about three minutes. The topic is the same as the pictures in Part 3.

- DO give your opinions.
- DO talk about your own or other people's experiences.
- DO ask your partner questions and respond to what he/she says.
- DO NOT talk to the examiner, only to your partner.

### 1 Talking about your own or other people's experiences

Match these questions and answers.

- |   |       |
|---|-------|
| 1 Have you ever played in a concert?                | ..... |
| 2 Do you often forget your homework?                | ..... |
| 3 Do you know anyone who has recorded a CD?         | ..... |
| 4 Do any of your friends own sports cars?           | ..... |
| 5 Have any of your friends ever appeared in a film? | ..... |
- a) Yes, my cousin has. He plays in a band.  
 b) No, none of them has enough money.  
 c) No, I can't sing or play an instrument.  
 d) No, but one of them was in a show at the theatre.  
 e) Yes, all of my friends do that sometimes.

### 2 Talking about some of the people in a group

a) Look at the picture. Complete the sentences below using the phrases in the box. You need some of the words more than once.

All of Both of One of None of Two of

- 1 ..... them are carrying books.
- 2 ..... them are wearing T-shirts.
- 3 ..... the boys are wearing jeans.
- 4 ..... them has a mobile phone.
- 5 ..... them has a rucksack.
- 6 ..... them could be students.



b) Complete these sentences truthfully.

- 1 Most of my friends ...
- 2 Some of my classmates ...
- 3 One of my neighbours ...
- 4 None of my family ...
- 5 All of my teachers ...

### 3 Telling someone about yourself and people you know

Work with a partner. Ask each other Questions 1–5 in Exercise 1. Answer three questions truthfully and two questions untruthfully. Guess which questions your partner answered truthfully. Find out if your guesses were right.

### 4 Exam Task

▶▶ Extra Language for the Speaking Test, Sections 17 and 18, page 161

Work with a partner. Look at the Exam Task below.

Ask and answer these questions:

- 1 Which of photographs on pages 168 and 171 looks like a place you'd like to visit?
- 2 Do you use the internet?
- 3 Do any of your friends ever use internet cafés?
- 4 What do they use them for?
- 5 Do any of your friends or family play computer games?
- 6 Have you ever visited an internet chatroom?
- 7 Do you think it's useful for students to have computers? Why/why not?

•• **Exam tip!** .....  
 •• If you haven't done something yourself, try to think  
 •• of other people who have and talk about them.  
 ••

# TESTS 3-6

Tests 3, 4, 5 and 6 give you the opportunity to practise what you have learned in Tests 1 and 2.

Test 3 contains **Exam tips** to help you with each task.

You can use these tests for timed practice, so you get used to doing the tasks under exam conditions.

When you have finished, you will be ready to take the exam with confidence.

Good luck!

# TEST 3

## PAPER 1 Reading and Writing Test (1 hour 30 minutes)

### Reading

#### Part 1

#### Questions 1–5

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

Example:

0

IT IS FORBIDDEN TO  
MOVE COMPUTERS FROM  
THIS ROOM WITHOUT  
PERMISSION FROM  
THE HEADTEACHER

Answer:

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

•• **Exam tip!** •••••  
• Think about the meaning  
• of the whole text before  
• you choose your answer.  
• The answer with the same  
• words as the text may not  
• be correct – check the other  
• answers too.  
•••••

- A You mustn't take the computers out of this room without asking the headteacher.
- B You should check with the headteacher before using the computers in this room.
- C You must ask the headteacher for permission to move the computers into this room.

1

*Dad,  
Andy wants you to phone him. I said  
you'd be back very late but he didn't  
mind. I've gone out. Back about  
midnight.*  
  
*x Penny*

- A Penny wanted to go out with Andy.
- B Penny's father will arrive home late.
- C Andy didn't agree with Penny's suggestion.

2

**Job applications to be left at reception not with security guard**

- A Give your application form to the receptionist.
- B There is a job available as a security guard.
- C Reception can pass a message to the security guard.

3

Please go to Customer Services on ground floor if you wish to exchange goods

- A You can try on clothes on the ground floor.
- B You can change your money at Customer Services.
- C You change things you don't want at Customer Services.

4

|   |          |
|---|----------|
| To  | Everyone |
| From  | Nina     |
| <p>I'm having my computer repaired, so I won't be able to receive e-mails for five days.</p> <p>Phone me 237702</p> <p>Nina</p> |          |

- A Nina is mending her computer herself, so she can send e-mails.
- B Nina's friends can't get in touch with her by e-mail for five days.
- C Nina is doing a short course to learn how to repair her computer.

5

**WAIT OUTSIDE STATION FOR AIRPORT BUS – EVERY 15 MINUTES**

- A It takes 15 minutes from the station to the airport.
- B The bus waits to collect passengers from the station.
- C The airport bus stops regularly at the station.

## Part 2

### Questions 6–10

The people below all want to do an English course.  
On the opposite page there are descriptions of eight courses.  
Decide which course would be most suitable for the following people.  
For questions 6–10, mark the correct letter (A–H) on your answer sheet.

•• **Exam tip!** •••••  
• Underline the important parts  
• of each question. You can only  
• choose each text (A–H) once.  
•••••

6



Paolo is good at speaking and understanding English, but he needs to do a full-time course to improve his writing and spelling before he starts a business course next year. He can come to England for one month in December or January.

7



This Spanish family would like to spend two or three weeks attending a part-time language course. The girls are nineteen and eighteen and know quite a lot of English. The parents know very little English.

8



Nikos is fourteen and his sister Anastasia is sixteen. Their parents would like them to spend a month on a language course where they can learn new hobbies and be looked after by their teachers.

9



Mehdi has just finished university and wants to spend some time touring round the world. He would like to do a course for a week or two before he starts his trip as he has never studied English.

10



Dorit is leaving school in June and will start a course to become a tour guide about four months later. Her English is good, but she must get a language qualification before she starts college.

**A Activity language learning**

For teenagers up to age sixteen with any level of English. Fully qualified staff and instructors make learning fun and safe. Spend two weeks or a month in small classes, improving your English while you paint, make music, play tennis, volleyball, etc. and take part in many other activities.

**B Family summer school**

Classes at all levels for adults (over sixteen) and ten- to fifteen-year-olds in the same building. Meet for meals and evening leisure activities. Accommodation in modern flats near the school. A full-day study timetable for one, two or three weeks.

**C Get around in English**

This course is aimed at beginners who want to feel comfortable using English to buy tickets, book hotel rooms and make new friends. Although you will spend most of the course simply taking part in conversations, you will work hard and you will be surprised how much progress you make in just two weeks.

**D Examination course 1**

For students over sixteen, three-month courses preparing for a certificate recognised by international companies and employers around the world. Full-time courses for students who are prepared to work seriously hard.

**E Examination course 2**

For students over sixteen, these courses last six months, and are part-time in the first three months, with a choice of afternoon leisure activities, changing to full-time for the second three months, with increased homework as the examination approaches.

**F Special skills courses**

These one-, two- or three-month courses take place from January to March and are aimed at students who wish to improve particular language skills. Listening, writing, reading and speaking are all offered, together or separately. Students are not advised to take more than two skills in one month.

**G English for tourism**

A six-month course for students with some knowledge of the language. The course covers areas such as ticket sales, making reservations and telephone work. Several trips to important English tourist centres are included. A very useful course for people planning to make a career in the travel business.

**H Adults' language breaks**

These courses offer serious study during the morning, followed by the opportunity to join short trips to places of interest in the afternoon if you wish. Minimum three weeks, up to six weeks. Minimum age eighteen, all levels from beginners to advanced.

## Part 3

### Questions 11–20

Look at the sentences below about a group of islands.

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

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

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

**Exam tip!** .....  
Read the sentences  
first to find out what  
the text is about.  
.....

- 
- 11 St Margaret Island is smaller than St Michael Island.
  - 12 There was no one living on the islands in the 1980s.
  - 13 There are several restaurants on the islands.
  - 14 Flowers are for sale in the island shop.
  - 15 The church is at the top of the highest hill.
  - 16 There is one beach on St Michael Island where it is safe to swim.
  - 17 It is possible to take a boat trip on a Saturday.
  - 18 There is a fee for landing on the islands.
  - 19 The journey to the islands lasts half an hour.
  - 20 There is an exhibition centre on the islands.

## Ferndig Islands

Three miles across the water from the town of Blascott lies the group of islands known as the Ferndigs. The main island is St Michael. Separated by a narrow channel of water is St Michael's little sister, St Margaret. People first lived on these islands 1,500 years ago. By the 1950s the population had gone down to below twenty, and in 1960 the last person left the islands. But in 1991 two families moved back, and since then more people have followed. Tourists now visit regularly to enjoy the beautiful scenery.

Visit the one shop on the islands which sells butter, cheese and bread produced by the families who live there. The produce is also taken by boat to restaurants in Blascott, where it can be enjoyed by visitors to the area. Perhaps more interestingly, a range of perfumes is made from the wild flowers and herbs which grow on the island and can be bought in the shop. They are produced mainly for export and are very special. So a visit to the shop is a must!

St Michael Island is easily explored on foot but, in the interests of safety, visitors are requested to keep to the main footpaths. From where the boat lands, walk along the cliff until you reach a steep path signposted to the church. When you get there, it is worth spending a moment in this lovely old building. Carry on along the same path which continues to climb to the highest point on the island. There is a wonderful view from here along the coastline. If it is warm, you may like to finish your day relaxing on the beach. Priory Beach on the eastern side of the island is safe for swimming. Sandtop Bay on the western side is the other sandy beach, but swimming is not advised here.

It is possible to hire a boat to cross to the islands, or you can take one of the boat trips which depart from Blascott harbour in summer, Monday to Friday. The islands are always open to visitors apart from on Sundays. Buy a ticket for a boat trip from the kiosk in Blascott harbour. The charge for landing on the islands is included in the ticket but, if you take your own boat, remember to take some money. The crossing takes thirty minutes, and boats run every fifteen minutes.

Before you set off on a trip, visit the exhibition centre which tells the history of the islands and gives information about birds and wildlife you may see when you get there.

## Part 4

### Questions 21–25

Read the text and questions below.

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

**Exam tip!** .....  
The text will be about  
opinions and attitudes  
as well as information.  
.....

### James

My name is James, I'm fourteen, and I moved to this town with my family three months ago. My parents lived here when they were young, but my brother and I didn't know anyone here except a few aunts and uncles we'd met when we'd spent a couple of weeks with my grandparents, during school holidays. When I started school, one of my cousins, Sophie, who was in my class, was very friendly for the first week and I was happy to have a friend in a strange place. Then, for no reason, she stopped talking to me and I felt very hurt and lonely for several weeks.

In the end I made some more friends and since I got to know them, I've been fine. Now Sophie is having a disco party for her birthday next week and she has invited me. I don't want to go. My brother says he heard someone say she only asked me because her parents said she had to. But my mum and dad say it would be rude not to accept. Some of my new friends are invited, too. How can I show Sophie that she can't behave so badly towards me without causing a family quarrel?

- 21 What is the writer trying to do in the text?
- A explain a problem
  - B describe a family
  - C offer advice
  - D refuse an invitation
- 22 Who did James know in the town six months ago?
- A no one
  - B a few relatives
  - C only his grandparents
  - D Sophie's friends

- 23 At the beginning of term, Sophie's behaviour made the writer feel
- A embarrassed.
  - B unhappy.
  - C grateful.
  - D surprised.
- 24 The writer wants Sophie to realise
- A that he still hasn't forgiven her.
  - B that her friends think she behaved rudely.
  - C that his parents dislike her.
  - D that she has fewer friends than he has.
- 25 Which of these is an answer to the text?
- A Ask your friends to come with you and we can all have a good time together.
  - B Why not go to the party and ask Sophie why she stopped being friendly? At least everyone will know what's happening.
  - C Please phone my parents and explain the situation to them, so that they'll stop worrying.
  - D What about cooking a meal with Sophie and inviting all your relatives? That will be a good way to stop them quarrelling.

## Part 5

### Questions 26–35

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

**Exam tip!** .....  
Write the words in the spaces.  
When you have finished, read  
through the text and check  
they sound right.  
.....

**Example:**

0 A of B from C by D to

Answer: 

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

### Weather

Weather influences the lives (0) ..... everyone. The climate of any country depends on its position on Earth, its (26) ..... from the sea and how high it is. In countries which have sea all (27) ..... them, like Britain and New Zealand, winters are mild and summers are cool. There is not a huge change from one season to (28) .....

Countries near the Equator have hot weather all year with some (29) ..... rain, except in deserts where it rains (30) ..... little. Above the desert there are no clouds in the sky, so the (31) ..... of the sun can easily warm the ground during the day, but it gets very cold at night.

People are always (32) ..... in unusual weather, and pictures of tornadoes, for example, are shown on television. Strong winds and rain can (33) ..... a lot of damage to buildings, and in spite of modern (34) ..... of weather forecasting they can (35) ..... surprise us.

- |    |             |              |           |               |
|----|-------------|--------------|-----------|---------------|
| 26 | A distance  | B space      | C depth   | D length      |
| 27 | A through   | B beside     | C around  | D near        |
| 28 | A next      | B another    | C later   | D other       |
| 29 | A thick     | B large      | C heavy   | D great       |
| 30 | A not       | B quite      | C more    | D very        |
| 31 | A heat      | B fire       | C light   | D temperature |
| 32 | A attracted | B interested | C keen    | D excited     |
| 33 | A make      | B happen     | C have    | D cause       |
| 34 | A jobs      | B tools      | C methods | D plans       |
| 35 | A yet       | B still      | C already | D ever        |

# Writing

## Part 1

•• **Exam tip!** •••••  
• Check your grammar •  
• and spelling. •  
•••••

### Questions 1–5

Here are some sentences about having a haircut.

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

**Use no more than three words.**

Write only the missing words on your answer sheet.

You may use this page for any rough work.

#### Example:

0 I need a haircut.

**My hair** ..... **cutting.**

Answer:

|   |       |
|---|-------|
| 0 | needs |
|---|-------|

---

1 The hairdresser last cut my hair six months ago.

**I last** ..... **my hair cut six months ago.**

2 When I phoned, she asked what time I wanted to go.

**When I phoned, she asked, 'What time** ..... **to come?'**

3 My brother cuts his hair himself.

**My brother cuts** ..... **hair.**

4 He says the hairdresser is too expensive for him.

**He says he** ..... **to go to the hairdresser.**

5 Unfortunately, he doesn't do it very well.

**Unfortunately, he's not very** ..... **doing it.**

## Part 2

### Question 6

An English-speaking friend called Jimmy has sent you a T-shirt as a present.

Write a card to Jimmy. In your card, you should

- thank him for the T-shirt
- ask him where he got it
- say when you plan to wear it.

Write **35–45 words** on your answer sheet.

---

•• **Exam tip!** •••••  
•• Remember to answer  
•• all three parts of the  
•• question.  
•••••

## Part 3

Write an answer to **one** of the questions (7 or 8) in this part.

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

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

---

•• **Exam tip!** •••••  
•• When you finish writing,  
•• read through your letter or  
•• story carefully to check for  
•• any mistakes.  
•••••

### Question 7

- This is part of a letter you receive from your English penfriend.

*I guess you'll get this when you've just come back from your holiday. I'd like to hear about it. Where did you go? What did you do there? What sort of place did you stay in?*

- Now write a letter to this penfriend.
- Write your **letter** on your answer sheet.

### Question 8

- Your English teacher has asked you to write a story.
- Your story must have this title:

**My lucky day**

- Write your **story** on your answer sheet.

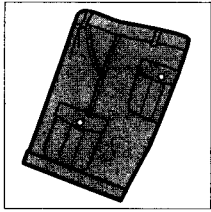
**Part 1**

**Questions 1–7**

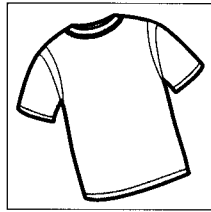
There are seven questions in this part.  
For each question, there are three pictures and a short recording.  
Choose the correct picture and put a tick (✓) in the box below it.

**Exam tip!** Use the pictures to help you understand what you will hear.

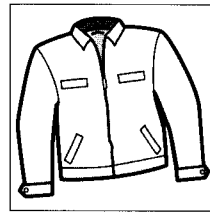
**Example:** What will the boy take back to the shop?



A

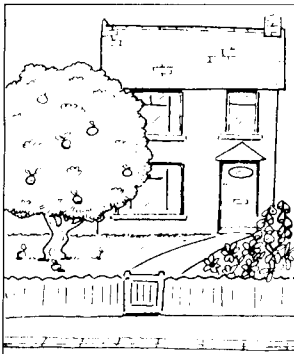


B

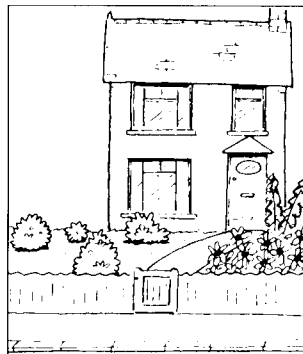


C

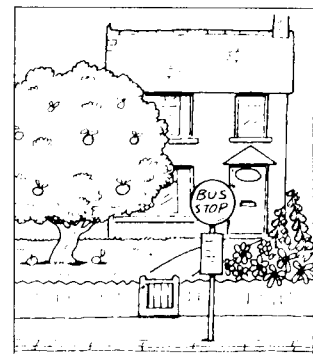
1 Which is the woman's house?



A

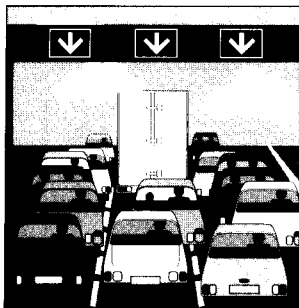


B

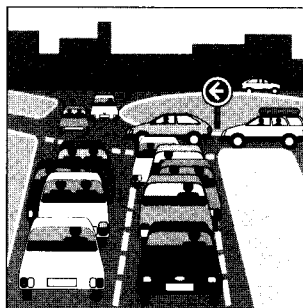


C

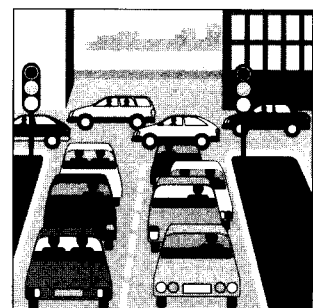
2 Where is the traffic jam?



A



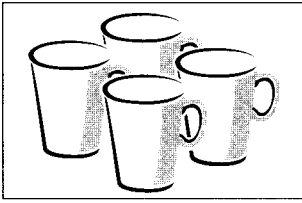
B



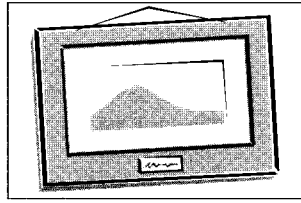
C

[Turn over

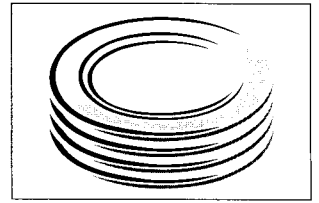
3 Which wedding present has the man bought?



A



B

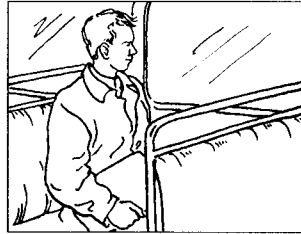


C

4 How did the man get home?



A



B



C

5 What did Simon hurt?



A



B



C

6 Which is the man's mother?



A

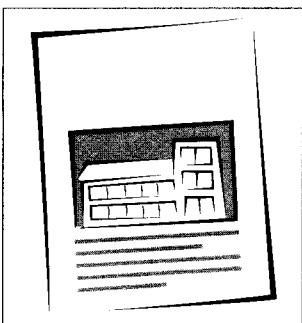


B

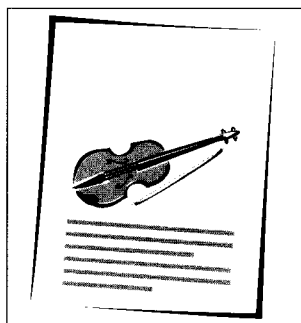


C

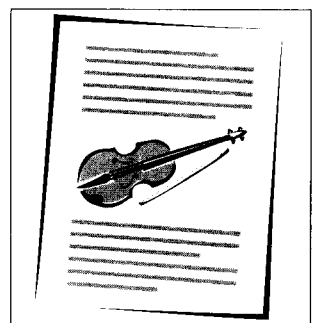
7 Which poster are they looking at?



A



B



C



## Part 3

### Questions 14–19

You will hear a tour guide talking to some tourists about a visit to a shopping centre.  
For each question, fill in the missing information in the numbered space.

•• **Exam tip!** .....  
•• Use the words around the  
•• spaces to help you decide what  
•• kind of answer is needed.  
•• .....

### Visit to shopping centre

*Bank is on the (14) .....*

*Get a (15) ..... from the  
newsagent.*

*Restaurant is opposite the (16) .....  
in the main square.*

*Snack bar next to the (17) .....  
closes at (18) .....*

*Meet outside shop called (19) .....*

## Part 4

### Questions 20–25

Look at the six sentences for this part.

You will hear a conversation between a girl, Alice, and a boy, Sam, about a play their school is doing called *Romeo and Juliet*.

Decide if each sentence is correct or incorrect.

If it is correct, put a tick (✓) in the box under **A** for **YES**. If it is not correct, put a tick (✓) in the box under **B** for **NO**.

•• **Exam tip!** •••••  
• Look carefully at the verbs in  
• the statements (e.g. *decided*,  
• *agrees*, *persuades*) because  
• they are all very important  
• in helping you choose the  
• answer.  
•••••

- |  | <b>A</b><br><b>YES</b>   | <b>B</b><br><b>NO</b>    |
|--|--------------------------|--------------------------|
| 20 They are going to have the practice outdoors today.                 | <input type="checkbox"/> | <input type="checkbox"/> |
| 21 Sam has decided he no longer wants to be Romeo.                     | <input type="checkbox"/> | <input type="checkbox"/> |
| 22 Alice agrees with Miss Hayes about Sam's voice.                     | <input type="checkbox"/> | <input type="checkbox"/> |
| 23 Sam agrees that Alice should speak to Miss Hayes about the problem. | <input type="checkbox"/> | <input type="checkbox"/> |
| 24 Alice persuades Sam to take a smaller part in the play.             | <input type="checkbox"/> | <input type="checkbox"/> |
| 25 Someone is needed to produce the scenery.                           | <input type="checkbox"/> | <input type="checkbox"/> |

**Part 1**

**General conversation: saying who you are, giving personal information, spelling**

•• **Exam tip!** .....  
•• Remember to try to add some extra information when .....  
•• you answer. ....

Take turns to be the examiner. Ask your partner questions to find out some information about each other.

Ask each other at least four of these questions:

- What's your name?
- How long have you been studying English?
- Where do you study?
- How many students are there in your class?
- How many hours a week do you have English?
- Can you spell your teacher's surname for me, please?

**Part 2**

**Simulated situation: exchanging opinions, saying what you think is necessary**

•• **Exam tip!** .....  
•• Speak to your partner, not the examiner, and listen to .....  
•• what he / she says. ....

The examiner gives you both a picture. You do a task together.

You are going to travel by coach together for a whole day. Look at page 164. There are pictures of some things you might take for the journey. Decide together what you will take. Think about what you need.

Ask and answer questions like these:

- What do we need?
- What would amuse us?
- What would be interesting to do?
- Would that be too big/noisy?
- Do you think we'll really use that?

**Part 3**

**Responding to photographs: describing situations and settings**

•• **Exam tip!** .....  
•• Don't worry if you don't know the name of something .....  
•• – describe it instead. ....

You take turns to tell each other about a photograph.

Candidate A: look at Photograph 3A on page 169.  
Candidate B: look at Photograph 3B on page 172.

Think about your photograph for a few seconds. Describe it to your partner for about one minute.

Tell your partner about these things:

- what kind of place it is
- what sport the people are playing
- why they are doing it
- whether they are enjoying it
- what you can see in the background.

**Part 4**

**General conversation about the photographs: talking about likes, dislikes and preferences**

•• **Exam tip!** .....  
•• If you agree or disagree, don't just say 'Yes' or 'No' .....  
•• – explain why. ....

The examiner asks you to talk to your partner. You give your opinion about something and explain what you prefer.

Tell each other about sports you enjoy doing or watching (now or in the past).

Use these ideas:

- Say if you like football or volleyball.
- Say what other sports you like.
- Say if you enjoy sports competitions and why.
- Say if you prefer watching sport or doing it and why.

# TEST 4

## PAPER 1 Reading and Writing Test

(1 hour 30 minutes)

### Reading

#### Part 1

#### Questions 1–5

Look at the text in each question.

What does it say?

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

#### Example:

0

|  |      |
|--|------|
| To   | John |
| From   | Nell |
| Can you call the cinema from home and check film time before leaving? Let me know what time we should get there. |      |

John should

- A contact Nell after phoning the cinema.
- B ring Nell after arriving at the cinema.
- C go to the cinema to check when the film starts.

Answer:

|   |                                     |                          |                          |
|---|-------------------------------------|--------------------------|--------------------------|
| 0 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|---|-------------------------------------|--------------------------|--------------------------|

1

*Polly - I phoned the bike shop about getting yours mended. If they're closed, leave your bike outside (locked, of course) and put your keys in their letter box.*

- A Polly can leave her bicycle for repair even when the shop is closed.
- B Polly should leave her keys so that the repair shop can lock her bicycle.
- C Polly's bicycle will be left outside when it is repaired.

2

*Choose a pair of gloves*

**FREE**

*when you buy a coat today*

- A You can get a discount on a coat if you buy some gloves today.
- B You are given some gloves if you buy a coat today.
- C We have gloves to match the coats we sell.

[Turn over

3

**ANY LOST PROPERTY  
LEFT HERE AFTER  
TWO WEEKS IS SOLD**

- A We give lost property away if it is not collected after two weeks.
- B We will look after your property for two weeks if you pay a fee.
- C We keep things people have lost for a maximum of two weeks.

4

|   |       |
|---|-------|
| To  | Mark  |
| From  | Clive |
| You left your CD Walkman in my car. <input type="checkbox"/>              |       |
| My brother will bring it to your house tomorrow. <input type="checkbox"/> |       |

- A Clive borrowed Mark's Walkman.
- B Clive's brother will return the Walkman to Mark.
- C Mark wants to use Clive's Walkman on a journey.

5

**PHOTOCOPYING**

Serve yourself  
Count number of copies  
Pay assistant at till on way out

- A Do your photocopying and pay for it when you leave.
- B Put your money in the photocopier before you start to use it.
- C Tell an assistant how many photocopies you need.

## Part 2

### Questions 6–10

The people below all want to buy a book.  
On the opposite page there are descriptions of eight books.  
Decide which book would be most suitable for the following people.  
For questions **6–10**, mark the correct letter (**A–H**) on your answer sheet.



Jan is sixteen and she loves shopping for clothes and reading stories about people and things in the news. She wants to read some entertaining light fiction.

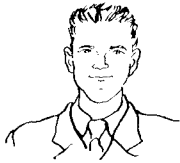


Paul is nineteen and is very keen on sport. He doesn't enjoy fiction much, but does like reading about the lives of sporting heroes of the past.



Susan is eighteen and enjoys good writing. She would like something which offers information as well as entertainment. She's interested in history and plans to travel round Europe this summer.

9



Michael is twenty-three, a computer expert, whose interests include travel and sport. He has to go abroad for work and wants a novel to read on his journey with plenty of action and excitement.

10



Sonia is twenty-four and works for an international airline. She enjoys love stories of the past, especially if they contain descriptions of beautiful houses, clothes and parties.

## Recommended New Books

### A ***The Beauty*** by Sophie Harper

The lovely Emmaline Barton was an American girl who came to Europe in the nineteenth century and won the hearts of young men in every great city. This entertaining novel shows us the wonderful silk dresses, the beautiful rooms and Emmaline's sparkling eyes in a well-imagined world of palaces and gardens.

### B ***European Hotels and Guesthouses*** by Andrew Peters

A very clear and helpful book which lists accommodation in most main European cities, with brief descriptions and a good price guide. Its small size makes it easy for the traveller to pack, and the organisation of the information makes it quick and easy to use.

### C ***Getting There*** by Will Jenkins

This is the first part of the autobiography of the international gymnastics star. He writes his own story well, hiding none of the difficulties that he had to face, and he brings to life the heartaches, as well as the joys, of young sportsmen and women who really want to find success.

### D ***Trains and Boats and Planes*** by Rachel Bryant

Sometimes funny, sometimes exciting, occasionally sad, this beautifully written little book describes the adventures of a group of American students who spent a year working and studying in Europe. There are lively descriptions of some of the great cities and their inhabitants, past and present.

### E ***What People Wore*** by Annabel Stoneman

An extremely interesting history of clothes, written by a history teacher. It will be a very useful book for anyone who needs to design clothes for the theatre or who is interested in the everyday lives of people in the past. There are not many pictures, but lots of detailed notes.

### F ***Future Pop*** by Terry Orpen

The pop music industry has changed enormously in the past few years. With electronics and computers in the studio and at concerts, what is the future for the human musician? This book is by one of the top performers of computer pop music, and he discusses the way it will probably develop in the future.

### G ***Goal Posts*** by Simon Brown

A very well-written and fast-moving adventure story, set in an imagined world of international football stars. The matches are well described, as well as the problems of the players as they fight for their careers, on and off the pitch. A great read for sports fans.

### H ***The Fashion House*** by Julia Davis

This amusing novel is just right for reading on holiday. It reveals the lives and loves of the designers, models and customers of a famous fashion house. It's written by a former model and gives away many of the modern fashion world's secrets.

## Part 3

### Questions 11–20

Look at the sentences below about a holiday in Tasmania, an island off the south coast of Australia.

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

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

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

---

- 11 There are few traffic jams in Tasmania.
- 12 There are several buses every day on most routes.
- 13 It is essential to reserve accommodation in advance.
- 14 There is a limit on the number of hotel tickets you can buy.
- 15 Ruby Hotels are the cheapest.
- 16 Taz Hotel tickets can only be used in Taz Hotels.
- 17 The most attractive scenery you see on the second day is by Russell Falls.
- 18 The third day is spent in the car.
- 19 There are good views of Cradle Mountain from the edges of Dove Lake.
- 20 The trip finishes where it started.

# See Tasmania!

Rich in old-world charm and with magnificent National Parks, Tasmania is well covered by a good road network. Light traffic and wonderful views make driving these roads a pleasure. Though the bus system is reliable, on many routes services may only run once daily. So hire a car and see this beautiful and interesting island at your own speed.

There is a variety of places to stay, and although booking is strongly advised, particularly at peak holiday times, it should not be too difficult to arrange things as you go, if you prefer. We sell you a set of Taz Hotel Pass vouchers and Tasmania is yours. The Taz Hotel Pass offers the visitor a simple and convenient way to stay anywhere in Australia. Each hotel ticket is paid for in advance and is for one night's accommodation. There is no maximum or minimum number of hotel tickets you can buy, and we will give you your money back on unused tickets, less a small administrative charge. Taz Hotels are divided into simple colour categories, with Ruby being the most basic and Diamond representing the highest quality. We recommend that you buy a mixture of tickets, as we cannot give you your money back if you use a higher-value ticket when staying at a lower-value hotel. If you travel to an area where Taz have no hotels, then we will find other reasonably priced accommodation for you in exchange for your Taz tickets.



*Here is the planned route for our holiday in Tasmania:*

**Day 1:** Arrive Hobart airport, pick up your car and spend some time in the capital, perhaps driving up to the Old Signal Station on Mount Nelson.

**Day 2:** Drive through the Derwent Valley, stopping at Russell Falls. Later the scenery becomes even more amazing as you pass Lake St Clair National Park. Spend the night in the fishing town of Strahan.

**Day 3:** We take you on a half-day cruise from Strahan on the famous Gordon River. Then set off for a leisurely drive to Cradle Mountain National Park.

**Day 4:** Enjoy the wild beauty of the Park. Go fishing or horse-riding. Or walk around beautiful Dove Lake, from where there are wonderful views of the mountain itself.

**Day 5:** Explore the fascinating country towns as you drive north and along the coast to Launceston, Tasmania's second-largest city.

**Day 6:** A pleasant drive through peaceful countryside to Hobart. On route, you pass the charming towns of Ross and Oatlands. Return to the airport in time for your flight.

## Part 4

### Questions 21–25

Read the text and questions below.

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

---

### The businessman

There is a story going round at the moment about a well-known journalist who went to interview Jack Parrish at a smart New York restaurant. The journalist was late, but fortunately, when he arrived, he found the great man was not yet there. On the way to his table, the journalist noticed a colleague from his paper and stopped to chat to her. After fifteen minutes, a waiter approached him. 'There's some young man at the door who says he's supposed to be having lunch with you. I think he's trying to be funny, because he says his name is Jack Parrish!'

But of course it was. The twenty-four-year-old is becoming famous for the fact that he doesn't look like the owner of one of the world's most successful computer companies. His manner is polite, his voice is quiet and his clothes are clearly not expensive. Two years ago, when he started his own company, no one had heard of him. Friends say that he hasn't changed at all. He hasn't even moved out of his parents' house. So what does he do with his money? It's all used for business. But some people in the computer world are getting nervous – and they are right. It won't be long before someone in another company picks up the phone to hear that quiet voice saying that he's the new boss.

- 21 Someone could find out from this text
- A how Jack Parrish runs his business.
  - B what Jack Parrish said in an interview.
  - C how to get a job in Jack Parrish's company.
  - D what the writer thinks Jack Parrish will do next.
- 22 How did the journalist pass the time while he was waiting?
- A He phoned his office.
  - B He talked to another journalist.
  - C He talked to a man at the next table.
  - D He interviewed a woman in the restaurant.

23 The waiter thought the young man at the door of the restaurant

- A was a journalist.
- B was behaving rudely.
- C was not as old as he said he was.
- D was pretending to be someone else.

24 What is the writer's attitude to Jack Parrish?

- A He is more important than he appears.
- B He is a good example for young people.
- C He should be more careful how he runs his business.
- D He would be an interesting person to work for.

25 Which of these headlines does the writer expect to see soon?

A

**Too much success too fast –  
was that the end of Parrish's luck?**

B

**Jack Parrish doesn't worry about  
money – he gives it away to old friends**

C

And the new owner of our top  
computer company is Jack Parrish!

D

**SPEND, SPEND, SPEND –  
how Jack furnishes his  
new million-dollar home**

## Part 5

### Questions 26–35

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

**Example:**

0    **A** won                                    **B** took                                    **C** beat                                    **D** held

Answer: 

|   |          |          |          |          |
|---|----------|----------|----------|----------|
| 0 | <b>A</b> | <b>B</b> | <b>C</b> | <b>D</b> |
|   |          |          |          |          |

### Olympic hopes

Yesterday Eleanor Preston (0) ..... an international swimming competition for girls (26) ..... under sixteen. She swam faster (27) ..... girls from ten other countries. This (28) ..... even better when you learn that Eleanor is only thirteen. She had to have special (29) ..... to enter, because normally competitors are fourteen or older.

Eleanor has been (30) ..... on swimming for a long time – (31) ..... she was three in fact. I wondered whether she found it hard to (32) ..... several hours a day training. She (33) ..... me that sometimes she has problems finding time for homework, but that's all. 'My parents have given up so (34) ..... time driving me to local competitions, I think it's been harder for them, actually.' Her aim is to swim at the Olympics.

After yesterday's performance, I think she may (35) ..... there.

- |    |                     |                    |                      |                        |
|----|---------------------|--------------------|----------------------|------------------------|
| 26 | <b>A</b> age        | <b>B</b> aged      | <b>C</b> ages        | <b>D</b> ageing        |
| 27 | <b>A</b> that       | <b>B</b> from      | <b>C</b> than        | <b>D</b> of            |
| 28 | <b>A</b> suggests   | <b>B</b> means     | <b>C</b> sounds      | <b>D</b> shows         |
| 29 | <b>A</b> permission | <b>B</b> attention | <b>C</b> opportunity | <b>D</b> accommodation |
| 30 | <b>A</b> happy      | <b>B</b> good      | <b>C</b> pleased     | <b>D</b> keen          |
| 31 | <b>A</b> until      | <b>B</b> since     | <b>C</b> when        | <b>D</b> ever          |
| 32 | <b>A</b> take       | <b>B</b> use       | <b>C</b> spend       | <b>D</b> pass          |
| 33 | <b>A</b> told       | <b>B</b> explained | <b>C</b> said        | <b>D</b> agreed        |
| 34 | <b>A</b> often      | <b>B</b> much      | <b>C</b> long        | <b>D</b> many          |
| 35 | <b>A</b> reach      | <b>B</b> find      | <b>C</b> get         | <b>D</b> make          |

# Writing

## Part 1

### Questions 1–5

Here are some sentences about a house.

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

**Use no more than three words.**

Write only the missing words on your answer sheet.

You may use this page for any rough work.

**Example:**

0 I live in this house.

**This is the house** ..... **I live.**

Answer:

|   |       |
|---|-------|
| 0 | where |
|---|-------|

---

1 My family has lived in this house for two months.

**My family** ..... **to this house two months ago.**

2 It was formerly my grandparents' home.

**My grandparents used** ..... **here.**

3 They said they didn't need so much space.

**They said,** '..... **need so much space.'**

4 They were bought a new flat by my parents.

**My parents** ..... **a new flat.**

5 It isn't necessary for me to share a room in this house.

**I** ..... **to share a room in this house.**

## Part 2

### Question 6

An English-speaking friend called Leo has invited you to go to a football match with him on Saturday.

Write an e-mail to Leo. In your e-mail, you should

- thank him for asking you
- say how you feel about going
- invite him to a meal afterwards.

Write **35–45 words** on your answer sheet.

---

## Part 3

Write an answer to **one** of the questions (7 or 8) in this part.

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

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

---

### Question 7

- You are going to stay with an English family. This is part of a letter you receive from them.

*Can you tell us about your work or school, your hobbies and interests and say what you hope to do while you are in England?*

- Now write a letter to this family.
- Write your **letter** on your answer sheet.

### Question 8

- Your English teacher has asked you to write a story.
- Your story must have this title:

**A new friend**

- Write your **story** on your answer sheet.

**Part 1**

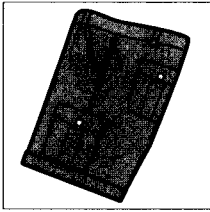
**Questions 1–7**

There are seven questions in this part.

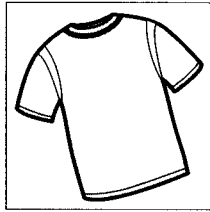
For each question, there are three pictures and a short recording.

Choose the correct picture and put a tick (✓) in the box below it.

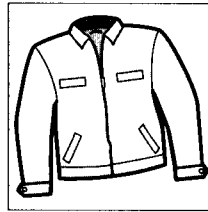
**Example:** What will the boy take back to the shop?



**A**



**B**



**C**

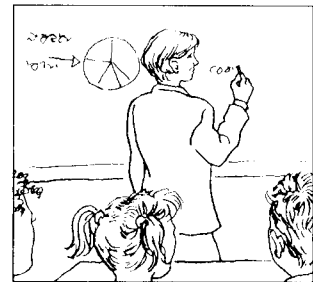
1 Which job does the woman do now?



**A**

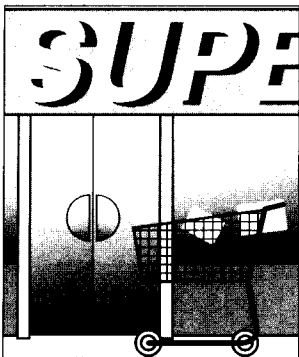


**B**

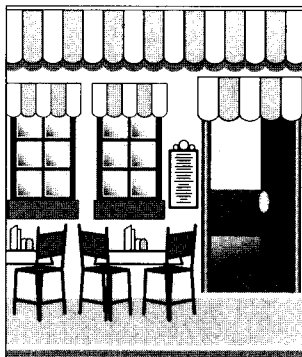


**C**

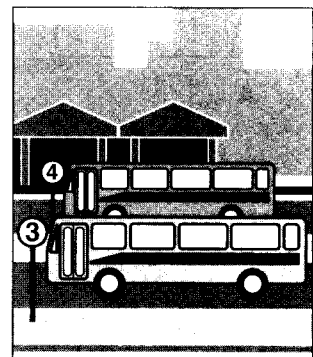
2 Where will they meet?



**A**



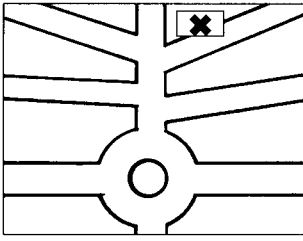
**B**



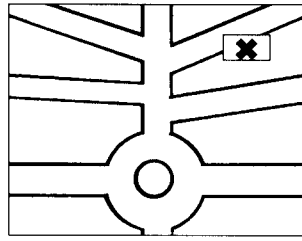
**C**

[Turn over

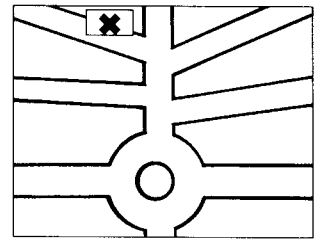
3 Where is the car park?



A



B



C

4 Which date is Brian's birthday?



A



B

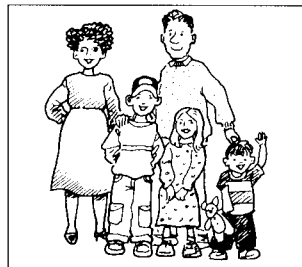


C

5 Which photo are they looking at?



A



B



C

6 Which T-shirt is Beth wearing?



A



B

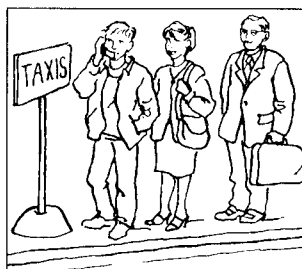


C

7 Where is the man?



A



B



C

## Part 2

### Questions 8–13

You will hear part of a radio programme called *What's On*.  
For each question, put a tick (✓) in the correct box.

---

- 8 The competition this year is to find the best
- A actor.
- B dancer.
- C singer.
- 9 You can enter the competition if you
- A send your entry by post.
- B live less than five miles from the city centre.
- C phone any time after Saturday.
- 10 To find out more about the theatre group,  
you should phone
- A the theatre.
- B Saint Paul's School.
- C the secretary of the group.
- 11 What is different about the arrangements  
at the sports hall this week?
- A The closing time is later than usual.
- B It is not possible to hire the football pitch.
- C All activities must be booked in advance.
- 12 What information are we given about the  
new swimming pool?
- A It will open next month.
- B It will be free for one week.
- C It is bigger than the old one.
- 13 What are we told about the rock group *Switch*?
- A They were all born in Westfield.
- B They all live in Westfield.
- C They are doing two concerts in Westfield.

## Part 3

### Questions 14–19

You will hear someone talking about the city of Cork.

For each question, fill in the missing information in the numbered space.

---

## Cork

The population is (14) .....

Drivers find the number of (15) ..... confusing.

St Patrick Street – on one side are old buildings, on the other side are

(16) ..... and shops.

Market – (17) ..... and fruit are recommended today.

Café in the (18) ..... is good for lunch.

Public Museum is closed on (19) .....

## Part 4

### Questions 20–25

Look at the six sentences for this part.

You will hear a conversation between a woman, Kim, and a man, Rob, who live in the same block of flats.

Decide if each sentence is correct or incorrect.

If it is correct, put a tick (✓) in the box under **A** for **YES**. If it is not correct, put a tick (✓) in the box under **B** for **NO**.

---

|  | <b>A</b><br><b>YES</b>   | <b>B</b><br><b>NO</b>    |
|--|--------------------------|--------------------------|
| 20 Kim gave a party last night.                  | <input type="checkbox"/> | <input type="checkbox"/> |
| 21 Rob could hear music from Kim's flat.         | <input type="checkbox"/> | <input type="checkbox"/> |
| 22 Rob apologises for disturbing Kim's visitors. | <input type="checkbox"/> | <input type="checkbox"/> |
| 23 Rob plays music when he has visitors.         | <input type="checkbox"/> | <input type="checkbox"/> |
| 24 Kim dislikes working in silence.              | <input type="checkbox"/> | <input type="checkbox"/> |
| 25 Kim prefers to work during the day.           | <input type="checkbox"/> | <input type="checkbox"/> |

**Part 1**

**General conversation: saying who you are, giving personal information, spelling**

Take turns to be the examiner. Ask your partner questions to find out some information about each other.

Ask each other at least four of these questions:

- What's your name?
- Can you tell me about your family?
- Are you the oldest, the youngest or in the middle?
- Where exactly do you live?
- How long does it take you to get to school?
- Can you spell the name of your street for me, please?

**Part 2**

**Simulated situation: giving opinions and making suggestions**

The examiner gives you both a picture. You do a task together.

You are planning to go out with your classmates for an evening to celebrate the end of term. Look at page 165. Decide together where to go.

Ask and answer questions like these:

- Which place would people prefer?
- Is it better to do something indoors or outdoors?
- Do people want to sit and talk?
- How much will people want to spend?

**Part 3**

**Responding to photographs: describing where people and animals are and what they are doing**

You take turns to tell each other about a photograph.

Candidate A: look at Photograph 4A on page 169.

Candidate B: look at Photograph 4B on page 172.

Think about your photograph for a few seconds.

Describe it to your partner for about one minute.

Tell your partner about these things:

- what kind of place it is
- what part of the world it might be
- what animals and people there are
- how the people are dressed
- what they are doing.

**Part 4**

**General conversation about the photographs: talking about likes, dislikes and preferences**

The examiner asks you to talk to your partner. You give your opinion about something and explain what you prefer.

Tell each other about animals you like.

Use these ideas:

- Say if you like horses.
- Say if you have ever been horse-riding. Where?
- Say if you would like to. Explain why/ why not.
- Say if you have any pets at home.
- Say what other animals you like.
- Say if you know of any unusual pets.

# TEST 5

## PAPER 1 Reading and Writing Test

(1 hour 30 minutes)

### Reading

#### Part 1

#### Questions 1–5

Look at the text in each question.

What does it say?

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

Example:

0

**IT IS FORBIDDEN TO  
MOVE COMPUTERS FROM  
THIS ROOM WITHOUT  
PERMISSION FROM  
THE HEADTEACHER**

- A You mustn't take the computers out of this room without asking the headteacher.
- B You should check with the headteacher before using the computers in this room.
- C You must ask the headteacher for permission to move the computers into this room.

Answer:

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

1

**Students who are late must  
sign this book before going  
to their class.**

- A Students will not be allowed to enter their class if they are late.
- B Students should sign their names in this book if they expect to be late.
- C Students who arrive late should not go to class before signing this book.

2

**Hi everyone! When exams  
are over, what about trying  
the new club in Green  
Street? I haven't been there  
yet, so I'd like to know what  
it's like. Mack**

- A Mack recommends a new club to his friends.
- B Mack wants to go clubbing before the exams.
- C Mack suggests going to a club after the exams.

[Turn over

3 *Pete ~ Would you mind collecting my things from dry cleaners? Ticket is on hall table. Thanks, Emma*

- A Emma wants Pete to bring her clothes home.
- B Emma wants Pete to give her a lift to the dry cleaners.
- C Emma has forgotten her ticket and wants Pete to collect it for her.

4 PARENTS ARE REMINDED THAT THIS IS **NOT** A PLAYGROUND – **PLEASE KEEP CHILDREN OFF SCULPTURES!**

- A Families can only watch sports events in this park.
- B Children must not climb on the sculptures.
- C Some of the sculptures are unsuitable for children.

5 **PASSENGERS FOR INTERNATIONAL FLIGHTS – CHECK LUGGAGE IN HERE**

- A Passengers arriving from abroad must check in their luggage here.
- B Travellers from other countries have to check in their own luggage here.
- C This is where you check in your luggage if you are going abroad.

---

## Part 2

### Questions 6–10

The people below all want to visit a museum in the Kington area. On the opposite page there are descriptions of eight museums. Decide which museum would be most suitable for the following people. For questions 6–10, mark the correct letter (A–H) on your answer sheet.

---



Tina is going to art college soon. She wants to spend an afternoon looking at some modern art. She would like to have lunch and buy some art books.



Karen needs to buy a special present for a friend and wants to get her some jewellery or pottery made locally. She can only go shopping after five o'clock in the evening.

8



Stefan has just moved to Kington. He would like to find out more about life in the area over the last hundred years. He is only free on Saturdays.

9



Gareth and Sue want to spend Sunday outdoors. Their children want to learn about how people used to live in the past. The family are looking for somewhere which has a playground.

10



Jack is studying art and is particularly interested in the development of painting over the last three hundred years. He is free every afternoon and would like to stop and have a snack in the museum.

## Museums and galleries around Kington

- A** Most of the machines in this interesting museum are indoors, but some of the larger farming equipment is outside. A lot of the machines still work and you can try using them. It is especially suitable for school groups and families and is open Monday to Saturday from 10 a.m. till 6 p.m.
- B** This museum changes its exhibitions regularly. At the moment it is showing paintings by artists who all live in the area. The excellent bookshop and café are above the gallery. The café is open for lunch from 12 till 2.30, and the gallery and bookshop from 11 till 6 every day.
- C** The Kington area was once very important industrially, and this museum tells the history of the local industries of shipbuilding and pottery. There is a large car park at the front and a playground at the back. The museum is open Monday–Friday 10–5.
- D** All the exhibits in this attractive little museum were produced in the region over the last 100 years. There is a good range of jewellery, clothes and pictures for sale, all produced in Kington. The museum is open Thursday–Sunday from 2 p.m. till 9 p.m. and the tearoom from 2 p.m. till 5 p.m.
- E** The best art collection in the area is here, and there is a separate room for each century, including a small one for twentieth-century paintings. There is a shop selling posters, postcards and cards. The coffee shop is open for lunch and afternoon tea from midday Tuesday–Saturday. The museum is open from 11 a.m. till 7 p.m. Tuesday–Saturday.
- F** This museum shows family life in Kington during the twentieth century. There are rooms furnished exactly as they were in 1920, 1940 and 1960, a 1920s garage and two shops – a 1950s general store and a 1930s jeweller's. There is a large playground outside. Open every day from 10 a.m. till 6 p.m.
- G** There was a village on this site 500 years ago and it is now completely rebuilt. You can walk around the fields and along the paths to see how people lived and worked all those years ago. There is a car park and a large playground. Open every day from 9 a.m. till 5.30 p.m.
- H** This museum is very small but is full of interesting objects, including jewellery, weapons, pottery, cooking equipment and other household items. They were all found on an ancient site outside the town and they are all over 1,000 years old. The museum is open on Saturdays and Sundays only.

## Part 3

### Questions 11–20

Look at the sentences below about the facilities in a hotel.

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

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

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

---

- 11 Breakfast in the dining room costs the same whatever you eat.
- 12 The dining room closes at 9 p.m.
- 13 The Coffee Shop is open at the same times as the swimming pool.
- 14 The receptionist will bring you a newspaper with your breakfast if you want.
- 15 You can unlock the front door for yourself if you return to the hotel very late.
- 16 To telephone a room in the hotel, you press 9 followed by the room number.
- 17 Children may only use the swimming pool when a member of staff is present.
- 18 You can use the hotel laundry facilities any afternoon.
- 19 The hotel will look after your money for you while you are out.
- 20 You must tell the receptionist if you are going out in the evening.

# GERALD'S HOTEL

## Meals

Breakfast is served in the dining room 7.30–9.30 a.m. (10.00 a.m. on Sundays). Help yourself from our buffet or order a full cooked breakfast at no extra charge. A light breakfast can be served in your room if preferred (see Room Service below).

Dinner is served in the dining room from 7.30 p.m. (Last orders by 9 p.m. please.)

A children's dinner menu is available until 8 p.m. at a reduced charge.

The Coffee Shop at the swimming pool is open from 10 a.m. serving a range of drinks, snacks and light meals.

## Room service

24-hour room service is not available, but we are happy to bring light meals and snacks to your room for a small extra charge when the Coffee Shop is open. Light breakfasts are also available from 7 a.m. Please inform reception the previous evening if you would like breakfast in your room.

**Newspapers** can be ordered from Reception and will be on your breakfast table.

We do not have a **night porter**. If you are likely to come back to the hotel after midnight, please ask the receptionist for a front-door key.

The **telephone** in your room can be used to make calls within the hotel by dialling the number as shown on the list beside it. For calls outside, dial 9 followed by the number. Calls are charged at normal price for the first two minutes, then double after that.

The **swimming pool** is open from 7 a.m. to 10 p.m. Please collect swimming towels from Reception. Do not use the towels in your bathroom.

Please note that children must be with a responsible adult at all times when using the pool. The hotel does not have staff available to do this and can take no responsibility for accidents.

There is a washing machine (£1.50 required) and drier (50p required). These are in the **laundry room**, opposite Room 17, and are available for guests to use after 1.30 p.m. every day. An iron and ironing board is also available. The hotel also offers a laundry service, which takes a minimum of twenty-four hours, from Monday to Friday. Prices are available from Reception.

**Cash and items of value** can be locked away in the hotel office if you wish to avoid carrying them with you to the beach, etc. Please ask at Reception. There is normally no charge for this service.

Please leave your room by 10 a.m. on the day of your **departure** to give us time to prepare for the next guests. If you would like to leave luggage with us for part of the day, please tell the receptionist the evening before.

## Part 4

### Questions 21–25

Read the text and questions below.

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

---

### *Waiter!*

I went to the cinema last week and laughed all the way through the new film *Waiter!* which is set in a restaurant. American actor Tom Waters plays the worst cook the world has ever seen and he employs one of the worst waiters, played by Joe Vermont.

The London restaurant where the filming took place does actually exist. Jane Connors, the owner, runs a successful business with many regular customers. However, although she thinks *Waiter!* is a good film, she is very annoyed with the director. When she agreed to the filming, she wasn't told that the film is about a restaurant where everything goes wrong and the food is disgusting. Although the film might make Jane's restaurant famous if it is a success, she is afraid that people will stop coming because they will think the food and service is terrible – like it is in the film. Jane is worried she will lose business and may even have to close and start again with a new restaurant.

Having seen the film, I agree that she has a problem. The film company paid her a very small fee, and she has since asked for more. The best solution, though, is for her to contact the newspapers. I am sure they will be interested in her story and it will actually help her business in the end.

- 21 What is the writer trying to do in the text?
- A advertise a restaurant
  - B review a film
  - C explain someone's problem
  - D take someone's advice
- 22 What do we learn about Jane's restaurant?
- A It is very popular.
  - B The food is not good.
  - C It is in a beautiful building.
  - D The waiters are unhelpful.

23 What did the director not tell Jane?

- A that the film would be a success
- B that the restaurant in the film would be very bad
- C that she would not be paid
- D that she would need to employ extra staff

24 What does the writer think Jane ought to do?

- A open a new restaurant
- B ask the film company for more money
- C improve the quality of the food in her restaurant
- D write to the newspapers

25 Which of these is an advert for the film?

A

### ***Waiter!***

Comedy film set in a typical American town.  
Laugh at the mistakes of crazy cook (Tom Waters) and  
mad waiter (Joe Vermont).

B

### ***Waiter!***

Learn how to cook and be amused at the same  
time at this film made specially for television by  
well-known cook, Tom Waters.

C

### **WAITER!**

*All the action takes place in a famous London  
restaurant. Find out the truth about what happens  
in the kitchens.*

D

### ***Waiter!***

Sit back and enjoy the performances of Tom  
Waters and Joe Vermont in this comedy filmed  
in a London restaurant.

## Part 5

### Questions 26–35

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

**Example:**

0    **A** are                      **B** made                      **C** got                      **D** were

Answer:

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

### Modigliani – an Italian artist

Nowadays cards and posters of pictures by Amedeo Modigliani (0) ..... popular with people all (26) ..... the world, but the artist himself did not have an easy life. He (27) ..... born in Livorno, Italy, in 1884. His father was a businessman who did not make (28) ..... money, and his mother (29) ..... a school.

Modigliani went to art school in Florence and Venice, before moving to Paris (30) ..... he painted and made sculptures. His work was (31) ..... by art from Africa which he saw in museums. He was very poor and not very strong, and after a (32) ..... years he gave up making sculptures. He painted people in a gentle, thoughtful style.

Many of his most beautiful paintings (33) ..... Jeanne, the woman he loved. Often the people in his paintings look sad or tired. Perhaps Modigliani was painting his own feelings. (34) ..... in the end he began to (35) ..... a little money, he was never very successful in his lifetime.

- |    |                    |                     |                    |                     |
|----|--------------------|---------------------|--------------------|---------------------|
| 26 | <b>A</b> over      | <b>B</b> on         | <b>C</b> through   | <b>D</b> along      |
| 27 | <b>A</b> been      | <b>B</b> has        | <b>C</b> was       | <b>D</b> is         |
| 28 | <b>A</b> many      | <b>B</b> much       | <b>C</b> lot       | <b>D</b> very       |
| 29 | <b>A</b> held      | <b>B</b> taught     | <b>C</b> ran       | <b>D</b> gave       |
| 30 | <b>A</b> that      | <b>B</b> which      | <b>C</b> when      | <b>D</b> where      |
| 31 | <b>A</b> felt      | <b>B</b> influenced | <b>C</b> suggested | <b>D</b> discovered |
| 32 | <b>A</b> few       | <b>B</b> several    | <b>C</b> short     | <b>D</b> number     |
| 33 | <b>A</b> see       | <b>B</b> give       | <b>C</b> show      | <b>D</b> realise    |
| 34 | <b>A</b> Therefore | <b>B</b> However    | <b>C</b> But       | <b>D</b> Although   |
| 35 | <b>A</b> earn      | <b>B</b> take       | <b>C</b> bring     | <b>D</b> win        |

# Writing

## Part 1

### Questions 1–5

Here are some sentences about a new sports centre.

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

**Use no more than three words.**

Write only the missing words on your answer sheet.

You may use this page for any rough work.

#### Example:

0 A famous tennis player opened the new sports centre.

**The new sports centre** ..... **a famous tennis player.**

Answer:

|   |               |
|---|---------------|
| 0 | was opened by |
|---|---------------|

---

1 The facilities are excellent.

**It** ..... **excellent facilities.**

2 It's better than the old one.

**The old one wasn't** ..... **this one.**

3 I prefer doing sport to watching it on TV.

**I like doing sport** ..... **watching it on TV.**

4 The pool is used by people of all ages.

**People of all ages** ..... **the pool.**

5 It's possible to go swimming early in the morning.

**You** ..... **go swimming early in the morning.**

## Part 2

### Question 6

Yesterday you arranged to go the cinema with Selina, an English friend. Unfortunately, you didn't get to the cinema on time and missed her.

Write a note to Selina. In your note, you should

- apologise for not meeting her
- explain why you were late
- suggest meeting another time.

Write **35–45 words** on your answer sheet.

---

## Part 3

Write an answer to **one** of the questions (7 or 8) in this part.

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

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

---

### Question 7

- Last week you went to a birthday party. This is part of a letter you have received from your English penfriend, Annabel.

*In your last letter you said you were going to a birthday party. Please tell me what you did at the party. What present did you take for your friend? Did everyone enjoy themselves?*

- Now write a letter to Annabel answering her questions.
- Write your **letter** on your answer sheet.

### Question 8

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

*I had just finished getting dressed when the doorbell rang.*

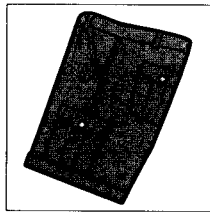
- Write your **story** on your answer sheet.

**Part 1**

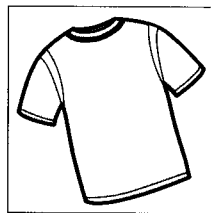
**Questions 1–7**

There are seven questions in this part.  
For each question, there are three pictures and a short recording.  
Choose the correct picture and put a tick (✓) in the box below it.

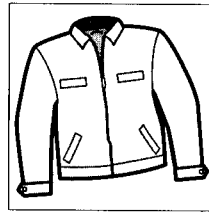
**Example:** What will the boy take back to the shop?



A



B



C

1 Which band did the boy watch last night?



A

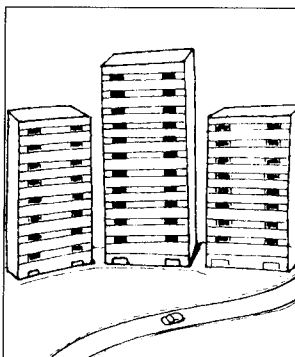


B

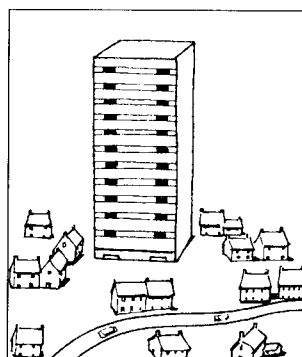


C

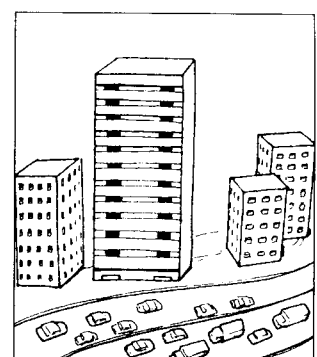
2 Where is the woman's new flat?



A



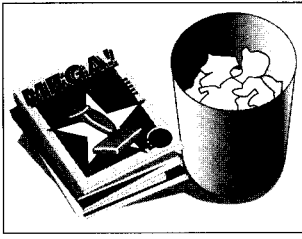
B



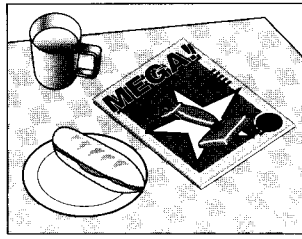
C

[Turn over

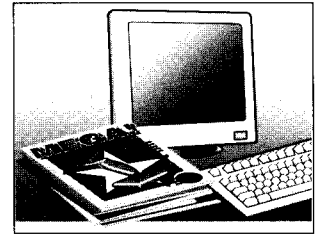
3 Where is the magazine?



A



B

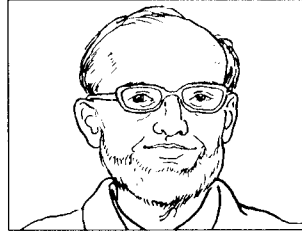


C

4 Which is the boy's teacher?



A

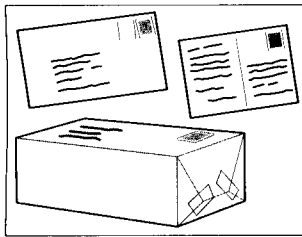


B

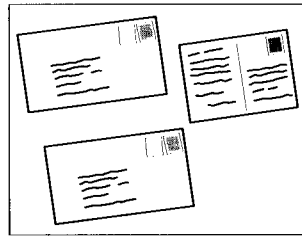


C

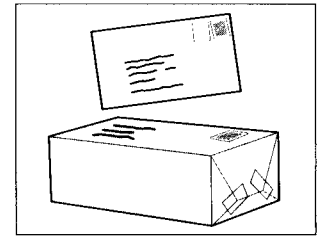
5 What did the man receive in the post?



A

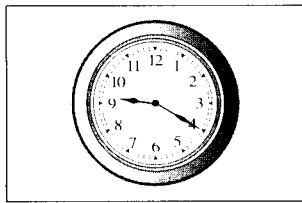


B

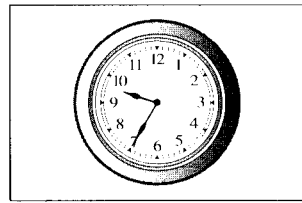


C

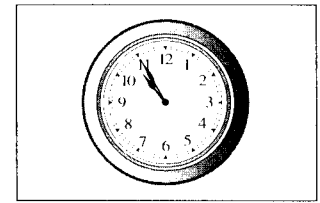
6 What time is the flight from New York expected?



A

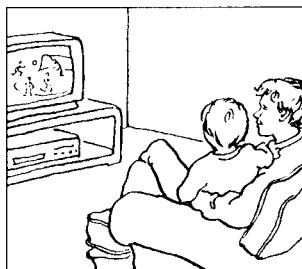


B



C

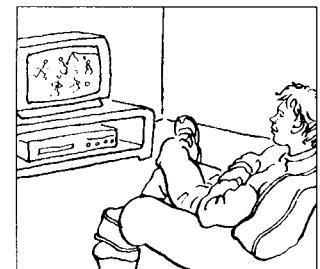
7 What was the boy doing when the phone rang?



A



B



C

## Part 2

### Questions 8–13

You will hear a woman talking to an evening class about carpentry.  
For each question, put a tick (✓) in the correct box.

---

- |   |  |                          |
|---|--|--------------------------|
| <b>8</b> The speaker says that when she was at school, girls    | <b>A</b> were taught separately from boys.     | <input type="checkbox"/> |
|   | <b>B</b> could do carpentry if they wanted to. | <input type="checkbox"/> |
|   | <b>C</b> were not allowed to do carpentry.     | <input type="checkbox"/> |
|   |  |                          |
| <b>9</b> Making her chest of drawers took                       | <b>A</b> eighteen months.                      | <input type="checkbox"/> |
|   | <b>B</b> six months.                           | <input type="checkbox"/> |
|   | <b>C</b> two months.                           | <input type="checkbox"/> |
|   |  |                          |
| <b>10</b> She first planned to put the chest of drawers         | <b>A</b> in the sitting room.                  | <input type="checkbox"/> |
|   | <b>B</b> in the bedroom.                       | <input type="checkbox"/> |
|   | <b>C</b> in the hall.                          | <input type="checkbox"/> |
|   |  |                          |
| <b>11</b> What advice does she give about electric tools?       | <b>A</b> They are useful for some people.      | <input type="checkbox"/> |
|   | <b>B</b> They are necessary for beginners.     | <input type="checkbox"/> |
|   | <b>C</b> Only lazy people use them.            | <input type="checkbox"/> |
|   |  |                          |
| <b>12</b> She suggests that the first job should be something   | <b>A</b> small and simple.                     | <input type="checkbox"/> |
|   | <b>B</b> for a friend.                         | <input type="checkbox"/> |
|   | <b>C</b> which practises many skills.          | <input type="checkbox"/> |
|   |  |                          |
| <b>13</b> What does she suggest that the class should do first? | <b>A</b> choose who they will work with        | <input type="checkbox"/> |
|   | <b>B</b> decide what they need for one job     | <input type="checkbox"/> |
|   | <b>C</b> discuss what they should do           | <input type="checkbox"/> |

## Part 3

### Questions 14–19

You will hear someone talking on the radio about a fashion show.  
For each question, fill in the missing information in the numbered space.

---

## Fashion Show

Place: sports stadium

Date: (14) .....

Time: 7.30

Colour of clothes: grey or (15) .....

Talk: at 6.30 by a (16) .....

Clothes for sale: everything except (17) .....

Prize for best design: (18) .....

Buses: depart at 6 p.m. and 7 p.m. from outside (19) .....

## Part 4

### Questions 20–25

Look at the six sentences for this part.

You will hear a conversation between a boy, Ian, and a girl, Zoe, about a holiday.

Decide if each sentence is correct or incorrect.

If it is correct, put a tick (✓) in the box under **A** for **YES**.

If it is not correct, put a tick (✓) in the box under **B** for **NO**.

---

|  | <b>A</b><br><b>YES</b>   | <b>B</b><br><b>NO</b>    |
|--|--------------------------|--------------------------|
| 20 Ian is going to visit relatives who live in Africa.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 21 Zoe believes Namibia is a good place to visit.        | <input type="checkbox"/> | <input type="checkbox"/> |
| 22 Ian's parents insist he must go on holiday with them. | <input type="checkbox"/> | <input type="checkbox"/> |
| 23 Zoe's father is unemployed.                           | <input type="checkbox"/> | <input type="checkbox"/> |
| 24 Zoe's mother dislikes flying.                         | <input type="checkbox"/> | <input type="checkbox"/> |
| 25 Ian suggests Zoe should visit Namibia with him.       | <input type="checkbox"/> | <input type="checkbox"/> |

**Part 1**

**General conversation: saying who you are, giving personal information, spelling**

Take turns to be the examiner. Ask your partner questions to find out some information about each other.

Ask each other at least four of these questions:

- What's your name? Can you spell your surname for me?
- Where do you live?
- Is that near the city centre?
- Do you live in a house or a flat?
- Is it very old? Do you know when it was built?
- How many rooms does it have?
- Have you always lived there?

**Part 2**

**Simulated situation: exchanging opinions, saying what you think other people would like**

The examiner gives you both a picture. You do a task together.

Your class is on a trip to London for the day. Daniel, one of your classmates, couldn't come with you and you decide to take him a souvenir. Look at page 166. There are some ideas of souvenirs you could buy. Decide together what you will take. You can only take one thing.

Ask and answer questions like these:

- What do you think he would like?
- Would he prefer something to wear or something to look at?
- Would he like something to read?
- Would that be too heavy/expensive/easily broken?

**Part 3**

**Responding to photographs: describing a place and what is happening**

You take turns to tell each other about a photograph.

Candidate A: look at Photograph 5A on page 170.  
Candidate B: look at Photograph 5B on page 173.

Think about your photograph for a few seconds. Describe it to your partner for about one minute.

Tell your partner about these things:

- what kind of place it is
- what the people are watching
- what the people are wearing
- whether they look comfortable/happy/excited
- what you can guess about the music.

**Part 4**

**General conversation about the photographs: talking about music – likes and dislikes**

The examiner asks you to talk to your partner.

Tell each other about the kind of music you like.

Use these ideas:

- talk about your favourite singer/band.
- say if you have ever seen them in a concert.
- say where you usually listen to music.
- say what kind of music you don't like.
- say if you play any instruments or sing or dance yourself.

# TEST 6

## PAPER 1 Reading and Writing Test

(1 hour 30 minutes)

### Reading

#### Part 1

#### Questions 1–5

Look at the text in each question.

What does it say?

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

#### Example:

0

|  |      |
|--|------|
| To   | John |
| From   | Nell |
| Can you call the cinema from home and check film time before leaving? Let me know what time we should get there. |      |

John should

- A contact Nell after phoning the cinema.
- B ring Nell after arriving at the cinema.
- C go to the cinema to check when the film starts.

Answer:

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

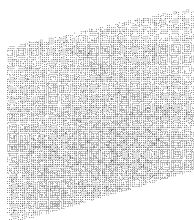
1

|   |       |
|---|-------|
| To  | Jen   |
| From  | Angus |
| I've had a problem with the car. Can you get a taxi from the station and ring when you get to your hotel? |       |

- A Angus wants Jen to telephone him from her hotel.
- B Angus wants Jen to take him to the hotel in a taxi.
- C Angus wants Jen to collect him from the station.

2

**DO NOT USE  
EQUIPMENT IN  
THIS BOX  
BEFORE READING  
INSTRUCTIONS**



- A Do not remove the equipment from the box before reading the instructions.
- B Read the instructions before using the equipment.
- C Put the equipment in the box after using it.

[Turn over

3

351 Bunting Ave, Trifford TR6 1AG

We're having a sale this weekend before moving house. Any reasonable offers accepted for unwanted furniture, washing machine, etc., toys and bikes.

10 - 5 Sat & Sun

- A These people are selling things to get money for travelling.
- B These people sell toys, furniture and bicycles.
- C These people don't want to take all their furniture to their new home.

4

**THE BUS DRIVER TAKES CASH ONLY.**

**THE TICKET OFFICE TAKES**

**CREDIT CARDS OR CASH.**

- A You cannot pay the bus driver with a credit card.
- B The ticket office can give you change for the bus.
- C It is not possible to buy a ticket with a credit card.

5

*Mum, I wanted to wash my red jeans to wear tomorrow but they've disappeared. Did you do them? If you did, thanks but where have you put*

- A Tammie wants her mother to wash her jeans for her.
- B Tammie is asking her mother where her jeans are.
- C Tammie's mother promised to wash her jeans for her.

## Part 2

### Questions 6-10

The people below all want to find a summer holiday job.  
 On the opposite page there are advertisements for eight jobs.  
 Decide which job would be most suitable for the following people.  
 For questions 6-10, mark the correct letter (A-H) on your answer sheet.

6



Tom is going abroad to learn German and French in October. He wants to spend July working for a newspaper or magazine. He would prefer to be in a large town or city.

7



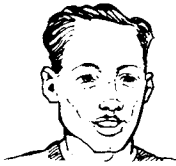
Martha would like a job working with children under twelve. A friend is coming to stay for two weeks in early July, so she must be free then. She's happy to travel and can work until the autumn.

8



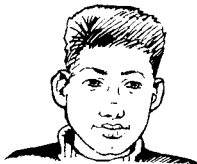
Sindy is looking for work in the evenings this summer. She enjoys talking to people, but she doesn't want to stand up all the time, as she already works in a restaurant during the day.

9



Aidan wants to find a job which provides a room to live in. He doesn't mind working long hours, but he must be free on Saturdays when he takes part in swimming competitions.

10



Nick needs a job for at least two months which pays well. He speaks English, Italian and Swedish and would like the chance to use them. He starts university on 5 October.

## Summer jobs special

A

**Dambury Journal** is looking for a keen young reporter to work full-time Tuesday–Sunday from our office in this picturesque little town for the summer. An opportunity to learn about journalism on this local newspaper which covers country life and events throughout the area. Accommodation can be arranged.

E

Friendly Australian family living near Newcastle requires help from mid-July to September. Four girls aged three to eleven, baby boy. We'll want you to spend about one month in France with us. Own room and bathroom. Two free days per week, some evening and weekend work. Good pay.

B

### Enjoy meeting new people? Good with children?

You could be a travel guide for American tourists in Southern Europe and Scandinavia.

Newcastle Travel Ltd looks after small groups of children and teenagers and also families travelling in groups of up to twenty.

Excellent rates of pay (extra for foreign-language speakers).

Minimum six weeks, starting mid July.

F

**Dambury Summer Play Scheme** needs helpers from 8.30 a.m. till 5.30 p.m. Monday–Friday for nine weeks in July and August. You must be energetic, friendly and get on well with children. Cooking ability useful. Some days we will take trips to the seaside and return late evening. Good pay.

C

**Hotel Ferdinand, Dambury**, requires kitchen and dining-room staff for the summer. Six days per week (any day off by arrangement except Fridays). Hours from 2 p.m. till 10 p.m. or from 6 a.m. till 2 p.m. Also some part-time work (evenings only). Meals provided and some accommodation available if required.

G

### Newcastle University Summer School Hostel

We are looking for a friendly efficient person to answer phone and e-mail enquiries, check application forms and occasionally show new visitors round. Daytime or evening (Monday–Saturday) until end of summer. Some accommodation may be available if required.

### D This Week

The best new *What's On* guide to Newcastle needs lively young people to work at its main office, right in the centre of this great city, for one or two months this summer. Hours 10–6.

Experience in magazine journalism not necessary, but enthusiasm is! Ideal for students and school leavers.

H

**Teen Wheels Magazine** is looking for foreign language speakers to work in the telephone sales department from late August. You can earn lots of money selling advertising to companies in Europe and the US. Possibility of permanent job if required. Office in suburbs of Newcastle, easy access city centre.

## Part 3

### Questions 11–20

Look at the sentences below about unusual women of the past.

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

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

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

---

- 11 The writer says many women joined armies before the twentieth century.
- 12 Christian Walsh wanted to marry a soldier.
- 13 Kit Cavanagh spent thirteen years in the army.
- 14 Kit fought the doctors when they tried to operate.
- 15 Anne Bonney went to the Bahamas to find John Rackham.
- 16 Anne helped John to get a fast ship.
- 17 Mary was already working on a ship before she met Anne.
- 18 Mary joined the army in order to be with her husband.
- 19 Anne and Mary went to prison after John Rackham.
- 20 It is uncertain what happened to Anne and Mary in the end.

## Unusual women of the past

You may think that no women went to sea or joined the army until the twentieth century, but this is not true. Although they usually had to pretend to be men, there are a few true stories of women who fought for both good reasons and bad ones.

One English woman soldier in the seventeenth century was Christian Walsh, the wife of a man who was made to join the army, although he did not want to be a soldier. Christian refused to accept the situation, unlike most women in those days. She cut off her hair, dressed as a man and joined the army, calling herself Kit Cavanagh, in order to look for her husband. It was thirteen years before she found him and during that time she fought in several different countries. She was only discovered to be a woman when doctors were operating on her for an injury she had received while fighting.

A rather different example, from around the same time, is Anne Bonney. It is not certain why she left Ireland, where she was born, and went to the islands which are now called the Bahamas. However, we know that when she got there, she fell in love with a sailor called John Rackham. She worked with John to steal a ship from the local port. They obviously chose the ship carefully, because it was the fastest one in the port at the time. For the next ten years they sailed round the Caribbean, attacking other ships and stealing everything valuable from them, as well as taking sailors to help on their own ship.

One day, Anne was surprised to discover that a boy they had taken off another ship in this way was really a young woman. She told Anne her name was Mary Read. She said she had dressed like a man to increase her opportunities, because in those days of course most women were expected to stay at home. Earlier, Mary had fought in the army, but had stopped pretending to be a man for a short time when she married a soldier who had realised that she was a woman. Unfortunately her husband died, and so Mary started to dress as a man once again and became a sailor.

Anne and Mary continued their criminal career with John Rackham, but in the end their ship was caught by the navy. The two women went on fighting even after all the men were taken prisoner, but they avoided punishment and disappeared. Nobody knows what happened to them after that. Perhaps they pretended to be men and joined another ship, or maybe they got married.

## Part 4

### Questions 21–25

Read the text and questions below.

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

---

### Living in the Ice Age

I'm a scientist and I arrived here in Antarctica three months ago in December. The temperature is cold but not unpleasant yet. Since arriving, I've worked with about 60 other people getting everything ready for the Antarctic winter. It's been a lot of hard work, but it was fun too.

However, a few days ago the ship left taking most of the staff with it, and it won't be back to fetch us until next December. So the hardest thing to get used to is that there are now just fourteen of us because I'm used to working in a large company.

I'm living on the same work station I was on ten years ago. It was new then and it's still in good condition and unchanged. The dried food we get is also the same – you forget what real food tastes like after a few weeks. The people working here with me are all different from then, but I'm always happy getting to know new people. Ten years ago, we were able to send faxes to friends and family once a month, but today we can send e-mails and talk on the phone so we don't feel so far away.

Last week we went out exploring for a few days. We slept in our very thick sleeping bags to keep the cold out. We always have to wear the right clothes and boots for walking on ice and snow. We were joined together by a rope all the time in case we fell into any holes in the ice. They're too deep to climb out of. The skies were clear and I was reminded how lucky I am to be here. Soon we will get amazing sunsets too.

21 What is the writer trying to do?

- A persuade people to work in Antarctica
- B complain about his life in Antarctica
- C describe his own experiences in Antarctica
- D suggest ways of improving life in Antarctica

22 What is difficult for the writer at the moment?

- A He is working with a small number of people.
- B There is too much work to do.
- C The weather is too cold.
- D The ship won't return for months.

23 In the writer's opinion, what has improved since ten years ago?

- A The living accommodation is better.
- B The food is more tasty.
- C Communications have improved.
- D His colleagues are easier to work with.

24 What particular danger was there when they were exploring?

- A the cold
- B the holes in the ice
- C getting lost
- D slipping on the ice

25 Which of the following e-mails did the writer send to a friend?

A

I'm getting used to being in Antarctica. Although people had told me what it was like, it's still a shock to experience it myself.

B

There hasn't been much to do here yet, so I've spent the time getting to know my colleagues and relaxing.

C

It's good to be back here. I'd forgotten how beautiful it is. I'm looking forward to seeing some wonderful sunsets.

D

I'll send you my news as often as I can. It won't be long till I'm home, as I've already been here nearly a year.

## Part 5

### Questions 26–35

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

**Example:**

0    **A** doubt                      **B** chance                      **C** way                      **D** matter

Answer:

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

### Fashions go round and round

Fashions have always changed with time. No (0) ..... Roman girls worried about having the latest hairstyle and boys in Ancient Egypt wanted to have sandals (26) ..... were cool and not the sensible ones their mothers preferred.

Looking (27) ..... over recent times, there seem to be two main differences in the (28) ..... fashions have changed compared to earlier times. Firstly, (29) ..... more people have a choice of clothes available to them. There are few places (30) ..... the world where the trainers, the caps or the T-shirts of teenagers do not change from one year to the next. Secondly, styles are (31) ..... within a much shorter time than they (32) ..... to be. For instance, in the 1960s, (33) ..... had the same low waists and narrow skirts as forty years before.

In the early years of the 21st century, the shops are (34) ..... of long skirts and coloured scarves like the ones in fashion only thirty years before. Soon, we will find that the really fashionable people look no different from the (35) ..... of us, because it is only ten years since their clothes were in fashion before!

- |    |                   |                   |                    |                   |
|----|-------------------|-------------------|--------------------|-------------------|
| 26 | <b>A</b> they     | <b>B</b> that     | <b>C</b> these     | <b>D</b> those    |
| 27 | <b>A</b> about    | <b>B</b> round    | <b>C</b> back      | <b>D</b> behind   |
| 28 | <b>A</b> sort     | <b>B</b> kind     | <b>C</b> type      | <b>D</b> way      |
| 29 | <b>A</b> some     | <b>B</b> much     | <b>C</b> far       | <b>D</b> even     |
| 30 | <b>A</b> in       | <b>B</b> on       | <b>C</b> of        | <b>D</b> through  |
| 31 | <b>A</b> accepted | <b>B</b> returned | <b>C</b> exchanged | <b>D</b> repeated |
| 32 | <b>A</b> wanted   | <b>B</b> needed   | <b>C</b> used      | <b>D</b> had      |
| 33 | <b>A</b> dresses  | <b>B</b> jackets  | <b>C</b> trousers  | <b>D</b> blouses  |
| 34 | <b>A</b> filling  | <b>B</b> filled   | <b>C</b> full      | <b>D</b> fuller   |
| 35 | <b>A</b> other    | <b>B</b> most     | <b>C</b> rest      | <b>D</b> all      |

# Writing

## Part 1

### Questions 1–5

Here are some sentences about a new pop group.

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

**Use no more than three words.**

Write only the missing words on your answer sheet.

You may use this page for any rough work.

**Example:**

0 The group is called *Fireworks*.

**The name of** ..... *Fireworks*.

Answer:

|   |              |
|---|--------------|
| 0 | the group is |
|---|--------------|

---

1 The new pop group was discovered by a television producer.

**A television producer** ..... **the new pop group**.

2 The singer was a waiter before he joined this group.

**Before** ..... **this group, the singer was a waiter**.

3 The women aren't such good musicians as the men.

**The men are** ..... **musicians than the women**.

4 The women all dance brilliantly.

**The women** ..... **dancers**.

5 I couldn't afford a ticket for their concert.

**The tickets for their concert cost** ..... **for me**.

## Part 2

### Question 6

You have an English friend called Lee. You are both going to another friend's birthday party next week.

Write an e-mail to Lee. In your e-mail, you should

- say how you will get there
- suggest you go together
- ask him for advice about a present.

Write **35–45 words** on your answer sheet.

---

## Part 3

Write an answer to **one** of the questions (7 or 8) in this part.

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

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

---

### Question 7

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

*I always go shopping with my friends at the weekend. What do you like buying when you go shopping? What kind of shops are there near where you live?*

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

### Question 8

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

*I got off the train and waved to my brother, who was waiting on the platform.*

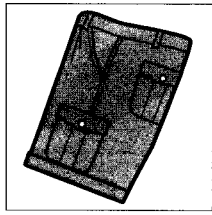
- Write your **story** on your answer sheet.

**Part 1**

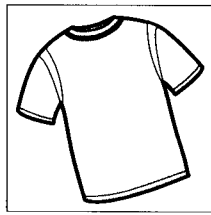
**Questions 1–7**

There are seven questions in this part.  
For each question, there are three pictures and a short recording.  
Choose the correct picture and put a tick (✓) in the box below it.

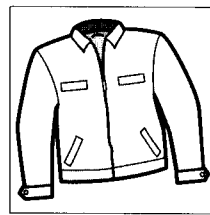
**Example:** What will the boy take back to the shop?



A

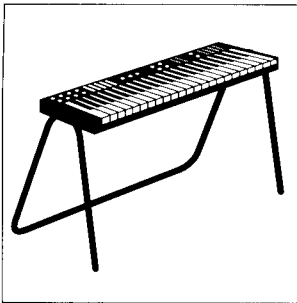


B

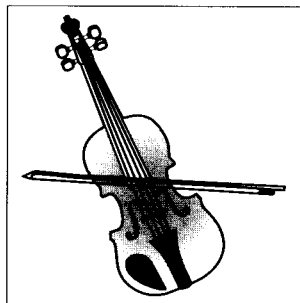


C

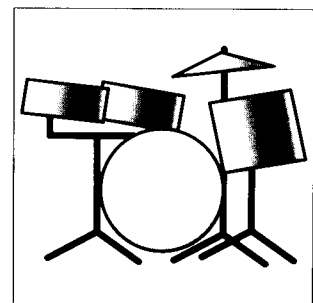
1 Which instrument is the girl learning now?



A

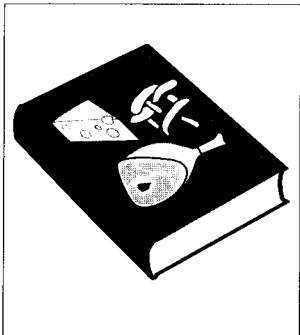


B

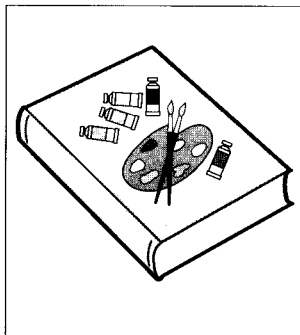


C

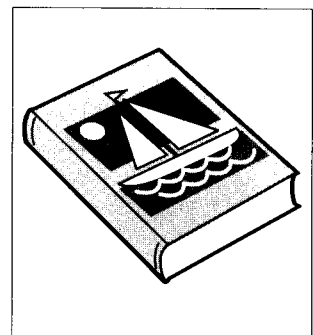
2 What will they buy for Lucy?



A



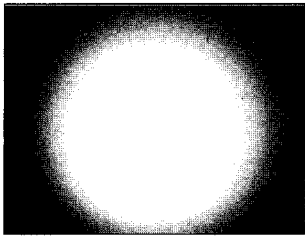
B



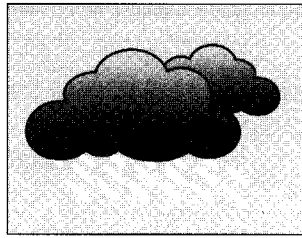
C

[Turn over

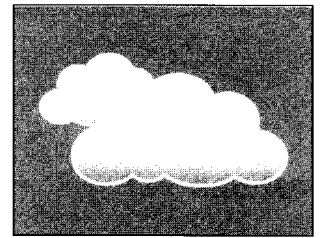
3 What will the weather be like on Sunday?



A

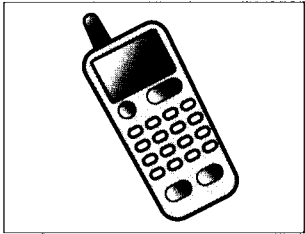


B

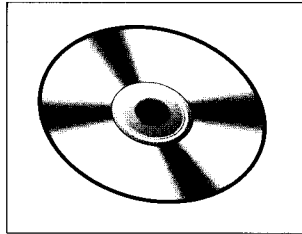


C

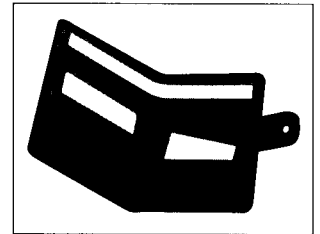
4 What did the boy leave in the girl's house?



A

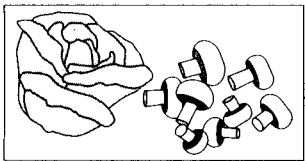


B

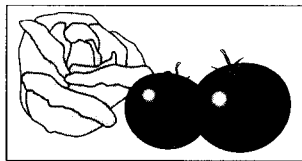


C

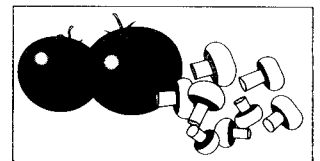
5 What will the boy get from the shop?



A

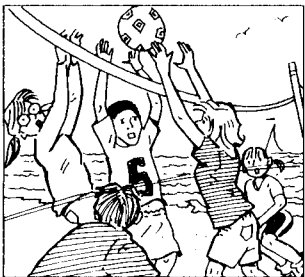


B

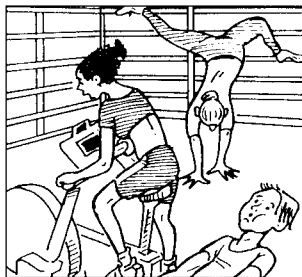


C

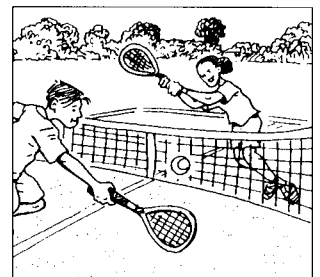
6 Which sport is unavailable today?



A

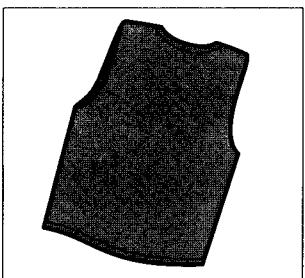


B

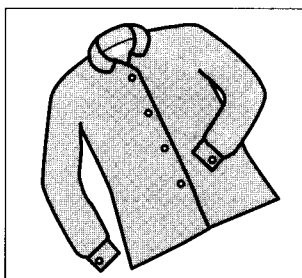


C

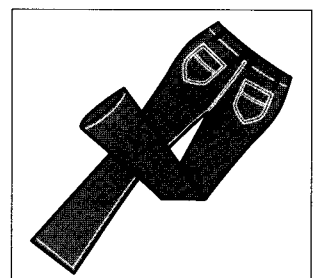
7 What is the girl wearing?



A



B



C

## Part 2

### Questions 8–13

You will hear a radio interview with a teenage boy called Matthew who has invented a game. For each question, put a tick (✓) in the correct box.

---

- 8 How old was Matthew when his game was first sold?
- A ten
- B thirteen
- C fourteen
- 9 When Matthew tried to sell his idea to companies,
- A he had no replies.
- B some companies asked to see the game.
- C none of them was interested.
- 10 Matthew borrowed money from
- A a bank.
- B some relatives.
- C a businessman.
- 11 How did Matthew get his idea for a second product?
- A An American company made a suggestion.
- B Some other children told him about it.
- C He watched his sisters playing.
- 12 According to Matthew, most ten-year-olds are interested in
- A games which test what they know.
- B games which are about their everyday lives.
- C games which use their imagination.
- 13 When Matthew leaves school, he wants to
- A run his own business.
- B do a course in business studies.
- C continue inventing games.

## Part 3

### Questions 14–19

You will hear a radio announcer giving some information about a cycling holiday with Pathway Holidays. For each question, fill in the missing information in the numbered space.

---

### Pathway Holidays

**Monday 12 June – Saturday 17 June**

Cycle from Whitehaven to Sunderland in England

The total length of the ride is (14) ..... kms.

The highest place on the ride is (15) ..... Hill.

The price includes accommodation, food, luggage transport and a  
(16) .....

It is recommended that you bring your own (17) .....

On Friday evening there is a (18) .....

Information available from the (19) .....

## Part 4

### Questions 20–25

Look at the six sentences for this part.

You will hear a conversation between a girl, Jane, and her mother about where Jane will work next month.

Decide if each sentence is correct or incorrect.

If it is correct, put a tick (✓) in the box under **A** for **YES**.

If it is not correct, put a tick (✓) in the box under **B** for **NO**.

---

|   | <b>A</b><br><b>YES</b>   | <b>B</b><br><b>NO</b>    |
|---|--------------------------|--------------------------|
| <b>20</b> Jane is leaving school next week.                           | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>21</b> Jane's mother is unhappy about Jane working in her office.  | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>22</b> Jane has met her mother's colleagues before.                | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>23</b> Jane is uncertain about what career she wants.              | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>24</b> Jane is interested in working in a school with her friends. | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>25</b> In the end, Jane's mother agrees to take her to work.       | <input type="checkbox"/> | <input type="checkbox"/> |

## Part 1

**General conversation: saying who you are, giving personal information, spelling**

Take turns to be the examiner. Ask your partner questions to find out some information about each other.

Ask each other at least four of these questions:

- What's your name?
- What do you like doing at weekends?
- What do you do when you have free time at home?
- Where do you go to meet your friends?
- How often do you go shopping?
- Who helps you to choose your clothes?
- Can you spell the name of your favourite shop for me, please?

## Part 2

**Simulated situation: exchanging information and giving opinions**

The examiner gives you both a picture. You do a task together.

You've won a competition to learn a new skill. You're going to do a course together for one week. Look at page 167. You have a choice of seven courses. Decide together which one you will choose. Think about what you can do already and what you would like to learn.

Ask and answer questions like these:

- Can you do any of these things already?
- Which of these things would you like to learn?
- Which courses do you not want to do?
- Which course would be most useful/fun/interesting?

## Part 3

**Responding to photographs: describing where people are and what they are doing.**

You take turns to tell each other about a photograph.

Candidate A: look at Photograph 6A on page 170.

Candidate B: look at Photograph 6B on page 173.

Think about your photograph for a few seconds. Describe it to your partner for about one minute.

Tell your partner about these things:

- what kind of place it is
- what you can see there
- what the people look like
- what the people are doing/buying
- whether they are all enjoying what they are doing.

## Part 4

**General conversation about the photographs: talking about likes, dislikes and preferences**

The examiner asks you to talk to your partner. You give your opinion about something and explain what you prefer.

Talk to each other about earning money.

Use these ideas:

- Say whether you have a job or have ever had one.
- Say what you do (or did) and what you feel about doing it.
- Say what kind of job you would like to have.
- Say why you think you would enjoy it.
- Say how you would spend the money you earn.

## Extra practice for Writing Part 1

Here are some sentences about a motorbike.

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

**Use no more than three words.**

Write only the missing words on your answer sheet.

You may use this page for any rough work.

**Example:**

0 This is my brother's motorbike.

**This motorbike** ..... **my brother.**

Answer:

0

*belongs to*

1 He's only had it for two weeks.

**He only** ..... **two weeks ago.**

2 One of his friends sold it to him.

**A friend** ..... **sold it to him.**

3 It wasn't very expensive.

**It didn't** ..... **much.**

4 I asked him if I could have a ride on it.

**I said** ' ..... **a ride on it?'**

5 It's essential to wear a helmet when you ride it.

**You** ..... **a helmet when you ride it.**

Here are some sentences about a winter holiday.

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

**Use no more than three words.**

Write only the missing words on your answer sheet.

You may use this page for any rough work.

6 Sunbathing isn't as much fun as skiing.

**Skiing is** ..... **sunbathing.**

7 I was taught to ski by my mother.

**My mother** ..... **to ski.**

8 She advised me to do some exercises first.

**She said, 'You** ..... **do some exercises first.'**

9 My father doesn't ski now, but he did when he was young.

**My father** ..... **ski when he was young.**

10 He says he doesn't have enough time to come with us.

**He says he's too** ..... **to come with us.**

## Extra language for all parts of the Speaking Test

### 1 When you don't understand:

Could you say that again, please?

Could you repeat that, please?

Please can you explain what you want me to do?

I'm afraid I don't understand what you want me/us to do.

I'm sorry, what does ..... mean?

I'm sorry, I don't understand what you mean.

### 2 When you don't know the name of something:

I don't know the word for this in English.

It's like a box.

It's similar to a CD.

You use it to make a hole in a wall.

### 3 Giving yourself time to think what to say:

Well, I suppose, my opinion is that . . .

I'm not really sure what to say, but . . .

It's difficult to say, but . . .

Let me think for a moment . . .

---

## Extra language for Part 1 of the Speaking Test

### 4 Introducing yourself:

I'm Maria Gonzalez.

My name's Maria Gonzalez.

I'm called Maria Gonzalez.

But my friends call me Mari.

### 5 Giving information about yourself:

#### Your family:

I'm from a large/small family.

I have two (younger) brothers and a(n older) sister.

I'm an only child.

#### Your home:

We live in a flat/house in ....

My grandmother also lives with us.

I share a flat with some other students.

#### Your job/studies:

I live/work/go to school in . . .

I'm studying at high school/university.

I'm training to be an engineer.

I'm a nurse.

#### Your free time:

In my spare time I play computer games.

I do a lot of sport.

My hobby is photography.

I don't have much free time, but when I do I like to . . .

---

## Extra language for Part 2 of the Speaking Test

### 6 Making suggestions:

What about going clubbing?

Shall we buy a ticket?

We could hire bicycles.

I think we should catch a bus.

It would be a good idea to take our mobiles.

Why don't we take a picnic?

Let's have a party.

Would you like to go to the cinema?

### 7 Agreeing:

I agree with you.

I completely agree.

That's (probably) right.

You could be right.

Definitely!

Sure!

### 8 Disagreeing:

I can't agree with that.

In my opinion, that's quite wrong.

I don't really agree with you about that.

I see what you mean, but I think . . .

**9 Asking someone else for their ideas:**

What about you?

So, what do you think?

Do you agree?

How do you feel about this?

**10 Accepting that your opinion is different from someone else's:**

I don't think we can agree about this.

We both have our own opinions about it.

My opinion/experience isn't the same as yours.

Let's agree to disagree about that.

---

**Extra language for Part 3  
of the Speaking Test**

**11 Saying where a place is:**

It's near/not far from/a long way from here.

It's in the city/in the country/in the mountains/  
on the coast.

It's north of here.

It's about twenty kilometres south of here.

It's in the west of the country.

**12 Saying where something is in a picture:**

It's in the background/foreground/the middle.

It's on the left/right.

It's at the top/bottom.

**13 Saying where people are:**

They're in a shop/in a café/in a hotel/in the  
city centre/in a taxi.

They're on a bus/train/plane.

They're at home/at work/at school/at the  
theatre/at the beach.

**14 Describing people:**

He's (quite/very) tall/short/fat/thin.

He's got dark hair.

She's wearing blue jeans.

**15 Making guesses:**

They look happy to me.

They look like brothers.

They could be friends.

They may be students.

They seem bored.

Perhaps they've lost something.

Maybe they need a lift.

It's possible that they're strangers.

They're probably enjoying themselves.

**16 Explaining your opinion:**

I (don't) think/believe he's happy because he's  
(not) smiling.

She must be tired because she's yawning.

---

**Extra language for Part 4  
of the Speaking Test**

**17 Saying what you like:**

I like/love watching music videos.

I prefer swimming to cycling.

I'd rather play volleyball than write a letter.

My favourite colour is pink.

**and dislike:**

I don't really like cooking.

I'm not very keen on westerns.

I hate doing housework.

I never enjoy long journeys.

**18 Talking about plans:**

I want to go to university.

I'm planning to travel abroad.

I'm hoping to become a teacher.

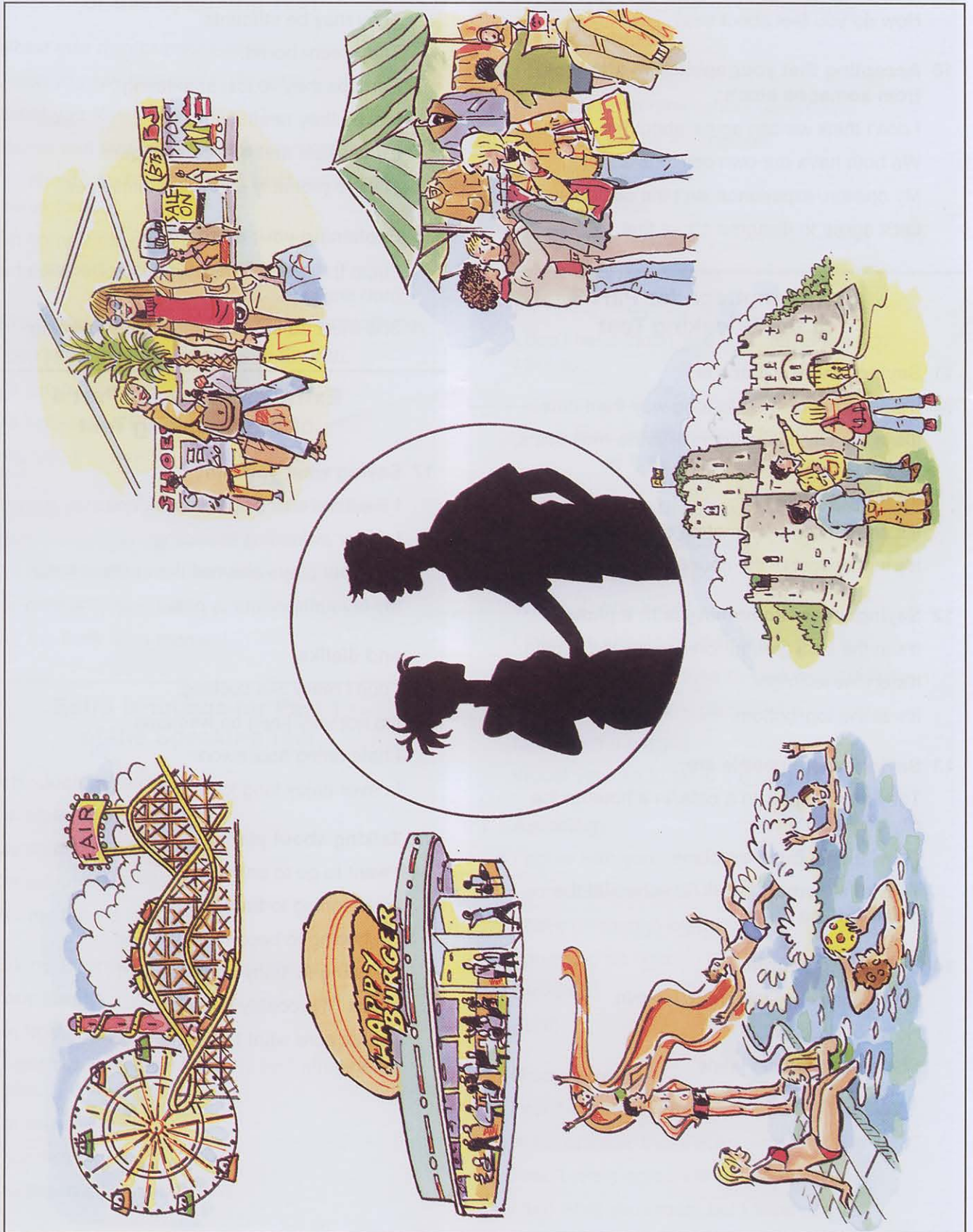
I'm going to study engineering.

I think I'll probably get a job.

I'm not sure what I'm going to do.

# Visuals for Speaking Test

## Test 1, Part 2



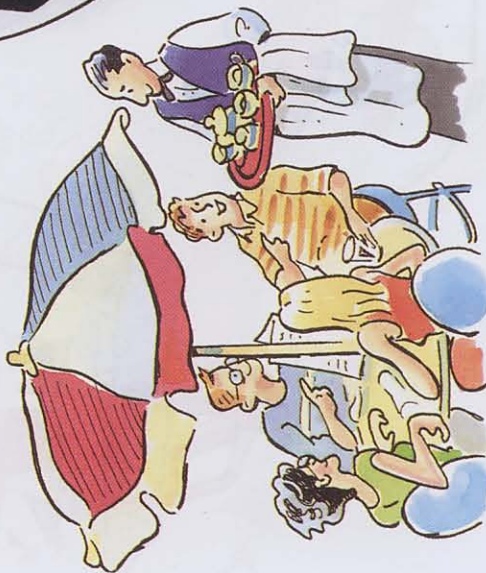
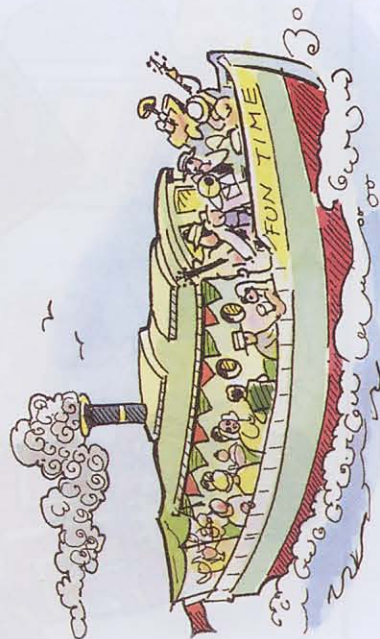
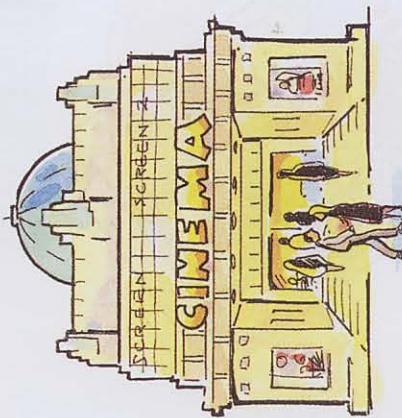
Test 2, Part 2



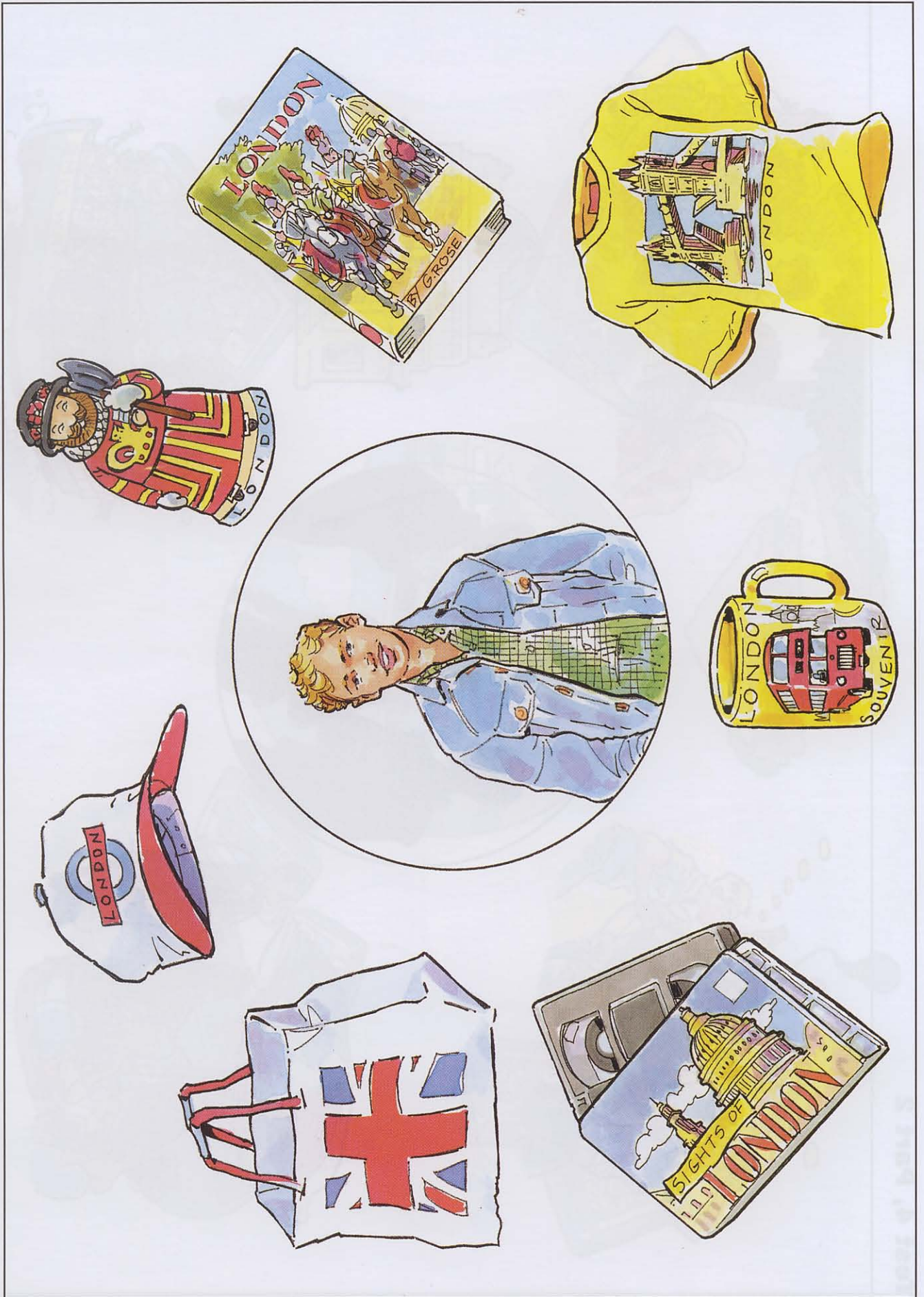
Test 3, Part 2



Test 4, Part 2



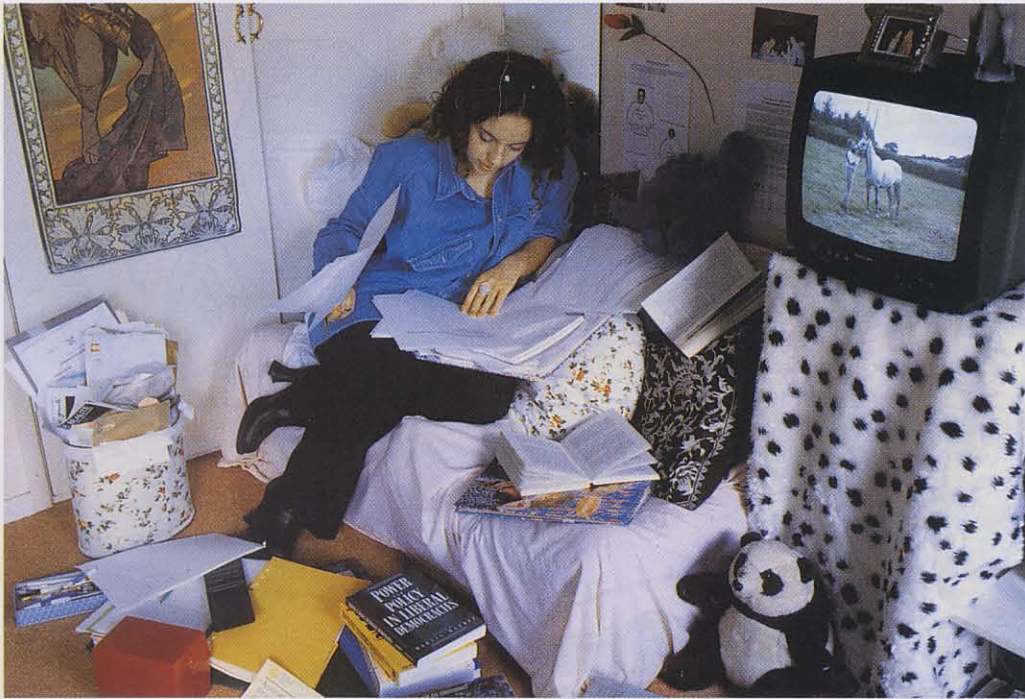
Test 5, Part 2



Test 6, Part 2



### Test 1, Part 3, Photograph 1A



### Test 2, Part 3, Photograph 2A



Test 3, Part 3, Photograph 3A

Test 3, Part 3, Photograph 3A



Test 4, Part 3, Photograph 4A

Test 4, Part 3, Photograph 4A



**Test 5, Part 3, Photograph 5A**

Test 5, Part 3, Photograph 5A



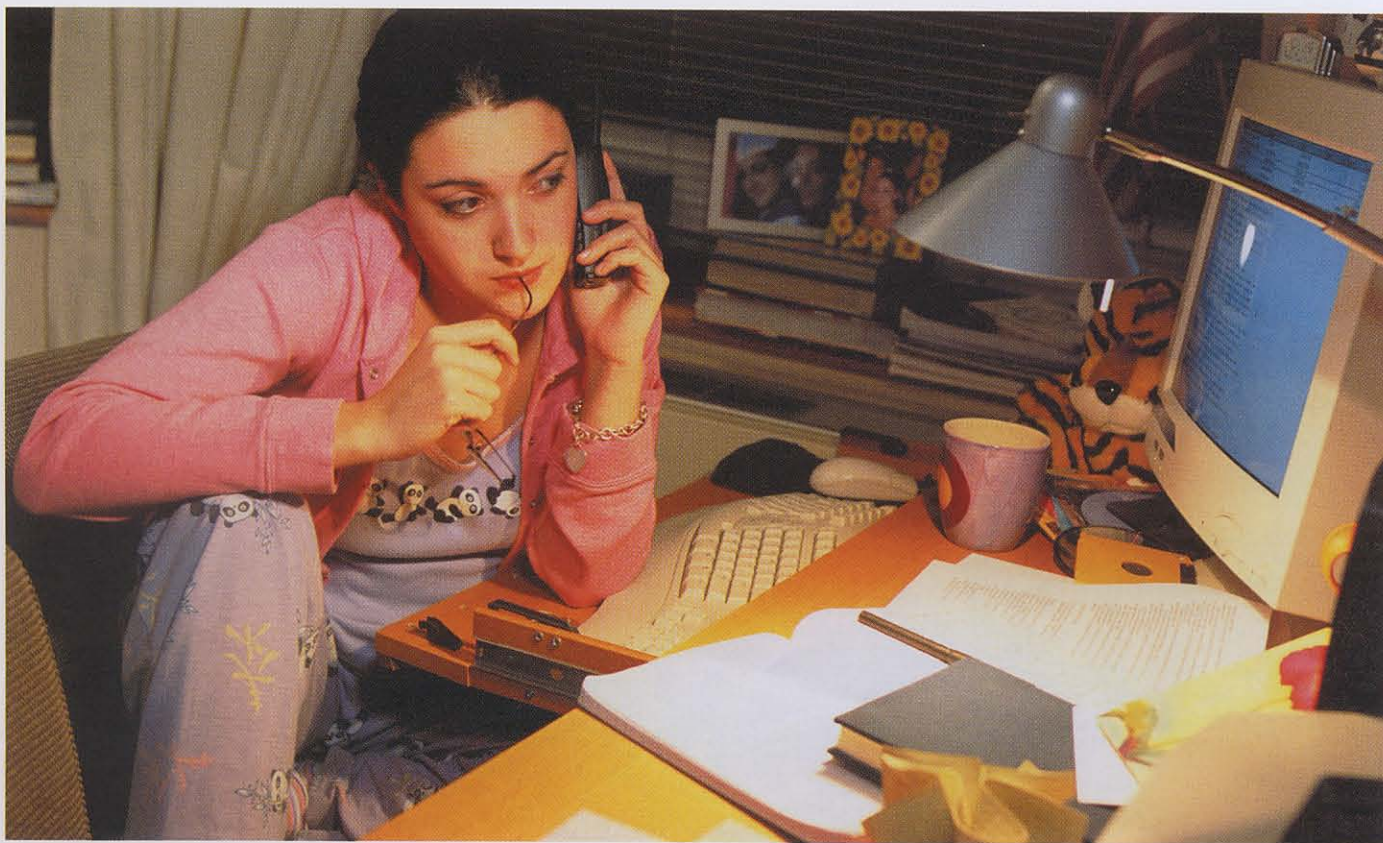
**Test 6, Part 3, Photograph 6A**

Test 6, Part 3, Photograph 6A



**Test 1, Part 3, Photograph 1B**

Test 2, Part 3, Photograph 2B



**Test 2, Part 3, Photograph 2B**

Test 1, Part 3, Photograph 1B



**Test 3, Part 3, Photograph 3B**



**Test 4, Part 3, Photograph 4B**



**Test 5, Part 3, Photograph 5B**



**Test 6, Part 3, Photograph 6B**





For Writing (Parts 1 and 2):

Write your answers clearly in the spaces provided.

# SAMPLE

Part 1: Write your answers below.

|   | Do not write here |
|---|-------------------|
| 1 | 1 1 0             |
| 2 | 1 2 0             |
| 3 | 1 3 0             |
| 4 | 1 4 0             |
| 5 | 1 5 0             |

Part 2 (Question 6): Write your answer below.

Put your answer to Writing Part 3 on Answer Sheet 2 →

| Do not write below (Examiner use only) |   |   |   |   |   |
|--|---|---|---|---|---|
| 0                                      | 1 | 2 | 3 | 4 | 5 |

Part 3: Mark the number of the question you are answering here → Q7 or Q8  
Write your answer below.

# SAMPLE

Do not write below this line

This section for use by SECOND Examiner only

Mark:

|   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 0 | 1.1 | 1.2 | 1.3 | 2.1 | 2.2 | 2.3 | 3.1 | 3.2 | 3.3 | 4.1 | 4.2 | 4.3 | 5.1 | 5.2 | 5.3 |
|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|

Examiner Number:

|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |



|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

**Candidate Name**  
If not already printed, write name  
in CAPITALS and complete the  
Candidate No. grid (in pencil).

**Candidate Signature** \_\_\_\_\_

**Examination Title**

**Centre**

**Supervisor:**

If the candidate is ABSENT or has WITHDRAWN the hall ticket

**Centre No.**

**Candidate No.**

**Examination  
Details**

|   |   |   |   |
|---|---|---|---|
| 0 | 0 | 0 | 0 |
| 1 | 1 | 1 | 1 |
| 2 | 2 | 2 | 2 |
| 3 | 3 | 3 | 3 |
| 4 | 4 | 4 | 4 |
| 5 | 5 | 5 | 5 |
| 6 | 6 | 6 | 6 |
| 7 | 7 | 7 | 7 |
| 8 | 8 | 8 | 8 |
| 9 | 9 | 9 | 9 |

# SAMPLE

## PET Paper 2 Listening Candidate Answer Sheet

You must transfer all your answers from the Listening Question Paper to this answer sheet.

### Instructions

Use a **PENCIL** (B or HB).

Rub out any answer you want to change with an eraser.

For **Parts 1, 2 and 4:**

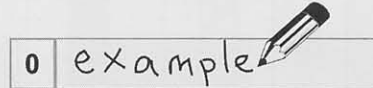
Mark **ONE** letter for each question.

For example, if you think **A** is the right answer to the question, mark your answer sheet like this:



For **Part 3:**

Write your answers clearly in the spaces next to the numbers (14 to 19) like this:



| Part 1  | Part 2   | Part 3 | Do not write here | Part 4 |
|---------|----------|--------|-------------------|--------|
| 1 A B C | 8 A B C  | 14     | 1 14 0            | 20 A B |
| 2 A B C | 9 A B C  | 15     | 1 15 0            | 21 A B |
| 3 A B C | 10 A B C | 16     | 1 16 0            | 22 A B |
| 4 A B C | 11 A B C | 17     | 1 17 0            | 23 A B |
| 5 A B C | 12 A B C | 18     | 1 18 0            | 24 A B |
| 6 A B C | 13 A B C | 19     | 1 19 0            | 25 A B |
| 7 A B C |          |        |                   |        |