

 CAMBRIDGE

*prof. Dana Lefter*

Official  
Cambridge  
Exam  
Preparation



**B1**

# **PRELIMINARY 2**

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**WITH ANSWERS**

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**AUTHENTIC PRACTICE TESTS**

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# Introduction

## Prepare for the exam with practice tests from Cambridge

Inside you'll find four authentic examination papers from Cambridge Assessment English. They are the perfect way to practise – EXACTLY like the real exam.

### Why are they unique?

All our authentic practice tests go through the same design process as the *B1 Preliminary* exam. We check every single part of our practice tests with real students under exam conditions, to make sure we give you the most authentic experience possible.

Students can practise these tests on their own or with the help of a teacher to familiarise themselves with the exam format, understand the scoring system and practise exam technique.

Cambridge English Qualifications	CEFR Level	UK National Qualifications Framework Level
C2 Proficiency	C2	3
C1 Advanced	C1	2
B2 First	B2	1
B1 Preliminary	B1	Entry 3
A2 Key	A2	Entry 2

### Further information

The information contained in this practice book is designed to be an overview of the exam. For a full description of all of the above exams, including information about task types, testing focus and preparation, please see the relevant handbooks, which can be obtained from the Cambridge Assessment English website at: [cambridgeenglish.org](http://cambridgeenglish.org).

## The structure of B1 Preliminary: an overview

The Cambridge English Qualifications B1 Preliminary examination consists of four papers:

### Reading: 45 minutes

Candidates need to be able to understand the main points from signs, newspapers and magazines and use vocabulary and structures correctly.

### Writing: 45 minutes

Candidates need to be able to respond to an email and to write either an article or a story.

### Listening: 30 minutes approximately (plus 6 minutes to transfer answers)

Candidates need to show they can follow and understand a range of spoken materials including announcements and discussions about everyday life.

### Speaking: 12–17 minutes

Candidates take the Speaking test with another candidate or in a group of three. They are tested on their ability to take part in different types of interaction: with the examiner, with the other candidate and by themselves.

	Overall length	Number of tasks/parts	Number of items
Reading	45 mins	6	32
Writing	45 mins	2	–
Listening	approx. 30 mins	4	25
Speaking	12–17 mins	4	–
<b>Total</b>	approx. 2 hours 12 mins		

## Grading

All candidates receive a Statement of Results and candidates whose performance ranges between CEFR Levels A2 and B2 (Cambridge English Scale scores of 120–170) also receive a certificate.

- Candidates who achieve **Grade A** (Cambridge English Scale scores of 160–170) receive the Preliminary English Test certificate stating that they demonstrated ability at Level B2.
- Candidates who achieve **Grade B** or **C** (Cambridge English Scale scores of 140–159) receive the Preliminary English Test certificate at Level B1.
- Candidates whose performance is below B1 level, but falls within **Level A2** (Cambridge English Scale scores of 120–139), receive a Cambridge English certificate stating that they demonstrated ability at Level A2.

For further information on grading and results, go to the website (see page 5 for details).

## *Speaking: an overview for candidates*

The Speaking test lasts 12–17 minutes. You will take the test with another candidate. There are two examiners but only one of them will talk to you. The examiner will ask you questions and ask you to talk to the other candidate.

### **Part 1** (2–3 minutes)

The examiner will ask you and your partner some questions in turn. These questions will be about your personal details, daily routines, likes, dislikes, etc. You will only speak to the examiner in this part.

### **Part 2** (2–3 minutes)

The examiner will give you a colour photograph to talk about. The photograph will show an everyday situation. You will be given one minute to describe what you can see in the photograph.

### **Part 3** (3–4 minutes)

In this part, you and your partner will talk to each other. The examiner will give you a card with some illustrations on it that are connected to an imaginary situation. You will then be given about two minutes to discuss ideas with your partner. During the discussion, you should make and respond to suggestions, discuss alternatives, make recommendations and negotiate agreement with your partner.

### **Part 4** (3–4 minutes)

The examiner will ask you and your partner some questions about the topic introduced in Part 3. The questions will focus on your likes, dislikes, habits and opinions. The examiner will either ask you to respond individually to the questions, or to discuss them with your partner.

# Test 1

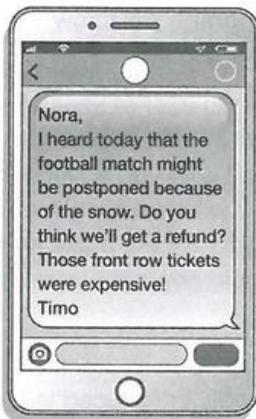
## READING (45 minutes)

### Part 1

#### Questions 1-5

For each question, choose the correct answer.

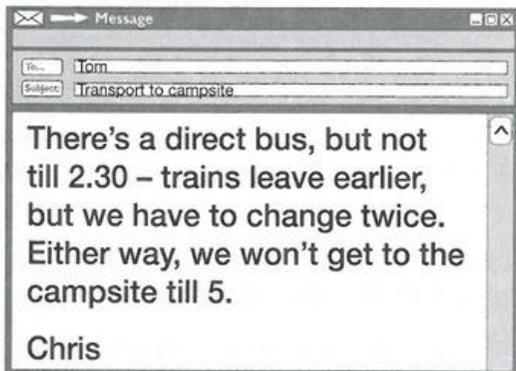
1



**What is Timo worried about?**

- A The tickets they bought for the match cost too much.
- B The weather may be too bad for them to get to the match.
- C They could lose the money they spent on tickets.

2



- A The journey by bus will take them as long as the one by train.
- B They can be on a bus before the first train leaves the station.
- C They'll arrive at the same time whether they go by bus or train.

3



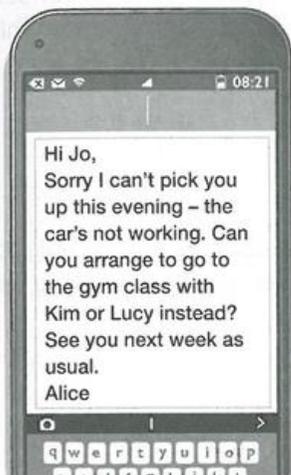
- A Anything you order will be delivered within five days for no charge.
- B There is a faster delivery option for customers willing to pay more.
- C If you spend more than £30 today, items will be delivered for free tomorrow.

4



- A** The ingredients on the recipe cards are sold at a discount.
- B** The supermarket is giving customers ideas for new dishes.
- C** People can buy interesting meals from the supermarket this week.

5



- A** Jo should contact someone else for a lift tonight.
- B** Alice can't attend the gym class next week.
- C** Kim will go to the class with Lucy instead of Jo.

## Part 2

### Questions 6–10

For each question, choose the correct answer.

---

The people below are all looking for a music website.

On the opposite page there are eight descriptions of music websites.

Decide which website would be the most suitable for the people below.

6



Jing wants to find a website that has information on local concerts. She'd like to do online music quizzes and also watch videos which teach you how to play different instruments.

7



Hans would like to read interviews with musicians and be able to upload videos of his band onto the website. He's also looking for adverts for second-hand guitars.

8



Precious would like a website where she can find out about piano lessons in her area. She also wants information on music from around the world, and reviews of artists' new recordings.

9



Antonio wants to read about the history of music and get advice on improving his singing skills. He'd like to find information about shops selling instruments near where he lives.

10



Nikoleta wants a site that focuses on very old music. She'd also like to learn how to read music, and be able to chat online with music lovers like herself.

10

## The best music websites

### A **allofusmusic.com**

Whether you're a singer in a band or play violin in an orchestra, [allofusmusic.com](http://allofusmusic.com) has what you need. If you've filmed your own recordings, why not put them on this website? You can enjoy other people's performances from many international locations, as well as videos of professional concerts.

### C **musicisus.com**

A great site if you're into singing, especially opera and other traditional music. There are links to different music schools if you're looking for classes, and an excellent collection of step-by-step video guides for learning a range of instruments – you can even upload your own and teach other users!

### E **musicolistento.com**

Set up by the musical instrument shop of the same name, [musicolistento.com](http://musicolistento.com) has everything – from journalists' opinions on the latest songs and albums to lists of qualified music teachers and classes all over the country for all kinds of instruments. There are also articles on a range of international bands and musicians.

### G **musicability.com**

This site is popular with musicians wanting to show their work to a wider audience. There are hundreds of videos posted by talented young bands from around the world, and even a monthly prize for the one that has been most popular. The comments added by users underneath each video are interesting, too!

### B **musixyes.net**

If you're looking for used or new musical equipment and aren't sure where to go, [musixyes.net](http://musixyes.net) has a list of every store in the country. There are interviews with famous singers and musicians who give tips on becoming as good as they are, and articles on the development of music around the world through the centuries.

### D **deepmusic.net**

If you're just starting out playing music and need help, the short, easy-to-follow clips on [deepmusic.net](http://deepmusic.net) are exactly what you need. Or pick a show in your area to see your favourite musicians performing, then upload your own review of it afterwards. Every week there's a new set of fun questions for you – test your musical knowledge!

### F **musicmusic.net**

[musicmusic.net](http://musicmusic.net) has a good section on music through history, though the information is mainly about music from before the fifteenth century. You can discuss anything related to music on the site with other fans. There's also a useful section on understanding and playing written music.

### H **songsandtunes.net**

The perfect site for buying all kinds of musical instruments that people no longer want! And if you're a musician and want to show other people your work, why not film yourself or your band and post it onto the website for free? You can also read your favourite performers' answers to questions you've always wanted to ask.

### Part 3

#### Questions 11–15

For each question, choose the correct answer.

#### Robert Allen – tour guide

Seven years ago, I was studying Tourism at college, but needed to find a part-time job as my course was rather expensive. After considering several options, I trained to become a weekend tour guide in my home city – Chicago, USA. This involved taking visitors around the city, and I was surprised to discover how much I enjoyed giving those tours. I got to see the city that I'd been living in my whole life through the eyes of tourists, and it felt like a new experience every time!

After finishing my studies, I decided to go into tour guiding full-time. Although I thought it would be quite simple, in fact when I researched what I had to do, I found out that to get a licence as a full-time tour guide I needed to know a lot more than I'd learnt so far. All city guides have to be able to answer hundreds of questions about the city, covering everything from local architecture and history to the rules of public transport. After several challenging but interesting months, I gained my tour-guide qualification and registered as an independent tour guide.

Tour guiding isn't just about knowing historical facts or making sure you don't lose anyone from your group in the crowds. There are many other necessary skills. You should be able to be entertaining and tell interesting stories, and above all, you need to be able to react to changing situations, for example, if a place that you thought was open is actually closed when you arrive, or a route changes. Tourists don't want to hear what the problems are or that they're missing out on something, they just want to enjoy a well-organised tour.

I need to make sure visitors are happy with my tours, otherwise they could post a negative review online. Like most tour guides, I realise that these reviews are really important, as good reviews attract more customers. That's why making tours fun and stress-free is essential. For me, the enthusiasm and energy I put into my job means that my reviews are usually very good, and my tours are often recommended to other visitors coming to Chicago.

11 Why did Robert decide to start working as a weekend tour guide?

- A to have more fun in his life
- B to see his city in the same way tourists did
- C to help pay for his studies
- D to show visitors how wonderful his city is

12 What does Robert say about becoming a full-time tour guide?

- A He already had all the knowledge he required.
- B He was surprised to discover what was involved.
- C He was afraid some tourists' questions might be too difficult.
- D He found it quite easy to get a licence.

13 What does Robert feel is the most important part of his job?

- A checking that nobody gets lost during the tour
- B solving the tourists' problems
- C giving tourists all the details of any changes
- D dealing with unexpected events during a tour

14 What does Robert say about the reviews he receives?

- A They affect how many people choose his tours.
- B His customers always enjoy reading them.
- C They show his tours are the most popular in Chicago.
- D They help him plan better tours for future visitors.

15 What would be a good introduction to this text?

A

Robert Allen tells us about what he did to achieve his childhood ambition.

B

Robert Allen talks about what happened when he moved to Chicago.

C

Robert Allen describes how his love of tour guiding developed into a career.

D

Robert Allen explains why it's particularly hard to become a city tour guide in Chicago.

## Part 4

## Questions 16–20

Five sentences have been removed from the text below.

For each question, choose the correct answer.

There are three extra sentences which you do not need to use.

### An underwater photo-journalist talks about his job

As an underwater photo-journalist, I've spent thousands of hours taking photographs beneath the ocean waves, and producing pictures and articles for magazines and TV. My work's taken me to many countries, where I've photographed and written about some of the most amazing ocean animals that exist. Being an underwater photo-journalist, however, isn't just about taking beautiful pictures. **16**

I spend a lot of time researching animals that live in the oceans. Before even starting to plan a new article, I consider which ones are important or interesting for people to read about; for example, species that are becoming increasingly rare, or less well-known creatures. **17**  Then I need to find out things like the best places to find that creature and the best time of year to go there.

Understanding animal behaviour is obviously important when it comes to underwater photography, so it's essential that I research that properly too. Apart from reading scientific journals, I speak to experts who spend their lives working with a particular species. **18**  Occasionally, I've even included these experts in the final published article.

My favourite animals to photograph and write about are whales and sharks. On one trip, I was photographing a species of whale which had rarely been seen by humans underwater before. **19**  But, to my surprise, I discovered that these whales were amazingly curious and trusting. Sharks are also wonderful to photograph – they're so powerful and move through the water so beautifully. **20**  I think that's a shame, and as a journalist, I have the opportunity to show what they're really like; if people understood them better, I'm sure they'd respect them, and not be so afraid of them.



## Part 5

## Questions 21–26

For each question, choose the correct answer.

### The pink Amazon River dolphin

A special type of dolphin can be found in the waters of the Amazon River in Brazil. These dolphins are (21) ..... from other species because they are pink. Scientists are not certain about the (22) ..... for their skin colour, but some experts believe it could be a result of the red-coloured sand in the river. However, other scientists think that the dolphins (23) ..... pinker as they become older.

Another special (24) ..... about these dolphins is that they can (25) ..... their heads from side to side, while most species of dolphin cannot. In addition, they have hairs on their noses that help them (26) ..... for food at the bottom of the river. These animals are an amazing sight, and are popular with visitors and tourists travelling on the Amazon River by boat.

- |    |            |               |             |           |
|----|------------|---------------|-------------|-----------|
| 21 | A unusual  | B different   | C opposite  | D unknown |
| 22 | A aim      | B idea        | C answer    | D reason  |
| 23 | A increase | B develop     | C improve   | D grow    |
| 24 | A fact     | B information | C knowledge | D reality |
| 25 | A switch   | B change      | C turn      | D fix     |
| 26 | A catch    | B find        | C get       | D search  |

## Part 6

## Questions 27–32

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

### Spanish conversation club

We're a group of people aged 16–25 who meet every week for two hours of chat in Spanish. You don't have to be able to speak much Spanish: we welcome beginners, too. We talk about anything **(27)** ..... may interest people, from food people enjoy **(28)** ..... literature and politics.

We meet between 4.30 p.m. **(29)** ..... 6.30 p.m. every Tuesday, in a large, comfortable room in the Central Library. The sessions are free, but we do ask people to pay £1 a session for coffee or juice. Staff from the School of Tourism at the University set **(30)** ..... the group three years ago, but it's now organised **(31)** ..... volunteers. The number of members **(32)** ..... grown a lot during this time. As well as allowing people to practise their Spanish, the club brings people from different backgrounds together in order to enjoy each other's company.

**WRITING** (45 minutes)

**Part 1**

You **must** answer this question.

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

**Question 1**

Read this email from your English-speaking college classmate Chris and the notes you have made.

**EMAIL**

**From:** Chris

**To:** All students

**Subject:** Party for Mr Wright

Hi everyone

As you know, our teacher, Mr Wright, is leaving the college after teaching here for 15 years. Because Mr Wright's such a great teacher, I think we should organise a party for him.

We can either have the party inside the college or in the park. Which do you think would be better?

Shall we all bring some food to the party?

It would be nice to give him a really special present. What can we give him?

Chris

*Tell Chris*

*Yes, because ...*

*Good idea!*

*Suggest ...*

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

**Part 2**

Choose **one** of these questions.

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

---

**Question 2**

You see this announcement on an English-language website.

**Articles wanted!****Sport and exercise**

What kind of exercise do you like doing?

Do you think it's more enjoyable to watch sport or take part in it? Why?

We'll put the most interesting articles answering these questions on our website!

Write your **article**.

**Question 3**

Your English teacher has asked you to write a story.

Your story must begin with this sentence.

*Alex walked out of the airport into the hot sunshine.*

Write your **story**.

**LISTENING** (approximately 30 minutes)

**Part 1**

**Questions 1-7**

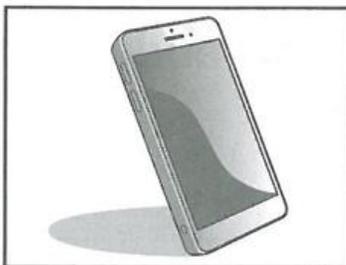
For each question, choose the correct answer.



1 What has the woman left behind?



A



B



C

2 Which T-shirt does the boy want?



A

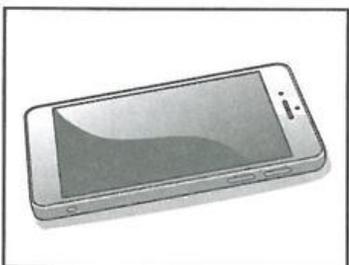


B

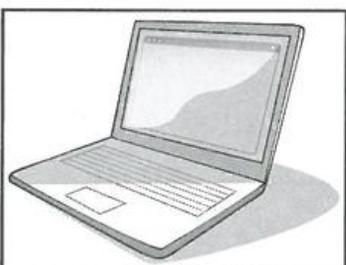


C

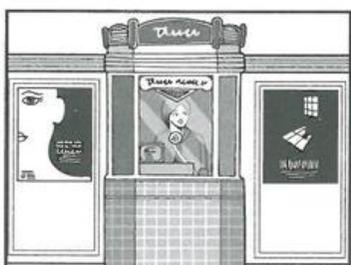
3 How did the woman book tickets for the show?



A

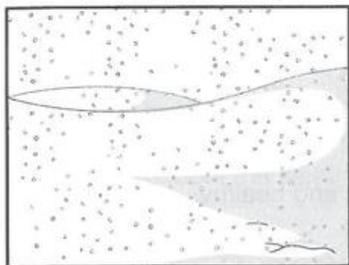


B

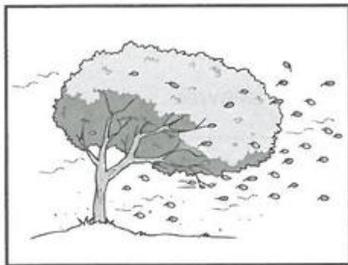


C

4 Why is the train to Histon delayed?



A



B

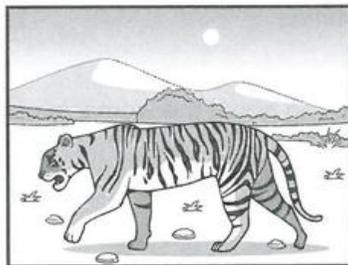


C

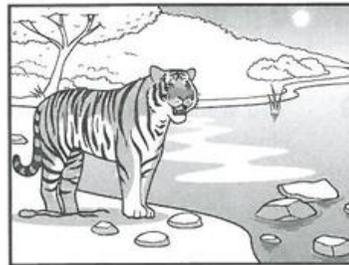
5 Where are the tourists most likely to see a tiger?



A



B

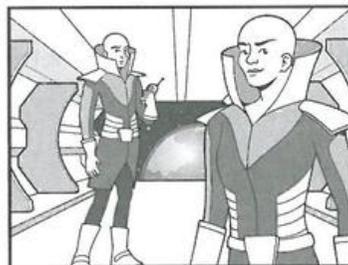


C

6 Which film will they go and see?



A



B



C

7 How did the man travel to work?



A



B



C

**Part 2**

**Questions 8–13**

For each question, choose the correct answer.



Listening test audio

- 8 You will hear a husband and wife talking about keeping fit and healthy. What do they both agree to change?
- A their sleep routines
  - B their eating habits
  - C their exercise programmes
- 9 You will hear two friends talking about the woman's work. How does the woman feel?
- A She's pleased to have a new boss.
  - B She's excited about some recent changes.
  - C She's more positive than she was before.
- 10 You will hear a man telling a friend about his holiday. How did the man feel when he visited some ancient ruins?
- A surprised not to be able to climb them
  - B disappointed by their location
  - C impressed by their size
- 11 You will hear two friends talking about doing a foreign language course. What do they agree about?
- A which level of course to take
  - B where to take the course
  - C how long the course should be

- 12 You will hear two people talking about a music festival they're organising. They're both worried about
- A how good the music will be.
  - B how many people will attend.
  - C how suitable the weather will be.
- 13 You will hear two friends discussing an article about air pollution. The woman is
- A surprised by some new information.
  - B annoyed by the writer's attitude.
  - C confused by all the details.

**Part 3**

**Questions 14–19**

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



Listening test audio

You will hear a woman talking to some cyclists about a group bike ride.

## Group bike ride

The group bike ride will be on (14) ..... next week.

The length of the bike ride will be (15) .....

The bike ride will begin from (16) ..... Bridge.

The cyclists will stop beside the (17) ..... to rest and eat something.

Riders can buy (18) ..... at a shop during the ride.

The cyclists must wear (19) .....



## Part 4

## Questions 20–25

For each question, choose the correct answer.



You will hear an interview with a wildlife photographer called James Thomson who has won a photography competition.

- 20 What made James become interested in photography?
- A receiving a camera as a gift
  - B seeing his mother taking photographs
  - C attending a photography exhibition
- 21 What does James say about the park where he took his prize-winning photo?
- A He had taken photos in it before.
  - B Someone he knew recommended it to him.
  - C It's always been well known for its natural beauty.
- 22 After winning the competition, James felt
- A keen to tell his parents about his achievement.
  - B pleased to meet a famous photographer.
  - C surprised because he hadn't won in previous competitions.
- 23 In James' opinion, what is most important for a good photograph?
- A It needs plenty of planning.
  - B It must be beautiful to look at.
  - C It teaches people something new.
- 24 James thinks that photography is a good hobby because
- A it involves travelling to interesting places.
  - B it can become a successful career.
  - C it's a great social activity.
- 25 What advice does James have for other photographers?
- A Spend a lot of time taking pictures.
  - B Do a course to get the right skills.
  - C Get the best equipment possible.

# Test 2

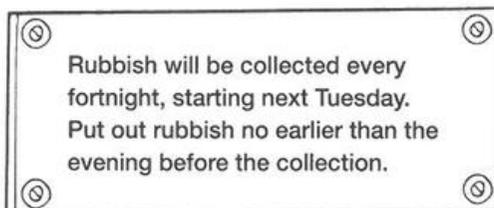
## READING (45 minutes)

### Part 1

#### Questions 1–5

For each question, choose the correct answer.

1



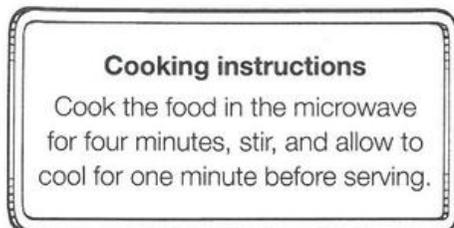
- A Remember to put out your rubbish before Monday evening.
- B Rubbish will be collected every Tuesday, starting next week.
- C There will be a rubbish collection every two weeks.

2



- A Nat is explaining that his brother can give Tim a lift home after the match.
- B Nat is asking whether Tim's car will be fixed before the match.
- C Nat is reminding Tim that his brother is taking them to the match tomorrow.

3



**What does the label say?**

- A You should stir the food for one minute as it's cooling.
- B You should leave the food for one minute after stirring it.
- C You should cook the food then eat it after four minutes.

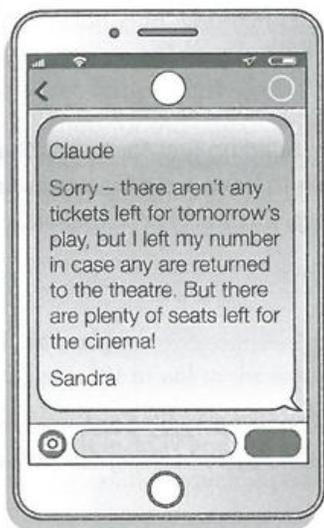
4



**What does Mrs Walker want students to do?**

- A** give their opinions on her ideas for the fashion show
- B** become more involved in organising the fashion show
- C** produce more designs for the fashion show

5



- A** Sandra is going to phone and get tickets for a trip to the cinema.
- B** Sandra is expecting both the play and the film to be very popular.
- C** Tickets might become available for something the friends hoped to see.

## Part 2

### Questions 6–10

For each question, choose the correct answer.

---

The people below all want to choose a place to have a party.

On the opposite page there are eight descriptions of places to have a party.

Decide which place would be the most suitable for the people below.

6



Jane is planning a very small party for her friends, and wants it to be in a historic place. She would like a photographer to be provided.

7



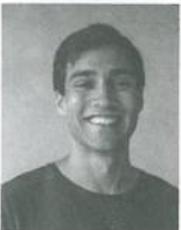
Colin and Alison want to hire a whole building just for themselves and their guests. They'd like the place to have a professional party organiser to help them plan everything, including an excellent meal.

8



Alex and Diana would like to arrive at their party by boat, and they want somewhere without bright lights. They're looking for a place which has had good reviews.

9



Peter needs a place where elderly guests can move around without difficulty, which also offers accommodation. He wants the choice of having the party either indoors or outdoors, depending on the weather on the day.

10



Jenny and Robin want a place where they can bring food themselves, and where children can run around and have fun. Some of their guests will need help with transport to the party.

## Places to hold a party

### A Hotel Homewood

Homewood is all on the ground floor, including guest bedrooms and all party facilities, to allow access for everyone. The beautiful hall will be available to you for your party, as well as the lovely gardens – watch boats go past on the river as you enjoy your celebration.

### C Bruton Hall

At Bruton Hall, you can choose from a range of options, depending on your budget. For example, you can hire one of our chefs for the day or do the cooking yourselves. Our party guests get discounts on accommodation at several local hotels, all of which have had really good reviews.

### E Kite Lodge

It's possible to sail to the front door of Kite Lodge in the historic harbour. Kite Lodge was built in 1537 and the party room is lit only by candles, which is perfect for amazing photos of your event. Look online to see all the positive comments about previous events held here.

### G Freshford Farm

Set in gorgeous countryside, it can be hard to believe that the airport is just a 10-minute drive away. Freshford Farm now has a specially built party hall, with glass walls allowing light in, so photos taken inside look as though they were taken outside! And children will love seeing the farm animals on site.

### B Murphy's

Murphy's will provide a party expert to help you arrange your event. You won't need to share the venue with anyone, as the place will be all yours for the day. Our experienced staff will serve top-quality dishes and help keep young children entertained.

### D Waterford Hotel

Whether you want to let our chefs amaze you, or to provide your own refreshments, a party in this magnificent old building is an event to remember. Our staff can organise a taxi for anyone who requires one. We also have a fantastic playground for younger guests.

### F The Priory Hotel

We have a team of staff to help with your celebration or event, including a prize-winning party planner, top chefs and our own photographer. We work hard to ensure that all guests, including kids and older visitors, have a fabulous time. There are 63 double bedrooms, all with easy access. So why not come and talk to us?

### H Savernake House

The magnificent Savernake House dates back to the 18th century, and will look amazing in your party photos. We can even arrange for someone to take those for you, and capture the fantastic atmosphere! Unlike many places, we don't have a minimum number of guests.

### Part 3

#### Questions 11–15

For each question, choose the correct answer.

#### Being a volunteer in Thailand

My name's Ella, and I'm 22. Last year I went to Thailand for two weeks with my sister Josie. Despite her being five years younger than me, our relationship isn't too bad. We went to help as part of a group of volunteers at an elephant sanctuary – a place where people look after sick and rescued elephants. To be honest, I wasn't sure at first if we would have much in common with the rest of the group because they were all much older than us. We were also nervous because it was the first time we'd done anything like that. In the end, though, there was no need to worry.

One of our main jobs at the sanctuary was to collect the elephants' food. Elephants eat huge amounts of grass and banana plants, so collecting this took most of the day. Josie found it really hard work, but to see the elephants enjoying their meal meant that, for me, it was worth it. We also helped wash the elephants in the river using big brushes and soap. I found that so much fun, even if I got wetter than the elephants did! The part of the day I most looked forward to was the evening. By the light of the moon, we led the elephants on foot into the forest area where they spent the night.

All the volunteers stayed in the same house. Josie and I shared a bedroom, so we didn't have much space. That was our decision, though, as Josie didn't want to be on her own. It was hot and humid, especially at night, but we'd expected that. The meals were delicious – and didn't include meat or fish, which neither of us is keen on. After dinner, all the volunteers and staff spent the evenings talking and playing games.

Now that we're back in the UK, Josie doesn't often talk about Thailand. But if anyone asks her if she enjoyed her time at the sanctuary, she says she loved it. However, I'm not sure she's being completely honest. I think she's probably a bit annoyed with herself now that she didn't take full advantage of her time there because she was missing her friends too much. But when she looks back, she can see how lucky she was to go there. Maybe she'll go back one day – I certainly will!

- 11 To begin with, Ella wondered whether she and Josie would
- A get on well with the other volunteers.
  - B be scared of the elephants.
  - C argue with each other sometimes.
  - D find two weeks looking after elephants too long.
- 12 What was Ella's favourite activity?
- A cleaning the elephants
  - B feeding the elephants
  - C walking with the elephants
  - D preparing food for the elephants
- 13 Ella says she was happy that
- A the bedroom was big enough for them.
  - B the games they played were fun.
  - C the food they ate was vegetarian.
  - D the weather was generally good.
- 14 Ella thinks that Josie now
- A enjoys telling people about their trip.
  - B realises that the trip was a great opportunity.
  - C misses everyone she met in Thailand.
  - D feels excited that she might go back to Thailand.
- 15 What would Ella write in a blog about her time in Thailand?

A

We had a wonderful time – we relaxed, ate tasty meals and went for exciting elephant rides.

B

We visited all the main tourist attractions and saw elephants and other wild animals in the beautiful forests.

C

We visited a place where we could watch as elephants were fed. We were surprised how much food they needed.

D

We had a great time taking care of some elephants. It was fantastic to be so close to them in the water.

**Part 4**

**Questions 16–20**

Five sentences have been removed from the text below.

For each question, choose the correct answer.

There are three extra sentences which you do not need to use.

**The clever design of supermarkets**

Most people don't realise how cleverly designed many big supermarkets around the world are. This careful planning includes where each of the products is located, the lights, the music, everything!

The first thing people in many countries may notice as they walk into large supermarkets is that getting into the store is much easier than getting out.

**16**  This means that customers end up having to walk through half of the store to find a way out, seeing more things they want to buy on the way.

Once they're inside, the first products many shoppers often see are fruit and vegetables. **17**  If that were the case, fruit and vegetables, many of which are easily damaged, could be put on top of the other shopping. But having them near the entrance can make customers feel that everything in the store is fresh and healthy, encouraging them to buy more.

What customers might also notice as they enter is the smell of freshly baked bread. This attracts many people towards the bakery to buy some. **18**  Putting it in this location makes sure that shoppers walk past as many other products as possible to reach their delicious bread.

Research shows that if music is played in supermarkets, customers slow down and spend more time shopping. **19**  And supermarkets know, of course, that this also means they'll buy more products.

In some countries, when customers finally arrive at the queue for the checkouts, they find themselves face-to-face with shelves full of small, inexpensive products like chocolate and sweets. **20**  So they're often bought by tired parents to keep their bored sons or daughters entertained as they pack their shopping. Products placed next to checkouts sell up to eight times faster than in other parts of a store.

- Part 6  
Questions  
For notes  
Write on  
the lines  
Opposite  
page 108
- A** In one study, they actually stayed 34% longer than if there was none.
  - B** As a result, shoppers pass the cheaper products more quickly.
  - C** That's why expensive products are placed at the same height as people's eyes.
  - D** In fact, it would be more convenient for customers to reach this section later.
  - E** Many of these are designed to attract children.
  - F** That's because they often have entry doors that can't be used as exits.
  - G** This would encourage customers and their children to leave the store too quickly.
  - H** However, it's often right at the back of the store.

**Part 5**

**Questions 21–26**

For each question, choose the correct answer.

**Future foods**

The world is always looking for new methods of food production. Scientists in Australia are now **(21)** ..... in a project to grow food in a different way.

The scientists have produced plants that have grown not just faster, but also bigger. They **(22)** ..... their techniques on methods that were previously tried in experiments to grow crops in space. Crops like peas were grown in special glass houses where temperatures were carefully controlled. Special lights were shone on the young plants for 22 hours a day. This had the **(23)** ..... of increasing the speed at which the plants developed.

The scientists say that the results were even better than they had hoped. When they **(24)** ..... the plants with ones grown in **(25)** ..... conditions, they found that the new plants were also much healthier. Many people **(26)** ..... that the technique will be used with a wide variety of plants in the future.

- |    |              |             |              |               |
|----|--------------|-------------|--------------|---------------|
| 21 | A involved   | B concerned | C decided    | D accepted    |
| 22 | A found      | B agreed    | C set        | D based       |
| 23 | A conclusion | B solution  | C effect     | D product     |
| 24 | A recognised | B looked    | C considered | D compared    |
| 25 | A likely     | B general   | C normal     | D common      |
| 26 | A predict    | B tell      | C follow     | D communicate |

## Part 6

## Questions 27–32

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

**A rainy day**

One summer's day, my family decided to visit a waterfall in the countryside near our town. As we walked across the fields towards the waterfall, we (27) ..... see it in the distance. It was quite (28) ..... long way, but we got there after about an hour. We sat down near the pool at the bottom of the waterfall to enjoy the picnic that we (29) ..... taken with us. Then we noticed some black clouds in the sky, and some large drops (30) ..... rain fell on us, so we quickly started to collect our things together. Soon the rain began (31) ..... fall heavily. Carrying our bags, we ran as fast as we could, and when we reached the town, we went into the first café we saw. In (32) ..... of our wet clothes, we soon felt better after a delicious drink of hot chocolate!

**WRITING** (45 minutes)

**Part 1**

You **must** answer this question.

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

**Question 1**

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

**EMAIL**

**From:** Mo

**Subject:** Day out

Hi,

We've been very busy recently, so I thought it would be nice to have a day out this weekend.

*Agree* — We could go to the beach or spend a day shopping in the city. Which would you prefer? — *Say which*

*Tell Mo* — I think it would be nice to invite some other friends to come with us. What do you think?

Afterwards, you could come to my house for dinner, if you're free. Let me know! — *Thanks, but ...*

Mo

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

## Part 2

Choose **one** of these questions.

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

---

### Question 2

You see this announcement on an English-language website.

#### Articles wanted!

## Learning English

If you are learning English, we want to hear from you.

What do you like about learning English?

What advice do you have for people who are starting to learn English?

We'll publish the most interesting articles answering these questions on our website.

Write your **article**.

### Question 3

Your English teacher has asked you to write a story.

Your story must begin with this sentence.

*Charlie felt happy as he opened the train door.*

Write your **story**.

**LISTENING** (approximately 30 minutes)

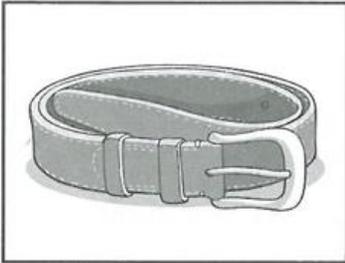
**Part 1**

**Questions 1-7**

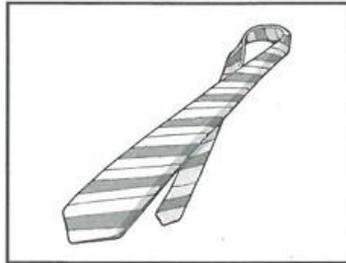
For each question, choose the correct answer.



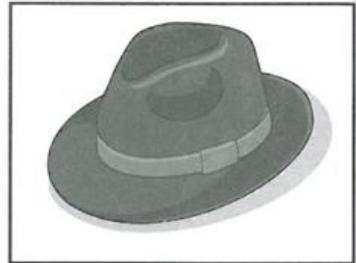
1 What does the man decide to buy?



A



B



C

2 What kind of job has the woman applied for?



A



B

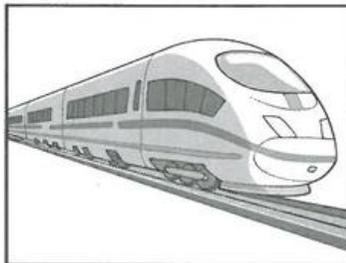


C

3 How will the man travel to work today?



A

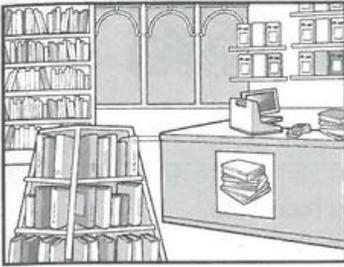


B

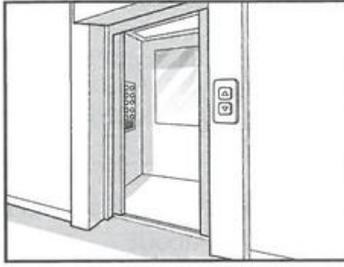


C

4 Where does the man think he lost his wallet?



A

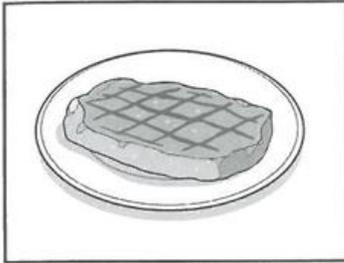


B

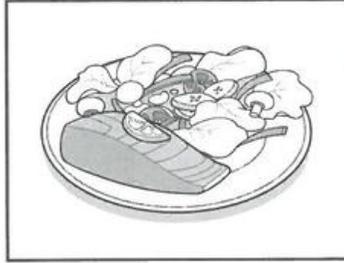


C

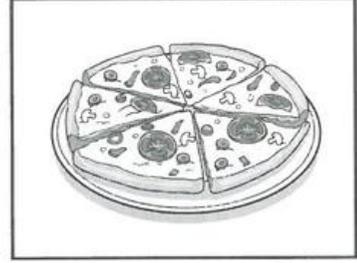
5 What will the man make for dinner tonight?



A



B



C

6 Who was the woman's favourite character in the film?



A

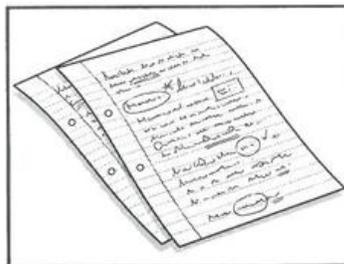


B

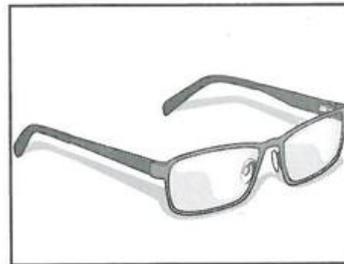


C

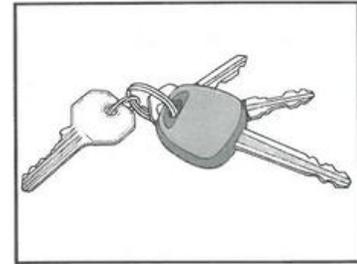
7 What does the girl want her father to deliver?



A



B



C

**Part 2**

**Questions 8–13**

For each question, choose the correct answer.



Listening test audio

- 8 You will hear two friends talking about some work the man has to do.  
The woman tells the man not to worry about
- A how quickly he does the work.
  - B the order in which he does the work.
  - C having to ask for support from others.
- 9 You will hear two students talking about a history website.  
They agree that
- A it looks good.
  - B it's easy to use.
  - C it's useful for studying.
- 10 You will hear two friends talking about the woman's holiday.  
How did she feel about it?
- A satisfied with the food that she tried
  - B impressed with the hotel she stayed in
  - C pleased with the prices she paid for things
- 11 You will hear two friends talking about a shopping centre.  
They agree that it needs to have
- A extra space for parking.
  - B more places to eat.
  - C a wider range of shops.

- 12 You will hear two friends talking about playing golf.  
What does the woman say about it?
- A She hopes she'll be able to play it more often.
  - B She thinks the rules are too complicated.
  - C She believes she has a talent for it.
- 13 You will hear two friends talking about a novel.  
What does the man say about it?
- A The characters aren't very interesting.
  - B The chapters are too long.
  - C The story isn't very realistic.

**Part 3**

**Questions 14–19**

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



Listening test audio

You will hear some information about a one-day drumming class.

## **Japanese Taiko drumming class**

Students will need to have a lot of **(14)** ..... for the class.

Students will start the class by seeing a **(15)** ..... before listening to a talk.

In the morning, students will learn to **(16)** ..... correctly.

The afternoon session will focus on what are known as **(17)** .....

Drumming improves people's **(18)** ..... and fitness.

The instructor's email address is **(19)** .....@taiko.uk.



## Part 4

## Questions 20–25

For each question, choose the correct answer.



Listening test audio

You will hear an interview with a young woman called Lara Andrews, who has a baking business.

- 20 Why did Lara decide to open her baking business?
- A Her parents encouraged her to do it.
  - B Her teacher thought she'd be successful.
  - C Her school friends bought cakes from her.
- 21 What challenge did Lara have to deal with when she started her business?
- A managing her time
  - B dealing with complaints
  - C finding the right recipes
- 22 Lara says that baking bread is
- A more popular than making cakes.
  - B more difficult than making cakes.
  - C more fun than making cakes.
- 23 What does Lara feel that she needs to do to improve her business?
- A spend more money on advertising
  - B sell more traditional products
  - C develop more confidence in herself
- 24 What does Lara intend to do in the future?
- A have her own café
  - B teach young people
  - C write a book
- 25 Lara advises people who want to start a baking business to
- A learn from famous bakers.
  - B get a qualification before they start.
  - C be realistic about what they can achieve.

# Test 3

## READING (45 minutes)

### Part 1

#### Questions 1-5

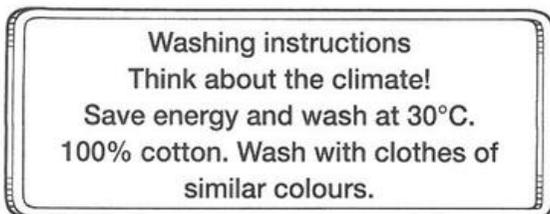
For each question, choose the correct answer.

1



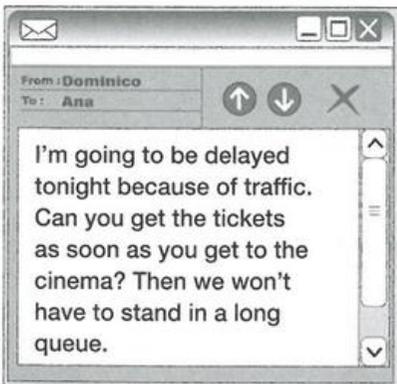
- A The walkers are planning to have their lunch in Mill Café next Tuesday.
- B If walkers want lunch from Mill Café, they must arrange this before Tuesday.
- C Walking group members can't park in Mill Café car park on Tuesday.

2



- A Cotton clothes must be washed at 30°C.
- B Wash different colours at different temperatures.
- C Wash at this temperature to help the environment.

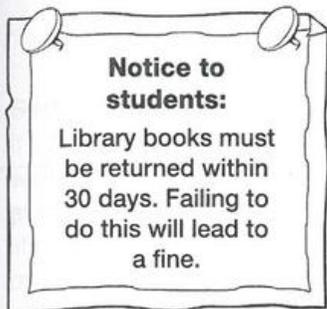
3



#### What does the email say?

- A Ana will miss the start of the film due to heavy traffic.
- B Ana should try to buy the cinema tickets before Domenico arrives.
- C Domenico and Ana can meet in the queue at the cinema.

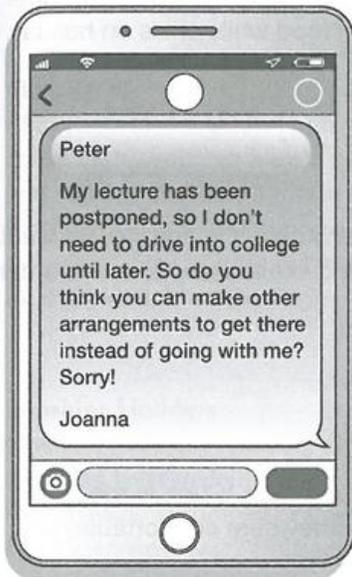
4



**What does the notice say?**

- A Students will have to pay if they don't bring books back on time.
- B Students can pay a small charge to borrow books for longer than 30 days.
- C Students must not take out more books until they pay what they owe.

5



**What is Joanna telling Peter?**

- A His college lecture is cancelled.
- B She is able to offer him a lift to their college.
- C He needs to find a different way to go to college.

## Part 2

### Questions 6–10

For each question, choose the correct answer.

The people below all want to go on an activity holiday.

On the opposite page there are eight advertisements for activity holidays.

Decide which activity holiday would be the most suitable for the people below.

6



Asma loves cycling, but she also wants to be able to relax after a busy day. She'd like to try the local food while she's on holiday.

7



Dan is a biology student and has an interest in sea life. He wants to try doing a few water sports. He'd like to sleep in a tent among trees.

8



Tilda enjoys meeting new people, and likes hiking in the countryside. She wants to sleep somewhere comfortable, and doesn't like camping.

9



Archie is looking for an activity-filled holiday where he can dive and swim. He's happy to stay in basic accommodation and cook his own meals. He's keen to try a fun or unusual local activity.

10



Mia is very interested in nature, and would like to visit a place with wildlife that most people have never seen. She likes taking photos, and wants something sociable to do in the evenings.

## Activity holidays

### A Setty National Park

If you enjoy standing on a hill you've just walked up, far from any towns, looking at the views, then join us on the trip of a lifetime. You'll be with a group of walkers of similar ability to yours, and you'll have plenty of time to make friends. You'll spend every night in one of the area's top hotels.

### C Mari Resort

Mari Resort is located in pine forests on the coast. Here, you can have a go at sailing and surfing, and take a trip in a glass-bottomed boat to see the creatures beneath the waves. Stay in our peaceful campsite for a good night's sleep.

### E Sunshine Holidays

However you enjoy spending time in the water, you can do it with us. And in the evenings, why not learn a new skill? Performers from nearby villages come along to teach guests their unique style of dancing – we're sure you haven't done anything like this before! Stay in a simple wooden hut with a kitchen.

### G Terra Holidays

If you're more into biking than hiking, then this is the holiday for you! Enjoy the fresh air as we follow interesting routes through the mountains. Each lunchtime, we'll stop at a restaurant and taste typical dishes from the region. Then, after a long day, sit by the pool and enjoy a cool drink!

### B Adventure Trips

Our luxury accommodation is situated near the sea, with fantastic views of the mountains to the north. Activities include watching dolphins – the perfect photo opportunity – as well as sailing and surfing. Enjoy local culture evenings, where you'll find out more about what this region has to offer.

### D North Island

Go back to nature and join us on our extreme hiking tour. At the end of each day, we'll cook together on the campfire with local ingredients and then enjoy the rest of the evening in peaceful surroundings, listening to the sounds of the waves.

### F Coral River

Come along on our cycling tour along the Coral River. Take photos of colourful parrots and flowers, and look forward to relaxing in style at the best hotels on our route. If you prefer, you can use local campsites instead.

### H Jungle Camp

Far away from everyday life, the Jungle Camp is the gateway to a whole new world. See plants and animals like nowhere else on Earth – don't forget your camera! Join everyone after dinner for board games, and spend the nights in a cosy tent.

### Part 3

#### Questions 11–15

For each question, choose the correct answer.

#### Selling flowers

I'm Gina D'Costa and I run a flower shop in the UK. We don't just sell flowers to people buying them for friends or for their homes; all kinds of customers want flowers. Hotels and offices often have flowers in Reception, and sometimes we take part in photo sessions for businesses by providing flowers for their advertising pictures. Once I even decorated a castle with flowers for a wedding. It took a huge amount of work, but I was really proud of the job we'd done.

My day starts at 4 a.m. when I go to the market to buy fresh flowers. Most people are still asleep then and my friends think I must be crazy, but it's never bothered me – I'm excited about what I do. It's often colder than I'd like, and it's usually dark, but you can't expect anything else at that time in the morning, so I don't let it worry me.

The flower market's wonderful, with flowers from all over the world. The sights and smells make it hard to make a decision. If I was choosing for myself, I'd probably only get pink ones – it's my favourite colour. But I mustn't forget that what I love and what other people want aren't necessarily the same thing. It isn't always possible to find customers' choices – not all flowers are available all year. I'm not so keen on having to argue about prices with the flower-sellers, but it's a necessary part of the job. Flowers aren't cheap, so I have to try to get the best price possible.

Back at the shop we look at customer orders and set up vases with the flowers I've bought. Then we get on with creating bunches of flowers and working out how much orders will cost. Customers are often surprised by how expensive they are, and I sometimes have to ask them to think again about what they'd like. Some people might think this sounds like too much trouble, but I like thinking about how I can put together the nicest possible flowers for the amount of money someone wants to spend. That's what you have to do when you're selling things – I wouldn't want any other job!

- 11 In the first paragraph, what does Gina say about her work?
- A She was especially pleased with one project she was involved in.
  - B She finds visiting other businesses very interesting.
  - C She has learnt how to take good photographs of her flowers.
  - D She prefers some types of customers to others.
- 12 What does Gina say about getting up so early?
- A She admits she needs more sleep.
  - B She doesn't notice what the weather's like.
  - C Her friends don't realise how hard it is for her.
  - D It's worth doing because she loves her job.
- 13 What does Gina find difficult when she is at the flower market?
- A asking to pay less for flowers
  - B finding flowers in a variety of colours
  - C remembering what customers have asked for
  - D having such a limited range of flowers to choose from
- 14 When working in her shop, Gina feels
- A guilty about the high prices she has to charge.
  - B upset when people change their mind.
  - C pleased she is able to sell so many flowers.
  - D positive about the challenges she has to deal with.
- 15 Which would be a good notice for the window of Gina's flower shop?

A 

All our flowers are locally grown!
------------------------------------

B 

We can provide flowers for any occasion – large or small!
---

C 

Design your own flower display here!
--------------------------------------

D 

We can find any kind of flower that you'd like!
---

## Part 4

## Questions 16–20

Five sentences have been removed from the text below.

For each question, choose the correct answer.

There are three extra sentences which you do not need to use.

### A very original artist

Jenny Blatchford, the talented young sculptor, was born in the south-west of England in 1989. She is the daughter of a doctor, and the family lived in a number of different towns when Jenny was a child. **16**  However, there were some advantages; she says it gave her the ability to become used to new environments very quickly.

Her earliest memories are of playing with her primary school friends on the outskirts of a city where workers were building lots of new apartment blocks.

**17**  The amount of skill involved impressed her greatly, and Jenny says that this early experience led her to become interested in sculpture.

She was a clever student and went to a very good school. It was a wonderful place to study science and languages, but not art. **18**  In fact, most of the staff thought it was something pupils were either good or bad at, and didn't need special instruction. Luckily one of her teachers recognised Jenny's talent and gave her art lessons in the evenings after school.

No-one was surprised when Jenny chose to apply to study art at college. She had the opportunity to develop her skills in sculpture, creating huge statues of animals, mainly out of materials such as wood, stone and metal. **19**  Recently she has even started to make them out of paper. Some of her sculptures are extremely realistic, but others are unusually shaped. Art experts love her originality and she has won many awards and prizes.

Jenny gets her ideas for her sculptures in a number of different ways.

**20**  She also likes to look at other people's art. She says the most important thing is that she is excited by each new project.

- Part 3  
Questions 1-10  
For each question, write the letter of the correct answer.
- The following text is divided into eight paragraphs, A-H. Write the letter of the paragraph that best fits each of the statements below.
- A** Sometimes they come from spending time outdoors.
- B** This meant that she didn't have the chance to get to know anywhere very well.
- C** In spite of this, she is influencing a lot of young artists.
- D** Unfortunately, little time was spent there on teaching it.
- E** She loved moving around, and made many new friends.
- F** However, she also enjoyed trying to use other things, like glass.
- G** All subjects were taught very well, and Jenny learned quickly.
- H** She loved watching as each new floor was added.

## Part 5

## Questions 21–26

For each question, choose the correct answer.

### Plastic in the oceans

These days, plastic waste in the world's oceans has become a serious issue. Scientists want people to know about the problems that are created by the plastic that gets into the oceans, often after people have used it and (21) ..... it away. Many of these bits of plastic are extremely small; some are just the (22) ..... of a tiny piece of salt.

These little pieces of plastic often (23) ..... up in the sea. There, perhaps because they look very similar to fish eggs, they are often eaten by other animals. They are also sometimes (24) ..... by sea creatures who are trying to feed their own young. Scientists say that this is very bad for many different (25) ..... of animal; cod, penguins and dolphins have all been (26) ..... by the problem.

- |    |              |            |            |             |
|----|--------------|------------|------------|-------------|
| 21 | A taken      | B given    | C thrown   | D put       |
| 22 | A amount     | B size     | C total    | D quantity  |
| 23 | A keep       | B grow     | C end      | D catch     |
| 24 | A looked     | B hunted   | C searched | D collected |
| 25 | A members    | B ranges   | C species  | D names     |
| 26 | A approached | B affected | C arranged | D attended  |

## Part 6

## Questions 27–32

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

### The Westway Cinema

The new Westway Cinema is finally open! I went last night with my brother, and we both agreed it's much better than the old one **(27)** ..... to be. Although the ticket prices are higher, the extra cost is worth paying.

The new owners **(28)** ..... now taken out all the old seats and put in brand new ones that are really comfortable. There's also new air conditioning. This is fantastic because in the past it was sometimes **(29)** ..... hot that it was difficult to concentrate on the film!

There are also special offers available. For example, **(30)** ..... you buy two tickets, you can choose something for free – either a snack or a drink. I'm sure this **(31)** ..... be popular, as you can't bring **(32)** ..... own food into the cinema.

I'd really recommend going to the Westway Cinema – it's a great night out.

**WRITING** (45 minutes)

**Part 1**

You **must** answer this question.

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

**Question 1**

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

**EMAIL**

**From:** Eden

**Subject:** Cycling on Tuesday evening

Hi,

I'm really looking forward to going cycling with you on Tuesday evening. I hope you still want to go!

*Of course!* There are two cycle routes near where I live. We could cycle through the forest or we could cycle round the lake. Which would you prefer?

*Explain*

Do you think we should take some food with us?

*Tell Eden*

Do you have time to come to my house and watch a film afterwards?

*No, because ...*

Reply soon!

Eden

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

**Part 2**

Choose **one** of these questions.

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

---

**Question 2**

You see this announcement on an English-language website.

**Articles wanted!****Friends**

How important is it to be in contact with friends every day? Is it important to meet your friends face to face or can you stay friends by just chatting online?

The best articles answering these questions will win a prize.

Write your **article**.

**Question 3**

Your English teacher has asked you to write a story.

Your story must begin with this sentence.

*By the time I arrived, there were already lots of people at the party.*

Write your **story**.

**LISTENING** (approximately 30 minutes)

**Part 1**

**Questions 1-7**

For each question, choose the correct answer.



Listening test audio

1 What did the man do yesterday?



A

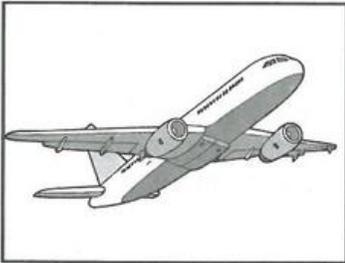


B

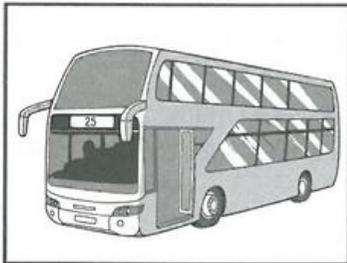


C

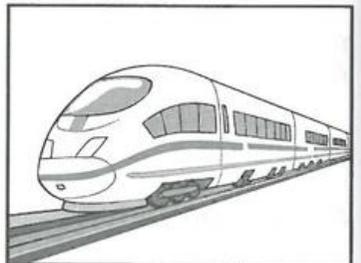
2 How did the woman travel back from her holiday?



A

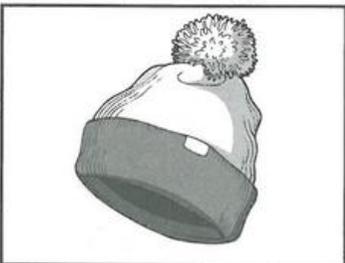


B

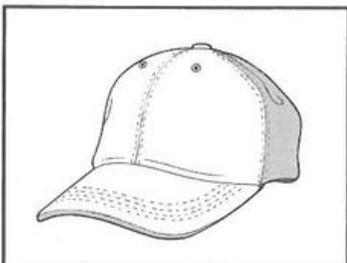


C

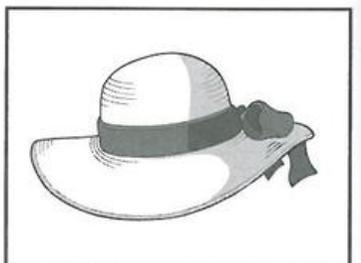
3 Which hat did the fashion model wear in the photos?



A

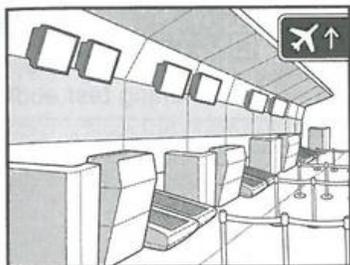


B



C

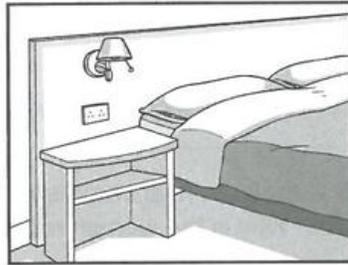
4 Where did the man leave his driving licence?



A

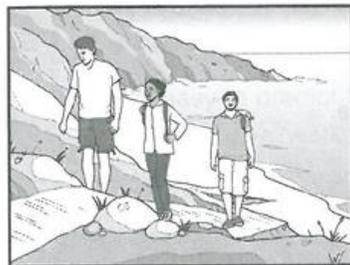


B

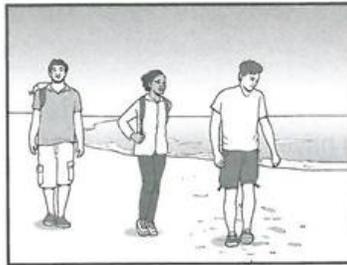


C

5 Where are they going walking?



A



B



C

6 What will the woman do to her friend's car?



A

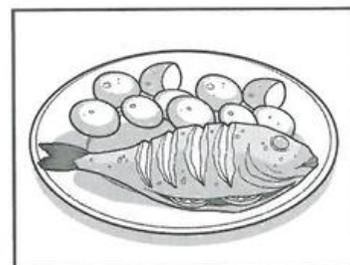


B

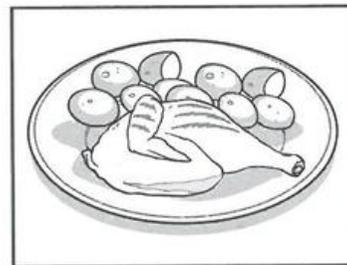


C

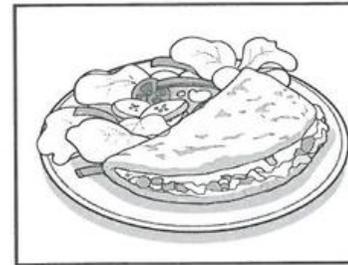
7 What did the woman eat at the restaurant?



A



B



C

**Part 2**

**Questions 8–13**

For each question, choose the correct answer.



Listening test audio

- 8 You will hear two friends talking about the woman's dress. Why is the woman returning the dress to the shop?
- A It's the wrong colour.
  - B It's damaged.
  - C It doesn't fit.
- 9 You will hear two friends talking about a new sports centre. They agree that it needs to have
- A more staff available.
  - B better equipment.
  - C bigger changing rooms.
- 10 You will hear a woman talking to a receptionist in a hotel. Why has the woman gone to the hotel?
- A to book a room
  - B to meet someone
  - C to make a complaint
- 11 You will hear a man telling a friend about his holiday in the mountains. What did he enjoy most about it?
- A having skiing lessons
  - B seeing the countryside
  - C spending time with friends

- 12 You will hear two friends talking about playing the guitar.  
What's the man going to do?
- A practise playing with other people
  - B start playing a different instrument
  - C try to play every day
- 13 You will hear two friends talking about a film they've just seen.  
What does the man say about the film?
- A It wasn't very funny.
  - B It won an important prize.
  - C It was easy to predict the ending.

**Part 3**

**Questions 14–19**

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



Listening test audio

You will hear an announcement about a song writing competition.

## Song writing competition

Songs in this year's competition must be about the **(14)** .....

Songs must be no longer than **(15)** .....

The judge this year is a famous **(16)** .....

The prize for the winner is a trip to a **(17)** .....

The closing date for entries is **(18)** .....

The email address to send songs to is **(19)** .....@songwriters.net

## Part 4

## Questions 20–25

For each question, choose the correct answer.



You will hear an interview with a professional explorer called Alexis Bartoli, who travels to places that few other people visit.

- 20 Alexis decided to become an explorer after
- A reading a book.
  - B listening to a talk.
  - C seeing a TV programme.
- 21 Alexis felt anxious before his first expedition because
- A he didn't know what to expect.
  - B he knew it would be quite dangerous.
  - C he'd never been very far away from home.
- 22 Why did Alexis start making films on his expeditions?
- A to make money for future trips
  - B to provide scientists with information
  - C to learn a new skill
- 23 Alexis says his favourite part of any expedition is
- A discovering new landscapes.
  - B experiencing different climates.
  - C meeting new people.
- 24 Alexis's latest expedition involved
- A walking across a desert.
  - B sailing across an ocean.
  - C spending time in a rainforest.
- 25 What does Alexis say he wants to do in the future?
- A try a different profession
  - B explore his home country
  - C return to places he's visited before

# Test 4

## READING (45 minutes)

### Part 1

#### Questions 1-5

For each question, choose the correct answer.

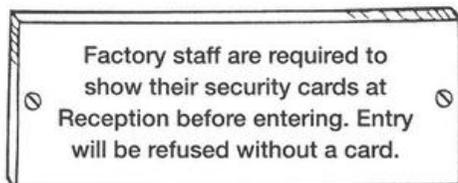
1



Why did Joanne write this email?

- A to pass on an invitation
- B to make a suggestion
- C to change an arrangement

2



What does the notice say?

- A Staff cannot enter unless they have a card.
- B Staff requiring a card can apply at Reception.
- C Staff with a card may still be refused entry.

3



What is Pete doing?

- A informing Andy that there's a walk tomorrow
- B warning Andy not to be late for the walk
- C enquiring whether Andy can come on the walk

4

**City Tours**

Book one tour, get another half-price! Plus discounts on many attractions including Central Gallery with your tour ticket.

- A** The Central Gallery offers tours at a good price to all visitors.
- B** Two people can go on a city tour for the price of one.
- C** People on the tour can buy cheaper tickets for various places in the city.

5

**Ben is**

- A** grateful for Margo's suggestion.
- B** excited about trying a new activity.
- C** looking forward to seeing Margo.

## Part 2

### Questions 6–10

For each question, choose the correct answer.

The people below all want to improve their cooking skills.

On the opposite page there are eight advertisements for cooking classes.

Decide which class would be the most suitable for the people below.

6



Rashid would like to cook healthy meals for his children, and is looking for a course which teaches basic skills. He and his children enjoy eating dishes from around the world.

7



Angela's a good cook, and wants to make a special dinner for 20 guests at her husband's birthday party. She'd like to make more advanced dishes, and her husband particularly likes traditional food.

8



Marcus would like some ideas for meals for one person, without having to buy fresh ingredients every day. He wants quick and easy dishes he can cook when he gets home from work feeling hungry.

9



Francesca is an experienced cook who wants to get new ideas for meals for her family. She'd like to increase her range of skills in the kitchen and learn how to make tasty desserts.

10



Aston wants to spend time trying complicated recipes at the weekend because he finds it relaxing. He wants to make food in large amounts, so he can take a proper meal to work for lunch every day.

## Cooking classes

### A Food for you

If you often eat away from home and want some food you can take with you, you'll be interested in our recipes for snacks that are quick and easy to make. We'll show you how to create delicious healthy treats and sweets – great for young and old alike on family picnics.

### C Come and cook!

Whether you're cooking for yourself or for others, our simple but delicious meals don't take long to make – perfect for those with busy lives. We'll show you how to make the most of what you've probably already got in your kitchen cupboards. Satisfying meals without too much trouble!

### E Delicious dishes

This course is for people who want to take their cookery skills to the next level. We focus on typical recipes – especially for main courses – passed down through generations from all over the country, to help you put together a fantastic meal for any occasion. We promise everyone will be impressed!

### G Food lovers

If you lead a busy life and don't particularly like making meals, come and find out how to feed family and friends simple food made from healthy, fresh ingredients. Our 'picnic suppers' involve baking delicious breads and cakes which you can prepare in advance, then serve with salads and other cold dishes.

### B Tasty treats

If you're just starting your journey to become a great cook, this course is for you! We'll teach you how to prepare food safely, and show you recipes for simple but tasty dishes from many different countries. People of all ages will enjoy these dishes, which are also very good for you.

### D Kerry's kitchen

This course is for less experienced cooks who want to create exciting meals. Perfect for special occasions or when you just fancy doing something different. Learn to create a meal from starter to dessert, and how to present it attractively for your dinner party guests. Our focus is on modern international dishes.

### F Eat well

Our main dishes and healthy desserts are challenging to prepare and cook, but they're definitely worth the effort. Once they're done, there's enough for you to divide up into several one-meal portions. Then you can keep them for a few days in the fridge until you need them.

### H Hot stuff

You may consider yourself a bit of a chef, but there's always more to learn! Come on our course and we'll not only teach you advanced techniques but give you loads of interesting and unusual recipes – from soups to cakes and ice-cream – that even very young children will love.

### Part 3

#### Questions 11–15

For each question, choose the correct answer.

#### **My film club**

*By Sebastian Walters*

My city has a typical modern cinema showing all the latest films I want to see, and lots of films for kids at the weekends. It's around the corner from where I live, but a year ago, I realised something was missing – the experience of discussing a film in detail with a group of people after watching it with them. So, I persuaded two friends to join me and started a film club!

We decided early on that we didn't want to hire a cinema to show the films in. Instead, we choose a different location in the city each month. For example, we hired an old factory to show a film that was set in Antarctica. It was freezing cold, and this created the perfect atmosphere for the film, which was brilliant! Some places we use are even free, as the owners make money by selling snacks during the film, which means we can keep our prices low. We're happy to make enough to cover our costs – we're not trying to make a profit.

Each time we show a film, everything is a bit easier for us, especially now we've got our own reliable equipment. We also know the number of tickets we've sold because everything's online – no more concerns about empty seats! There's still always plenty to do, but when people of all ages come up at the end to say what a great experience they've had, it's wonderful.

The website's been a great help, and we're now in contact with other film clubs all over the country. We've been to see how people do things in different places – but it's always good to get back to our own club again! We've started a blog, too, because we know that most people now go online for information about films, rather than read reviews in local papers. We've also tried putting up a few posters in cafés. Nothing's as successful as word of mouth, though – people recommending us to their friends. And the audience love the surprise activities we put on with each film – last month it was a movie quiz, which everybody enjoyed.

- 11 Why did Sebastian decide to start a film club?
- A He didn't like the films at his local cinema.  
 B He wanted the opportunity to share opinions about films.  
 C The nearest cinema was too far from his house.  
 D His friends suggested the idea to him.
- 12 Why does Sebastian show films in many different places?
- A He wants to make as much money as possible.  
 B He can offer a wider variety of food to audiences.  
 C He wants more people to be able to watch the films.  
 D He can choose somewhere suitable for each film.
- 13 How does Sebastian feel at each film club session now?
- A anxious about how many people will come  
 B worried about some of the equipment not working properly  
 C pleased when he hears that the audience have enjoyed themselves  
 D happy to be able to relax completely
- 14 How do most people find out about the film club?
- A They are told about it by someone they know.  
 B They notice posters in the local area.  
 C They see its social media page.  
 D They read about it in the local newspaper.

- 15 What would Sebastian write on the film club blog?

A You'll never guess what we're planning to do before the next film – it'll be something to get everyone talking for sure! Details to follow ...

B We're planning to set up clubs all over the country because we've been so successful – watch this space!

C Our aim's to encourage a wider range of viewers. We get lots of children, but it's so important to include all ages.

D We've put up our ticket prices, but food and drinks are included in the price, so we think it's good value.

## Part 4

## Questions 16–20

Five sentences have been removed from the text below.

For each question, choose the correct answer.

There are three extra sentences which you do not need to use.

### How the world's oldest message in a bottle found its way home

Staff at the Marine Biological Association (MBA) in England were surprised when an envelope arrived at their offices addressed to 'George Parker Bidder'. They couldn't understand why someone was writing to the Association's former president, who had been dead for more than 60 years. It became clearer when the envelope was opened and its contents examined. Inside, there was an old postcard. Written on one side was a series of questions about how the postcard had been discovered. **16**

It turned out that the postcard had come from a bottle dropped into the North Sea more than a century earlier. It was one of just over 1,000 bottles that Bidder had thrown into the water as part of a study into ocean currents and the movement of fish. **17**  They were generally picked up by fishermen or by people walking along the beach, who then sent the postcards inside them back to Bidder.

The MBA still has some of the postcards. The 400 or so that weren't returned had probably got lost. **18**  But somehow, the one carrying the recently returned postcard had remained in the sea for over a hundred years. It appears it finally found its way to a sandy beach on Amrum Island, just off the coast near the German-Danish border. **19**  After breaking the bottle open, she filled out the postcard and sent it off to the MBA, not realising she was posting a message from the distant past.

Unfortunately, the delayed arrival of Bidder's old postcard at the MBA offices hasn't added to what staff there already know about the North Sea currents.

**20**  What happened in between remains a mystery!

- A It's also possible that the bottles containing them had broken.
- B However, they were never found.
- C They believe it shows how much marine science has changed.
- D Most of them were discovered within four years of this experiment.
- E On the other, were directions on how to mail it back.
- F All it tells them is where it was dropped and where it was found.
- G She worked with Bidder to understand how fish move through the oceans.
- H It was then picked up by a woman on holiday there.

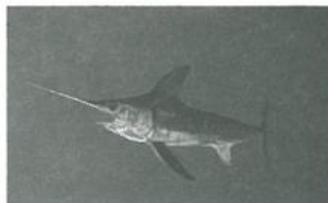
**Part 5**

**Questions 21–26**

For each question, choose the correct answer.

**Swordfish**

Swordfish are a species of large fish. They live in the Indian, Atlantic and Pacific Oceans, and they are easy to recognise because of the (21) ..... long, sharp point that grows out from the front of their heads.



Although they (22) ..... to prefer warmer waters, they can live in quite a (23) ..... range of temperatures. They travel to warmer waters in the winter and cooler ones in the summer.

Female swordfish are generally larger than the males of the species. The largest swordfish ever caught weighed 536 kilogrammes, and it is (24) ..... that they can grow to be over 4 metres in length. They live for around 9 years.

Swordfish hunt other ocean fish. They are able to swim at (25) ..... speed – up to an amazing 80 kilometres per hour. This gives them an important (26) ..... over other sea creatures when they are searching for food.

- |    |               |               |             |              |
|----|---------------|---------------|-------------|--------------|
| 21 | A definitely  | B extremely   | C totally   | D completely |
| 22 | A look        | B think       | C choose    | D seem       |
| 23 | A wide        | B steep       | C high      | D deep       |
| 24 | A believed    | B appeared    | C decided   | D admitted   |
| 25 | A hard        | B large       | C great     | D strong     |
| 26 | A achievement | B development | C advantage | D condition  |

## Part 6

## Questions 27–32

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

### How to hold a fun party

Are you thinking about holding a party? Then you need to make sure it's lots of fun! Invite plenty **(27)** ..... people and include a few surprises. For example, if you're serving food, try ordering ten pizzas **(28)** ..... are the same flavour but come from different restaurants in your area. Then have a 'taste test' and vote on **(29)** ..... best one. Or how **(30)** ..... playing games? You could have a video games tournament and offer prizes for the winners. You could also have a singing competition and ask each guest to sing a song.

If your party includes a meal around a table, for each new course, ask your guests to sit next to someone different, in **(31)** ..... to talk to as many different people **(32)** ..... possible. Finally, play fun music: your guests might even get up and dance!

**WRITING** (45 minutes)

**Part 1**

You **must** answer this question.

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

**Question 1**

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

**EMAIL**

**From:** Jamie

**Subject:** Your visit

Hi,

I'm so glad you're coming to visit me next weekend.

The weather will be good and it would be nice to spend a whole day outdoors. We could go horse riding or take a boat trip on the river. What would you like to do?

I've invited some friends round for the evening while you're here. Each of my friends is going to bring something to eat. Could you make a dish too?

Have you got any questions about your visit?

See you soon!

Jamie

*Me too!*

*Tell Jamie*

*Offer ...*

*Ask about transport to Jamie's house*

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

## Part 2

Choose **one** of these questions.

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

### Question 2

You see this announcement on an English-language website.

#### Articles wanted!

### A great film

What's your favourite film?

What do you like about it?

How important is it to read film reviews before choosing which film to see?

Write an article answering these questions, and we'll publish the best ones on our website.

Write your **article**.

### Question 3

Your English teacher has asked you to write a story.

Your story must begin with this sentence.

*Jan was surprised when her friend gave her a large brown envelope.*

Write your **story**.

**LISTENING** (approximately 30 minutes)

**Part 1**

**Questions 1-7**

For each question, choose the correct answer.

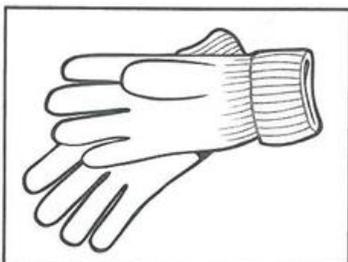


Listening test audio

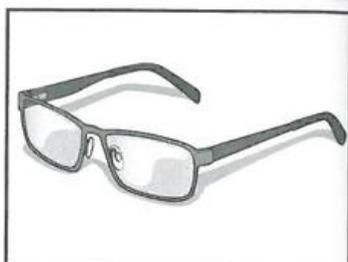
1 What has the man lost?



A



B



C

2 What is the woman going to do tomorrow?



A



B

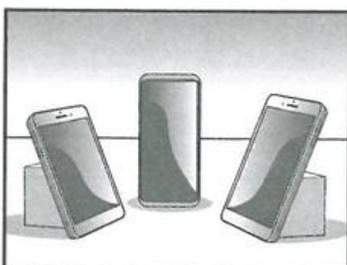


C

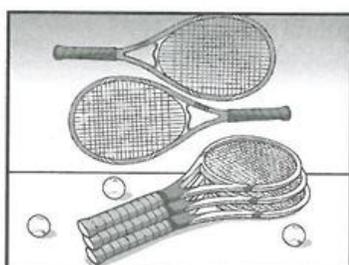
3 Which items cost less than usual at the moment?



A

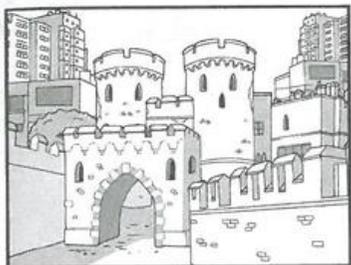


B

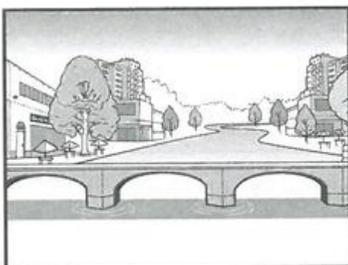


C

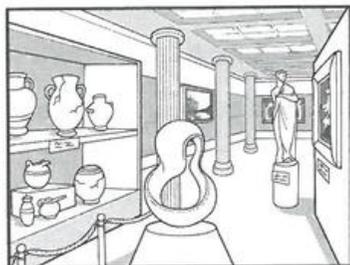
4 Which place will the people visit first on the tour?



A



B



C

5 Which tickets did the man buy?



A



B

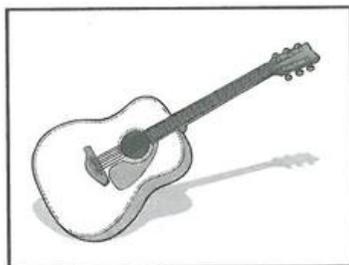


C

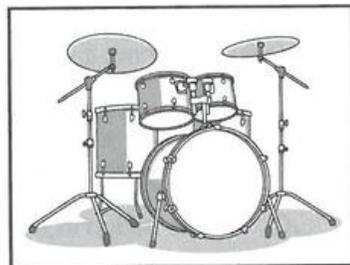
6 What does the man want to buy?



A



B



C

7 Which type of exercise does the doctor recommend?



A



B



C

**Part 2**

**Questions 8–13**

For each question, choose the correct answer.



- 8 You will hear two friends talking about a hotel. They agree that
- A the staff are very friendly.
  - B the rooms have good views.
  - C the food there is excellent.
- 9 You will hear two friends talking about an art exhibition. Why was the woman disappointed with it?
- A There weren't many paintings.
  - B It was very expensive.
  - C The gallery was too dark.
- 10 You will hear two friends talking about a book they've read. They both think it would be better if it had
- A a more original ending.
  - B more interesting characters.
  - C more action in the story.
- 11 You will hear a woman telling a friend about a visit to the hairdresser's. What does she say about it?
- A The haircut wasn't good value.
  - B The place wasn't very tidy.
  - C The hairdresser wasn't very friendly.

- 12 You will hear a woman telling a friend about her singing class.  
What is she surprised about?
- A the size of the group
  - B how confident she feels about singing
  - C the attention she gets from the teacher
- 13 You will hear two friends talking about a new sports centre.  
What do they agree would improve it?
- A reducing the entry price
  - B offering classes at different times
  - C changing the temperature in the pool

**Part 3**

**Questions 14–19**

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



Listening test audio

You will hear a guide giving information to people who are going to watch a car race involving old cars.

## Classic car race

### Before the race

- see the cars, next to the **(14)** .....
- enter a competition to win a **(15)** .....
- buy **(16)** ..... at a lower price than usual at the café

### The race

- starts at **(17)** ..... p.m.

### After the race

- use the **(18)** ..... exit to get to the station
- upload your photos to **(19)** www.....org

## Part 4

## Questions 20–25

For each question, choose the correct answer.



You will hear an interview with a young writer called Jenny Taylor, who has just had her first novel published.

- 20 What does Jenny say about school?
- A She read a lot of poems there.
  - B She was proud of what she wrote there.
  - C She admired someone there.
- 21 How did Jenny get the idea for her first novel?
- A talking to friends and family
  - B watching strangers
  - C looking on the internet
- 22 What's Jenny's novel about?
- A a famous historical event
  - B a long journey
  - C a family's problems
- 23 How does Jenny feel about her novel?
- A satisfied that it has a good story
  - B pleased that people are buying it
  - C surprised that it was published
- 24 What does Jenny say about her writing routine?
- A She does her best writing in the morning.
  - B She wears pyjamas when she writes.
  - C She likes to write a similar amount every day.
- 25 What does Jenny usually read for pleasure?
- A funny stories
  - B exciting stories
  - C true stories

# Speaking tests

## Test 1

Note: The visual materials for Speaking Test 1 appear on pages 152 and 153.



Example Speaking test video

### Part 1 (2–3 minutes)

#### Phase 1

#### Interlocutor

To both candidates      Good morning / afternoon / evening.  
Can I have your mark sheets, please?

*Hand over the mark sheets to the Assessor.*

I'm ..... and this is .....

To Candidate A      What's your name? Where do you live / come from?  
Thank you.

To Candidate B      And what's your name? Where do you live / come from?  
Thank you.

#### Back-up prompts

**B**, do you work or are you a student?

Do you have a job?  
Do you study?

What do you do / study?

What job do you do?  
What subject do you study?

Thank you.

And **A**, do you work or are you a student?

Do you have a job?  
Do you study?

What do you do / study?

What job do you do?  
What subject do you study?

Thank you.

## Phase 2

**Interlocutor**

Select one or more questions from the list to ask each candidate.

Ask Candidate A first.

**Back-up prompts**

Tell us about a good friend.

Do you have some friends? Tell me about them.

What kind of clothes do you like?

Do you like wearing jeans and T-shirts?

What do you enjoy doing on your birthday?

Do you go out on your birthday?

What do you do?

Which do you like best, the morning or the evening?

Which is better, morning or evening?

How often do you listen to music?  
(Why / Why not?)

Do you like listening to music?

Tell us about the kind of websites you like.

What websites do you like? Why?

What sort of things do you like reading?

Do you like reading? What do you read?

How do you get to work / college every day?

How do you travel to work / college?

Thank you.

**Part 2 (2–3 minutes)**

**A Someone running**

**Interlocutor**

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

**A**, here is your photograph. It shows **someone running**.

Place **Part 2** booklet, open at **Task 1A**, in front of candidate.

**B**, you just listen.

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

**Candidate A**

🕒 approx. 1 minute

.....

**Back-up prompts**

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

**Interlocutor**

Thank you. (Can I have the booklet, please?) Retrieve **Part 2** booklet.

**B Eating pizza**

**Interlocutor**

**B**, here is your photograph. It shows **people eating pizza**.

Place **Part 2** booklet, open at **Task 1B**, in front of candidate.

**A**, you just listen.

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

**Candidate B**

🕒 approx. 1 minute

.....

**Back-up prompts**

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

**Interlocutor**

Thank you. (Can I have the booklet, please?) Retrieve **Part 2** booklet.

## Learning about a new country

## Parts 3 and 4 (6 minutes)

## Part 3

## Interlocutor

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

Place **Part 3** booklet, open at **Task 1C**, in front of the candidates.

**A young man is visiting a new country and wants to learn about the language and culture there.**

**Here are some ways that he can learn about the language and culture of the new country.**

**Talk together about the different ways he can learn about the language and culture of the new country and say which would be best.**

All right? Now, talk together.

## Candidates

⌚ approx. 2-3 minutes

## Interlocutor

Thank you. (Can I have the booklet, please?) Retrieve **Part 3** booklet.

## Part 4

## Interlocutor

Use the following questions, as appropriate:

- Do you like learning about other countries? (Why? / Why not?)
- Do you enjoy trying food from different countries? (Why? / Why not?)
- Have you met many people from other countries? (Why? / Why not?)
- Which country would you most like to visit? (Why?)
- Is it important to learn the language before visiting a new country? (Why? / Why not?)

Select any of the following prompts, as appropriate:

- How / what about you?
- Do you agree?
- What do you think?

Thank you. That is the end of the test.

## Test 2

Note: The visual materials for Speaking Test 2 appear on pages 154 and 155.

### Part 1 (2–3 minutes)

#### Phase 1

#### Interlocutor

To both candidates      Good morning / afternoon / evening.  
Can I have your mark sheets, please?

*Hand over the mark sheets to the Assessor.*

I'm ..... and this is .....

To Candidate A      What's your name? Where do you live / come from?  
Thank you.

To Candidate B      And what's your name? Where do you live / come from?  
Thank you.

#### Back-up prompts

**B**, do you work or are you  
a student?

Do you have a job?  
Do you study?

What do you do / study?

What job do you do?  
What subject do you study?

Thank you.

And **A**, do you work or are  
you a student?

Do you have a job?  
Do you study?

What do you do / study?

What job do you do?  
What subject do you study?

Thank you.

## Phase 2

**Interlocutor**

Select one or more questions from the list to ask each candidate.

Ask Candidate A first.

**Back-up prompts**

Tell us about a good friend.

Do you have some friends? Tell me about them.

What kind of clothes do you like?

Do you like wearing jeans and T-shirts?

What do you enjoy doing on your birthday?

Do you go out on your birthday?  
What do you do?

Which do you like best, the morning or the evening?

Which is better, morning or evening?

How often do you listen to music?  
(Why / Why not?)

Do you like listening to music?

Tell us about the kind of websites you like.

What websites do you like? Why?

What sort of things do you like reading?

Do you like reading? What do you read?

How do you get to work / college every day?

How do you travel to work / college?

Thank you.

**Part 2 (2–3 minutes)**

**A Horse riding**

**Interlocutor**

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

**A**, here is your photograph. It shows **people horse riding**.

Place **Part 2** booklet, open at **Task 2A**, in front of candidate.

**B**, you just listen.

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

**Candidate A**

🕒 approx. 1 minute

.....

**Back-up prompts**

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

**Interlocutor**

Thank you. (Can I have the booklet, please?) Retrieve **Part 2** booklet.

**B Playing the guitar**

**Interlocutor**

**B**, here is your photograph. It shows **someone playing the guitar**.

Place **Part 2** booklet, open at **Task 2B**, in front of candidate.

**A**, you just listen.

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

**Candidate B**

🕒 approx. 1 minute

.....

**Back-up prompts**

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

**Interlocutor**

Thank you. (Can I have the booklet, please?) Retrieve **Part 2** booklet.

## Advertising

## Parts 3 and 4 (6 minutes)

## Part 3

## Interlocutor

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

Place **Part 3** booklet, open at **Task 2C**, in front of the candidates.

**A new video game shop wants to attract customers.**

**Here are some ways of advertising the new video game shop.**

**Talk together about the different ways of advertising the shop, and say which would attract most customers.**

All right? Now, talk together.

## Candidates

🕒 approx. 2–3 minutes

## Interlocutor

Thank you. (Can I have the booklet, please?) Retrieve **Part 3** booklet.

## Part 4

## Interlocutor

Use the following questions, as appropriate:

- Do you often watch adverts on TV? (Why? / Why not?)
- Which products do you like seeing adverts for? (Why?)
- What kinds of adverts do you remember most? (Why? / Why not?)
- Have you bought anything recently that you saw in an advert? (Why? / Why not?)
- Do you think that there's too much advertising these days on TV? (Why? / Why not?)

Select any of the following prompts, as appropriate:

- How / what about you?
- Do you agree?
- What do you think?

Thank you. That is the end of the test.

## Test 3

Note: The visual materials for Speaking Test 3 appear on pages 156 and 157.

### Part 1 (2-3 minutes)

#### Phase 1

#### Interlocutor

To both candidates      Good morning / afternoon / evening.  
Can I have your mark sheets, please?

*Hand over the mark sheets to the Assessor.*

I'm ..... and this is .....

To Candidate A      What's your name? Where do you live / come from?  
Thank you.

To Candidate B      And what's your name? Where do you live / come from?  
Thank you.

#### Back-up prompts

**B**, do you work or are you  
a student?

Do you have a job?  
Do you study?

What do you do / study?

What job do you do?  
What subject do you study?

Thank you.

And **A**, do you work or are  
you a student?

Do you have a job?  
Do you study?

What do you do / study?

What job do you do?  
What subject do you study?

Thank you.

## Phase 2

**Interlocutor**

Select one or more questions from the list to ask each candidate.  
Ask Candidate A first.

Tell us about a good friend.

What kind of clothes do you like?

What do you enjoy doing on your birthday?

Which do you like best, the morning or the evening?

How often do you listen to music?  
(Why / Why not?)

Tell us about the kind of websites you like.

What sort of things do you like reading?

How do you get to work / college every day?

Thank you.

**Back-up prompts**

Do you have some friends? Tell me about them.

Do you like wearing jeans and T-shirts?

Do you go out on your birthday?  
What do you do?

Which is better, morning or evening?

Do you like listening to music?

What websites do you like? Why?

Do you like reading? What do you read?

How do you travel to work / college?

**Part 2 (2–3 minutes)**

**A Shopping**

**Interlocutor**

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

**A**, here is your photograph. It shows **people shopping**.

Place **Part 2** booklet, open at **Task 3A**, in front of candidate.

**B**, you just listen.

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

**Candidate A**

⌚ approx. 1 minute

.....

**Back-up prompts**

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

**Interlocutor**

Thank you. (Can I have the booklet, please?) Retrieve **Part 2** booklet.

**B Watching TV**

**Interlocutor**

**B**, here is your photograph. It shows **people watching television**.

Place **Part 2** booklet, open at **Task 3B**, in front of candidate.

**A**, you just listen.

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

**Candidate B**

⌚ approx. 1 minute

.....

**Back-up prompts**

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

**Interlocutor**

Thank you. (Can I have the booklet, please?) Retrieve **Part 2** booklet.

## Sightseeing in a city

## Parts 3 and 4 (6 minutes)

## Part 3

Interlocutor

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

Place **Part 3** booklet, open at **Task 3C**, in front of the candidates.

**A family are going to spend the day sightseeing in a city they haven't been to before.**

**Here are some different ways they could go sightseeing.**

**Talk together about the different ways they could go sightseeing and say which would be best.**

All right? Now, talk together.

Candidates

⌚ approx. 2–3 minutes

Interlocutor

Thank you. (Can I have the booklet, please?) Retrieve **Part 3** booklet.

## Part 4

Interlocutor

Use the following questions, as appropriate:

- Do you enjoy sightseeing in cities? (Why / Why not?)
- Do you prefer sightseeing with your family or with your friends? (Why?)
- Have you visited any interesting cities? (Why?)
- Which places in your country do tourists like visiting? (Why?)
- Is it better to visit new places or go somewhere you know well? (Why?)

Select any of the following prompts, as appropriate:

- How / what about you?
- Do you agree?
- What do you think?

Thank you. That is the end of the test.

## Test 4

Note: The visual materials for Speaking Test 4 appear on pages 158 and 159.

### Part 1 (2-3 minutes)

#### Phase 1

#### Interlocutor

To both candidates      Good morning / afternoon / evening.  
Can I have your mark sheets, please?

*Hand over the mark sheets to the Assessor.*

I'm ..... and this is .....

To Candidate A      What's your name? Where do you live / come from?  
Thank you.

To Candidate B      And what's your name? Where do you live / come from?  
Thank you.

#### Back-up prompts

**B**, do you work or are you  
a student?

Do you have a job?  
Do you study?

What do you do / study?

What job do you do?  
What subject do you study?

Thank you.

And **A**, do you work or  
are you a student?

Do you have a job?  
Do you study?

What do you do / study?

What job do you do?  
What subject do you study?

Thank you.

## Phase 2

**Interlocutor**

Select one or more questions from the list to ask each candidate.  
Ask Candidate A first.

Tell us about a good friend.

What kind of clothes do you like?

What do you enjoy doing on your birthday?

Which do you like best, the morning or the evening?

How often do you listen to music?  
(Why / Why not?)

Tell us about the kind of websites you like.

What sort of things do you like reading?

How do you get to work / college every day?

Thank you.

**Back-up prompts**

Do you have some friends? Tell me about them.

Do you like wearing jeans and T-shirts?

Do you go out on your birthday? What do you do?

Which is better, morning or evening?

Do you like listening to music?

What websites do you like? Why?

Do you like reading? What do you read?

How do you travel to work / college?

**Part 2 (2–3 minutes)**

**A Café**

**Interlocutor**

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

**A**, here is your photograph. It shows **people in a café**.

Place **Part 2** booklet, open at **Task 4A**, in front of candidate.

**B**, you just listen.

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

**Candidate A**

🕒 approx. 1 minute

.....

**Back-up prompts**

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

**Interlocutor**

Thank you. (Can I have the booklet, please?) Retrieve **Part 2** booklet.

**B Camping**

**Interlocutor**

**B**, here is your photograph. It shows **people camping**.

Place **Part 2** booklet, open at **Task 4B**, in front of candidate.

**A**, you just listen.

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

**Candidate B**

🕒 approx. 1 minute

.....

**Back-up prompts**

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

**Interlocutor**

Thank you. (Can I have the booklet, please?) Retrieve **Part 2** booklet.

## Learning a new skill

## Parts 3 and 4 (6 minutes)

## Part 3

Interlocutor

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

Place **Part 3** booklet, open at **Task 4C**, in front of the candidates.

**A young woman has just finished school. She has some time before going to university and she'd like to learn a new skill.**

**Here are some skills she could learn before going to university.**

**Talk about the different skills she could learn and say which would be most useful.**

All right? Now, talk together.

Candidates

⌚ approx. 2–3 minutes

Interlocutor

Thank you. (Can I have the booklet, please?) Retrieve **Part 3** booklet.

## Part 4

Interlocutor

Use the following questions, as appropriate:

- **Would you like to learn a new skill? (Why? / Why not?)**
- **What was the most useful thing you learnt to do at school? (Why?)**
- **Do you prefer learning new things in a group or on your own? (Why?)**
- **Have you ever taught someone to do something? (Why? / Why not?)**
- **Is it important to keep learning new things all your life? (Why? / Why not?)**

Select any of the following prompts, as appropriate:

- **How / what about you?**
- **Do you agree?**
- **What do you think?**

Thank you. That is the end of the test.

# Test 1 answer key

## Reading

### Part 1

1 C    2 C    3 B    4 B    5 A

### Part 2

6 D    7 H    8 E    9 B    10 F

### Part 3

11 C    12 B    13 D    14 A    15 C

### Part 4

16 G    17 C    18 E    19 A    20 F

### Part 5

21 B    22 D    23 D    24 A    25 C    26 D

### Part 6

27 which / that    28 to    29 and    30 up    31 by    32 has



Answer key  
with extra  
explanations in  
Resource bank

## Writing

## Question 1

## Sample answer A

Hi Chris!

I've read your suggestion about the party for our teacher and I agree with you. In my opinion, it's a good idea and Mr Wright will be very surprised!

In your email you asked about the place for the party. So, I decided that park will be better than the colledge, because it's a great opportunity to play games and make barbeque all together.

Also we need to bring some food to the party, because the party will be on the nature and all student will become hungry.

As for present, we can buy an expensive watches or pen.

Eighena

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The target reader is fully informed as all four points have been covered and well developed, <i>a good idea; park will be better; student will become hungry; expensive watches or pen.</i>
Communicative Achievement	5	The email is written in an appropriate format using an informal register and an informal tone, as well as suitable opening and closing phrases, <i>Hi Chris! I agree with you; I decided that; Eighena.</i> The writer refers to the previous email and the suggestions are made in a way which holds the reader's attention and the ideas are clearly communicated, <i>I've read your suggestion; In my opinion, it's; In your email; As for present.</i>
Organisation	5	The text is generally well organised and coherent. The email has a logical structure and all the points are clearly referenced, <i>suggestion about the party ... it's a good idea; you asked about the place ... I decided that park will be better; we need to bring some food ... all student will become hungry; for present, we can buy.</i> A variety of linking words and cohesive devices are used to connect the ideas throughout the text, <i>and; it's; So; better than; because; Also.</i>
Language	5	There is a range of original vocabulary, which does not appear in the input material, which is appropriate for the situation, <i>suggestion; agree; In my opinion; surprised; place; opportunity; games; barbeque; nature; hungry.</i> The writer uses a range of grammatical forms, including present perfect, future forms and some modal verbs, with a good degree of control, <i>I've read ... and I agree; will be very surprised; will be better; we need to bring; we can buy.</i> There are a few errors with plural agreement and spelling, but these do not impede communication, <i>colledge; all student; an expensive watches.</i>

Sample answer B

Hi, Cris

I think its a good idea to organise a party for Mr Wright because he was fun and happy. He will like the party.

We can organise the party in the collage because there will be people in the park.

Everyone needs to bring some food with them otherwise 1 person needs to pay all the food.

Maybe we can give him a book with all our names in it and maybe our photo's to and where we have been with him. We can also go to a camping for 4 days. That will be fun!!!

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The target reader is fully informed as all four points have been addressed and appropriately developed, <i>good idea; the collage; Everyone needs to bring some food ... otherwise; a book.</i>
Communicative Achievement	3	The text is written in a generally appropriate way for an informal email to a classmate. The tone is polite and enthusiastic, and all the suggestions made are supported with reasons, <i>organise the party in the collage because there will be people in the park; Everyone needs to bring some food with them otherwise; That will be fun!!!</i> The text communicates straightforward ideas which inform the target reader in a suitable way.
Organisation	3	The text is connected and coherent. The points in the response are dealt with in the same order as in the task, and repeating some of the key words from the task helps the reader understand what the writer is referring to, <i>I think its a good idea to organise a party for ...</i> Some examples of basic linking words and a limited number of cohesive devices help to connect the ideas within the sentences, <i>because; otherwise; and; also; That.</i>
Language	3	The range of vocabulary is suitable for the task and, although some of it is repeated from the input material, this is acceptable, <i>fun; happy; otherwise; pay; book; camping.</i> The sentences are quite simple, but they are fairly accurate and there are examples of both past and present tenses and some simple modal verbs, <i>because he was; He will like; We can organise; there will be; Everyone needs to bring; Maybe we can give him; where we have been; We can also go.</i> There are a few small errors, but the message is still communicated, <i>collage; photo's; go to a camping.</i>

## Question 2

## Sample answer A

I feel like taking part in sport is more enjoyable than just watching. It feels more exciting and entertaining and also makes you do physical effort and keeps you fit. So it is healthy and enjoyable at the same time.

And if you're doing sports in a competition or together with friends it is even funnier and more exciting, because everything is better with friend or when gaining something from it.

I personally like basketball and football because every match is different, it trains all your muscles and is very fun overall, though I don't like it when it gets too competitive. I find the appeal of watching sports but taking part is much better and more interesting in my opinion.

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The target reader is fully informed as all the questions in the task have been answered.
Communicative Achievement	5	The text is written in an appropriate style for an article. The register is neutral and there is a mix of personal opinion and general views, <i>I feel; everything is better with friend; I personally like; I find the appeal of; in my opinion</i> . The reader's attention is held due to the informative and engaging tone which is used to communicate straightforward ideas, <i>So it is healthy and enjoyable at the same time; it is even funnier and more exciting</i> .
Organisation	5	The text is generally well organised and coherent. There are three paragraphs, each one focusing on and developing a different aspect of the task, <i>taking part in sport is more enjoyable than just watching; together with friends it is even funnier; I personally like basketball and football</i> . There is a variety of linking words and cohesive devices used throughout the text to connect ideas both within and across sentences, for example to compare and contrast different ideas, <i>more enjoyable than; and also; So; in a competition or; even funnier and more exciting, because; or when; though; but; much better and more interesting</i> .
Language	4	Everyday vocabulary, such as suitable adjectives, which is related to the topic is used appropriately, <i>exciting; entertaining; physical effort; keeps you fit; healthy; competition; funnier; gaining; basketball; football; match; different; trains; muscles; overall; competitive; appeal; interesting</i> . There are some examples of compound sentences, containing two ideas, which use a range of simple and some complex grammatical forms, such as language of comparison, accurate use of the different forms of the present and negative phrases, <i>I feel like taking part; and also makes you do; if you're doing; when gaining something from it; though I don't like it when</i> . There are very few errors in the text.

Sample answer B

There are many people who don't practice any sports, but not me, I like sports or dary exercises.

Firstly, I like playing football with my friends or classmates but I don't like watching it on TV because it's a bit boring.

Secondly, I like running. It's easier for me to run next to someone than alone because then I know which one is faster. It's also good to run, I prefer taking part in it than watching it on TV because I don't really care how fast others are.

Finally, I like basket. This is the only sport that I like watching on TV rather than taking part in it because I like it when they score with a cool shot, and I'm not the best basketball player.

In my opinion, some sports are made to take part in and some ar made to be shown on TV.

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The target reader is fully informed as all questions in the task have been answered.
Communicative Achievement	4	The text is written in a generally appropriate way for an article. There are some personal opinions and the overall tone is engaging and informative, <i>but not me, I like; I don't really care; In my opinion</i> . The fourth paragraph gives details about the writer's preferences about which sport they like watching on TV and why, and this attention to detail helps to hold the reader's attention.
Organisation	4	The text is generally well organised and coherent. There are five clear paragraphs, including an introduction and a conclusion, and each paragraph introduces a new idea appropriately, <i>Firstly; Secondly; Finally</i> . The ideas are connected with simple linking words, <i>but; or; because; also; and</i> , and there is a limited number of simple cohesive devices, <i>many people who; playing football ... watching it; which one; This is the only sport</i> .
Language	3	The vocabulary is suitable for the topic, <i>practice; playing football; classmates; running; alone; care; basket; score, cool shot; basketball player</i> , although some words are repeated, <i>sports; run; watching on TV</i> . The text mainly uses forms of the present tense, but there are a few examples of simple passives used with some degree of control, <i>There are many people; I like playing; I don't like watching; It's easier for me to run; I know which one is faster; I don't really care how fast; made to be shown on TV</i> . There are a few errors, but the message is still communicated.

## Question 3

## Sample answer A

Alex walked out of the airport into the hot sunshine of summer's day in Santiago, he was from Canada so he wasn't used to this weather. He arrived at 3:00 pm (the hottest hour of the day) and took a taxi to his hotel. Once in there, he prepared to walk around the city, first he planed to go on a walk in the "St. Lucia" hill and the "St. Cristobal" hill, maybe go to the zoo that is in the hill itself.

that night Alex decided to meet some others Canadian friends, they arrived to Chile a few days ago so they can tell Alex some interesting things about the country and the people in there, but no matter what they said, he was already in love with Chile.

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The target reader is fully informed as the story follows on logically from the prompt.
Communicative Achievement	4	The text has some appropriate features of story writing, such as language of description and a clear narrative sequence, and straightforward ideas are communicated, <i>he was from Canada so he wasn't used to this weather; Once in there; first he planed; that night; he was already in love with Chile.</i> There is some attempt to use narrative tenses, but these are less successful in the second paragraph, <i>Alex decided to meet; they arrived to Chile ... so they can tell Alex.</i>
Organisation	4	The text is generally well organised and coherent overall. There is a clear structure and the events in the story follow on logically, <i>He arrived at ... and took a taxi to his hotel. Once in there; first; that night; a few days ago; he was already.</i> There are some examples of basic linking words and cohesive devices to connect the ideas within sentences, <i>so; and; the hill itself; but.</i>
Language	4	There are some good examples of everyday vocabulary used to describe the scene, <i>summer's day; weather; hottest hour; taxi; hotel; prepared; walk around; zoo; hill; decided; Canadian friends.</i> Both simple and some more complex grammatical forms are attempted with some success, including some accurate use of prepositions, <i>he wasn't used to; he prepared to walk around; to go on a walk; some interesting things about; no matter what they said, he was already in love with.</i> There are a few errors, but they don't impede communication.

Sample answer B

Alex walked out of the airport into the hot sunshine. That was weird for him, because it supposed that he traveled to Canada to visit his mother on winter vacations, so the weather was too hot for winter.

Before he got a taxi, he turned around to have an idea of what was happening.

Suddenly, he started to hear people conversations in a language he didn't know and saw a big advice: WELCOME TO CUBA. Alex didn't have words to describe this situation, even less knew how to do.

He was stand out of the airport when two children ran to him and their family did the same, but walking and smiling, all happy for see him.

"Tío Alberto!!" said the children and gave him a big hug. "Lo extrañamos!"

(Of course Alex had not idea who was this family)

Finally, Alex introduced himself to the family and told they about what just happened. They all laugh and invited to him to stay in their house during the summer vacations.

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The target reader is fully informed as the story follows on logically from the prompt sentence.
Communicative Achievement	4	The text has a clear beginning, middle and end and uses some conventions of a story, such as a problem and direct speech, to engage the interest of the reader. There are some good adjectives and the feelings of the narrator are described, <i>That was weird for him; to have an idea of what was happening; Alex didn't have words to describe this situation; walking and smiling, all happy for see him; "Tío Alberto!!" said the children; They all laugh and invited to him to stay.</i>
Organisation	3	The text is connected and coherent and there is some good use of paragraphs and punctuation to separate the ideas into a logical sequence of events, <i>Before he got a taxi; Suddenly; He was ... when two children; Finally.</i> There is some attempt to use a variety of past tenses and other linkers to organise and connect the ideas, but there are some errors with these, <i>because it supposed that he traveled; He was stand out of the airport.</i>
Language	3	Everyday vocabulary is used to set the scene and describe the situation and the feelings of the narrator, <i>weird; visit; winter vacations; weather; taxi; turned around; conversations; even less; children; walking and smiling; a big hug; introduced himself; laugh; invited to him.</i> There is a range of tenses and grammatical forms attempted, and some are used with a good degree of accuracy, <i>he turned around to have an idea of what was happening; invited to him to stay in their house during the summer vacations.</i> However, there are some examples of errors with some more ambitious structures, <i>because it supposed that he traveled; so the weather was too hot; knew how to do; He was stand; happy for see him; They all laugh.</i>

## Listening

## Part 1

1 C    2 C    3 A    4 B    5 B    6 A    7 C

## Part 2

8 B    9 C    10 C    11 A    12 B    13 A

## Part 3

14 Sunday    15 21 km / kilometre(s) / kilometer(s)    16 Skerten    17 castle  
18 (a / some) cake(s)    19 (some) gloves

## Part 4

20 A    21 A    22 B    23 C    24 C    25 A

Answer key  
with extra  
explanations in  
Resource bank

## Audioscript

Test One. There are four parts to the test. You will hear each part twice. We will now stop for a moment. Please ask any questions now because you must not speak during the test.

**PART 1** Now look at the instructions for Part One.  
For each question, choose the correct answer. Look at question one.

**Question 1** One. What has the woman left behind?

Man: Our queue for the check-in's over there. Have you got your passport ready?

Woman: Mine's in my backpack, with my books and phone. ... Oh no! I don't believe it.

Man: What! You haven't left your passport at home, have you?

Woman: I know I forgot it once, but I'm more careful now. It's that guidebook I bought last week. The one I told you about? I thought I'd put it in my backpack with my phone and stuff, but I guess I didn't.

Man: Perhaps you left it on the kitchen table.

Now listen again. [repeat]

**Question 2** Two. Which T-shirt does the boy want?

Boy: Mum, when you're in town, can you get me that T-shirt I told you about? It's in the sale at the T-shirt shop on the ground floor of the shopping centre. It's black and white and divided into two parts. The top part has black and white stripes, and there are stars on the white parts. The bottom half of the T-shirt has black circles on a white background. They've got lots of similar designs in the store, so please check you've got the one I want. Thanks Mum!

Now listen again. [repeat]

**Question 3** Three. How did the woman book tickets for the show?

Man: Did you get tickets for the show?

Woman: Yes, finally! It's really popular so there were long queues of people waiting to buy tickets outside the theatre.

Test 1 answer key

Man: So how long did you have to wait to get them?

Woman: Well, I stood there for a while and then gave up and went home. I had to call the theatre as their website wasn't working when I tried on my laptop – too many people trying to use it, I suppose. Luckily, I managed to get tickets anyway, and quite good seats.

Now listen again. [repeat]

**Question 4** *Four. Why is the train to Histon delayed?*

Woman: There will be a delay to the eighteen-forty service to Histon due to bad weather in the surrounding area. Last night's heavy rain has cleared, but the strong winds we're experiencing at the moment mean trains are moving along the railway line at reduced speeds. Expect the service to be approximately one hour late. The forecast is calmer for the rest of the evening, though there is a possibility of snow on higher ground. Fortunately, this is unlikely to affect services to Histon.

Now listen again. [repeat]

**Question 5** *Five. Where are the tourists most likely to see a tiger?*

Man: Welcome to today's tiger tour. This is one of the best places to see wild tigers, so hopefully we'll manage to see some. A good time of year to see them is when temperatures start to rise, because they spend more time drinking at water holes such as lakes. It's too early in the season for this yet, so our best chance is in the open spaces where they hunt. It's much more of a challenge to see them in the forest – their stripes help them hide among the trees.

Now listen again. [repeat]

**Question 6** *Six. Which film will they go and see?*

Woman: How about going to the cinema tonight? Jack Leon's new movie's on.

Man: Oh, the one about that detective solving a murder?

Woman: Yeah, and he's pretty good too! There's that or a science-fiction movie, but you know how I feel about those.

Man: I know ... they're hardly your thing. Well, how about this nineteenth-century drama? Look.

Woman: Yeah, we could see that, but it looks a bit serious. I think my first suggestion looks more interesting, to be honest.

Man: OK. Let's do that then. Let's see the seven o'clock show.

Woman: Sure.

Now listen again. [repeat]

**Question 7** *Seven. How did the man travel to work?*

Woman: Hi Chris, it's pouring down! You look really wet. Did you cycle to work today?

Man: Well, I wanted to, but my brakes need fixing and I haven't had time to deal with them yet.

Woman: Couldn't you come by bus?

Man: They aren't always reliable from where I live. I think I'll get one home, though, if it's still raining later. It took me forty minutes on foot – hopefully I'll be back on my bike again soon.

Woman: Well, according to the forecast, it's going to rain all day today.

Now listen again. [repeat]

*That is the end of Part One.*

**PART 2** Now look at Part Two.

For each question, choose the correct answer.

**Question 8** Eight. You will hear a husband and wife talking about keeping fit and healthy.

Man: So, shall we pay for another year's gym membership?

Woman: Definitely! I'd like to carry on playing badminton and you enjoy swimming. It's a nice thing to do after work, isn't it?

Man: I agree. And maybe we should have our main meal earlier in the evening, rather than so late at night. What do you think?Woman: It's worth trying. We're always hungry after the gym.Man: And it's not good to go to bed with a full stomach. It's a shame we can't stay up later, but we've both got to get up so early for work every day.Woman: I know.

Now listen again. [repeat]

**Question 9** Nine. You will hear two friends talking about the woman's work.

Man: I heard there's a new boss at your company. How's it going?

Woman: Well, I wasn't exactly delighted when I heard about all the changes she was going to make – like moving the office around, giving people more responsibilities. It's taken me a while to get used to the situation. But I have. I mean, I've got to, if I want to stay there, which I do. And I'm hoping to become a manager myself in the next six months, which would mean I'd have to work longer hours, of course. But that doesn't bother me!

Man: Well, good luck.

Woman: Thanks!

Now listen again. [repeat]

**Question 10** Ten. You will hear a man telling a friend about his holiday.

Woman: How was your holiday?

Man: Fantastic! We went to see some ancient ruins. I thought they were all in the middle of the jungle but the ones we visited were right by the sea – the colour of the water behind them was gorgeous. The thing I hoped we'd be able to do was climb and stand on the top like you see people doing in photos. The ruins look even higher in real life – incredible. But I knew we wouldn't be able to go up them, as too many tourists have damaged the place over time, which is a shame.

Now listen again. [repeat]

**Question 11** Eleven. You will hear two friends talking about doing a foreign language course.

Woman: Shall we take Japanese classes before we go to Japan next year?

Man: Good idea, but we wouldn't be in the same class – you already speak a bit and I know nothing.

Woman: Well, it's a long time since I studied Japanese, and I've forgotten almost everything. I'd be happy to start again.Man: OK, if you don't mind. Have you found any courses?

Woman: There's one at the local college. It lasts three months.

Man: That's more than I was expecting.

Woman: You have to take lots of classes before you can say much in another language. Anyway, let's see if other places have courses.

Now listen again. [repeat]

**Question 12** *Twelve. You will hear two people talking about a music festival they're organising.*

Woman: I think we're ready for the start of the music festival next month, so everything should be OK, as long as it doesn't rain.

Man: Well, we'll just move things under cover if the forecast's bad – we can use the hall instead of being outside.

Woman: True. We haven't sold as many tickets as I'd expected. We need to get a bigger crowd.

Man: So we'd better focus more on advertising the event then. By the way, have you managed to find a band to replace the one which cancelled?

Woman: Yeah – I haven't heard them play live, but I'm sure they'll be fine.

*Now listen again. [repeat]*

**Question 13** *Thirteen. You will hear two friends discussing an article about air pollution.*

Man: Did you read that article about pollution? The one which says that some cleaning products are creating as much air pollution as traffic does?

Woman: Yeah! It's quite shocking. I don't understand why we haven't heard about this before. We're always told cars and trucks are getting 'greener' so they don't damage the environment, but from what I read it seems there are other things polluting our air – stuff we use indoors can affect our health too. The article says we should start using safer products for cleaning – if they make them available, of course.

Man: Yeah, exactly. Let's hope they do.

*Now listen again. [repeat]*

*That is the end of Part Two.*

**PART 3**

*Now look at Part Three.*

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

*Look at questions 14 to 19 now. You have 20 seconds.*

*You will hear a woman talking to some cyclists about a group bike ride.*

Woman: Hi everyone. I'm here to tell you about the next group activity we've planned – a bike ride. After I've given you the details, feel free to ask questions. We'll need to know how many people are coming before Friday of next week. We considered doing a ride on a Saturday, but the roads are always busy, so we're going to do a Sunday ride. We might try other days in the future.

So, how far are we going to cycle? We originally planned to do 25 kilometres, but decided that 21 kilometres would be enough. Eventually we hope to get fit enough to do 30 kilometres.

The bike ride will start at 10 a.m. under Skerten Bridge – that's S-K-E-R-T-E-N. You can check where it is on a map. Please don't be late as we won't be able to wait for you.

We've chosen this route because the scenery's really beautiful and it gives us a chance to take a break just in front of the castle. From there, the views over the sea in the distance as you eat your lunch are amazing and it's really peaceful there. I think you'll love it.

Talking about lunch, we thought a picnic would be nice. The route will take us past a great shop, famous for its cakes. You can buy some there for the picnic, but I also ask you to pack some sandwiches or other snacks in your bag before we set off on the ride.

Although the weather's getting warmer now, make sure you have gloves on. They'll protect your hands from the wind. I don't expect we'll need raincoats, and you could wear shorts if you want to.

Now, are there any questions?

Now listen again. [repeat]

That is the end of Part Three.

#### PART 4

Now look at Part Four.

For each question, choose the correct answer. Look at questions 20 to 25 now. You have 45 seconds.

You will hear an interview with a wildlife photographer called James Thomson who has won a photography competition.

Woman: Today, I'm joined by 20-year-old James Thompson, who's won a national photography competition with his spectacular photograph of a fish jumping out of the water. James, how did you first become interested in photography?

Man: Well, I grew up enjoying the countryside and wildlife. My mother's a painter, and often took me to art exhibitions so I think a love of being creative comes from her. And one day my uncle bought me a camera, and from then on I started taking pictures. My mum was really pleased.

Woman: And where did you take your prize-winning photo?

Man: Actually, in a park in my city, where my friends and I used to play. It's not the most attractive place, even though it's really improved a lot recently and the lake where I took the picture was made bigger. You'd be amazed how much wildlife there is, and I've managed to get some fantastic pictures there over the years. Everyone seemed to like them.

Woman: How did you feel about winning the competition?

Man: Honestly, I was shocked – I'd never entered one before. My parents were really excited because they got the phone call saying I'd won. The best bit was being introduced to a well-known guy who takes pictures for an international magazine – I got lots of tips, and I've gone on to do more competitions since.

Woman: Great! So, what makes a good photo, in your opinion?

Man: Well, I hope my picture shows that wildlife is still around even in the middle of a city. And that's what I like. Photos are more than just pretty pictures. They should be worth looking at, and help you learn things about life. So I'm always ready because you never know what you'll see!

Woman: True! Why's photography such a popular hobby?

Man: Well, many people have this idea of a photographer alone out on a mountain somewhere, but actually, there are lots of clubs, and it's really fun doing it with other people. It's easy to do anywhere – even though experts earn a lot taking pictures all over the world, ordinary people can also get wonderful pictures closer to home.

Woman: Indeed! So James, finally – what advice do you have for young photographers?

Man: Find out what works and what doesn't. I didn't learn my skills by taking a course – nothing's better than getting out there and getting experience. Of course, there's lots of fantastic equipment available but it's really not necessary and most phones take great pictures.

Woman: James – many thanks ...

Now listen again. [repeat]

That is the end of Part Four.

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

You have one more minute.

That is the end of the test.

# Test 2 answer key

## Reading

### Part 1

1 C    2 A    3 B    4 B    5 C

### Part 2

6 H    7 B    8 E    9 A    10 D

### Part 3

11 A    12 C    13 C    14 B    15 D

### Part 4

16 F    17 D    18 H    19 A    20 E

### Part 5

21 A    22 D    23 C    24 D    25 C    26 A

### Part 6

27 could    28 a    29 had / 'd    30 of    31 to    32 spite



Answer key  
with extra  
explanations in  
Resource bank

## Writing

### Question 1

#### Sample answer A

hi Mo,

I would also like it to have a day out this weekend. I thought that we could go shopping, because I really need to get some new clothes for the summer. and on the beach it is now very cold. We can invite nicky to come with us. Because she also needs some new clothes and she is nice and easy to talk to. We can go to the new shop in the city. I heard it is really cool in there and that the clothes are from a really good brand!

But after the shopping I most go home, because I have familie night in the weekend, but thanks for the offer. I hope I see you in the weekend. Bye!

Pien

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The target reader is fully informed as all four points in the task have been covered appropriately, <i>I would also like it; we could go shopping; We can invite nicky; after the shopping I most go home.</i>
Communicative Achievement	4	The text communicates straightforward ideas in an appropriate way for an informal email. The tone is friendly and polite, and the writer provides explanations and suggestions about the weekend, <i>I thought that we could go shopping; she is nice and easy to talk to; it is really cool in there; thanks for the offer; Bye.</i>
Organisation	4	The text is organised into paragraphs and there is some use of linking words and cohesive devices to connect the information in a logical, coherent way, <i>because I really need to get some new clothes; nicky to come with us ... she also needs; and; it; there; the clothes; But after the shopping.</i>
Language	4	There is a range of everyday vocabulary connected with shopping used in a generally appropriate way, <i>get some new clothes; summer; cold; easy to talk to; cool; good brand; familie night; offer</i> , although some vocabulary is repeated quite often. There are some examples of simple and a few more complex grammatical forms, but these are mainly repeated from the input material, <i>I really need to get; for the summer; I heard it is; the clothes are from; after the shopping I most go home.</i> There are some errors, mainly spelling, but these do not impede communication.

Sample answer B

Hi Mo,

It's a long time ago i've seen you.

We've been very busy too, my mum had very much work. I would like to go out. We can go on Saturday if you can? But what are we gonna do? We can go outside and play and talk if you like it.

I prefer the beach, because you can swim and get some fresh air. In the city it is very busy and you only can go shopping, I hate shopping. I can buy a ball, so we can play with it on the beach. Don't forget your swimwear!

If you want to invite other friends you can do, but I don't find it pleasant. Its a long time ago we've seen together, so I would like to spend some quality time with you. We're best friends, so we keep it.

About the invite for the dinner I have to say thanks, but I have to go home early. I have a meeting with someone.

Goodbye, I will see you next time!

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The target reader is fully informed as all four points in the task have been covered appropriately, <i>I would like to go out; I prefer the beach; I would like to spend some quality time with you; thanks, but I have to go home early.</i>
Communicative Achievement	4	The email is written in an appropriate tone and register, and it communicates straightforward ideas. The language is polite and friendly, the format is generally suitable for an informal email to a friend and the target reader's attention is held, <i>Hi Mo; It's a long time ago i've seen you; if you like it; Don't forget; you can do, but I don't find it pleasant; Goodbye, I will see you next time.</i>
Organisation	3	The text is connected and coherent. Each idea is presented in a separate paragraph and although some of the sentences are very short, there are some examples of linking words and some cohesive devices, such as simple reference pronouns, to connect the ideas across the text, <i>and; because; a ball, so we can play with it on the beach; invite other friends ... but I don't find it; About the invite.</i>
Language	4	There is a range of everyday vocabulary, which is related to the situation, used appropriately, <i>Saturday; swim; fresh air; city; ball; swimwear; pleasant; quality time; best friends; the invite; early; a meeting.</i> Simple grammatical forms, such as simple modal verbs and present tense verbs, are used with a good degree of control, <i>what are we gonna do?; We can go ... and play and talk if you like it; I don't find it; I would like to spend; I have to go home,</i> but generally the more complex forms are copied from the input material, <i>We've been; I would like to go out.</i> Errors are noticeable, but generally the meaning is still communicated, <i>had very much work; so we keep it.</i>

## Question 2

## Sample answer A

English is a beautiful language that we can learn if we spend a lot of time practicing it. I like English because it's one of the most important language in the world. I like how people can communicate with other people in that language because it's sounds exciting.

If you want to became in a good English speaker you have to practice a lot and try to keep on you what you learn. Also you have watch different videos on internet about English and practice it as well. Also you can seach different type or kind of grammar on internet or watch English news for learning that beautiful language.

Remember that advice is going to work if you make of this a routine and you spend enough time practicing it.

Have a good day!

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The target reader is fully informed as both aspects of the task have been covered in detail.
Communicative Achievement	5	The writer uses the conventions of an article, such as expressing personal opinions and addressing the reader directly, as well as a polite and neutral register, to hold the reader's attention and communicate straightforward ideas, <i>we can learn if; I like how people can; If you want to; you have to practice; Remember; Have a good day.</i>
Organisation	4	The text is generally well organised and coherent. There are three clear paragraphs which focus on the separate elements of the task, the reader's opinions on English followed by advice to others. The third paragraph is a short conclusion, which is appropriate in this context. There are some linking words and simple cohesive devices, such as referencing pronouns, <i>that; it; because; that language; Also; and.</i>
Language	4	There is a range of everyday vocabulary used appropriately to express the writer's views, <i>spend a lot of time; most important; sounds exciting; watch different videos on internet; different type; grammar; Remember; routine; enough time.</i> There are examples of simple and some more complex grammatical forms used with a good degree of control, <i>we can learn if we spend; it's one of the most; communicate with; you have to practice a lot; that advice is going to work if.</i> There are some noticeable errors, particularly with spelling, but meaning can still be determined, <i>beautiful; communicate; exciting; became; to keep on what you learn; seach.</i>

Sample answer B

In this article, I write about advice to learn English and what I like about learning English. I hope that this article going to publish on the English-language website!

What do I like about learning English? I like learning English because I like the language! It has a special, cool accent and I want to learn that accent, and good English! I like it too, when I am in the US or in England because I can speaking with the people there!

What advice do I have for people who are starting to learn English? You can watch to English movies, with English subtitles that will help a lot, believe me! Because you picked up a lot of English words. You can also reading books, so good luck with starting learning English!!!

Greetings from Vieve.

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The target reader is fully informed as there is information about what the writer likes learning about English, and there is also some advice given.
Communicative Achievement	3	The writer uses some of the conventions of an article, such as a neutral style and an informative tone as well as personal opinions, generally appropriately throughout the text to communicate straightforward ideas, <i>In this article; I like learning English because; believe me; good luck with starting learning English!!!</i> .
Organisation	4	The text is generally well organised. There is a clear introduction to the topic, followed by two paragraphs, each focusing on a separate aspect of the task and clearly introduced using a topic question, <i>What do I like about learning English?; What advice do I have for people ... ?</i> There is some use of basic linking words and cohesive devices, <i>and; this article; because; It; that; also</i> , but some of the punctuation is not used correctly, <i>Because you picked up a lot of English words. You can also reading books, so good luck.</i>
Language	3	Everyday vocabulary is used generally appropriately, <i>hope; special, cool accent; movies; subtitles; picked up; books; good luck</i> , but some words from the input are frequently repeated, <i>learn; English; like</i> . The text is mainly written using the present simple tense, <i>I write about; I hope that; I want to; You can watch; that will help</i> , and some structures are repeated from the input – for example, the questions at the start of the paragraphs. Errors are noticeable, but meaning is still communicated, <i>I can speaking; You can also reading books.</i>

## Question 3

## Sample answer A

Charlie felt happy as he opened the train door. He took a deep breath of the fresh air and made a step out of the train. He always wanted to visit New York and now he finally arrived at the New Yorker train station after a long journey.

He left the train station and took a uber to his hotel, which was located in the city center. He checked in and had a quick snack at the hotel bar. After that he left the hotel and went to the famous statue of the Queen of Liberty. He felt happy and was ready to explore the beautiful town New York.

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The target reader is fully informed as the story follows on logically from the prompt.
Communicative Achievement	5	The writer uses some of the conventions of story writing, such as narrative tenses and language of description, to communicate straightforward ideas and hold the target reader's attention, <i>He took a deep breath of the fresh air; now he finally arrived; He checked in and had a quick snack; After that; He felt happy and was ready to explore.</i>
Organisation	4	The text is generally well organised and coherent, partly due to the narrative tenses and other linking words and cohesive devices, which link the ideas in a logical sequence, <i>He took ... and made a step; He always wanted ... and now ... after a long journey; his hotel, which was; After that.</i>
Language	4	There is a range of appropriate everyday vocabulary related to travel which is used appropriately, <i>a deep breath; fresh air; step out of; long journey; uber; located; city center; checked in; snack; famous statue; ready to explore.</i> There is a range of simple grammatical forms used with a good degree of control, <i>he finally arrived; which was located; was ready to explore.</i> The errors do not impede communication, <i>took; made a step; quick; went; Queen; beautiful.</i>

Sample answer B

Charlie felt happy as he opened the train door, because the best holidays in his life was nearly to begin.

The train arrives to Valparaiso one hour after, and Charlie, a little boy from Limache, could see the ocean for first time in his short life. He only is seven years old.

All was amazing for him, the sun reflected in the sea, the black ducks swimming in the waters, and more ships than he even dream. One of them was a great destroyer, all silver, with two canons in each side.

Charlie's dad told him that one day he could travell across the ocean and met new places and people, like a hero in a movie. Valparaiso is only one point between thousands.

With that vision, Charlie return to home a week later, and started his dream. In the future, he wants to be an adventurous man. And know the world.

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The target reader is fully informed as the story follows on logically from the prompt sentence.
Communicative Achievement	4	The writer uses some features of a narrative, such as language of description and a clear beginning, middle and end, to communicate straightforward ideas, <i>Charlie, a little boy from Limache; the sun reflected in the sea; black ducks swimming in the waters; more ships than he even dream; all silver, with two canons; With that vision; he wants to be an adventurous man.</i>
Organisation	3	The text is connected and coherent, helped through the use of paragraphs, and there is a clear sequence to the story. The ideas are connected with basic linking words and some cohesive devices, <i>because; one hour after; for first time; One of them; in each side; and; a week later; In the future.</i>
Language	3	The vocabulary is appropriate for the task, <i>best holidays; ocean; short life; amazing; reflected; ships; dream; destroyer; silver; canons; across; hero; vision; adventurous.</i> There is an attempt to use a range of verbs but the tenses are generally restricted to the simple forms of the past and present, <i>was nearly to begin; The train arrives; He only is; All was; told him; one day he could travell; Charlie return.</i> The errors are noticeable, but meaning can still be determined, <i>and met new places and people.</i>

## Listening

## Part 1

1 B    2 A    3 B    4 A    5 A    6 B    7 C

## Part 2

8 B    9 C    10 C    11 A    12 C    13 A

## Part 3

14 energy    15 (short) performance    16 stand    17 stick skills  
18 mood    19 paxmen

## Part 4

20 A    21 C    22 B    23 C    24 B    25 C

Answer key  
with extra  
explanations in  
Resource bank

## Audioscript

Test Two. There are four parts to the test. You will hear each part twice. We will now stop for a moment. Please ask any questions now because you must not speak during the test.

**PART 1** Now look at the instructions for Part One.  
For each question, choose the correct answer. Look at question one.

**Question 1** One. What does the man decide to buy?

Man: Can you help me decide what to buy? I'm having problems.

Woman: Sure, so what were you thinking of getting?

Man: Well, I really love this belt – it's such good quality leather.

Woman: But it's so expensive. I thought you said before you wanted to get something in the sale.

Man: I suppose you're right.

Woman: What about this tie? It's very smart.

Man: Mmm, I think it'd look good with most of my shirts. I'll go for that. I love this hat though.

Woman: It's nice – but the colour's a bit strange.

Man: Yeah, maybe you're right.

Now listen again. [repeat]

**Question 2** Two. What kind of job has the woman applied for?

Woman: I've just sent in an application for another job.

Man: Oh, yes?

Woman: Yeah. I've worked at the library for a while now and I love what I do but so much of the work involves being on a computer, rather than dealing with books. I've done an online training course in handling old, historical documents and the town museum's looking for an assistant who's able to do that sort of thing. I saw the ad on their website, so I thought I'd try for it.

Man: Sounds interesting! Good luck!

Now listen again. [repeat]

**Question 3** *Three. How will the man travel to work today?*

Man: Hi, it's Simon. I'm sorry but I'm going to be late for work today. My car's broken down, and I've no idea what's wrong with it. It just wouldn't start this morning ... so annoying! I called for a taxi, but there's nothing available for at least an hour. They're all busy because of the heavy rain. Anyway, I don't fancy cycling in this weather so my neighbour's going to give me a lift to the station. The trains are every half hour – it'll be quicker than having to wait for a taxi.

*Now listen again.* [repeat]

**Question 4** *Four. Where does the man think he lost his wallet?*

Woman: Are you all right?

Man: No, I've just realised as I was coming up in the elevator that I've lost my wallet!

Woman: Oh no.

Man: I obviously had it in the grocery store.

Woman: Yes ... because you bought all that stuff. Did you go anywhere after that?

Man: Yeah, the bookstore. I guess it fell out of my pocket when I took my jacket off – it was so warm in there. I seem to remember hearing a noise but I didn't check!

Woman: Oh, well, you'd better go back there right now.

*Now listen again.* [repeat]

**Question 5** *Five. What will the man make for dinner tonight?*

Man: Hi, I'm just phoning to let you know that I'm going to make the dinner this evening. I know we usually have a pizza delivered on Thursdays, but as we had one when we were out the other day, I'd rather have something else. Anyway, I thought you wouldn't say 'no' to a lovely steak – we could eat in the garden. I know you were talking about having fish and salad one day this week, but I feel like something more than that. Let me know what time you'll be home. Bye!

*Now listen again.* [repeat]

**Question 6** *Six. Who was the woman's favourite character in the film?*

Man: That was a good film! I got a bit confused about who was who – there were so many different characters.

Woman: I agree. That female police detective was my favourite.

Man: Which one? There were quite a few. Do you mean the one with long dark curly hair?

Woman: She had similar hair – curly, but not long. She was the one who had a male colleague with short dark hair and glasses. And his hair was straight.

Man: Oh, I know the one you mean now. Yes, she was great.

*Now listen again.* [repeat]

**Question 7** *Seven. What does the girl want her father to deliver?*

Girl: Hi Dad. Can you do me a favour? I've got to go and collect my new glasses from the shop in town and go to the library, so I won't be home before you go out. But I've left my keys behind, so I won't be able to get back in. If you're driving past the library, would you mind bringing them for me if I wait outside? You'll find them on the table: do you remember – I was sitting there writing some notes for my essay last night? Thanks. Bye!

*Now listen again.* [repeat]

*That is the end of Part One.*

PART 2 *Now look at Part Two.**For each question, choose the correct answer.***Question 8** *Eight. You will hear two friends talking about some work the man has to do.*

Man: I've got so much to do at work this week, I don't know how I'm going to finish it all in time.

Woman: If there's no-one available to help you, then do what I do. Write everything on a list and work out the time you need to do each thing. Pick any job from the list based on the time you've got available. It doesn't matter if you do the first thing or the last thing on the list, as long as you do something. You'll soon find you're making progress.

Man: Thanks. I'll give that a try.

*Now listen again. [repeat]*

**Question 9** *Nine. You will hear two students talking about a history website.*

Man: Have you been on that history website yet?

Woman: Once or twice. I like the appearance of it, but I thought there'd be more links to articles about different topics we're doing on our course. What I have found, though, has been helpful for the essay I'm writing.

Man: There are plenty of articles on there, you know. I've found loads connected to stuff on our course. Maybe you haven't tried the advanced search option. That's the best way to find what you want.

Woman: Oh, right – can you show me how to do that?

Man: Sure. No problem.

*Now listen again. [repeat]*

**Question 10** *Ten. You will hear two friends talking about the woman's holiday.*

Man: How was your summer holiday on the south coast?

Woman: We had a brilliant time!

Man: So was your hotel good?

Woman: I've stayed in better, to be honest, but that's OK. What I especially loved was the fact that I didn't need to spend all the money I took with me. Seriously!

Man: Wow! You don't often hear someone say that after a holiday. Did you eat out a lot while you were there?

Woman: Every day, actually. It cost so much less than it does here in the city, although there wasn't much variety of dishes to choose from.

Man: Right.

*Now listen again. [repeat]*

**Question 11** *Eleven. You will hear two friends talking about a shopping centre.*

Woman: I went to the new shopping centre yesterday.

Man: Oh, I wasn't impressed by it myself but I only went to a department store and some shoe shops.

Woman: I found everything I needed, but then when I went for something to eat there, could I find a suitable restaurant? Not a chance ... just stalls selling coffee.

Man: Oh, there's a nice place on the top floor. But as for the car park, I can't believe they thought that one would be enough for a place that size.

Woman: They really need to do something about that. Anyway, I'm not planning on shopping there again for a while.

*Now listen again. [repeat]*

**Question 12** *Twelve. You will hear two friends talking about playing golf.*

Man: I've heard you've started playing golf. How are you getting on with it?

Woman: That's right. I took it up a couple of months ago. But actually, if you saw me out there on the golf course, I think you'd be impressed by my ability! Honestly! It's not like chess or cricket, where so many people get confused about the rules. As far as I'm concerned, it couldn't be simpler. I wouldn't want to play any more than I do now though, as a game takes so long.

Man: Personally, I've never liked it ... I prefer other sports!

*Now listen again. [repeat]*

**Question 13** *Thirteen. You will hear two friends talking about a novel.*

Woman: Have you finished reading that novel I lent you?

Man: Yeah. I thought it was OK ... not great. I mean, the situation the family find themselves in is something that most people are familiar with ... but it was kind of hard to get excited about the people in the story. I just didn't feel curious about them. Also, I don't understand why, in a novel that length, the author decided to have so many chapters. It interrupted things and the story didn't flow well.

Woman: Oh, OK. Well, I quite enjoyed the story actually.

*Now listen again. [repeat]*

*That is the end of Part Two.*

**PART 3** *Now look at Part Three.*

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

*Look at questions 14 to 19 now. You have 20 seconds.*

*You will hear some information about a one-day drumming class.*

Man: If you've always wanted to learn the drums but would rather play in a group than on your own, then try a one-day class in Japanese Taiko drumming at the Music School!

Taiko drums create exciting music and are really fun to play, too! All that's required is plenty of energy. Your ability doesn't matter at all.

The first thing you'll do is watch a short performance. Then, you'll listen to a Taiko expert from Japan who will tell you about the history of Japanese drumming.

Afterwards, you'll be ready to have a go, guided by an experienced instructor.

In the morning, we'll also go through the basics. It's important to get the way you stand right. This will help you with your movements. Make sure you dress in comfortable clothes, though you won't need to wear traditional Japanese clothes like the professionals!

After lunch, we'll do what we call 'stick skills'. This is where you learn all about the variety of different sounds you can make with your drum sticks. And at the end of the day we'll play some musical patterns together as a group.

So, why take up Taiko drumming? Well, it has lots of benefits. It's a wonderful type of exercise, so you'll get fitter. It also puts you in a better mood. You'll feel great after a day of drumming.

So, what are you waiting for? If you're interested in attending the class, you'll need to send an email to the class instructor, Steve Paxmen. His address is paxmen at taiko dot uk. That's P-A-X-M-E-N. Be quick as places are limited! See you soon!

*Now listen again. [repeat]*

*That is the end of Part Three.*

## PART 4

Now look at Part Four.

For each question, choose the correct answer. Look at questions 20 to 25 now. You have 45 seconds.

You will hear an interview with a young woman called Lara Andrews, who has a baking business.

Man: Today I'm talking to Lara Andrews, who runs a successful bakery business, selling delicious cakes and other things. Lara, what made you open your bakery business?

Woman: I've loved baking since I was a child, when I started baking for my school friends. Some of them even offered to pay me to make birthday cakes, but I just did it for fun. I also made one for a teacher who said it was brilliant! Anyway, when I told Mum and Dad, they said I should make a business out of it. They both work in sales, so I guess it's in our family!

Man: What were the challenges when you started your business?

Woman: I wanted everything to be absolutely perfect and I didn't always know where to look to learn about what ingredients to use, how much of each and so on. The internet was useful though, and luckily I haven't had to handle customers being negative about my products. I thought it'd take ages to get enough customers but fortunately it didn't.

Man: Do you prefer baking bread or cakes?

Woman: I love baking both! I love simple cakes, but I'll try making anything. Bread's complicated, so I'm always pleased when I get it right. It requires more skill and you have to be patient and do lots of things all in the right order.

Man: What can you do to improve your baking business?

Woman: Well, I've recently had several ideas for working with and mixing together unusual ingredients, which I'm experimenting with, rather than just familiar favourites. I'm good at using my imagination – I just have to trust myself more that my ideas'll work. I recently put some ads in our local paper, and as a result, I've had several orders come in, which is great.

Man: What about future plans, Lara?

Woman: One thing I'll definitely do is start a video blog for children and teenagers so they can bake with me as they watch. And a friend of mine suggested that I produce my own cookery book one day. I'm not sure about that though. I've also considered opening a café, but that's very different from what I really enjoy doing, which is baking at home.

Man: Finally, do you have any advice for people wanting to start their own baking business?

Woman: Well, speaking as someone with experience in this industry, I think it's important to remember that you'd be very lucky if you actually got rich. You don't need professional training, but do practise. Remember the old saying – practice makes perfect!

Man: Well, thanks for joining us, Lara.

Woman: My pleasure.

Now listen again. [repeat]

That is the end of Part Four.

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

You have one more minute.

That is the end of the test.

# Test 3 answer key

## Reading

### Part 1

1 B    2 C    3 B    4 A    5 C

### Part 2

6 G    7 C    8 A    9 E    10 H

### Part 3

11 A    12 D    13 A    14 D    15 B

### Part 4

16 B    17 H    18 D    19 F    20 A

### Part 5

21 C    22 B    23 C    24 D    25 C    26 B

### Part 6

27 used    28 have    29 so    30 if / when / whenever / provided  
31 will    32 your



Answer key  
with extra  
explanations in  
Resource bank

## Writing

### Question 1

#### Sample answer A

Hello Eden,

Of course I still want to go cycling with you on Tewsday evening. I think I prefer to cycle in the forest because it's so calm and cuite.

It is a great idea to take food with us so whe can take a lunch break. I'll bring some sandwiches, you could bring some fruit and drinks.

I would really like to watch a movie but I can't because I promised my mom to clean my room after we went cycling. But still thanks for the invitation.

I'll see you Tuesday I'm really looking forward to go cycling.

Bye

Emma

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The target reader is fully informed as all four points in task have been covered, <i>Of course I still want to go; the forest because it's so calm; a great idea to take food; I would really like to watch a movie but I can't because ...</i>
Communicative Achievement	4	The style of the text is appropriate for an informal email to a friend. There is reference to the previous correspondence and the tone is friendly, positive and polite, <i>Hello Eden; Of course I still want to go; It is a great idea; I would really like to; thanks for the invitation; Bye</i> . Straightforward ideas are communicated and the target reader's attention is held.
Organisation	4	The text is generally well organised and coherent. The email makes good use of paragraphs and there is some use of linking words and cohesive devices to connect the ideas through the text, <i>the forest because it's; so; I'll bring some ... you could bring some; but; after; I'll see you Tuesday</i> .
Language	4	There is some range of vocabulary, which is suitable for the task, <i>calm; lunch break; sandwiches; fruit and drinks; movie; promised; clean my room; invitation</i> . There is some range of grammatical forms, which are used with a good degree of control, <i>I'll bring some; you could bring some; I would really like to watch; I can't because I promised; I'm really looking forward</i> . There are a few errors, but these do not impede communication, <i>Tewsday; I prefer; cuite; whe; after we went; to go cycling</i> .

Sample answer B

hi, Eden. Yes, I still want to go cycling with you. I was really looking forward to it so, i still want to go off course!

I prefer to go trough the forest, because i think it's a little more adventurous, but, the lake is OK too.

I think we should! If we would go trough te forest we need enough energy to cycle, we need to bring some water or other drinks too!

I would really like watching a film afterwards, but unfortunately i can't. on Tuesday it's my grandma's birthday, so i can't. Sorry! But maybe we can watch a film another time? See you then!

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The target reader is fully informed as all four points in the task have been developed, <i>Yes, I still want to go; the forest ... it's a little more adventurous; bring some water or other drinks too; on Tuesday it's my grandma's birthday.</i> Although there is no direct mention of food in relation to the third point, it is clear that they think it is a good idea to bring some.
Communicative Achievement	5	The email is written in an appropriate style, and suitable opening and closing phrases and a polite friendly tone are used, which help to hold the reader's attention. Appropriate functional language to apologise and to express opinions are also used and straightforward ideas are communicated, <i>hi, Eden; I was really looking forward to it; the lake is OK too; I think we should!; Sorry! But maybe we can watch a film another time; See you then.</i>
Organisation	4	The text is generally well organised and coherent. The ideas are separated into paragraphs and each one is clearly introduced by referring back to the input material, <i>Yes, I still want to go; I prefer to; I think we should; I would really like.</i> There are also some examples of simple linking words to connect the ideas within and between sentences, <i>cycling ... it; because; but; too; unfortunately; so; another time.</i>
Language	3	The vocabulary is used in generally appropriate ways to express the writer's ideas and opinions, <i>looking forward; adventurous; energy; water or other drinks; unfortunately; birthday; maybe.</i> The text is mainly written using simple grammatical forms, but these are used with a good degree of control, <i>I was really looking; I prefer to go; I think it's a little more; we need enough energy to cycle; so i can't; maybe we can watch a film another time.</i> Errors are noticeable, but they do not affect how well the message is understood, <i>trough; i; If we would go; would really like watching.</i>

## Question 2

## Sample answer A

I don't think it's important to talk to someone every day, to keep a good relationship. Some people need more attention than others and in it's important to know that. It doesn't exist right or wrong, but there's no doubts that if you see your friend every day you will be closer to her/him than if you don't.

However I believe that once the relationship was created and you care enough about the other, it's easy to keep chatting online or by mobile phone.

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The target reader is fully informed. Even though the text is quite short, both questions in the task have been answered.
Communicative Achievement	3	The text communicates straightforward ideas in a generally appropriate way for an article. The writer gives their own opinion on the topic and there is some language of explanation, <i>I don't think; it's important to know that; there's no doubts that; I believe</i> . However, the length of the text limits the opportunity to develop the topic in more detail.
Organisation	4	The text is generally well organised and coherent. There is a variety of linking words and some cohesive devices used to connect the ideas through the text, <i>some people need ... more than others; and; important to know that; but; if you see ... than if you don't; However; it's easy</i> .
Language	4	Everyday vocabulary which is related to the task is used generally appropriately, <i>relationship; attention; exist; doubts; closer; created; care enough; easy</i> . There is a range of simple and some complex grammatical forms, particularly in the construction of longer sentences, which are used with a good degree of control, <i>it's important to know that; if you see your friend every day you will be closer to her/him than if you don't; once the relationship was created and you care enough about the other; it's easy to</i> . There are some errors, but these do not impede communication.

Sample answer B

Friends

For start with, in my opinion to be in touch with friends every day is very important for me, because you can talk about you problems and friend maybe help you for that situation, or something more.

For mine more important to meet my friends face to face, because he/she can tell something bad and you will support him in any minute. And for me to talk and to see emotions of a person live much better than chatting online.

If people in quarrel, I think it is better to solve the problem in face to face, but not chatting online.

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The target reader is fully informed as both questions in the task have been answered and there is some development of the topic.
Communicative Achievement	3	The text communicates in a generally appropriate way for an article. There is an appropriate title, the tone is neutral and the writer gives their own opinions on the topic and communicates straightforward ideas, <i>in my opinion; is very important for me; meet my friends face to face; And for me; I think it is better to ...</i>
Organisation	3	The text is connected and coherent and the ideas are separated into paragraphs. There are some examples of basic linking words and simple cohesive devices, such as referencing words, within sentences, <i>For start with; because; and; that situation; much better than; but.</i>
Language	3	There is some original everyday vocabulary used appropriately, <i>in touch with; problems; situation; support; emotions; quarrel; solve the problem</i> , but there is also a lot of language which has been repeated from the input material. The simple grammatical forms, such as verb and preposition collocations as well as some simple verb forms, are used with a good degree of control, <i>to be in touch with; you can talk about; you will support him; much better than; it is better to solve the problem.</i> Errors are noticeable, but meaning can still be determined.

## Question 3

## Sample answer A

I didn't know anybody and I felt quite embarrassed. My friend Lucia promised she would come later, but she was too busy with her cooking lesson to keep her promise. Suddenly a girl came to say hello and asked me to follow her. I did it and we started dancing together.

Later we had something to drink, and I realised she came from my own city.

She moved from Milan to Siena two months ago and she was trying to meet new friends ... as me. Everything happened two years ago and we are still good friends.

Lucia also sometimes joins us, but only if she is not busy with her cooking course!

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The target reader is fully informed. Although the prompt sentence hasn't been copied out, it is clear that the story follows on from it.
Communicative Achievement	5	The target reader's attention is held due to the development of the story and the interaction between the characters. Some features of story writing are used, such as a clear sequence to the narrative, some language of description and the feelings of the narrator are clearly expressed, <i>I felt quite embarrassed; Later ... and I realised; she was trying to meet new friends ... as me</i> . The final sentence provides a clever conclusion to the story.
Organisation	4	The text is generally well organised and there is a clear connection between the sentences and the story as a whole. For example, Lucia's cooking lesson is repeated to provide a repeated theme through the text. There are some examples of linking words and other cohesive devices, such as narrative tenses, which are used with some success, <i>promised she would come later, but she was too busy ... to keep her promise; Suddenly; Later; she moved from Milan to Siena two months ago; Everything happened two years ago</i> .
Language	4	There is some range of vocabulary used which is relevant to the context, <i>friend; promised; busy; cooking lesson; follow; dancing; realised; joins us</i> . The writer has used a range of simple and some more complex grammatical forms with a good degree of control, <i>she was too busy ... to keep her promise; came to say hello and asked me to; we started dancing; she was trying to meet; we are still; sometimes joins us, but only if she is not</i> . There are some errors, but they do not impede communication.

## Sample answer B

By the time I arrived, there were already lots of people at the party. I was going to find my friend Lotte. But I didn't find her. When I was walking outside to search her she called me. 'hey can you please come to the stairs? and hurry!' said Lotte. So i was hurrying when I found her. She was crying. I asked her what's wrong and she said she felt from the stairs. her leg was bleu and there was blood. So I called 911 and we went to the hospital. Her parents came and I had to go to my house. The next day i went to her house. Lotte has broken her leg, but she has no pain now. So it's a little bit okay now!

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The target reader is fully informed as the story follows on logically from the prompt sentence.
Communicative Achievement	4	The writer has used some features of a story, such as a clear sequence of events, some description and direct speech, to communicate straightforward ideas to the reader, <i>When I was walking outside ... she called me; she felt from the stairs; there was blood; we went to the hospital; The next day.</i>
Organisation	3	The text is connected and coherent. There is some attempt to use punctuation and a range of narrative tenses to sequence the events, and these attempts are partially successful, <i>I was going to find my friend Lotte. But I didn't find her; Lotte has broken her leg, but she has no pain now.</i> Basic linking words and a limited number of other cohesive devices are used throughout the text to connect the short sentences, <i>But; When; So; and; The next day.</i>
Language	3	Everyday vocabulary is used reasonable appropriately, <i>search; hurry; crying; wrong; blood; hospital; broken her leg; pain.</i> However, some vocabulary is repeated through the text, <i>find/found; stairs; called; house.</i> Short sentences are quite accurately constructed using simple grammatical forms, but there are errors when a range of tenses are attempted, <i>i was hurrying when I found her; I asked her what's wrong; she felt from the stairs; has broken her leg; it's a little bit okay now.</i>

## Listening

### Part 1

1 C    2 A    3 A    4 C    5 A    6 C    7 B

### Part 2

8 A    9 A    10 B    11 B    12 A    13 C

### Part 3

14 moon    15 210 seconds / secs    16 poet    17 (music) studio  
18 13(th) October / Oct    19 delhar

### Part 4

20 B    21 A    22 B    23 C    24 B    25 B



Answer key  
with extra  
explanations in  
Resource bank

## Audioscript

Test Three. There are four parts to the test. You will hear each piece twice. We will now stop for a moment. Please ask any questions now, because you must not speak during the test.

**PART 1**    *Now look at the instructions for Part One.  
For each question, choose the correct answer. Look at question one.*

**Question 1**    *One. What did the man do yesterday?*

Woman: Did you go into town yesterday?

Man: Yes. I wanted to take a jacket back to the shop 'cos it didn't fit. There was a huge queue though, so I decided to go back later and went off to do something at the bank. But it had closed by the time I got there, so I couldn't do that, either! I did manage to stop at the bookshop and get a novel I wanted, on the way back. The queue at the clothes shop was still no better, so I'll try tomorrow.

*Now listen again. [repeat]*

**Question 2**    *Two. How did the woman travel back from her holiday?*

Man: Hi – how was your trip?

Woman: Lovely, thanks! And getting round the city by bus was so easy; we saw lots of interesting things.

Man: When did you get home?

Woman: Not until 3 a.m.! There was a storm, so all flights were delayed for hours. We just had to sit and wait!

Man: Oh no! And I suppose getting home by train would take ages.

Woman: Actually the journey's not that long and the station wasn't far from our hotel. But the trains were affected too. The journey went pretty quickly after we'd taken off.

Man: That's good.

*Now listen again. [repeat]*

**Question 3** *Three. Which hat did the fashion model wear in the photos?*

Man: I love these photos of you in this magazine, especially the ones with you in that hat!

Woman: Thanks! I hadn't planned on wearing one, but the photographer suggested it. He had loads to choose from. Like, sun hats you'd wear to the beach, and baseball caps in different colours. But the woolly hat reminded me of the type my grandmother used to knit for me. So even though it was a sunny day, I thought it looked great, especially since it was a bright colour and went with my dress.

*Now listen again.* [repeat]

**Question 4** *Four. Where did the man leave his driving licence?*

Man: Julia, it's Mark. I'm on my way back to the hotel. I left there to get my flight, but when I got to check-in at the airport, I realised I didn't have my driving licence with me. I think I left it on the bedside table in my room. No-one's answering the phone at the hotel reception, so I've had to go back for it. As soon as I've found it, I'll hurry back to the airport. I just hope I won't miss my flight.

*Now listen again.* [repeat]

**Question 5** *Five. Where are they going walking?*

Man: It's nearly time to go. Are you going to change your shoes? Those sandals don't look very suitable for a long walk!

Woman: They'll be fine. After all, we're only walking along the beach.

Man: Oh. Didn't I tell you? Rick changed the arrangements. We're meeting at the car park near the beach, but the walk we're doing is up the cliff path. My walking boots are still wet from the forest walk we did the other day, so I'm going to wear my trainers.

Woman: OK. I'll do the same.

*Now listen again.* [repeat]

**Question 6** *Six. What will the woman do to her friend's car?*

Woman: Michael, it's me. Thanks for letting me use your car while mine's at the garage. It's great – better than mine, and it doesn't use as much petrol, either. I just wanted to let you know that there might be a problem with one of your tyres. I think it needs more air, so I'll stop and put some in on the way home, but I think you should check it again tomorrow. No other problems. Now I've seen how nice yours looks, I think I'll have to clean mine!

*Now listen again.* [repeat]

**Question 7** *Seven. What did the woman eat at the restaurant?*

Man: Have you been to that restaurant I told you about yet?

Woman: I went on Tuesday.

Man: What did you have?

Woman: Well, I know you recommended the fish, but they'd run out. So I had to choose between the roast chicken or an omelette with salad.

Man: What did you choose?

Woman: I wasn't that hungry, so I was going to have the omelette with salad. Then I smelt the chicken and decided to go for that. I wasn't disappointed! I must go again to try the fish!

Man: I knew you'd like that restaurant!

Now listen again. [repeat]

That is the end of Part One.

**PART 2** Now look at Part Two. For each question, choose the correct answer.

**Question 8** Eight. You will hear two friends talking about the woman's dress.

Man: Ready for Max and Julie's wedding?

Woman: No!

Man: Why not?

Woman: It's the dress I bought. I didn't have time to try it on in the shop. I just grabbed my size and paid. I put it on at home and the fit wasn't a problem, but it looked different. In the shop, it looked blue, but it's actually grey, which doesn't match my shoes. I'm hoping they'll change it even though there's nothing wrong with it. I did once take something else back to that shop because it had a hole in it, and I got a refund. Hopefully, it'll be fine.

Now listen again. [repeat]

**Question 9** Nine. You will hear two friends talking about a new sports centre.

Man: What do you think of the new sports centre?

Woman: It's great. I think it'll be really popular.

Man: It was certainly busy in the changing rooms when I was there. They need more space.

Woman: Oh, I think they're quite large – although it was hard to find them.

Man: That's another thing I noticed. There aren't enough people around if you have questions. The reception desk was empty when I looked.

Woman: It was the same when I was there. I wanted someone to show me how to use one of the exercise machines.

Man: Yeah, some of them look quite complicated to use.

Now listen again. [repeat]

**Question 10** Ten. You will hear a woman talking to a receptionist in a hotel.

Man: Good morning, madam. Welcome to the Royal Hotel. Can I help you?

Woman: I hope so. A friend's staying in a room here for two days, and I've come to see her. Can you tell me which room she's in?

Man: I'm sorry, but staff here aren't allowed to give out information about our guests' room numbers.

Woman: Aren't you? Well, that's not very helpful. What can you do?

Man: I'll need some details. If you give me your name, I can call the room and see if she's there. You'll have to wait in the lounge.

Woman: OK, thank you, that's fine. I can wait.

Now listen again. [repeat]

**Question 11** *Eleven.* You will hear a man telling a friend about his holiday in the mountains.

Woman: How was your holiday, Bruce? That was your first time skiing, wasn't it?

Man: Yeah, that's right. I was glad I'd had some sessions with a ski instructor at that indoor centre before I went. The friends I went on holiday with are good skiers, so I was pleased I'd had a bit of experience. I actually went hiking a lot rather than skiing with them though, as I didn't feel very confident. It was great to have such fantastic views of the lakes and mountains, instead of racing around on skis. I'll definitely go to that area again.

Now listen again. [repeat]

**Question 12** *Twelve.* You will hear two friends talking about playing the guitar.

Woman: Hi Tom, how's your guitar playing going?

Man: It's fine, but it's taking a while to see any improvement.

Woman: Well, you only started playing last year. It takes time to play well. Do you have a daily practice routine?

Man: Do you think that's the answer? To be honest, I find playing at home on my own a bit boring.

Woman: You definitely need to play more. Why not set up a group who get together and play at weekends?

Man: That's not a bad idea. I was beginning to think I ought to try an easier instrument, but I'll try your suggestion first.

Now listen again. [repeat]

**Question 13** *Thirteen.* You will hear two friends talking about a film they've just seen.

Man: What did you think of the film?

Woman: It was OK, although I thought it was supposed to be a comedy – I've laughed more at other films.

Man: Oh, I laughed quite a lot. I just sat back and focused on the jokes because it was obvious to me what was going to happen quite early on.

Woman: I had no idea until the very end. You know, I think I read somewhere that it won something.

Man: Like a prize? I'll have to look at the reviews and see whether that's true. I'd be interested to know.

Now listen again. [repeat]

### PART 3

Now look at Part Three.

For each question, write the correct answer in the gap. Write one or two words or a number or a date or a time. Look at questions 14 to 19 now. You have 20 seconds.

You will hear an announcement about a song writing competition.

Woman: This year's song writing competition is now open, so all you songwriters out there need to start creating your songs if you want to take part. In previous years, songs have been about particular topics – for example, the sea. We're hoping that the topic we've chosen this time – the moon – is popular. Just look up at the sky and you're sure to have some ideas.

Most popular songs last about two to three minutes, or between 120 and 180 seconds, but lots of songs are longer, so we've increased the maximum length to 210 seconds this year. You should record your song as a music or video file.

We originally booked the amazing singer Anton Mitchell to judge the competition for us but unfortunately he's had to cancel. In his place, a very well-known poet has agreed to help us, but we're keeping who it is secret for now.

There are some great prizes again this year. If you're lucky enough to come first, you'll spend a day in a studio. There you'll watch musicians making a recording of your song! The person in second place will win tickets to a concert of their choice.

Your completed song should reach us, at the latest, by the thirteenth of October, and the winner will be announced on the first of November. There'll also be a special event on the twelfth of November when the winning songs will be performed.

You can upload your song on our website, or you can attach it to an email and get it to us that way. You need to send it to Andrea Delhar, and her email address is Delhar at songwriters dot net. I'll spell that for you ... it's D-E-L-H-A-R at songwriters dot net.

So good luck with your songwriting, everybody!

*Now listen again. [repeat]*

*That is the end of Part Three.*

#### PART 4

*Now look at Part Four.*

*For each question, choose the correct answer.*

*Look at questions 20 to 25 now. You have 45 seconds.*

*You will hear an interview with a professional explorer called Alexis Bartoli, who travels to places that few other people visit.*

Woman: With us today is professional explorer Alexis Bartoli. You spend your life travelling to places that few people have visited before. When did you first want to become an explorer, Alexis?

Man: My father loved stories about explorers from the past, so we often watched documentaries on TV about them, but I soon got bored because it'd all happened so long ago. Then a modern-day explorer who'd written a really popular book about her travels came to my school and told us about the places she'd been to. I knew then I wanted to do what she did.

Woman: How did you feel before your first expedition?

Man: Very anxious! I'd spent a few years studying in New Zealand, thousands of miles from my family, so I was used to being away, but I just couldn't imagine what a day in the life of an explorer would be like. Some of the places I was planning to visit weren't very safe, but that excited me rather than making me feel scared.

Woman: You started making films on your expeditions. Why was that?

Man: In some places, there were plants and animals that few people had ever seen. I'd already learned about film making at university, so I could easily record these rare species and show the films to science experts when I got home. Later on, I was surprised when TV companies wanted to buy them, but this helped pay for other trips.

Woman: What's your favourite part of an expedition?

Man: I enjoy so many things, but if I had to choose one, it'd be getting to know members of the local population. Seeing the incredible geography and the environment where they live comes a close second, though. The weather can be a problem as well as a pleasure, so that's not usually top of my list.

*Test 3 answer key*

Woman: Your latest expedition was unusual ...

Man: Yes, because up till then, I'd always explored places on land, from rainforests to the world's highest mountains. This time, though, I spent four months at sea on a tiny boat, travelling from America to Australia. After walking alone across the world's largest desert, that felt very different!

Woman: What are your plans for the future?

Man: I'm not a person who likes going back somewhere I've already explored – I like to keep doing new things. I love what I do though, so it would feel wrong to start thinking about any other kind of career. Actually, I've spent so long abroad that I haven't had time to see much of where I'm from, so that's my next project.

Woman: Thanks Alexis.

*Now listen again. [repeat]*

*That is the end of Part Four.*

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

*You have one more minute.*

*That is the end of the test.*

# Test 4 answer key

## Reading

### Part 1

1 B    2 A    3 B    4 C    5 A

### Part 2

6 B    7 E    8 C    9 H    10 F

### Part 3

11 B    12 D    13 C    14 A    15 A

### Part 4

16 E    17 D    18 A    19 H    20 F

### Part 5

21 B    22 D    23 A    24 A    25 C    26 C

### Part 6

27 of    28 that / which    29 the    30 about    31 order    32 as



Answer key  
with extra  
explanations in  
Resource bank

## Writing

### Question 1

#### Sample answer A

Hello Jamie,

I'm also really excited about next weekend. Can't wait!

I prefer taking a boat trip, because I love the water, and I love boats. I often sail in sailboat! Is it a sailboat? Or one with a motor?

Seems fun! What do you want me to bring: just a normal dish or a dessert? I could bring some rice, if you want.

I do have a question! How can I get from the airport to your house? Can I take a bus, or will you come and pick me up?

See you next week!

Chiel

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The target reader is fully informed as all four points in the task have been covered, <i>I'm also really excited; I prefer taking a boat trip; I could bring some rice; How can I get ...</i>
Communicative Achievement	5	The writer has written the email in a consistently appropriate, enthusiastic tone and they have communicated their ideas using a suitable email format. The reader would be engaged due to the questions the writer asks and be informed about what the writer would like to do next weekend, <i>Hello Jamie; really excited; Can't wait!; I love boats; Seems fun! What do you want me to bring; I do have a question; See you next week.</i>
Organisation	4	The text is generally well organised, with each point in the input text being covered in a separate paragraph. The writer makes good use of the input material by referring to it and there is some use of simple linking words to connect the ideas through the text, <i>because; and; Or; I do have a question.</i>
Language	4	There is a range of suitable vocabulary which is related to the task, <i>excited; prefer; water; sailboat; motor; normal dish; dessert; airport; pick me up.</i> There is a good degree of control of some grammatical structures, such as question forms, but the text is mainly written in the present tense, and the question forms follow the same pattern, <i>Is it a sailboat? Or one with a motor; just a normal dish or a dessert?; Can I take a bus, or will you come and pick me up?</i> There are very few errors in the text.

## Sample answer B

Hi Jamie

I'm so excited to come to visit you next weekend, I can't wait! I love animals, my favorite animal is the horse, It is so friendly. I ride horses every month with my dad, I would really like to go horse riding with you! I would like to make a cake for you and your friends and if you want I can bring something to drink.

I don't have a car, How can I arrive to your house? Are there trains or bus? Which transport do you suggest to me? Is the bus near your house?

See you soon

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The target reader is fully informed as all four points in the task have been covered, <i>I'm so excited; I would really like to go horse riding; make a cake; How can I arrive to your house?</i>
Communicative Achievement	4	The writer has written the email in an appropriate style to communicate with a friend. The tone is friendly, enthusiastic and polite and straightforward ideas are presented, <i>Hi Jamie; I'm so excited; I can't wait; I love animals; I would really like; and if you want; See you soon.</i>
Organisation	3	The text is connected and coherent. Although some of the sentences are quite short, there are some examples of basic linking words, <i>It; and</i> , and there is some attempt at paragraphing, but the second paragraph is a list of questions with little linking.
Language	3	The vocabulary is suitable for the task, but there is not much range and some of it is repeated, <i>excited; I can't wait; favorite; friendly; month; cake; trains; bus.</i> Simple grammatical forms, such as present verb and question forms, are used with a good degree of control, but certain structures are overused, <i>I would like; if you want I can bring.</i> Errors are noticeable, but meaning is still communicated, <i>How can I arrive to your house; do you suggest to me.</i>

Question 2

Sample answer A

My favorite film is wonder. It talks about a child with a horrible face caused by many operations. I love this film because it shows the force of love, family and friendship. Everything is easier if you have your family, or someone who loves you. I don't really like read film reviews before watching the film, but sometimes I do, It's not that important to me, but is good to know what people think about the film, and to know which one is the best. Wonder has good reviews, and after watching the movie I agree.

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The target reader is fully informed about the writer's favourite film and what they like about it and how important film reviews are to them, <i>favorite film is wonder; I love this film because ...; is good to know what people think about the film.</i>
Communicative Achievement	4	There are some features of an article, such as personal opinions and language of description and explanation, which help to hold the target reader's attention while communicating straightforward ideas, <i>It talks about; I love this film; I don't really like; It's not that important to me; after watching the movie I agree.</i>
Organisation	4	The text is generally well organised and it presents the information in a logical structure, using the order of the questions in the input material as a guide. There are some examples of simple linking words and cohesive devices, such as referencing, <i>It; this film; because; and; or; before watching; but; which one; after watching.</i>
Language	4	The writer uses a range of vocabulary which is related to the topic of film and opinions, <i>child; horrible face; caused by; operations; force of love, family and friendship; easier.</i> There are some examples of simple and some more complex grammatical forms such as passive forms and conditional clauses, <i>caused by many operations; Everything is easier if you have; sometimes I do; that important; good to know what people think about the film, and to know which one is the best; after watching the movie I agree.</i> There are a few errors, but these do not impede communication, <i>I don't really like read; but is good to know.</i>

## Sample answer B

I like see many films, but the best film that I had seen is superman and I like it so much!

It is adventure and fantasy film. There is a strong man that he can flying and so he can saving many people in less time. He is arrived from another planet and so, it is different from us, specially for his ability.

It's no important read film reviews before choosing wich film to see because we can just know the drama of the film.

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The target reader is fully informed as all three points in the task have been adequately covered, <i>superman; adventure and fantasy; It's no important read film reviews.</i>
Communicative Achievement	3	The text communicates straightforward ideas related to the topic and some of the features of an article are used, such as language of description and personal opinions, <i>I like it so much; There is a strong man; he can saving many people.</i>
Organisation	3	The text is connected and coherent and there are a few examples of basic linking words and simple cohesive devices used to connect the ideas within sentences, <i>many films, but the best film; and; so; because.</i>
Language	3	The writer has used some vocabulary which is relevant to the task in a generally appropriate way, <i>adventure; fantasy; strong man; flying; saving many people; another planet.</i> There is a good degree of control when using simple grammatical structures, <i>I like it so much; from another planet; we can just know</i> , but errors occur when attempting more complex verb forms, <i>that I had seen; that he can flying; he can saving; He is arrived; It's no important read.</i> There are some noticeable errors, but meaning is still communicated.

Question 3

Sample answer A

Jan was surprised when her friend gave her a large brown envelope. 'What's this?' she asked, looking back to her friend. 'It was outside of your house, I thought the mailman left it' answered him, and added 'It has your name in it.'

Jan looked back and noticed the green ink, then she decided to open it. There was a scarf and a small letter inside. Jan smiled and went to the phone.

'Hello grandma ,how are you?' she said 'I'm fine. I called to thank you for the gift, but it seems to have arrived a little early, a month early' she laughed.

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The target reader is fully informed as the story follows on from the prompt sentence.
Communicative Achievement	5	The writer uses some of the conventions of story writing such as direct speech and some element of mystery, as well as a clear resolution at the end. The target reader's attention is held and straightforward ideas are communicated, 'What's this?' she asked; Jan smiled and went to the phone; a month early' she laughed.
Organisation	4	The text is generally well organised and coherent. There are some basic linking words and cohesive devices, but the punctuation used for the dialogue is particularly effective, and it is clear to see who is speaking at each turn, 'What's this?' she asked; 'I thought the mailman left it' answered him, and added 'It has your name in it'.
Language	4	The vocabulary is appropriate for the situation and there is some range when describing speech, mailman; asked; answered; added; noticed; ink; decided; scarf; smiled; grandma; said; gift; early; laughed. There is some range of grammatical forms, and the past tenses are used with a good degree of control, looking back to her friend; the mailman left it; looked back and noticed; decided to open; smiled and went; it seems to have arrived a little early. There are very few errors in the text, but those that are there do not impede communication, answered him.

## Sample answer B

Jan was surprised when her friend gave her a large brown envelope. She had a sad face so that made Jan feel a little worried. Her friend told her that her dad had found a new job in another city, so she had to move there in a few days. Jan felt really sad because she would not see her best friend every day. They cried and hugged and promised to keep in contact. Only when her friend left her house, Jan dared to open the present, it was a really nice collage of photos they had together laughing and having fun.

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The target reader is fully informed as the story follows on logically from the prompt sentence.
Communicative Achievement	4	There are some features of story writing, such as a clear sequence of events and reported speech, and the feelings of the characters are described. Straightforward ideas are communicated, <i>She had a sad face; a little worried; Jan felt really sad; They cried and hugged; Jan dared to open the present.</i>
Organisation	4	The story is generally well organised and the narrative sequence is coherent. There are some examples of simple cohesive devices, such as narrative tenses used with some accuracy, <i>that made Jan feel; told her that her dad had found; so she had to move there in a few days; because; Only when her friend left the house; it was.</i>
Language	3	There is a range of vocabulary and collocated phrases which are suitable for the task, <i>sad face; worried; found a new job; cried; promised to keep in contact; dared to open; collage of photos.</i> There is a range of simple and some more complex grammatical forms, particularly verb tenses, which are used with a good degree of control, <i>made Jan feel; told her that her dad had found; she had to move there in a few days; she would not see; Only when her friend left her house.</i> There are a few errors, but they do not impede communication.

## Listening

### Part 1

1 C    2 B    3 C    4 A    5 B    6 C    7 A

### Part 2

8 A    9 C    10 C    11 A    12 B    13 C

### Part 3

14 lake    15 holiday    16 burgers / a burger    17 2.30 / two thirty / half past two  
18 north    19 cheppsats / Cheppsats

### Part 4

20 C    21 B    22 C    23 A    24 B    25 A



Answer key  
with extra  
explanations in  
Resource bank

## Audioscript

Test Four. There are four parts to the test. You will hear each part twice. We will now stop for a moment. Please ask any questions now because you must not speak during the test.

**PART 1**    Now look at the instructions for Part One.  
For each question, choose the correct answer. Look at question one.

**Question 1**    One. What has the man lost?

Man:    Excuse me, could you help me? I left something on the train yesterday.

Woman:    Certainly, I'll take some details. Let me guess – you lost your gloves, didn't you?  
Oh, we find some almost every day left on the seats.

Man:    [laughs] Yes, I've done that before, and never got them back! This time, though, it's my glasses, I'm afraid.

Woman:    Oh dear.

Man:    I took them off when I was using my headphones on the train, and didn't notice that I'd left them on the seat when I got off.

Woman:    OK, I'll need some more information ... [fade]

Now listen again. [repeat]

**Question 2**    Two. What is the woman going to do tomorrow?

Man:    Are you ready for your trip to the coast in Scotland then?

Woman:    I am. I was going to drive up there tomorrow, but I've decided to go this evening instead. It takes several hours to get there.

Man:    It's a long drive, isn't it?

Woman:    Yes, but at least I'll be able to have some time on the beach tomorrow, instead of wasting the first day of my holiday driving.

Man:    And when are you seeing your cousin and his family?

Woman:    The day after tomorrow – I'm going for a meal at their house.

Now listen again. [repeat]

**Question 3** *Three. Which items cost less than usual at the moment?*

Man: Welcome to Brown's Department Store. If you were lucky enough to get a bargain in last week's phone sale in our electronics department, you'll know just how much money you can save in our store. If you're a fitness fan, it's your turn to save money this week as everything's reduced in our sports department on the second floor. There's also a special offer in the ladies' clothes department today – get twenty per cent off any coat when you buy a handbag. So what are you waiting for?

Now listen again. [repeat]

**Question 4** *Four. Which place will the people visit first on the tour?*

Woman: Good morning, and welcome to this walking tour of the city. We'll see many interesting places in the city this morning. As it's a beautiful day, the aim is to stop at an outdoor café by the river for a snack about eleven thirty. Before that, though, we'll spend an hour or so at the castle, which we'll start walking towards in a minute or two. The walk will end at the museum and we'll look round an interesting exhibition that's on there at the moment. Any questions?

Now listen again. [repeat]

**Question 5** *Five. Which tickets did the man buy?*

Man: Andy – great news! I got the tickets for the concert. Um, the ones we wanted – the 20 euro ones – weren't available, I'm afraid, so I had to pay a bit more. Not too much though – 30 euros each isn't too bad, is it? At least we didn't end up having to get the top-priced ones – I mean, 50 euros! They're a great band and I'm sure they're worth it – but that's still a lot to pay. We're lucky though: some concerts charge more than that just for the cheapest seats!

Now listen again. [repeat]

**Question 6** *Six. What does the man want to buy?*

Woman: Good afternoon, sir. I see you're looking at our electric guitars. Beautiful, aren't they? Would you like to have a go on one – see how it sounds?

Man: Thank you. Yes, they look great, and I'm sure they sound great, too. It's your drums I'm interested in, though. Particularly that set there, near the window.

Woman: Good choice. Do you play?

Man: Actually, I only play one instrument. I've played the piano since I was a child, and I think it's time to learn something new.

Woman: Well, let's go and have a look.

Now listen again. [repeat]

**Question 7** *Seven. Which type of exercise does the doctor recommend?*

Man: So, doctor. As my shoulder's getting better, can I start exercising it?

Woman: Well, what type of exercise did you do before the operation?

Man: I used to go to the gym, to lift weights. And I went running, too.

Woman: Mm, lifting weights is something you'll have to give up. You need exercise that makes you move your shoulder, but in a gentle way. Such as swimming. Going running isn't as bad as lifting weights, but it might be painful at the moment.

Man: OK, doctor. Thanks for the advice.

Now listen again. [repeat]

That is the end of Part One.

**PART 2** Now look at Part Two. For each question, choose the correct answer.

**Question 8** *Eight. You will hear two friends talking about a hotel.*

Man: How was your stay at the Grand Hotel?

Woman: Great – I could see the mountains from my bedroom window – they looked so beautiful!

Man: You definitely got a better room than I did when I stayed there last year – all I could see was a brick wall! The hotel restaurant could be better too.

Woman: It could, but I found a wonderful place to eat nearby so it didn't matter.

Man: The people who work there are very cheerful, though.

Woman: They certainly made me feel welcome and room service were really helpful too. Not like some hotels, where the employees hardly smile at all.

Now listen again. [repeat]

**Question 9** *Nine. You will hear two friends talking about an art exhibition.*

Man: I enjoyed that exhibition – I think that style of painting's really original.

Woman: I agree, although I prefer exhibitions with fewer works of art to see so you can spend more time looking at each one. I felt like I was hurrying from one painting to the next in order to see them all. It's a shame there weren't a few more windows in there – I actually found it quite hard to see some of the paintings.

Man: Yes, me too, but we certainly got value for money!

Woman: That's true. I'm surprised they weren't charging more, actually.

Now listen again. [repeat]

**Question 10** *Ten. You will hear two friends talking about a book they've read.*

Man: I've finished that book you lent me.

Woman: Did you enjoy it?

Man: Not as much as I thought I would, actually. I'm into books where you learn a bit about the main characters, but there's also plenty going on. I wasn't so keen on reading whole chapters about their thoughts, however interesting the people are!

Woman: Yes, those sections were pretty long, I guess, and not much happened in them, which is a bit of a shame. I must admit that the ending came as a complete surprise, though.

Man: It was the only part of the book that I really enjoyed reading.

Now listen again. [repeat]

**Question 11** *Eleven. You will hear a woman telling a friend about a visit to the hairdresser's.*

Man: You don't look happy – what's up?

Woman: I've just been to the hairdresser's – I'm really disappointed.

Man: Oh? Your hair doesn't look that different actually!

Woman: Exactly! I explained clearly what I wanted, but the guy who did it just smiled and started cutting! He only worked on it for a few minutes. It's usually good in there – very organised, you know, not lots of hair left all over the floor like in some places.

Man: Why didn't you complain?

Woman: I know. Now I'll have to get it done again soon. So it was hardly worth what I had to pay!

Man: Oh dear.  
 Now listen again. [repeat]

**Question 12** *Twelve. You will hear a woman telling a friend about her singing class.*

Man: Hi Ellie, how are your singing classes going?  
 Woman: Great, thanks! We're doing a concert next month – I hope we'll be ready! I couldn't sing at all before I started, and I never thought I'd be able to perform in public!  
 Man: Good for you!  
 Woman: It helps that the group isn't very big – that's actually why I chose the class, because the teacher can spend so much time with each person. It's amazing that I've improved so much – and I don't worry at all anymore about singing with people who are much better than me.  
 Man: I must come to your concert!  
 Woman: Great!  
 Now listen again. [repeat]

**Question 13** *Thirteen. You will hear two friends talking about a new sports centre.*

Man: Hi! What did you think of the new sports centre?  
 Woman: Well, you were right about the price – I swam for an hour and it cost less than a session in the old place! But they should do something about how cold it is in the pool. I needed a hot shower afterwards!  
 Man: I felt the same. Pity – they've spent so much on the building and the new classes. I'm going to try some of them – there's lots going on.  
 Woman: I'd love to do one of their classes in the evening. It depends how much they cost.  
 Man: Me too.  
 Now listen again. [repeat]  
 That is the end of Part Two.

**PART 3**

*Now look at Part Three.*

*For each question, write the correct answer in the gap. Write one or two words or a number or a date or a time. Look at questions 14 to 19 now. You have 20 seconds.*

*You will hear a guide giving information to people who are going to watch a car race involving old cars.*

Man: Good afternoon everyone, and welcome to this fantastic country park, where we're pleased to hold our fifth annual classic car race. These classic cars are old and very beautiful, so we're giving you the chance to have a look at them before the race begins. Come down to the lake – they're parked beside it. If you're not sure where that is, go to the fountain and follow the signs. You can chat to the drivers as they sit in their cars, and take photos. And why not enter our competition? Just answer the questions on the form you received when you entered the park, and put it in the box. You never know, you might be the lucky person who gets the holiday! Last year's winner loved the computer that she won.  
 If you're hungry before the race, there's a café which serves sandwiches, ice-creams, and some hot food. There's a special discount on burgers today! All food is freshly prepared.  
 So, now to the race itself. It's one o'clock now, which means there's still another hour and a half until the cars set off – that's at half past two. The fastest cars will

take about one hour to complete the course, finishing at around half past three. After the race has finished, if you need the train station, please avoid the south exit, as that's the one nearest to the car park, and we don't want too many people using each exit. Those travelling by train need the north exit. One last thing – we're sure you'll take some fantastic photos today, and we'd love to see them. So please upload them to our website. The website has the name of the village near to this park: www.cheppsats dot org. I'll spell Cheppsats for you. It's C-H-E-double P-S-A-T. Thank you, and enjoy the race.

Now listen again. [repeat]

That is the end of Part Three.

#### PART 4

Now look at Part Four.

For each question, choose the correct answer. Look at questions 20 to 25 now. You have 45 seconds.

You will hear an interview with a young writer called Jenny Taylor, who has just had her first novel published.

Interviewer: Today I'm talking to Jenny Taylor. Jenny's a young writer who's just had her first novel published.

Jenny: Hi.

Interviewer: So Jenny, did you enjoy studying literature at school?

Jenny: When I was at school, I always loved reading, though I preferred stories to poems. Then we got a new English Literature teacher who wrote things herself and encouraged us to do the same. I really wanted to write like her. That made me work hard even though I never felt what I did was much good.

Interviewer: How did you get your ideas for this first novel?

Jenny: Well, I always notice how people behave. I'd often go out with friends and family and they'd all go online using their phones, and I'd just sit back and think about the other people around me. I'd start imagining what their lives were like, and it all grew from that.

Interviewer: Can you tell us something about your novel?

Jenny: Yes, it's about a girl and her parents. It starts when they spend a day somewhere their relatives lived in the past. It includes some interesting facts about the place, but the story focuses on the different challenges they have to deal with as they learn more about what happened long ago. Anyway, I won't tell you more than that!

Interviewer: How do you feel about your novel?

Jenny: Well, it took quite a while to write. I showed it to a friend when I thought it was ready to be published, and he agreed. He also helped me find a company to do that. I'm sure people will want to keep turning the pages to find out how it ends. Anyway, I really hope it'll sell well.

Interviewer: You're now working on a new book. Do you have a routine for writing each day?

Jenny: Well, I get up early in the morning and start writing for a couple of hours without changing out of my pyjamas. I'll even have lunch in them, and then write for a couple more hours. When things are going well, I can write for up to sixteen hours. On those days I rarely leave the house – I find I write better as the day goes on.

Interviewer: And what do you read for pleasure?

Jenny: I read a variety of things as research for my writing – books about science, biographies, that sort of thing. But what I choose when I relax is things that are amusing, rather than anything too serious. It's like an escape from real life. I hardly ever choose thrillers, though. I don't know why.

Interviewer: Well, Jenny it was great to ...

*Now listen again.* [repeat]

*That is the end of Part Four.*

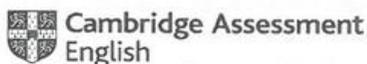
*You now have six minutes to write your answers on the answer sheet.*

*You have one more minute.*

*That is the end of the test.*



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Candidate Name

Centre Name

Examination Title

Candidate Signature

Candidate Number

Centre Number

Examination Details

Assessment Date

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**Preliminary Reading Candidate Answer Sheet**

**Instructions**

Use a PENCIL (B or HB)

Rub out any answer you want to change with an eraser.

**For Parts 1, 2, 3, 4 and 5:**

Mark ONE letter for each answer.

For example: If you think A is the right answer to the question, mark your answer sheet like this:



Part 1			
	A	B	C
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part 2								
	A	B	C	D	E	F	G	H
6	<input type="radio"/>							
7	<input type="radio"/>							
8	<input type="radio"/>							
9	<input type="radio"/>							
10	<input type="radio"/>							

Part 3				
	A	B	C	D
11	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part 4								
	A	B	C	D	E	F	G	H
16	<input type="radio"/>							
17	<input type="radio"/>							
18	<input type="radio"/>							
19	<input type="radio"/>							
20	<input type="radio"/>							

Part 5				
	A	B	C	D
21	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Page 2 of 2

**For Part 6:**

Write your answers clearly in the spaces next to the numbers (27 to 32) like this:

0 ENGLISH

Write your answers in CAPITAL LETTERS.

Part 6		Do not write below here
27		27 1 0 ○ ○
28		28 1 0 ○ ○
29		29 1 0 ○ ○
30		30 1 0 ○ ○
31		31 1 0 ○ ○
32		32 1 0 ○ ○

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Page 2 of 2

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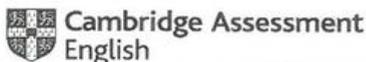








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Centre Name

Examination Title

Candidate Signature

Candidate Number

Centre Number

Examination Details

Assessment Date

Supervisor: If the candidate is ABSENT or has WITHDRAWN shade here

**Preliminary Listening Candidate Answer Sheet**

**Instructions**

Use a PENCIL (B or HB). Rub out any answer you want to change with an eraser.

**For Parts 1, 2 and 4:**

Mark one letter for each answer. For example: if you think A is the right answer to the question, mark your answer sheet like this:



**For Part 3:**

Write your answers clearly in the spaces next to the numbers (14 to 19) like this:



Write your answers in CAPITAL LETTERS.

Part 1			
1	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part 2			
8	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part 3		Do not write below here
14	<input type="text"/>	14 1 0 <input type="radio"/> <input type="radio"/>
15	<input type="text"/>	15 1 0 <input type="radio"/> <input type="radio"/>
16	<input type="text"/>	16 1 0 <input type="radio"/> <input type="radio"/>
17	<input type="text"/>	17 1 0 <input type="radio"/> <input type="radio"/>
18	<input type="text"/>	18 1 0 <input type="radio"/> <input type="radio"/>
19	<input type="text"/>	19 1 0 <input type="radio"/> <input type="radio"/>

Part 4			
20	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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# Visual materials for the Speaking test

## Test 1

### Part 2

#### Task 1A



#### Task 1B

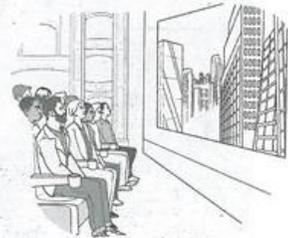


Test 1

Part 3

Task 1C

Learning about a new country

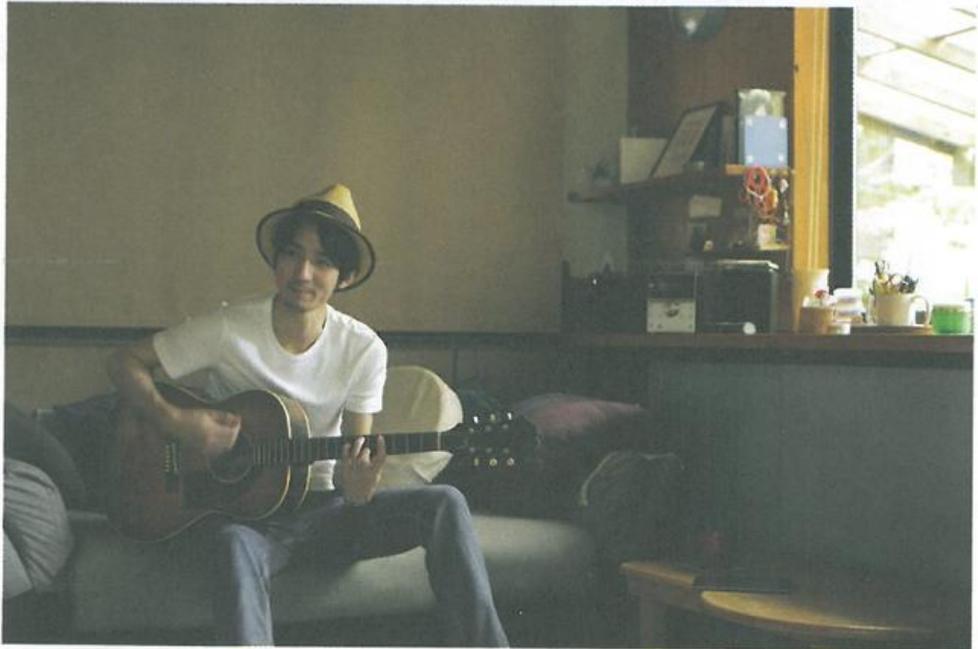


**Test 2**

Task 2A



Task 2B



Test 2

Part 3

Task 2C

Advertising



**Test 3**

Task 3A



Task 3B



Test 3

Part 3

Task 3C

Sightseeing in a city



**Test 4**

*Task 4A*



*Task 4B*



Test 4

Part 3

Task 4C

Learning a new skill

