

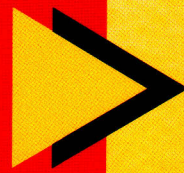
WITH CD ROM

PET

Preliminary English Test



Practice Tests



Plus 2

- + six paper tests
- + two computer based tests
- + introduction to each task
- + Grammar Bank
- + Vocabulary and Functions Bank

with key

Sharon Ashton
Barbara Thomas



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not just testing

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TEST 1

PAPER 1 Reading and Writing Test

(1 hour 30 minutes)

Reading Part 1: Strategy

1 Read the instructions to the Exam Task below.

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

2 Look at the example.

- 1 What kind of text is this? a) a postcard
b) a telephone message c) a notice
- 2 Where might you see it?
- 3 The correct answer is A. Let's decide why.
Look at A. Underline the words which say *Leah won't have time*.
Underline the words which mean *to see Anita in the café*.
- 4 Why is B wrong? What does the text say about the cinema?
- 5 Why is C wrong? Where and what will Leah eat? Does the text say she will or might eat?

3 Look at Question 1.

- 1 What kind of text is this?
a) a sign b) an email c) a label
- 2 Where might you see this text? What words help you to decide? Underline them.
- 3 When will the bus times change?

- 4 Is *every 10 minutes* more often than *every 20 minutes*?
- 5 Look at A. Is the sign about tomorrow? Will the buses leave ten minutes earlier?
- 6 Look at B. Is *until tomorrow* the same as *from tomorrow*? Does the sign say the bus journeys will take longer?
- 7 Look at C. Is *after today* the same as *from tomorrow*? Does the sign say there will be more buses than before?
- 8 Which one means the same as the sign? Choose A, B or C. What words in the sign tell you? Underline them.

4 Look at Questions 2–5. For each question:

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

• Exam tip! •

Read all three options before choosing.

▶ GRAMMAR page 135, Exercises 27–29; page 142, Exercises 55–59

VOCABULARY page 151, Exercise 1; page 154, Exercises 14–15

Part 1

Questions 1–5

Look at the text in each question. What does it say? Mark the correct letter A, B or C on your answer sheet.

Example:

0

Anita
Leah phoned. Train is delayed – arrives 7.10. She won't have time to see you in café as planned. She'll meet you inside cinema instead. She'll have snack on train.

- A Leah will be too late to meet Anita in the café.
- B Leah will not be able to go to the cinema with Anita.
- C Leah might not have time to eat before she meets Anita.

Answer:

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

1

**From tomorrow, buses
will depart every 10
minutes instead of every
20 minutes.**

- A Buses will leave ten minutes earlier tomorrow.
B Until tomorrow, bus journeys will take ten minutes longer.
C After today, there will be more buses than before.

2

Sports Hall
**Don't leave clothes in lockers
overnight. Keys for lockers
available at reception desk.**

- A You must remove your clothes from the lockers by the end of the day.
B You mustn't leave keys in the lockers after taking your clothes out.
C Any clothes left overnight can be collected from the reception desk.

3

To	John
From	Saskia
Anna's going to book the hotel tonight for our holiday. She wants you to send her £50 as she has to pay a deposit. Ring her if that's a problem.	

Saskia wants John to

- A let Anna know if he isn't able to give her £50.
B tell Anna if he doesn't want to go to the hotel.
C send the deposit to the hotel for Anna.

4

**Go to desk in corner for concert
tickets already paid for.
Do not queue here.**

- A There are still some tickets available at the desk in the corner.
B You shouldn't queue here if you've paid for your ticket in advance.
C You should go to the desk in the corner to pay for your ticket.

5

Gianni
*A friend of mine has lent me this book
about Peru. I know you're flying there
next week so why don't you read it first?*
Sarah

- A Sarah has read the book and is advising Gianni to read it.
B Sarah's friend recommended that Gianni read the book before his trip.
C Sarah is suggesting that Gianni reads the book before she does.

Reading Part 2: Strategy

1 Read the instructions to the Exam Task opposite.

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

2 Look at the pictures.

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

3 Look at Questions 6–10.

- a) All the people are looking for something different. Look at the underlined parts of Question 6. What is important for Carolina and Greta?

- 1 What kind of food do they like eating?
- 2 Do they want an expensive or inexpensive restaurant?
- 3 When will they go?
- 4 How will they get there? Do they need a car park?
- 5 What else do they want?

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

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

- a) Look at Question 6 again.

- 1 Which restaurants serve Italian food?
- 2 Which of these are inexpensive? Are they open on Sunday lunchtime?
- 3 Which ONE restaurant is best for Carolina and Greta?

- b) Check your answer.

- 1 Can they walk there? 2 Does it have a nice view?

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

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

- **Exam tip!** •••••
• Check that the text you choose has all the things
• the person wants.
•••••

Part 2

Questions 6–10

The people below all want to go to a restaurant. On the opposite page there are eight reviews of restaurants.

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

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



- 6 Carolina and Greta enjoy eating Italian food but they don't have much money. On Sunday lunchtime they want to walk from the city centre to a restaurant with a nice view.



- 7 Dennis and Jennifer want to drive to a quiet restaurant on Tuesday evening. They both love fish. They don't mind how much they spend but they hate waiting for their food.



- 8 Rena has three young children and she wants to take them out for lunch on Thursday. She needs to park her car at the restaurant. The children enjoy playing outside when they get bored.



- 9 Chloe often has lunch with her mother on Fridays in the city centre. They like eating outside and the cost isn't important. They walk or take a taxi.



- 10 Michael wants to go out with twenty friends in the city centre on Saturday evening. They don't want to spend too much. Some of his friends never eat meat. They'll drive to the restaurant.

Places to eat

- A** **The Olive Tree** is an Italian restaurant with a beautiful view across the valley but it's fairly expensive. It has a car park and a large room for groups but no garden. Open lunchtimes Thursday – Sunday and every evening except Mondays and Tuesdays.
- B** **Peppers** is in a country park just two kilometres from the city centre and looks over a lovely lake. It's usually popular with families as there's play equipment in the garden. The nearest car park is 20 minutes' walk away. It serves mainly French and Italian dishes and isn't expensive. Open at weekends (lunchtimes and evenings).
- C** **The Dragon** is just off the city's Market Square so it is usually difficult to park. There's a sunny area at the back with tables. The food is excellent but expensive. It offers a wide range of Chinese dishes including meat, fish and vegetarian choices and the menu is never the same. Open lunchtimes Monday–Friday and evenings at weekends.
- D** **The Paprika** in the city centre serves wonderful Indian food but is small so there isn't space for large groups. It's often busy but the food always tastes delicious and it isn't expensive. There are a few tables outside and a small car park. Open every evening.
- E** **O'Brady's** is just outside the city centre by the river with a car park at the front and a large back garden with tables and swings. It's well known for its traditional British dishes which are good value. The service is sometimes slow at weekends. Open lunchtimes and evenings except Tuesdays.
- F** **Gabrielle's** is in the city centre and has a large car park. Both the food and service are excellent. There aren't many tables so everyone is served quickly. The menu includes many vegetarian and fish dishes. It's expensive however. Open every evening and lunchtimes at weekends.
- G** **Waltons** is by the canal just outside the city so is especially popular with walkers in summer. It serves mainly inexpensive Italian dishes. There's a small garden at the back for children to play in but no car park. Open from five till midnight every day.
- H** **The Atrium** is a restaurant which is rarely quiet even in the middle of the afternoon. It's beside the city's main car park. There's a large room upstairs which can be booked by groups. The menu has a range of dishes including meat, fish and vegetarian and none are expensive. Open from midday to midnight every day.



VOCABULARY page 159, Exercises 37–40
GRAMMAR page 129, Exercises 1–3; page 143,
Exercises 60–62

Reading Part 3: Strategy

1 Read the instructions to the Exam Task opposite.

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

2 Read sentences 11–20 to get a good idea of what the text is about. Match the sentences to the following topics.

- a) the fisherman in the boat
- b) what is in the museum
- c) getting to the Lofoten Islands
- d) booking a boat trip
- e) the number of passengers on boat trips
- f) what the writer did one evening
- g) what the people on the boat trip saw
- h) travelling from one island to the next
- i) the museum's opening hours
- j) the number of farms

16
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3 Read the text to find the information you need. For each sentence (11–20), underline the part of the text where you think the answer is. The first two are done for you.

Exam tip!
• The questions are always in the same order as the information in the text.
.....

4 Look at the sentences again.

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



VOCABULARY page 151, Exercise 2; page 160, Exercises 41–43

Part 3

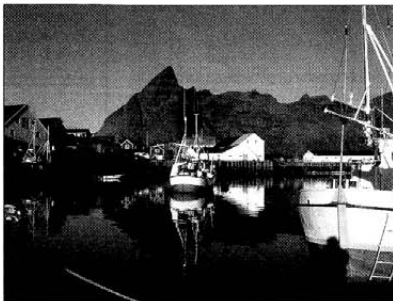
Questions 11–20

Look at the sentences below about the Lofoten Islands in Norway. Read the text on the opposite page to decide if each sentence is correct or incorrect. If it is correct, mark **A** on your answer sheet. If it is not correct, mark **B** on your answer sheet.

- 11 On the first evening, the writer watched the sun set behind the mountains.
- 12 Ferries used to be the only way of crossing from one island to another.
- 13 It is necessary to reserve a place on a boat 24 hours before it leaves.
- 14 The boats hold up to five people.
- 15 The passengers in the boat saw some places where people no longer live.
- 16 The fisherman in the boat caught some fish for the passengers.
- 17 It is possible to see some of the original fishermen's huts in the museum.
- 18 The museum is open at weekends every day of the year.
- 19 There are fewer farms now than there were 30 years ago.
- 20 You need to change planes to fly from Oslo to the Lofoten Islands.

A Visit to the Lofoten Islands

We arrived in the Lofoten Islands in Norway on a bright July evening. At this time of year, the sun never goes down so it never gets dark because the islands are so far north. We sat for hours, watching the sunlight shining on the mountains across the water.



We spent the next few days exploring the islands in brilliant sunshine. We travelled by car, going from one island to another by bridge or tunnel. These bridges and tunnels have replaced the ferries between the largest islands.

One day we decided we would take a boat trip. They leave at 12 noon every day. You have to book the day before or by 10.30 at the latest on the day of the trip. I'd booked the day before, not realising that the weather here can change quickly. I was warned that they needed a minimum of five passengers for the trip. When we got up that day, it was raining hard but we set off, hoping other people had also booked. We were lucky. When we got in the boat, the sun came out again and there were enough of us, all eager to see the islands from the sea. We went past islands with ruined villages where nobody wants to live any more. We also had the chance to catch our own fish which we could eat later on.

On our last day we visited the Museum of Lofoten Life. By the year 900 the islands were famous for cod fishing. People sailed there in small open boats from other areas so they could make the most of the fishing opportunities. All these visiting fishermen needed somewhere to stay and over the years many fishermen's cabins were built by the water's edge. In the museum, some of these are on display as well as fishing equipment, boathouses and traditional boats. In summer (June 20–Aug 20), it's open daily from 11am–5.30pm and during the rest of the year it's open from Monday to Friday 11am–3pm.

People on the islands have always made a living from fishing and farming. Fishing is still an essential part of the economy but, although agriculture is still important in some areas, the number of farms has decreased in the past 30 years.

I'd highly recommend a trip to the Lofoten Islands. The quickest way to get there is to fly from the Norwegian capital, Oslo, to Bodø which is on the coast opposite the Lofoten islands and then take a flight to Leknes on one of the northern islands. It is also possible to catch a ferry from Bodø to Svolvær which is much cheaper.

Reading Part 4: Strategy

1 Read the instructions to the Exam Task opposite.

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

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

- 1 What did the writer go to see?
- 2 Did he enjoy it?
- 3 How old is the main actor?
- 4 What souvenir did he take home?

3 Read Questions 21–25 on page 13. Underline the best word or phrase to complete each sentence.

- 1 Question 21 asks about *when / why / where* the writer wrote the text.
(This is always a general question.)
- 2 Question 22 asks about the writer's *plans / opinions / knowledge*.
(This is always a question about detail or opinion.)
- 3 Question 23 asks about a *comparison / a description / an explanation*.
(This is always a question about detail or opinion.)
- 4 Question 24 asks about the writer's *promise / warning / opinion*.
(This is always a question about detail or opinion.)
- 5 Question 25 asks you to guess what was *at the beginning / in the middle / at the end* of the text.
(This is always a general question.)

• **Exam tip!**
• Questions 21 and 25 are general and you need to read the whole text. Questions 22, 23 and 24 are about detail or opinion and you need to read one part of the text.
•

4 Read the text and answer Questions 21–25.

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

▶▶
VOCABULARY page 154, Exercises 11–13
GRAMMAR page 145, Exercises 70–75
.....

Part 4

Questions 21–25

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

A musical evening

Last night I went to see 'Bennie', the musical which has just opened in the Albert Theatre in London.

There is of course already both a film and a book called 'Bennie', about a child who becomes a famous singer. I enjoyed the book so I was excited when I heard about the film. I was disappointed, however, when I finally saw it because unfortunately they managed to make all the amusing parts of the book seem serious. It was also long and slow. I came to the musical without much hope but it was more entertaining than the film. They've had to change parts of the story but I really thought it was as good as the book.

Apart from one actor whose voice isn't as strong as the others, I thought the acting was brilliant. Although the orchestra isn't very large, the music was perfect. I especially liked the piano and drums. Most of the parts in musicals I've seen recently have been for young actors. In several, as in 'Bennie', the main part is for a child. I was surprised, therefore, when I realised at one point that three-quarters of the people on stage were at least 40 or over and some of them are very well known. This is a great advantage to the production.

I noticed that quite a few people didn't buy the programme. The main complaint was that it was too expensive at £4. While it costs more than most programmes, it was worth it. I didn't have time to read it all in the interval as it's huge and full of details but it's a lovely souvenir to take home.

21 What is the writer trying to do?

- A say what happened in a musical
- B explain the reasons why a musical was written
- C suggest improvements that could be made to a musical
- D write a review of a musical

22 How did the writer feel about the film 'Bennie'?

- A It was as bad as he had expected.
- B It wasn't as funny as the book.
- C It needed to be longer.
- D It didn't follow the story closely enough.

23 How is the musical 'Bennie' different from other recent musicals?

- A The actors are older.
- B It has a very young star.
- C The orchestra is bigger.
- D It has more actors in it.

24 What does the writer think of the programme he bought?

- A He recommends it.
- B It cost too much.
- C He complained about it.
- D It contains too little information.

25 Which of these sentences appeared at the top of the text?

A Journalist Jack Whittaker was pleased to have the chance to see one of the last performances of 'Bennie'.

B Journalist Jack Whittaker watched the musical 'Bennie', which is soon to be made into a film.

C Journalist Jack Whittaker went to see 'Bennie', the musical based on a book of the same name.

D Journalist Jack Whittaker spent an evening watching 'Bennie', the musical which has made its actors famous.

Reading Part 5: Strategy

1 Read the instructions to the Exam Task on page 15.

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

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

- 1 Is it a story or a text about facts?
- 2 Does something good or bad happen?
- 3 Make one guess about what happens.

3 Read the text quickly and check your guesses.

Don't worry about the numbered spaces for now. Were your guesses correct?

•• **Exam tip!** •••••
•• Read the whole text first before you start
•• answering the questions.
•••••

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

- 1 What is the answer to the example?
- 2 Why are the other answers not possible?
- 3 Does this question test grammar or vocabulary?

5 Look at Question 26 and read the second sentence.

- 1 What is the answer?
- 2 Why are the other answers not possible?
- 3 Does this question test grammar or vocabulary?

6 Look at Questions 27–35 and choose the answers for the ones you are certain about. For each question:

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

7 Go back and guess the other answers.

8 Check your work.

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

9 Mark your answers on your answer sheet. Check that you have put them in the right place.

▶ VOCABULARY page 152, Exercise 4; page 156, Exercises 22–23
▶ GRAMMAR page 144, Exercises 66–67; page 148, Exercises 84–86

Part 5

Questions 26–35

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

Example:

0 A go B gone C went D going

Answer:

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

A lucky picnic

When I was a child we used to (0) to my grandmother's house. We often had a picnic in a wood which was (26) of wild flowers. We always used to go to the (27) place. One day when we had finished our picnic, my mother noticed that she had (28) her ring, (29) had her initials inside it.

We looked everywhere for it and we carried on until it was dark and we had to give (30) Thirty years later, I was on holiday with my own children and we (31) the same wood. We decided to have a picnic there. It was my son who made it a lucky day. He was bored with the picnic (32) he started digging a hole (33) a tree. Suddenly, he (34) up a ring. It had some writing inside it and we all (35) it was my mother's ring. She was really happy when we gave it back to her!

- | | | | |
|----------------|----------|---------------|---------------|
| 26 A busy | B full | C complete | D crowded |
| 27 A single | B same | C similar | D alike |
| 28 A lost | B stolen | C disappeared | D missed |
| 29 A where | B whose | C which | D who |
| 30 A back | B away | C out | D up |
| 31 A realised | B came | C found | D met |
| 32 A because | B but | C although | D so |
| 33 A on | B under | C between | D at |
| 34 A held | B took | C looked | D came |
| 35 A persuaded | B agreed | C promised | D recommended |

Writing Part 1: Strategy

1 Read the instructions to the Exam Task on page 17.

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

2 Compare the two sentences in the example.

- 1 Read the first sentence. When did Katie buy her new mobile phone?
- 2 Now read the second sentence. How long has Katie had her new mobile phone?
- 3 Does the second sentence give you the same information as the first sentence?

3 Answer Question 1.

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

4 Check your answer.

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

5 Answer the other questions in the same way.

You can write your answers on the exam paper first, and then copy them onto your answer sheet.

Exam tip!

- When you have written your answer, read the two sentences again. Do they have the same meaning?

6 Matching patterns

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

Match each pair of sentences in the Exam Task with these patterns.

- a) Past simple + *ago*
→ present perfect + *for*
- b) Past simple
→ *used to* + infinitive without *to*
- c) Comparisons
- d) *my/your* etc. (noun)
→ *a* (noun) of *mine/yours* etc.
- e) Passive verb
→ active verb
- f) *There is/are*
→ *has/have* (got)

7 Checking and correcting your work

Read these pairs of sentences from Writing Part 1 tasks. There is a mistake in each second sentence. Can you correct it?

- 1 My grandmother is older than my grandfather.
My grandfather isn't as old than
my grandmother.
- 2 One of my neighbours lent me her bicycle.
A neighbour of me lent me this bicycle.
- 3 Magazines are sold in that shop now.
That shop is sold magazines now.
- 4 This school has got 1000 students.
There is 1000 students in this school.
- 5 Carrie arrived at the airport two hours ago.
Carrie is at the airport for two hours.

GRAMMAR page 130, Exercises 8–14; page 133, Exercises 19–22; page 142, Exercises 57–59

Part 1

Questions 1–5

Here are some sentences about a mobile phone.

For each question, complete the second sentence so that it means the same as the first.

Use **no more than three words**.

Write only the missing words on your answer sheet.

You may use this page for any rough work.

Example:

0 Katie bought a new mobile phone two weeks ago.

Katie's had her new mobile phone two weeks.

Answer:

0	for
---	-----

1 It was smaller than all the other phones in the shop.

It was phone in the shop.

2 Her friend has a similar one.

A friend of has a similar one.

3 There's a silver cover on her phone.

Her phone a silver cover.

4 She had a really old phone before.

She to have a really old phone.

5 She was given that phone by her brother.

Her brother that phone.

Writing Part 2: Strategy

1 Read Question 6 opposite.

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

2 Planning your answer

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

- 1 Why are you writing the email?
- 2 What will you say first in your email?
- 3 What did you enjoy? Which tense will you use in your answer?
- 4 What will you say about next weekend? Which tense will you use in your answer?

3 Writing your answer

Read the emails A, B and C and the Exam Task opposite.

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



GRAMMAR page 134, Exercises 22–26

4 Choosing the correct tense

It is important to choose the correct tense in your answer. Look at the tenses in the question before you begin.

Match the instructions 1–6 with the example sentences (a–g) on page 19 and complete the sentences using the correct tense of the words in brackets. (Look carefully at the tenses in instructions 1–6 to help you.)

- 0 Tell your friend why you're having a party. a
- 1 Ask your friend what time the party starts.
- 2 Tell your friend who is coming to the party.
- 3 Tell your friend where the party will be.
- 4 Tell your friend you can't come to the party.
- 5 Tell your friend what you did at the party.
- 6 Explain why you didn't come to the party.

Part 2

Question 6

You have just spent a weekend with your English friend and his family.

Write an email to your friend. In your email, you should

- thank him
- say what you enjoyed most
- tell him what you are doing next weekend.

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

A Dear Mike

Thank you for the weekend. I really enjoyed myself. I loved the meal we had in the Indian restaurant on Saturday. What are you doing next weekend? I hope you have a good time anyway. See you soon.

Danny

B Dear Mike

Thank you for a lovely weekend. I had a great time. I especially enjoyed going for a ride on your motorbike. I'm looking forward to next weekend too because I'm going to the coast with some friends. See you soon.

George

C Dear Mike

Thank you for inviting me for the weekend. I enjoyed it very much. I'm going to visit my aunt next weekend. She lives in Brighton and there's lots to do there. Why don't you come too? Lee

Writing Part 2: Strategy

- a) I'm having a party because it' s my birthday. (have; be)
- b) We lots of food and all evening. (eat; dance)
- c) All my school friends to the party. (come)
- d) The party on a boat. (be)
- e) I (not) to the party because I ill. (come; be)
- f) I'm sorry, I (not) come to the party (can)
- g) What time the party ? (start)

5 Understanding functions

- a) Match the expressions in the box to the functions 1–5 below.

Don't forget ... Would you like me to ...?
Thank you very much I suggest ...
I'm sorry Would you ...?

- 0 Thank your friend for lending you a book.
Thank you very much.
- 1 Remind your friend to bring the book you lent him.
- 2 Apologise to your friend for losing his book.
- 3 Offer to lend your friend a book.
- 4 Ask your friend to lend you a book.
- 5 Recommend a book to your friend.
- b) Use an expression from the box to complete these sentences.
- 0 Thank you very much for lending me the book.
- 1 to bring the book I lent you.
- 2 that you read this book.
- 3 that I lost your book.
- 4 lend me a book?
- 5 lend you a book?

- c) Now write similar sentences for the situations below.

- 0 Thank your friend for sending you a present.
Thank you for sending me a present.
- 1 Remind your friend to meet you on Friday.
- 2 Apologise to your friend for forgetting her birthday.
- 3 Offer to help your friend with his project.
- 4 Ask your friend to send you his address.
- 5 Recommend a film to your friend.

FUNCTIONS BANK page 167, Sections 1–11

6 Exam Task

Now write your answer to the question below.

Question 6

An English friend of yours called Emily has invited you to spend a weekend with her family but you can't go.

Write an email to Emily. In your email, you should

- thank her
- apologise
- explain why you can't go

Write 35–45 words on your answer sheet.

7 Checking and correcting your work

When you have finished, check your work carefully.

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

Writing Part 3: Strategy (letter)

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

1 Read Question 7 opposite.

- 1 Who is the letter from?
- 2 What must you write?
- 3 Who do you write to?
- 4 What must you write about?
- 5 Where must you write your answer?

2 Planning your answer

a) Write down three things to do in your country.

Example:

capital city - shopping and sightseeing
mountains - walking
lakes - watersports

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

Example:

You should
beautiful
by train
spend a few days
You could

3 Writing your letter

Read Answers A and B on page 21 to Question 7 opposite. Answer these questions.

- 1 Do both letters answer the question?
- 2 Which letter is the right length?
- 3 Do both letters have a suitable beginning and ending?
- 4 Which letter has longer sentences?
- 5 Why will letter A lose marks?
- 6 Why will letter B lose marks?
- 7 Underline the different ways of giving advice.

Part 3

Question 7

- This is part of a letter you receive from your English friend.

I'm coming to your country for a week's holiday in August. I want to see as much as possible. Can you advise me where to go? What's the best way to travel around?

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

Writing Part 3: Strategy (letter)

A

Dear Joe

Thank you for your letter. You asked me for advice about travelling around my country.

You must go to Rome. It's the capital. It's a lovely city. It's very hot in August. You should go to the mountains too. They're very beautiful. It will be cooler there. I know you like sports. You could go to the lakes too where you can do watersports or swim. The roads are very busy. It's more relaxing to travel by train.

I hope you'll visit me too when you come here.

I look forward to hearing from you again.

Marina

B

Dear Ruth

I think you ought to start by visiting Florence or Rome and do some sightseeing and shopping. You could go on a guided tour as you haven't got much time. After that, you'll have to choose between the mountains, the lakes, the coast or some other cities. If I were you, I'd spend a few days in the mountains in the north where you can walk or just relax.

Stefano

4 Improving your letter

a) Look at these sentences from Letter A. They're very short. Join them using **and**, **but**, **so** and **because**.

0 You must go to Rome. It's the capital.

You must go to Rome because it's the capital.

1 It's a lovely city. It's very hot in August.

2 You should go to the mountains too. They're very beautiful. It will be cooler there.

3 I know you like sports. You could also go to the lakes too where you can do watersports or swim.

4 The roads are very busy. It's more relaxing to travel by train.

b) In letter A the same word is used several times.

1 How many times is *go to* used? Underline them.

▶ You can replace *go to* with *visit* or *spend a few days in / at*.

2 How many times is *too* used? Underline them.

▶ You can replace *too* with *also*. Be careful! *Too* and *also* go in a different place in the sentence.

3 How many times is *very* used? Underline them.

▶ You can replace *very* with *really*, *quite* or *extremely*.

4 Think of a word which means the same as *because*. Replace *because* in sentence 0 in (a) above.

c) Write letter A out, making the corrections you have practised in a) and b) above.

A is a good answer now.

Exam tip!

- The examiners want to see that you can use a range of grammatical structures and vocabulary.
- Show the examiners what you know!

FUNCTIONS BANK page 167, Sections 12–15

GRAMMAR page 136, Exercise 33

VOCABULARY page 162, Exercises 49, 50

Writing Part 3: Strategy (story)

1 Read Question 8 opposite.

- 1 What must you write?
- 2 What is the title?
- 3 Where must you write your answer?

2 Planning your answer

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

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

- 1 Whose address is it?
- 2 Why is it the wrong address?
- 3 How will your story begin?
- 4 How will it end?

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

Example:

mistake
key
flat
different
door

3 Writing your story

Read Answers A and B opposite. Answer these questions about each story.

- 1 Is it a good story?
- 2 Does it have a beginning and an end?
- 3 Are joining words used?

4 Checking and correcting your work

Work with a partner.

- Write a beginning and end for Answer B.
- There are three tense mistakes. Correct them.
- Join some of the sentences and any extra words to make it more interesting. But remember you only have 100 words!

Part 3

Question 8

- Your English teacher has asked you to write a story.
- Your story must have this title:

The wrong address

- Write your story on your answer sheet.

A

Last year I made a mistake when I went to visit my uncle and he was out. He always left the key under the mat so I went into the flat. Everything in the flat was different from last time but I thought my uncle had new furniture. While I was waiting for my uncle to come home, I watched TV. I was watching the news when a man walked in. He wasn't my uncle! I was in my uncle's old flat. He hadn't told me his new address. The man always left a key under the mat because once he had lost his key.

B

I rang the wrong doorbell. A very old man opened the door. He thought I was his granddaughter. I stand and talk to him. He told me about his life. After half an hour I am leaving. I went next door to my friend's flat. I was very late. All our friends were in the city centre.

Exam tip!

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

FUNCTIONS BANK page 167, Sections 16–17
GRAMMAR page 132, Exercises 15–18

Writing Part 3: Strategy (choosing your question)

1 Read the instructions to Part 3 below.

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

2 Read Question 7 and Question 8 below.

- 1 Write down three ideas for your letter.
- 2 Write down five useful words or phrases that you can use in your letter.
- 3 Quickly think of a story you could write.
 - How will it begin?
 - What will happen?
 - How will it end?
- 4 Write down five useful words or phrases that you can use in your story.

3 Choose which question you will answer.

- 1 Look at your notes.
- 2 Do you have enough ideas for your letter? Do you know the vocabulary you need?
- 3 Can you write your story in 100 words? Do you know the vocabulary you need?
- 4 Which question is easier for you?

4 Make a plan on your exam paper.

5 Write your answer.

6 Check and correct your work.

If you choose Question 7:

- Does your letter have a good beginning and ending?
- Have you answered the questions in the letter?
- Is your letter about the right length?
- Have you joined your sentences where possible?
- Have you used a range of grammatical structures and vocabulary?
- Check for mistakes.

If you choose Question 8:

- Is the story clear?
- Is the story about the right length?
- Have you joined your sentences where possible?
- Have you used a range of grammatical structures and vocabulary?
- Check for mistakes.

Part 3

Write an answer to **one** of the questions (7 or 8) in this part.

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

Mark the question number in the box at the top of your answer sheet.

Question 7

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

I want to spend a weekend in a city in your country. Where do you advise me to go? What's the best time of year to visit? What should I do there?

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

Question 8

- Your English teacher has asked you to write a story.
- Your story must have this title:
The lost key
- Write your **story** on your answer sheet.

Listening Part 1: Strategy

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

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

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

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

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

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

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

- 1 What information must you listen for?
- 2 Look at the three pictures. What activities do they show?
- 3 Listen to the recording for Question 1. Which of the activities did you hear?
- 4 Listen again and mark your answer.
- 5 Why is A wrong?
- 6 Why is C wrong?
- 7 Why is B the correct answer? What does she say?

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

Exam tip!
 If you're not sure of the answer the first time
 you listen, don't worry. You listen again.

>>>

GRAMMAR page 129, Exercises 4–5; page 136,
 Exercises 30–31
 VOCABULARY page 163, Exercises 54–56; page 164,
 Exercises 62–64

Part 1

Questions 1–7

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

Example: What will the girl buy from the shop?



A



B



C

1 What is the girl doing?



A



B



C

2 What will the weather be like tomorrow?



A



B



C

3 Which musical instrument is the girl learning to play?



A



B



C

4 Where will they meet?



A



B



C

5 What time does the museum shut on Saturdays?



A



B

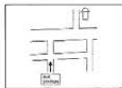


C

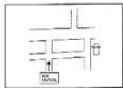
6 Where is the flat?



A



B

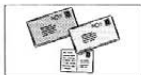


C

7 What did the woman receive in the post?



A



B



C

Listening Part 2: Strategy

1 Read and listen to the instructions to the Exam Task on page 27.

- 1 How many questions are there?
- 2 Who will you hear?
- 3 What will he talk about?
- 4 What do you have to do?
- 5 How many times will you hear the recording?

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

Which of the following questions do you think the interviewer will ask Toby? Put a tick (✓) next to them.

- 1 Is there anything about the job that you don't like?
- 2 Why aren't you working at present?
- 3 What do you hope to do in the future?
- 4 Is your job what you expected?
- 5 Did you want to be an engineer when you were at school?
- 6 How long have you worked for Atkins Engineering?
- 7 What is your opinion of the people you work with?
- 8 What kind of work do you do?
- 9 What do you like best about the job?
- 10 Why isn't engineering a very popular occupation with young people?

•• **Exam tip!** •••••
•• Read the questions to get an idea of what you will hear. ••

3 Listen to the recording the first time.

a) Look at Question 8. Listen to what Toby says about how long he's worked at Atkins Engineering and tick the correct answer.

Think about these questions.

- 1 Where did he work while he was at university?
- 2 Where did he work when he first left university?
- 3 Where did he get a job six months later?

b) Look at Question 9. Listen to what Toby says about his work and tick the correct answer.

He says: 'Since I started here, I've spent all my time working on the new airport.'

So is he working on the airport now?

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

4 Listen again and check your answers.

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

▶▶▶ GRAMMAR page 149, Exercises 87–89
VOCABULARY page 166, Exercises 73–74

Part 2


Questions 8–13

You will hear a man called Toby Merchant talking on the radio about his job as an engineer with a company called Atkins Engineering.

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

-
- | | | | |
|----|---|---|--------------------------|
| 8 | When did Toby get a job with Atkins Engineering? | A when he was a university student | <input type="checkbox"/> |
| | | B as soon as he finished university | <input type="checkbox"/> |
| | | C six months after he finished university | <input type="checkbox"/> |
| 9 | What is Toby working on at the moment? | A a new motorway | <input type="checkbox"/> |
| | | B houses and flats | <input type="checkbox"/> |
| | | C a new airport | <input type="checkbox"/> |
| 10 | When Toby began working, he was surprised to spend so much time | A talking to other people. | <input type="checkbox"/> |
| | | B sitting in an office. | <input type="checkbox"/> |
| | | C designing buildings. | <input type="checkbox"/> |
| 11 | Young people often don't choose engineering because they think | A it's hard to get a job. | <input type="checkbox"/> |
| | | B it's probably boring. | <input type="checkbox"/> |
| | | C it's not very well paid. | <input type="checkbox"/> |
| 12 | What is a disadvantage of the job for Toby? | A He finds it difficult to take holidays. | <input type="checkbox"/> |
| | | B He can't organise his spare time. | <input type="checkbox"/> |
| | | C He works too many hours. | <input type="checkbox"/> |
| 13 | When Toby was at school, what job did he want to have? | A a doctor | <input type="checkbox"/> |
| | | B an architect | <input type="checkbox"/> |
| | | C an engineer | <input type="checkbox"/> |


Listening Part 3: Strategy

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


- 1 How many questions are there?
- 2 Who will you hear? What will they talk about?
- 3 What do you have to do?

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

- 1 Look at Question 14. You'll listen for a here. How do you know?
- 2 Look at Question 15. What kind of word do you need here? How do you know? Think of some words which might fit this space.
- 3 Look at Question 16. You'll listen for the name of a here. Think of some words which might fit this space.
- 4 Look at Question 17. You'll listen for a here. How do you know?
- 5 Look at Question 18. What kind of information can go here? How do you know?
- 6 Look at Question 19. What kind of word do you need here? How do you know? Think of some words which might fit this space.

3  Listen to the recording the first time.

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

4  Listen to the recording again.

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

5 Check your answers.

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

•• **Exam tip!** •••••

•• You usually only write one or two words, and never more than three. ••



GRAMMAR page 148, Exercise 82

VOCABULARY page 159, Exercises 35–36

Part 3

Questions 14–19

You will hear a man talking on the radio about a new sports and fitness centre. For each question, fill in the missing information in the numbered space.

Crossways sports and fitness centre

The sports centre opens on (14)

The fitness centre has a view across the (15)

The indoor sports offered are squash, volleyball, (16) and table tennis.

The new swimming pool is (17) metres in length.

You can book a class at (18) or by phone.

(19) pay less on Wednesdays.

Listening Part 4: Strategy

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

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

2 Read the six sentences.

- 1 Which sentences are about Stephanie?
- 2 Which sentences are about Stephanie's mum?

3 Make guesses about what you will hear.

- 1 Look at Questions 20 and 21. What clothes will they talk about?
- 2 Look at Questions 23 and 24. What do they talk about in the second half of the conversation?
- 3 Look at Question 25. What does Stephanie's mum want to do?

•• **Exam tip!** •••••
•• Read the questions carefully and listen for the information you need. ••

4 Listen to the recording the first time and answer the questions.

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

5 Listen again and check your answers.

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

•• **Exam tip!** •••••
•• Remember, at the end of the exam you are given six minutes to transfer all your listening answers to the answer sheet. Make sure you copy carefully. ••

▶▶ GRAMMAR page 138, Exercises 41–44

Part 4

Questions 20–25

Look at the six sentences for this part.

You will hear a conversation between a girl, Stephanie, and her mother about clothes.

Decide if each sentence is correct or incorrect.

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

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

	A YES	B NO
20 Stephanie's mum gives her permission to borrow her pink jacket.	<input type="checkbox"/>	<input type="checkbox"/>
21 Stephanie's mum agrees that she rarely wears her blue skirt.	<input type="checkbox"/>	<input type="checkbox"/>
22 Stephanie's mum asks her to change her clothes.	<input type="checkbox"/>	<input type="checkbox"/>
23 Stephanie is considering leaving her job.	<input type="checkbox"/>	<input type="checkbox"/>
24 Stephanie's mum wants her to find another job which is paid better.	<input type="checkbox"/>	<input type="checkbox"/>
25 Stephanie persuades her mum to write her emails later.	<input type="checkbox"/>	<input type="checkbox"/>

Speaking Part 1: Strategy

The test begins with a general conversation between the examiner and the candidates. Be ready to:

- spell your surname
- say if you work or you are a student
- answer one or two questions about your daily life.

1 Sample interview: examiner's questions

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

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

- 0 What's your name?
- 1 What's your surname?
- 2 How do you spell it?
- 3 What's your address?
- 4 Where do you come from?
- 5 Do you work or are you a student?
- 6 What do you study?
- 7 Do you enjoy studying English?
- 8 Do you think that English will be useful for you in the future?
- 9 What did you do yesterday evening?
- 10 What do you enjoy doing in your free time?

b) Listen again and answer these questions.

- 1 What will the other examiner do?
- 2 Which questions does the examiner ask both the candidates?
- 3 Which questions are different for each candidate?
- 4 Which of the questions above doesn't the examiner ask?

Exam tip! You will always have to answer questions about your name and your studies or work. The other questions change.

2 Sample interview: candidates' answers

Here are the candidates' answers to the questions in Exercise 1. Listen again and fill in the gaps.

- 0 I'm Antonio.
 L: Lucia.
 A: Sabatini.
 A: S - A - B - A - T - I - N - I .
 L: Rossi.
 L: R - O - S - S - I .
 A: I near Rome.
 A: I'm
 A: I'm still
 L: I am Rome

 L: I am university.
 L: English and Italian. I a journalist.
 L: Yes, of course. It will be important to speak English well
 A: I like with my friends.
 When I'm
 I listen to music and TV.
 Sometimes I go to the beach.

Exam tip! Be sure you can spell your surname.

3 Exam Task

a) Work with a partner.

Student A: You are the examiner. Ask your partner questions 1–6 from Exercise 1 and choose two questions from questions 7–10.

For question 2, write down what your partner says.

Student B: Answer your partner's questions. Use the sample interview to help you but think of your own answers.

b) Change roles.

c) When you have finished, check the answer to Question 2. Is it spelled correctly?

Speaking Part 2: Strategy

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

- give your opinion and reasons
- ask your partner's opinion.

1 Sample interview: choosing a present

You are going to hear Lucia and Antonio doing Part 2 of the test.

- a) Look at page 170. There is a picture of a person and some objects. Can you say what the objects are?
- b) Listen to the first part of the recording. What does the examiner tell the candidates to talk about?
- c) Listen to Lucia and Antonio. Do they talk about all of the objects in the picture?

2 Functions: giving opinions

- a) Lucia and Antonio give their opinions about the things in the picture. Look at the expressions they use.

- Which expressions are positive (✓)?
 - Which expressions are negative (X)?
 - Which expression means you aren't sure (?)?
- 1 I think the X is best.
- 2 I like the X (best).
- 3 I'm not sure.
- 4 I don't know.
- 5 I don't think the X is a good idea.
- 6 I don't like that idea.

- b) Listen again to Lucia and Antonio. What are their opinions about the objects? Put a ✓, a X or a ? below.

	Lucia	Antonio
necklace	✓	?
photo frame		
flowers		
mug		
CD		
book		

- c) Do they agree? What does Lucia want to buy? What does Antonio want to buy?

3 Functions: giving reasons

- a) Lucia and Antonio give a reason for their decisions. Underline the reasons in these examples:

- 1 I think the necklace is best because it's very pretty.
- 2 If we get that, she'll remember us every time she wears it.
- 3 I don't think the flowers are a good idea as they'll die quickly.
- 4 If she goes home on the bus, it will be difficult to carry them.
- 5 But it will be difficult to choose a CD if we don't know what kind of music she likes.

We can give reasons using *because*, *as* or *if*.

I think ... because/as ...

- b) Look at the six objects in the picture on page 170 again and decide which you will choose. What about the other five? Will you say something positive or negative? Think of reasons for your decisions and write some notes.

•• **Exam tip!** •••••
 •• Don't just give your opinion. Give a reason too. ••

4 Exam Task

Work with a partner. Look at the pictures on page 170. Decide together what you would buy. Ask your partner for his/her opinions and give yours.

What about (giving her) a book?
 It will remind her of the class.

I think ...
 Do you agree?

▶▶ FUNCTIONS BANK page 168, Sections 6-11

Speaking Part 3: Strategy

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

1 Vocabulary: people and places

You are going to hear Lucia and Antonio doing Part 3 of the test.

Look at photo 1A on page 176 and 1B on page 179 and the words in the box. Can you think of some more words which Lucia and Antonio might use about the people and about the place?

2 Sample interview: Lucia

a) Listen to the first part of the recording. What does the examiner ask Lucia to do? What does she say to Antonio?

b) Listen to Lucia talking about her photograph and write the words she uses in the spaces below. Write two or three words.

I can see some people who are probably on holiday. They (0) are wearing... coats and jackets so it's not summer and some of them

(1) bags. On the left of the photo one man (2) a video camera and so is another man near him.

I don't know what they can see, maybe another building. Someone – a man –

(3) at something with one hand. I think he's a tour guide because he

(4) them something. The people look interested and they

(5) in the same direction.

They (6) in the entrance of the building which is very beautiful. I think it might be a church. I think it's maybe France or Italy because of the building.

c) Which tense does Lucia use to describe the people?

GRAMMAR page 130, Exercises 6–7

d) Can you think of more things to say about the photo?

Be ready to say:

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

3 Sample interview: Antonio

a) Listen to the second half of the recording. What is the topic of Antonio's photograph? What does the examiner ask Antonio to do?

b) Listen to Antonio talking about his photograph and write the words he uses in the spaces below. Write one, two or three words.

These people are sitting beside a mountain path. They're resting. One man is lying down. On the right of the photograph there's a man who is pointing. (0) Maybe... he's the guide and he's showing them the way.

(1) they're climbing a mountain and he's pointing to the top. The people

(2) tired and they

(3) a bit hot, but the weather isn't hot. It's a little bit – I don't know

(4) – it's like fog but not so thick and you get it in the mountains. There's

some grass and a few bushes but there's no snow so they (5) aren't on a very high mountain. The people are wearing shorts or

trousers and T-shirts and some of them are wearing hats. (6) it was hot when

they started. One person has a stick which is lying on the ground.

c) Look at the words you have written in b) again.

Underline the words Antonio uses:

- 1 when he's not sure.
 - 2 to say how people are feeling.
 - 3 when he doesn't know the name of something.
- d) Can you think of more things to say about the photo?

Exam tip!

Don't forget to say what you think the people in the photograph are feeling.

4 Exam Task

Work with a partner. Do the Exam Task below.

Candidate A: Look at Photograph 1A on page 176.

Candidate B: Look at Photograph 1B on page 179.

Think about your photograph for a few seconds. Describe it to your partner for about one minute. Tell your partner about these things:

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

FUNCTIONS BANK page 169, Sections 12–16

Exam tip!

Talk about the place as well as the people and give an opinion.

Speaking Part 4: Strategy

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

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

1 Sample interview

You are going to hear Lucia and Antonio do Part 4 of the test.

- a) Listen to the first part. What does the examiner ask them to do?
- b) Listen to Lucia and Antonio and answer these questions. Listen again if you need to.

- 1 Where does Antonio usually go?
- 2 Where did he go once? Did he like it?

- 3 Where does Lucia like going?
- 4 Where does she sometimes go? What does she do there?
- 5 What does Antonio like doing?
- 6 Did Lucia like going on holiday in a large group of people? Why/Why not?
- 7 Has Antonio ever been on a tour?
- 8 Does he think it's a good idea?

2 Functions: asking your partner's opinion

Listen again to Lucia and Antonio and note down how they ask for each other's opinion.

Antonio:

'What?'

Lucia:

'Do you?'

'What?'

3 Exam Task

Work with a partner.

Talk with your partner for three minutes about where you like to go on holiday and what you like to do.

Use these questions to help you think of ideas.

- Where do you usually go on holiday? Why? What do you like about it?
- Can you compare two places you've been?
- Do you prefer going on holiday in winter or in summer?
- Would you like to go on holiday with a group of people?

FUNCTIONS BANK page 169, Sections 17–18
GRAMMAR page 140, Exercises 48–50

TEST 2

PAPER 1 Reading and Writing Test

(1 hour 30 minutes)

Reading Part 1: Strategy

1 Read the instructions to the Exam Task below.

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

2 Look at the example.

- 1 What kind of text is this?
a) an email b) a notice c) a label

- 2 Where might you see it?

- 3 The correct answer is B. Let's decide why.

Look at B. Underline the words which mean you must.

Underline the words which mean return books to shelves.

Underline the words which mean after use.

- 4 Why is A wrong? Is the notice about borrowing books from a library?
- 5 Why is C wrong? Is the notice about looking for a book?

Exam tip!

When choosing the correct explanation for each text, look at each option A-C and decide if it has the same meaning as the text.

3 Look at Question 1.

- 1 What kind of text is this?
a) a notice b) a postcard c) a note
- 2 Who made the phone call?
- 3 What are the tickets for?
- 4 Why is Samir not too late?
- 5 What has Josh offered to do?
- 6 What does Alex tell Samir to do? When?
- 7 Look at A, B and C. Which one means the same as the message? Mark it. What words in the message tell you? Underline them.
- 8 Look at the other sentences. Decide why they are wrong.

4 Look at Questions 2-5. For each question:

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

Exam tip!

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

GRAMMAR page 150, Exercise 91

VOCABULARY page 152, Exercise 5

Part 1

Questions 1-5

Look at the text in each question. What does it say? Mark the correct letter A, B or C on your answer sheet.

Example:

0

You may use this area for quiet study.
You must return all books to shelves after use.

- A You must return your books to the library by the date shown.
- B It is essential that you put everything back when you have finished.
- C You should ask for help if you cannot find a book on the shelves.

Answer:

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

1

Samir

Josh rang to say tickets are still available for the Helix concert - you're not too late! He's able to get you a ticket. Let him know today if you're interested.

*Alex***What must Samir do?**

- A find out if Josh is interested in going to the concert
- B let Josh know if tickets are available for the concert
- C contact Josh if he wants to go to the concert

2

**BEFORE LEAVING TRAIN
YOU MUST CHECK YOU
HAVE ALL YOUR
LUGGAGE**

- A Passengers mustn't put any luggage near the train doors.
- B Passengers should remember to take all their bags with them.
- C Passengers with large suitcases may leave them between the seats.

3

To	Gina
From	Andrea
Sorry to hear your knee is so painful you're not able to play tennis with me. Why don't we meet in town on Friday or Saturday instead? Which is better?	

The main purpose of the email is to

- A suggest something.
- B apologise for something.
- C recommend something.

4

**Make sure you have enough
money with you before
filling your car with petrol**

- A You must check you have chosen the right petrol before filling your car.
- B You can pay with cash or credit card after filling your car with petrol.
- C You shouldn't put petrol in your car without checking you are able to pay.

5

Jake - You're coming to Sonia's party tonight, aren't you? You needn't worry about food - there'll be plenty there. Why not bring your new CDs though? Ring me, I'll pick you up. Lena

- A Lena wants Jake to give her a lift to Sonia's party.
- B Lena thinks Jake should take some music to Sonia's party.
- C Lena would like Jake to bring something to eat to Sonia's party.

Reading Part 2: Strategy

1 Read the instructions to the Exam Task opposite.

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

2 Look at Questions 6–10.

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

- 1 Does he want a short or a long walk?
- 2 Does he want to do any climbing?
- 3 Would he like to visit an old building on his walk?
- 4 What does he want to do about food?

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

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

a) Look at Question 6 again.

- 1 Which are long walks?
- 2 Which long walks involve some climbing?
- 3 Which long walks with climbing include an historical building?
- 4 Which ONE walk is best for Nikos?

b) Check your answer.

- 1 Does the walk involve an easy climb?
- 2 Will Nikos be able to get something to eat?

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

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

.....
Exam tip!

.....
You cannot use any letter more than once – there are three walks that are not suitable for anyone.
.....

Part 2

Questions 6–10

The people below all want to go on a walk in the countryside.

On the opposite page, there are descriptions of eight walks.

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

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

6



Nikos wants a long walk that involves some climbing but nothing that is too difficult. He would also like to visit an historical building and stop somewhere to buy lunch.

7



Anna wants a walk by the sea that also provides her with some good views. She would like to do a little climbing and she is interested in seeing some local wildlife.

8



Hiro wants a fairly short walk on a path that is easy to follow and doesn't involve any climbing. He wants to stop somewhere to buy lunch and also visit a place of historical interest.

9



Maya is an experienced walker and can easily follow a map. She wants a long walk that involves a lot of climbing and also takes her through wooded countryside.

10



Toby wants a walk by the sea that doesn't involve any climbing. He would like a route that is easy to follow and he also wants to visit a building of historical interest.

Countryside Walks

A Whitsbury

This short 6 km walk starts in the village of Whitsbury and goes through both farmland and woodland. The path is well signposted and completely on level ground. The 16th-century Braemore House is at the end of the walk and is open to the public. There is also a museum and café here.

B Gullane Bay

This 14 km walk begins at the Aberlady Nature Reserve, where there are 55 different types of birds, and then follows the coast to North Berwick. Although quite long, this is an easy walk on flat ground, most of it being across the sandy beach of Gullane Bay.

C Kingston

This 6 km walk only takes 2 hours, is well signposted and is completely on flat ground. It begins in the village of Kingston and then heads south to the coast. The ruins of 12th-century Corfe Castle are on route and are a popular place for a picnic lunch.

D Radnor

Although this long 14 km walk is mostly on paths, at certain points the route is not marked and directions require care. The walk starts in Radnor Forest and then continues steeply uphill. It's a hard climb up Fron Hill but it is peaceful at the top and walkers can see all the way to the Black Mountains.

E St Agnes

The starting point for this short 7 km walk is the village of St Agnes. The walk then continues along the side of a valley until it reaches the coast. The climb up the cliffs is not difficult and from the top walkers can see for miles around. The area is well known for seabirds with over 900 pairs of kittiwakes nesting here.

F Croft Ambrey

Although fairly short, this 7 km walk offers surprising variety. It is mainly in woodland but also passes by Fishpool Valley and the 14th-century Croft Castle. The path is well signposted and on flat ground, making it a suitable walk for all age groups.

G Langdale

This challenging 15 km walk is mostly on high ground and at certain points there are some steep climbs. A map is important as the route is not always signposted. There is a restaurant at the end of the walk in the small village of Elterwater.

H Alnwick

Although long, this 14 km circular walk is always very popular. It is a well-signposted path that begins and finishes at Alnwick, where there is an 11th-century castle and a range of restaurants. The path takes you through parkland and alongside the River Aln. It then heads west and begins a gentle climb up to Brizlee.



VOCABULARY page 153, Exercise 6; page 158,
Exercises 32-34

Reading Part 3: Strategy

1 Read the instructions to the Exam Task opposite.

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

2 Read sentences 11–20 to get a good idea what the text is about. Match the sentences to the following topics.

- a) the location where Fisher searched for one of the ships
- b) when Fisher considered ending his search
- c) certainty about where some treasure came from
- d) the people who wrote about the ship's treasure
- e) the date treasure was found next to one ship
- f) what Fisher did to start his business
- g) information given to Fisher by somebody
- h) the amount of time people forgot about the ships
- i) what research Fisher did
- j) when the two ships sank

3 Read the text to find the information you need. For each sentence (11–20), underline the part of the text where you think the answer is. The first two (11A and 12B) are done for you.

4 Look at the sentences again.

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

Exam tip!

There will be a roughly equal number of A and B keys. There may be five of each, 6 As and 4 Bs or 4 As and 6 Bs.

GRAMMAR page 137, Exercises 34–36

VOCABULARY page 151, Exercise 3; page 153, Exercises 9–10; page 162, Exercises 51–53

Part 3

Questions 11–20

Look at the sentences below about a search for two ships.

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

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

- 11 The *Margarita* and the *Atocha* sank a day after they had left Cuba.
- 12 The two ships were forgotten about for 350 years.
- 13 Fisher had to borrow money to start his company 'Treasure Salvors'.
- 14 Fisher read historical documents to find out where to begin his search.
- 15 Lyon told Fisher that the two ships had sunk in the Marquesas Keys area.
- 16 The team was certain that the treasure found in 1973 was from the *Atocha*.
- 17 Fisher continued looking for the *Atocha* in the Quicksands area.
- 18 Journalists wrote about the valuable objects found on the *Margarita*.
- 19 Soon after he had sold objects from the *Margarita*, Fisher thought about stopping his search for the *Atocha*.
- 20 In July 1985, some valuable objects were discovered by Fisher near the *Atocha*.

Treasure at the bottom of the sea

In the 17th century, there were many Spanish sailing ships called galleons that carried gold and jewels from the Americas to Europe. On September 4 1622, two galleons called the *Nuestra Señora de Atocha* and the *Santa Margarita* left Cuba for Spain. Just a day later, both ships sank during a terrible storm.

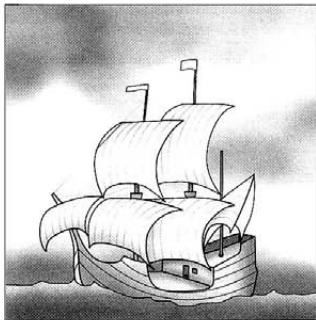
Although the lost ships were known to contain huge amounts of treasure, nobody disturbed them for the next 350 years. Despite numerous efforts, no one was able to find them and they became known as the 'Ghost Galleons'.

In 1969, a treasure hunter named Mel Fisher set up a company, 'Treasure Salvors', to search for the 'Ghost Galleons'. Fisher used to be a farmer, but since 1962 he has worked at sea searching for lost ships. He was so successful at this that he could afford to set up his own company. His boat, *Holly's Folly*, began the search in 1969 in an area called the Middle Keys, near Florida. Fisher had studied diaries and reports from the 17th century and according to them the *Atocha* had sunk here.

But Fisher found nothing and he decided to get the help of Eugene Lyon, an expert in 17th-century Spanish history. Lyon soon realised what had gone wrong. Some of the islands in the area had been renamed and *Holly's Folly* was looking in the wrong place. Lyon redirected the search to the tiny Marquesas Keys.

It was two more years, however, before the team found a few silver coins and gold bars from the *Atocha*. Then, in 1973, they found 4,000 silver coins and three silver bars stamped with numbers that proved they came from the *Atocha*. The treasure was extremely valuable but the ship itself was nowhere to be found.

It was expensive to continue the search but Fisher didn't want to give up. He concentrated instead on finding the *Margarita* and started



looking in an area called the Quicksands. To start with, just a few pieces of treasure were discovered by the team and then, at last, they found some half-buried pieces of wood. It was the *Margarita*. The divers continued taking objects from the *Margarita* for another two years. Stories about the find appeared in newspapers around the world and the treasure was eventually sold for £25 million. Fisher was rich and famous but he was still determined to find the *Atocha* and in 1985 he continued his search.

This time he concentrated on an area called the Hawk Channel. Finally on July 20, Fisher found hundreds of silver bars and chests of silver coins lying on the seabed close to the *Atocha*. It had taken 16 years, but at last he had found both ships.

Reading Part 4: Strategy

1 Read the instructions to the Exam Task opposite.

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

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

- 1 Which sport does Liam do?
- 2 How does he feel about the sport?
- 3 What does he want to do in the future?

3 Read Questions 21–25 on page 41.

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

Underline the best word or phrase to complete each sentence.

- 1 Question 21 asks about *when / why / where* the writer wrote the text.
- 2 Question 22 asks about *an experience / a plan / an idea*.
- 3 Question 23 asks about the person's *plans / knowledge / feelings*.
- 4 Question 24 asks about the person's *opinion / experiences / routine*.
- 5 Question 25 asks about what the person *will say / would say / has said*.

4 Read the text and answer Questions 21–25.

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

•• **Exam tip!** •••••

- Some questions are about facts and some are about opinions.

Part 4

Questions 21–25

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

Liam Killeen

Liam Killeen is a rising star in cross-country mountain biking. He has raced since he was 12 and has had both successes and disappointments in that time. His worst moment so far was during a recent World Championship. His front tyre started to lose air in the last part of the race and he finished fourth. This was not the first time he'd been unlucky. In a previous race, it was raining heavily and he crashed his bike just minutes after the start.

He often gets nervous before a race but thinks that this is a good thing. 'Nervous energy makes you go faster and on the day, it's all about winning. The important thing is to stay positive.'

Liam likes a hard race with steep climbs. 'They make all the difference. You have to be really fit to get ahead.' He also enjoys entering competitions at top levels as there are fewer riders in the race and this makes the start easier. 'You can get into the front group more quickly.'

Liam has been chosen to go to the Olympic Games and one day he would like to win a medal. 'I'm still quite young and expect to be riding until my mid-thirties so I've got enough time to achieve my dream. I know the Olympics are hard and I'll have to produce my best performance yet. But I feel confident.'

Liam trains for 30 hours a week – always outside – and he reaches speeds of 65 kph. He thinks that cycling professionally is the best job in the world and would recommend it to anyone. His advice to people starting to race is, 'Be prepared for some hard work. If the training was easy, it wouldn't make you faster.'



GRAMMAR page 138, Exercises 37–39

VOCABULARY page 165, Exercises 67–69

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

- A encourage people to cycle as a hobby
- B give details of Liam's cycling career
- C compare cycling with other sports
- D explain why Liam became a cyclist

22 What happened towards the end of one of Liam's races?

- A He fell off his bike.
- B The weather got really bad.
- C He was involved in an accident.
- D There was a problem with his bike.

23 Liam prefers a race that

- A includes some hilly ground.
- B has a lot of riders taking part.
- C attracts less experienced riders.
- D allows him to get ahead at the end.

24 What does Liam say about the Olympics?

- A He thinks he will perform badly.
- B Most riders will be younger than him.
- C The race is longer than he is used to.
- D He is looking forward to the challenge.

25 Which of the following would Liam say about cycling?

A

I think everyone should start cycling. You don't need to train very hard to get good at the sport and it's great fun.

B

I often get nervous before a race and I think that makes me perform badly but I don't intend to give up.

C

I know it's not possible to win every race but I love cycling. I plan to continue the sport for quite a few more years.

D

I have to cycle at least 4 hours a day. To get faster I'll have to do even more and I don't know if I have enough time for that.

Reading Part 5: Strategy

1 Read the instructions to the Exam Task on page 43.

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

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

- 1 Is it a text about facts?
- 2 Is the text about something that happened in the past or something that is happening now?
- 3 Make two guesses about what may be stated in the text.

3 Read the text quickly and check your guesses.

Don't worry about the numbered spaces for now. Were your guesses correct?

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

- 1 What is the answer to the example?
- 2 Why are the other answers not possible?
- 3 Does this question test grammar or vocabulary?

Exam tip!

Look carefully at the words after each space as well as the words before it. Think about the meaning and grammar of the whole sentence.

5 Look at Questions 26–35 and choose the answers for the ones you are certain about. For each question:

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

6 Go back and decide on the other answers.

7 Check your work.

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

8 Mark your answers on your answer sheet. Check that you have put them in the right place.

▶▶ GRAMMAR page 143, Exercises 63–65

VOCABULARY page 155, Exercises 16–18; page 156, Exercises 19–21

Part 5

Questions 26–35

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

Example:

0 A first B early C almost D even

Answer:

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

Early Writing and Alphabets

When people (0) began to write, they did not use an alphabet. Instead, they drew small pictures to (26) the objects they were writing about. This was very slow because there was a different picture for (27) word.

The Ancient Egyptians had a (28) of picture writing that was (29) hieroglyphics. The meaning of this writing was forgotten for a very long time but in 1799 some scientists (30) a stone near Alexandria, in Egypt. The stone had been there for (31) a thousand years. It had both Greek and hieroglyphics on it and researchers were finally able to understand what the hieroglyphics meant.

An alphabet is quite different (32) picture writing. It (33) of letters or symbols that represent a sound and each sound is just part of one word. The Phoenicians, (34) lived about 3,000 years ago, developed the modern alphabet. It was later improved by the Romans and this alphabet is now used (35) throughout the world.

- | | | | | |
|----|--------------|------------|-------------|------------|
| 26 | A notice | B show | C appear | D mark |
| 27 | A some | B all | C every | D any |
| 28 | A practice | B manner | C plan | D system |
| 29 | A known | B called | C described | D referred |
| 30 | A discovered | B realised | C delivered | D invented |
| 31 | A quite | B more | C over | D already |
| 32 | A at | B from | C before | D between |
| 33 | A consists | B includes | C contains | D involves |
| 34 | A which | B whose | C what | D who |
| 35 | A broadly | B widely | C deeply | D hugely |

Writing Part 1: Strategy

- 1 Read the instructions to the Exam Task on page 45. What do you have to do?
- 2 Compare the two sentences in the example. Does the second give the same information as the first?
- 3 Answer Questions 1–5. Check your answers carefully.
 - Does each sentence give the same information as the first sentence?
 - Is the grammar correct?
 - How many words have you used?

4 Matching patterns

Match each pair of sentences in the Exam Task with these patterns.

- a) *such* + noun → *so* + adj.
- b) *If* + negative → *unless* + affirmative
- c) *suggested* + *-ing* → *why don't* we + infinitive
- d) *it was the first* → *hadn't* + past participle + *before*
- e) *like ... more than ...* → *prefer ... to ...*

▶ GRAMMAR page 140, Exercises 51–54; page 150, Exercises 92–94

5 Checking and correcting your work

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

- 0 The sports centre has got a big swimming pool.
There

~~It~~ is a big swimming pool at the sports centre.

- 1 Maria isn't as tall as her sister.

Maria is taller than her sister.

- 2 She cooked the meal by herself.

She cooked the meal at her own.

- 3 Jenny was able to finish everything before 5 o'clock.

Jenny succeeded in finish everything before 5 o'clock.

- 4 You cannot smoke in here.

You are not allowed smoking in here.

- 5 When Tim was younger, he often went to the zoo.

When Tim was younger he use to go to the zoo.

Part 1

Questions 1–5

Here are some sentences about a dance class.

For each question, complete the second sentence so that it means the same as the first.

Use **no more than three words**.

Write only the missing words on your answer sheet.

You may use this page for any rough work.

Example:

- 0 Dina and her friend first became interested in dance when they were very young.

Dina and her friend interested in dance since they were very young.

Answer:

0	have been
---	-----------

-
- 1 Last month, Dina's friend suggested joining a dance class.

Last month, Dina's friend said, 'Why join a dance class?'

- 2 It was the first dance class they had been to.

They to a dance class before.

- 3 They both like modern dance more than ballet.

They both prefer modern dance ballet.

- 4 They know they won't get better if they don't practise.

They know they won't get better they practise.

- 5 It was such a good class they decided to go regularly.

The class was good they decided to go regularly.

Writing Part 2: Strategy

1 Read the instructions to the Exam Task opposite.

2 Planning your answer

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

- 1 What have you lost?
- 2 What will you say first in your email? Which tense will you use?
- 3 What do you have to describe? Which tense will you use?
- 4 What do you have to ask?

3 Writing your answer

Read the emails A, B and C on the right.

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

Part 2

Question 6

You have left your jacket at an English friend's house.

Write an email to your friend. In your email, you should

- say which room you left the jacket in
- describe the jacket
- ask what time you can collect it.

Write 35–45 words on your answer sheet.

A

To	Toby
From	Hans

Dear Toby,
I left my jacket at your house when I came round yesterday. Can you have a look for it? It's a blue waterproof jacket. I'll come and get it if that's alright. When can I come round?
Hans

B

To	Toby
From	Hiro

Dear Toby
I can't find my jacket and I think I've left it at your house. It's probably on the sofa in the living room. If you find it, I'll come round. What time shall I come and collect it?
Hiro

C

To	Toby
From	Sergio

Dear Toby
I forgot to take my jacket yesterday. I think I left it in the kitchen on the back of a chair. It's my black leather one – you know the one. If you find it, what time can I come and collect it?
Sergio

Writing Part 2: Strategy

4 Understanding instructions

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

Look at instructions 1–6 and match them to the sentences (a–g) below.

- | | |
|--|--------------------------|
| 0 Refuse an invitation to go somewhere | <input type="checkbox"/> |
| 1 Suggest going somewhere with someone | <input type="checkbox"/> |
| 2 Persuade someone to do something | <input type="checkbox"/> |
| 3 Accept an invitation to do something | <input type="checkbox"/> |
| 4 Explain why you can't do something | <input type="checkbox"/> |
| 5 Promise to do something | <input type="checkbox"/> |
| 6 Invite someone to something | <input type="checkbox"/> |
- a) I can't help you with the homework because I don't understand it myself.
- b) Would you like to come to my brother's party on Saturday?
- c) I'm sorry but I can't come to your house on Friday.
- d) I'd love to come skiing with you.
- e) Why don't we go to the beach together on Sunday?
- f) I'll make sure I give you your book back before Monday. Don't worry.
- g) Please change your mind and come on the

FUNCTIONS BANK page 167, Sections 1–11

- 5 a) Now write your answer to the Exam Task below.

Question 6

You visited an English friend's house at the weekend and you think you left a bag there. Write an email to your friend. In your email, you should

- explain what has happened
- describe the bag
- say what is inside the bag.

Write 35–45 words on your answer sheet.

Exam tip! It is important to write about all THREE points in the question or you will lose marks.

6 Checking and correcting your work

When you have finished, check your work carefully.

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

Writing Part 3: Strategy (letter)

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

1 Read Question 7 opposite.

- 1 Who is the letter from?
- 2 What must you write?
- 3 Who do you write to?
- 4 What must you write about?
- 5 Where must you write your answer?

2 Planning your answer

a) Write down three ideas for your letter.

Example:

- how people celebrate - dancing, food etc.
- people want to relax, have fun
- spending time with family and friends important

b) Write down five useful words and phrases that you can use in your letter.

Example:

parties in the street
fireworks
concerts
popular
I think they're important because...

3 Writing your letter

a) Read Answers A and B to Question 7.

Answer these questions for each letter.

- 1 Does the letter answer the question?
- 2 Is it the right length?
- 3 Is there a suitable beginning and end to the letter?
- 4 Are there any mistakes in the letter?

b) Decide which letter is better.

4 Checking and correcting your work

- Look for and underline eight mistakes in letter A and correct them.
- Add a sentence about why celebrations are important.
- Write the answer out, so the letter is a good answer.

Part 3

Question 7

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

Please write and tell me about a special day in your country that everyone celebrates. What do people do on this day? Do you think it is important to have celebrations like this?

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

A Dear Joe

Everyone like to spend time with their friends and families on special days. People want to relax and has fun.

In my country, there are parties in the streets and people are eat a lot and listen to music. Sometimes there are speech by politicians or famous people. At the end of the evening, we have often fireworks as well. These are very popular.

Some people leaving the city and go to visit their relatives in the countryside. Then they do a big picnic together.
Sven

B Dear Mark,

Thanks for your letter. It was good to hear from you. You asked me about special days in my country. May 1st is a holiday here and nobody has to work.

People celebrate the day in a variety of ways. In the evenings, in the main square, there are sometimes concerts and people dance. Fireworks are also very popular.

I think that celebrations like this are important because people need days when they don't have to work or go to school. On these days, people can spend time with their families and enjoy themselves.

Perhaps next year you can visit me when we are celebrating this special day.

All the best
Jose

Exam tip!
Don't worry about making a few small mistakes. You can still get a good mark if the examiner understands what you mean.



FUNCTIONS BANK page 167, Sections 12-15
VOCABULARY page 157, Exercises 24-25

Writing Part 3: Strategy (story)

1 Read Question 8 opposite.

- 1 How must your story begin?
- 2 Who are you writing your answer for?
- 3 Where must you write the answer?

2 Planning your answer

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

- 1 Who has just begun their summer holiday?
- 2 What did he/she do?
- 3 Where did he/she go?
- 4 Who with?
- 5 How will your story end? Think about this: What kind of day was it? A good day or a bad day?

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

Example:

a group of friends
the sun was shining
peaceful
before eating
we returned home

3 Writing your story

Read Answers A and B opposite. Answer these questions about each story.

- 1 Is the story about the first day of a summer holiday?
- 2 Which tenses are used?
- 3 Is the story the right length?
- 4 Are the sentences very long?
- 5 Are any adjectives and adverbs used?
- 6 Which answer is better?

Exam tip

- You get extra marks for ambitious language, so try to use a range of vocabulary and grammatical structures. Your story does not have to be error-free to get top marks.

TELEVISION
ENTRANCE
MAGAZINE
FEBRUARY
PAUL ANDREWS

Part 3

Question 8

- Your English teacher has asked you to write a story.
- Your story must begin with this sentence:
It was the first day of the summer holiday.
- Write your story on your answer sheet.

A The night before, I had travelled with my parents and my cousin Juan to the summer house which we always rent. It's in the mountains. When I woke up, the sun was shining and there was a slight breeze. It was perfect weather for sailing.

Juan and I packed some food in a bag and set off. The boat moved quickly through the water and we sailed towards the other side of the lake where it was completely deserted.

After a while we stopped. We did some fishing and had a swim before eating our lunch. There was nobody on the other side of the lake – it was so quiet and peaceful.

Later in the afternoon we returned home. We cooked the fish we had brought back and had dinner together in the garden. It was delicious!

B I arranged to meet a group of friends and go to the beach. We met in the square. We walked to the beach. It wasn't far. It took 10 minutes.

It was a nice beach. There weren't many people there. It was still early in the summer. The water was very nice. We all went for a swim. Then we played a nice game of volleyball. My team lost. It didn't matter. It was only for fun.

We spent all day on the beach. I enjoyed being with my friends. It was nice not having to study!

Writing Part 3: Strategy

4 Improving your story

Try to make your story more interesting by using adverbs and adjectives.

- a) Answer B on page 49 has very few adverbs. These help to make a story more interesting. Fill each gap with an adverb from the box.

slowly badly early really only

I arranged to meet a group of friends and go to the beach. We met (1) in the square. We walked (2) to the beach. It wasn't far. It (3) took 10 minutes.

It was a nice beach. There weren't many people there. It was still early in the summer. The water was very nice. We went for a swim. Then we played a nice game of volleyball. My team lost (4) It didn't matter. It was only for fun.

We spent all day on the beach. I (5) enjoyed being with my friends. It was nice not having to study!

- b) Answer B has the word *nice* several times.

- 1 Here are some adjectives that you could use instead of *nice*. Check that you know what they mean.

clear great lovely sandy exciting
cool fantastic warm beautiful

- 2 Decide which ones you would use instead of *nice*.

It was a nice beach.

The water was very nice.
.....

Then we played a nice game of volleyball.
.....

It was nice not having to study!
.....

- c) Look at these sentences from story B. They are very short. Join them using *and*, *but*, *so* or *because*.

1 We met in the square. We walked to the beach.
.....

2 It wasn't far. It took 10 minutes.
.....

3 There weren't many people there. It was still early in the summer.
.....

4 The water was very nice. We all went for a swim.
.....

5 My team lost. It didn't matter.
.....

6 I enjoyed being with my friends. It was nice not having to study!
.....

- d) Write story B out, making the corrections you have practised in a), b) and c) above. B is a good answer now.

FUNCTIONS BANK page 167, Sections 16-17
GRAMMAR page 145, Exercises 68-69; page 146
Exercises 76-78

Writing Part 3: Strategy (choosing your question)

1 Read the instructions to Part 3 below.

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

2 Read Question 7 and Question 8 below.

- 1 Write down three ideas for your letter.
- 2 Write down three useful words or phrases that you can use in your letter.
- 3 Quickly think of a story you could write. What will happen? How will it end?
- 4 Write down three useful words or phrases that you can use in your story.

3 Choose which question you will answer.

- 1 Look at your notes.
- 2 Do you have enough ideas for your letter? Do you know the vocabulary you need?
- 3 Can you write your story in 100 words? Is it too simple? Is it too long? Do you know the vocabulary you need?
- 4 Which question is easier for you?

4 Make a brief plan on your exam paper.

5 Write your answer.

6 Check and correct your work. Look back at the checklist in Test 1, page 23.

Part 3

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

Question 7

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

Which important days in the year do your family celebrate?
Do you do anything special?
Do you think it is important to celebrate things with your family?

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

Question 8

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

It was the last day of school before the summer holidays.

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

Listening Part 1: Strategy

1 Listen to the introduction to the test.

- 1 How many parts does the Listening Test have?
- 2 How many times will you hear each part?
- 3 What should you do before each part?
- 4 What should you do after each part of the test?
- 5 Where do you write your answers?
- 6 What will you do at the end of the test?
- 7 How long will you have for this?

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

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

3 Look at the example and listen to the recording.

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

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

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

5 Do Questions 2–7 in the same way.

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

▶▶ VOCABULARY page 163, Exercises 57–61

Part 1

Questions 1–7

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

Example: What is first prize in the competition?



A

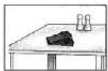


B



C

1 Where are the man's gloves?



A



B



C

2 Who is the girl's new teacher?



A



B



C

3 How much will they pay to hire a car?



A



B

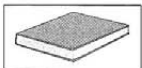


C

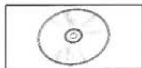
4 What present has the boy bought Alison?



A



B



C

5 What time will the next flight to Madrid leave?



A



B



C

6 What did the girl like best about her holiday?



A



B



C

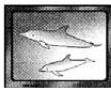
7 What is the first programme after the news?



A



B



C

Listening Part 2: Strategy

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

- 1 How many questions are there?
- 2 Who will you hear?
- 3 Who is he talking to?
- 4 What do you have to do?
- 5 How many times will you hear the recording?

2 Read the questions. They give you some information about what you will hear.

Which of the following do you think the teacher talks about? Put a tick (✓) next to them.

- 1 something new at the college this year
- 2 which subjects the students are going to study
- 3 what will happen when the tour has finished
- 4 the number of students beginning a course this year
- 5 who the students' teachers will be
- 6 the reason for part of the college being closed
- 7 something that new students should do fast
- 8 where students can get something to eat
- 9 what regularly happens in one part of the college

3 Listen to the recording for the first time.

a) Look at Question 8. Listen to what the teacher says the students need to do. Think about these questions and tick the correct answer.

- 1 How much time do they have to make new friends?
- 2 Is it important that they learn quickly where things are?
- 3 Should they get to know their teachers as soon as possible?

b) Look at Question 9. Listen to how many students are starting at the college this year. Think about these questions and tick the correct answer.

- 1 How many students started at the college last year?
- 2 How many students are starting at the college this year?
- 3 What is the total number of students at the college?

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

4 Listen again. Check your answers.

Check the answers you have chosen and try to do any you missed the first time. If you still don't know, guess!

• **Exam tip!** •••••
• The questions are in the same order as the
• information you hear, so if you can't answer a
• question the first time you listen, leave it and do
• the others. The second time you listen, check and
• complete your answers.
•••••

➔ VOCABULARY page 157, Exercises 26–28

Part 2


Questions 8–13

You will hear a teacher talking to a group of new students who are going on a tour of a college. For each question, put a tick (✓) in the correct box.

- | | | | | |
|----|--|---|---------------------------------|--------------------------|
| 8 | What do students joining the college need to do quickly? | A | make new friends | <input type="checkbox"/> |
| | | B | find their way around | <input type="checkbox"/> |
| | | C | get to know their teachers | <input type="checkbox"/> |
| 9 | How many students are starting at the college this year? | A | 430 | <input type="checkbox"/> |
| | | B | 520 | <input type="checkbox"/> |
| | | C | 970 | <input type="checkbox"/> |
| 10 | What takes place in the Robinson Building every month? | A | an exhibition | <input type="checkbox"/> |
| | | B | a film show | <input type="checkbox"/> |
| | | C | a talk by an artist | <input type="checkbox"/> |
| 11 | What has the college introduced this year? | A | rules for using the computers | <input type="checkbox"/> |
| | | B | student identity cards | <input type="checkbox"/> |
| | | C | higher book fines | <input type="checkbox"/> |
| 12 | Students cannot use the Sports Centre for part of next term because of | A | building work | <input type="checkbox"/> |
| | | B | national competitions | <input type="checkbox"/> |
| | | C | students taking exams there | <input type="checkbox"/> |
| 13 | What should students do after their tour? | A | talk to other students | <input type="checkbox"/> |
| | | B | return to the college hall | <input type="checkbox"/> |
| | | C | speak to their subject teachers | <input type="checkbox"/> |

WEDNESDAY
BICYCLE
PASSPORT
JOHN MARSHALL
PHOTOGRAPHY

Listening Part 3: Strategy


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

- 1 How many questions are there?
- 2 Who will you hear? What will they talk about?
- 3 What do you have to do?


2 **Look at the Exam Task and for each question try to guess:**

- what kind of word can go in each space
- what sort of information is needed.

How do you know?

3  **Listen to the recording for the first time.**

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

4  **Listen to the recording again.**

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

5 **Check your answers.**

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

Exam tip!

Use the words around the spaces to help you decide what kind of answer is needed.



VOCABULARY page 158, Exercises 29–31

Part 3

Questions 14–19

You will hear a man talking on the radio about a film festival.

For each question, fill in the missing information in the numbered space.

CITY FILM FESTIVAL

Dates of Festival

- opens on 15th (14)
for three weeks

New prize-winning films

- short films
- documentaries
- (15)

Locations showing festival films

- Gifford Road Cinema
- Riverside Arts Centre
- outdoor screenings in
(16)

Talk by guest speaker, Paul Greenwood

- about the career of Marco Rossi
who was a (17)
- followed by the film
(18)

Tickets

- in person at Gifford Road Cinema
- by telephone on
(19)
- online at www.cityfilmfest.co.uk

Listening Part 4: Strategy

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

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

2 Read the six sentences.

- 1 Which sentences are about Cris?
- 2 Which sentences are about Amy?
- 3 Which sentence is about both Cris and Amy?

3 Make guesses about what you will hear.

- 1 Underline the important words or phrases in each sentence.
- 2 Look at Question 20. What do you have to listen for about the computer?
- 3 Look at Questions 21 and 22. Which of Amy's opinions do you have to listen for?
- 4 Look at Question 23. What do they talk about?

5 Look at Question 24. What may Cris want the computer to include?

6 Look at Question 25. What may Cris have to do?

4 Listen to the recording the first time and answer the questions.

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

•• Exam tip! •••••

• When a question is about agreeing or disagreeing, you need to listen carefully to what both speakers say on that subject

5 Listen again and check your answers.

Try to fill in any answers you missed the first time. If you still don't know, guess! Do not leave any questions unanswered.



GRAMMAR page 147, Exercises 79–81

VOCABULARY page 165, Exercises 65–66; page 166, Exercises 70–72

Part 4

Questions 20–25

Look at the six sentences for this part.

You will hear a conversation between a boy Cris, and a girl, Amy, in a computer shop.

Decide if each sentence is correct or incorrect.

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

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

	A	B
	YES	NO
20 Cris has to pay the full cost of a new computer himself.	<input type="checkbox"/>	<input type="checkbox"/>
21 Amy thinks it would be better to buy a laptop.	<input type="checkbox"/>	<input type="checkbox"/>
22 Amy thinks the printer they look at is expensive.	<input type="checkbox"/>	<input type="checkbox"/>
23 Amy and Cris agree to return to the last shop they went to.	<input type="checkbox"/>	<input type="checkbox"/>
24 Cris wants to buy a computer that includes some software.	<input type="checkbox"/>	<input type="checkbox"/>
25 Cris has to discuss his choice of computer with his parents.	<input type="checkbox"/>	<input type="checkbox"/>

Speaking Part 1: Strategy

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

- Make sure you can spell your surname.
- Don't answer questions with just *Yes* or *No* in Part 1 – always try to give some more information.

1 Spelling

You are asked to spell your surname at the beginning of the Speaking Test. In Listening Part 3 you are sometimes asked to spell a name or an address.

- a) Groups 1–5 are letters with a similar sound. Practise saying them in these groups.

- 1 E C G P V
- 2 F M N S X
- 3 Q U W
- 4 A K
- 5 I Y

- b) Now practise saying these letters, which have different sounds.

L H O R Z

- c) Which group (1–5) would you put these letters in?

D T J B

- d) Work with a partner.

Student A: Look at the bottom of page 55. Spell the words for your partner.

Student B: Write down the words that your partner will spell for you. Then check. Are they spelt correctly?

- e) Change roles.

Student B: Look at the bottom of page 49. Spell the words for your partner.

Student A: Write down the words that your partner will spell for you. Then check. Are they spelt correctly?

2 Giving personal information

- a) The examiner will begin by asking you these questions:

- What's your name?

- What's your surname?
- How do you spell it?
- Where do you come from? (if you are taking the test in England)

or

- Where do you live?
- Do you work or are you a student?

- b) Here are some other questions the examiner might ask you. Match them to the answers below.

- | | | |
|--|--------------------------|---|
| 1 What do you study? | <input type="checkbox"/> | 9 |
| 2 What did you do yesterday evening? | <input type="checkbox"/> | |
| 3 Do you think that English will be useful to you in the future? | <input type="checkbox"/> | |
| 4 Tell us about your English teacher. | <input type="checkbox"/> | |
| 5 What places would you like to visit in the future? | <input type="checkbox"/> | |
| 6 Do you enjoy studying English? Why/Why not? | <input type="checkbox"/> | |
| 7 What did you do last weekend? | <input type="checkbox"/> | |
| 8 How do you travel to school every day? | <input type="checkbox"/> | |
| 9 What do you enjoy doing in your free time? | <input type="checkbox"/> | |
| 10 Do you work or are you a student? | <input type="checkbox"/> | |

- a) I'm a student. I'm in the third year at high school.
- b) Usually I walk but sometimes my mother takes me in the car.
- c) Her name's Ms Ruiz. She helps us with many things but sometimes she gives us too much homework.
- d) I think it'll help me get a job. Also, it's important to speak English because it's a global language.
- e) I'd like to go to Australia. I think it must be an interesting place.
- f) I met some friends yesterday at 7 o'clock. Then, we went to the cinema.
- g) I do many different subjects. For example, maths, science and history.
- h) Most of the time I like it but some of it's quite difficult.
- i) On Saturday I did some shopping and on Sunday I stayed at home and did some studying.
- j) In my free time, I usually do sport. When I'm at home, I read or listen to music.

c) Look carefully at the answers.

- 1 Are they all complete sentences?
- 2 Do they give extra information?

d) Decide how you would answer questions 1–10.

Try to give some extra information for some of the questions and write your answers in a notebook.

3 Exam Task

a) Work with a partner.

Student A: You are the examiner. Ask your partner all the questions from Exercise 2a and two questions from 2b. For Question 3 from Exercise 2a, write down what your partner says. Have you written your partner's surname?

Student B: Answer your partner's questions.

b) Change roles.

Student B: You are the examiner. Ask your partner all the questions from Exercise 1a and two (different) questions from 1b.

Student A: Answer your partner's questions.



FUNCTIONS BANK page 168, Sections 4–5

Speaking Part 2: Strategy

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

- ask your partner's opinion
- say what you think is best
- give a reason for your opinion

Make sure you listen to your partner and ask his/her opinion. Give reasons for your ideas.

1 Vocabulary: a day out

A ten-year-old boy is visiting you next weekend and you want to take him out for the day.

- a) Look at the picture of the boy on page 171 and some of the places you might take him to. Do you know what these places are called in English?**

- b) What can you do in each of these places? Match the places (1–5) to the activities (a–e).**

- 1 castle
- 2 water park
- 3 zoo
- 4 amusement park
- 5 natural history museum

- a) go on a big wheel
- b) see elephants and lions
- c) learn about animals from the past
- d) go down slides and swim
- e) see old furniture and paintings

- c) Can you think of any more activities for each place?**

.....

.....

.....

.....

.....

2 Functions: choosing where to go

a) Match the expressions (1–12) with the functions (a–e) below.

- How about visiting a museum?
- Do you mean the water park?
- That's a great idea.
- Do you think it's a good idea to take him to the zoo?
- All right, let's do that.
- Why don't we all go to the castle?
- I'm not sure about that idea.
- Let's go to the castle.
- That sounds good.
- Did you say it was a bad idea?
- We could go to the amusement park.
- Perhaps that's not such a good idea.

a

- making a suggestion
- asking for your partner's opinion
- agreeing with a suggestion
- checking understanding
- disagreeing with a suggestion

b) Read the following conversation between Adriana and Tomas who are deciding where to take a ten-year-old boy. Fill each space with a suitable word.

- Adriana: We need to decide where to take Daniel when he comes to stay.
- Tomas: What do you think (1) be best?
- Adriana: I don't know. How (2) the zoo?
- Tomas: Do you think he likes animals?
- Adriana: Maybe not.
- Tomas: We (3) go to the museum.
- Adriana: Perhaps that's not such a good (4) It might be a bit boring for a ten-year-old.
- Tomas: OK. What do you think about visiting the castle?
- Adriana: I'm not (5) about that idea. It's difficult to know if he would like it.
- Tomas: Perhaps he wouldn't.
- Adriana: (6) don't we take him to the aqua park?

- Tomas: Do you (7) the water park?
- Adriana: Yes, sorry. OK. I think he'd like that and I know he can swim.
- Tomas: All (8) Let's do that. The only other place is the amusement park and he might get a bit frightened on some of the rides.
- Adriana: Good. So we agree on the water park then.

3 Exam Task

Work with a partner. Turn to page 171 and look at the picture. Do the task in Exercise 1. Decide together where to take the ten-year-old boy.

Where do you think we should take him?

How about going to ...

I'm not sure if ...

FUNCTIONS BANK page 168, Sections 6–11

Exam tip!

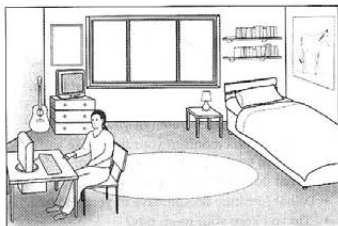
- You don't have to agree with your partner. You may have different opinions. If you cannot agree, you should give your reasons.

Speaking Part 3: Strategy

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

- Be sure you can say where things are in a photo.
- There may be things in the photograph that you do not know the name of. Try to describe them using other words.

1 Saying where things are in a picture



a) Look at the picture of the teenager's room. These sentences say where things are in the room but there are mistakes in them. Rewrite the sentences so that they accurately describe the picture.

- 1 There is a guitar in the right-hand corner of the picture.
.....
- 2 The window is above the mirror and the shelves.
.....
- 3 There are some books below the bed.
.....
- 4 There are shelves on the left of the window.
.....
- 5 There is a rug on the left of the picture.
.....
- 6 There is a television behind the mirror.
.....
- 7 The lamp is next to the small table.
.....

FUNCTIONS BANK page 169, Sections 12–16
VOCABULARY page 161, Exercises 44–48

- b) Now work with a partner and try to describe where things are in the picture.
- 2 Talking about things you don't know the name of
- a) Work with a partner. Take turns to choose one of the pictures below. Describe it to your partner without saying its name. Use expressions like these:

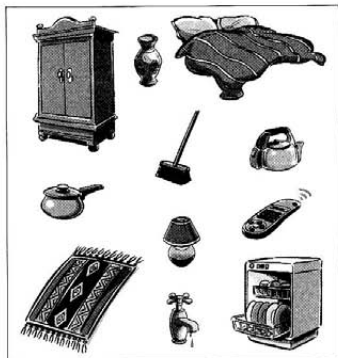
It's a thing for + -ing

It's used for + -ing

It's a sort of + noun

You (put clothes in it).

You use it to ...



Example:

Student A: It's a thing for boiling water. It gets very hot.

Student B: Is it a kettle?

Student A: Yes.

- b) How many did your partner guess? Check the names of the things you don't know in a dictionary.

3 Exam Task

Work with a partner. Do the Exam Task below.

Candidate A: Look at Photograph 2A on page 176.

Candidate B: Look at Photograph 2B on page 179.

Think about your photograph for a few seconds.

Describe it to your partner for about one minute.

Tell your partner about these things:

- the kind of place it is
- what you can see in different parts of the picture
- what kind of people you can see
- what they are doing
- whether they look happy or not
- what they are wearing and what they look like



FUNCTIONS BANK page 169, Sections 12–16
VOCABULARY page 161, Exercises 44–48

Speaking Part 4: Strategy

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

- DO talk about your own or other people's experiences.
- DO NOT talk to the examiner, only to your partner.

Exam Task

Work with a partner.

Talk with your partner for three minutes about your home and the kind of things you enjoy doing at home. Ask your partner some questions.

Use these questions to help you think of ideas.

- Do either of the photographs on pages 176 and 179 look like a room in your home?
- What are the rooms in your home like and what do you or your family use them for?
- What does your own room look like?
- What furniture do you have in your room?
- Do you keep your room tidy?
- What would you like to change about your home?
- If you could live somewhere else, what kind of home would you have?



FUNCTIONS BANK page 169, Sections 17–18
GRAMMAR page 139, Exercises 45–47

TEST 3

PAPER 1 Reading and Writing Test

(1 hour 30 minutes)

Reading

Part 1

Questions 1–5

Look at the text in each question.

What does it say?

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

Example:

0

Anita
Leah phoned. Train is delayed - arrives 7.10. She
won't have time to see you in café as planned.
She'll meet you inside cinema instead. She'll
have snack on train.

- A Leah will be too late to meet Anita in the café.
- B Leah will not be able to go to the cinema with Anita.
- C Leah might not have time to eat before she meets Anita.

Answer:

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

1

THESE BOOKS CAN BE
BORROWED FOR TWO DAYS
WITH THE PERMISSION OF A
TEACHER

- A Only teachers are allowed to borrow these books for longer than two days.
- B Give these books to a teacher when you bring them back after two days.
- C You need to ask a teacher before taking one of the books away for two days.

Exam tip!
Some of the incorrect answers may look very similar to the text. Read each option very carefully before you choose.

2

James

Neil rang. He can't play tennis with you tomorrow unless you lend him a racket because his is broken and can't be repaired.

- A Neil is asking to borrow a racket from James for their tennis game tomorrow.
- B Neil has cancelled tomorrow's tennis game with James.
- C Neil will play tennis with James when his broken racket is repaired.

3

**THIS BRIDGE WILL BE
CLOSED FOR REPAIRS
FROM SUNDAY MIDDAY
FOR TWO WEEKS**

- A This bridge will be repaired in two weeks' time beginning on Sunday at midday.
- B Repairs on this bridge will finish on Sunday at midday.
- C It will not be possible to use this bridge on Sunday after midday.

4

To	Emma
From	Anna
<p>Hi Emma Can you look for my hat? I had it in your car so it might be there. If not, it might be in your flat somewhere. Love Anna</p>	

- A Anna remembers leaving her hat in Emma's car.
- B Anna isn't sure exactly where her hat is.
- C Anna wants Emma to return the hat she borrowed.

5

**If you want to go on trip
to Edinburgh, pay £20
deposit by Thursday.**

- A You'll need to take at least £20 with you to Edinburgh on Thursday.
- B Unless you pay £20 by Thursday, you won't be able to go to Edinburgh.
- C The trip to Edinburgh costs £20 in total to be paid by Thursday.

Part 2

Questions 6–10

Exam tip!
.....
.....
.....
.....
.....
.....

The people below all want to watch a TV programme.
On the opposite page there are eight reviews of TV programmes.
Decide which programme would be the most suitable for the following people.
For questions 6–10, mark the correct letter (A–H) on your answer sheet.

6



Mitsuki likes reading and enjoys watching historical dramas which are based on novels. She would like to watch one which has some famous actors in it.

7



Callum wants to watch a comedy programme. He would like to see something new which hasn't been on TV before. He prefers to watch short programmes of about 30 minutes.

8



Keiko loves listening to music and reading about famous stars. She wants to watch some stars being interviewed and she'd like to see some live music in the same programme.

9



Yann is interested in history and wants to watch a documentary which will tell him how people used to live in the past.

10



Ellen is looking for a programme which she can watch with her children. Ellen is interested in current affairs and what's going on around the world. Her children like music.

A **Around the world**

A camera crew and reporter spent a year following the band *Skyline* round the world. They're not very well known themselves but played with some famous bands. You'll see some recordings of their tours and see what really goes on behind the stage, as well as hear *Skyline* answer the reporter's questions.

B **Mickey Valdone**

Mickey Valdone, one of the funniest men on TV, has his usual amazing selection of famous guests from the worlds of music, films, comedy and sport. Between each guest, there will be a chance to hear Mickey's band play some music.

C **A Lost World**

This 30-minute programme is about some old films made at the beginning of the last century by two photographers. They were lost until a few years ago and show people going about their daily lives in the industrial cities of northern England.

D **Young Dennis**

This is a chance to see a wonderful comedy series again. This is the first programme ever shown and the rest of the series will be on over the next eight weeks. The actors, who were unknown when it first appeared, are now famous. The whole family will enjoy it.

E **Ticket to Africa**

William Fogg is a news reporter who has recently spent six months in Africa. This programme is the story of his journey. His aim was to talk to the people he met and find out more about their lives. There is also a book available which contains some beautiful photographs.

F **Where and when**

This early-evening programme has become a family favourite. Each week two famous celebrities choose their teams from the audience and for the next 30 minutes answer questions on a range of subjects including sport, music, novels and the latest news.

G **Sammy**

Actor James McVee, who is famous for the film parts he has played, stars in this latest TV series to reach our screens from Australia. It's about a musician who wants to be famous but he isn't quite good enough. It's the funniest half hour you'll see on TV this week.

H **The House on the Hill**

Martin Smithson has written the script for this two-part story taken from the book of the same name. Set in the 19th century, it follows a family as they move from one place to another. Most of the actors are very well known and the costumes are wonderful.

Part 3

Questions 11–20

Exam tip

Read the sentences first to find out what the text is about.

Look at the sentences below about a circus in Australia.

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

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

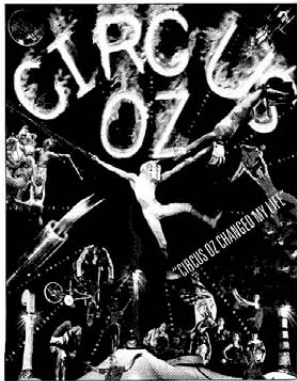
If it is not correct, mark **B** on your answer sheet.

- 11 Circus Oz was formed by people who had some experience of working in circuses.
- 12 The aim of Circus Oz was to combine traditional circus skills with new ideas.
- 13 Apart from one member, the performers are the same as when Circus Oz started.
- 14 Some members of Circus Oz have joined a Chinese circus.
- 15 When Circus Oz first started, the tents were hired.
- 16 The audience has a better view at a Circus Oz show than at other circuses.
- 17 Musicians perform with Circus Oz.
- 18 Some food is available during Circus Oz performances.
- 19 Beginners can join the Circus Skills class.
- 20 There are classes for two age groups in the holidays.

Circus Oz

In 1977 two already successful circus groups, Soapbox Circus and the New Circus, joined together to start Circus Oz. The performers loved ordinary circus skills but they wanted to make a different kind of show, adding music, theatre and comment. They got together a collection of old trucks and caravans and went on the road. It was a fresh and original voice in circus and was immediately popular with audiences. Only one of the original members of the circus remains now but it has kept the same aims.

Since that time, Circus Oz has performed in 26 different countries. In the mid-1980s new circus groups began to appear across the world and Circus Oz performers went to train with acrobats from China's Nanjing Acrobatic Troupe. Many of the skills learnt then are still in the show, although the style is now definitely Circus Oz rather than Chinese.



As with all circuses, performances take place inside a tent or Big Top. Circus Oz's first tent was sewn together by performers in a large basement. It was used for years to tour Australia but when it became too small, Circus Oz was forced to hire tents or move into theatres.

In 2002, Circus Oz had a new tent made. It is designed with few poles inside so people watching can see better than in other circuses.

The performances are suitable for people of all ages and each show features a live band. The Big Top is heated and air-conditioned but audiences need to dress for the time of year. Snacks and drinks are served in the Big Top but not full meals.

Circus Oz classes are held at the Circus Oz Headquarters in Port Melbourne. Every Saturday of the school term there are classes for both children and teenagers. The Introduction to Circus class is for 7-12 year olds, taking the children through a range of circus skills with a focus on developing good form and having fun. The Circus Skills class is for 8-12 year olds, and is offered to children who have already done a few terms of Introduction to Circus. The Teenage Special class is for 13-18 year olds. This class is for both beginners and those who are continuing from the Circus Skills class. Classes are also run during some of the school holidays. There is a class for 7-12 year olds along with a teenage class. Both classes are for beginners and those who have been practising their skills for a while.

Part 4

Questions 21–25

Read the text and questions below.

For each question, mark the correct letter **A**, **B**, **C** or **D** on your answer sheet.

- **Exam tip!** •••••
• Read the questions carefully.
• Check which person's opinion
• you're looking for in the text.
•••••

Teenage fiction

Teenagers have their own TV channels, websites and magazines. So what about books?

Last year one publisher, Martins, started publishing a series called *Waves*. We spoke to the director Julia Smith. She explained, 'Teenage fiction has been published since the 1970s but publishers have never been particularly successful in getting teenagers to buy and read books. Now they're realising that teenagers aren't just older children but they're not adults either and often aren't interested in adult fiction. For this series we're looking for new writers who write especially for teenagers.'

Athene Gorr's novel was published in the series last year and is selling well. Its title is *The Purple Ring*. She says, 'The important thing is to persuade teenagers to pick up your book. I'm a new writer so, although I've got an unusual name which people might remember, nobody knows it yet! But my book has a fantastic cover which makes people want to look inside. Then they realise what a brilliant story it is!'

And what do teenagers themselves think about the series? We talked to Sophie Clarke, aged 15. She said, 'I've read a few books in the *Waves* series. They say they're for 14–19 year olds and I agree with that. We're not interested in the same things as people in their twenties and thirties. I like them and I think they look really good too. The only thing is that because bookshops put them in the children's section, lots of teenagers won't find them so they may not do very well. And it's a shame there's no non-fiction in the series as I think lots of teenagers, especially boys, might buy that.'

- 21 What is the writer trying to do?
- A persuade authors to write more teenage fiction
 - B explain why teenage fiction is easier to write than adult fiction
 - C give information about a new series of books
 - D compare different series of teenage fiction
- 22 Julia Smith says publishers now recognise that teenagers
- A can enjoy the same kind of stories as adults.
 - B are neither children nor adults.
 - C grow up more quickly nowadays.
 - D are more interested in reading nowadays.

- 23 Athene Gorr thinks teenagers were attracted to her book because of
- A her name.
 - B the story.
 - C its title.
 - D its cover.

- 24 What does Sophie Clarke say about the books in the *Waves* series?
- A They shouldn't be kept with children's books.
 - B She would prefer to read adult fiction.
 - C They will be bought by lots of teenagers.
 - D She isn't keen on the design.

- 25 Which of these paragraphs could be used to advertise the *Waves* series?

A This series is for all teenagers and those who are nearly teenagers. Whether you're 10 or 19, you'll find something here to please you.

B Choose a book from the *Waves* series. It includes both fiction and non-fiction and is aimed at teenagers aged 14+.

C If you're aged between 14 and 19, don't miss the *Waves* series which has novels by new authors.

D The *Waves* series has been popular with teenagers since the 1970s. This year we have added 20 new writers to our list.

Part 5

Questions 26–35

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

Exam tip! Write the words in the spaces. When you have finished, read through the text and check they sound right.

Example:

0 A travelled B departed C toured D visited

Answer:

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

Levi Strauss

In 1853, Levi Strauss (0) to San Francisco from New York. His brothers (26) a business there selling pillows, blankets and clothes and Levi went to help them. He worked (27) and, over the (28) twenty years, he expanded the business.

(29) day in 1872, Levi (30) a letter from Jacob Davis who made men's clothes. In the letter Jacob (31) Levi about a difficult customer. He kept (32) tearing the pockets of his trousers. Jacob had found an answer - he had added some metal to the corners of the pockets. Levi recognised a business opportunity (33) the two men started working together. They decided to (34) some trousers out of denim, a material which was suitable for working clothes. The first pair of denim blue jeans (35) produced in 1873. Today people all around the world wear Levi jeans every day.

- | | | | |
|----------------|-----------|--------------|--------------|
| 26 A commanded | B ran | C influenced | D controlled |
| 27 A long | B strong | C heavy | D hard |
| 28 A next | B later | C last | D final |
| 29 A That | B One | C A | D The |
| 30 A realised | B fetched | C got | D gave |
| 31 A said | B told | C discussed | D described |
| 32 A on | B at | C up | D in |
| 33 A while | B but | C so | D since |
| 34 A making | B made | C makes | D make |
| 35 A was | B is | C did | D had |

Writing

Part 1

Exam tip! Remember you usually write one or two words and never more than three.

Questions 1–5

Here are some sentences about the Sahara Desert.

For each question, complete the second sentence so that it means the same as the first.

Use no more than three words.

Write only the missing words on your answer sheet.

You may use this page for any rough work.

Example:

- 0 The Sahara Desert is larger than any other desert in the world.

The Sahara Desert is desert in the world.

Answer:

0

the largest

-
- 1 The Sahara is such a huge desert that it crosses twelve countries.

The Sahara is huge that it crosses twelve countries.

- 2 It is possible to drive through some parts of the desert.

You drive through some parts of the desert.

- 3 Over 8,000 years ago, food was grown there.

Over 8,000 years ago, people food there.

- 4 There is too little water now.

There isn't water now.

- 5 The Sahara still has 1,200 different kinds of plants, however.

There still 1,200 different kinds of plants in the Sahara, however.

Part 2

Question 6

Your English friend has asked you to play tennis on Saturday but you can't.

Write an email to your friend. In your email, you should

- apologise
- say why you can't play tennis
- suggest another time to play.

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

• **Exam tip!**
• Check what 35–45 words look
• like in your writing so you don't
• write too much or too little.
.....

Part 3

Write an answer to **one** of the questions (7 or 8) in this part.

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

Mark the question number in the box at the top of your answer sheet.

• **Exam tip!**
• It's important to choose the best
• question to answer. Think carefully
• before you choose but only spend a
• few minutes – you need time to write!
.....

Question 7

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

At weekends I usually go to the city centre with my friends. We often go shopping or swimming. What do you do at weekends? What is there to do in your town?

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

Question 8

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

I was surprised when I opened the door.

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

Part 1

Questions 1–7

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

Exam tip!
You will hear all the things in the pictures so think about the question while you are listening.
.....

Example: What is first prize in the competition?



A



B



C

1 Which are Emily's cousins?



A



B



C

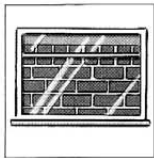
2 What can Maria see from her window?



A



B



C

3 What can't the boy find?



A



B



C

4 What does the woman buy?



A



B



C

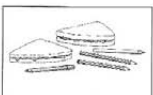
5 What must the children bring?



A



B



C

6 What time will the woman meet her son?



A



B



C

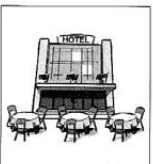
7 Which hotel did the man stay in?



A



B



C

Part 2

Questions 8–13

You will hear a man called Martin Carter talking on the radio about a trip he is going to make in a balloon.
For each question, put a tick (✓) in the correct box.

Exam tip! You must choose the answer which really gives the information asked for in the question, so read the question very carefully.

- 8 When is the balloon flight most likely to begin?
- A January
- B August
- C December
- 9 What is different about his new balloon?
- A It is easier to land.
- B It is lighter.
- C It can carry more fuel.
- 10 What did he find difficult on his last flight?
- A He couldn't eat the food.
- B His radio didn't work properly.
- C He got too little sleep.
- 11 What will he leave behind this time?
- A maps
- B books
- C his sleeping bag
- 12 What does he enjoy most on his trips?
- A the views
- B being alone
- C the silence
- 13 What else does he want to do?
- A sail around the world
- B climb the seven highest mountains
- C fly alone in a small plane

Part 3

Questions 14–19

You will hear a woman talking on the radio about hostels in the Easton area. For each question, fill in the missing information in the numbered space.

- Exam tip!**
- A small spelling mistake is OK, for example *librery* for *library*.
 - But simple words like *bag* and names that are spelt for you must be correct.
-

Recommended hostels in the Easton area

Hostel Nova

In town centre, not far from the

(14)

Has a new (15)

Canvey Hostel

1 km from town centre

Has view across the (16)

(17) *provided at the hostel*

Tidbury Hostel

New hostel in village of Tidbury

In the old (18) on a hill

Will open on (19)

Part 4

Questions 20–25

Look at the six sentences for this part.

You will hear a conversation between a girl, Cathy, and her friend, Dan, about a swimming competition.

Decide if each sentence is correct or incorrect.

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

Exam tip! Some of the questions test opinions and feelings but the answer will always be in what the speakers say. You never have to guess.

- | | A
YES | B
NO |
|---|--------------------------|--------------------------|
| 20 Dan is worried about his level of fitness. | <input type="checkbox"/> | <input type="checkbox"/> |
| 21 Dan's father will drive to Cathy's flat. | <input type="checkbox"/> | <input type="checkbox"/> |
| 22 Cathy is disappointed her father is unable to come to the competition. | <input type="checkbox"/> | <input type="checkbox"/> |
| 23 Dan wishes his mother had a different job. | <input type="checkbox"/> | <input type="checkbox"/> |
| 24 Dan is more like his mother than his father. | <input type="checkbox"/> | <input type="checkbox"/> |
| 25 Cathy is keen to be in the girls' football team. | <input type="checkbox"/> | <input type="checkbox"/> |

Part 1

General conversation: saying who you are, spelling your name, giving personal information

Take turns to be the examiner. Ask your partner questions to find out some information about each other.

Ask each other:

- What's your name?
- What's your surname?
- How do you spell it?
- Where do you come from?
- Are you a student or do you work?
- What do you study? / Where do you work?
- How do you travel to school/work?
- Do you think that English will be useful for you in the future?

Part 2

Simulated situation: exchanging opinions, saying what is necessary

Your examiner gives you both a picture. You do a task together.

You are going on a camping trip in the mountains with some friends. Look at page 172. There are some things you could take with you. Decide together which of the things you will take.

Ask and answer questions like these:

- What do you think we'll need?
- Will X be useful?
- Will X be too heavy?
- What will the weather be like, do you think?

Part 3

Responding to photographs: describing what people are doing and how they are feeling

You take turns to tell each other about a photograph.

Candidate A: Look at Photograph 3A on page 177.

Candidate B: Look at Photograph 3B on page 180.

Think about your photograph for a few seconds. Describe it to your partner for about one minute.

Tell your partner about these things:

- where the people are
- what the people are doing
- what the people are wearing
- what the people are saying
- what other things you can see in the photograph.

Part 4

General conversation about the photographs: talking about jobs

The examiner asks you to talk to your partner.

Talk to each other about different jobs.

Use these ideas:

- Say whether you have a job or have ever had a job.
- Say what you think is important about a job.
- Say what kind of job you would like to have.
- Say what jobs you think are most difficult.

• **Exam tip!**
• If you can't talk for three minutes, the examiner will
• ask you another question.
•

TEST 4

PAPER 1 Reading and Writing Test

(1 hour 30 minutes)

Reading

Part 1

Questions 1–5

Look at the text in each question.

What does it say?

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

Example:

0

ALL STUDENTS

You must keep desks clear and return books to shelves after use

- A Students have to put everything back when they have finished.
- B Students must return their books to the library by the date shown.
- C Students should ask for help if they cannot find a book on the shelves.

Answer:

0

A

B

C

1

Fiona

Jack rang. He can't contact Georgia. Has she changed her phone number? If she has a new one, can you let him have it?

Jack rang because

- A he wants Fiona to ring Georgia for him.
- B he isn't sure of Georgia's phone number.
- C he can't remember the number Georgia gave him.

2

To: All students

From: Mrs Jones

I gave you homework to hand in next Thursday. I'm now going on a school trip on Thursday so I need the homework next Wednesday instead.

- A Mrs Jones needs the homework earlier than originally planned.
- B The homework should be given to Mrs Jones when she returns from the trip.
- C Mrs Jones will give the homework back on Thursday.

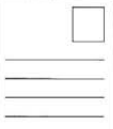
3

THIS LIFT IS OUT OF ORDER. USE OTHER LIFT BY FRONT DOOR.

- A It isn't possible to use either of the lifts.
 B Only one of the lifts is working.
 C The lift by the front door is broken.

4

Dear Fran
 We're staying in a different campsite from usual. It's nearer the coast but more crowded, so we'll go back to the old one next time.
 Love, Tina



- A Tina has decided to move to a different campsite.
 B Tina wishes the campsite was closer to the sea.
 C Tina prefers the campsite she usually goes to.

5

THIS EXIT IS FOR USE DURING DAYTIME. IT IS LOCKED AT 6PM EVERY EVENING.

- A This exit is not open until 6pm.
 B This exit should be locked after use.
 C This exit can be used up to 6pm.

Part 2

Questions 6–10

The people below are all looking for a guidebook about Australia. On the opposite page there are reviews of eight guidebooks. Decide which guidebook would be the most suitable for the following people. For questions 6–10, mark the correct letter (A–H) on your answer sheet.

6



Amy is a student who wants to travel around Australia. She hasn't got much money so wants information about cheap hostels and public transport. She needs a guidebook that isn't heavy.

7



Lee wants to spend time in the main cities in Australia. He'll fly from one city to another. He needs city maps and information about sightseeing, restaurants and comfortable hotels.

8



Peter and Katya want to read about Australia before going there. They're interested in the country's history and want a book with plenty of pictures and maps.

9



Amir is interested in visiting places where there are few other tourists. He'll drive from place to place so needs some route maps. He needs advice on where to stay.

10



Eve wants to live in a house or flat for two months and explore one part of Australia. She needs to decide where to go so she's looking for information about different regions.

Books about Australia

- A** *Travel Australia* has information on areas which are harder to get to and are therefore not so busy. There's a large section containing maps and detailed directions because most of the places can only be reached by car. Some are quite isolated so the lists of hotels and restaurants are essential.
- B** Use the information in *Travel with Cookson* to visit Australia's cities without spending too much. It's full of useful addresses and phone numbers for cheap accommodation, restaurants and places you can visit for free. The disadvantages are that the maps are small and there's no travel information.
- C** The relaxing way to see Australia is by rail. Plan your journeys with *About Australia* and decide where to stop by reading the sections on history and culture. Hotels and restaurants are recommended along each route. It's a large book but there's plenty to read. The maps are good but there aren't many photographs.
- D** All the accommodation in *Destination Australia* has been visited and checked by researchers and is accompanied by colour photographs to help you choose a house or flat which suits your needs. There is a brief summary of each region, with a description and a list of things to do.
- E** Visit Australia's most important cities with *Simpson's Guide*. It's a fat book, with information on where to stay, where to eat and what to do but focuses on the luxury end of the market. The maps of the cities are excellent and it also covers transport by road, rail and air.
- F** What makes *Great Places: Australia* different is the outstanding photography. Printed on high-quality paper with excellent maps, it's heavy but is good to read when preparing your trip. It has information on many areas of interest including history and art but very little on hotels and restaurants.
- G** *Discover Australia* focuses on independent travellers who haven't got a lot of money. It only contains the information you need so it's much thinner than most guidebooks and fits in your pocket. Inside you'll find reviews of hostels and information about buses and trains as well as the best places to go.
- H** Whatever kind of accommodation you're looking for in Australia, you'll find it in *Open Door*. It's organised by region so you need to know where you want to go before you start looking. For each region, there's detailed information on hotels and hostels as well as houses and flats for rent.

Part 3

Questions 11–20

Look at the sentences below about a sports stadium.

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

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

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

- 11 The stadium is taller than most other buildings in Cardiff.
- 12 Seats were built before the first sporting event at Cardiff Arms Park.
- 13 New rules meant fewer people would be able to watch a match in the stadium.
- 14 The idea of building a new stadium in a different part of the city was considered.
- 15 It is possible to change the position of the roof depending on the weather.
- 16 Seats in the middle of the stadium have a better view than those in the corners.
- 17 The stadium is easy to reach by public transport.
- 18 On a tour, it is possible to see the parts of the stadium used by players.
- 19 The last tour finishes at 4pm on a Sunday.
- 20 Tours should be booked and paid for by phone in advance.

The Millennium Stadium, Cardiff

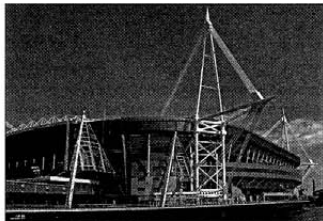
A new sports stadium opened in Cardiff, capital of Wales, in June 1999. The stadium stands proudly over the city as there aren't many other high buildings. It was built on the site of the world-famous Cardiff Arms Park rugby stadium.

The original Cardiff Arms Park was a piece of ground next to the River Taff, given to the city residents in 1803 by the Marquis of Bute. The idea was that it would be used for leisure activities. The first sporting event on the piece of ground was in 1848 when a cricket match was organised but it wasn't until 1881 that the first seating area of 300 seats was built. Over the next hundred years, Cardiff Arms Park became well known as a location for many important rugby matches.

By the 1990s it had become clear that the stadium was no longer big enough. At that time, there was room for 53,000 people in the Cardiff stadium (including 11,000 standing). This total number would soon be reduced by a law on safety which stopped people standing in stadiums.

A number of different choices were looked at. One was to expand the size of the existing stadium, increasing the number of seats by one-third. Another suggestion was to find another site somewhere in Cardiff to build a new stadium. But in the end it was decided to knock down the old stadium and build a new one on the same site.

Work began on 27 April 1997. It was the first stadium in Britain to have a moving roof so the



whole stadium can be covered if it rains or the roof can be left open if it is fine. Another successful design feature is that wherever you sit in the stadium you have an excellent view, even if you're in one of the corners.

The stadium is just a few minutes' walk from the Central Station with bus stops nearby so it is in a perfect location. If you happen to be in Cardiff, you can take a tour of the stadium. Climb to the top and enjoy the views, run down the players' tunnel and imagine yourself being cheered by 72,000 people or visit the changing rooms, training rooms and medical rooms. Tours take place Monday-Saturday (first tour departs 10am, last tour departs 5pm), Sundays and public holidays (first tour departs 10am, last tour departs 4pm), but there are no tours on match or event days. Tours leave from Gate 3 (Westgate Street). You should arrive 10 minutes before the departure of the tour and payment is due upon arrival. For prices of a Millennium Stadium Tour call 029 2082 2228.

Part 4

Questions 21–25

Read the text and questions below.

For each question, mark the correct letter **A**, **B**, **C** or **D** on your answer sheet.

A long journey

When the plane arrived on Prince Edward Island in Canada, the snow was thick on the ground as they'd had about 100cm in 24 hours. That amount of snow was unusual for the island but I didn't know that so I wasn't worried. It didn't look much thicker than snow I'd seen in Scotland. I was going to visit my friend, Chris, and he'd warned me it would be very cold and snowy. In fact I was feeling too warm as I had too many clothes on.

Chris met me in his car and we were quite near his house, which was only five kilometres from the airport, when we got stuck in the snow. So we phoned the road rescue services and a man and a truck arrived. He said we were the fifth car he'd pulled out of the snow that evening. He started his engine and he'd almost pulled us out ... only to find that the truck had brought a whole pile of snow down from the sides of the road onto both vehicles and the truck was stuck too. He phoned to get an even larger truck to come and rescue us all. Eventually it did!

Chris turned off the engine and we sat in the car to wait for the second truck to pull us out. I suggested he might keep the engine running so we could stay warm. He pointed out that the petrol gauge was showing nearly empty and he was anxious that we still had to get to his house. We finally arrived at his house at 4.30 in the morning – five hours after leaving the airport.

- 21 What is the writer trying to do?
- A give advice about driving in the snow
 - B describe an experience she had
 - C suggest a visit to Prince Edward Island
 - D explain what she liked about Prince Edward Island
- 22 When she got off the plane, the writer
- A was afraid about the journey she had to make.
 - B was excited at seeing so much snow.
 - C realised the weather was colder than she'd expected.
 - D thought the snow wasn't a problem for her.

23 Why didn't the first truck get them out of the snow?

- A Its engine wasn't strong enough.
- B It knocked more snow on top of the car.
- C It couldn't get close enough to the car.
- D Its driver wasn't sure how to do it.

24 What was Chris worried about while they were waiting?

- A They might not have enough petrol to get home.
- B They might get too cold.
- C The truck might not be able to find them.
- D The car engine might not start again.

25 Which of these postcards did the writer send the next day?

A

The journey from the airport was much longer than normal because of the snow. I travelled to Chris's house in a truck in the end.	<input type="checkbox"/> _____ _____ _____
---	---

C

We got stuck in the snow on the way back from the airport and it took two trucks to get us out!	<input type="checkbox"/> _____ _____ _____
---	---

B

When I arrived here, it had snowed heavily so Chris wasn't able to fetch me from the airport until later.	<input type="checkbox"/> _____ _____ _____
---	---

D

We had to phone for the rescue services because we ran out of petrol on the way back from the airport. The journey took five hours!	<input type="checkbox"/> _____ _____ _____
---	---

Part 5

Questions 26–35

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

Example:

0 **A** popular **B** liked **C** satisfied **D** known

Answer:

0	A	B	C	D
---	----------	----------	----------	----------

Becoming a costume designer

It is difficult to find a job in costume design as it is very (0) But (26) you work hard and you are good (27) it, you will do well. Costume designers research, design and prepare costumes, (28) for theatres but also for film and TV productions. To be a costume designer, you have to be (29) in theatre, film and drama and have a knowledge of fashion and art. You will (30) meetings with directors and managers to (31) the costumes and how much will be (32) on them. You (33) to be able to draw and work hard because costumes are often produced in a very short time.

There are (34) ways of learning how to be a costume designer. Some people (35) a job with a company and learn while they are working. Others do a course at an art school.

- | | | | | |
|----|-------------------|------------------|---------------------|------------------|
| 26 | A although | B if | C while | D unless |
| 27 | A to | B by | C from | D at |
| 28 | A greatly | B mainly | C hugely | D fully |
| 29 | A excited | B keen | C interested | D pleased |
| 30 | A go | B stay | C attend | D come |
| 31 | A discuss | B talk | C argue | D chat |
| 32 | A paid | B charged | C bought | D spent |
| 33 | A need | B should | C must | D can |
| 34 | A lots | B plenty | C much | D several |
| 35 | A search | B get | C become | D look |

Writing

Part 1

Questions 1–5

Here are some sentences about a journalist.

For each question, complete the second sentence so that it means the same as the first.

Use no more than three words.

Write only the missing words on your answer sheet.

You may use this page for any rough work.

Example:

- 0 Jake became a journalist when he left school.

Jake has been a journalist he left school.

Answer:

0	since
---	-------

-
- 1 Jake became a journalist because he liked writing.

Jake liked writing he became a journalist.

- 2 Jake is such a good writer that he won a prize.

Jake writes so that he won a prize.

- 3 Jake started working at the *Daily News* a year ago.

Jake for the *Daily News* for a year.

- 4 The newspaper is bought by half a million people every day.

Half a million people the newspaper every day.

- 5 On Sundays the *Daily News* costs more.

On Sundays the *Daily News* more expensive.

Part 2

Question 6

You want to ask your English friend to come to the cinema with you at the weekend.

Write a note to your friend. In your note, you should

- invite your friend
- recommend a film to see
- say why you want to see that film.

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

Part 3

Write an answer to **one** of the questions (**7** or **8**) in this part.

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

Mark the question number in the box at the top of your answer sheet.

Question 7

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

My favourite subject is art but I also enjoy history. What subjects do you study and what do you like best?

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

Question 8

- Your English teacher has asked you to write a story.
- Your story must have the following title:

The best day of my life

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

Part 1

Questions 1–7

There are seven questions in this part.

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

Example: What will the girl buy from the shop?



A



B

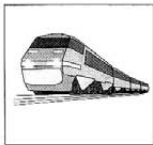


C

1 How will the girl travel from the airport?



A



B



C

2 Where is the post office?



A



B



C

3 What was the weather like at the seaside?



A

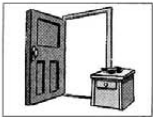


B

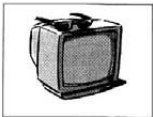


C

4 Where did the boy leave his sunglasses?



A



B



C

5 Where will the tour guide be at eight o'clock tomorrow morning?



A



B



C

6 What time is the man's new appointment?



A

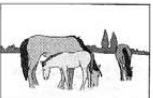


B



C

7 Which postcard do they decide to send to Sarah?



A



B



C

Part 2

Questions 8–13

You will hear a man called Duncan talking to a group of people about being a photographer. For each question, put a tick (✓) in the correct box.

-
- | | | | |
|----|---|---|--------------------------|
| 8 | Duncan realised he wanted to be a photographer when | A he was a child. | <input type="checkbox"/> |
| | | B he left school. | <input type="checkbox"/> |
| | | C he visited Africa. | <input type="checkbox"/> |
| 9 | After Duncan's first trip abroad, he | A went back to his job in the bank. | <input type="checkbox"/> |
| | | B decided to return to Africa. | <input type="checkbox"/> |
| | | C planned a visit to Asia. | <input type="checkbox"/> |
| 10 | How did Duncan feel about the very slow bus journey in India? | A pleased he could take lots of photographs | <input type="checkbox"/> |
| | | B annoyed he could not get out of the bus | <input type="checkbox"/> |
| | | C worried he would arrive late in Delhi | <input type="checkbox"/> |
| 11 | He didn't get the photograph of sunrise in Nepal because | A there were too many people there. | <input type="checkbox"/> |
| | | B the sun was covered by clouds. | <input type="checkbox"/> |
| | | C he could only spend one day there. | <input type="checkbox"/> |
| 12 | Where is he planning to go next? | A India | <input type="checkbox"/> |
| | | B China | <input type="checkbox"/> |
| | | C South Africa | <input type="checkbox"/> |
| 13 | His favourite photograph shows | A a child. | <input type="checkbox"/> |
| | | B a sunset. | <input type="checkbox"/> |
| | | C some animals. | <input type="checkbox"/> |

Part 3

Questions 14–19

You will hear a woman talking to a group of people about a new library.
For each question, fill in the missing information in the numbered space.

The central library

The library is open from 9.30 to 6.00 every day except
(14) and Sundays.

(15) books are now on the first floor and music
is on the (16) floor.

It is advisable to reserve a (17) in advance.

There's a (18) on the ground floor.

Books can be borrowed free for three weeks. After that you pay
(19) £ per week.

Part 4

Questions 20–25

Look at the six sentences for this part.

You will hear a conversation between a girl, Louise, and a boy, Adam, about Louise's birthday.

Decide if each sentence is correct or incorrect.

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

	A	B
	YES	NO
20 Adam is confused about the date of Louise's birthday.	<input type="checkbox"/>	<input type="checkbox"/>
21 Louise's parents are happy for her to have a party at home.	<input type="checkbox"/>	<input type="checkbox"/>
22 Louise thinks she can have a party if she invites the neighbours.	<input type="checkbox"/>	<input type="checkbox"/>
23 They agree that a restaurant would cost too much for some friends.	<input type="checkbox"/>	<input type="checkbox"/>
24 Louise will bring all the food for the picnic.	<input type="checkbox"/>	<input type="checkbox"/>
25 The picnic will be on Louise's birthday.	<input type="checkbox"/>	<input type="checkbox"/>

Part 1

General conversation: saying who you are, spelling your name, giving personal information

Take turns to be the examiner. Ask your partner questions to find out some information about each other.

Ask each other:

- What's your name?
- What's your surname?
- How do you spell it?
- Where do you come from?
- Are you a student or do you work?
- What do you study? / Where do you work?
- Do you enjoy studying English?
- What did you do yesterday evening?

Part 2

Simulated situation: exchanging opinions, saying what you would like to do

Your examiner gives you both a picture. You do a task together.

You are going to a shopping centre together. Look at page 173.

There are various places in the shopping centre you can visit. Decide which of the places you want to go to.

Ask and answer questions like these:

- Where would you like to go?
- How much time shall we spend there?
- Do you want to buy anything?
- Shall we eat there?
- Would you like to see a film?

Part 3

Responding to photographs: describing what people are doing and where they are

You take turns to tell each other about a photograph.

Candidate A: Look at Photograph 4A on page 177.

Candidate B: Look at Photograph 4B on page 180.

Think about your photograph for a few seconds. Describe it to your partner for about one minute.

Tell your partner about these things:

- what the people are doing
- where the people are
- whether they're enjoying themselves
- what other things you can see in the photograph.

Part 4

General conversation about the photographs: talking about hobbies and what you like doing

The examiner asks you to talk to your partner.

Tell each other what you like doing in your free time.

Use these ideas:

- Say whether you prefer to be indoors or outdoors.
- Say if you like to be active.
- Talk about any outdoor hobbies you have.
- Say what you like doing when you're at home.
- Say if you think young people do enough sport.
- Say if you think young people spend too much time playing on computers.

TEST 5

PAPER 1 Reading and Writing Test

(1 hour 30 minutes)

Reading

Part 1

Questions 1–5

Look at the text in each question.

What does it say?

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

Example:

0

Anita
Leah phoned. Train is delayed - arrives 7.10. She won't have time to see you in café as planned. She'll meet you inside cinema instead. She'll have snack on train.

- A Leah will be too late to meet Anita in the café.
B Leah will not be able to go to the cinema with Anita.
C Leah might not have time to eat before she meets Anita.

Answer:

0

1

JAY'S DEPARTMENT STORE
CHANGING ROOMS ON 1ST FLOOR - NEXT TO CUSTOMER SERVICES. THREE ITEMS MAXIMUM

- A You can try on up to three items of clothing at a time.
B The store's three changing rooms are located on the first floor.
C You should go to customer services to exchange more than three products.

2

To: All Members
From: Hinkley Swimming Club
Repair works are now completed on Hinkley pool. Training starts again next week. Please attend as often as you can - times and days as before.

- A You should inform the club if you cannot train at the arranged time.
B There are changes to the training times because of pool repairs.
C Training is at the same time as it was before the pool closed.

3

SPECIAL OFFER

TODAY ONLY
Free sports bag when you spend
£50 or more on suitcases

- A This offer is available for a short period.
B This offer is limited to regular customers.
C This offer is on products that are less than £50.

4

Dear Rachel,
Having a lovely time.
Went to an art gallery
yesterday to see a special
exhibition. Had to queue
for hours and felt very
tired - but well worth it.
Monica

- A Monica regrets going to the exhibition at the art gallery.
B Monica thinks it cost too much to get into the art gallery.
C Monica is glad she made the effort to visit the art gallery.

5

CITY TRAINS
LOST PROPERTY OFFICE
Please note all items are
kept for one month **ONLY**

- A This office takes bookings up to one month before departure.
B If you leave something on a train, you have one month to collect it.
C Passengers can store property here for one month before they travel.

Part 2

Questions 6–10

The people below all want to buy a music CD online. On the opposite page there are reviews of eight websites. Decide which website would be the most suitable for the following people. For questions 6–10, mark the correct letter (A–H) on your answer sheet.

6



Alina would like to buy her favourite band's recent CD and she is also interested in finding out more about the band's members. She cannot afford to spend a lot on the CD.

7



Toby collects CDs for a hobby and is looking for a recording that is not available in local high-street stores. He would also like to listen to some songs before buying the CD.

8



Khalil has not shopped online for CDs before and is looking for a site that is easy to use. He would like a recent CD and he wants to read some personal recommendations to help him make a choice.

9



Yolanda would like to get a concert ticket and a CD for her younger brother. She is looking for his favourite band's new CD to give him on his birthday, which is in two days' time.

10



Ravi would like to hear a few songs from some recent CDs before deciding which one to buy. He does not want to pay extra for the CD to be posted.

Music Websites

A Get Music

This is a popular music site that sells the latest CDs across a variety of musical styles, from rock to classical, so you need to know what you're looking for. It is possible to listen to selected songs before ordering and the site also reviews CDs that are about to go on sale. Prices are relatively low and delivery is free but takes five days.

B Meteor City

This site sells hard-to-find CDs from the 1980s and 1990s and includes an A-Z list of top-selling bands from that period as well as detailed biographies of band members. There are also reviews of these CDs online. Delivery is included in the cost of the CD.

C CD Universe

You can shop online here for all the latest CDs and music videos. It is an attractive, well-presented site that is also user-friendly. A range of customer reviews are available so you can check another customer's opinion of a CD you are interested in. These are updated regularly and are well worth a look.

D CD Now

This claims to be one of the largest online music stores and has over 15,000 CDs to choose from. You can also listen to video interviews with music industry stars on this site or buy concert tickets. The CDs are slightly more expensive than elsewhere and although delivery is free it takes five days.

E Audioworld

The site sells all the latest CDs and music videos online and is good for information about events in the music world. There are detailed lists of concerts and festivals happening throughout Europe as well as links to sites selling tickets. Delivery within 48 hours is available on all items for an extra charge.

F Amoeba Music

This is the website for an international company and some CD imports that are extremely hard to find are available here. It is possible to hear selected tracks from CDs before you buy and information about a wide range of musicians is also available. There are delivery charges on all items ordered from the site.

G Music Zone

This well-presented site specialises in jazz recordings from the 50s and 60s and is popular with many collectors. You can also buy and sell instruments and sheet music on this site. Delivery within 48 hours is available on many items.

H Netsounds

This online store offers a low-price guarantee on its huge selection of music, including all the latest CDs. The site is easy to use and all CDs are listed both by title and name of band. Detailed biographies of a wide range of musicians are also available on the site.

Part 3

Questions 11–20

Look at the sentences below about working on a children's summer camp.

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

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

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

- 11 Each summer camp offers the same sports facilities.
- 12 Some children leave their summer camp after the day-time activities have finished.
- 13 You must be qualified to do any work with children at the summer camps.
- 14 If you work in the camp kitchen, you may not need to work evenings.
- 15 It is possible to choose who will interview you.
- 16 You can apply for a summer camp job on the internet.
- 17 Job offers are for a maximum of nine weeks.
- 18 You will be told which camp you are working at on your arrival in the USA.
- 19 You may have to pay more than \$100 for your visa.
- 20 If you stay in the USA after your job finishes, you have to book your own return flight.

Summer jobs in children's camps

Camp America is an organisation that runs over 12,000 children's summer camps in the USA. All the camps are in the countryside and some are in areas of outstanding natural beauty. Different types of camps are available. While some are designed mainly for sports activities, others are suitable for children with different interests. Accommodation is provided at the majority of camps but some children attend during the day and return home in the evening.

Camp America offers a variety of summer jobs for young people. Some allow you to work directly with children teaching sport, dancing or arts and require relevant qualifications. There are other jobs working with children, however, that do not require special skills or qualifications. In these roles you help to run activities and take care of children after organised events have finished.

If you do not want to work with children, there are other jobs available such as office work, laundry work and food preparation. You do not have responsibility for any children in these roles, so you often have more free time in the evenings.

You can make paper or online applications for summer camp jobs. To complete a paper application you need to write to us requesting a form, which you then need to complete and return. We will send you a list of interviewers located in your area and you need to select one to arrange a convenient time for an interview. You can apply online by visiting our 'How to Apply Section' on our main website. Here you can fill out your application form and select an interviewer.



There are certain general requirements that all applicants must meet: you must be 18 years of age or older, speak fluent English, and be able to provide two references. It is also essential that you are available for work for a minimum of nine weeks, and be able to leave for the USA no later than June 28 and return no earlier than August 24.

If you are successful at interview, we will inform you immediately where you will be working in the USA. We will also help you with your visa application. This involves attending an interview at the US embassy in your home country. You will also have to pay the embassy fee for visa applications. The fee is currently \$100 but can increase without notice.

We arrange your free return flights and your transfer by bus from the airport to your summer camp. While you are working at the camp you receive pocket money and free accommodation and food. You may choose to travel around the USA once your work has finished. If you inform us, we can arrange a later return flight.

Part 4

Questions 21–25

Read the text and questions below.

For each question, mark the correct letter **A**, **B**, **C** or **D** on your answer sheet.

Restaurant Manager

Laura Davy has been the manager at Quinto's restaurant since 2001. Quinto's is a popular restaurant and often has as many as 500 customers in one evening. It is a big business to run but Davy says she can't imagine doing anything else.

Restaurant work was not what she intended to do. She started studying music at university but then left to work in a restaurant. 'My family didn't agree with my choice but it was very clear to me that that was what I wanted to do.' She did a bit of everything and learnt quickly. She started training as a chef but soon realised she was better at restaurant management.

Davy now divides her time between the restaurant floor and the office. She sometimes regrets spending so much time in the office and misses being with customers. 'I have to arrive at the office very early. There are always a lot of kitchen supplies to order and bills to pay before meeting staff. If I have a really busy day in the office, I leave around 7, just before people arrive in the restaurant.'

Davy manages about 140 staff and knows how important they are to the business. 'I don't have happy customers without good staff.' She sometimes employs the wrong people but believes that making mistakes is the only way to learn. 'I've succeeded in building up a good team.' However, staff sometimes leave Quinto's to work in other restaurants or travel abroad. Davy accepts that she cannot always keep staff. 'If they've already made their decision, there's no point saying anything. But if they come back at a later date, I'm happy to re-employ them.'

- 21 What is the writer trying to do in the text?
- A give details of opportunities in the restaurant business
 - B compare a restaurant job with other choices of career
 - C describe what one restaurant manager's work involves
 - D encourage young people to start a restaurant career
- 22 Davy's choice of a restaurant career
- A involved a change of plans.
 - B was approved of by her parents.
 - C was something she felt uncertain about.
 - D required her to do a management course.

23 What does Davy think about her working day?

- A She likes to meet her staff early in the morning.
- B She would like to spend more time with customers.
- C She prefers doing office jobs to working in the kitchen.
- D She enjoys being busy because the day passes more quickly.

24 What does Davy say about staff who decide to leave Quinto's?

- A She would not give them their jobs back.
- B She doesn't try to persuade them to stay.
- C They are a bad influence on the rest of the team.
- D They will benefit from working in other restaurants.

25 What would Davy say about restaurant work?

A

I have to check there are no problems in the restaurant so I always make sure I'm there in the evenings.

B

I've wanted to do restaurant work since I was very young. It's a great career and I would recommend it to anyone.

C

It's all about keeping customers happy. You need good staff for this so I make sure everyone stays with us for a long time.

D

I don't always get things right and the work can be hard but I wouldn't dream of doing anything else. I enjoy it too much.

Part 5

Questions 26–35

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

Example:

0 A increase B correct C rise D create

Answer:

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

Advertising

When a company wants to (0) the sales of a product, it will usually advertise. An advertisement (26) us what products are available and it also (27) us to buy a particular product.

Today's television advertisements (28) millions of people, but the first forms of advertising were much more local. Market traders shouted out what they had for sale and large signs (29) displayed outside shops. Modern advertising began about 150 years ago, (30) factories started producing goods (31) large quantities. Before long, advertisements for a wide (32) of products appeared in national newspapers.

Nowadays, we see many different (33) of advertisements. They can appear on the sides of vehicles and on the clothes we wear as well as on television and radio. But the (34) of all advertisements is the same. They try to (35) our attention and get us to buy a particular product.

- | | | | |
|---------------|-------------|-----------|-------------|
| 26 A says | B indicates | C tells | D announces |
| 27 A approves | B suggests | C wins | D persuades |
| 28 A arrive | B pass | C reach | D spread |
| 29 A has | B were | C had | D are |
| 30 A which | B whether | C why | D when |
| 31 A in | B at | C for | D by |
| 32 A area | B row | C range | D pack |
| 33 A methods | B kinds | C systems | D ways |
| 34 A aim | B plan | C attempt | D wish |
| 35 A pull | B achieve | C bring | D attract |

Writing

Part 1

Questions 1–5

Here are some sentences about surfing.

For each question, complete the second sentence so that it means the same as the first.

Use no more than three words.

Write only the missing words on your answer sheet.

You may use this page for any rough work.

Example:

- 0 The sport that Rick enjoys the most is surfing.

Rick's sport is surfing.

Answer:

0

favourite

-
- 1 Rick was taught to surf by his cousin.

Rick's cousin to surf.

- 2 Rick usually surfs at Woolacombe Bay, which is near his home.

Rick usually surfs at Woolacombe Bay, which is not his home.

- 3 It is often too cold to surf there without a wetsuit.

It often isn't to surf there without a wetsuit.

- 4 Rick last surfed at Woolacombe Bay two weeks ago.

Rick surfed at Woolacombe Bay for two weeks.

- 5 Rick told his friend he would invite him next time.

Rick said, 'I you next time'.

Part 2

Question 6

Your English friend wants to buy a new mobile phone but isn't sure which one to get.

Write an email to your friend. In your email, you should

- offer to go shopping with your friend to help him/her choose a phone
- suggest a day to go
- say where you will meet your friend.

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

Part 3

Write an answer to **one** of the questions (7 or 8) in this part.

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

Mark the question number in the box at the top of your answer sheet.

Question 7

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

I often watch TV in the evening. Do you have any favourite TV programmes? Tell me about them. Why do you like them?

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

Question 8

- Your English teacher has asked you to write a story.
- Your story must have this title:

The dream

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

Part 1**Questions 1-7**

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

Example: What is first prize in the competition?



A



B



C

1 Why is the woman going to be late?



A



B



C

2 What is the girl going to buy?



A



B



C

3 When does the music festival start?



A



B



C

4 Which sport will they do this afternoon?



A



B



C

5 Where is the girl's mobile phone?



A



B



C

6 What do they order?



A



B



C

7 Which photograph are they looking at?



A



B



C

Part 2

Questions 8–13

You will hear an actor called Paul Davis talking on the radio about his career.
For each question, put a tick (✓) in the correct box.

- | | | |
|---|---|--------------------------|
| 8 Paul got his first acting job when he was | A 18 years old. | <input type="checkbox"/> |
| | B 21 years old. | <input type="checkbox"/> |
| | C 22 years old. | <input type="checkbox"/> |
| 9 Paul left his previous job because | A he was offered more money. | <input type="checkbox"/> |
| | B he needed to develop his career. | <input type="checkbox"/> |
| | C he was bored with the acting role. | <input type="checkbox"/> |
| 10 What does Paul miss about his last job? | A working with the other actors | <input type="checkbox"/> |
| | B being recognised all the time | <input type="checkbox"/> |
| | C receiving letters from fans | <input type="checkbox"/> |
| 11 How did Paul prepare for the programme he acts in now? | A He went to the gym to get fitter. | <input type="checkbox"/> |
| | B He spent time with some real police officers. | <input type="checkbox"/> |
| | C He got to know the city it was filmed in. | <input type="checkbox"/> |
| 12 How has the new job changed his life? | A He travels less. | <input type="checkbox"/> |
| | B He has less free time. | <input type="checkbox"/> |
| | C He sees his family less. | <input type="checkbox"/> |
| 13 What does Paul plan to do in the future? | A visit South America | <input type="checkbox"/> |
| | B record a CD | <input type="checkbox"/> |
| | C buy a flat | <input type="checkbox"/> |

Part 3

Questions 14–19

You will hear a radio presenter talking about a photography competition for children. For each question, fill in the missing information in the numbered space.

Photography Competition

Competition is for children between: 8 and 12 years old

Topic of photos: (14)

First prize: (15)

Send all photos with postcard to: Star Radio,
24 (16) Square,
London

Postcard to show child's: name
(17)
phone number

Date photos to be received by: (18) August

Exhibition of photos to take place at: (19)

Part 4

Questions 20–25

Look at the six sentences for this part.

You will hear a conversation between a teenage boy, Jack, and his mother about accommodation for Jack at university.

Decide if each sentence is correct or incorrect.

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

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

-
- | | A
YES | B
NO |
|---|--------------------------|--------------------------|
| 20 Jack has to make a decision about accommodation soon. | <input type="checkbox"/> | <input type="checkbox"/> |
| 21 Jack and his mother agree that he should share a house with friends. | <input type="checkbox"/> | <input type="checkbox"/> |
| 22 Jack wants to cook for himself. | <input type="checkbox"/> | <input type="checkbox"/> |
| 23 Jack's mother thinks that sharing a house will cost a lot. | <input type="checkbox"/> | <input type="checkbox"/> |
| 24 Jack thinks he will have less space in a shared house. | <input type="checkbox"/> | <input type="checkbox"/> |
| 25 Jack is confident he can find a house to rent. | <input type="checkbox"/> | <input type="checkbox"/> |

Part 1

General conversation: saying who you are, spelling your name, giving personal information

Take turns to be the examiner. Ask your partner questions to find out some information about each other.

Ask each other:

- What's your name?
- What's your surname?
- How do you spell it?
- Where do you come from?
- Are you a student or do you work?
- What do you study? / Where do you work?
- How do you spend your day at the weekend?
- What places would you like to visit in the future?

Part 2

Simulated situation: exchanging opinions, saying what you would like to do

Your examiner gives you both a picture. You do a task together.

Your class wants to eat together. Look at page 174. There are some places you could go. Decide which of the places is best.

Ask and answer questions like these:

- Where would you like to go?
- How much do we want to spend?
- Shall we eat indoors or outdoors?
- What kind of food shall we eat?

Part 3

Responding to photographs: describing what people are doing and where they are

You take turns to tell each other about a photograph.

Candidate A: Look at Photograph 5A on page 178.

Candidate B: Look at Photograph 5B on page 181.

Think about your photograph for a few seconds. Describe it to your partner for about one minute.

Tell your partner about these things:

- what the person is doing
- what the person is wearing
- where the person is
- whether they're enjoying themselves
- what other things you can see in the photograph.

Part 4

General conversation about the photographs: talking about playing and listening to music

The examiner asks you to talk to your partner.

Talk about playing music and listening to music. Ask your partner what he/she thinks.

Use these ideas:

- Say if you play or you used to play a musical instrument.
- Say if you enjoy/enjoyed it.
- Say if you would like to play a musical instrument.
- Say if you think it's better to play alone or with other people.
- Say what kind of music you like listening to.
- Say if you like listening alone or with other people.

TEST 6

PAPER 1 Reading and Writing Test

(1 hour 30 minutes)

Reading

Part 1

Questions 1–5

Look at the text in each question.

What does it say?

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

Example:

0

<p>YOU MAY USE THIS AREA FOR QUIET STUDY. YOU MUST RETURN ALL BOOKS TO SHELVES AFTER USE.</p>
--

- A** You must return your books to the library by the date shown.
- B** It is essential that you put everything back when you have finished.
- C** You should ask for help if you cannot find a book on the shelves.

Answer:

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

1

<p>Pay for parking at exit. Please note that machines do not give change.</p>
--

- A** When you have parked your car, you must take a ticket.
- B** The machines at the car park exit will give receipts if required.
- C** You should have the correct money ready to pay when you leave.

2

To	Matt
From	Jake
Matt, Is your bike still for sale? I lent mine to Peter and he lost it – so I need a new one. Can I come round later and look at it? Jake	

- A** Jake is interested in buying Matt's bike.
- B** Jake borrowed Peter's bike and has lost it.
- C** Jake has left his bike at Matt's and wants to collect it.

3

**PLEASE INFORM THE COLLEGE
OFFICE OF ANY CHANGE IN YOUR
CONTACT DETAILS**

- A** Details of student's new timetables are available from the college office.
B You should let the college office know if you get a new phone number.
C All requests for course changes must be made through the college office.

4

Helen

The store rang - the new sofa will arrive tomorrow morning. If you won't be here, ring them and arrange a different time. There's no charge for the delivery.

Jack

- A** The store cannot deliver Helen's sofa at the time that was arranged.
B If the delivery time is not convenient, Helen should phone the store.
C The store will not deliver the sofa until Helen rings them.

5

**REPAIRS TO MOTORWAY
2 KMS AHEAD
TAKE THIS EXIT TO AVOID
POSSIBLE DELAYS**

- A** You must use this exit because the road ahead is closed.
B You can avoid possible delays if you travel on the motorway.
C You may need extra time for your journey if you continue on this road.

Part 2

Questions 6–10

The people below all want to do a part-time course. On the opposite page there is information about eight part-time courses. Decide which course would be most suitable for the following people. For questions 6–10, mark the correct letter (A–H) on your answer sheet.

6



Noriko has painted for many years and would like to improve her skills. She is interested in a day-time class that will allow her to paint pictures in the countryside.

7



Sophie's main hobby is reading and she wants to learn more about the work of important modern novelists. She can only attend a class in the evening.

8



Hari has always been interested in art and he would like to learn more about the work of well-known artists from the past. He is only free to do a class in the afternoon.

9



Monica has always enjoyed reading novels and one day she would like to write her own. She is looking for a day-time course that will help her improve her writing skills.

10



Carlos would like to take an art course. He is interested in learning a variety of techniques and he needs an evening class that is suitable for beginners.

Part-Time Courses at City College

- A** This course provides students with a broad understanding of the history of art from ancient times to the present day. Students may choose Italian Renaissance painters or 19th-century French Impressionists as an area of individual study. The course is on Saturdays from 1–4.30 pm and includes talks by professional artists and visits to museums.
- B** No experience is necessary on this basic painting and drawing course, which includes both demonstrations and practical advice. Students have the opportunity to draw animals, flowers and people in a relaxed and enjoyable atmosphere and are shown various ways of using watercolours and oil paints. Classes are from 7.30–9.30pm on Fridays.
- C** What can we learn from the writing of the past? This course explores the work of 16th-century English writers such as Shakespeare, and is aimed at students who wish to study the literature of the period in depth. Classes are from 6.30–9.30pm, Monday to Friday, and include some theatre trips.
- D** This advanced course is suitable for anyone hoping to make progress with their painting. It includes trips to local gardens and forests where students have the opportunity to work outdoors. It is led by an experienced artist, who provides help in different techniques. Classes are from 1–5pm Mondays and Wednesdays.
- E** This course helps you understand the work of some of the greatest writers in the world today. You are encouraged to think about the writer's main message and are given help with understanding difficult texts. There is also the opportunity to choose writers that interest you for further study. Classes are on Tuesday and Friday from 7.30–9.30pm.
- F** On this course you study the history of art from the earliest cave paintings to modern-day sculpture and you learn to understand art as a product of the time in which it was made. The course is on Thursday and Friday evenings and some classes include visits to local museums.
- G** With the help of an experienced author, you learn how to create characters and use descriptive language in your work. You are encouraged to develop a personal style and you gain practice in specific areas such as the short story. Classes are on Tuesday and Thursday from 1–3 pm.
- H** This course is for experienced artists who would like to develop their skills and experiment in a range of creative areas including drawing, sculpture and printing. Classes are on Tuesdays and Fridays from 2–5pm and take place in the college's art studio. There are also organised trips to art galleries to see the work of well-known artists.

Part 3

Questions 11–20

Look at the sentences below about a journey to New Zealand.

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

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

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

- 11 You will stay at least two nights in each hotel.
- 12 You can choose what to do on your second day in Christchurch.
- 13 The cottages in Arrowtown are the same as they were in the 19th century.
- 14 You travel back to Queenstown by coach.
- 15 The views on the journey to Franz Josef are the most memorable of the holiday.
- 16 You will remain on the coach as you travel through Abel Tasman National Park.
- 17 A holiday company guide will show you around Te Papa Tongarewa.
- 18 You will sometimes have to pay for your meals.
- 19 You can make your holiday longer at any time for an extra charge of £59.
- 20 The people who take the bookings for this trip have been to New Zealand.

A New Zealand Journey

Our 18-day tour of New Zealand gives you the opportunity to experience at first hand the incredible natural beauty of this amazing country. Our leisurely tour, which includes a minimum of two nights in each hotel, also allows you to take full advantage of the country's relaxed way of life.

Day 1 Depart London Heathrow for our flight to New Zealand. Arrive at Christchurch and transfer to our centrally located hotel in Cathedral Square.

Day 2 A free day to explore Christchurch or rest at the hotel.

Day 3 Today we head south by coach to Te Anau, gateway to the Fiordland National Park.

Day 4 We visit Milford Sound in the morning and later the incredible Bowen Falls, undoubtedly one of the holiday's highlights.

Day 5 A morning drive takes us to Arrowtown with its picturesque tree-lined streets and miners' cottages, which have remained unchanged since the 19th-century gold rush. The coach then takes us to our next destination which is cosmopolitan Queenstown.

Day 6 A free day to enjoy as you please. In the evening we cruise around Lake Wakatipu on the old *steamboat Earnslaw*. After an evening meal at Walter Peak Homestead we return to Queenstown aboard Earnslaw.

Day 7 We begin our coach journey north via Lake Hawca and Wanaka. You will see the most unforgettable scenery of the holiday as we drive along this amazing road. Later in the day we arrive at the town of Franz Josef.

Days 8/9 These days are completely free to explore Franz Josef.

Day 10/11 We travel north through the Spenser Mountains to Nelson. The following day is free.

Day 12 We set off early for the beautiful Abel Tasman National Park. Here you will have the opportunity to walk along golden-sand beaches, and estuaries crowded with wading birds.

Day 13/14 We take a boat trip to North Island and then travel across the Cook Strait to the capital, Wellington.

Day 15 Our city tour includes the Parliament Buildings and Te Papa Tongarewa, the national museum of New Zealand. Here we join one of the museum's organised tours.

Day 16/17 In the afternoon we travel to the world-famous thermal region of Rotorua, where we stay for two nights.

Day 18 This morning we leave for Auckland and depart for London, Heathrow.

Your holiday includes:

scheduled flights and hotel accommodation; daily breakfast and lunch, and most dinners; air-conditioned coach travel; a full programme of excursions.

Departure dates and prices:

15 October £2,395

18 December £2,595

15 January £2,795

If you book early, you can stay an extra three nights in Christchurch for only £59.

Every member of our reservation team has travelled throughout New Zealand and can offer expert advice. Ring 0870 555 8732 now for a brochure.

Part 4

Questions 21–25

Read the text and questions below.

For each question, mark the correct letter **A**, **B**, **C** or **D** on your answer sheet.

Tom Avery is the youngest Briton to have reached both poles. He and his team recently followed the route taken by Robert Peary in his 1909 expedition to the North Pole.

Both men left from Cape Columbia in Canada but Peary's team was larger. Peary also had four support groups and every 160 kilometres a group would leave food behind and turn back. This meant the team decreased in size as he went north. Avery's team didn't have the extra men, but they had food dropped by plane at four locations.

Although Avery's team had the benefit of modern technology, Avery thinks this did not make much difference. 'Your speed depends on the dogs and how quickly you can get a sledge through the ice. We also had to deal with the same dangers. At the end of winter, some ice is only 7 centimetres thick and it can break easily under your weight. Peary was also more experienced than us and had been on several expeditions to the Arctic.'

Avery believes they owe their success to the 16 Inuit dogs that pulled the sledges. 'Our dogs worked in teams of 8. They kept us going. In the evenings, I would thank every one of them.'

'Travelling with dogs is the best form of Arctic transport. You cannot do the journey in that time by any other method.'

Some historians say that Peary could not have reached the North Pole in 39 days. But Avery's team actually beat this time, becoming the fastest to reach the North Pole on foot. Avery says, 'We told everyone it could be done so it was important not to fail. But it was hard, especially towards the end when the ice was melting quickly.'

- 21 What is the writer trying to do in the text?
- A explain why people travel to the North Pole
 - B suggest possible ways of reaching the North Pole
 - C describe two challenging journeys to the North Pole
 - D compare the characters of people who went to the North Pole
- 22 How was Avery's North Pole expedition different from that of Peary's?
- A Avery's team was larger.
 - B Avery's team was supplied by air.
 - C They did not take the same route.
 - D They did not leave from the same place.

- 23 Avery believes that having modern technology
- A was of limited importance.
 - B helped them to travel **faster**.
 - C improved the safety of the whole team.
 - D prevented them experiencing the real North Pole.

24 What was Avery's attitude towards the Inuit dogs?

- A He regretted not taking more dogs.
- B He thought they were well trained.
- C He was very grateful to the dogs.
- D He was surprised by their **speed**.

25 What is the best title for this text?

A

How to lead a team

B

An accident in the Arctic

C

Discovering new routes

D

Proving it's possible

Part 5

Questions 26–35

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

Example:

0 **A** which **B** who **C** where **D** whose

Answer:

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

The Galapagos Islands

These amazing islands, (0) are 1,000km off the coast of South America in the Pacific Ocean, were once volcanoes. They cooled down (26) a long period of time to become the rocky islands that we see today.

The Galapagos are home to a (27) variety of animals that do not live anywhere else. The climate is just right for them and the ocean (28) all the food they need.

The Galapagos are now a national park. This (29) it possible to protect their natural beauty and the wildlife living there. Most of the islands have no human inhabitants and (30) to them is limited. Tourists are (31) to visit the islands by boat but cannot (32) there overnight. (33) group of tourists has to be accompanied by a park guide. They can take photographs (34) they are there but they must not (35) anything from the islands.

- | | | | |
|----------------------|------------------|-------------------|-------------------|
| 26 A by | B from | C at | D over |
| 27 A long | B deep | C wide | D high |
| 28 A supplies | B adds | C lends | D shows |
| 29 A gets | B makes | C puts | D allows |
| 30 A arrival | B path | C way | D access |
| 31 A allowed | B let | C agreed | D welcomed |
| 32 A keep | B hold | C stay | D pass |
| 33 A Some | B Each | C All | D One |
| 34 A until | B whereas | C although | D while |
| 35 A receive | B fetch | C remove | D place |

Writing

Part 1

Questions 1–5

Here are some sentences about The Globe Theatre.

For each question, complete the second sentence so that it means the same as the first.

Use no more than three words.

Write only the missing words on your answer sheet.

You may use this page for any rough work.

Example:

0 It was Marco's first visit to The Globe Theatre.

Marco **been to The Globe Theatre before.**

Answer:

0	had never
---	-----------

1 The Globe is more famous than most other theatres.

Most other theatres are not **The Globe.**

2 Many of Shakespeare's plays are shown at The Globe Theatre.

The Globe Theatre **many of Shakespeare's plays.**

3 The Globe Theatre opens in May and closes in September.

The Globe Theatre is open from May **September.**

4 The Globe Theatre does not have a roof.

There **no roof on The Globe Theatre.**

5 Visitors mustn't smoke in The Globe Theatre.

Smoking is **in The Globe Theatre.**

Part 2

Question 6

You would like your English friend to come and stay with you for a few days.

Write an email to your friend. In your email, you should

- invite him/her to come and stay with you
- suggest when he/she should come
- say what you can do together.

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

Part 3

Write an answer to **one** of the questions (7 or 8) in this part.

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

Mark the question number in the box at the top of your answer sheet.

Question 7

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

I was given some money for my birthday but I can't decide whether to save it or not. Are you good at saving money or do you spend it immediately? Which do you think is best?

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

Question 8

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

Daniel opened his eyes and wasn't sure where he was.

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

Part 1

Questions 1–7

There are seven questions in this part.

For each question, there are three pictures and a short recording.

Choose the correct picture and put a tick (✓) in the box below it.

Example: What will the girl buy from the shop?



A



B



C

1 What will the boy do first?



A



B



C

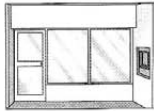
2 Where will they meet?



A



B



C

3 Which job would the boy like?



A

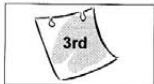


B



C

4 On which date will the boy have his next guitar lesson?



A

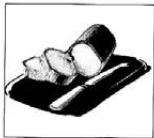


B



C

5 What did the girl like best about her school trip?



A



B



C

6 Which bag does the girl borrow?



A



B



C

7 How much does the girl's ticket cost?



A



B



C

Part 2

Questions 8–13

You will hear a teenager called Ella Sublotto talking on the radio about her life as a young violin player. For each question, put a tick (✓) in the correct box.

- 8 Ella won a music competition when she was
- A 5 years old.
- B 9 years old.
- C 16 years old.
- 9 Who persuades Ella to practise as much as possible?
- A her friends
- B her teacher
- C her parents
- 10 What does Ella do to improve her playing?
- A take a lot of exercise
- B eat healthy food
- C avoid stress
- 11 Ella would like other teenagers to
- A change their opinion of classical music.
- B buy more classical music CDs.
- C learn to play classical music.
- 12 What does Ella enjoy doing most in her free time?
- A watching a film
- B reading a book
- C going shopping
- 13 What other career is Ella interested in having?
- A a doctor
- B a model
- C a lawyer

Part 3

Questions 14–19

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

BRANDON FOREST PARK

Forest shop and café

The shop sells:

- (14)
- gifts
- souvenirs

Snacks and drinks available in café

Day café closed: (15)

Picnic areas

Picnic tables are next to park (16)

Bicycle hire

Cost of half-day hire: (17) £

Summer events

This year's events include:

- cycle race
- (18)

Getting to the park

By road – car parking free

Bus from city centre leaves regularly from:

- station
- (19)

Part 4

Questions 20–25

Look at the six sentences for this part.

You will hear a conversation between a teenage boy, Josh, and his friend Lucy about learning to drive. Decide if each sentence is correct or incorrect.

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

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

-
- | | A
YES | B
NO |
|--|--------------------------|--------------------------|
| 20 Josh thinks that parking is the hardest thing to learn. | <input type="checkbox"/> | <input type="checkbox"/> |
| 21 Lucy thinks that she is too young to learn to drive. | <input type="checkbox"/> | <input type="checkbox"/> |
| 22 Josh's parents are happy to give him lifts. | <input type="checkbox"/> | <input type="checkbox"/> |
| 23 Josh is confident that he will pass his driving test soon. | <input type="checkbox"/> | <input type="checkbox"/> |
| 24 Josh's parents have offered to buy him a car. | <input type="checkbox"/> | <input type="checkbox"/> |
| 25 Josh and Lucy agree that driving to college would be expensive. | <input type="checkbox"/> | <input type="checkbox"/> |

Part 1

General conversation: saying who you are, spelling your name, giving personal information

Take turns to be the examiner. Ask your partner questions to find out some information about each other.

Ask each other:

- What's your name?
- What's your surname?
- How do you spell it?
- Where do you come from?
- Are you a student or do you work?
- What do you study? / Where do you work?
- What do you enjoy doing in your free time?
- Do you think that English will be useful for you in the future?

Part 2

Simulated situation: exchanging opinions, saying what you would enjoy doing

Your examiner gives you both a picture. You do a task together.

You are going to the seaside with some friends. Look at page 175. There are some things you could do there. Decide together what you would like to do.

Ask and answer questions like these:

- Would you like to do a watersport?
- Do you like lying on the beach?
- Would you like to go for a walk?
- Do you enjoy swimming in the sea?
- What shall we do first?

Part 3

Responding to photographs: describing what people are doing and what is happening

You take turns to tell each other about a photograph.

Candidate A: Look at Photograph 6A on page 178.

Candidate B: Look at Photograph 6B on page 181.

Think about your photograph for a few seconds. Describe it to your partner for about one minute.

Tell your partner about these things:

- what the people are doing and why
- where the people are
- what the people are wearing
- how the people are feeling
- what other things you can see in the photograph.

Part 4

General conversation about the photographs: talking about taking photographs

The examiner asks you to talk to your partner.

Talk to each other about taking photographs.

Use these ideas:

- Say how often you take photographs.
- Say what you take photographs of.
- Say how important you think it is to take photographs.
- Say what you think about photographs of famous people in newspapers and magazines.
- Say if you would like to be a professional photographer. Why / Why not?

Grammar bank

This section gives practice in the key grammatical structures students may be tested on in the PET exam.

Tenses

A Present simple and adverbs of frequency

We use the present simple, often with adverbs of frequency, to talk about things which happen regularly. You will use it in the Speaking Test Part 1 to talk about your daily life.

- 1a) Look at these sentences from Test 1, Reading Part 2, page 00. **Underline** the frequency adverbs.

- The food always tastes delicious.*
- It is usually popular with families.*
- Some of his friends never eat meat.*
- The Atrium is rarely quiet.*
- The service is sometimes slow at weekends.*
- Chloe often has lunch with her mother on Fridays.*

- b) Now complete the rule.

In the present simple, adverbs of frequency go the verb *to be* and other verbs.


- 2 Read this letter. The adverbs of frequency are in brackets. Put them in the correct places.

Dear Luca
How are you? I've got a weekend job now in a restaurant. I can't play tennis with you ^{never} any more on Saturday mornings because I get up early (0 never) and I go to bed late (1 always) at weekends. The restaurant is crowded on Saturday evenings (2 usually) so I feel tired (3 often). But the food is really good (4 always) so I have a meal (5 usually) before I start work. I enjoy the work (6 usually) but customers are rude (7 sometimes) to me and then I'm not happy. Write back soon.

Joe

- 3a) How do you spend your time at the weekend? Add a suitable adverb of frequency from Exercise 1 to the answers below so that they are true for you.

- I listen to music. I sometimes listen to music.
- I go shopping with my friends.
- I do my homework.
- I play tennis.
- I go to the cinema.
- I spend some time with my family.
- I go to school.
- I go swimming.

- b)  Now ask and answer these questions with a partner.

How do you spend your time at the weekend?

Do you (listen to music) at the weekend?

B Present simple and present continuous

You need to look carefully at the tenses in the questions in Listening Part 1. In Speaking Part 3 you will use the present simple and the present continuous.

- 4a) Match these questions (1–4) with the answers (A–D) below.

- What is Annie doing?
- What does Annie do?
- When does Annie get up?
- Where is Annie staying?

- She gets up at 7.30.
- She's listening to music.
- She's staying with her sister.
- She works in a shop.

- b) Now match one rule with each answer above.

- We use the present simple for habits or regular events, often with frequency adverbs.
- We use the present simple for permanent situations.
- We use the present continuous for the present moment.
- We use the present continuous for temporary situations.

- 5 Read this conversation, which is similar to a Listening Part 1 conversation. Put the verbs in brackets into the correct form of the present simple or the present continuous.

Ben: Hi Tom. I'm bored. I (0) 'm sitting (sit) in my room and there's nothing to do. What (1)

Tom: I (2) (look) after my little brother. My mum's got a new job and she (3) (work) on Saturdays.

Ben: (4) (you/look) after him every Saturday?

Tom: No, my mum usually (5) (take) him to my grandparents but they (6) (play) golf today.

Ben: Oh. Well, I (7) (not do) anything so I'll come over. We can play football with your brother.

Tom: OK.

- 6a) Work in pairs. Look at Picture A and the description below. Correct any mistakes.

A



There are two girls and a boy. I think they're friends. The girl is sitting down and she's wearing a skirt and a jacket. She's talking to a boy with dark hair. He's wearing shorts and a t-shirt. They both look serious. The other boy has dark hair too. He's sitting under a tree and he's writing something. He's wearing shorts and a t-shirt.

- b) Now write a similar description of Picture B below. Read it to your partner. Have you written the same?

B



- 7a) Look at the underlined verbs in Exercise 6a. They are stative verbs. These are verbs which are not used in the present continuous when they have a certain meaning.

They are verbs about:

- thoughts (*believe, know, think, remember, understand*)
- feelings and opinions (*like, love, hate, want, wish, prefer, seem, look*)
- owning (*have, belong, own*).

Compare these pairs of sentences:

I think they're friends. *I'm thinking about my friend.*
(my opinion) (I'm doing it now.)

They both look serious. *I'm looking out of the window.*
(my opinion) (I'm doing it now.)

The boy has dark hair. *The boy is having lunch.*
(it belongs to him) (He's eating it now.)

- b) Which verbs are stative verbs in the following sentences? Put the verbs in brackets into the correct form of the present simple or the present continuous.

- (think) Do you think this jacket suits me?
- That girl (wave) to you. She (seem) to know you.
- Jane can't talk to you now. She (have) a shower.
- (remember) Peter's phone number? I can't find it.
- I (not want) to go out. I (watch) this film which is really good.
- 'Where's Luisa?'
'She (sit) over there. She (look) tired.'
- My sister (have) black hair and blue eyes.
- Hurry up. Mauro (wait) for us. He (hate) being late.

C Present perfect and past simple

Writing Part 1 often tests the present perfect and past simple. You may also use the present perfect to write and talk about your own experiences.

- 8 Underline the verbs in the sentences (1–5) below, then match them with the different uses of the present perfect tense (A–E) on page 131.

- I've been in the football team for three weeks.
- I haven't scored a goal yet.
- I've learnt a lot.
- How long have you supported the team?
- Have you ever been in another team?

We use the present perfect for:

- A unfinished actions/events in negatives and questions with *yet*
- B questions asking *How long (up to now)*
- D a period of time which started in the past and continues up until now, often with *for* or *since*.
- C experiences up to now with *ever* and *never*.
- E past events when the exact time is not important

9 Put the missing words into the correct place in this conversation.

I've already done that we haven't done yet
I've known the owner for years
And I've just counted the plates and glasses
We haven't made the pizzas yet
We still haven't bought one we've had a party
~~we've invited~~ I've never been there

Greta: Where are you, Carla? I need to talk to you.

Carla: I'm here. What's the problem?

Greta: Well, (0) we've invited all Sara's friends to her surprise birthday party tonight but there are lots of things (1)
It's the first time (2)
We haven't organised one before.

Carla: I know. So tell me what to do.

Greta: (3)

Carla: I've ordered some. The pizzeria down the road is delivering them at 6.

Greta: Which one is that?

Carla: The one on the corner.
(4) He's a friend of my dad's.

Greta: Oh, I know. (5)

Carla: Well, he makes great pizzas. I'll make some salad and that's the food done.

Greta: But what about a cake?
(6)

Carla: Yes, we have. It's been in the fridge since yesterday morning. It's got 19 candles on it.

Greta: Well, we need to blow up some balloons.

Carla: (7) They're in my bedroom. (8) and we've got plenty.

10a) Look back at Exercise 9 and underline these words: *already, before, just, never, still, yet*. Use these words to complete the rules below.

- A Already....., and go between the auxiliary and the main verb.
- B goes before the auxiliary and the main verb.
- C Before..... and go after the auxiliary and the main verb (and object).

b) Complete each sentence below using a word from the box.

already before for just never since
still yet

- 0 I've lived in this street since..... 2003
- 1 I sent Jamie an email last week but he hasn't replied.
- 2 I've got a car but I haven't passed my driving test
- 3 I can't remember how this computer program works because I haven't used it a few months.
- 4 'Have you finished painting your room?'
'No, I've started.'
- 5 I'm really enjoying this meal. I've eaten Chinese food
- 6 'I can't go to the match on Saturday. Would you like my ticket?'
'Oh, sorry, I've got one.'

11a) Look at the sentences below. Which tense is used in each? In which sentence has the speaker stopped waiting?

- 1 We waited for Joe for an hour.
- 2 We've waited for Joe for an hour.

b) Match the sentences (1–2) with the different uses of the past simple (A–B).

- 1 We waited for Joe for an hour.
- 2 Joe finally arrived ten minutes ago at ten o'clock.

We use the past simple:

- A if we know when or where something happened.
- B with a period of time which began and finished in the past.

- 12 Put the verbs in brackets into the correct form of the present perfect or past simple.

Hi Natasha

Sorry I (0) haven't written (write) before.
 I (1) (be) really busy. Did I tell you that I'm learning to drive? I (2) (have) my first lesson two weeks ago and since then I (3) (have) three more lessons. I (4) (not drive) on any main roads yet because I'm still learning. I (5) (have) a few lessons with my dad last summer. We (6) (go) up and down our road and I really (7) (enjoy) it. So he (8) (give) me some driving lessons for my birthday.
 (9) (you/be) to the new club in the city centre? I (10) (go) there last weekend and it was great. Maybe we could go on Saturday? Write back soon.

Love Chiara

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

- 0 This is the first time I've ever been to Spain.
 I've never been to Spain before.
 1 I've been here for two days.
 I here two days ago.
 2 We've had sunny weather every day.
 The sun every day.
 3 Yesterday, we didn't leave the beach until it was late.
 Yesterday, it was late when the beach.
 4 I last swam in the sea two years ago.
 I in the sea for two years.
 5 We're hoping to see some dolphins.
 We any dolphins yet.

- 14a) **1** Work with a partner. Ask and answer these questions. Are your answers the same?

- 1 When did you start at this school/college?
 2 When did you start learning English?
 3 How long have you been in the classroom today?
 4 How long have you lived in this town?

- b) Think of two MORE questions to ask your partner – one with *How long ...* and one with *When ...?*

- D Past simple, past continuous and past perfect

When you read a story or text, the different past tenses tell you what happened when. You need to use the correct tenses when you write your own stories in Writing Part 3.

- 15a) Look at these sentences from the story in Test 1, Writing Part 3, page 00. Underline the verbs and match each sentence (1–3) with one of the rules (A–C) below.

- 1 I went into the flat.
 2 The man always left a key under the mat because once he had lost his key.
 3 I was watching the news when a man walked in.

- A We use the past simple for one completed action.
 B When one action interrupts another action, we use the past continuous for the longer action.
 C If it is unclear which of two actions happened first, we use the past perfect for the earlier action.

- b) Now look at these two sentences from the same story and underline the correct phrase to complete the rules (D–E) below.

While I was waiting for my uncle to come home, I watched TV.

I was watching the news when a man walked in.

- D We use *while + past continuous / when + past simple* for an action which happened over a period of time.
 E We use *while + past continuous / when + past simple* for a short action.

- 16 Match the two halves of these sentences.

- 0 When the phone rang,
 1 While I was waiting in the queue,
 2 I fell asleep
 3 When I woke up,
 4 I got very dirty
 5 While I was talking to my friend,
 6 I was looking for my watch
 7 I was writing an email

- A my bus went past and I missed it.
 B when you interrupted me.
 C while I was reading in bed.
 D the person behind me started talking to me.
 E the sun was shining through the window.
 F I was practising my guitar.
 G when I found this photo of my grandmother.
 H while I was playing football.

17 In each sentence, decide which verb should be in the past perfect and correct it.

- 0 Teresa couldn't remember the boy's name but she was sure she ^{had seen} ~~saw~~ him somewhere before.
- 1 Jennie wanted to watch the news but, when she switched on the TV, she realised she missed it.
- 2 The train already left when we arrived at the station.
- 3 The teacher gave Marla some extra work because she missed three classes the week before.
- 4 Nikos didn't have enough to buy a new pair of jeans because he already spent all his money.
- 5 Paul didn't play in front of such a big crowd before and he was very nervous at the start of the match.
- 6 Sean phoned the theatre to book some tickets for the concert but they sold them all.
- 7 Linda never rode a horse before but her friend finally persuaded her to try.

18 Complete this story. Put the verbs in brackets into the correct form of the past simple, the past continuous or the past perfect.

One day last year, my father (0) drove (drive) my brother and me to an amusement park. We (1) (not be) there before. We (2) (spend) all day going on different rides. We (3) (keep) the best ride till the end of the day. Next to the ride there (4) (be) a sign which (5) (say) 'Empty your pockets'. My father (6) (not take) any notice of it. While we (7) (ride) up and down, everything, including his wallet and his car keys (8) (fall) out of my father's pockets. We (9) (look) for the car keys when some friends of ours (10) (come) along. We (11) (not find) the keys so our friends (12) (give) us a lift home and then they took my father back to the amusement park with the spare keys.

E used to

You will read and hear the verb form *used to* in reading and listening texts. You may want to use it in Speaking Part 4 to talk about the past.

19 Look at this pair of sentences and answer the questions below.

- A I used to go swimming every Saturday morning when I was younger.
- B I went swimming last Saturday.
- 1 Look at sentence A. Can you write *went* instead of *used to go*?
- 2 Look at sentence B. Can you write *used to go* instead of *went*?
- 3 Which sentence is about a habit in the past which is no longer true?
- 4 Which sentence is about one action in the past?
- 5 When can we put *used to* instead of the past simple?

20 Look at the table. These people have changed their hobbies. Write sentences about what they used to do and what they prefer to do now.

Name	3 years ago	Now
Cris	play football	play hockey
José	play the piano	play the guitar
Andrea	go surfing	go skiing
Phillip	paint pictures	take photographs
Nikos	play the saxophone	play the drums
Gina	go swimming	play tennis

- 0 Cris used to play football but now he prefers to play hockey.
- 1 José but now he prefers to
- 2 Andrea but now she prefers to
- 3 Phillip but now he prefers to
- 4 Nikos but now he prefers to
- 5 Gina but now she prefers to

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

- 0 My mother worked in a theatre when she was young.
My mother used to work in a theatre when she was young.
- 1 She sold programmes and ice creams.
She sell programmes and ice creams.
- 2 Her family sometimes got cheap tickets.
Her family sometimes used cheap tickets.
- 3 She didn't work every day.
She to work every day.
- 4 She often saw famous actors.
She often used famous actors.
- 5 They didn't speak to her.
They to speak to her.

22 **1** Work with a partner. Talk about things you used to do that you don't do now. For example, talk about:

- what you used to watch on TV
- what music you used to listen to
- what you used to wear
- where you used to go at weekends

I used to go swimming at weekends.
Now I prefer to go shopping.

F The future

You need to be able to recognise future forms for Reading and Listening and you may have to produce them for Writing Parts 2 and 3 and Speaking Parts 1 and 4.

23 Read the sentences (1–5) and match the verb forms with the descriptions (A–C) below.

- 1 The train arrives at 7.10.
- 2 I'll have a pizza, please.
- 3 Anna's going to book the hotel tonight.
- 4 My sister will like this present – she loves dance music.
- 5 You're flying there next week.

- A We use the present simple for fixed events in a timetable.
- B We use the present continuous or *going to* for personal plans.
- C We use *will* when we decide as we speak or we know or think something about the future.

24 Underline the best form of the verbs in these sentences.

- 0 I'm starting / I'll start a new job on Monday.
- 1 The film is ending / ends at 11.15.
- 2 I've just washed my hair. I'm going to dry / I dry it now.
- 3 'Suzie can't come shopping with me.'
'I'm free. I'll go / I'm going with you.'
- 4 'Do you come / Are you coming to my sister's party tonight?'
'Sorry. I can't because I'm working / I work.'
- 5 The lecture begins / is beginning at 9.30 so don't be late.
- 6 I'm really tired. I don't do / I'm not going to do any studying tonight.
- 7 'Did you bring the tickets?'
'Oh, I forgot. I'll run back / I'm going to run back and get them.'
- 8 His flight is going to arrive / arrives at 17.05.
- 9 'What would you like to eat?'
'I won't have / I don't have anything. I'm not hungry.'
- 10 'What are you doing / do you do next weekend?'
'I'm going / I'll go to a wedding.'
'You'll enjoy / You're enjoying that.'

25 Read this letter. Choose the verb form A or B which best fits each space.

Dear Emma

You asked me about my plans for the summer holidays. Well, I (0) to Austria where I (1) with my auntie. We (2) Vienna while we're there. I expect we (3) shopping. It's my auntie's birthday on August 4th so we (4) a party and I hope all my cousins (5) I (6) on Friday so I (7) you before I go. Have a good summer.
Love Alan

- 0 A 'm flying B 'll fly
- 1 A stay B 'm staying
- 2 A visit B 're going to visit
- 3 A 'll go B are going
- 4 A 're going to have B have
- 5 A are going to come B will come
- 6 A 'm leaving B 'll leave
- 7 A 'm not seeing B won't see

- 26 Are these sentences true or false for you? If they are false, rewrite them so that they are true for you.

- 0 I'm doing my homework tonight.
I'm playing football tonight.
.....
- 1 I'm spending my holiday in Greece this year.
.....
- 2 I'll be 16 on my next birthday.
.....
- 3 I'm going to get up early tomorrow morning.
.....
- 4 We won't have any lessons tomorrow.
.....
- 5 I'm going to be a teacher in the future.
.....
- 6 I'm going to learn a new language this year.
.....

Modal and semi-modal verbs

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

A Obligation and permission: *must/needn't/should/may* and *can*

- 27a) Find and underline examples of the modal verbs *must/mustn't*, *needn't*, *should/shouldn't* and *may* and *can* in Test 1, Reading Part 1, page 6.
- b) Match each modal verb (1-6) with one meaning (A-G) below.
- 0 You may ...
- 1 You mustn't ...
- 2 You must ...
- 3 You needn't ...
- 4 You should ...
- 5 You shouldn't ...
- 6 You can ...
- A It is possible (for you) to ...
- B You are advised to ...
- C It is necessary/essential (for you) to ...
- D You are advised not to ...
- E It is forbidden/You are not allowed to ...
- F You are allowed/permitted to ...
- G It isn't necessary to ...

F

- 28 Complete the second sentence so that it means the same as the first, using each verb in the box once only.

needn't	can	should	mustn't	must
		shouldn't	may	

- 0 It is possible for students to borrow four library books during the holidays.
Students *can* borrow four library books during the holidays.
- 1 Parents are advised not to let young children climb on this.
Parents let young children climb on this.
- 2 It isn't necessary to book tickets for the cinema.
You book tickets for the cinema.
- 3 Students are not allowed to eat in the study centre.
Students eat in the study centre.
- 4 You are permitted to take one piece of hand luggage onto the plane.
You take one piece of hand luggage onto the plane.
- 5 It is essential for all visitors to leave their name at reception.
All visitors leave their name at reception.
- 6 Customers are advised to book early so they are not disappointed.
Customers book early so they are not disappointed.
- 29 **School rules**
- a) On a piece of paper write two rules for your school. Use *You must* and *You mustn't* ...
You must be in your classroom by 8.15.
You mustn't run in the school.
- b) Read your rules to the class.
- 1 How many different rules are there?
- 1 Do you agree with them? Are they good rules?
- c) Are there any rules in your school that you would like to change? Why?

B Requests and offers

The conversations in Listening Part 1 often contain requests and offers. You also need to understand them in Reading Part 1.

30a) Which of these are requests (R) and which are offers (O)?

- | | | |
|---|--|--------------------------|
| 1 | Could you get me a new toothbrush? | <input type="checkbox"/> |
| 2 | Shall I book it then? | <input type="checkbox"/> |
| 3 | Would you check to see if there's any post for me? | <input type="checkbox"/> |
| 4 | I can book the hotel for us this afternoon. | <input type="checkbox"/> |
| 5 | Why don't I help you? | <input type="checkbox"/> |
| 6 | Can you help me find them? | <input type="checkbox"/> |
| 7 | Will you post this letter for me? | <input type="checkbox"/> |

b) Look at the requests in Exercise 30a. Which are more polite?

c) Rewrite these requests making them more polite.

0 Can you pass me that book?
Could you pass me that book?

1 Will you lend me your camera?
.....

2 Can you help me do the shopping?
.....

3 Will you get me a stamp?
.....

4 Can you give me a lift home?
.....

31 What would you say in the following situations?

0 You want your father to drive you to college.
Can you drive me to college, please?


1 You want a friend to open a window.
.....

2 A friend has several bags to carry. You want to carry one for him.
.....

3 You want your brother to turn his music down.
.....

4 You want to help your mother cook dinner.
.....

5 You want your teacher to give you more time to do your homework.
.....

32  Think of two requests you can ask other students. Choose two students and ask them.

C Advice and suggestions

You may need to give advice or make suggestions in Writing Parts 2 and 3 and in Speaking Part 2. You also need to understand them in Reading Part 1 and Listening Parts 1 and 4.

33a) Read these sentences from the letter in Test 1, Writing Part 3, page 21. Underline the words we use to give advice or make suggestions.

You must go to Rome.

You should go to the mountains too.

You could go to the lakes too.

b) Put the expressions you've underlined in the correct place below.

very strong ←————→ not strong

You ... You shouldn't You ...

You ought to

If I were you, I'd ...

You ...

c) Give these people some advice using one of the expressions above.

0 Your friend wants to take her grandmother out on her birthday. Give him advice on where to go.
If I were you, I'd take her to a restaurant.

1 Your friend's sister has had a baby. He wants to buy the baby a present. Give him advice.
.....

2 Your friend is coming to your country on holiday. Give her advice on what to bring.
.....

3 Your cousin wants to try an exciting sport. Give him advice.
.....

4 Your friend is babysitting a four-year-old on Saturday. Give her advice on what to do.
.....

5 Your mother wants to buy a new mobile phone. Give her advice on what kind to get.
.....

6 Your friend wants to buy some new trainers. Give him advice on which shop to go to and what kind to get.
.....

7 Your friend wants to see a good film. Give her advice on which film to see.
.....

- d) **!** Think of a situation like those in (c) on page 136. Work in groups. Ask for and give advice.

I want to earn some money.

You could do some babysitting.

If I were you, I'd look at the adverts in the newspaper.

Verb forms

A Passives

In Writing Part 1 you are asked to change a sentence from the active to the passive. Reading and Listening questions are sometimes in the passive and the information in the text is in the active (or active in the question and passive in the text). You need to understand that they have the same meaning.

- 34 Look at this sentence from the text in Test 2, Reading Part 3, page 38.

Fisher found hundreds of silver bars ...

Question 20 has a passive verb. Underline it.

Some valuable objects were discovered by Fisher near the Atocha.

- Do the two sentences have the same meaning?
- How do we form the passive?

- 35 Complete the second sentence so that it means the same as the first, using no more than three words. Change the verbs from passive to active.

- 0 The Ice Hotel in Lapland melts each year and is built again by a team of people.

The Ice Hotel in Lapland melts each year and a team of people build it again.

- 1 The Ice Hotel is unusual and it is visited by many people each year.

The Ice Hotel is unusual and many people each year.

- 2 Lisa decided to stay there when it was recommended to her by a friend.

Lisa decided to stay there when a friend to her.

- 3 When she arrived she was given some special warm clothing by the receptionist.
When she arrived the receptionist some special warm clothing.

- 4 After she checked in, she was taken on a guided tour by one of the hotel staff.

After she checked in, one of the hotel staff on a guided tour.

- 5 She was told about some local trips by another hotel guest.

Another hotel guest about some local trips.

- 6 The next day, she was pulled across a frozen lake by a team of husky dogs.

The next day, a team of husky dogs across a frozen lake.

- 36 Complete the second sentence so that it means the same as the first, using no more than three words. Change the verbs from active to passive.

- 0 Last month, a film company invited Maria to Australia.

Last month, Maria was invited to Australia by a film company.

- 1 A chauffeur met her at the airport.

She at the airport by a chauffeur.

- 2 The manager welcomed her at her hotel.

She at her hotel by the manager.

- 3 The manager's assistant showed her round the studio.

She round the studio by the manager's assistant

- 4 Some other actors took her to the Sydney Opera House.

She to the Sydney Opera House by some other actors.

- 5 A film director offered her a part in a film.

She a part in a film by a film director.

B Verbs followed by *-ing* and/or infinitive

Some verbs followed by *-ing* or the infinitive with *to* are very common and you need to use them a lot.

37 Here are some sentences from Test 2, Reading Part 4, page 40.

- Which verbs are followed by *-ing*?
- Which verbs are followed by the *to*- infinitive?
 - I don't intend to give up.*
 - I love cycling.*
 - I plan to continue the sport.*
 - I enjoy entering competitions.*

38 Complete each sentence with a verb from the box. Put the verb into the *-ing* form or the *to* infinitive form.

apply upset go repair see buy live tidy
play use

- Would you like to go to a party tomorrow?
- I can't imagine living in another place.
- Gina lost her jacket but she couldn't afford a new one.
- Has the mechanic finished the car yet?
- Josef refused his bedroom when his mother asked him to.
- When I go away on holiday, I miss my friends.
- Michal learnt the piano when he was six years old.
- Rachel's boss asked her to consider for the new job.
- Teresa apologised and said she didn't mean her friend.
- Students are not allowed mobile phones in the canteen.

39 Three of these sentences are not correct. Tick (✓) those that are right and correct the ones that are wrong.

- Have you finished ~~to use~~ ^{using} the computer?
- Sonia dislikes getting up early.
- Do you enjoy to listen to music?
- We've decided going to the cinema.
- Alison has offered to help me tomorrow.
- I promised finishing the work by Friday.
- Daniel is hoping to go to university.
- We agreed to meet at the park entrance.

40 Think about your answers to the questions below. Then ask and answer the questions with a partner.

- What do you plan to do after school today?
- What do you like doing at weekends?
- Where do you prefer to go for your holidays?
- What do you hope to do when you finish school?
- What things do you hate doing?

Conditional sentences

The first conditional is tested in Writing Part 1. The first and second conditional are useful in Speaking Parts 2 (making decisions) and 4 (saying what might happen in the future). You will hear people using conditionals in listening Parts 1 and 4.

A First conditional, *if* and *unless*: real situations

41 Look at these sentences from the text in Test 1, Listening Part 4, page 29.

- What verb form is used in each part?
- What does *unless* mean?

Stephanie: I'll look after it if you lend it to me.

Mum: If you put your own clothes on instead of mine, I'll come shopping with you.

Mum: If you work hard, you'll get a place at university.

Stephanie: Can we go? We'll be too late unless we leave now.

42 Complete these sentences using the correct form of the verbs in brackets.

- 0 If Mum phones (phone),
I 'll give (give) her your news.
- 1 What (we do) if we
..... (miss) the train?
- 2 If there (be) nobody at home,
the postman (leave) the
parcel with a neighbour.
- 3 You (arrive) in time for lunch
if you (not stop) on the way.
- 4 If I (finish) work early, I
..... (give) you a ring.
- 5 Peter (be) angry if you
..... (not go) to his party.
- 6 If I (decide) to go to the
match, I (ring) you.
- 7 The plane (not take off) if
there (be) a storm.

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

- 0 If it doesn't rain, we'll climb the mountain later.
Unless it rains, we'll climb
the mountain later.
- 1 We'll go to the museum tomorrow unless there's
a transport strike.
We'll go to the museum tomorrow if
..... a transport strike.
- 2 If you don't look at the adverts, you won't find
a job.
..... you look at the
adverts, you won't find a job.
- 3 I won't speak to her if she doesn't say sorry.
I won't speak to her unless she
..... sorry.

- 4 Unless I miss the bus, I'll be home in 15 minutes.
If I the bus, I'll be
home in 15 minutes.
- 5 We'll go in the pool if it isn't too crowded.
We'll go in the pool unless
..... too crowded.

44 Read the questions and complete the answers about yourself.

- 1 What are you doing this weekend?
I'm going to unless
.....
- 2 Are you going away on holiday this year?
Yes, if
- 3 Do you think you will pass your English exam?
I hope so, if/unless

B Second conditional: unreal situations

- 45 Look at the following sentences from the text in Test 2, Reading Part 4, page 40. In the second sentence, what verb tense is used in each part?**

The mountain-biker says:

Be prepared for some hard work. If the training was easy, it wouldn't make you faster.

We use the second conditional when we think something is unreal or unlikely. Does he think the training will ever be easy?

- 46 Put the verbs in brackets into the correct tense. Decide if you need a negative verb or not.**

- 0 If Anna didn't live (not live) so far from her
work, she would cycle (cycle) there each day.
- 1 If Francesca (have) more free time,
she (learn) to play the guitar.
- 2 Tim (stay) in bed longer in the
morning if he (have to) go to work.
- 3 If I (spoke) the language, I
..... (ask) someone the way.
- 4 I (go) to the concert with Emma if I
..... (like) that band.
- 5 If I (know) what the problem was, I
..... (help).
- 6 If there (be) something good on TV
tonight, I (stay) in and watch it.

In Speaking Part 4, you sometimes talk about things you would like to happen but are unlikely.

47a) Match the sentence halves.

- | | | |
|---|-------------------------------------|-------------------------------------|
| 1 | If I did more sport, | <input checked="" type="checkbox"/> |
| 2 | I'd be really happy if | <input type="checkbox"/> |
| 3 | If I could sing, | <input type="checkbox"/> |
| 4 | My parents would be really angry if | <input type="checkbox"/> |
| 5 | If I studied harder, | <input type="checkbox"/> |
| 6 | If I had a lot of money, | <input type="checkbox"/> |
| 7 | If I could drive, | <input type="checkbox"/> |
- A I had a party without telling them.
B I'd get much fitter.
C I'd go to South America.
D my father bought me a motorbike.
E I'd be in a band.
F I'd go to the coast more often.
G I'd speak better English.

- b) Now finish the beginnings of the sentences with your own answers. Remember they are unreal or unlikely situations.**

Interrogatives

A Making questions

You have to understand the questions in Reading Part 4 and Listening Part 1 and Part 2. In Writing Part 2 you sometimes have to ask questions in an email or note. You have to ask questions in Speaking Part 2 and Part 4.

48 Use appropriate question words (e.g. *What, How many*) to complete these questions.

- 0 When is a good time to meet you?
1 did you put the car keys?
2 invented computers?
3 are you eating?
4 students are in your class?
5 do giraffes have long necks?
6 time will you be free tonight?
7 of these keys is for the front door?

49a) Look at the jumbled sentences (0–6) below and underline the verb forms. Match them to the tenses (A–E). Then put the words in the right order to make questions.

- A present simple
B present continuous
C present perfect
D will future
E past simple

- 0 you brother got older have an ?
Have you got an older brother?
1 time you start what do school ?
.....
2 last you cook when meal did a ?
.....
3 been you Africa to have ever ?
.....
4 kind like you what of do music ?
.....
5 what you doing weekend at are the ?
.....
6 English be useful you will for ?
.....

b) Now ask your partner the questions above.

50 Complete the questions using the verbs in brackets.

- 0 Do you like tennis? (like)
Yes, but I don't win very often.
1 to the cinema last night? (go)
Yes, I saw a great film.
2 your driving test yet? (take)
Not yet. I'm still learning to drive.
3 good at maths? (be)
Not really. I don't understand a lot of it.
4 to go shopping tomorrow? (like)
I'd love to. What time shall we go?
5 swimming very often? (go)
About once a week.
6 dinner when I rang? (cook)
No, I wasn't. I was watching TV.
7 on holiday next week? (go)
Yes, I am. I leave on Monday.
8 on Saturday? (babysit)
Sorry, I can't. I'm going away for the weekend.

Reported speech

Reported speech is tested in Writing Part 1. There may be reported speech in one sentence and direct speech in another.

Reporting statements and questions

51a) A new sports centre has opened. A journalist asked people about the centre. He asked these questions:

A What do you think of the new sports centre?

B Do you like it?

Look at the underlined words.

- 1 What tense are the verbs?
2 Which question begins with a question word?

- b) When he wrote his newspaper article, this is how the journalist reported his questions. Underline the verbs and answer the questions below.

I asked them what they thought about the new sports centre and if they liked it.

- 1 What tense do we use after *asked* in reported questions?
- 2 When do we introduce a reported question a) with a question word? b) with *if*?

52a) Here is what two people said.

The sports centre is very ugly but people will definitely use it.

I hated the old pool but I've already swum in the new one twice and I'm going again soon.

Underline the verbs. Make a list of the tenses.

present simple

- b) Here is how the journalist reported what they said.

One man told me that the sports centre was very ugly but people would use it. A woman said she had hated the old pool but she had already swum in the new one twice and she was going again soon.

Underline the verbs. What changes do you make to the tenses after *said* and *told*?

- 53 We sometimes use other verbs to report instead of *said* and *told*. Look at the underlined verbs. Match them with the words the people used.
- 0 'Why don't we go by car?'
He suggested that we went by car.
 - 1 'You should apply early.'
The college advised me to apply early for the course.
 - 2 'Shall I give you a lift?'
I offered to give my friend a lift.

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

0 The woman asked how much the jacket cost.
The woman asked, 'How much does the jacket cost?'

1 Lena said that she didn't want to go to the beach.

Lena said, '..... want to go to the beach.'

2 Angela asked Carmen how often she had been to England.

Angela asked Carmen, 'How often to England?'

3 Miguel suggested having a barbecue on Friday.
Miguel said, 'Why a barbecue on Friday?'

4 Peter told Ivan that he would meet him at 8 o'clock.

Peter said to Ivan, 'I at 8 o'clock.'

5 Alison told her friend that she was hoping to visit Egypt.

Alison said to her friend, '..... to visit Egypt.'

6 My brother offered to meet my friend at the airport.

My brother said, '..... I meet your friend at the airport?'

7 Josef asked Michal if he was going to Elena's party.

Josef said to Michal, '..... to Elena's party?'

8 The teacher asked Sara which class she wanted to join.

The teacher said to Sara, 'Which class to join?'

9 My friend advised me to call a taxi.

My friend said, 'You call a taxi.'

10 Cara asked me if I would be at home on Saturday.

Cara asked, '..... at home on Saturday?'

A Articles

Words like *a/an* and *the* are often left out of signs and short messages. It is important, however, to use them correctly in Writing Parts 1 and 2.

- 55 Look at the underlined words in the following paragraph and complete the rules below with *a/an* or *the*.

I saw a man sitting on a bench outside the station yesterday. He had a large bag on the bench next to him. He opened the bag and took out a complete meal – a tablecloth, a large dish, a salad and a knife and fork. He put it on the bench and started to eat.

- A We use when we introduce something for the first time or to talk about one of many.
 B We use to talk about something again or when there is only one.

- 56 Read the following text. Underline the word which best fits each space.

(0) *One / A* day last week I visited my local university to have a look round. (1) *A / The* university is very old and it is in (2) *the / a* centre of (3) *the / one* city. There were lots of people who were also interested in studying there. When I arrived, I went to (4) *a / the* talk. After that (5) *a / the* student showed me round. I want to study science so I wanted to look at (6) *the / one* science block. I spent (7) *one / the* hour there. I thought (8) *a / the* university looked very interesting and I hope to go there to study.

B Personal pronouns and possessives

The structure *my friend > a X of mine* is often tested in Writing Part 1.

- 57a) Read these sentences from the notes and messages in Test 1, Reading Part 1, page 6. Underline the pronouns and possessives.

- 0 *Anna's going to book the hotel tonight for our holiday.*
 1 *She wants you to send her £50.*
 2 *A friend of mine has lent me this book.*
 3 *Why don't you read it first?*

b) Complete this table.

Personal pronoun (subject) e.g. <i>She</i> saw the dog.	Personal pronoun (object) e.g. The dog chased <i>her</i> .	Possessive adjective e.g. <i>Your</i> friend	Possessive pronoun e.g. A friend of <i>yours</i> .
I	.....	my	.....
you	.....	your	yours
.....	.....	his	his
she	her	her	.....
we	us	.....	ours
they	them	.....	theirs

- 58 Complete this email with the correct pronoun or possessive.

To: _____
 From: _____

Dear Mum

Sorry I haven't written to (0) *you* before. This is a good place for a holiday and your friends' flat is nice but Natalie is really annoying (1) *she*. She's met some friends of (2) *them* from college and (3) *she* invites (4) *them* here all the time. She knows that the flat belongs to friends of (5) *them* and (6) *she* only has space for two people. She agreed that we'd do things together during (7) *my* holiday here. What shall I do?
 Send (8) *me* an email soon.
 Love Cathy

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

- 0 My mother met her cousin at a concert yesterday.
 My mother met a cousin *of hers* at a concert yesterday.
- 1 That car belongs to us.
 That car is
- 2 George asked some friends to dinner.
 George asked some friends of to dinner.
- 3 My parents are going sailing. Their friend has bought a boat.
 My parents are going sailing. A friend of has bought a boat.
- 4 Those are your glasses, they're not Sarah's.
 Those glasses are they're not Sarah's.
- 5 One of my ambitions is to visit South America.
 Visiting South America is an ambition of

C Countable and uncountable nouns

It is important to know if a noun is uncountable or countable, as this can help you choose the correct answers in parts of the exam, for example, Reading Part 5.

60a) Look at the underlined nouns in these sentences. Are they countable (C) or uncountable (U)?

- How much money do we have?
- The restaurants in the centre are always crowded.
- The food here always tastes very good.
- Could I have a sandwich, please?
- Your advice wasn't very helpful.
- 'How many stamps do you need?' 'Two first class stamps, please.'

b) Complete these rules with *countable* or *uncountable*.

- A Countable..... nouns can have *a/an* before them.
 B nouns can have a number (*one, two, etc.*) before them.
 C nouns have a singular and a plural form.
 D nouns don't have a plural form.
 E nouns always have a singular verb.
 F nouns can have a singular or plural verb.
 G nouns can answer the question *How many?*
 H nouns can answer the question *How much?*

61 Find and correct the mistakes in these sentences. There is one mistake in each sentence.

- some*
- I need ~~a~~ milk for my coffee.
 - Could you give me some informations about the town?
 - I have three favourite dish.
 - There are no butter in the fridge.
 - The views from the top of the mountain is amazing.
 - Jack has black hairs.
 - There are too much milk in this cup of coffee.

62 Make questions using *How much ...?* or *How many ...?* and a noun and verb from the box.

languages (speak)	money (have)	time (spend)
fruit (eat)	brothers and sisters (have)	
C.Ds (own)	sports (play)	

- How many sports do you play?
Only football.
- in your pocket?
About €20.
- ?
One brother and two sisters.
- every day?
Usually a banana and an apple.
- ?
Three. Spanish, English and French.
- ?
I'm not sure. About 100 I think.
- on your homework?
About two hours. I had a lot.

D Quantifiers

Quantifiers, or words that describe *how much/how many*, are often tested in Reading Part 5. In Listening Part 3 tasks they may help you guess the missing word.

63a) Are the underlined words followed by countable (C) or uncountable (U) nouns?

- Scientists have found out a lot of/lots of information about Ancient Egypt.
- The Ancient Egyptians used many different pictures instead of words.
- Some languages have died because there aren't any speakers left.
- I need some help with my research project.
- There isn't any useful information in this book.
- There are several websites that will be helpful for my project.
- I don't have much time left.
- I only have a little time left.

b) Put the words from Exercise 63a into the correct column.

with plural countable nouns	with uncountable nouns only	with plural and uncountable nouns
several		

64 Underline the correct word or phrase in each sentence.

- 0 Mark gave us a / some good advice about visiting Scotland.
- 1 Their neighbour complained that they were making too much / many noise.
- 2 Sara's mother gave her several / much jobs to do.
- 3 Can you lend me a little / a few money? I'll pay you back tomorrow.
- 4 Will you get a / some sugar from the shop? There's only a few / a little left.
- 5 Linda had a few / a little moments to decide what to do.
- 6 There was so many / much rain last night that the river flooded.
- 7 There was lots of / many accommodation in the town so we didn't need to book.
- 8 Can you give me a lift because there aren't any / much trains today.

65a) Look at Question 27 from Test 2, Reading Part 5, page 43.

... there was a different picture for (27) ... word.

The missing word is C, every. Why?

- A ~~X~~ some word → some + plural noun (some words)
- B ~~X~~ all word → all + plural noun (all words)
- C ✓ every word → every + singular countable noun
- D ~~X~~ any word → we usually use any with a negative.

Can each go in the gap?

b) Now look at this sentence.

There was a different picture for ... of the words.

- 1 Does every fit in this gap? Why not?
- 2 Does all fit in this gap?
- 3 Does each fit in this gap?

c) Underline the correct word in each sentence.

- 0 Every / All flat in my block has a balcony.
- 1 Each / Every of the visitors was given a souvenir.
- 2 All / Every of the flats are sold now.
- 3 Every / All child was given a free balloon.
- 4 This guidebook has a map for all / each city.
- 5 Every / All of the shops are open late on Thursdays.
- 6 I bought a different present for each / every of my friends.

E Relative pronouns

Relative pronouns are often tested in Reading Part 5.

66 Look at these sentences and then complete the rules below with whose, which, who or where.

It was my son who made it a lucky day.

We found the wood where I used to go.

I know someone whose ring was found after thirty years.

We often had a picnic in a wood which was full of wild flowers.

- A We use to give more information about a person.
- B We use to give more information about a thing or place.
- C We sometimes use to give information about a place.
- D We use when something belongs to a person.

67 Choose the correct relative pronoun A, B, C or D for each gap.

- 0 My father has a friend has met the President of the United States.
A who B which C where D whose
- 1 This is a photo of the hotel ... we're going to stay.
A who B which C where D whose
- 2 I hate watching films ... don't have a good story.
A who B which C where D whose
- 3 Do you know anyone ... is over 100 years old?
A who B which C where D whose
- 4 I've got a new phone ... is really small.
A who B which C where D whose
- 5 This is my friend Tom ... uncle is our football trainer.
A who B which C where D whose
- 6 The gym ... I do an exercise class is going to close.
A who B which C where D whose
- 7 That shop is owned by Mr Patterson ... teaches at my school.
A who B which C where D whose
- 8 What's the name of the woman ... computer I used last week?
A who B which C where D whose

F Relative clauses

You can use relative clauses to improve your writing and get extra marks in Writing Part 3.

- 68 Look at the beginnings of three sentences from the story in Test 2, Writing Part 3, page 49. Choose one relative clause (A–C) to add to each one.

- 1 *The night before, I had travelled with my parents and my cousin Juan to the summer house ...*
2 *We sailed towards the other side of the lake ...*
3 *We cooked the fish ...*
A which we had brought back.
B which we always rent.
C where it was completely deserted.

- 69 Read this story and choose the relative clause below which best fits in each space.

I didn't have to get up early so I stayed in bed until it was time to go shopping with my friend Lisa. She needed to get some new clothes for her holiday. Her cousin, (0) *.....*, was also coming. We all met at Pietro's Café, (1) *.....*, and had a coffee before going to the shops. Lisa bought some jeans and a summer dress, (2) *.....*, and we all bought some new t-shirts. We then decided to go to the Arts Cinema (3) *.....*. We saw a film called *Forever* (4) *.....*. It's about a man (5) *.....*. It was still quite early when it finished so we walked towards the park and met some friends from school (6) *.....*. At the end of the day, I was tired but I'd had a good time.

- A which sells good sandwiches
B where there are always good films on
C whose job is to arrange weddings
D which was really funny
E who was staying with her for a few days
F which were quite cheap
G who came with us to have a meal in a Chinese restaurant

Adjectives and adverbs

A Comparatives and superlatives

You will need to understand the different ways of making comparisons in the questions and texts in the Reading and Listening papers. Reading Part 5 and Writing Part 1 often test ways of making comparisons. In Speaking Part 2 you may want to compare things in the photographs.

- 70 Read these sentences from the text and questions in Test 1, Reading Part 4, pages 12–13. For questions 1 and 2, underline the sentence (A–B) which has the same meaning.

- 1 *The musical was more entertaining than the film.*
A The film wasn't as entertaining as the musical.
B The musical wasn't as entertaining as the film.
2 *The film wasn't as amusing as the book.*
A The film was more amusing than the book.
B The book was more amusing than the film.

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

- 0 My new computer is faster than my old one.
My old computer isn't as fast
as my new one.
1 My new computer is the same size as my old computer.
My new computer is as big
my old computer.
2 My old computer was more expensive than my old computer.
My new computer wasn't
my old computer.
3 My old computer isn't as exciting as my new computer.
My new computer is more
my old computer.
4 My new computer weighs the same as my old computer.
My new computer is as
my old computer.

72 Use the comparative form of the adjectives in brackets to write sentences about the pairs of things below.

- 0 Cardiff / London. (not big)
Cardiff isn't as big as London.
.....
- 00 a drum / a flute (loud)
A drum is louder than a flute.
.....
- 1 Cairo / Paris. (hot)
.....
- 2 golf / skiing (not dangerous)
.....
- 3 a helicopter / an aeroplane (not fast)
.....
- 4 a bicycle / a motorbike (cheap)
.....
- 5 snow / rain (cold)
.....
- 6 a lion / a giraffe (not tall)
.....

73 Use the superlative form of the adjectives in brackets to write sentences about these things.

- 0 Cardiff / London / Edinburgh (big)
London is the biggest.
.....
- 00 a drum / a flute / a violin (loud)
A drum is the loudest.
.....
- 1 Cairo / Paris / Milan (hot)
.....
- 2 golf / skiing / cycling (dangerous)
.....
- 3 a helicopter / an aeroplane / a bus (fast)
.....
- 4 a bicycle / a motorbike / a car (cheap)
.....
- 5 snow / rain / sun (cold)
.....
- 6 a lion / a giraffe / a tiger (tall)
.....

In Writing Part 1, there is sometimes a comparative in one sentence and a superlative in the other.

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

- 0 The paintings in this room are more famous than the others in the gallery.
The paintings in this room are the most famous in the gallery.

- 1 Tomorrow will be sunnier than the rest of the week.
Tomorrow will be day this week.
- 2 The hotel on the cliff has the best view in the town.
The hotel on the cliff has a view than the other hotels in the town.
- 3 My brother is taller than the other children in his class.
My brother is child in his class.
- 4 Football is more popular than other sports at my school.
Football is sport at my school.

75a) Write some sentences about the rooms in your home using the adjectives in the box and the superlative. Add some other adjectives if you can.

small big comfortable warm nice

The living room is the biggest room.

b) Ask your partner what they have written.

Which room is the biggest?

B Sequencers: first, then, next, etc. before/after

We use words and phrases like *first, then, before* to show the order in which things happened. They are sometimes tested in Reading Part 5. You can use them in stories in Writing Part 3.

76 Read these sentences from the sample story in Test 2, Writing Part 3, page 49. Underline the time expressions that show the sequence of events.

- 1 The night before, I had travelled with my parents and my cousin Juan to our summer house in the mountains.
- 2 After a while, we stopped.
- 3 Later in the afternoon, we returned home.

77 Number the sentences in the best order to make a story. Underline the time expressions that help you decide.

- 1 a Josh plays in a band with his friends from college.
- b On the day of the concert, one of Josh's friends picked him up in his car.
- c Then, they set everything up on the stage with the rest of the band.
- d Finally, the concert started and they began to play.
- e One day, they were asked to play in a concert.
- f Afterwards, the whole band was pleased with their performance.
- g After that, they all spent the whole week practising.
- h At last, they arrived at the hall and began to unload their instruments and equipment.
- i First, they decided which songs they were going to play.
- j After a while, Josh forgot that he had felt nervous.

78 On a piece of paper, write down five things you did last weekend and put a sequencer in each sentence. Then tear your piece of paper into strips and give them to your partner. Can your partner put the sentences into the correct order?

C too and enough

Too and enough are tested in Writing Part 1. They are sometimes used in the conversations in Listening Part 4.

79 Look at these sentences and then complete the rules below with *too* or *enough*.

- 1a) *This food is too hot.*
 b) *We've got too much food.*
 2a) *This food isn't hot enough.*
 b) *We haven't got enough food.*

- | | |
|---|--|
| A | goes before adjectives and quantifiers. |
| B | goes after an adjective and before a noun. |

80 There is a mistake in three of these sentences. Underline the mistakes and correct them.

- 0 Have you got time enough to cook dinner?
enough time
- 1 I thought the film was too long.
- 2 These shoes are small enough. They hurt my feet.
- 3 I don't like reading newspapers. There's too much bad news.
- 4 My brother's not enough old to drive a car.
- 5 Let's invite some friends round. There's too much food here for us.
- 6 I can't move this cupboard. It's heavy enough.

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

- 0 It isn't warm enough to have a picnic.
 It's too cold to have a picnic.
- 1 Our flat is too small for everyone to eat here.
 Our flat isn't for everyone to eat here.
- 2 The road isn't wide enough for us to drive down.
 The road is too for us to drive down.
- 3 The music isn't loud enough for me to hear it properly.
 The music is soft for me to hear it properly.
- 4 The bridge is too weak for lorries to go across.
 The bridge isn't for lorries to go across.
- 5 The cupboard is too tall for me to reach the top shelf.
 I'm not to reach the top shelf in the cupboard.

Prepositions of time and place

Prepositions are important for understanding in Reading Part 1 and 2 and are often tested in Reading Part 5. They can help you in Listening Part 3.

A Prepositions of time

There is usually a question in Listening Part 3 testing a time – a day, a date, a season, etc. The preposition before the gap can help you decide what kind of word will fit.

82a) Look at these sentences and underline the prepositions of time.

- The festival opens on June 15th.
- The Olympic Games take place in the summer.
- The new sports centre will open in July.
- The next film starts at 7.30 pm.
- The sale begins on Wednesday.
- The building was opened in 2003.

b) Now complete these rules with *on*, *in* or *at*.

- We use before days and dates.
- We use before times.
- We use before months, seasons and years.

83 Complete the sentences below with *in*, *at* or *on*.

- The concert starts at 8 o'clock.
- It rained heavily the afternoon.
- Maria is starting tennis lessons Monday.
- Many railways were built the 19th century.
- 'What are you doing the weekend?'
- Christopher Columbus sailed to America 1492.
- 'I'll meet you outside the station midday.'
- It can get very cold in Lapland the winter.
- Monica sometimes has to work late night.
- The tomb of Tutankhamun was discovered the 1920s.
- It is Juan's birthday 12 December.
- Yvonne is going on holiday with her sister July.

B Prepositions of place

Prepositions of place are often tested in Reading Part 5.

84 Read the text below and choose the correct preposition for each space.

I live (0) in a very small town so it's impossible to get lost. My school is (1) to my house so I don't need to walk far. In front (2) the school there's a bus stop where children get on the bus. The bus goes (3) the town picking everyone up.

(4) the same side of the road as my school there are two other buildings – a museum and a library. My school is (5) them.

We sometimes go to the library after school or we sometimes play (6) the park. At weekends I stay (7) home or go out with my friends.

- A on B at C in D into
- A next B beside C opposite D behind
- A from B to C of D at
- A around B over C by D along
- A At B On C In D By
- A across B between C next D opposite
- A on B at C in D to
- A in B on C to D at

Connectives

A *because*, *as*, *since*, *but*, *although*, *while*, *so*

We can use linking words like *but*, *so*, *because* etc. to connect two ideas in a sentence. They are sometimes tested in Reading Part 5.

85a) Complete the sentences with *because*, *but*, *although* or *so*.

- We looked everywhere for the ring we couldn't find it.
- we looked everywhere for the ring, we couldn't find it.
- He was bored with the picnic he started digging a hole.
- He started digging a hole he was bored with the picnic.

- b) Complete the rules below with the linking words *because, but, although* or *so*.

- | | |
|---|---|
| A | We use to answer the question <i>Why</i> . |
| B | We use or to join two opposite ideas. |
| C | We use to introduce a result. |

- c) Add the words *as*, and *since* to the rules in b.

- 86 Read the text below and choose the correct linking word for each space.

When I was 17, I applied to a drama school
 (0) because I was good at acting. At my interview they asked me to read something. I was very nervous
 (1) I did it really badly. (2) they could see I was nervous, they didn't give me another chance and I got a job as a hairdresser instead.
 (3) I'm sorry I didn't become an actor, I've had a good life as a hairdresser (4) I've met lots of interesting people.

- 0 A although B so C because
 1 A but B although C so
 2 A So B Although C But
 3 A As B Because C Although
 4 A since B although C but

B Saying when things happen: *when, while, until, before/after, as soon as*

Some linking words tell us when something happened. They are often in the messages and notices in Reading Part 1, in the questions in Reading Parts 3 and 5 and in Listening Parts 1 and 2. They are tested in Reading and Writing Part 1. You may want to use them when you talk about yourself in Speaking Parts 1 and 4.

- 87 Look at the underlined words in this question from Test 1, Listening Part 2, page 27. They are all linking words.

- 8 When did Toby get a job with Atkins engineering?
 A when he was a university student
 B as soon as he finished university
 C six months after he finished university

- 88 Read the sentences below and choose the correct linking word for each space.

- 0 I'll speak to Lena before I ask anyone else.
 A before B while C until

- 1 Marco was very tired and he fell asleep the lesson began.

A until B as soon as C while

- 2 Could you fill in this form you're waiting, please?

A after B when C while

- 3 Tell me you're ready to leave and I'll call a taxi.

A when B until C while

- 4 I walked through the door and the phone rang immediately. The phone rang I walked through the door.

A as soon as B until C before

- 5 Claudia did the maths homework last, she had finished all the other exercises.

A before B while C after

- 6 I missed Jack he left.

A after B while C before

- 7 We didn't realise how high up we were we looked down.

A until B after C while

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

- 1 Lisa's party started at 9 o'clock.

Lisa's party didn't start 9 o'clock.

- 2 When her friends arrived, Lisa immediately put on some music.

Lisa put on some music her friends arrived.

- 3 Lisa's friends danced and then they had something to eat.

Lisa's friends danced they had something to eat.

- 4 Lisa didn't go to bed until she had tidied up the house.

Lisa went to bed she had tidied up the house.

- 90 Complete these sentences truthfully about yourself.

- 1 Before I go to school, I

- 2 I don't start school until

- 3 While I'm at school, I

- 4 When I have some spare time at school, I

- 5 As soon as I get home from school, I

- 6 After I get home from school, I

C before/after -ing

Before/after + -ing are often used in signs and notices so you need to understand them for Reading Part 1. You can use them in your writing to talk about what happened first.

91a) Look at these sentences from Test 2, Reading Part 1, page 35.

- 1 *Make sure you have enough money with you before filling your car with petrol.*
- 2 *You can pay with cash or credit card after filling your car with petrol.*

Which should you do first:

- 1 make sure you have enough money or fill your car?
- 2 pay with cash or credit card or fill your car?

Underline the verb which follows *before* and *after*. What do you notice?

b) Decide in which order these actions happen. Join them with *before* or *after* as shown.

You should:

- 0 fall asleep / set your alarm clock (before)
set your alarm clock before falling asleep.
- 1 write a plan / answer the question (after)
.....
- 2 find a towel / have a shower (before)
.....
- 3 have lunch / go swimming (after)
.....
- 4 buy the tickets / arrive at the concert (before)
.....
- 5 check your bank account / buy something expensive (before)
.....
- 6 go to bed / turn the TV off (before)
.....

D so/such (that)

So and *such* are tested in Writing Part 1.

92 Look at these sentences and then complete the rules below with *so* or *such*.

- 1 It was such a good class they decided to go regularly.
- 2 The class was so good they decided to go regularly.

- | |
|--|
| A We use before an adjective. |
| B We use before an adjective + noun. |

93 Match the sentence halves.

- 0 He thought both CDs were so good that ...
- 1 It was such an important match that ...
- 2 His mobile phone was so old that ...
- 3 It was such an expensive guitar that ...
- 4 His bedroom was so untidy that ...
- 5 It was such a cold day that ...
- 6 The bags were so heavy that ...



- A he knew he couldn't afford it.
- B he couldn't find anything.
- C his friends laughed at it.
- D he bought both of them.
- E he wasn't able to lift them.
- F he practised every day for a week.
- G he put on a thick jumper.

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

- 1 He never meets his friends now because he has such a busy job.
He never meets his friends now because he is busy at work.
- 2 Luca wanted to visit Sydney but the journey was so long that she decided not to travel.
Luca wanted to visit Sydney but it was journey that she decided not to travel.
- 3 She said she couldn't help because she was so tired.
She said she couldn't help because she'd had tiring day.
- 4 The film was so boring they left the cinema.
It was film they left the cinema.
- 5 It was such a horrible uniform that Rachel refused to wear it.
The uniform was that Rachel refused to wear it.
- 6 She couldn't eat all the pizza because it was so big.
It was pizza she couldn't eat it all.

General vocabulary bank

This section presents and practises:

- words and expressions with similar and opposite meanings
- word-building
- vocabulary in signs and notices
- expressions with prepositions
- phrasal verbs.

Expressions with similar or opposite meanings

In different parts of the Reading Paper, you have to match or choose between words and expressions with the same or similar meanings, or words with opposite meanings.

A Reading Part 1

In Reading Part 1 you have to match words which have the same meaning in the texts and the options.

- 1 Look at these pairs of expressions. Write **S** if they have the same meaning and **D** if they have different meanings. (The examples are from Test 1, Reading Part 1, page 7.)

- 0 tickets already paid for / if you've paid for your ticket. S
- 00 Buses will depart every 10 minutes. / Buses will depart 10 minutes earlier. D
- 1 Give back the book. / Return the book.
- 2 It is forbidden to eat in here. / You can eat in here.
- 3 Ring me. / Phone me.
- 4 If you don't reply ... / Unless you reply ...
- 5 The plane is delayed. / The plane is cancelled.
- 6 Tickets available 24 hours in advance. / Tickets available for 24 hours only.
- 7 Let me know. / Contact me.
- 8 The CD costs less than the DVD. / The CD is cheaper than the DVD.
- 9 Entrance is free. / You don't have to pay to go in.
- 10 Be here by six o'clock. / Be here after six o'clock.

B Reading Part 3

In Reading Part 3, the sentences never contain exactly the same words as the text. Sometimes they have the same meaning and sometimes they have different meanings.

- 2 Look at these pairs of sentences. Write **S** if they have the same meaning and **D** if they have different meanings.

- 0 There are fewer fishing boats than there used to be.
There aren't as many fishing boats as there used to be. S
- 1 There are daily charges.
You have to pay each day.
- 2 There was too much rain.
There wasn't enough rain.
- 3 Tourists come here less often now.
Tourists don't come here as often now.
- 4 The museum costs too much for most visitors.
The museum doesn't cost enough for most visitors.
- 5 An adult must accompany every child.
An adult must go with every child.
- 6 The fishermen needed somewhere to stay.
The fishermen needed accommodation.
- 7 The number of tourists has gone up.
The number of tourists has decreased.
- 8 The boats take a maximum of five people.
The boats take no more than five people.

- 3a) Look at the sentences below from Test 2, Reading Part 3, page 38.

- 1 Do the words in bold have the same meaning or not?
- 2 Is sentence 19 correct (A) or incorrect (B)?

19 Soon after he had sold objects from the *Margarita*, Fisher thought about **stopping** his search for the *Atocha*.

Text: Fisher was rich and famous but he was still determined to find the *Atocha* and in 1985, he **continued** his search.

- b) Rewrite the sentences below to mean the opposite, using words from the box.

remembered light refused boring easy
coming down ~~dangerous~~ late far from

- 0 It is safe to swim in the lake.
It is *dangerous* to swim in the lake.
.....
- 1 The price of petrol is going up.
.....
- 2 Kim thought the test was very difficult.
.....
- 3 Amanda agreed to lend her friend some money.
.....
- 4 Linda said that her train had arrived early.
.....
- 5 I forgot to buy a present for my sister's birthday.
.....
- 6 Our new house is quite near the city centre.
.....
- 7 I was surprised that the bag was so heavy.
.....
- 8 Sonia thought the film was rather interesting.
.....

C Reading Part 5

In Reading Part 5 you have to choose between four words which have similar meanings. For example, in Test 1, Reading Part 5, Questions 27, 28, 31, 34 and 35 all contain words with similar meanings, but only one word is right.

- 4 Choose the word A, B, C or D which best fits each space. Use your dictionary to help you.
- 0 I *reminded* my sister to post my letter on her way to the bus stop.
A reminded B remembered C explained
D suggested
- 1 Our car broke down and we two hours waiting at the garage.
A passed B spent C made
D put
- 2 They didn't know what the box because they couldn't open it.
A consisted B combined C controlled
D contained
- 3 They had a lovely holiday but they travelling across the desert best.
A enjoyed B wanted C hoped
D wished

- 4 I didn't like Mara when I first met her but in the we became good friends.
A finish B end C final
D conclusion
- 5 When someone famous, they are often recognised in the street.
A happens B develops C becomes
D grows
- 6 Most supermarkets have a range of fruit and vegetables nowadays.
A high B deep C wide
D long
- 7 Leonardo da Vinci is as a great scientist as well as a wonderful artist.
A known B called C suggested
D told
- 8 The of people going to university is rising each year.
A sum B total C quantity
D number

Words you see in signs and notices

Reading Part 1

- 5 Complete the signs and notices below using words from the box.

discount switch off exit ~~delivery~~
appointments assistant cancelled inside
~~customers'~~ bookings expected change
apply use

- 0 Two-day *delivery* on all *customers'* website orders.
- 1 10% on theatre tickets for of 10 or more people.
- 2 Flight EA246 due to fog.
Delays on all other flights.
- 3 René Hair Design
..... not always necessary.
Ask
- 4 Remember to machine when not in

- 5 WANTED
Sales to work in toy department -
..... within.

- 6 NORTHSIDE CAR PARK
Have correct ready to pay at

Word-building

A Compound nouns

Compound nouns are very common. They are made from two other nouns. They are sometimes written as one word and sometimes two.

- 6 Look at these compound nouns from the texts in Test 2, Reading Part 2, page 37. What words are they made of?

farmland
woodland
seabird

- 7 Complete the sentences with compound nouns using a word from box A and a word from box B.

A sun film traffic tooth ~~fire~~ travel
seat sports

B lights ~~alarm~~ stars cream centre
ache belt agency

- 0 If you hear the ... fire alarm ... you have to leave the building.
- 1 Very few have long acting careers.
- 2 You have to stop when the are red.
- 3 When you go to the beach, you should put on
- 4 I have to see a dentist. I've got
- 5 I get cheaper holidays because I work at a
- 6 You have to wear a when you are driving.
- 7 I'll phone the and book a tennis court.

- 8 Complete each compound noun in this story using a word from the box.

brush luggage gate card bell check-in
jam alarm driver

Going on holiday

I was really looking forward to my holiday. I had an early flight so I set my (1) clock before I went to sleep. I got up on time and at 6.30 the taxi (2) rang my door (3) He then helped me to carry my suitcases and hand (4) to the car.

On the way to the airport we got caught in a traffic (5) Luckily, it cleared and we arrived at the airport in time. I hurried to the (6) desk but learnt that my flight was delayed!

I decided to do some shopping and I bought some magazines and a new tooth (7) I had used all my change for the taxi so I paid with a credit (8) I finally left through the boarding (9) and got onto my plane. I sat in my seat and started to relax.

B Forming adjectives

You need to recognise some common affixes. If you know *help*, for example, you can understand the adjectives *helpless*, *helpful* and *unhelpful*. This will help you with vocabulary, especially in Reading Part 3.

- 9 The adjectives *successful* and *valuable* are in the text in Test 2, Reading Part 3, page 39. These are formed from the nouns *success* and *value*.

Decide which other adjectives can be made from the nouns listed below and tick (✓) the correct boxes.

	-ful	-less	-y	-able
success	✓			
value		✓		✓
luck				
care				
pain				
dirt				
beauty				
comfort				
cloud				
help				
thirst				

- 10 Add *-ful*, *-less*, *-y* or *-able* to the words in the box to complete these sentences. Be careful with spelling.

pain comfort dirt beauty care luck use
noise thirst help cloud

- 0 Anna bought the sofa because it was so comfortable.
- 1 Be! Please don't break the window.
- 2 Michal always wins when he plays cards with his friends. He is very
- 3 The doctor told Paul it wouldn't hurt at all. He said it was completely
- 4 Monica likes doing things for other people. She is always very
- 5 Sara hadn't had time to clean the kitchen floor. It was very
- 6 This knife is It doesn't cut anything!
- 7 It was very in the classroom and the teacher told the children to be quiet.
- 8 Anita wants to be a model when she grows up. Everyone says she is very
- 9 I'm very Could I have some water?
- 10 It was a very day and it looked like it was going to rain.

C Adjectives ending in *-ed* or *-ing*

We can make adjectives by adding *-ing* or *-ed* to some verbs. These adjectives are often used in texts about opinions.

- 11a) Look at the underlined adjectives in this sentence from Test 1, Reading Part 4, page 12 and answer the questions below.

I was excited when I heard about the film. I was disappointed, however, when I finally saw it because unfortunately they managed to make all the amusing parts of the book seem serious.

- 1 Is the writer excited?
- disappointed?
- amusing?
- 2 Is the book excited?
- disappointed?
- amusing?

b) Underline the correct form in these rules.

- A We use *-ed/-ing* adjectives to give opinions of people and things.
- B We use *-ed/-ing* adjectives for feelings.

- 12 Underline the correct word.

My sister lives in London and last week I went there to meet her. I was a bit (0) annoyed / annoying because I wanted to go shopping but she insisted on going to a museum. I normally think museums are (1) bored / boring but I was (2) surprised / surprising because the exhibition we went to was really (3) interested / interesting – there were some (4) amazed / amazing paintings. In fact, I was so (5) interested / interesting in it I bought several postcards and a poster. My sister was really (6) excited / exciting because she said it was the best exhibition she'd ever been to. We thought about going shopping afterwards but we were too (7) tired / tiring. Walking round a museum is very (8) tired / tiring.

- 13 Write some sentences about yourself.

- 1 I feel bored when
- 2 I feel tired when
- 3 I feel excited when
- 4 I find interesting.
- 5 I find annoying.

Time expressions

The signs and messages in Reading Part 1 often contain expressions of time, e.g. *in advance*, *no longer*. You need to know exactly what these mean so you can match them to the options.

- 14 Choose a word or expression from the box to complete the time expression in each sentence below. Look carefully at the prepositions.

the same time last the end once first
present advance the latest time

- 0 After a very long journey, they arrived at the airport at last ..
- 1 We have no tickets available at
- 2 It's a good idea to book a table at that restaurant in
- 3 Send your application by Friday at
- 4 Try to be on or we'll miss the train.
- 5 The phone rang at as the doorbell.
- 6 I decided not to go out in because I was tired.
- 7 When I got the email, I rang my mother at to give her the good news.
- 8 I didn't like my new school at

- 15 Rewrite the sentences below using the expressions from the box to replace the underlined words.

by before two weeks in less than up to
 every 15 minutes ~~on Saturday and Sunday~~
 afterwards recently no longer than

- 0 The festival will take place at the weekend.
 The festival will take place on Saturday and Sunday.
- 1 That computer is not available any more because a new one has just come out.
- 2 Tickets won't be available until Sunday.
- 3 We stayed in Greece for a fortnight.
- 4 Please give me the book back before Monday.
- 5 The delivery will be made within two days.
- 6 There are adverts on the TV four times an hour.
- 7 Books can be borrowed for a maximum of three weeks.
- 8 I've got a class now but I'll see you later.

Prepositions

A Preposition + noun

Some common expressions made from a preposition + noun may be tested in Reading Part 5.

- 16 The prepositions are wrong in these sentences. Correct them.
- 0 I knocked on Tom's door but he wasn't *in* home. ~~at~~.
- 1 I broke the plate *on* mistake so don't get cross with me.
- 2 The shop doesn't have any jeans in my size *at* stock.
- 3 My cousin is in India *in* business.
- 4 We went to the concert *by* foot as it's always difficult to park.
- 5 I didn't feel well yesterday so I spent the whole day *at* bed.
- 6 I can't help because I'm *on* a hurry.

B Adjective + preposition

Adjectives followed by prepositions may be tested in Reading Part 5.

- 17 Look at this question from Test 2, Reading Part 5, page 43. Which is the only preposition that can follow different?

An alphabet is quite different (32) picture writing.

32 A at B from C before D between

- 18 Read these sentences. Choose the preposition A, B or C which best fits each space.

- 0 Our neighbour was very kind ~~to~~ us when we lost our key.
 A to B about C from
- 1 I was very angry my brother because he borrowed my favourite CD.
 A of B to C with
- 2 None of my friends is interested tennis.
 A to B in C at
- 3 Elena looks completely different her sisters.
 A from B about C of
- 4 I'm good maths so I'm hoping to study it at university.
 A in B at C from
- 5 It was nice you to lend me your car.
 A from B with C of
- 6 When I was little, I was afraid the dark.
 A about B of C at
- 7 I was very pleased my exam results as I hadn't expected to do well.
 A by B in C with
- 8 I'm really excited my holiday in New York.
 A about B in C to

C Verb + preposition

Some very common verbs are followed by prepositions. You need to learn which preposition follows which verb and use them correctly in your writing. They are also tested in Reading Part 5. It is also important to know which verbs are not followed by a preposition.

- 19 Look at this example from Test 2, Reading Part 5, page 43. Only one of the verbs can be followed by the preposition *of*. Which verb is it?

It of letters or symbols that represent a sound.

- 32 A consists B includes C contains
D involves

- 20 Choose the correct prepositions from the box to follow these verbs.

like ~~in~~ on with for to of (x 2) from

- 0 I succeededⁱⁿ getting a job at Atkins Engineering.
1 I always look forward going on holiday.
2 I was thinking becoming a doctor.
3 I think you'll get lost so I insist coming with you.
4 I'm tired. I don't feel going out tonight.
5 We apologised being late.
6 The security guard prevented the people entering the building.
7 I don't approve violent films.
8 I agree everything you said.
- 21 Read these sentences. Decide whether you need to put a preposition in each space. Write the correct preposition where necessary.
- 0 We arrived ~~at~~ the hotel so late the door was locked.
00 She phoned the restaurant to book a table.
1 I thanked my sister the present.
2 We reached the camp at midday.
3 We lived Edinburgh for many years.
4 Our friends told us their exciting holiday.
5 The burglar entered the house at the back.
6 I asked the shop assistant a bigger size.
7 The principal congratulated the students their exam results.
8 I spent an hour waiting the train.

D Verb + preposition/adverb

We use phrasal verbs a lot in English and they are often tested in Reading Part 5. They are usually two words: a verb + an adverb or a preposition.

- 22 Look at these phrasal verbs from Test 1, Reading Part 5, page 12. Match them with their meanings below.

- 1 we carried on until it was dark
2 we had to give up
3 he held up a ring
4 we gave it back to her
A stop
B lift
C continue
D return



- 23 Rewrite each of the sentences below using the correct tense of a phrasal verb from the box.

fill in find out get into go with hold up
look out look up put up take off

- 0 The train to Birmingham is delayed.
The train to Birmingham is held up.
1 I completed the form as soon as I received it.
.....
2 She removed her coat before she sat down.
.....
3 I tried to find all the words I didn't know in the dictionary.
.....
4 Be careful! There's a car coming.
.....
5 We discovered that our great-grandparents were Irish.
.....
6 That scarf doesn't match your coat.
.....
7 That shop increases its prices every week.
.....
8 The thieves entered the building through a broken window.
.....

Topic vocabulary bank

The topics in this section are ones which often appear the PET exam. You may read or hear about them, and you may have to write or speak about them.

Celebrations

- 24 Complete the text below using the correct words from the box.

eat costumes ~~lasts~~ bands decorated great crowds preparing

The Notting Hill Carnival

Every year in London there is a carnival in Notting Hill. The carnival (0) ~~lasts~~ for a few days and there are many things to see and do. People start (1) for the carnival a long time before it starts. There are a lot of different (2) to sew and the floats* that people stand on in the carnival have to be (3)

During the carnival a lot of (4) from around the world play music and there are also many people selling things to (5) and drink.

There are usually big (6) of people at the carnival and everyone enjoys themselves. It is a (7) celebration.

* a large vehicle that is decorated to be part of a parade

- 25 **1** Think about your answers to the questions below. Then ask and answer with a partner.

- Are there many special days in your country that everyone celebrates?
- Choose one special day. Why is it special?
- What do people do?
- What do you like to do?
- Is it important to have special days like this?

Useful language

In my country, everyone celebrates ...
(...) is a special day because on that day we remember ... / there was ...
On this day, people ...
I think it is important to have special days because ...

Education

- 26a) The letters are in the wrong order in these subjects that you can study.

- | | |
|----------------------------|--------------------|
| 0 tar art | 4 oylgibo |
| 1 tahsm | 5 imscu |
| 2 rpyoghge | 6 hontelycog |
| 3 sythor | |

- b) Match each subject with a description.

In this subject you can:

- | |
|--|
| 0 paint pictures art |
| 1 play an instrument. |
| 2 learn about the past. |
| 3 learn about graphs and algebra. |
| 4 learn about rivers and mountains. |
| 5 learn how to use a computer. |
| 6 learn about the body and plants. |

- 27 Complete the text below about starting college using the correct words from the box.

fees applied ~~left~~ use interested term
take out gap attended

After I (0) ~~left~~ school I decided to have a (1) year before going to college so I worked in a restaurant and I also did some travelling. I then (2) to do a business management course at college. I was (3) in business and I wanted to get a good job. The course was expensive and I had to (4) a loan to help pay the (5)
Although I had to work hard in my first (6) at college I really enjoyed it. I (7) lectures every day and I also went to the library to do some studying and to (8) the computers.

- 28 **1** Tell a partner what you like/dislike about school/college. Use these questions.

- Do you like all the subjects you do at school/college? Do you have a favourite subject?
- Do you have to wear a uniform? Do you like it?
- Do you get a lot of homework? Do you enjoy doing it?
- How often do you have exams? Do you dislike exams?

Entertainment

29 Match each type of film with a definition.

- 0 a western
 1 a horror film
 2 a comedy
 3 a war film
 4 a science fiction film
 5 an action film
 A a film about the future
 B a film that makes you frightened
 C a film about cowboys in North America
 D a film that makes you laugh
 E an exciting film with a lot of adventure in it
 F a film about people fighting in battles



30 Complete the text below about a trip to the cinema using the correct words from the box.

kind chance called takes place won
 enjoyed actors special parts ~~went~~

To _____
 From _____

It was my friend Lisa's birthday last Friday and we (0) ~~went~~ to the cinema with a group of friends to see a film (1) *The Last Day*. It wasn't the (2) of film that I normally go to see. It was Lisa's birthday and she had chosen it. But it was a good film and we all (3) ourselves. It (4) in the future and begins with the death of a leading scientist. There are a lot of (5) effects in the film and some (6) are quite funny. There are some well-known (7) in the film and I think it has (8) some awards. If you get the (9), you should go and see it.

31a) Think of a film you have enjoyed and get ready to talk about it. Use these questions to help you.

- What kind of film is it?
- Is it a recent film?
- Which actors are in it?
- Was it a successful film?
- What happened in it?
- Why did you like it?

b) Describe your film to a partner but don't say what it is called. Can he/she guess the title?

Useful language

This film is (a comedy). It's quite (recent/old).
 There are some famous actors in the film, like ...
 It's about ...
 The best part of the film is when ...
 It's one of my favourite films because ...

Environment and the natural world

32 Read these sentences about the natural world. Choose the word A, B or C which best fits each space.

- 0 There was a very strong wind last night and it blew down some trees.
 A fog B wind C cloud
- 1 The hill was very and they were tired when they finally reached the top.
 A deep B long C steep
- 2 In the autumn, many turn brown and fall from the trees.
 A branches B flowers C leaves
- 3 You need to shut behind you when you walk in the countryside.
 A fences B gates C walls
- 4 Some people like to different types of vegetables in their garden.
 A grow B make C care
- 5 In some parks, visitors are asked not to walk on the
 A ground B field C grass
- 6 We went along the narrow which led to the waterfall.
 A path B route C walk

33a) Look at the lists of adjectives describing the city and the country. Put a tick (✓) next to the ideas you agree with and a cross (X) next to those you disagree with.

City		Country	
noisy	<input type="checkbox"/>	safe	<input type="checkbox"/>
dangerous	<input type="checkbox"/>	peaceful	<input type="checkbox"/>
interesting	<input type="checkbox"/>	boring	<input type="checkbox"/>
crowded	<input type="checkbox"/>	clean	<input type="checkbox"/>
dirty	<input type="checkbox"/>	relaxing	<input type="checkbox"/>

b) Can you add any other adjectives to the lists?

Food

- 34a) **1** Read the following sentences about living in the country or living in the city. Which ideas do you agree with? Tick (✓) them.

- It's important to have a car if you live in the country.
- There's nothing for young people to do in the country.
- It's cheaper to live in the country.
- Cities are always noisy.
- I'm happy where I live.

- b) **Now discuss this question with your partner.**

'Where do you think is the best place to live, in the country or in a city? Why?'

Useful language

I think ... because ...

Living in the country is ... because ...

In the country/city you can ...

The country is healthier because ...

I like living in the ... because ...

I don't want to live in the ... because ...

Exercise and health

- 35 **Match a verb in list A with a word or phrase in list B to make expressions about fitness and exercise.**

Example: keep fit

- | | | | |
|---|---------|---|------------------------|
| A | keep | B | a gym |
| | take | | eating sweets |
| | go | | everywhere |
| | eat | | less coffee |
| | give up | | healthy food |
| | join | | exercise |
| | drink | | fit |
| | walk | | jogging/swimming, etc. |

- 36 **1** Think about your answers to the questions below. Use the expressions in Exercise 35 to help you. Then ask and answer the questions with a partner. Who is fitter and healthier?

- Are you fit?
- What do you do to keep fit?
- Do you eat healthy food?
- What should you do to be fitter and healthier?

Useful language

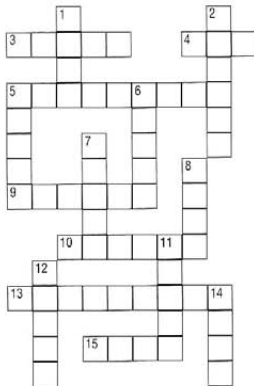
I think I'm fit. / I don't think I'm fit.

I go (swimming) once a week.

I usually eat ... I should try to eat less/more ...

I could (go to the gym/ walk to college).

- 37 Use the clues below to complete the crossword.



Across

- We usually eat with a ... and a fork.
- In a café we ask for a ... of coffee.
- We eat this meal in the morning.
- We eat this meal in the evening.
- Stilton, Cheddar and Edam are examples of this.
- It's made from cocoa and most people love it!
- We get this from cows and goats.

Down

- It grows in water and we boil it.
- It's made from 15 across and we use it in sandwiches.
- People buy a loaf of ...
- We make biscuits and 8 down from this.
- We usually eat this between 12 and 2.
- It's sweet and we can cut it into pieces.
- This is smaller than a meal.
- A traditional British dish is fish and ...
- Chickens give us these.

- 38 Look at these lists of words about food and restaurants. Which is the odd one out? Cross it out. Give each list a heading from the box.

Meat	In a restaurant	Fruit	Vegetables
Places to eat	Ways of cooking	Meals	


- 0 Ways of cooking
grill, ~~slice~~, roast, fry, bake, boil
- 1
apple, chocolate, strawberry, pear, grape
- 2
veal, beef, pepper, duck, lamb, steak
- 3
restaurant, café, canteen, teashop, bread
- 4
onion, cabbage, spinach, pea, sugar, bean
- 5
lunch, diet, breakfast, dinner, supper
- 6
bill, menu, tablecloth, waiter, chef, refreshments

- 39 Complete this email using the correct verbs from the box.

hadn't eaten	asked for	looked at	had phoned
cost	had booked	took	had put have

To: _____
From: _____

Last night I went to a new restaurant with my family. My dad (0) had phoned, and he (1) a table near the window. We sat down and (2) the menu. There was lots to choose from and we weren't quite ready when the waitress (3) our order. I (4) lunch so I was very hungry. The food came very quickly and it wasn't very nice. My father decided that they (5) everything in the microwave so he wasn't very happy. He was even less happy when he (6) the bill as it (7) a lot of money. He said that next time we would (8) a meal in my uncle's restaurant which is much better.

- 40a) Think of a dish you enjoy eating. Write down what is in it. Use your dictionary if necessary.
- b)  Work with a partner. Read out your list. Can your partner guess which dish you are describing?

Holidays and travel

- 41a) Here are some things you can do on holiday. Write them in the correct column. Add one more activity under each heading.

walking	sightseeing	swimming in the sea
shopping	sailing	lying on the beach
skiing	climbing	visiting museums
		surfing

In the mountains	At the coast	In the city
walking		
.....
.....
.....
.....

- b) Tick (✓) the activities you enjoy doing on holiday.

- 42a) Look at these ways of travelling. There is an odd one out in each list. Cross it out and write it in the correct list.

By air: aeroplane, coach, helicopter,

By road: ambulance, bicycle, bus, car, ferry, motorbike, taxi,

By sea: boat, balloon, ship,

- b) Can you think of any other ways of travelling? Add them to the correct list.

- 43 Complete this text about a journey using the verbs from the box.

boarded	give	landed	changed	check in
did up	went	stopped	showed	

Last week I (0) went abroad and I nearly missed the flight. My friend said she would (1) me a lift to the airport but she was a bit late and then she discovered she didn't have enough petrol so we (2) at a petrol station. I got to the airport just in time to (3) my luggage and hurry to the departure gate. I (4) my passport and (5) some money before I (6) the plane. When I got on the plane I (7) my seat belt and fell asleep! I woke up when the plane (8)

House and home

- 44 Where in a house are you likely to find these things? Write them under the correct heading.

pillow fridge sofa wardrobe coffee table
bookcase sink cushion desk television ~~bed~~
oven chest of drawers washing machine

Living room	Bedroom	Kitchen
.....	bed .....	.....
.....
.....
.....

When you're describing a photograph in Speaking Part 3, there may be some objects you don't know the name of. You can describe them instead.

- 45 Here are some descriptions of objects that you find in a home. Can you guess what the objects are? Write the answers below.

- 0 It's often rectangular and it is made of glass.
mirror.....
- 1 It can be any shape. People switch it on when it is dark.
- 2 They cover the window at night and they are often made of cotton.
- 3 It is often rectangular. It is made of metal and it gets hot.
- 4 It is usually made of wood and has shelves inside it.

- 46 Write one or two sentences to describe these things:

- 1 rug
- 2 tap
- 3 towel
- 4 cushion

- 47a) Write a few sentences in your notebook describing your bedroom. Use the sentences below to help you.

My bedroom is quite small / large.
My bed is near the window / near the door.
I have got a desk / a wardrobe / some bookshelves in my room.
My room has got a wooden floor. / There is a carpet on the floor.
The walls in my room are painted white / yellow / light blue.

- b) Take turns to read your description to your partner. How are your bedrooms different?

- 48a) Look at this list of activities and think about the questions below.

- wash the dishes
- cook a meal
- watch television
- iron clothes
- listen to the radio
- decorate a room
- play computer games
- water the plants
- read a book
- clean the floor

- 1 How often do you do these things in your home?
2 Do you like doing them?
3 If you never do them, who in your family does?

- b) Work with a partner and talk about the activities above.

How often do you wash the dishes?

Sometimes, I don't mind doing them but usually my mother does them.

Languages and nationalities

- 49a) Complete the table using words from the box below.

Asia	Dutch	Wellington	English
America	Mandarin	Cairo	Buenos Aires
Arabic	Europe	Africa	Amsterdam
Spanish	Beijing	Australasia	

Country	Continent	Capital City	Language
Holland			
Argentina			
Egypt			
New Zealand			
China			

- b) Add two more countries and complete the other columns.

- 50 **T** Talk to a partner about learning a language. Use these questions to help you.

- How long have you learnt English?
- Would you like to learn another language?
- What do you think is difficult about language learning?
- Why is it important to learn another language?

Useful language

I have studied English for (four) years.

I think that grammar / pronunciation / listening is the hardest part (of learning) a new language.

(Learning new words / Speaking) is the most difficult part of a new language.

It is important to learn English because it is an international language.

Media

- 51 Find 13 words connected with books, newspapers and magazines in the wordsearch box. The words go across \rightarrow or down \downarrow .

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

- 52 Use some of your answers from the wordsearch to complete the sentences below.

- After I leave university, I would like to get a job as a newspaper
- I saw some really nice jeans in a magazine but they were very expensive.
- I like doing but I don't always know the answers to the clues.
- My brother gave me a book for my birthday. It was by my favourite
- I enjoy reading my in magazines because I want to know about my future.
- I read a of my favourite band's new CD and decided to buy it.
- I like reading stories so I usually go to the section of the library.
- I like reading magazine about film stars and other famous people.

- 53 **T** Think about your answers to the questions below. Then ask and answer the questions with a partner.

- How often do you read or buy a magazine?
- Where do you read magazines?
 - when you are travelling
 - when you are on holiday
 - when you are waiting to see a doctor
 - other times
- Which parts of the magazine do you like reading?

Music

- 54 Write the instruments in the box under the correct heading.

drums	flute	electric guitar	electric keyboard
trumpet	grand piano	violin	

Rock band

.....

Orchestra

.....

- 55 Read the description of the rock band in the picture. Underline the mistakes. Then write a correct description in your notebooks.



This is a picture of a rock band performing live at a concert. There are six people in the band – two women and four men. The singer is in the middle of the picture and he is wearing black clothes. He's singing into a microphone, which is on a stand in front of him. He's pointing towards the audience with his left hand. In the background, there's a man with short hair standing up playing the keyboard. On the right of the picture there are two guitarists. Both of them are wearing hats. There's a man standing on the left of the keyboard player who is playing the violin. He's also singing into a microphone.

- 56 **!** Think about your answers to the questions below. Then ask and answer with a partner.

- Have you been to a concert like the one in the picture?
If yes, what kind of band was playing? Did you enjoy it?
If no, would you like to go to a concert like the one in the picture? Why/Why not?
- Which are your favourite bands/musicians?
- What instruments do they play?
- Why do you like listening to them?

People and clothes

- 57 Decide which adjectives can be used to describe hair, skin and height and put them under the correct heading. Some adjectives can be used more than once.

curly	long	pale	short (x 2)
dark (x 2)	straight	fair (x 2)	tall

Hair

dark

Skin

.....

Height

.....

- 58a) Put these clothes from the box under the correct heading.

boots	skirt	gloves	sweater	blouse	scarf
belt	tights	jacket	dress	shorts	trainers

Usually worn by women

.....

Worn by men and women

.....

- b) What are the clothes above usually made of? Describe them using the words given.

- cotton a cotton blouse
- nylon
- leather
- silk
- woollen

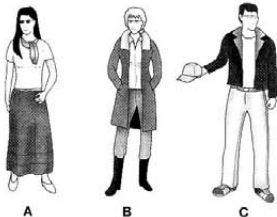
59a) Read these descriptions and match them with the correct pictures below.

Description 1

She's quite tall and she's wearing glasses. Her hair is fair, curly and short. She's wearing jeans with a white blouse. She's also wearing black boots and a dark coat.

Description 2

She's quite tall and she has quite dark skin. She's wearing sunglasses. Her hair is long, dark and straight. She's wearing a long, dark skirt with a belt, white shoes and a white T-shirt. She's also wearing a silk scarf round her neck.



b) Now write a description of the man.

60a) Think about the questions below and make notes.

- How tall is your mother/father/brother/sister?
- What kind of build is he/she?
- What kind of hair has he/she got?
- What colour eyes has he/she got?
- Has he got a beard?

b) Ask and answer the questions about members of your family.

What does your father look like?

He's quite tall and he wears glasses. He's got short, dark hair and he doesn't have a beard.

61a) Write a description of someone in your class.

Don't say who the person is but remember to describe what he/she is wearing.

b) Read your description to the class. Can anyone guess the person?

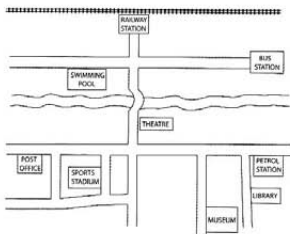
Places around town and understanding directions

62 Unjumble the words to find places around town. Match them to the descriptions below.

DERIB WABUSY NEMTAVEP ISKOK
YLAPOGRUND TERAMK RETAETH

- You go here to watch a play. theatre.
- People walk on this at the side of the road.
.....
- This goes over a river.
- You can buy a newspaper here.
- Use this to walk under a busy road.
.....
- Children enjoy going here.
- You can buy fruit here.

63 Look at the map of a town centre. Complete the directions in the dialogue below.



Man: Excuse me. Can you tell me how to get to the railway station from here?

Woman: Of course. We're here on the map – outside the post office. So turn (0) right, and carry on until you reach the (1) Turn (2) there, go over the (3) go (4) at the next crossroads and the railway station will be in front of you.

Man: Thank you very much.

64 Work with a partner.

- Your partner is outside the library. Choose another place on the map but don't tell your partner. Write down directions to this place.
- Read your directions to your partner. Does he/she get to the place you thought of?

Shopping and money

- 65 Complete each sentence below using a word from the box.

note spent sell credit card change
cost afford borrowed discount

- 0 My car is quite old and I have decided to sell it.
1 The drinks machine in my school doesn't give any You have to have the right money.
2 I went shopping yesterday and all my pocket money on a pair of new shoes.
3 I have just got a from my bank. I use it to pay bills instead of using cash.
4 My holiday a lot more than I had expected.
5 I some money from a friend last weekend and now I have to pay her back.
6 When I buy concert tickets, I can use my student card to get a
7 I paid my bus fare with a twenty-pound yesterday and the driver was not very pleased.
8 When I looked at the price of the coat I knew I couldn't it.

- 66 **1** Think about your answers to the questions below. Then ask and answer the questions with a partner.

- Do you like shopping?
- Where do you go shopping? How often?
- What do you buy?
- Do you go shopping with friends?

I usually go to the shopping centre near my home.

I like shopping for clothes and CDs.

I go shopping every weekend.

I like to go shopping with my friends.

Sport

- 67 Tick (✓) the equipment that is used in these sports.

	basketball	rugby	cricket	hockey	volleyball	baseball
ball						
goalpost						
bat						
net						
helmet						
glove						
stick						

- 68 Complete each sentence below using a word from the box.

drop pass kick catch score hit

- In baseball you the ball with the bat.
- In rugby you the ball over the goalpost.
- In baseball you have to try not to the ball, if it comes towards you.
- You in basketball by throwing the ball into the net.
- In rugby you can the ball to someone on your team while you are running.
- In cricket the batsman is out if you the ball.

- 69 **1** Think about your answers to the questions below. Then ask and answer the questions with a partner.

- Are there any sports that you watch or play? How often? Where? Who with?
- Are there any sports that you are good at?
- Are there any sports that you dislike?
- Do you think sport is good for you?

Useful language

I play football for ...
We play matches every ...
I (go swimming) every ...
I don't do much sport but I often watch ...

Technology and communications

- 70 Read the definitions and complete the words.
- 0 You can use this to connect to computers all over the world. i n t e r n e t
- 1 If your computer is very slow, it may need more of this. m _____
- 2 This is the part of your computer you use to type letters. k _____
- 3 You can write this to a friend and then send it to their computer. e _____
- 4 This is the part of your computer that is made of glass. s _____
- 5 You can move this to click on a word. m _____
- 71 **!** Think about your answers to the questions below. Then ask and answer with a partner.
- 1 Do you like playing computer games?
- 2 How often do you play them?
- 3 Where do you get your games from?
- 4 Which is your favourite computer game?

Useful language

I really enjoy ... I'm not very keen on ...
 I play computer games every ...
 I buy my games from ...
 My favourite game is called ...

- 72a) **!** Decide if you agree with this statement:

'Some teenagers spend too much time playing computer games.'

- b) Which sentences are for (✓) teenagers playing computer games. Which are against (X) ?

- 1 Computer games are fun to play.
- 2 Many computer games are violent.
- 3 You can play some games with friends.
- 4 Playing computer games is unhealthy.
- 5 You can get faster on a computer if you play a lot of games.
- 6 Computer games are very expensive.

- c) Talk to your partner. Discuss the statement in Exercise 72a. Give reasons for your opinions.

Useful language

I agree that some teenagers spend a lot of time playing computer games but ...
 In my opinion, it is/isn't good for teenagers to play computer games because ...

Work and jobs

- 73a) Choose a verb from the box to complete each description below. Then write the name of the job next to it.

works	serves	repairs	cuts	grows	sells
	flies	designs	writes		

He/She

- 0 *designs* buildings → an a r c h i t e c t
- 1 people's hair → a h _____
- 2 people's cars → a m _____
- 3 newspapers → a n _____
- 4 food → a f _____
- 5 articles for a newspaper → a j _____
- 6 in a hospital → a n _____
- 7 aeroplanes around the world → a p _____
- 8 people in a shop → a shop a _____

- b) Write sentences about these jobs using the verbs in the box.

serves	writes	takes	sells
paints	acts	drives	

- 0 photographer *He/She takes photographs.*
- 1 taxi driver
- 2 waiter
- 3 artist
- 4 actor
- 5 computer programmer
- 6 butcher

- 74a) Which of these things would be important for you in a job?

- friendly people
- long holidays
- opportunities to travel
- a high salary
- interesting work

- b) Tell your partner about a job you would like to do and say why.

Useful language

I'd like to be a ... because ...
 The most important thing is ...
 It's important to me to have ...
 I'm not worried about having ...

Functions bank

Writing

Writing Part 2: Messages

1 Apologising for something

I'm sorry for breaking your glasses.
I'm sorry I broke your glasses.

2 Asking someone for something

Can/Could I borrow your CD player for the party?

3 Asking someone to do something

Can/Could you come round and help me on Saturday?
Would you bring some CDs to the party?
Can you let me know if you find my key?

4 Giving advice

I think you should do more exercise.
If I were you, I'd visit the National Art Gallery. It's really interesting because ...

5 Inviting someone, Accepting/refusing an invitation

Would you like to come to the cinema/play football on Saturday?
I'd love to come to your party.
I'm sorry, but I can't come to your party. I've got to study for my exam.

6 Offering to do something

Would you like me to do the shopping?
Shall I bring some CDs to the party?

7 Promising to do something

I'll make sure I return your book.
Don't worry. I'll return your book by Friday.

8 Recommending a book/film etc.

I suggest you read this book.
You really should buy their new CD.
There's a really good film on. It's called ...

9 Making suggestions

What/How about going to the cinema?
Why don't we meet on Friday instead?
You could come next week, if you like.
We can go to the zoo.
I think we should go by train.
Let's have a holiday.

10 Reminding someone to do something

Please don't forget to bring the book I lent you.
Remember to take the tickets with you.

11 Thanking someone

Thank you for a lovely weekend.
Thank you (very much) for helping me with my homework.

Writing Part 3: Letters

12 Beginning a letter

Dear John (to a friend)
Dear Mr Smith
Dear Sir/Madam (*when you don't know the name*)

13 Replying to a letter

Thank you very much for your last letter.
I've just read your interesting letter.
It was very nice to hear from you/get your letter.
I hope that you and your family are well.

14 Saying why you are writing

You asked me about my favourite TV programmes.
You asked me for advice about travelling round my country.
You asked me what I do at weekends.
You want to know my opinion about ...

15 Ending a letter

That's all for now.
Write back soon and tell me all your news.
I'm looking forward to receiving your next letter.
I hope to hear from you soon.
Love, / Lots of love, / Best wishes, / Cheers,

Writing Part 3: Stories

16 Starting a story

I will never forget the day/time when ...
From the very start, I knew ...
One day, I was walking along the street, when ...

17 Finishing a story

After everything that had happened, I ...
It had been the most amazing day.
In the end, everything/everybody was ...

Speaking: All parts of the Test**1 When you don't understand**

Could you say that again, please?

Could you repeat that, please?

Please could you explain what you want me to do?

I don't understand what you want me/us to do.

I'm sorry, what does ... mean?

I'm afraid I don't understand what you mean.

2 When you don't know the name of something

I don't know the word for this in English.

It's like a box. It's similar to a CD.

You use it to boil water.

You put clothes in it.

3 Giving yourself time to think what to say

Well, I suppose that ...

I'm not really sure what to say, but ...

It's difficult to say, but ...

Let me think for a moment ...

It's not very clear in the photo but I think that ...

Speaking Part 1: General conversation**4 Introducing yourself**

I'm/My name's Francesca Pinagli.

My friends call me Fran.

5 Giving information about yourself

Your family

I'm from a large/small family.

I have two (younger) brothers and a(n older) sister.

I'm an only child.

Your home

We live in a house/flat in ...

My grandmother/aunt also lives with us.

I share a flat with some other students.

Your studies/job

I live/work/go to school in ...

I'm studying at high school/university.

I'm training to be an engineer.

I'm a nurse.

Your daily routines

I get up early every morning.

I go to school/college/work every day of the week.

I go out with my friends most evenings.

Your free time

In my spare time, I do a lot of sport.

My hobby is photography.

I don't have much free time, but when I do, I like to ...

Speaking Part 2: Discussing a situation**6 Asking for and making suggestions**

What do you think we should give her?

What about / How about (giving her) a book?

We could get her some flowers.

I think a photo would be a good idea.

Where do you think we should take him?

Let's take him to the zoo?

Why don't we take him to the zoo?

7 Giving and explaining opinions

I think that a necklace is best because it's very pretty.

In my opinion, a photo frame is a good idea. It will help her to remember us.

I think we should take him to the water park because he can swim and he'll enjoy it.

8 Asking for/Confirming opinions

What do you think?

Do you think the zoo would be a good idea?

Do you agree?

What about you?

9 Agreeing

That's a good/great idea.

I (completely) agree (with you).

All right, let's do that.

That sounds good.

Of course.

That's true.

Definitely! / Sure!

That's probably right. / You could be right.

I suppose so.

10 Disagreeing

Perhaps that's not such a good idea.

I'm not sure if that's a good idea.

I don't think so.

Definitely not!

Perhaps you're right, but ...

I can't agree with that.

In my opinion, that's quite wrong.

I don't agree with you about that.

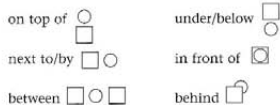
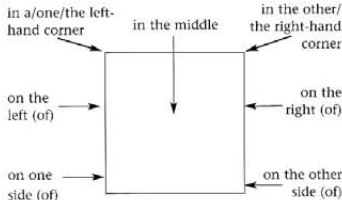
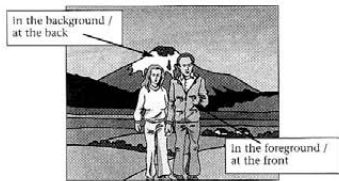
I see what you mean, but I think ...

11 Accepting that your opinion is different from someone else's

I don't think we can agree about this.
Let's agree to disagree about that.

Speaking Part 3: Describing a photo

12 Describing the position of things in a photo



In the background, there are some mountains ...
In the foreground, I can see some people ...
The person in front is wearing ...
There is another person behind the woman in the black jacket.
On the right of the photograph, I can see a restaurant.
The bed is next to the window.
There's a lamp by the bed.

13 Saying where people are

They're indoors/outdoors.
They're in the street/in a square.
They're at the beach.
They're in a park/the countryside.

They're in a shop/cinema/theatre/café/hotel, etc.
They're on a bus/train/plane, etc.
They're at home/school/work, etc.

14 Describing people

He's (rather/quite) tall/short/fat/thin.
She's/He's got fair/dark skin.
She's got dark/fair/short/long hair.
She's/He's wearing glasses/jeans and a T-shirt.

15 Describing buildings/places

It's a modern/very old building.
There are a lot of people in the street.
The square looks (quite) crowded.

16 Making guesses

They look/seem (very/quite) happy/sad.
They look/seem (a bit) worried/tired/bored (to me).
I think they're happy because they're both smiling.
It looks as if they're having a good time.
I'm not sure, but it looks like France to me, because of the buildings.
I'm not sure what it is, but it might/could be a/an ...
They could be friends or brothers.
He's probably a tour guide because ...
Maybe they are lost in the mountains.
Perhaps they have lost their way.

Speaking Part 4: Discussion

17 Explaining/Asking for/Confirming opinions

I think that ... because ...
In my opinion, it's ...
What do you think?
Do you agree?
Are you sure?
What about you?

18 Asking about and expressing likes, dislikes and preferences

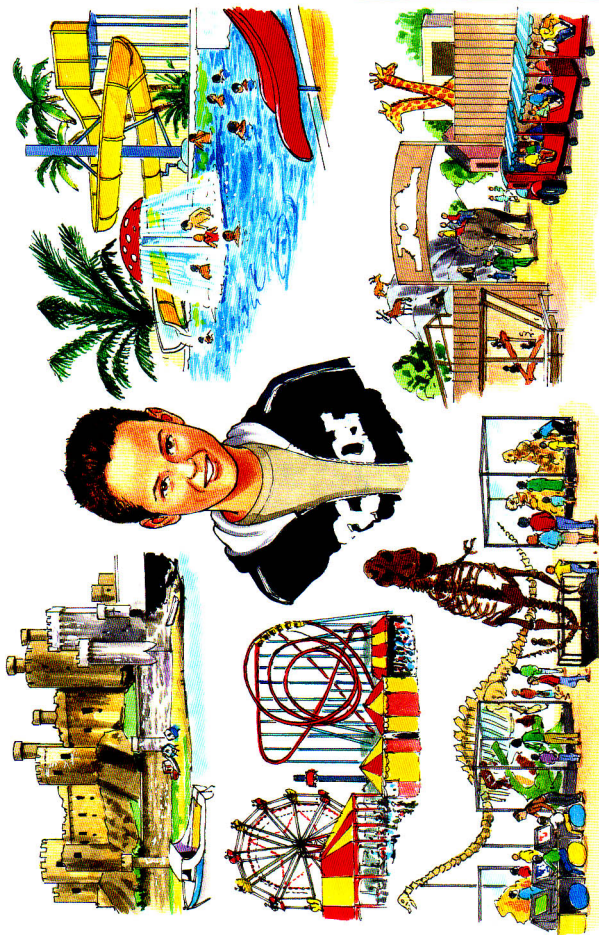
What do you like?
Do you like skiing?
I enjoy reading magazines that have articles about interesting people.
I'm interested in (sport/finding out about ...)
I'm not very keen on ...
My favourite band/kind of music is ... I like it because ...
I like/don't like playing computer games because ...
I'd rather live in the city than the country.
I like the mountains, but I prefer the beach.
If I could choose, I would live in a house by the sea.

Visuals for Speaking Test



Test 1, Part 2

Test 2, Part 2



Test 3, Part 2



Test 4, Part 2



Test 5, Part 2



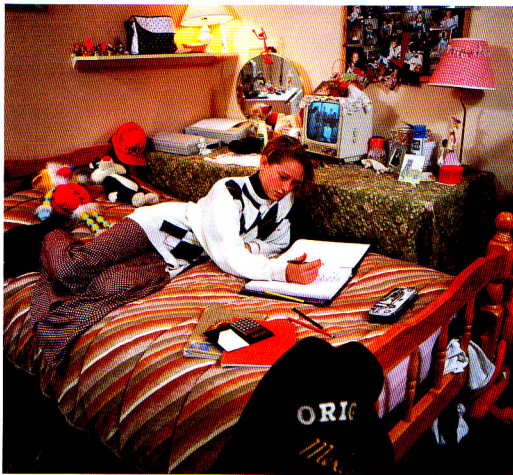
Test 6, Part 2



Test 1, Part 3, Photograph 1A



Test 2, Part 3, Photograph 2A



bedroom homework jacket lamp lie untidy write

Test 3, Part 3, Photograph 3A



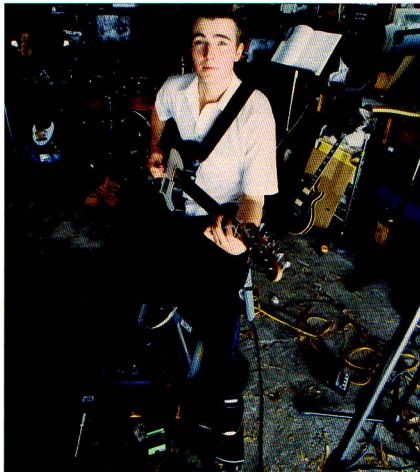
bag door guide dog helpful open taxi driver

Test 4, Part 3, Photograph 4A



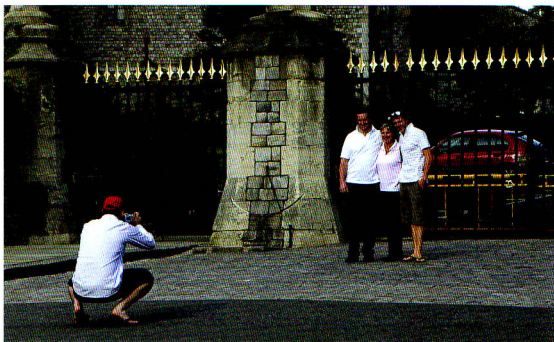
bungalow garden bicycle chat laugh outdoors (go for a) ride

Test 5, Part 3, Photograph 5A



drums full of garage (play the) guitar practise equipment cables

Test 6, Part 3, Photograph 6A



brick entrance old building railings take a photograph

Test 1, Part 3, Photograph 1B



Test 2, Part 3, Photograph 2B



busy cook (dinner) kitchen play (the piano) saucepan

Test 3, Part 3, Photograph 3B



(plastic) apron classroom listen newspaper nursery teacher paint

Test 4, Part 3, Photograph 4B



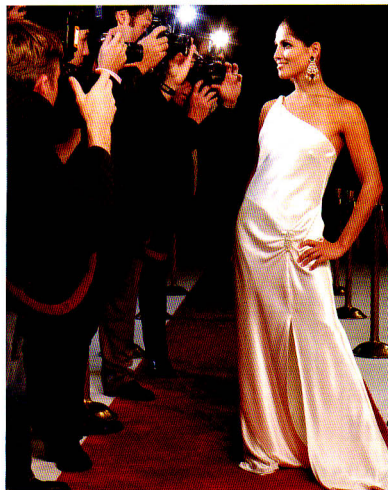
floppy disk game interested screen speaker striped t-shirt

Test 5, Part 3, Photograph 5B



bored cushions headphones jeans sofa unhappy look at

Test 6, Part 3, Photograph 6B



beautiful carpet dress earrings flash model smile