

> Section 1: Reading and writing

Unit 1.2: Exam strategies

First, do the exercise in Test 1 as you would in the real exam. Then look at the **Reflection** section to see some useful guidance on how to do this type of exercise. Also, look at the **Learn from mistakes** section to see common mistakes made by other students. Finally, do the same type of exercise in Test 2 to see if you have improved.

Test 1

Exercise 1

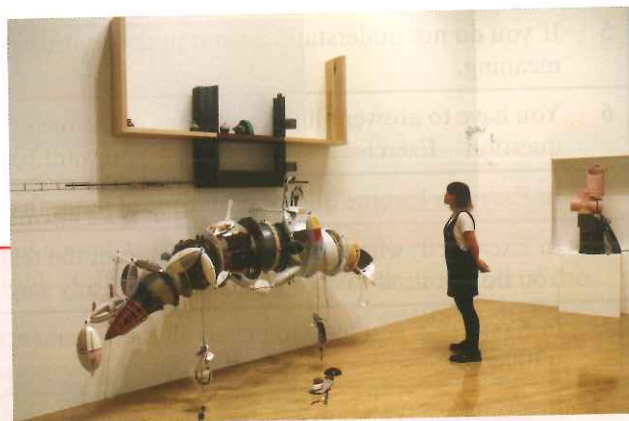
Read the article about a modern art competition called the Turner Prize and then answer the questions.

The Turner Prize

There are many arts competitions held globally, ranging from photography to sculpture. One of the most famous visual arts competitions in Europe is the Turner Prize, which has been held in Britain since 1984. It was originally the idea of a group called the Patrons of New Art. The group itself came together only two years before the first Turner Prize competition, in 1982. The founders wanted to make the public more interested in modern art and to obtain new artworks for the Tate Gallery in London.

The competition was named after William Turner, an English painter (1775–1851) who, like most artists of that time, focused on painting landscapes. His way of painting was seen as rather controversial by many of his contemporaries – something that did not go unnoticed by the founders of the competition when they were thinking about a name for the contest.

At the beginning of the competition, unlike today, anyone who made an impact in art could have been awarded the prize. This included managers of galleries, curators or art critics. The only restriction was that these people had to have been born live or work in Britain, which is still the case today. Each year, the judges choose the winner from four shortlisted artists. After the competition was founded, people disapproved of the absence of women on the shortlist, and it wasn't until 1987 that the first two female artists were finally shortlisted.



Apart from the prestige that winning this competition carries, there is also a financial award of £40,000, which is divided among all the finalists. The artist that comes first receives £25,000 and the other shortlisted artists get £5,000 each. The jury's decision about who the winner is has often been questioned by the public because not everybody sees the winning artwork as original or exciting. The critics also dislike the fact that the selection process isn't clear. The public's divided opinion over modern art led a group called the 'K foundation' to award an anti-Turner Prize to the worst artist in Britain. In 1994, this prize was given to an artist that also won the Turner Prize in 1993 for her sculpture called 'House'.

The finalists exhibit their artwork at an exhibition, which is traditionally hosted by the Tate Britain gallery in London. In the past, it was pointed out that there was a lack of space for the exhibits at this venue. So, every other year, since 2011, galleries situated in other British cities have been selected to host the Turner Prize. These cities include Glasgow, and more recently Coventry, but it was Liverpool where this tradition began in 2007. And this is also the only city, apart from London, that has hosted this competition more than once.

- 1 When did the competition first take place?
..... [1]
- 2 Why did the founders of the competition find Turner's paintings interesting?
..... [1]
- 3 How many artists are in the final stage of the competition?
..... [1]
- 4 How much money does the winner receive?
..... [1]
- 5 Where was the first Turner Prize competition held outside London?
..... [1]
- 6 What has the competition been criticised for? Give **three** details.
.....
.....
..... [3]

[Total: 8]

TIP

If you are unsure about some of your answers, put a question mark next to these and have a look at them again once you have completed the whole exercise. However, do not spend too long on questions you do not know how to answer. If you do, you might not have enough time to complete other exercises in the rest of the paper.

When you have finished doing this part of the test, go to the answer key for Section 1, Unit 1.2 and check your answers.

Your score:..... out of 8

TIP

When you do Exercise 1, first answer Questions 1–5, then read the text again and find the answers to Question 6.

TIP

In Exercise 1, Questions 1–5 come in the same order as the answers in the text.

In this reading exercise, you get 1 mark for each correct answer you provide.

TIP

The last question in Exercise 1 always asks for three details and you get 3 marks for these. The answers are found throughout the text. There might be more than three details in the text. However, you only need to include three in your answer. You will not receive extra marks for giving more than that.

Reflection

Now think about the way you did Test 1, Exercise 1. Read the questions in the following table and put YES or NO to show you have, or have not, done these things. The questions remind you about the things you should do in Exercise 1 in the Reading and Writing exam. If some of your answers are NO, these are the areas you need to practise a bit more to improve your performance in the exam.

Before you started reading	YES or NO	Guidance
1 Did you read the questions first before reading the text?		<p>Read the questions first. You need to know what details to look for before you start reading. You should:</p> <ul style="list-style-type: none"> • look at Question 1 • read the text • find the answer to Question 1 • highlight the answer in the text • write your answer on the line provided. <p>Then do the same for Questions 2–5, continuing reading from where you left off. Remember you will need to read the whole text again for Question 6.</p>
2 Did you highlight the important words in each question?		Highlight important words in the question to remind you what detail you are looking for (e.g. the year of the first competition).
While you were reading	YES or NO	Guidance
3 Did you underline the answers when you found them in the text?		Sometimes you need to look at the text again to check that you have selected the correct detail. It is easier to check your answers if you underline them in the text. If you do not underline your answers, you might have to read some parts of the text again and waste your time during the exam.
4 Did you transfer your answers from the text onto the line provided as it is written in the text?		In Exercise 1, when you transfer your answers, you should use the same words as in the text. You do not need to change the wording of the answer. If you try to paraphrase the answer, you might change the meaning and lose marks.
5 Did you transfer the necessary details only, not the whole sentence or irrelevant information?		In this exercise, you are tested on your ability to select the correct detail when reading. You are not showing this skill if you copy the whole sentence. By writing too much, you also waste your time in the exam.
6 Did you check that you did not select any distracting information as part of your answer?		If you include a distracting detail together with a correct detail, the whole answer would be wrong and would not be given any marks.
7 Did you answer Questions 1–5 first and then scan the text to find the answers to Question 6?		It is very difficult to find the answers to Question 6 while you are answering Questions 1–5. It is easier to read the text again after you have answered Questions 1–5. You can scan read the text much more quickly the second time and focus on the three details.

After you finished reading	YES or NO	Guidance
8 Did you check that you included the correct type of detail required for each question (e.g. a number, a name)?		

If you answered 'No' to any of the questions in the **Reflection** section, try to follow all the guidance from this section when you do Test 2, Exercise 1.

Learn from mistakes

Before you do Test 2, Exercise 1, look at the following exercise. It includes some students' answers to Test 1, Exercise 1. What did the students do wrong?

- | | | |
|----|-----------------------------|--|
| 1 | Before answering Question 1 | When <u>did</u> the competition first take <u>place</u> ? |
| 2 | Answer to Question 1 | 1982 |
| 3 | Answer to Question 2 | Turner was an English painter. He was born in 1775 and died in 1851. |
| 4 | Answer to Question 2 | No-one painted like him. |
| 5 | Answer to Question 3 | for artists |
| 6 | Answer to Question 3 | There are four artists in the final stage of the competition. |
| 7 | Answer to Question 4 | \$250,000 |
| 8 | Answer to Question 4 | (£40,000) £25,000 |
| 9 | Answer to Question 5 | Glasgow, Coventry and Liverpool |
| 10 | Answer to Question 5 | 2007 |

TIP

After you check your answers, it is very important to look at your own mistakes. Think about why you made those mistakes to make sure you do not repeat them in the future. If you never look at your mistakes, you will not improve.

11 Answer to Question 6
absence of women, jury's decision
the selection process, a lack of space

12 Answer to Question 6
jury
process
space

Now do Test 2, Exercise 1, and remember to follow all the guidance from the **Reflection** section for Test 1.

Test 2

Exercise 1

Read the article about a dinosaur called the Archaeopteryx and then answer the questions.

Is Archaeopteryx the birds' direct ancestor?

We learn at school that dinosaurs walked the Earth for 165 million years until they became extinct – something scientists believe was mainly caused by an asteroid crashing into our planet about 65 million years ago. However, it's less well known that one group of dinosaurs survived, including the Archaeopteryx, which was half dinosaur, half bird.

In 1860, scientists first found a fossilised feather that may have come from the Archaeopteryx dinosaur. This was followed by a more exciting find, in 1861, when the first bones of the Archaeopteryx were discovered. Just over a decade later, in 1874, a farmer discovered some more bones, which later turned out to be an even more complete skeleton of the Archaeopteryx dinosaur than the initial one.

All three finds were made in Germany and it is also where the complete skeleton can be seen – in the Humboldt Museum in Berlin. The dinosaur was given the name Archaeopteryx, which originates from the old Greek words for *ancient* and *feather*. It is also sometimes referred to by its German name *Urvogel*, which means *first bird*.

Scientists noticed that, apart from the usual features expected in these types of dinosaurs, like teeth, claws or a long bony tail, the fossils of Archaeopteryx also showed marks that resembled feathers, which was really fascinating for the scientific community. Scientists started to think that this dinosaur might have been a link between dinosaurs and birds. However, this dinosaur had a long way to go before it



would look like the birds we know nowadays. The question was, though, what Archaeopteryx needed feathers for if it wasn't for flying. The most obvious reason would be for body temperature control. It is also possible that their feathers played a role in their communication with each other.

Archaeopteryx wasn't a large dinosaur compared to other, much larger ones, which could be as heavy as 14 African elephants put together. With its 1 kilogram of weight and body length of 50 centimetres, Archaeopteryx wasn't much bigger than a pigeon. And, just like these birds, Archaeopteryx probably exploited its feathers to attract females.

Scientists don't know a lot about Archaeopteryx's diet, but they believe it mainly consisted of small reptiles. It is also believed to have occasionally replaced these with small mammals or even insects.

Despite having feathers, Archaeopteryx did not fly in the sky, but some scientists think that the dinosaur attempted very short flights near the ground when it needed to hunt or escape danger. And it must have been in situations like these when the feathers helped to ensure it remained hidden when it needed to. However, before dinosaurs could fully take to the sky, they still had to develop a few more features.

- 1 When was the first skeleton of the Archaeopteryx dinosaur found?
..... [1]
- 2 What does the German name for this dinosaur mean?
..... [1]
- 3 What did scientists find interesting about the Archaeopteryx's fossils?
..... [1]
- 4 What is the size of Archaeopteryx's body compared to?
..... [1]
- 5 What did Archaeopteryx eat most of the time?
..... [1]
- 6 What did Archaeopteryx use feathers for? Give **three** details.
.....
.....
..... [3]

[Total: 8]

When you have finished doing this part of the test, go to the answer key for Section 1, Unit 1.2 and check your answers.

Your score:..... out of 8

CHECK YOUR PROGRESS

Now think about your progress so far and answer the following questions:

- Was your score in Test 2, Exercise 1 higher than in Test 1, or not? Why do you think this is?
- After doing the **Reflection** section for this part of the exam, did you find it easier to do Test 2? What tips did you find helpful?
- Is there anything you still find difficult? What are you going to do to improve this?

TIP

It is important to reflect on your own progress. This will help you identify which areas are your strengths or weaknesses. If you can identify your weaknesses, you will then know what you need to revise more before the exam. The **Check your progress** sections, and the **Progress chart** at the beginning of the book will help you to do that.

> Section 1: Reading and writing

Unit 1.3: Language focus

First, do the exercise in Test 3 as you would in the real exam. Then, before you check your answers, look at the **Language focus** section and follow the instructions.

Test 3

Exercise 1

Read the article about the two largest caves in the world, located in Asia, and then answer the questions.

The largest caves in the world

Son Doong Cave in Vietnam

Son Doong Cave, situated in a national park in central Vietnam, was discovered by a local man called Ho Khanh in the early 1990s. Ho liked to trek through the park. One day he thought he could hear a river from inside a hill, which, on its own, isn't unusual. When he came closer, however, he could feel wind blowing from an opening in a cliff. This suggested that the opening wasn't just a small hole, but something much bigger. After returning to the village, he forgot all about his discovery. It wasn't until 2008 when Ho came across the same opening again. This time, he took careful notes of the location and passed them on to the caving professionals, who carried out their initial research of the cave in 2009. They looked at the structure of the cave, but the cave was so large they couldn't finish mapping it until 2010, when they became aware that Doong was, indeed, the largest cave ever found. In fact, the cave is so huge, with a length of 5 kilometres and a height of 200 metres, that several skyscrapers could easily fit inside it.

After studying the rocks, scientists were able to determine the cave's age. While other cave systems in the area of the national park are as old as 450 million years, Son Doong is relatively young and goes back only 3 million years. New hollow spaces inside the cave were created by a river about 300,000 years ago. In some parts of the cave the ceiling of these hollow spaces



collapsed, which allowed the direct sunlight in. It was just a matter of time before plants and animals made it their home and the cave now contains its own jungle. The unique ecosystem that has been created has been carefully examined by scientists as it may reveal exciting new discoveries. And that is also one of the reasons why access to Son Doong is restricted to a certain number of visitors each year.

Deer Cave in Malaysia

Deer Cave, the second largest cave in the world, was first explored in 1961. Scientists have since documented the various living organisms that have made the place their home. The name for the cave didn't come from its appearance or a special feature inside it. It's believed that deer came to lick salt off the rocks at the cave's entrance.

The cave is a popular tourist attraction, bringing annual crowds of over 25,000 visitors to the area. Tourists are especially drawn to the 30 species of bats that can be found there. To reach the cave, visitors take a three-kilometre walk through the surrounding jungle, which is home to various species of monkeys and birds.

- 1 How did the local man know there was a cave?
..... [1]
- 2 When did experts explore Son Doong Cave for the first time?
..... [1]
- 3 How old is Son Doong Cave?
..... [1]
- 4 How did Deer Cave get its name?
..... [1]
- 5 What is Deer Cave most famous for?
..... [1]
- 6 What did the caving experts research inside the two caves? Give **three** details.
.....
.....
..... [3]

[Total: 8]

TIP

Remember, apart from the correct detail for each question in this exercise, there is sometimes distracting information in the text. This information is to test your reading skills for detail to see whether you can select the correct answer.

Language focus

After you have answered all the questions in Exercise 1, look at the **Language focus** box following each question. These boxes contain guidance that will help you focus on the important vocabulary and grammar that you need to select the correct answer. Then read the text again to check if you selected the correct answers the first time.

- 1 How did the local man know there was a cave?
..... [1]

LANGUAGE FOCUS 1

There are two situations mentioned. One is the correct answer and one is a distracting detail. Which situation made Ho think there might be a cave? Which phrase tells you that?

2 When did experts explore Son Doong Cave for the first time?

..... [1]

LANGUAGE FOCUS 2

There are several years mentioned in the text. However, in which year did experts start exploring the cave?

'Experts' is paraphrased in the text. What word is used instead?

Which phrase in the text means 'explore for the first time'?

3 How old is Son Doong Cave?

..... [1]

LANGUAGE FOCUS 3

There are three details referring to how old something is. What do these details refer to? Which one refers only to Son Doong Cave?

4 How did Deer Cave get its name?

..... [1]

LANGUAGE FOCUS 4

Find the reference to the 'name'. There are three details, but only one is correct. Which phrase tells you which two are wrong?

5 What is Deer Cave most famous for?

..... [1]

LANGUAGE FOCUS 5

The phrase 'most famous' in the question is important. How is it paraphrased in the text? The answer comes straight after this phrase.

6 What did the caving experts research inside the two caves? Give **three** details.

.....

 [3]

LANGUAGE FOCUS 6

Think of synonyms (i.e. similar words) for 'to research something' and 'experts'. These synonyms will help you to find some of the answers in the text.

When you have finished doing this part of the test and the Language focus section, go to the answer key for Section 1, Unit 1.3 and check your answers.

Your score:..... out of 8

CHECK YOUR PROGRESS

Now think about your progress so far and answer the following questions:

- Did you remember to use all the exam techniques you learnt in Unit 1.2, Exercise 1?
- Was your score in Exercise 1 in this unit better or worse than your scores in Exercise 1 in Unit 1.2? Why do you think this is?
- After looking at the **Language focus** sections for this part of the exam, did you find it easier to find the correct answers? Are you now better at recognising what the correct detail is and what the distracting information is?
- Is there anything that you still find difficult? What are you going to do to improve this?

Test 3

Exercise 2

Read the magazine article about four people (A–D) and what they say about sports facilities and exercising. Then answer Question 7.

TIP

The number of texts in Exercise 2 may vary from one long text to five shorter ones.

> Section 3: Speaking

Unit 3.1: About the exam

TIP

If you are new to the Speaking exam, first watch the complete test in Video 1 to see what happens during the exam. Then do the exercises in this unit. All videos are available in your digital resource. For more information on how to access and use your digital resource, please see inside the front cover of this book.

How much do you already know about the Speaking exam? Can you answer the following questions?

- 1 How many parts are there in the Speaking exam? [1]
- 2 How many students are examined at the same time? [1]
- 3 How many examiners are present during the exam? [1]
- 4 Look at the following table. Can you match each part of the exam with the correct description (A–E)? [5]

Speaking exam*	
Introduction (up to 1 minute)	A The examiner asks the student three questions about a topic. These questions are on the same everyday topic (e.g. travelling, the local area, music, friendship). Students receive marks for this part of the test.
Warm-up (1–2 minutes)	B The examiner welcomes the student, states the student's name and number. Then the examiner gives the student a brief explanation of what is going to happen during the Speaking exam.
Part 1: Interview (2–3 minutes)	C The examiner asks the student up to four questions. These are all opinion based and further develop the ideas from the previous part.
Part 2: Short talk (3–4 minutes)	D The examiner asks the student a few questions about themselves (e.g. hobbies, the weekend, school life, future plans). This gives the student a chance to get used to talking to the examiner and relax before the assessed parts of the exam start.
Part 3: Discussion (3–4 minutes)	E The examiner gives the student a topic card (e.g. choosing a new hobby, planning a trip). The student is asked to discuss, for example, the advantages and disadvantages of two options, compare and contrast two ideas. The student has one minute preparation time to think about their answers. Students are not allowed to write anything down. Then the student talks on their own for approximately two minutes. At the end, the student should say which idea they would prefer and explain why. The examiner then takes back the topic card.

* The whole Speaking exam is recorded.

- 5 Are all parts of the Speaking exam assessed? [1]
- 6 Can you see the questions that the examiner asks you in all parts of the exam? [1]
- 7 What is the total number of marks you can get? [1]
- 8 How long does the whole Speaking exam last? [1]
- 9 Can you use a dictionary during the exam? [1]
- 10 Are you allowed to write down any notes? [1]
- 11 Are you allowed to speak in your first language with the examiner during the exam? [1]
- 12 Are you allowed to ask for clarification in English if you don't understand a question? [1]
- 13 Are you told whether you have passed at the end of the exam? [1]

[Total: 17]



Now watch the complete Speaking exam (Video 1) and check your answers. If you are still unsure about the answers after you have watched the video, go to the answer key for Section 3, Unit 3.1. How many answers did you get right?

Your score:..... out of 17

CHECK YOUR PROGRESS

Was there anything you didn't know about the Speaking exam? Now test yourself to see if you can remember everything mentioned in the previous exercise. Are the following statements true (T) or false (F)? Circle the correct letter for each statement. If the statement is false, say what the correct answer is.

1	If there are a lot of students, sometimes two students can take the Speaking exam in pairs.	T / F
2	The examiner tells the student what the exam involves at the start of the exam.	T / F
3	The student is also given a piece of paper in case they want to write down some notes.	T / F
4	The questions the examiner asks in the warm-up are about the student's everyday life.	T / F
5	At the end of the warm-up, the student can choose the topic cards that they would like to talk about in the exam.	T / F
6	In Part 1, the interview, the student is asked two questions.	T / F
7	In Part 2, the short talk, the student is given a topic card with the question on it and can keep the card until the end of the short talk.	T / F
8	In Part 2, the short talk, the student has to start talking straight after the examiner hands over the topic card.	T / F
9	In Part 2, the short talk, the student can choose to talk about one of the two options only.	T / F
10	In Part 3, the discussion, the examiner asks questions that include everyday topics as well as opinion-based questions.	T / F
11	In Part 3, the discussion, the student is always asked four questions.	T / F
12	In Part 3, the discussion, the examiner asks questions about a topic that is similar to the topic in Part 2.	T / F
13	Students always have to agree with the ideas in the questions.	T / F
14	At the end of the exam, the examiner will tell the student whether they have passed or not.	T / F
15	Students are given marks for their performance in all parts of the exam, including the warm-up.	T / F
16	Only the assessed parts of the exam are recorded by the examiner.	T / F
17	Students can use a dictionary or ask the examiner how to say some words in English.	T / F
18	It is OK to give short answers, for example, yes/no answers.	T / F
19	If the examiner asks extra questions, this means that the student is not doing well in the exam.	T / F
20	If students do not know what else to say, they can talk about whatever topic they want.	T / F
21	There is a time limit to each part of the Speaking exam and the examiner will stop the student when this time limit is reached.	T / F

Now go to the answer key for Section 3, Unit 3.1 and check your answers.

Your score:..... out of 21

First, do the exercise in Test 1 as you would in the real exam. Then look at the **Reflection** section to see some guidance on how to do this type of exercise. Also, look at the **Learn from mistakes** section to see common mistakes made by other students. Finally, do the same type of exercise in Test 2 to see if you have improved.

Test 1

Part 1: Interview

- a Look at the speaking card **Music**. Give your answers to the questions in all three bullet points. You should talk for 2–3 minutes.

SPEAKING CARD

Music

- What music do you enjoy listening to, and why?
- Can you tell me about occasions when people usually listen to music?
- Do you think people's taste in music changes with age?

- b When you have finished giving your answers to all three questions on the speaking card **Music**, look at the simplified mark scheme in the **What are the examiners looking for?** section. What marks do you think you would get for your speaking?

Your score for grammar: out of 10
 Your score for vocabulary: out of 10
 Your score for development: out of 10
 Your score for pronunciation: out of 10

[Total: 40]

TIP

When you practise giving your answers to the questions on the speaking card, you can ask someone to act as the examiner to read out the questions to you. You should also use a timer to see if you can talk for the required length of time.

TIP

It is a good idea to record yourself when you are practising answering exam questions. When you watch your performance again, you can see better what you did well and what you need to improve.

Reflection

Now think about the way you did Test 1, Part 1 (speaking card **Music**). Read the questions in the following table and put YES or NO to show you have, or have not, done these things. The questions remind you about the things you should do in Part 1 of the Speaking exam. If some of your answers are NO, these are the areas you need to practise a bit more to improve your performance in the exam.

During the interview (Part 1)	YES or NO	Guidance
1 Did you speak for 2–3 minutes?		
2 Did you give answers to all three questions in the order they are given on the card?		

During the interview (Part 1)	YES or NO	Guidance
3 Did you answer everything each question asked for (e.g. give a reason why)?		Listen carefully to the questions to make sure you answer the whole question. Remember, if you do not understand any words from the question, you can ask the examiner for clarification.
4 Did you give answers that were well developed (e.g. by providing examples)?		To develop your answers, you can compare the present and the past, give an example of a personal experience, compare what you do with what other people do, make predictions of what might happen in the future, etc. But even these extra details need to be on the same topic as the question.
5 Did you talk fluently, without pausing for too long?		Remember, short pauses are a natural part of speaking and are OK. It is very long silences that you should try and avoid.
6 Did you link your ideas using appropriate phrases (e.g. <i>what is more, on the other hand</i>)?		
7 Did you use a range of grammatical structures (e.g. different tenses)?		
8 Did you use a wide range of vocabulary?		
9 Did you sound clear?		Remember, pronunciation is not about what accents people have, but how clear they sound.
10 Did you use rising and falling intonation in your answers?		It is also important to use rising and falling intonation, and to pause now and again, so that you do not sound monotonous or bored.

Learn from mistakes



- a Now watch Video 2. In this recording, one student is giving his answers to the questions from the speaking card **Music**. Does the student give similar answers to yours?
- b Look at the simplified mark scheme in the **What are the examiners looking for?** section. Answer the following questions and complete the student's mark card.
- What marks would the student get?
 - What does the student do well?
 - What does the student need to improve?

TIP

In the real exam, you will only receive one set of marks for your performance in the whole exam.

Student A: Peter

Grammar:

Vocabulary:

Development:

Pronunciation:

Total mark:

Strengths:

.....

Weaknesses:

.....

- c Most students find it difficult to develop the ideas in their answers. Now look at some sample answers given by students to the speaking card **Music**. The answers are very short. First, think of ways that you could develop them. Then compare your ideas with the suggestions. Now imagine you are the student and give the answers again, but this time make sure they are well developed.

I love
pop music because I
love dancing to it.

**To develop this answer, you can:**

- compare your interest in music with your other friends
- contrast what music relaxes you and what music makes you bored/annoyed, and say why.

People
listen to music when
they are commuting
to work.

To develop this answer, you can talk about:

- yourself and other people you know (e.g. friends, parents, older people)
- different times of day
- celebrations (e.g. weddings, parties, religious events).

My father told me he used to listen to rock music. Now he only listens to more serious music like jazz.

To develop this answer, you can:

- contrast your interest in music with your grandparents' or your younger siblings'
- explain the reasons why different generations listen to music
- try to predict what music you might listen to in the future.



- d Now watch Video 2 again. After Peter gives his answers, pause the recording and develop his answers with extra ideas of your own.

Now you are ready to do Test 2, Part 1 (speaking card **Television**). Remember to use everything you have learnt so far when you give your answers.

Test 2

Part 1: Interview

- a Look at the speaking card **Television**. Give your answers to the questions in all three bullet points. You should talk for 2–3 minutes.

SPEAKING CARD

Television

- What TV programmes are popular in your country, and why?
- Can you tell me about a time when you watched something on TV with someone else and what happened while you were watching?
- What do you think the advantages and disadvantages of children watching TV are?

When you have finished giving your answers to all the prompts on the speaking card **Television**, look at the simplified mark scheme in the **What are the examiners looking for?** section. What marks do you think you would get for your speaking?

Your score for grammar: out of 10

Your score for vocabulary: out of 10

Your score for development: out of 10

Your score for pronunciation: out of 10

[Total: 40]

> Section 1: Reading and writing

Unit 1.4: Test yourself

Test 4

Exercise 1

Read the article about the history of the Gold Rush and an expedition inspired by the original Gold Rush, and then answer the questions.

The Gold Rush

Before the Gold Rush, the Klondike region in the north-west of Canada was just wilderness. There was little more than a tiny camp built for fishermen, who came every year to fish for salmon. That all changed with the discovery of gold in 1896. It was this year that saw the beginning of what became known as the Klondike Gold Rush. However, this was not the first Gold Rush in North America. The Gold Rush in California, for example, started much earlier – in 1848 in fact.

After the news became public, many people gave up their jobs to go and look for gold and wealth. It is believed that as many as 100,000 people decided to make this extremely long and dangerous journey. However, a lack of experience in coping with such extreme conditions meant that many turned back. Finding gold wasn't easy and, out of the 30,000 who made it all the way, only 4,000 were lucky enough to find some gold. To accommodate all the new arrivals, so-called boom towns started to appear all over the place. One example of such a town was Dawson City, often just referred to as the city that never slept. However, after the Gold Rush was over in 1899, all these places went into decline.

The Gold Rush era has inspired many people. Steve Daniels, a historian, decided to make a documentary about it called *Expedition Gold Rush*. He put a team together and decided to retrace the steps of the original gold seekers and relive their experiences. Before reaching Canada, they first had the risky task of crossing the mountains in Alaska.

Once the team got to the Yukon River, Steve decided that they would build a boat themselves following some of the



original designs. They managed to build it after a lot of effort, but the boat didn't look very safe, something that another team member was rather concerned about. Steve, however, thought it was solid enough to take them down the river and this created a bit of tension between the two. In the end, the whole team agreed to travel in the boat. During the night the team slept in tents on the river bank where they had a nasty shock in the morning, when they had a close encounter with a grizzly bear. Their rowing skills were also tested to the limit during a sudden storm.

When they finally reached their destination, the team were exhausted, but said they'd had an enjoyable time. They all agreed there were moments that made them question whether they wanted to continue, like climbing steep icy rocks. However, the stunning scenery more than made up for everything.

- 1 When did the Klondike Gold Rush begin?
..... [1]
- 2 How many people arrived in the Klondike region during the Gold Rush?
..... [1]
- 3 What were the new towns in the Klondike region known as?
..... [1]
- 4 What did Steve Daniels and one of the members of the expedition disagree about?
..... [1]
- 5 What did the members of the expedition enjoy most during their journey?
..... [1]
- 6 What dangerous situations did the members of Expedition Gold Rush experience? Give **three** details.
.....
.....
..... [3]

[Total: 8]

When you have finished doing this part of the test, go to the answer key for Section 1, Unit 1.4 and check your answers.

Your score: out of 8

Exercise 2

Read the magazine article about four people (A–D) who talk about books they have recently read. Then answer Question 7.

What do you think of the book you have recently read?

A Alicia

I love reading. Ever since I learnt to read, books have been an important part of my life and they often help me relax and even give me inspiration from time to time. When I'm reading, it feels like I can become someone else for a while. When I was growing up, I was a bit of a tomboy, pretending I was an adventurer exploring foreign lands. This was also reflected in my choice of reading material.

I was never one for love stories until my friend made me read one. I gave it a go, not expecting much of it, but it actually turned out to be a well-written story. Normally, I would hate having more than a handful of main characters, but not here. Somehow, all the characters fitted well in the story. Nevertheless, the author saved the best for last with a conclusion I didn't see coming. Some people say it might even be shortlisted for the National Best Read Prize.

B Ben

I read a lot. People often wonder how I manage to read so much, but my job involves travelling, so I have time to read

When you have finished doing this part of the test, go to the answer key for Section 1, Unit 1.4 and check your answers.

Your score:..... out of 9

Exercise 3

Read the article about Mars and Mars preparation projects, and then complete the following notes.

Are we going to Mars soon?

People have always had a desire to explore unknown territories. After the first man landed on the Moon in 1969, people's attention turned to Mars. While going to Mars sounded like a fantasy a few decades ago, it is starting to look more within reach in the 21st century.

Thanks to technological advances, scientists now have more information about Mars, which is, at present, the most comparable planet to Earth. For example, one day on Mars lasts 24 hours, just like the day we are used to, but the Martian year is much longer with 687 days.

95% of the air on Mars consists of carbon dioxide, compared to only 0.04% in our atmosphere. This means the air is unbreathable for humans. Also, when people land on Mars, they will definitely need very effective protection from the high levels of radiation, something we don't have to worry about back home.

A mission to Mars wouldn't be as quick as a journey to the Moon, which took astronauts only four days. It is estimated that it'll take about nine months just to reach the planet. To be able to return to Earth, they will have to wait for the planet to be in a suitable position, which may take between two and three years.

Preparations for future missions have already begun and there have been several projects involved. In 2007, Russia, China and some European countries started a project called Mars 500. This project took four years and focused on people's ability to cope with living in isolation. Six volunteers stayed in a compound for 520 days with very little contact



with the outside world. The current record for the longest time spent in space is held at 437 days. This project also tested how isolation affects people's stress levels. It was interesting to see that some volunteers started to avoid their peers and failed to follow their regular exercising routine. Scientists also collected important data on the impact of isolation on sleeping patterns. Four of the volunteers said they had difficulty sleeping at times. Future missions to Mars will also have to think about practical issues like food supplies and how to overcome much lower gravity levels than those we experience on Earth. Mars 500 also assessed food supplements and their effectiveness.

The University of Hawaii carried out another simulation of Mars-like conditions in 2016. This time they focused on the volunteers' ability to live together in a very limited space. A remote station in Antarctica, called Concordia, is another place where similar experiments were performed. The low temperatures in this region can reach -50 °C on average, but this isn't nearly as extreme as the -140 °C on Mars. The highest temperature on Mars can reach 24 °C, which is comparable to Earth and would be ideal for humans.

Scientists hope that, with each new project, we are a small step closer to a trip to Mars.

Imagine you are going to give a talk about Mars and Mars preparation projects to your science class at school. Use words from the article to help you write some notes.

Make short notes under each heading.

8 How Mars is different to Earth

Example: the Martian year is much longer

-
-
- [3]

9 What the Mars preparation projects tested

-
-
-
- [4]

[Total: 7]

When you have finished doing this part of the test, go to the answer key for Section 1, Unit 1.4 and check your answers.

Your score: out of 7

Exercise 4

Read the following blog written by a surfing instructor, and then answer the questions.

All about surfing, with Dave Scott

My name is Dave Scott and I've been surfing ever since I can remember. When I started, I was very lucky because my father was there to teach me. Since then, I've become a surfing instructor myself and have opened up my own school, where I teach surfing enthusiasts how to get the best out of this sport. Now I want to share my experience and knowledge with those of you who are new to surfing, or are still considering whether or not to take it up.

First of all, you have to be absolutely sure that surfing is what you really want to do. I always tell new surfers to read some blogs or talk to experienced surfers. Just like with anything in life, if you're not committed, you won't get the results you're after and your progress will be very slow. And I make this absolutely clear to everyone before the first lesson begins, to



avoid any future disappointment. Unfortunately, I often have to tell my students in the very same first lesson that they've bought the wrong surfing gear. Something nobody wants to hear, which leaves them feeling upset because they've wasted their money unnecessarily. The best thing to do is just hire what you need, in case you decide that surfing is not for you after all.

Also, make sure your first surfboard is as big as possible. This ensures that you can surf big waves much more easily.

Develop your skills

In Exercise 1, you are tested on whether you can select the correct details and understand the connection between them in a longer piece of text. These texts can be taken from leaflets, magazine articles or from a website, etc.

Try some of the following to improve your skills in reading for detail:

- Select a short piece of text (leaflets or blogs are the best for this activity) and make a list of some question words (e.g. *who*, *when*, *what*, *how often*, *how much*). Then scan read the text and see how many answers you can find.
- Select an article and highlight random nouns, names or numbers in the text (e.g. *28%*, *John Burnes*, *Victoria Square*, *in January*). Then read the text around these details and find out what they refer to (e.g. *the price of houses has risen by 28%*).
- To practise your scan reading for detail, use materials like leaflets, TV guides, cinema programmes, etc. For example, you could scan read a TV guide and find how many, and what, films are being shown on one evening. You can scan read cinema programmes to try and find out if there are any comedy films and what time they are shown, etc.
- In the exam you are not allowed to use a dictionary. That is why it is important that you learn to guess the meaning of unknown vocabulary from the context when you are reading. Choose a short newspaper article, then scan it and underline all the words that you do not understand. Then read the text around each word and look for clues that might help you guess the meaning. When you have finished, check the meaning in an English dictionary to see if you were right.

Test 1

Exercise 2

Read the article about four students (A–D) and their experience of studying. Then answer Question 7.

Experience of studying

Four students share their thoughts about studying

A Hoda

My favourite subjects at school are languages. I'm studying French, Russian and English because I'm hoping to become an interpreter. However, I don't have the same interest in subjects that involve practical experiments. This doesn't mean, though, that I neglect my homework for these subjects. I always try my best at whatever I do. That's why I like my tutor, who's very experienced. He shows me how to do things properly so that I don't pick up any bad habits. When I started learning French, the pronunciation was very tricky, but with practice it improved and now, everyone comments on how good my accent is. I've also

learnt that there are more ways of studying things during the lesson. At the moment, I like when the teacher asks us to put words into categories and use pictures to memorise new vocabulary. My friend, on the other hand, prefers writing down definitions from the dictionary, but I see very little value in this.

B Kim

I've recently changed schools, so I haven't fully settled in yet. It takes some time to get to know a new place, but the teachers have been very welcoming. They say I'm doing rather well and won't need any extra tuition to catch up with the others. I'm really happy when we're encouraged to work in groups. Not only does this give me a chance to meet new classmates, but we also think of interesting

ideas together, so it's easier to complete the tasks we're given. The only thing I find quite demanding is the timetable. Twice a week, my lessons finish very late, which is exhausting. Then, when I get home, doing homework is a real challenge, but I noticed that if I get up before everybody else does, I get a lot of schoolwork done then. But I still have to remember to leave enough time to help my younger brother to get ready for school.

C Kinga

I'm in my final year of college and planning to start a law degree at university next year. Getting ready for this involves a lot of research and I'd be lost if I couldn't access all the resources available online. Some of my school friends go to revision study groups in the afternoon. I've tried these groups a few times because I'm rather behind with my maths. At first, they seemed OK, but then I got frustrated with some of the people there who just wanted to chat, so we never got any work done. That's when my friend agreed, after I managed to persuade her, to support me with my maths studies. I'm not doing that badly in other

subjects, so I'm better off just doing some self-study when necessary. So, that's what I like to do in the school library these days, straight after my classes. While I'm there, I can also read about other things that interest me.

D Miguel

When I was younger, I got into all sorts of trouble at school. I tended to disrupt the class a lot by making other students laugh or asking the teacher silly questions. My parents didn't know what to do with me. After school, I would spend lots of time online doing everything but my homework. Then I started a new school and got more involved in my studies. There was so much more to do and there still is, so, to cope with the amount of information, I take notes in the lessons, which I couldn't do without when it comes to my revision. Even some of my classmates have asked for my notes after their own approaches to revising have failed them. Recently, I got into science. Sometimes we go on trips and we learn about real science in everyday life. It's a shame that we don't do more things like this in other subjects.

For each statement, write the correct letter A, B, C or D on the line.

Question 7

Which person gives the following information?

- | | | | |
|---|--|-------|-----|
| a | the idea that it is important to learn with a good teacher | ..... | [1] |
| b | a preference for studying with other students | ..... | [1] |
| c | a claim that writing things down is really helpful for them | ..... | [1] |
| d | an idea of how much the writer relies on technology | ..... | [1] |
| e | a preference for studying early in the day | ..... | [1] |
| f | an understanding that made the writer get help from someone | ..... | [1] |
| g | the fact that doing extra work after school is a positive experience | ..... | [1] |
| h | a wish to have more practical school lessons | ..... | [1] |
| i | a description of different classroom activities to help learning | ..... | [1] |

[Total: 9]

When you have finished doing this part of the test, go to the answer key for Section 1, Unit 1.2 and check your answers.

Your score: out of 9

Reflection

Now think about the way you did Test 1, Exercise 2. Read the questions in the table and put YES or NO to show you have, or have not, done these things. The questions remind you about the things you should do in Exercise 2 in the Reading and Writing exam. If some of your answers are NO, these are the areas you need to practise a bit more to improve your performance in the exam.

Before you started reading	YES or NO	Guidance
1 Did you read the opinions (a)–(i) before reading the article?		The opinions can sometimes be noun phrases (e.g. a suggestion of how to deal with a difficult situation) but they can also be written as questions (e.g. which person suggests a way of dealing with a difficult situation).
2 Did you highlight the important words in each opinion?		Highlighting important words will remind you what detail you are looking for (e.g. <i>good teacher</i> and <i>important</i>). Remember that the vocabulary used in the opinions is not always the same as the vocabulary used in the text. The ideas in the text are often paraphrased and implied.
While you were reading	YES or NO	Guidance
3 Did you read each text one at a time?		Read one text at a time. Then select all the opinions from the list that this text expresses before you move on to the next text. The order of the opinions on the list is usually different from the order they appear in the text.
4 Did you underline the answers when you found them in each text?		Check that the opinion you find in the text fully matches the idea in the opinion from the list. If only part of the idea is the same, it might not be the correct answer, but a wrong distracting detail. If you underline the ideas in the text, it will be easier for you to check them against the opinions from the list.
After you finished reading	YES or NO	Guidance
5 Did you match all the opinions (a)–(i) from the list to one of the texts?		Do not leave any spaces blank. If you do not know the answer, guess it. You will not lose marks for wrong answers. There are no extra opinions on the list. This means that you should use all the opinions (a)–(i) in your answers.

6 Did you check again the answers you weren't sure about the first time?		If you are not sure about some of your answers, or you cannot decide between two opinions, while you are doing the exercise, put a question mark next to them. When you finish doing the whole exercise, go back to these answers to check them again and make your final decision about what the answer should be.
7 Did you write only one letter per line for each opinion?		Do not include more than one answer. If you change your mind, you need to cross out your first attempt and write your final answer clearly next to it. Do not overwrite your first attempt, as answers like these may not be legible and you may lose marks.

If you answered 'No' to any of the questions in the **Reflection** section, try to follow all the guidance from this section when you do Test 2, Exercise 2.

Learn from mistakes

Before you do Test 2, Exercise 2, look at the following exercise. It includes some students' answers to Test 1, Exercise 2. What did the students do wrong?

- 1 Answer to Question 7a the idea that it is important to learn with a good teacher A/C
- 2 Answer to Question 7b preference for studying with other students B
- 3 Answer to Question 7c a claim that writing things down is really helpful for them
- 4 Answer to Question 7d an idea of how much the writer relies on technology Kinga

Now do Test 2, Exercise 2, and remember to follow all the guidance from the **Reflection** section for Test 1.

My father told me he used to listen to rock music. Now he only listens to more serious music like jazz.

To develop this answer, you can:

- contrast your interest in music with your grandparents' or your younger siblings'
- explain the reasons why different generations listen to music
- try to predict what music you might listen to in the future.



d Now watch Video 2 again. After Peter gives his answers, pause the recording and develop his answers with extra ideas of your own.

Now you are ready to do Test 2, Part 1 (speaking card **Television**). Remember to use everything you have learnt so far when you give your answers.

Test 2

Part 1: Interview

a Look at the speaking card **Television**. Give your answers to the questions in all three bullet points. You should talk for 2–3 minutes.

SPEAKING CARD

Television

- What TV programmes are popular in your country, and why?
- Can you tell me about a time when you watched something on TV with someone else and what happened while you were watching?
- What do you think the advantages and disadvantages of children watching TV are?

When you have finished giving your answers to all the prompts on the speaking card **Television**, look at the simplified mark scheme in the **What are the examiners looking for?** section. What marks do you think you would get for your speaking?

Your score for grammar: out of 10

Your score for vocabulary: out of 10

Your score for development: out of 10

Your score for pronunciation: out of 10

[Total: 40]

CHECK YOUR PROGRESS

Now think about your progress so far and answer the following questions:

- Was your score in Test 2 higher than in Test 1, or not? Why do you think this is?
- After doing the **Reflection** section, did you find it easier to do Test 2? What guidance did you find helpful?
- Is there anything you still find difficult? What are you going to do to improve this?

Test 1

Part 2: Short talk

- a Look at the speaking card **A new hobby**. Read the card very carefully and then spend one minute thinking about your answers. After one minute, start giving your short talk. You should talk for two minutes.

SPEAKING CARD

A new hobby

You have decided to take up a new hobby. You are considering the following options:

- cooking
- playing volleyball.

Compare the two options and say which one you would prefer, and why.

- b When you have finished giving your short talk on the speaking card **A new hobby**, look at the simplified mark scheme in the **What are the examiners looking for?** section. What marks do you think you would get for your speaking?

Your score for grammar: out of 10

Your score for vocabulary: out of 10

Your score for development: out of 10

Your score for pronunciation: out of 10

[Total: 40]

TIP

This is the only part of the test when you will be given the speaking card to look at. In the other parts of the test, the examiner will only read out the questions to you.

Reflection

Now think about the way you did Test 1, Part 2 (speaking card **A new hobby**). Read the questions in the following table and put YES or NO to show you have, or have not, done these things. The following questions remind you about the things you should do in Part 2 of the Speaking exam. If some of your answers are NO, these are the areas you need to practise a bit more to improve your performance in the exam.

Test 2

Exercise 2

Read the article about four people (A–D) and what they say about their jobs. Then answer Question 7.

Are you happy in your job?

Four people share their thoughts about jobs.

A Alice

I've been working for a major publishing company for over a decade now. When I started, I had to work very hard to get noticed. I wasn't necessarily trying to get a higher position, but I wanted my manager to see I could be relied on. With time I was asked if I'd be interested in being in charge of some projects. It's all the opportunities I'm given that make my job so interesting. The only downside of my work is how long it takes to get there in the morning. Some days I get stuck in traffic, which wastes a lot of time. That's why I recently requested if I could do some of my work from home and, to my surprise, my boss agreed. I actually get more things done this way compared to the days in the office. I suppose this is also a good way to avoid listening to other colleagues arguing about things.

B Bruno

I teach history at a college near my house. In this respect I'm lucky – I can avoid the morning traffic jams because I walk to college. The working week goes by very quickly for me because I really enjoy my job, but there is no denying that teaching doesn't suit everybody. Without enough patience and love for this job, some people decide to leave and look for a completely different job after just a year or two. I admit it might have crossed my mind a few times when I was a newly qualified teacher, but not anymore. What makes me sad though is when a good teacher leaves because of financial reasons. Teachers are hard-working people and deserve a pay rise. The school where I work is relatively modern and has a fantastic

library and gym, which my colleagues and I can use in the evening after long hours of teaching.

C Celine

I trained as a chef five years ago. I thought this would be my ideal job because I've always enjoyed cooking and being responsible for big family dinners. However, I've come to the conclusion that, while I enjoy cooking for my family, I don't want to do this for a living. Plus, I can't see myself being promoted any time soon either. Having said that, the restaurant where I work has the latest equipment, so this makes all the difference. I have no complaints about that, but the same can't be said about the schedule. I'm an early bird so I tend to wind down in the evening, but that's the time when the restaurant kitchen gets the busiest. The team are very friendly on the whole and I've made some friends there. Although, I feel that one of the supervisors often unfairly criticises me for all sorts of little things.

D Daniel

Two years ago, I took on a job for a large company dealing with computers. I used to dream of running my own company, but I've come to realise that it'd take a lot of savings to do this – something that I don't quite have yet. I also feel I still have a lot to learn and that is why my new role was totally unexpected. I'm now managing a team of five people and couldn't be happier. My family often complains about my long hours and the fact that I'm not at home with them enough. Quite a few meetings I have to attend are held abroad. My son thinks it's quite exciting, and doesn't believe me when I tell him there are so many things that need doing, like giving presentations, making new contacts, that hardly any time is left for sightseeing. However, I always make it up to my family during our holidays.

For each question, write the correct letter A, B, C or D on the line.

Question 7

Which person...

- | | | | |
|---|---|-------|-----|
| a | suggests that people in this job are underpaid? | ..... | [1] |
| b | is thinking of a career change? | ..... | [1] |
| c | is surprised by their recent promotion? | ..... | [1] |

- d doesn't get on with one of the staff? [1]
- e feels that the working hours don't suit them? [1]
- f thinks that people doing this job need to have certain qualities? [1]
- g enjoys the variety of responsibilities their job offers? [1]
- h says the job involves a lot of travelling? [1]
- i doesn't have to travel to work every day? [1]

[Total: 9]

When you have finished doing this part of the test, go to the answer key for Section 1, Unit 1.2 and check your answers.

Your score: out of 9

CHECK YOUR PROGRESS

Now think about your progress so far and answer the following questions:

- Was your score in Test 2, Exercise 2, higher than in Test 1, or not? Why do you think this is?
- After doing the **Reflection** section for this part of the exam, did you find it easier to do Test 2? What guidance did you find helpful?
- Is there anything you still find difficult? What are you going to do to improve this?

Develop your skills

In Exercise 2, you are tested on whether you can select the correct ideas/opinions and understand the connections between them. The ideas and opinions are either directly stated or implied, which means not stated directly.

Try the following activity to improve these reading skills:

- Try to read a range of texts where the author expresses their opinions (e.g. film/play/video game reviews, customer reviews online about various products and services, blogs).
- Find what the writer is writing about (e.g. a film review – acting, directing, screenplay) and what the writer's opinion is (i.e. positive, negative or mixed).
- Read the text again and find exactly what the writer liked or did not like and the reasons for their opinions.
- Then find the phrases that the writer uses to express their opinions (e.g. it was a complete let-down, it did not come up to our expectations, it is one of a kind).
- Finally, think of different ways of saying the same thing – try to paraphrase the same idea by using similar phrases. This will also help you improve your writing skills.

6 What did the caving experts research inside the two caves? Give **three** details.

.....

 [3]

LANGUAGE FOCUS 6

Think of synonyms (i.e. similar words) for 'to research something' and 'experts'. These synonyms will help you to find some of the answers in the text.

When you have finished doing this part of the test and the Language focus section, go to the answer key for Section 1, Unit 1.3 and check your answers.

Your score: out of 8

CHECK YOUR PROGRESS

Now think about your progress so far and answer the following questions:

- Did you remember to use all the exam techniques you learnt in Unit 1.2, Exercise 1?
- Was your score in Exercise 1 in this unit better or worse than your scores in Exercise 1 in Unit 1.2? Why do you think this is?
- After looking at the **Language focus** sections for this part of the exam, did you find it easier to find the correct answers? Are you now better at recognising what the correct detail is and what the distracting information is?
- Is there anything that you still find difficult? What are you going to do to improve this?

Test 3

Exercise 2

Read the magazine article about four people (A–D) and what they say about sports facilities and exercising. Then answer Question 7.

TIP

The number of texts in Exercise 2 may vary from one long text to five shorter ones.

Do you like to exercise regularly?

A: Abhay

In the past, I would only go skiing in the mountains or play beach volleyball once or twice a year during my holidays. My wife and kids tried to persuade me to go to the local sports centre more often, but I'd always come up with an excuse. This was all before I was involved in a skiing accident one winter and needed physiotherapy. My doctor also suggested going to the gym, so I did. My family have noticed that I don't get so stressed out anymore and I think they're right. At work, I don't really have time to socialise, but at the gym it's a different story. There's always someone who invites the others for a coffee and I love getting to know them. My wife can't understand why I resisted going to the gym for so long. I definitely want to keep it up and disagree with anybody who says that our local sports centre is not worth the money.

B: Bibi

I really take pride in staying in shape. To achieve this, I'm very particular about what I eat, but also about my fitness regime. I try to keep active as often as I can, even though it's a real challenge to motivate myself sometimes, especially when I get home tired after work. I wish I had a personal trainer to push me, but I find monthly gym fees really high. Some of my work colleagues go to the gym and say it's a good place to switch off after work and meet someone else, rather than the people you spend all day with. However, I think I've found a good alternative, which I've grown to like much more than going to the gym. I go jogging in my local park four times a week. My friend thinks that I overdo the jogging. She also worries it's too dangerous and I might fall over and hurt my ankle. But then that can happen anywhere.

C: Conor

These days, I think it's very important to make sure everyone gets enough exercise because most people have jobs where they don't move enough all day long. However, I feel everything should be done in moderation, unlike quite a few of my colleagues who are obsessed with extreme workouts. I've recently started cycling to work. I also go swimming twice a week with my friend. I think swimming is great and quite effective as part of injury recovery, just like in the case of my friend. He felt a bit anxious about going on his own, so asked me to come along. I thought it'd be good for me to get a bit more active because I noticed that I got quite breathless and had put on a bit of weight. As a result of our swimming practice, my friend made a full recovery and I improved my stamina, which made me think I should have taken up swimming ages ago.

D: Dana

I enjoy sports and take looking after my health very seriously. I read lots of articles related to exercising and how it impacts how people feel. I do lots of outdoor activities from playing tennis to trekking and, when the weather gets bad, I do indoor activities like squash or Zumba. However, it took me a while to find a sports centre close to my house. I think this is one of the things that puts people off joining sports centres. Some say the cost is an important factor too. I pay quite a lot for my annual membership, but I expect the best in return, which, sadly, hasn't been the case this year. A few weeks ago, I visited a friend and she took me to her local sports centre. I couldn't believe the range of activities they offered to attract all ages. I do believe it's important to start with sports as early in life as possible.

For each question, write the correct letter A, B, C or D on the line.

7 Which person...

- | | | | |
|---|--|-------|-----|
| a | says they started working out after an injury? | ..... | [1] |
| b | regrets not starting exercising earlier in life? | ..... | [1] |
| c | claims it is more difficult to exercise on their own? | ..... | [1] |
| d | suggests there are not enough local sports facilities? | ..... | [1] |

- e thinks a lot of people exercise too much these days? [1]
- f feels exercising positively affects their mood? [1]
- g prefers to do their exercises outdoors? [1]
- h is disappointed with the service at their sports centre? [1]
- i thinks going to the gym is a good way of meeting people? [1]
- [Total: 9]

TIP

In Exercise 2, most of the ideas/opinions from the list in the question will only be implied in the texts. This means the ideas/opinions will not be directly stated. This can be done in many different ways. For example: by providing examples of the idea/opinion or suggesting a possible result of a situation (*if you climb that tree, you might fall* implies it is dangerous to climb trees).

Language focus

Before you check your answers for Test 3 Exercise 2, do this **Language focus** section. It will help you to decide whether you have selected the correct opinions as your answers.

- a In addition to the correct answers, each text also contains distracting ideas/opinions. Look at the opinions listed. Some of them are the correct answers and some of them are the distracting details. Read the four texts again and decide which opinions are the distractors and why they are the wrong answers.

TIP

Before you make your final choice, make sure that the whole idea in the opinion is expressed in the text. If only one word, or part of the opinion, is expressed in the text this means it is probably one of the distractors and not the correct answer.

A: Abhay

- a says they started working out after an injury?
- b regrets not starting exercising earlier in life?
- f feels exercising positively affects their mood?
- g prefers to do their exercises outdoors?
- i thinks going to the gym is a good way of meeting people?

B: Bibi

- a says they started working out after an injury?
- c claims it is more difficult to exercise on their own?
- e thinks a lot of people exercise too much these days?
- g prefers to do their exercises outdoors?
- i thinks going to the gym is a good way of meeting people?

C: Conor

- a says they started working out after an injury?
- b regrets not starting exercising earlier in life?
- c claims it is more difficult to exercise on their own?
- e thinks a lot of people exercise too much these days?
- f feels exercising positively affects their mood?

D: Dana

- b regrets not starting exercising earlier in life?
- c claims it is more difficult to exercise on their own?
- d suggests there are not enough local sports facilities?
- f feels exercising positively affects their mood?
- g prefers to do their exercises outdoors?
- h is disappointed with the service at their sports centre?

- b Now you are going to focus on the vocabulary used in the opinions (a)–(i) and the four texts in Exercise 2. Read the texts again and find the words and phrases that express a very similar idea to the vocabulary listed. This vocabulary will help you with matching the ideas/opinions (a)–(i) to the correct texts A–D.

A Abhay

- a an injury –
- b I started working out –
- c positively affects their mood –
- d I feel that –
- e meeting people –
- f there –
- g it is a good way of –

B Bibi

- a it is more difficult –
- b on their own –
- c prefers –
- d outdoors –
- e sports facilities –
- f too expensive –

C Conor

- a regrets not starting –
- b exercising –
- c earlier in life –
- d a lot of people –
- e exercise –
- f too much –

D Dana

- a there are not enough –
- b sports facilities –
- c local –
- d is disappointed with –
- e the service –

When you have finished doing this part of the test and the Language focus section, go to the answer key for Section 1, Unit 1.3 and check your answers.

Your score: out of 9

TIP

The vocabulary in the Language focus sections is useful for your own speaking and writing. For example, use the vocabulary from this section to talk about your own experience of keeping fit and using sports facilities.

CHECK YOUR PROGRESS

Now think about your progress so far and answer the following questions:

- Did you remember to use all the exam techniques you learnt in Unit 1.2, Exercise 2?
- Was your score in Exercise 2 in this unit better or worse than your scores in Exercise 2 in Unit 1.2? Why do you think this is?
- After looking at the Language focus sections for this part of the exam, did you find it easier to find the correct answers? Are you now better at recognising what the correct opinion is and what the distracting information is?
- What do you still find difficult? What are you going to do to improve this?

> Section 3: Speaking

Unit 3.3: Language focus

Read the questions on the speaking card. Then go to the **Language focus** sections and follow the instructions on how to answer each question. Do the same for Parts 2 and 3.

Test 3

Part 1: Interview

SPEAKING CARD

Making friends

- What personal qualities make a good friend?
- Can you tell me about your best friend and how you met?
- Do you think that, nowadays, people have a lot of casual friends, but not enough very close friends?

TIP

In the Speaking exam, you are also tested on grammar and vocabulary. To test your knowledge of this, the questions on the speaking card focus on different language features (e.g. narrative tenses when talking about past events).

Language focus

Exercise A: Adjectives and phrases used to describe a friend

- a Look at the first question from the speaking card **Making friends** and give your answer.

What personal qualities make a good friend?

This question focuses on the qualities of a good friend. This means you should use a range of positive adjectives to describe your friend's personality. You could also use longer phrases and relative clauses. To develop your answer, you can also say what qualities you would not like in a friend.

Model answer

I want my friends to be reliable and trustworthy. I also enjoy spending time with somebody who has a good sense of humour and can laugh at things. People who are too serious make me depressed. All of my good friends are very happy people.

- b Now watch two students answering Question 1 from the speaking card **Making friends** (Videos 5 and 6). What **adjectives and phrases** do they use? Complete the following table.

	Student A: Lucy	Student B: Nawon
Adjectives and phrases used to describe a good friend		

- c Look at some more **adjectives and phrases to describe somebody's personality**. Do they have a positive or negative meaning? Write them in the correct column in the following table. Then look up the meaning of those you do not know in an English dictionary.

generous moody somebody who likes to gossip clever
 reliable easy-going somebody who has a good sense of humour
 bossy we have a lot in common they never let me down
 greedy judgemental somebody who looks down on people
 honest patient somebody who can keep a secret stubborn
 humble somebody I can look up to encouraging arrogant

Positive meaning	Negative meaning

- d Answer the following questions using some of the words and phrases from Exercise c. Do not forget to give reasons or include examples of people's behaviour.

- 1 What are your siblings like? Does their behaviour annoy you sometimes?
- 2 What makes a good teacher?
- 3 What makes a bad colleague at work?
- 4 If you owned a company, what kind of people would you employ?
- 5 What can you say about your classmates?

CHECK YOUR PROGRESS

Now answer the first question from the speaking card **Making friends** again.

What personal qualities make a good friend?

Remember what you have learnt in this section and try to use it in your answer.

TIP

It is a good idea to record yourself giving your answers before and after you do the **Language focus** sections. It will then be easier for you to see your progress.

Exercise B: Narrative tenses

- a Look at the second question from the speaking card **Making friends** and give your answer.

Can you tell me about your best friend and how you met?

This question focuses on something that happened in the past – how you met your best friend. This means you should use a range of **narrative tenses**.

Model answer

When I was walking down the stairs to the school canteen, I dropped some books. One guy came up to me and helped me pick them up. I had never seen him before, but he seemed really nice and we've been friends ever since.



- b Now watch two students answering Question 2 from the speaking card **Making friends** (Videos 7 and 8). What **narrative tenses** do they use? Do the students always use the tenses correctly? Complete the following table.

	Student A: Begum	Student B: Harkomal
Narrative tenses		



- c Look at the following table, with the names of the **narrative tenses**. Can you match the tenses with the correct situation when we use them? Then look at the short paragraph that follows and underline all the examples of narrative tenses. Write the examples in the table next to the correct tense.

When I started my new school, I didn't know anybody. One day I was doing my homework in the school library when one of my classmates asked me if I could help him with his homework. I hadn't seen this guy before, so I asked him which class he was in. He told me he was new, just like me. As you can imagine, we had loads to talk about and became really good friends.

Narrative tenses	When to use them	Examples
Past simple	A This tense is used to say something happened or started before another event in the past.	
Past continuous	B This tense is used to talk about events that happened in the past.	
Past perfect	C This tense is used to introduce or describe a scene.	

- d Complete the gaps with the correct tense. Use the verbs in the brackets.
- 1 I (try) to concentrate on my homework, but my brother (talk) on the phone so loud that I (have to) leave the room.
 - 2 My sister (be) so happy when she (get) the email saying that she (pass) all her exams.
 - 3 I (feel) so exhausted, but happy. I (never / work) so hard in my entire life.
 - 4 Tom and I (be) friends for many years, so when he (tell) me he was moving to Australia, I (be) really shocked.
 - 5 I (walk) to school when I (realise) I (leave) my wallet at home.
- e Now complete the following sentences with your own ideas. Which tense do you need to use?
- 1 When I, I realised that I
 - 2 When I was younger, I
 - 3 I had never before, but then I
 - 4 I was very happy because
 - 5 Just as I was leaving home,
 - 6 While I, my sister

CHECK YOUR PROGRESS

Now answer the second question from the speaking card **Making friends** again.

Can you tell me about your best friend and how you met?

Remember what you have learnt in this section and try to use it in your answer.

Exercise C: Opinion, agreement, disagreement, linking words (reason and result)

- a Look at the third question from the speaking card **Making friends** and give your answer.

Do you think that, nowadays, people have a lot of casual friends, but not enough very close friends?

This question focuses on people's **opinions**. You should say whether you **agree or disagree** with the idea and **give your reasons why**. You should use a range of phrases to give your opinion, agree or disagree. You should also use a range of linking words/phrases to explain the reasons and results.

Model answer

I couldn't agree more. These days, people have a lot of casual friends thanks to social media. In my view, we are all very busy and don't have enough time to get to know each other, so our only social circle consists of the people we study with or work with. For this reason, we have a lot of acquaintances, but we find it much harder to meet someone new who could also become our best friend.

09

10

- b Now watch two students answering Question 3 from the speaking card **Making friends** (Videos 9 and 10). What phrases and linking words do they use? Complete the following table.

	Student A: Jacky	Student B: Harkomal
Opinion		
Agreement		
Disagreement		
Linking words (reason and result)		



- c Look at the following phrases. Where necessary, complete the missing words (two of the phrases do not need any completion). Then decide if these are used to **give an opinion, agree or disagree** and write the complete phrase under the correct heading in the following table.

feel definitely agree sure think right see
 agree think seems point support

- 1 I the same way.
- 2 The way I it, ...
- 3 For me, ...
- 4 not.

TIP

Remember that the choice of phrases you use depends on the formality of the situation. For example, you should only use the phrases in Exercise c that are marked *quite formal* in more formal situations (e.g. in the exam, when giving a presentation at school), not when you are talking to a friend.

- 5 I feel that ...
- 6 I to some extent, but ... (*quite formal*)
- 7 That is (absolutely)
- 8 It to me that ...
- 9 I am not so about that.
- 10 I so, too.
- 11 I could not more.
- 12 Personally, I that ...
- 13 I cannot this opinion, I'm afraid. (*quite formal*)
- 14 From my of view, ... (*quite formal*)

Opinion	Agree	Disagree

- d Look at the following statements. First, agree or disagree with each statement and explain why. Then give your opinion about the idea.
- 1 Friends are more important to people than their family.
 - 2 Childhood friendships are stronger than friendships made later in life.
 - 3 True friends never argue.
 - 4 Successful people have more friends.
 - 5 Good friends always share the same hobbies and interests.
 - 6 Close friends should know everything about each other.
 - 7 The more friends you have, the happier you are.
 - 8 Once a friend betrays you, you cannot trust them again.

CHECK YOUR PROGRESS

Now answer the third question from the speaking card **Making friends** again.

Do you think that, nowadays, people have a lot of casual friends, but not enough very close friends?

Remember what you have learnt in this section and try to use it in your answer.

Test 1

Exercise 3

Read the article about CYTECH, a company that designs wearable technology for cyclists, and then complete the notes.



CYTECH – wearable technology for cyclists

CYTECH, which stands for cycling and technology, is a relatively young company, but it has already found a place in the market of wearable technology. The founder, Jessica Curtis, set up this new company to combine her two biggest passions in life: cycling and designing.

Jessica first presented her plans to a friend of hers who specialises in the production of LED lighting, which is a type of low-energy lighting. Together they came up with a new design of clothing for cyclists.

Since then, Jessica has been getting feedback from her friends, who are mostly young professionals. They tend to cycle to work and often complained that they couldn't find a visibility jacket that would be functional but at the same time looked attractive. And that is exactly what Jessica has achieved with her latest clothing line for cyclists, which consists of jackets, hats and trousers. It is surprising that, in this day and age, most manufacturers of wearable technology don't focus on clothing for cyclists, but on gadgets, like smartwatches, instead. And that's exactly what Jessica's intention was – to fill a gap in the market.

Another unique feature, which is proving a huge hit with the wearers, is that the LED lighting used on these items is well hidden. Most cyclists also appreciate the fact that the battery life of this lighting is about 14 hours, which is really impressive, especially when compared to how long the average smartphone battery lasts.

In recent years, we have seen a significant increase in people taking up cycling, not only for their own pleasure, but also as a more reliable and environmentally friendly means of transport in cities around the world. The rise in cyclists on the road has brought the need to improve road safety more into the spotlight. This was something that also played a vital role in Jessica's decision to go into this business. When the clothing itself was tested, it was visible as far as 400 metres away – something Jessica was particularly pleased with.

The fabric that is used to make these clothes is both waterproof and machine washable – two practical facts that certainly can't be overlooked.

Currently, Jessica is looking into working with energy-harvesting fabrics next. Energy harvesting is a way of storing power from external sources like the wind or the sun and then using the small sources of energy for everyday purposes, such as charging your smartphone or any other portable electronic devices.

Jessica has become a role model for other aspiring entrepreneurs and is often asked what the secret of her success is. She believes that there is no harm in aiming high, but urges anyone who wants to follow in her footsteps to invest in thorough market research. The bottom line is – the customer comes first.

Imagine you are going to give a talk about the CYTECH company and their products to your classmates. Use words from the article to help you write some notes.

Make short notes under each heading.

8 Reasons why Jessica started designing clothing for cyclists

-
- [2]

9 Benefits of CYTECH products

Example: functional

-
-
-
-
- [5]

[Total: 7]

When you have finished doing this part of the test, go to the answer key for Section 1, Unit 1.2 and check your answers.

Your score: out of 7

Reflection

Now think about the way you did Test 1, Exercise 3. Read the questions in the following table and put YES or NO to show you have, or have not, done these things. The questions remind you about the things you should do in Exercise 3 in the Reading exam. If some of your answers are NO, these are the areas you need to practise a bit more to improve your performance in the Reading exam.

Before you started reading	YES or NO	Guidance
1 Did you first carefully read the instructions and the headings for your notes?		The order of the headings for your notes may not always be the same as the order of the ideas in the text. Also, the ideas in the text may not always come in the same paragraph. They are often spread throughout the text.
2 Did you highlight the important words in each heading?		Highlight important words in the question to remind you what detail you are looking for (e.g. <i>reasons</i> and <i>starting</i>). It is a good idea to use a different highlighter pen for each heading and then to use the same colour to underline the ideas in the text.
While you were reading	YES or NO	Guidance
3 Did you highlight the details/ ideas in the text that are required for each heading?		Read the text and highlight all the examples required for the first heading. Then transfer the correct number of examples onto the lines provided under the first heading. Repeat the same for the second heading, and so on.
4 Did you transfer the ideas under the correct heading, on the lines provided?		If you highlight ideas that go under the same heading with a different colour highlighter, it will be easier for you to see which ideas should go under the same heading. Also make sure that each idea is written on a separate line.

4 Answer to Question 9

- attractive
- machine washable
- waterproof
- stores power from the sun
-

5 Answer to Question 9

- the LED lighting cannot be accessed by other people

6 Answer to Question 9

- (charge phone) / machine washable / waterproof / attractive / LED lighting hidden
-
-
-
-

Now do Test 2, Exercise 3, and remember to follow all the guidance from the **Reflection** section for Test 1.

Test 2

Exercise 3

Read the article about how to become an astronaut and then complete the notes.



Could you be a future astronaut?

Becoming an astronaut has always been a dream of many young boys and girls, but the question is – how do you become one?

The NTV television channel is launching a reality series that may help to answer this question. It will offer people who think they have what it takes to become an astronaut the opportunity to try out what it is really like to go through a selection process and a space preparation programme. The TV channel has asked a former astronaut who also used to be in charge of the International Space Station (ISS) to oversee this process to make sure it is as close to the real thing as possible. 'Unless you have self-discipline, you shouldn't even think of handing in your application.' The real process

is very demanding, both physically and mentally, so hopeful applicants won't make it without enough determination.

People who have been selected to go to space and to work at the ISS have come from varied backgrounds. At the beginning of space exploration, astronauts often came from an army background, for example army pilots. These days, successful applicants usually have some previous experience in science and engineering, which is an advantage and certainly helps with the scientific experiments that are carried

out by the crew of each space mission. These can range from examining cosmic dust to growing lettuce.

The space programme is also suited to people who are good at staying calm under pressure, especially when they have to deal with zero gravity once on board the ISS. This is the lack of the force that pulls objects to the ground, something we experience on Earth, but not in space. This means that all objects float around the space station and can potentially be a danger to the astronauts. Because of this, astronauts need to predict in which direction the objects are likely to move. People who apply are, therefore, tested on their spatial awareness. Even though research has shown that this is something that

can be taught, it's preferable for successful applicants to already possess this quality. The tough selection process is absolutely necessary to prepare them for what lies ahead, where working together as a team will prove essential.

To many, being at the ISS might sound like a lot of fun, but this is not always the case. One of the downsides, for example, is the loss of muscle and bone mass after spending time in space. On return to Earth, it takes astronauts some time to get back to normal and regain their strength. And that's why a good level of general physical health is expected at the initial stage of the process.

The reality show starts on 3 March, but if you think you have what it takes already, you can try applying directly to the ISS.

Imagine you are going to give a talk about how to become an astronaut to your science class at school. Use words from the article to help you write some notes.

Make short notes under each heading.

8 Skills and personal qualities needed to become an astronaut

Example: self-discipline

-
-
-
- [4]

9 What is expected of all astronauts while they are in space

-
-
- [3]

[Total: 7]

When you have finished doing this part of the test, go to the answer key for Section 1, Unit 1.2 and check your answers.

Your score: out of 7

Test 3

Exercise 3

Read the following blog, written by Harrison Green, about his trek along the edge of the Himalayas, and then complete the notes.

Trekking in the Himalayas

This is the beginning of my journey along the edge of the highest mountain range in the world – the Himalayas.

Afghanistan and Pakistan

I started my trek with two close friends, Arzad and Sadiq. It's important to have someone with you in case of emergency, but also to keep you company during a long journey. Plus, we relied on Arzad to interpret for us to make sure that communicating with the locals, which could have been an issue, wasn't.

We began in the Wakhan Corridor in north-east Afghanistan. The mountainous landscape makes it extremely difficult to live in for the people who've made this valley their home. We walked for miles before coming across a nomadic tribe – the Whaki people. I found them fascinating and I'd love to put a book together with all the information I collected about this tribe. We spent a day with them and told them about our plans to cross over the mountains to Pakistan. Using their local knowledge, they warned us there was still too much snow and ice in the mountains. However, we decided to set out the following morning anyway. After a few hours, I realised the nomads were right. The thin air at this high altitude also made it almost impossible for me to breathe. I was so relieved when we finally made it to Pakistan, but I definitely want to come back to this part of the world again.

India and Nepal

One day, while crossing the mountains from Pakistan to India, we got lost just before dusk. This is not a good situation to find yourself in when you only have about an hour of daylight left. The possibility of an encounter with a roaming bear or



wolf was making me quite nervous. Fortunately, we managed to find a hut built by nomadic goat herders – and that's where we spent the night. The following morning, we descended to a nearby village, where we topped up our food supplies. The villagers advised us not to carry on with our journey down the tarmac road because of charging elephants. However, we took our chances and continued as planned. We didn't meet any elephants that day.

The danger came much later when we were in the Bardia National Park in Nepal. We set up our camp, close to a river. I was totally unaware of the heavy rain pouring down that night, until I heard my friends shout: 'Get out of the tent, quick!' The floodwater from the river was getting dangerously close to the tent.

In the morning, the sun came out again and everything that had happened the night before seemed like a distant memory. As we were leaving the National Park, I couldn't stop thinking about how beautiful and varied the habitats are in this region. I decided that I really needed to raise awareness of all the endangered species living here, once I got back home.

Our final destination – Bhutan – was still several hundred miles away.

Imagine you are going to give a talk about Harrison Green's Himalayan trek to your classmates. Use words from his blog to help you write some notes.

Make short notes under each heading.

8 Difficulties Harrison experienced on his trek

-
-
-
-
-

[5]

TIP

The ideas for one heading are often mixed together with ideas for another heading throughout the text.

9 What Harrison is planning to do in the future

-
- [2]

[Total: 7]

Language focus

After you have answered the questions in Exercise 3, look at the **Language focus** box following each question. These boxes contain guidance that will help you focus on the important vocabulary and grammar that you need to select the correct answer. Then read the text again to check if you selected the correct answers the first time.

8 Difficulties Harrison experienced on his trek

-
-
-
-
- [5]

TIP

To find the necessary details in the text more easily, look for certain 'clues' in the text. These are words and phrases that will lead you towards the part of the text where the detail is located. They can come before the answer but also after the answer.

LANGUAGE FOCUS 8

- a What are the words/phrases in the text that introduce the idea of difficulties and dangerous situations?
- b Now look at the difficulties and dangerous situations you have found in the text. Some of them are the correct answers, but some of them are distractors. To decide which ideas are the correct answers, think about which situations:
- i happened to Harrison
 - ii were a possibility, but didn't really happen to Harrison
 - iii are linked to other people.

9 What Harrison is planning to do in the future

-
- [2]

LANGUAGE FOCUS 9

The heading asks you to look for future plans/intentions. Which phrases tell you what Harrison would like to do?

CHECK YOUR PROGRESS

Now think about your progress so far and answer the following questions:

- Was your score in Test 2 higher than in Test 1, or not? Why do you think this is?
- After doing the **Reflection** section, did you find it easier to do Test 2? What guidance did you find helpful?
- Is there anything you still find difficult? What are you going to do to improve this?

Test 1

Part 2: Short talk

- a Look at the speaking card **A new hobby**. Read the card very carefully and then spend one minute thinking about your answers. After one minute, start giving your short talk. You should talk for two minutes.

SPEAKING CARD

A new hobby

You have decided to take up a new hobby. You are considering the following options:

- cooking
- playing volleyball.

Compare the two options and say which one you would prefer, and why.

- b When you have finished giving your short talk on the speaking card **A new hobby**, look at the simplified mark scheme in the **What are the examiners looking for?** section. What marks do you think you would get for your speaking?

Your score for grammar: out of 10

Your score for vocabulary: out of 10

Your score for development: out of 10

Your score for pronunciation: out of 10

[Total: 40]

TIP

This is the only part of the test when you will be given the speaking card to look at. In the other parts of the test, the examiner will only read out the questions to you.

Reflection

Now think about the way you did Test 1, Part 2 (speaking card **A new hobby**). Read the questions in the following table and put YES or NO to show you have, or have not, done these things. The following questions remind you about the things you should do in Part 2 of the Speaking exam. If some of your answers are NO, these are the areas you need to practise a bit more to improve your performance in the exam.

Before the short talk (Part 2)	YES or NO	Guidance
1 Did you spend one minute preparing your answers?		You are not allowed to write any notes down. That is why it is very important to plan a few ideas for each bullet point in your head before you start speaking.
During the short talk (Part 2)	YES or NO	Guidance
2 Did you make sure your short talk was two minutes long?		It is a good idea to time yourself when you are preparing for the exam to get used to the time limit of two minutes. In the real exam, the examiner will ask you if you want to say anything else if you finish too early. If you go over two minutes, the examiner will stop you.
3 Did you say something about both options in the bullet points?		If you only talk about one of the options, you may lose marks for the development of ideas.
4 Did you compare the two options?		In this part of the exam, you may be asked to: compare two ideas, talk about the advantages and disadvantages or how easy or difficult something is.
5 Did you say which option you would prefer and explain why?		You should talk about your personal preference and give reasons for it at the end of your short talk.
6 Did you give answers that were well developed (e.g. giving reasons or explanations)?		
7 Did you link your ideas using appropriate phrases (e.g. <i>in addition to</i> , <i>however</i>)?		When you give a short talk, it is important to use linking words and rising and falling intonation. All this makes it easier for the listener to follow your talk.
8 Did you use rising and falling intonation in your answers to make sure your short talk didn't sound monotonous?		

Learn from mistakes

- 03**
- a Now watch Video 3. In this recording, one student is giving his short talk about **A new hobby**. Does the student talk about similar ideas to yours?
- b Look at the simplified mark scheme in the **What are the examiners looking for?** section. Answer the following questions and complete the student's mark card.
- What marks would the student get?
 - What does the student do well?
 - What does the student need to improve?

Student A: Pedro

Grammar:

Vocabulary:

Development:

Pronunciation:

Total mark:

Strengths:

Weaknesses:

- c Most students find it difficult to develop the ideas in their answers. Look at some sample answers given by students in their short talk about **A new hobby**. The answers are very short. First, think of ways that you could develop them. Then compare your ideas with the suggestions. Now imagine you are the student and give the answers again, but this time make sure they are well developed.

I think cooking helps you relax, but in volleyball you have to move very fast and you are trying to win so it can be quite stressful.

To develop this answer, you can:

- explain why cooking is relaxing.

Many people say cooking is boring, but I do not think so.

To develop this answer, you can:

- speculate about the reasons why some people think that cooking is boring
- justify why you disagree and give examples from your own experience when you enjoyed cooking or watching someone else cook.

Volleyball can be played outdoors and you can meet a lot of people.

To develop this answer, you can:

- compare and contrast these two aspects (i.e. being outdoors and meeting other people) with cooking.

Cooking is better as a hobby because you can learn useful skills and then turn it into a career.


To develop this answer, you can:

- give examples of the skills you can learn from cooking
- evaluate how useful these skills are in life
- give examples of possible jobs that involve cooking
- evaluate how easy it is to get these jobs in your country
- say whether you think these jobs are a good career choice for young people.

Personally, I would definitely choose playing volleyball as my new hobby because it is better.

To develop this answer, you can:

- explain why it is better.

-  d Now watch Video 3 again. After Pedro mentions each benefit of cooking, pause the recording and develop his answers with extra ideas of your own. After Pedro gives his answer about playing volleyball, add more ideas of your own to explain why this would, or would not, be a good choice for a hobby.

Remember, to develop all the ideas, you can:

- say what you think about the idea (try to give positive as well as negative points)
- explain why
- give more examples
- speculate why some people might agree or disagree with that
- evaluate how useful the idea is
- compare and contrast this with the other option
- justify your own preference.

TIP

At the end of your short talk, you should give at least one reason why you prefer one of the options. You can repeat one of the reasons you have already talked about. When you do that, you can introduce the reason with the phrase *As I mentioned earlier ...*