

## 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.



## 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.



> Section 1: Reading and writing

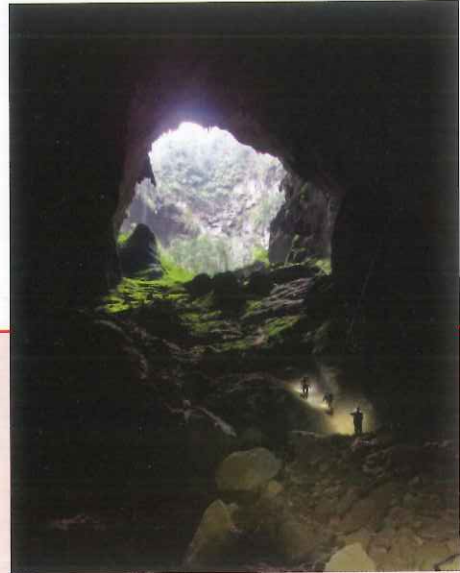
# Unit 1.3: Language focus

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]

## 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?

#### 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.





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.



## 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?

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.

#### 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.

- 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]

## 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.

## > 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?

## 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.

## 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.

### 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.

- 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

- I..... the same way.
- The way I..... it, ...
- For me, ...
- ..... 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.

- 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



on the train or while waiting for a flight. The last book I read was a real-life story about a man who relocates to a new country to start over. I generally enjoy this genre because the stories are so inspiring, but I was surprised what a let-down this one was. I don't think the writer did much research on what happens in real life and it certainly didn't convince me. The book was generally an easy read, but at times I got lost because of all the names. I found myself going back to check who was who. However, it wouldn't surprise me if this book got picked by the critics as their favourite in the Brontë Sisters Competition. It often seems to me that critics tend to praise books that I don't enjoy.

#### C Carla

Unlike many of my friends, I don't read a lot. That's not to say I don't read at all, but the only time I can read is during my summer holidays. I look at the books that have received some awards, or are recommended by other readers, before I choose one, just as I did with the last book. At first, I thought I'd made a mistake with my choice. It was a novel set in France, in the 1940s, an era which I love, but the story included these long philosophical passages. They were quite hard to get through, but I stuck at it because I was

eager to find out what happened to the main heroine. One of my friends couldn't believe I liked this kind of story, but when I was reading about the main character's life, I found myself thinking how similar it was to mine. In the end, it even gave me the idea of visiting France and learning French.

#### D Dabir

I expect to learn something new from books, to give me new ideas. For this reason, I often go for non-fiction titles. This doesn't mean, however, that I avoid fiction altogether. I finished reading one novel just last week. It was advertised as one of the best novels of the year by an upcoming author – and one that the whole family will thoroughly enjoy. I'm not sure if many teenagers would agree with that statement. When I finished reading it, I had mixed feelings about the book. I thought the storyline had potential because it dealt with the topic of trust and friendship, but I felt the writer could have exploited it a bit more. Nevertheless, the writer clearly spent time researching the characters, who were totally believable. Sometimes I had the feeling that I knew the vast majority of them from real life. I believe that this author shows great promise and, with time, will produce some award-winning titles.

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

- 7 Which person...
- |   |  |       |     |
|---|--|-------|-----|
| a | says the book inspired them to do something?           | ..... | [1] |
| b | suggests the book would benefit from fewer characters? | ..... | [1] |
| c | claims the ending was unexpected?                      | ..... | [1] |
| d | says the book reminded them of their own experiences?  | ..... | [1] |
| e | thinks the book will get an award?                     | ..... | [1] |
| f | doubts if the book is suitable for younger readers?    | ..... | [1] |
| g | finds most of the characters in the book familiar?     | ..... | [1] |
| h | is surprised they enjoyed this style of book?          | ..... | [1] |
| i | says the story was hard to believe?                    | ..... | [1] |

[Total: 9]