

# Teacher's Notes & Keys

## Test 1

### Reading and Use of English

#### Part 1

##### Task type:

Multiple-choice cloze containing eight gaps.  
There are four multiple-choice options for each gap.

#### Training



*Cambridge English: First for Schools* candidates often have problems using the correct prepositions.

Prepositions are an integral part of the Use of English test. This task highlights how they can be used in phrases.

- 1 Ask students to complete the sentences individually and then check in pairs before checking as a class. Alternatively, write the expressions with the prepositions on the board and ask students in pairs to work on the answers. Invite students to the board to complete the phrases. Use the sentences in the book to provide a context and ask students about the meanings of each phrase.

1 Under 2 under 3 on 4 in 5 at 6 in  
7 At 8 under 9 on 10 At

- 2 Brainstorm ideas for what to do if students need to move school. Write these ideas on the board and then ask students to quickly read the text, ignoring the gaps, and check if their ideas were included. Then ask students to complete the gaps with a preposition from Exercise 1.

1 in 2 on 3 in 4 in 5 at 6 on 7 under

#### Extension

Encourage students to keep a record of any phrases that include prepositions. A good way of doing this is by asking your students to start a lexical notebook as this will help them organise and revise their vocabulary.

#### Lead-in

Explain what collocations are: a combination of two or more words that are often found together. There is often no grammatical reason why these words are used, but they sound 'right' to a native speaker. If you have a monolingual class, ask students to suggest some collocations from your students' own language to highlight their importance.

- 3 Students work individually to decide on the correct verb. Check in pairs and then as a class.

1 go 2 get 3 caught 4 go 5 caught 6 gave  
7 came 8 getting 9 came 10 giving

#### Extension

Ask students to use a good dictionary, either online or in book format, to find out which of the collocations are mentioned. If your class has access to more than one dictionary, you could run an evaluation to find out which one offers the most information.

- 4 Students complete the exercise in pairs and then check together as a class. If you have used a dictionary in the previous extension exercise, you could encourage further use in this exercise.

1 B 2 D 3 A 4 A 5 C 6 A 7 C 8 D

- 5 Ask students to quickly read the text and see if anyone else has had a similar experience. Ask students to try to complete the text without initially looking back at the verbs. Check answers as a class.

1 come 2 announced 3 give 4 got 5 got

- 6 Just as with the prepositions from Exercise 1, encourage students to record these prepositions in a lexical notebook. Alternatively, you could use a class blog to organise prepositions or a wall display that you can add to over time. Students complete the exercise in pairs and then check together as a class. Encourage the use of dictionaries if you have access to them.

1 addicted to	2 afraid of	3 allergic to
4 anxious about	5 ashamed of	6 enthusiastic about
7 excited for/to/about	8 famous for	9 good for
10 guilty of	11 married to	12 proud of
13 similar to	14 suitable for	15 worried about

- 7 Students complete the exercise in pairs and then check together as a class.

1 afraid of 2 good for 3 famous for 4 allergic to  
5 addicted to 6 excited / enthusiastic about 7 ashamed of  
8 similar to

#### Lead-in

This exercise highlights the differences between words which are quite similar. Put students into small groups and ask them to look at each group of words before looking at the questions. Students should try to identify the differences between the words. The differences might be meaning, grammar, collocation or usage.

- 8 Students work in pairs or small groups to answer the questions. Check as a class. Make sure students are aware of the differences between the words.

1 estimate	2 predict	3 hope	4 forecast
5 recommend	6 display	7 advise	8 indicate
9 view	10 look	11 scene	12 sight
13 music	14 rhythm	15 song	16 concert
17 actually	18 normally	19 generally	20 mostly

#### Exam practice

Ask students to time themselves as they do the exercise. Explain that it is not a competition, but it is useful to know how quickly they do each task so they can be better prepared for the exam. You or your students should keep a record of their results and their timings for each part to show progression and to identify any areas that need more work.

1 B 2 D 3 A 4 C 5 C 6 A 7 D 8 B

#### Part 2

##### Task type:

An open cloze test containing eight gaps.

## Training

### Lead-in



*Cambridge English: First for Schools* candidates often have problems using comparatives and superlatives.

Although students at this level have been exposed to comparatives and superlatives many times, they often have problems with accuracy. Quickly revise how comparatives and superlatives are formed, focusing on aspects such as long/short adjectives, spelling and comparisons of equality, for example *as good as*.

- 1 Ask students to work individually to complete the sentences before checking in pairs and then as a class.

1 The 2 many 3 as 4 not 5 least 6 much  
7 fewer 8 most

- 2 Students complete the exercise in pairs and then check together as a class. During feedback, explore why the alternative answer was incorrect and see if students can reformulate the sentence using the other option.

1 as 2 any 3 many 4 as 5 most 6 less

### Extension

Provide a number of sentences about studying English and/or about the *Cambridge English: First for Schools* exam that use a comparative or a superlative. For example *The exam is not as hard as I thought it would be. Part 2 of the Reading and Use of English is the most difficult. The Speaking paper is easier than the Reading paper.* Ask students if they agree or disagree. If students disagree, ask them to rewrite the sentences. Students then compare their ideas. This can be a useful exercise for you to identify any problems your students might feel they have with a particular part of the exam.



*Cambridge English: First for Schools* candidates often have problems using countables/uncountables

- 3 As with comparatives and superlatives, countables and uncountables are concepts that students have come across many times, but often struggle with using accurately. Students work in pairs to organise the words and phrases into the columns. During feedback, give some example sentences to help identify differences.

plural countables	uncountables	plural countables or uncountables
many (a) few a small number of several	much (a) little a large amount of a good deal of	plenty of a lot of

- 4 Students complete the exercise in pairs and then check together as a class. During feedback, explicitly ask if the sentences use a countable or uncountable phrase.

1 many 2 little 3 a lot of 4 Several 5 plenty of 6 amount of  
7 a good deal of 8 a few

- 5 Ask students to find the mistake in each sentence. Encourage students to check back with the table in Exercise 3 if they are not sure. Check as a class and again be explicit about whether something is countable or uncountable.

- 1 Few people don't have mobile phones nowadays.
- 2 These new planes are so small that little **luggage** can be carried on them.
- 3 Many governments are trying to increase investment in schools.
- 4 In my opinion, pollution **is** going to be the biggest problem we face in the future.
- 5 The lifeguard gave us good **advice** about where we could and could not surf.
- 6 A large **amount** of traffic is on the roads nowadays causing lots of congestion.
- 7 Many candidates fail the exam because they do not realise they have **little** time.
- 8 I just don't understand why a large **amount** of rainforest is being destroyed.

### Lead-in

Write the words from the box on the board. Ask students for example sentences and write them on the board too. Explore with the class the differences between the words and how they can be used, focusing on the differences between *so* and *such*, and *too* and *very*.

- 6 Students work individually to complete the sentences. Check in pairs and then as a class.

1 enough 2 too 3 so 4 such 5 enough 6 such  
7 too 8 such

- 7 If you have started a project to record prepositions in the exercises from Part 1, use this exercise to add some more. During feedback, explore why the preposition has been used; for example, is it part of a phrasal verb? Does it follow a noun?

1 to 2 on 3 in 4 out 5 up 6 at 7 off 8 up

### Exam practice

Encourage students to quickly read the whole text before they start to identify the missing word. Time how long they take to do the activity and their results.

9 as 10 to 11 on 12 much 13 so 14 what 15 one 16 for

### Part 3

#### Task type:

Word formation in a text containing eight gaps.

Each gap corresponds to a word.

The stem of each word is given beside the text and must be changed to form the missing word.

### Training

Part 3 tests how well students can manipulate word families to make verbs into nouns or adjectives into adverbs, for example. Students need to be aware of prefixes, suffixes, spelling changes and other irregular ways to change words. The examples given in the following activities are not exhaustive as there are many possibilities. Encourage students to find their own examples of word families and use them in their writing practice.

- 1 This is a review activity just to check everyone knows the grammatical language being used. If students have any problems, discuss the different types of words and what roles they perform.

1 noun 2 adverb 3 verb 4 adjective

- 2 Write the suffixes on the board and elicit one or two examples of words with each of them. Students work in pairs to complete

the word transformations before checking as a class. During feedback, write the words on the board to make it easier to check for spelling changes.

1 laziness	2 payment	3 racism / racing
4 similarity	5 greeting	6 decorating/decoration
7 partnership	8 ability	9 government
10 relationship	11 argument	12 approval

- 3 After students have completed the exercise, put them into small groups and give them two minutes to think of as many other examples as possible using these suffixes.

1 harden	2 clarify	3 economise	4 activate
5 sympathise	6 shorten	7 identify	8 finalise

- 4 Put the suffixes on the board and elicit some examples before students do the exercise in pairs.

1 funny	2 memorable	3 peaceful	4 accidental
5 considerable	6 disastrous	7 distinctive	8 promising
9 extendable	10 expensive	11 addictive	12 magical

- 5 Elicit the fact that the most common way of forming an adverb from an adjective is to add *-ly*, but stress that there are some exceptions. During feedback, focus on the spelling changes of words like *hungrily* and elicit the rule that if a word ends in *-y* it changes to *-i* before adding *-ly*. Check students understand the difference in meaning between *hard* and *hardly*.

1 hardly / hard	2 regularly	3 peacefully	4 terribly
5 hungrily	6 well	7 easily	8 increasingly

- 6 This exercise looks at words that are changed without the use of suffixes or prefixes.

1 choice	2 truth	3 weight	4 life
5 flight	6 heat	7 length	8 proof
9 success	10 growth	11 height	12 death

- 7 Encourage students to identify the word type – noun, verb, adjective or adverb – before they fill in each sentence. Check the answers as a class.

1 Cruelty	2 homelessness	3 surprisingly	4 shorten	5 famous
6 surprise	7 realise	8 calmly		

## Extension

Go back over some of the words covered in Exercises 1–7 and develop word family lists. For example, in Exercise 2, students know *lazy* is the adjective and *laziness* is the noun, but encourage them to find out the verb (*laze*) and the adverb (*lazily*).

## Exam practice

Encourage students to read the text quickly to get an idea about what it is about. Before they start to fill in the gaps, ask them to decide if each gap needs a verb, noun, adjective or adverb.

17 greetings	18 depressing	19 disappeared	20 decorations
21 promising	22 unexpected	23 knowledge	24 memorable

## Part 4

### Task type:

Key word transformation of six separate items, each with a lead-in sentence.

## Training

- 1 Ask students to cover the definitions and just look at the phrasal verbs. *Do they recognise any of them? Can they provide a definition or an example sentence?* Students can then check their ideas by doing the exercise.

1 b 2 e 3 g 4 d 5 h 6 c 7 f 8 a

Provide some examples of open questions using the phrasal verbs, for example *What are you looking forward to? Who do you look up to at school?* Ask students, individually, to write similar questions for the rest of the phrasal verbs. Students then work in pairs to ask and answer the questions. During feedback, find out if there were any surprising answers.

- 2 Encourage students to read the email quickly and not worry about the gaps. Ask students if they think the holiday ideas are good ones. Ask students to fill in the gaps initially without referring to the list of phrasal verbs in Exercise 1. Check as a class.

1 looking forward to 2 come up with 3 put up with 4 cut down on

## Extension

This email is an example of what students might need to produce in Part 1 of the Writing paper. Ask students to write a reply to Omar as writing practice.

- 3 Students use the email from Omar as the context to answer the questions. During feedback, check the pronunciation of the past modals, especially the weak form of *have* / əv /.

1 must live 2 may be studying 3 can choose 4 can't be  
5 might have become 6 can't have seen

- 4 Students look at the use of the modal verbs in each sentence to answer the questions.

16 22 31 44 55 63

- 5 This exercise focuses on verb patterns which can be difficult for students to remember but are very important for this part of the exam. Encourage students to make a list of verbs that are followed by *-ing* or *to* + infinitive, and verbs that can be followed by either pattern.

1 to be 2 having 3 fixing 4 to speak 5 doing 6 shopping  
7 to tell 8 to give

## Extension

After you have worked through any of the texts from the Practice Tests in this book, ask students to read them again and analyse them for the verb patterns.

## Exam practice

Stress to students that each question in Part 4 is worth two marks, so even if they make one mistake they can still get a mark. Before giving feedback to the class, ask students to check each other's work. This will help them develop error correction skills which are important for this question.

25 came up with  
26 fall asleep for  
27 might / may not have  
28 needs charging once  
29 much time doing  
30 same shirt on as

## Part 5

### Task type:

A text followed by six four-option multiple-choice questions.

## Training

### Lead-in

Discuss with students the different approaches people can take to reading different texts. Provide different scenarios such as: *1 You have an exam the following day and a folder of notes. 2 You are online looking for the time a film starts at your local cinema. 3 You are reading the rules to a game so that you can explain them to your friends. 4 You are looking for the football results in a newspaper.* Make students aware that we read in different ways depending on what the text is and what information we want to find. Discuss which strategies might be useful for exams.

- 1 Ask students to quickly skim the text to get an idea of what it is about. Then ask students to work in pairs to tell each other what they can remember. If students ask you the meaning of certain words, instead of telling them, encourage them to either guess from the context or wait until the end of the exercise.
- 2 Students work in pairs to discuss their ideas to this question. There is more than one possible answer for each of these questions, so during feedback encourage students to justify their ideas with evidence from the text. The process of interpreting a text in this manner is important for answering the questions in Part 5 of the exam.

Hansori experiences a mixture of feelings including relief at being back in competition, perhaps slightly nervous about being on his own at the side of the track, although this isn't explicitly mentioned, disappointed to have broken his leg and missed so much time, but excited about being able to 'fly through the air'.

- 3 Give students time to examine the sentences and relate them to the text. Encourage them to underline the part of the text that gives them the answer. Stress that the answer must come from the text and not what we might imagine the person is feeling. Students should underline: *All the hard work in getting back to fitness would soon be rewarded. The opportunity to fly through the air made everything worthwhile.*

C

- 4 This exercise practises reference devices which act as scaffolding for a text and are often tested in this question. Students work in pairs and then check as a class.

1 A 2 B 3 B 4 C

- 5 Ask students to read the final paragraph again quickly. Give them time to analyse the questions and underline the parts of the text that provide the answer. Check as a class.

*relief flooded through him; He punched the air in delight and was almost as happy as the time he won the national championships; He tried to ignore the fact that he was so happy and focus on how to improve, how to get better.*

- 6 Ask students to answer the question and compare their answers in pairs.

B

## Extension

Ask students to work in pairs and talk about a time they took part in a sporting event: *How did they feel? How did they perform? Have they ever had a serious injury? What happened?* If students are not very sporty, encourage them to talk about some other performance, for example, a musical or theatrical performance.

## Exam practice

### Lead-in

Give students a maximum of two minutes to read through the text. Explain that this is important to help them get the general sense of the article and understand what type of text they are reading. Ask some comprehension questions of the whole class: *Where might you read this text? Who wrote it? What is the oldest book mentioned? Which book would the writer remove from the list? Why?*

Students go through the questions individually. Remind students to underline the part of the text that provides the answers. Check answers as a class and encourage students to justify their opinions before you confirm the right answers. Remember to time how long they spend on the question and keep a record of their results.

31 C 32 B 33 A 34 B 35 C 36 B

## Part 6

### Task type:

A text from which six sentences have been removed and placed in a jumbled order after it.

## Training



*Cambridge English: First for Schools* candidates often have problems using synonyms. At this level they should be expanding their knowledge of synonyms and which are used in specific contexts.

- 1 Synonyms are often used by writers to link ideas in a text without repeating the same word. Write the words in the box on the board and ask students to think of any synonyms for them. Then ask them to check if the words they suggested are in the exercise. Check answers as a class.

- 1 agree: allow, approve
- 2 child: infant, youngster
- 3 considerate: attentive, thoughtful
- 4 evening: dusk, nightfall
- 5 reliable: dependable, trustworthy

## Extension

Put students into small groups and provide more words for them to find synonyms for. You could let them use dictionaries. Add an element of competition by awarding one point for each appropriate synonym and five points for a synonym that no other group can suggest.

- 2 Understanding linking expressions such as the ones in this exercise can help students identify the appropriate order of items in a text, which is one of the main things tested in this question. Check that students are comfortable with the differences between *purpose*, *reason* and *result*. Students then work in pairs to categorise the linking expressions. Check as a class.

- 1 reason 2 result 3 reason
- 4 purpose 5 purpose 6 reason



- 3 Students work individually to join the sentences before checking with a partner and then the class.

- 1 Many schools want their students to wear school uniform so that they feel part of a community.  
2 It's a good idea to do homework as soon as you get it just in case you have a problem later and are not able to finish your homework in time.  
3 Gina chose to wear make-up so as to look older. / So as to look older, Gina chose to wear make-up.  
4 Since you have to wake up early tomorrow, you should go to bed early. / You should go to bed early since you have to wake up early tomorrow.  
5 Many people believe SuperA produces the best phones so it can charge a lot of money for its phones.  
6 I think you are going to be very successful because you have done a lot of hard work to prepare for the exam. / Because you have done a lot of hard work to prepare for the exam, I think you are going to be very successful.

## Exam practice

### Lead-in

Give students two minutes to read through the text with the gaps and then ask some general comprehension questions, for example *What are some of the main differences between an outdoor school and a traditional school?* Try not to answer any vocabulary questions until after students have finished the task as dealing with unknown vocabulary is part of the test.

Do the first question with the class as an example. Encourage students to look at the sentences before and after each gap, and then look at the options. If they find one that is obviously the answer, move on to the next gap. If they are not sure, come back to it later when there will be fewer options left.

37 C 38 F 39 D 40 G 41 E 42 A

### Extension



*Cambridge English: First for Schools* candidates often have problems using time phrases correctly.

Look again at the answers and ask students to identify the clues that could help them. The main things students should be looking for are: names and pronouns (*he, his*), chronology (*then... finally ...*), contrast words (*however... but...*), cause and effect (*as a result ... Therefore...*), repetition and synonyms. Ask students to identify which ones were used in the exam practice reading.

Once you have finished analysing the text, ask students if they would like to study in a place like the Hamburg Outdoor School. What advantages and disadvantages would there be for them? Ask students to go online and find the school's website. They should then come back to class with one or two interesting facts about the school.

## Part 7

### Task type:

A text or several short texts, preceded by ten multiple-matching questions.  
Candidates must match a prompt to elements in the text.

## Training

- 1 Ask students to quickly read the first text and answer the questions. They should underline the parts of the texts that show them the answers.

- 1 a review of a game  
2 online, maybe a shopping site  
3 positive

- 2 Ask students to read the next two texts and answer the questions about all three online reviews. Again, encourage students to underline the parts of the texts that provide the answers. Students check in pairs and then as a whole class.

1 Karima 2 Pawel 3 Zhang, Karima 4 Karima 5 Pawel

## Extension

Ask students if they have ever written an online review for a game, restaurant, product or anything else. Ask them if they pay attention to other people's reviews when thinking about buying or downloading something. Put students into pairs or small groups and ask them to talk about a particularly positive or negative experience they have had when buying something. Once they have talked about their experience, ask them to write their own reviews.

## Exam practice

### Lead-in

Discuss exam strategies with your students for this type of question. There are basically two strategies that could be used: read the questions first or read the text first. The questions come first in the exam because reading them is the most common strategy.

If students wish to follow this strategy, they should read the questions and underline the key words and then read the text to match the questions. However, some people claim that there is just too much information to handle by following this strategy and so prefer to read one text, or one part of a large text, and then check which questions match it. There is no 'correct' strategy, so encourage your students to experiment now rather than in the test.

Before looking at the texts, ask students if they, or anybody they know, have ever run a business. It doesn't have to be anything big and formal and could include running a charity drive or a club at school. Ask students to brainstorm the characteristics needed in a teenage businessperson.

Give students two minutes to quickly skim through the four texts so they know what each one is about. In pairs, ask students to briefly talk about the similarities and differences between each person. Students then, individually, match the questions to the answers.

43 D 44 A 45 B 46 B 47 D 48 B 49 C 50 A 51 C 52 C

## Extension

Ask students to do some research on real-life teenage businesspeople. They could look for examples from their own country or from around the world. Students should prepare a short informal presentation based on the information that they find and then write a paragraph or two using this information.

## Test 1

## Writing

### Part 1 (essay)

### Task type:

An essay of 140–190 words giving an opinion and providing reasons for the opinion.

## Training

- 1a** This exercise is aimed at helping students to develop strategies for tackling a Part 1 question. In particular, it focuses on understanding the instructions. Ask students to read the instructions in the box carefully. Then get the students to underline the key words. The first section of the exam question tells them what the general topic is.

In your English class you have been talking about the importance of physical exercise and sport for young people. Now your English teacher has asked you to write an essay.

- 1b** Ask students to discuss in pairs how much exercise they get in different situations.
- 2** Ask students to look at the phrases in the box which relate to physical exercise. Then get students to work individually to match the definitions with words or phrases from the box, and then compare their answers in pairs.

1 stamina 2 posture 3 self-confidence 4 risk of obesity

## Extension

Students spend a few minutes in pairs writing definitions of the words and phrases not already used and then swap with another pair to see if they can find the answers.

- 3a** Ask students to look at the verbs in the box. Refer them to an English–English dictionary, but be prepared to help them with any further questions.
- 3b** Ask students to group the words according to meaning. Some words can go in more than one group.

1 boost	build up	develop	improve	increase	strengthen
2 boost	build up	increase	raise		
3 lower	reduce	weaken			

- 3c** Ask students to write a few sentences about physical exercise using the verbs and phrases from the earlier exercises.
- 4a** Students look again at the instructions for the Part 1 essay task in Exercise 1, before looking at the rest of the essay task and the notes accompanying it.
- 4b** Students should decide if they agree with the essay statement. Before doing so they need to consider the notes and complete a list of possible points they can make in their essay.
- 4c** Students need to include a third point in addition to the two points given to them. Students should look at the five ideas given and decide which to use as their third point. They should answer the three questions to help them make their choice.

1 d b 2 c a 3 e

- 5** Ask students if they agree or disagree with the statement in the essay task. They should decide which of the points in Exercise 4 they would include in their essay. They should also consider if there are any alternative points they want to make.
- 6** Students read the sample answer and decide if Martin, the writer, agrees or disagrees with the statement.



*Cambridge English: First for Schools* candidates often have problems using the correct paragraph structure in their writing.

- 7a** Students look at Martin's essay and decide the purpose is of each paragraph and count the sentences in each paragraph.

**Paragraph 1** Introduction to the topic and a statement of opinion

**Paragraph 2** Explaining general health benefits of sport

**Paragraph 3** Additional health benefit of sport: sport actually helps students to study

**Paragraph 4** Additional benefit of encouraging essential life-long skills

**Paragraph 5** Conclusion and statement of opinion

There are three sentences in each main paragraph and two in the introduction and in the conclusion.

- 7b** Students look at Martin's paragraph and decide if paragraph 3 and 4 follow a pattern.

Yes, they do follow the same pattern.

- 8a** Students look at the essay plan of another student (Helena). Encourage them to think about how they can write their own similar essay plans writing a topic sentence or idea for each paragraph.
- 8b** Students should put the sentences from Helena's essay in the best order.

**Possible answer**

a 1 b 8 c 6 d 9 e 2 f 7 g 5 h 3 i 4

## Extension

Students could write their own answer either in class or for homework. If they do it in class, consider these two approaches:

1. They write their answer and check it, say within a 30-minute time limit
2. They could be put in pairs or small groups to produce part of the essay each. This could be done on flip charts or computers. Display the results to the whole class, and get everyone to look at the work and suggest corrections. Remember to emphasise the positive aspects of the work and remind students to do the same. This can work well—provided classmates trust each other, but don't attempt it unless they are likely to handle it well.

## Exam practice

### Lead-in

Ask students to work in pairs to produce three arguments in favour of the statement and three against it. Write the students' ideas on the board. Discuss which of the ideas cover the points in the notes, and which could be used as extra 'own ideas'. Then ask students (in pairs) to plan the essay together, using some of the ideas on the board as discussed, and making sure that their essay will cover the points in the notes, as well as incorporating their own idea.

The students write their essays individually, in about 30 minutes.

**Sample answer**

School students generally participate in team sports, like football or hockey, and individual sports, like running or swimming. But are the former more worthwhile than the latter?

In my opinion, it is more fun to take part in team sports at school, because you spend time with your classmates doing something apart from studying, and learn new skills together outside the classroom. Individual sports are enjoyable, too, but lack the element of co-operation that makes being in a team such a special experience. Indeed, playing with others in a team means having to do your best, even when you may not feel like it, so as not to let your team-mates down. People have to turn up to practice sessions on time, or the performance of the whole team can suffer. If you are doing sport as an individual, nobody relies on you in this way.

Of course, not all students are good at sport, but being in a team gives everyone an opportunity to join in, whatever their individual ability. All in all, I believe that team sports are better for school students than individual sports.

(187 words)

## Part 2 (letter / email)

### Task type:

Writing a contextualised writing task in 140–190 words

### Training

- 1 Remind students they should always justify their opinions in the exam. Ask them to read the four extracts and to underline where the writer justifies an opinion or piece of advice.

1 because you'll understand a lot more of the story. If you watch a film first and then read the book, you might get bored.  
2 It's bad for your health  
3 we don't have enough time to get from one lesson to the next.  
4 it'll feel more personal if you invite only a few of your best friends, because you'll have more time to talk to each of them.

- 2a Students read Paula's email and think about what is being asked in the exam task. They underline the key words in the email.
- 2b Ask students to work in pairs to discuss what advice they would give and how they would justify it.
- 3a Ask students to read Antonio's reply to Paula. They compare Antonio's ideas with their own ideas from Exercise 2b.
- 3b Students should work in pairs to discuss what the purpose is for each paragraph in Antonio's email.

**Paragraph 1** Friendly Introduction to the topic and apology

**Paragraph 2** Acknowledgement of problem and offering a solution / advice

**Paragraph 3** Offering further examples of other solutions/advice

**Paragraph 4** Friendly ending with reassurance

- 4a Students discuss in pairs why Antonio included the sentence:  
*Sorry I haven't replied sooner, but I've been really busy.*

Antonio is apologising and being polite. It is also a good way for Antonio to show the examiner a wide range of vocabulary and grammar.

- 4b Antonio invented the reason for not replying sooner to Paula. Ask students to look for another sentence in the third paragraph where Antonio invents information to make the email feel more real.

I remember you love painting

- 5 Ask students to match the sentences from Antonio's email with the advice.

1 c 2 d 3 b 4 a

- 6a Ask students to read the extract from Marek's email and identify what the problem is.

Finding things to do on a six-week holiday without spending too much money.

- 6b In pairs students take it in turns to give advice to Marek, using as many of the phrases as they can.



*Cambridge English: First for Schools* candidates often have problems using dummy subjects *it* and *there* correctly.

- 7a Ask students to find examples of sentences which mean the same as sentences a and b. Antonio's sentences use the dummy subject, which means the important information comes at the end of the sentence and is more prominent.

- a It's really important to spend time with people who aren't in your class.  
b I know you don't like sports, but there are lots of other clubs you can join.

- 7b Ask students to rewrite the four sentences using the dummy subjects *it* or *there*.

- 1 It can be difficult making friends in a new school.  
2 There are lots of different things to do to keep busy over the summer.  
3 There are two ways to solve this problem.  
4 It is a good idea to invite some friends around after school.  
5 There might be some people you'll really like in your dance class.

### Extension

Students write a reply to Marek's email.

### Exam practice

Ask students to discuss Jo's problem in pairs. Ask: *Do you sympathise with Jo, or do you think Jo's parents are right? What do you do when you get home? What advice would you give Jo?*

Now ask students to write their reply to Jo in about 30 minutes.

### Sample answer

Hi Jo,

Good to hear from you! Sorry you're having a problem with your parents, though. I know what you mean about wanting to just do nothing after school, and I certainly don't always feel like getting my homework done as soon as I've finished school for the day. But I can also understand their point of view. I mean, once you're with your friends, if you're anything like me, then you'll probably get absorbed in some fantastic video game, and before you know it, it's dinner time. And if, like me, you have two or three hours' homework to do every evening, then you can end up going to bed feeling really tired! So perhaps you could suggest something like this to them: how about them letting you have an hour to relax, after which you absolutely promise to do all your homework? And if you don't keep that promise, then you'll have to do your homework first the following day. That way, they'll learn to trust that you really can manage. It's just an idea, but it might work.

All the best,  
Ricardo  
(188 words)

## Part 2 (story)

### Task type:

Writing a contextualised writing task in 140–190 words

### Training

- 1a Students read the exam task carefully. Ask students to see who they have to write a story for. In this case it is for the readers of a class story competition or people roughly their own age.

- 1b Students discuss the answers to the questions. There is no right or wrong answer as to who Angela is, but it helps the student to imagine the story if they can visualise a person or people in it. It is also a useful reminder that the story is not about themselves, but another person, so they shouldn't accidentally slip into the first person halfway through their answer. It is also important they refer consistently to the character(s) in the story with no accidental name or gender changes. The questions should get them to start thinking about what their storyline will be. This is important, as in the exam they will need to have a general idea and plan of how the story will progress to the end, so they don't run out of ideas halfway through.

- 2a** Students read part of Erik's story and identify which questions in Exercise 1b it answers.

Why was she there? Who was the message from? What did it say?  
Was the message about an animal? What sort of animal? Did the mistake happen before Angela read the message or after?

- 2b** Before doing the task, ask students to suggest extra information that could be added to the story. Adding extra information will help make a story more interesting and ensure that students write enough. Students look back at the story and suggest where the additional sentences could be put.

When Angela saw the message on her phone [1], she ran out of the room. She had been watching a film at her friend's house.  
'I've just had a message from my dad,' she explained to her friend.  
[2] He said there are snakes in the kitchen. I need to help him!  
[3][4] [5] When she opened the door, she saw her dad lying on the sofa. [6]  
'Are you OK, Dad?' she called.  
'Yes, absolutely fine,' replied her dad. [7]  
'But what happened to the snakes in the kitchen?' asked Angela.  
'Snakes!' exclaimed her dad. 'I meant snacks! My phone must have changed my spelling!'

- 3a** In pairs, students to look at the examples of direct speech from Erik's story and answer questions 1 and 2.

- 1 explained, called, replied, asked, exclaimed  
2 No



Cambridge English: First for Schools candidates often have problems using reported speech.

- 3b** Ask students to look at the examples of reported speech from Erik's story and answer the questions 1–6. Students could try doing this exercise on their own, and then compare their answers with a partner.

- 1 reported speech: a b reported thoughts: c d e f  
2 'There are snakes in the kitchen.'  
'Come home immediately.'  
I need to get home as quickly as possible!  
Where could the snakes have come from?  
Mr Jones keeps some dangerous snakes in his house! Maybe they have escaped from their tanks.  
3 reported question: d reported instruction: b  
4 c (she knew she needed) e (she remembered that her neighbour, Mr Jones, kept) f (Maybe they had escaped)  
5 a is in the present tense, because it is still true at the time that Angela is speaking. However, *He said there were snakes in the kitchen* would also be acceptable. In d, modal verbs are usually unchanged in reported speech.  
6 There is no reporting verb in this sentence but there is still a change in the tense. This sentence follows on from the reporting verb in sentence e.

- 3c** Students work in pairs to change the examples in 3a to reported speech.

- a Angela explained (that) she'd had a message from her dad.  
b She called to ask her dad if he was OK.  
c Her dad replied that he was absolutely fine.  
d (He said that) He was just having a nap before lunch.  
e Angela asked what had happened to the snakes in the kitchen.  
f He expressed surprise about the snakes.  
g He explained that he had meant snacks and that his phone must have changed the spelling

- 4** Students choose one of the reporting verbs from the box to report each of the sentences.

#### Possible answers

- 2 Ron warned that he didn't think my plan would work.  
3 Stella reminded me to call.  
4 Millie suggested starting again from the beginning.  
5 The child enquired how much longer the journey would take.  
6 He promised he hadn't told anyone my secret.  
7 She guessed there were over a thousand people there.

- 5a** Ask students to look at the sentences and decide in which one the speaker is sure or certain

3

- 5b** Ask students to underline the past forms of the modal verbs.

- 1 must have had 2 might have escaped 3 can't have been  
4 may have heard 5 could have been

- 5c** Students rewrite the underlined sentences using the modal verbs from Exercise 5a.

- 1 It might/may/could have escaped or someone might/may/could have stolen it.  
2 Someone must have broken in.  
3 Could it have been a lion?  
4 They can't have finished yet.

- 6a** Ask students to read Tanya's story. Brainstorm possible titles for the story. The class votes on the title they prefer.

- 6b** In pairs, students read the story again and to find examples of the things a-e.

- a an animal: black cat  
b a mistake: wrong room  
c speech marks: 'You're in the wrong room, the exam is in room 1742.'  
d reported speech or thoughts: Where on earth was room 1742?  
And who could have sent that message? Had it tried to tell her something?  
e past forms of modal verbs: could have sent, must have imagined

- 6c** Ask students which story they prefer. Encourage them to explain why.

## Exam practice

### Lead-in

Ask the students to read the question carefully. Then ask them to imagine what the box looks like. Ask: *Is it large or small? What is it made of?* Ask students to write down three words describing the box. Then ask them to decide how a friend will feature in their story, and what the surprise might be. Can students think of a title for their story?

Remind students that their story must start with the sentence given, and ask them to copy the sentence down, to start the story. Then give them 30 minutes to write the rest of the story.

#### Sample answer

The birthday present  
When Leo saw the box in the shop window, he knew he had to buy it. It was his friend Sarah's birthday party in less than a week, and he'd been wondering what to take as a present. The small wooden box in the window seemed perfect!  
The shopkeeper looked pleased when Leo asked to look at the box and told her why he wanted to buy it. All round the sides, there were tiny paintings of people dancing, and when Leo opened it, there was a small key inside.



'What's that for?' asked Leo.  
The shopkeeper smiled. 'Wait and see,' she said. 'Shall I wrap the box up for your friend now?'  
On the day of the party, Leo couldn't wait for Sarah to open her present. When she saw the little box, she was delighted.  
'Have a look inside!' said Leo.  
Sarah lifted the lid and took out the key. She put it into a small hole in the side of the box, and turned it carefully. To everyone's amazement, out of the box came the most beautiful music they had ever heard!  
(188 words)

## Test 1

### Listening

#### Part 1

##### Task type:

Multiple-choice

One multiple-choice question per short monologue or exchange, each with three options.

#### Training

- This activity is aimed at encouraging students to look carefully at the context sentence and the focus question before they listen; to think about what they are going to hear, and to focus on the aspect of the recording that is being tested, e.g. the feelings, attitudes and opinions of speakers or the main message behind what is said.

##### Question 1

Ask students to read the context sentence in the rubric and then ask: *Who is talking? What are they talking about?* Look at the question and the three options. *What are they going to do on their friend's birthday? What reasons might they have for going to one cinema rather than another? Whose opinion are we listening for?* Ask students to read the audioscript and underline the sections that tell us the answer. They can work individually on this and then compare with a partner.

**B**

##### Question 2

Ask students to read the context sentence in the rubric and then ask: *How many people are you going to hear? What are you listening to?* Look at the question and the three options. *What are you listening for?* Ask students to underline the most important words in the question (*What time*). Students then look at the audioscript and find the same two words in the question. Ask *What is going to happen at this time? How do we know? So which is the correct answer?*

**C**

##### Question 3

Ask students to read the context sentence in the rubric and then ask: *How many people are you going to hear? What are you listening to?* Ask: *what sort of language they expect to hear when somebody is giving advice? What sort of advice are you likely to hear in relation to a marathon race?* Ask students to look at the audioscript and, without looking at the options A, B or C, find the answer to the question. Then they look at the options and choose the correct answer. Ask students to explain why the other two options are not correct.

**C**

##### Question 4

Ask students to read the context sentence in the rubric and then ask: *How many people are you going to hear? What topic will you hear about? Have you ever been fishing? Do they know any vocabulary connected to fishing? Can anyone go fishing anywhere?* (Pre-teach *licence* if this concept is unfamiliar to them). Look at the question. *Underline the three words that tell you the type of language and information you're listening for.* Ask students to look at the audioscript and, without looking at the options A, B or C, to find an example of somebody making an offer. Then look at the options and choose the correct answer. Students compare in pairs and explain why the other two options are not correct.

**A**

##### Question 5

Ask students to read the context sentence in the rubric and then ask: *How many people are you going to hear? Where are they?* Ask students about their own shopping habits – ask them what they do if they have a problem with something they've bought. Then ask the students to look at the question and the three options A, B or C. Ask them to make a list of the sort of problems the boy might have with the three products mentioned in the options. They can work individually on this and then compare with a partner. Ask students to look at the audioscript and underline all the words and phrases that give you a clue to which product he bought at the shop. Then ask them to listen to the recording.

**B**

- Students now have some practice in how to tackle Part 1 questions. Some Part 1 questions (like Question 1 above) require students to listen for the opinions of both speakers. This sometimes involves identifying whether speakers agree or disagree.

**a D b A c D d D e D f A g A h A**

- 3a/b** Having studied the training questions, students are ready to tackle the recordings in Part 1 as they would in the exam itself. Treat this question as if it were an exam recording. Encourage them to read the context sentence and question, and to think about who is speaking, the topic and the specific question they are being asked. Draw their attention to the word *disagree* in the question.

**B**

The woman says *it must have been horrible*, but the boy responds by saying: *I don't know* and adds they that were probably used to it. Options A and C are wrong because both speakers agree about these things.

#### Exam practice

Remind students they will hear eight unrelated recordings, so they need to tune in quickly to what each recording is about. Encourage them to read the context-setting sentence, as this will give them valuable information about what they are going to hear. Make sure, too, that they read the question or stem carefully, as this will be important in selecting the correct option. Suggest they read quickly through the options before the recording begins, if possible.

For the first one or two recordings, it might be useful to stop and give the students time to carefully consider their answers, and then compare with a partner, to give them the confidence to try the rest of the questions.

Remind them that they must move on as soon as it starts, even if they have not answered the previous question. However, they should never leave a multiple-choice question unanswered. If they are not absolutely certain of the answer, they should make a sensible guess.

It may also be useful to pre-teach any vocabulary which is likely to be new to your class, such as *optimistic*, *monitor*, *a strategy*, *visual memory*, *inaccurate* and *inspired*. Tell students that if they see a word they do not know, they should look for clues to help them. For example, in Question 3, item B can students work out what a *visual memory* is, from words they already know? Why would it be helpful in a spelling competition?

1 C 2 C 3 B 4 A 5 B 6 C 7 A 8 B

## Extension

Give students the opportunity to listen to short extracts of dialogues or monologues at this level, to allow them to tune in to what the speakers are talking about.

## Part 2

### Task Type:

Sentence completion

Complete 10 sentences with information heard on the recording.

## Training

Point out to students that most answers are single words or noun groups such as adjective and noun combinations. Remind them that the answers are likely to be concrete pieces of information and that they will hear the actual words they need to write – in the same form – on the recording. They don't need to make grammatical changes.

- 1a/b** The aim of this exercise is to help students recognise the type of words needed to fill each gap. Ask the students to look carefully at the sentence and think about the type of information that is needed to fill the gap. Ask: *What type of word is 'attractive'?* Then get them to write down a list of adjectives with a very similar meaning to 'attractive'. Draw their attention to the phrase *'as well'*. Ask them to discuss in pairs: *What does this phrase mean? What does it tell us about the relationship between the missing word and the word 'attractive? Are the words on your list likely to be the answer? Why (not)?* Ask students to make a list of other words we could use to describe a house. Then ask them to look at the audioscript and find the word which correctly fills the gap.

### Massive

Finally draw their attention to the words *beautiful* and *traditional*. *Why are these words the wrong answer?* (Because they describe the area not the house.)

- 2a** Ask the students to look at the sentence and discuss in pairs: *What type of information are you listening for? What does the pronoun 'her' before the gap tell you about the answer?* (It's a noun – it's something that belongs to her or is someone related to her) *What does the word 'do' after the gap tell you about the answer?* (It is plural; it probably relates to people) Ask students to give you some ideas. Establish that the answer is a plural noun – that it refers to people who are related to the speaker.

### Parents

- 2b** Play the recording and ask students to write down the family words (*brothers, cousins, parents, grandma*) they hear. The family get on very well. They are a big family. Everyone sleeps

on sofas in the living room. They have a huge breakfast on the day after they get there. Grandma bakes. They go to the beach.

- 3a** This task gives students practice in predicting the type of information they are listening for. In pairs ask them to think of as many different words as possible that could sensibly fill the gap. They can do this individually and then compare in pairs. Ask for some examples from the pairs.
- 3b** This helps students to focus on the type of word that is missing in each gap.

1 plural/plural 2 uncountable 3 adjective

## Exam practice

Encourage students to read the rubric very carefully. Ask them some questions to check they have understood the context, for example *Who is talking? What about? What is a fashion blog? What kind of things might appear in it? Who might the blog be for?*

Now ask students to read quickly through the sentences and think about what the missing word or words might be in each one. What might they predict?

Encourage students to ask about any unfamiliar words before they start listening.

Remind students that they should write between one and three words for the answers. Use the first question as an example. Play the first section of the recording, and then let students compare their answers before giving them the correct answer. Then play the rest of the recording for students to complete the whole task. Allow time for students to compare answers before supplying the key.

Ask students to also compare their spelling. Do they agree? If not, get them to check the answers they are not sure of in a dictionary. Answers should be spelt correctly.

9 newspaper 10 photographer 11 lifestyles 12 jeans  
13 second-hand shops 14 1920's 15 stripes  
16 cotton and wool 17 bags and earrings 18 professional

## Extension

Ask students whether they ever look at fashion blogs. Find some English-speaking teenage fashion bloggers on the internet for students to look at. Ask students to give their opinions about the fashions in them. *Would you wear them yourselves? Do the clothes take into account teenagers' lifestyles – and budgets? How would you describe the blog?*

## Part 3

### Task Type:

Multiple-matching

Five questions which require the selection of the correct answer from a list of eight.

## Training

### Lead-in

This section looks at feelings, a possible focus of the Part 3 task. Write *exciting/excited* on the board and ask students what the difference is. Then ask them to make a list of adjectives in groups that express people's feelings about something. Give each group a topic, for example *a film, a computer game, a concert*, etc. and ask them to list positive or negative adjectives.

- 1a** Ask the students to imagine that a new fast-food restaurant has opened in their town, and to imagine possible feelings that

people going there for the first time might have. Then give each group one of the options A–E. Each option describes how somebody felt. Ask the students to think of different phrases the person may have used to express the idea. Tell them not to use the same adjective. Give an example, e.g. *shocked by the price* and *I was horrified by how much we had to pay*. (uses another adjective) *I couldn't believe how expensive it was*. (uses another type of phrase)

Rotate people to form new groups, so each person shares the phrases their group came up with, OR elicit the phrases from the class and write up on the board. Point out that the phrase in the exam task summarises the feeling using the adjective. In the recording in the exam, students don't hear the adjective, just the words and phrases people use to express that feeling.

- 2a Ask students to listen to the recording and decide whether the first speaker has positive or negative feelings about the new restaurant.

positive

Then ask students to look at the audioscript and decide which of the phrases A–E best matches the speaker's feelings and why.

- 1 **A** *There's a real demand for reasonably priced food like this.*

Finally ask them why options B and D are wrong [B because the service is not really mentioned; D because she thinks the cost of the food is all right.]

- 2b Then play Speakers 2–5. The first time, students simply identify if the speaker feels positively or negatively about the restaurant.

2 negative 3 negative 4 negative 5 positive

They listen again to decide which phrase in the task (B–E) matches that speaker. Finally ask them to underline the phrases in the audioscript that give them the answer, and how they knew the other options were wrong.

- 2 E *I just don't see why it's been opened here*  
3 D *Have you seen what they charge there? What a rip off!*  
4 C *The burgers weren't up to much and even the chips were cold.*  
5 B *The food was great, the staff were really lovely and I loved it.*

Remind students that in the exam there are eight options, so even the last question, has three possible options.

## Exam practice

### Lead-in

Ask students to talk in pairs about whether they have ever found anything *valuable*, and what they did as a result. If they have not, ask them what they would do if they found something, such as money, a phone or a piece of jewellery. *Do any of them have something valuable, or at least precious to them, that they would hate to lose?*

Ask students to read through the rubric and then ask who will be talking, and what they will be talking about. Remind them that they will hear five different speakers talking about the same topic here.

Check through the options before beginning the recording to make sure students understand the sense of them, together with any unfamiliar words such as *tempted*. Depending on the level of the students, you could spend a few minutes asking them to speculate in pairs on how some of the options might link to the topic. For example, how might finding something valuable lead to a *new interest*? Or why might the discovery be *disappointing*? Why might there be a *cash reward*?

Play the recordings and at the end of the task, give students time to compare their answers.

19 E 20 F 21 G 22 B 23 A

## Extension

Ask students to look on the internet for stories of interesting discoveries in their area. For example, there might be an archaeological dig, or stories about people finding valuable items such as coins or jewellery on farmland, for example. Also, check at a local museum to see if there are valuable historical objects on display that were found locally.

## Part 4

### Task Type:

Multiple-choice

Seven three-option multiple-choice questions

## Training

This section is aimed at helping students to predict the likely content of the recording from the information given in the context sentence and the questions.

- 1 Ask students *Have you ever volunteered for something?* Then ask *What kind of voluntary work might people choose to do?* and get them thinking about both local and national projects they know about. Remind students that thinking about the topic before they listen helps to prepare for what they're going to hear – both in terms of the topic vocabulary and the type of issues that are likely to be discussed.

- 2 Remind students that the context sentence is read out on the recording, and they should use the pause to read the questions and options, underlying the key words and ideas.

Ask them to look at the context sentence in Question 2. What information does it give us?

Ask them to think about the following questions: *How many speakers will you hear? Who are the speakers? What role will each speaker have? Who will say most? Why? Which speaker is likely to give us the information that answers the questions? Why?*

- 3a/b Tell the students that the volunteers helped the charities to run their social-media accounts. Ask them why this would be good for a) the charities and b) the student volunteers. Then ask them to look at the question stem: *What did the students gain from volunteering?* Tell them to cover up the three options. Ask them to read the audioscript and underline the section of text where the question is answered. Can they answer the question in their own words?

Then ask them to look at the three options. *Which of them is most similar to their own answer?*

**A** *It forced them to leave their comfort zone and try something different.*

Ask students to discuss why options B and C are wrong.

- 4 Ask the students to look at the final multiple-choice question in the set. They should underline the key words in the question and options. Ask them *Is the question talking about the past, the present or the future?*

future

Play the recording and ask them to choose the correct answer

**C**

Get them to look at the audioscript and underline the section that gives the answer. Ask them why options A and B are wrong.

### Extension

Ask the students to write a short report about a local charity project that they either a) have been involved with or b) know something about. Tell them to focus on the aims of the project, what volunteers do for it and what it has achieved.

### Exam practice

Ask students which of them have taken part in a race, such as running or cycling. *How far was the race? What training did you do beforehand? What was the hardest thing about the race? How did you feel when you crossed the finish line?*

Then ask students to read through the rubric to check *who* they will hear, and *what* the speaker will be talking *about*. Then tell them they have 45 seconds (as in the exam) to read through the questions and options, to familiarise themselves with the task. Then play the recording twice. Depending on the level of the students, you may wish to give them the chance after the first two items, or halfway through, to check their answers with a partner. Encourage them to listen particularly carefully on the second listening for any answers they are still not sure of. Remind them that a guess is better than not answering at all.

**24 B 25 C 26 A 27 A 28 C 29 B 30 A**

### Extension

Ask students if they would ever consider taking part in a marathon race when they are older. (Why/why not?) Then get students to do some research on the internet into e.g. marathon runners in their country, (or other sportspeople doing sports that the students are interested in.) *Who are the most famous? What did they achieve, for example in the last Olympic Games? What additional information can you find out about these sports people, for example how they got to the top of their sport?*

## Test 1

### Speaking

#### Part 1

##### Task type:

A conversation between one examiner and each candidate. In Part 1, candidates are asked questions on a variety of topics related to their everyday life. Candidates are assessed on their performance throughout the 14-minute test.

### Training

#### Lead-in

Discuss these questions with the class. If they don't know the answers, encourage them to guess.

- 1 How many parts are there in the Speaking test?
- 2 What are those parts?
- 3 How many candidates take the Speaking test together?

- 4 How many examiners will there be?
- 5 What will the examiners do during the Speaking test?

- 1 Four
- 2 Part 1 (Interview); Part 2 (long turn); Part 3 (collaborative task); Part 4 (discussion)
- 3 Usually two, but there may be three in some groups.
- 4 Two
- 5 One conducts the interview; the other just makes notes. They both assess your speaking skills.

Then tell students to read the bullet points (*In Part 1 you ...*) and the Tip box to check some of the answers. Elicit why the second examiner might take notes (**Possible answer:** Examples of good vocabulary and grammar structures; examples of mistakes; examples of skills (e.g. how well the two candidates work together)).

- 1 Discuss with the class whether they have ever taken a Speaking test (e.g. for a different language or a different school subject) and how it felt. Students offer any advice they might have for the day of the Speaking test. Students then work alone to complete the matching task. They check in pairs and feed back to the class. Go through the advice with the class to discuss why each tip is important.

**1 d 2 e 3 a 4 b 5 c**

- 2a Tell students to read the information quickly. Check that everybody understands all the words and phrases before completing the task.
- 2b In pairs, students read the information about Part 1 in the box and check their answers. Go through the answers carefully with the class. Discuss why the false statements are false.

- 1 False (You get more time in total, so the amount of time for each candidate is about the same.)
- 2 False (He/she is just managing the limited time.)
- 3 False (There are two minutes for the two candidates, so about a minute each. That includes two or three questions and answers, so each answer should be around 20 seconds.)
- 4 False (He/she isn't allowed to comment on your answers.)
- 5 True (But he/she can't explain or rephrase the questions.)

- 3a Students work in pairs to discuss what's good about the answers. When you discuss with the class, draw attention to the prepositions in the useful phrases and the length of the answers (i.e. two sentences long). Elicit some more useful words and phrases for describing where you're from.

- 1 ... kilometres south (north/east/west) of here; it's popular with ...
- 2 (right) in the heart of ...; not far from ...; it's handy for ...; it can get quite ... at times
- 3 in the middle of nowhere; on the outskirts of ...

- 3b Give students time to plan their answers, using the useful phrases from Exercise 3a and their own ideas. Students then work in pairs to ask and answer the question. Ask volunteers to share their ideas with the class.

- 4a Students work alone to complete the sentences. When you check with the class, draw attention to the useful phrases in each sentence (e.g. *to be keen on something*; *to have time for something*). Draw attention to the Tip, and ask students to check which sentences in Exercise 4a use *because* or *so* (1, 2 and 4).

**1 on 2 for 3 into 4 of 5 by**



- 4b Give students time to plan their answers, using the useful phrases from Exercise 4a and their own ideas. Students then work in pairs to ask and answer the question. Ask volunteers to share their ideas with the class.

### Exam practice

- 1 Remind students to spend around 20 seconds on each answer, or say two sentences. You could encourage them to time each other's answers. Point out that the follow-up question (e.g. *Why?*) is normally only needed if the student's answer is too short.
- Students work in pairs to ask and answer the questions. Monitor carefully. When you give feedback, pay particular attention to the length of the answers you heard, who needs to say more and who needs to say less.
- 2 Play the recording and pause it for students to answer the questions. You could do this as a whole class (where you choose which student will answer each question) or in pairs (where students answer alternate questions from the recording).

### Extension

**Group work:** Students work in small groups to plan their answers to the questions from Exercises 1 and 2. Encourage them to experiment with a range of vocabulary and grammar. When they are ready, ask volunteers from each group to share their best ideas with the class.

**Pair work:** Students work in pairs to ask and answer the questions without a time limit, i.e. as a genuine conversation, not as exam practice.

## Part 2

#### Task type:

An individual one-minute 'long-turn' for each candidate, with a brief response from the second candidate lasting about 30 seconds. Candidates are assessed on their performance throughout the 14-minute test. If the second candidate's response is too short, the examiner will ask a back-up question.

### Training

- 1a Tell students to read the information quickly.
- 1b Students work alone to complete the task. After they have checked in pairs, go through the answers carefully with the class. Discuss why the false statements are false. Go through the Tip with the class.

- 1 False (The candidates speak for a minute about different photos.)  
2 False (The task isn't to describe the photos but to compare them and answer the question about them.)  
3 False (It's printed on the top of the page, so there's no need to ask for it to be repeated.)  
4 False (He/she will stop you at the end of your minute. You may be allowed to finish your sentence, but not much more than that.)  
5 True (The whole of Part 2 takes 4 minutes, including two one-minute long turns, all the examiner's instructions, and the two follow-up questions and answers.)

- 2a Give students a few seconds to look at the photos. Then play the recording.
- 2b Students discuss the questions in pairs. Check with the class. Draw attention to the Tip box.

#### Possible answers:

- 1 Because he reached the end of his minute.  
2 Probably not. His answers were good and he partially answered the question while he was comparing the photos.  
3 Which of these situations would you prefer to be in?

- 3a Students work alone to complete the matching task. Check with the class and draw attention to the Tip box.

1 e 2 d 3 a 4 c 5 b

- 3b Students work alone or in pairs to make notes. You could elicit some similarities and differences from the class.

#### Possible answers:

**Similarities:** Young people are busy / helping others / smiling.

**Differences:** Outdoors vs. indoors; working together vs. alone; picking up litter vs. doing household chores / ironing

- 3c Students work in pairs to make sentences to compare the two photos. Discuss a range of ideas from the class.

#### Possible answers:

Both photos show teenagers who are busy.

In both photos, the teenagers look happy to be helping.

The biggest difference between the photos is that these teenagers are working outside, while this girl is indoors.

In this photo, they're working together as a team. In the other photo, in contrast, she's working alone to help an elderly lady.

- 4a Tell students to read the two questions. Elicit how the two types of question are different.

Kevin answered 'Why are the people outside at night?' The follow-up question for Salwa was 'Which of these situations would you prefer to be in?' The follow-up question is usually personalised.

- 4b Students work alone or in pairs to complete the exercise. Check carefully with the class. Point out that the phrases are all useful for the Speaking test. Go through the Tip with the class.

**Long:** 1, 3, 4, 6, 7, 9, 11

**Short:** 2, 5, 8, 10, 12, 13

- 5 Go through the instructions and the Tip. Remind students that they should spend about 20–30 seconds on this question. Students then take turns to answer the question. Encourage them to use the useful language from Exercise 4b.

#### Possible answer:

*I definitely prefer the first situation because I like working in a team and I like working outside.*

### Exam practice

#### Candidate A's photos

Both photos show a group of teenagers enjoying themselves outside. In both photos the teenagers look like they're having fun together. The weather looks good in the first photo. I can't see the sun, but they're all wearing light clothes, so I guess it must be quite warm. In the second photo, on the other hand, it looks much colder and the girls are wearing warm hats and coats. The biggest difference is that the first photo looks like it's in the middle of nowhere. They all have rucksacks, so they seem to have been walking through the countryside and they've just stopped to have some lunch. The second photo, in contrast, is somewhere in a town or city – I can see some buildings in the background – and the girls are looking for directions to a shop or place to visit.

#### Candidate A's question

As for the question of what they're enjoying, I'd say these teenagers at the top are enjoying the experience of walking, the

beautiful views, and each other's company. Plus, of course, it's nice to stop walking, take off those heavy rucksacks, and relax for a few minutes. In the second photo, the girls seem to be enjoying exploring somewhere new.

### Candidate B's question

I think I'd definitely prefer to be in the first situation with my friends. I mean, sightseeing is lovely, but ... going for a long walk together is much more satisfying and rewarding, and it's a great way of getting to know your friends much better than usual. Plus it's an experience that you'll never forget.

### Candidate B's photos

They both show people doing sport together outside. Everyone in both photos looks happy and relaxed – in fact, nobody looks tired at all! I wonder if they've just started exercising, which would explain why they're not hot and tired yet! The difference, of course, is that football is a team sport, so they're playing together as a team. Cycling is something you can do by yourself, although these people have chosen to go cycling together. Another thing that the photos have in common is that we can see trees in the background of both photos. However, at the top, it's clearly autumn: there are lots of orange and brown leaves on the ground. The bottom picture looks more like spring or summer, with beautiful green trees and grass.

### Candidate B's question

I think the people at the top are cycling because it's something they can do together – it's a nice way to spend time with a friend. I can see they're chatting and smiling while they're cycling. Plus, of course, it's a good way of keeping fit. But the second picture appears to be a proper organised football match – they're all wearing the same clothes, so they look like a real team. So they're not just playing for fun, but because it's their responsibility towards the team. That said, it looks like they're having fun too.

### Candidate A's question

I think I'd prefer to go cycling. I'm not very good at team sports, and I always feel guilty if I make a stupid mistake. I think it'd really help to go cycling with a friend, because you can motivate each other if you get tired, plus it feels a lot safer if you're with another person. But it can't be somebody who's too sporty and competitive! That would take away all the fun!

## Extension

**Group work:** Students work in groups of four. Each student finds two interesting photos on their phone (e.g. of their friends or family). If they don't have phone in class, they could print photos as a homework task.

Student A and Student B both show one photo each, and ask Student C to spend a minute comparing the photos and answering a question about them. At the end of the minute, they ask Student D a follow-up question about the two photos. They then swap roles, so that Students B and C show photos, Student D talks about them, and Student A answers a follow-up question. Repeat the process until everyone has had a chance to talk about a pair of photos.

## Part 3

### Task type:

A two-way conversation between the candidates.  
Candidates receive spoken instructions and written stimuli.  
There is a two-minute discussion followed by a one-minute decision-making task.  
Candidates are assessed on their performance throughout the 14-minute test.

## Training

**1a** Tell students to read the information quickly.

**1b** Students work alone to complete the task. After they have checked in pairs, go through the answers carefully with the class. Discuss why the false statements are false.

- 1 True (But of course that's not the only thing that's being tested!)
- 2 False (You have fifteen seconds to read and think first.)
- 3 False (There's no need to discuss all five, but it's good if you discuss at least two or three.)
- 4 False (The discussion takes one minute longer in a group of three, but the total time for Part 3 is only one minute longer, so there's no extra time for the follow-up question.)
- 5 False (But you need to try!)

**2a** Students discuss the five ideas in pairs. When they are ready, student share their points with the class.

### Possible answers:

Travel: buying tickets in other countries; making friends while travelling  
Technology: using translation apps on your phone; making friends online  
Future career: getting a job in another country; working in an international company  
Friends and family: making friends with people from other countries; having an international family (e.g. someone in your family marries somebody from a different country)  
Education: passing exams and getting qualifications; studying in a different country

**2b** Play the recording for students to listen. Compare Kevin and Salwa's ideas with the class list.

**3a** Students complete the extracts. Go through the answers with the class, and draw attention to the Tip.

1 do you 2 you say 3 do you 4 what about 5 doesn't it?

## Lead-in



*Cambridge English: First for Schools* candidates often have problems using question tags.

Elicit the meaning of question tags and why they are especially useful for Part 3. You could elicit how they work (i.e. they start with an auxiliary verb (e.g. *is, do, have, can*, etc.), followed by a subject pronoun (e.g. *you, it*, etc.). When the statement is positive, the question tag is usually negative, and vice versa.)

**3b** Students then work alone to complete the question tags. Play the recording to check, and then go through the answers carefully with the class. You could draw attention to the pronunciation of question tags in this situation (i.e. with falling intonation, so they sound more like statements than questions).

2 wouldn't it 3 isn't it 4 do we 5 won't you 6 can't we  
7 didn't we, shall we

**4a** Students work in pairs to discuss which answer is better in each case and why. Go through the answers carefully with the class.

### Possible answers:

- 1 a (It's more polite to agree at first and then add *but ...*.)
- 2 b (*It depends* is more polite than *no*.)
- 3 a (Phrases like *Hmmm* and *But I'd say* are much more polite than *Are you serious?* and *Surely ...*.)
- 4 b (Don't say someone's idea is terrible! It's nicer to say *it's not really a good idea*.)

5 a (The phrase *I understand what you're saying, but ...* is a great way of disagreeing politely. Also, instead of making a negative statement (e.g. *it's not worth studying ...*), you can use the phrase *I'm not sure* plus a positive statement. It means the same but it's much more polite.

- 4b Students work alone to plan their answers. Encourage them to disagree politely with at least some of the statements. When they are ready, they compare their ideas in pairs. Finally, ask volunteers to share their ideas with the class.

**Possible answers:**

- 1 Hmm, I think it depends what sort of job you want. There are lots of jobs where you don't need two languages.
- 2 Well, I understand what you're saying, but not everybody finds it as much fun as you do!
- 3 Really? What makes you say that?

- 4c Students work in pairs to discuss the question. You could do this without a time limit to give students a chance to speak freely and in a more relaxed way. Encourage them to use the phrases and grammar from this section. When they are ready, you could open up the discussion to include the whole class.

## Exam practice

Remind students of the time limits for the discussion (2 minutes) and the follow-up question (1 minute). Divide the class into pairs. Students then do the exam practice exercise in their pairs. Monitor carefully to listen for use of language and techniques. Stop the students at the end of the time limit. When you give feedback, focus on what they did well first and then where they need to improve. Pay particular attention to how well they worked together: did they collaborate effectively, or did they tend to speak by themselves too much? You could also discuss how they felt about working within a time limit: did they struggle to think of enough to say, or did they have too much to say?

## Part 4

**Task type:**

A discussion on topics related to the Part 3 collaborative task. Candidates are assessed on their performance throughout the 14-minute test.

## Training

- 1a Tell students to read the information quickly. Check that they understand the difference between asking for information (e.g. *What is this?*) and asking for evaluation (e.g. *How do you feel about this?*).
- 1b Students work alone to complete the task. Go through the answers carefully with the class. Discuss why the false statements are false.

- 1 True (It's six minutes instead of four minutes.)
- 2 False (There may be one or more questions for you, for your partner, or for both of you together.)
- 3 False (They ask for evaluation.)

- 2a Students discuss the task in pairs. Note that there will be an opportunity to discuss the questions themselves later. When they are ready, open up the discussion to include the whole class.
- 2b Play the recording for students to complete the task.

**They answer together:** Do you think some people are naturally better at languages than others?

**They answer separately:** How long does it take to learn a foreign language?

**Only Kevin answers:** Some people say they feel like a different person when they're speaking a different language. What do you think?

- 2c Discuss this with the whole class. Discuss with the class how important it is to help your partner. In Parts 3 and 4 of the test, students work together. Helping each other can make the experience less stressful for both students and also shows they can work collaboratively.

She helps him when he can't remember a phrase:

**Kevin:** ... situations where I'm out of my ... er ... you know, where I feel most comfortable.

**Salwa:** Your comfort zone?

- 3a Students work alone to match the beginnings and endings. When you go through the answers with the class, make sure everyone understands all the sentences. You could use this opportunity to review the conditional structures used in each sentence.

1 e 2 c 3 f 4 a 5 b 6 d

- 3b Check that everyone understands the meaning of second conditionals (= sentences with *if* (or a similar word) that use the past tense and *would* to talk about unreal present situations or unlikely future events). Students work in pairs to complete the extracts. Check carefully with the class.

1 had, would be 2 didn't have, I'd love 3 were, I'd probably go

## Extension

**Whole class:** Students suggest some topics that they would find especially difficult to answer (e.g. because they've never tried something, they don't have something, or they don't often do something). Discuss how they could use second conditionals to answer those difficult questions.

**Pairwork:** Students ask and answer the questions from Exercise 2a. Encourage them to use second conditionals in their answers. When they are ready, ask volunteers to share their ideas (and examples of second conditionals) with the class.

## Exam practice

Divide the class into groups of three. For each question, one student should play the examiner. He/She should decide whether to ask the question to the other two candidates separately or together, or to ask only one candidate. Point out that the examiner can use the follow-up questions from the box to manage the discussion. At the end of each discussion, a different student takes over the role of examiner. You could allow more than the normal four minutes to give them a chance to discuss all the questions, but discourage them from spending more than about a minute on each question. Monitor carefully and be ready to provide feedback on use of language and techniques. Afterwards, find out from the class how easy/difficult they found it to answer the questions in a test situation.

## Extension

Students work in pairs to plan model answers for each question, using the most advanced vocabulary and grammar they can. When they are ready, ask volunteers to share their ideas with the class.

## Test 2

### Reading and Use of English

#### Part 1

##### Task type:

Multiple-choice cloze containing eight gaps. There are four multiple-choice options for each gap.

#### Training

- You should spend no more than ten minutes on this part of the test.
- You have to choose from four options in each question.

This section focuses on collocations arranged in lexical sets. Recording vocabulary in sets like this can be useful as it helps to create connections in the brain which should make it easier to remember words.

- Do the section on education as a class so that students know what to do. Write the answers on the board. Students work in pairs to do the next section. Give feedback on each section before moving on to the next one.

1 top	2 skip	3 revise	4 do	5 awful	6 raised
7 made	8 value	9 made	10 found	11 robbed	
12 committed	13 click	14 compress	15 restart	16 saved	



Cambridge English: First for Schools candidates often have problems using collocations.

#### Extension

Ask students to find other collocations associated with each lexical set. Students can either use dictionaries, collocation dictionaries or the internet. Once they have found some examples, encourage them to write sentences similar to the ones in this exercise. They should then give their questions to another pair to find the answers.

- This exercise looks at words that are similar in meaning but often easily confused. Do the first question with the class as an example. Students then work in pairs to find the answers to the rest of the questions. Encourage students to use dictionaries if they do not know an answer.

1 rob	2 steal	3 borrow	4 lend	5 advice
6 advise	7 effect	8 affect	9 already	10 yet
11 bring	12 take	13 fun	14 funny	15 sympathetic
16 kind	17 remember	18 remind		

- Ask students to try to complete the sentences without looking back at the vocabulary from Exercise 2.

1 reminds	2 bring	3 advice	4 sympathetic
5 robbed	6 already		

#### Extension

Ask students to write one example sentence for each of the pairs of confusing words, but with a gap where the word should go. They then test their partners or other groups.

#### Exam practice

Ask students to read the title of the text. Point out that the title gives a lot of information and that people often forget to read it and just go straight into the text. Put students into pairs and ask them to brainstorm reasons why we should read fiction. Give

students a minute to quickly read through the text to see if their ideas were included. Ask a couple of comprehension questions, for example *How is reading different to other subjects? What can we learn from reading?* Give students a ten-minute time limit to complete the task, but be prepared to extend this if necessary. Students check in pairs and then as a class. While students are checking in pairs, encourage them to examine any differences. For feedback, instead of asking *What is the correct answer?* ask *What is an incorrect answer and why?* This will help students work on the strategy of eliminating obviously wrong answers for questions where they are not sure and encourage weaker students to get involved in feedback.

1 D 2 B 3 A 4 C 5 B 6 A 7 C 8 D

#### Extension

Find out which students read in English. Conduct a class discussion about the advantages of reading fiction in a foreign language and offer suggestions and advice about how they could get started. If students are already reading in English, ask them to report on their favourite books, characters or authors.

#### Part 2

##### Task type:

An open cloze test containing eight gaps.

#### Training

- You are not given any words to choose from in Part 2.
- You should read the text before you start so that you know the context which will help with selecting the right words, for example linking words.

This section focuses on conjunctions and linking expressions that are often tested in the Reading and Use of English test and are also useful for the Writing test.

- Write the words from the box on the board and elicit how they can be used or example sentences that include them. Students then work in pairs to complete the exercise before checking as a class. Once checking has finished, see if students can suggest other words or phrases that could be added to each category.

1 although C	2 as soon as T	3 despite C
4 even though C	5 however C	6 in order to P
7 in spite of C	8 meanwhile T	9 so that P
10 whereas C	11 while C/T	

- Students work in pairs to correct the sentences. During feedback, explore how the wrong linking phrases could be retained if the rest of the sentence is rewritten. For example, Question 1 would have to read *Even though he was a top student throughout the year, he failed all his end-of-year exams.*

1 Despite / In spite of	2 so that	3 While
4 In order to	5 However	6 Despite / In spite of



Cambridge English: First for Schools candidates often have problems using prepositions of time.

- This exercise focuses on prepositions of time which, while seemingly simple, can continue to cause problems. Some students might be able to finish this very quickly, but others will appreciate the chance to clear up any doubts they might have.



1 at, on, in	2 at, in	3 until	4 on, at
5 from, to / until	6 for	7 since	8 by

## Extension

Write some sentences about yourself on the board with prepositions of time missing and invite students to complete the sentences. Students are often curious about their teachers and will enjoy finding out information about you. Ask them to then write about themselves in the same way and then give the sentences to another student to complete.

## Lead-in

If you and your class have been developing a record of prepositions, use this opportunity to look at the ones you have found. Encourage students to look over the prepositions by asking them questions or getting them to ask other students questions.

- Students work in pairs to choose the best preposition and then check in class.

1 in	2 in / around / round	3 of	4 through / along
5 at	6 along	7 on / about	8 about / over

## Lead-in

Ask students what jobs they might like to do in the future. Encourage them to think about the different skills, qualifications and characteristics that might be useful in their chosen jobs. If students are not sure about what they might like to do, ask them about jobs they definitely do not want to do. Ask them to list the reasons why they would not want to do those jobs and also think about what skills might be needed for those jobs.

- Ask students to read through the text quickly, ignoring the gaps, to get an idea of what it is about. Find out if there is anybody in the class who would like to be a personal shopper. Ask some comprehension questions, for example *What skills does a personal shopper need? Why are communication skills important?* Ask students if they can complete the gaps without looking back at the previous exercises. Check in pairs and then as a class.

1 on	2 around / round	3 While / Whereas / Although
4 about	5 (in order) to	

## Exam practice

### Lead-in

Write the title of the text on the board and ask students to suggest what the text might be about. Tell students it is about joining an environmental group. Elicit some reasons why it might be a good idea to join such a group. Give students a minute to quickly read through the text to check their ideas. Ask some comprehension questions, for example *What are some of the activities the Young Green Group does?* Before students start the task, ask them to tell you what strategies they are going to follow. Give students a maximum of ten minutes to complete the text.

9 make	10 which / that	11 between	12 get / be / become
13 while / whilst / when	14 something	15 on / upon	16 so

## Extension

Ask students to find out about any environmental groups in their area: *What are they called? How can you get in touch with them? What do they do?* Alternatively, ask them to find information about

local groups that are involved in areas such as sport, theatre or political issues.

## Part 3

### Task type:

Word formation in a text containing eight gaps.

Each gap corresponds to a word.

The stem of each word is given beside the text and must be changed to form the missing word.

## Training

- You should spend no more than ten minutes on this part of the exam.
- You need to look carefully to decide what kind of word is needed, and whether it is positive or negative, singular or plural, depending on the context.



*Cambridge English: First for Schools* candidates often have problems using prefixes and suffixes correctly.

In Test 1, we looked at how suffixes can be used to change words. In these exercises, the focus is on prefixes that students need to know. Point out to students that they are not only useful for Reading and Use of English test, but will also help with the rest of the exam.

- Write the prefixes on the board and ask students to give some examples of how they can be used. Students then work in pairs to match the prefixes to the words. Identify some general rules, but stress that there are a lot of exceptions.

1 irrelevant	2 incomplete	3 unrealistic	4 illiterate
5 imprecise	6 disrespect	7 unlucky	8 illogical
9 irregular	10 disagree	11 immortal	12 insecure

- Read each prefix aloud and elicit words that could begin with them. Write them on the board and then ask students to complete the exercise. Add the words from the exercise to the board and see if students can think of more. Point out that the prefixes may have slightly different meanings in different contexts, e.g. *under-* can mean 'below', e.g. *underground*

1 nonsense	2 undercooked	3 submarine	4 retrain
5 intermediate	6 triangle	7 forecast	8 antisocial

- With all of the prefixes and the examples on the board from Exercise 2, ask students to try to predict what each prefix might mean. Students complete the exercise to check their ideas.

1 nothing – non	2 below – sub	3 do something again – re
4 between – inter	5 not enough – under	6 against – anti
7 three – tri	8 before – fore	

- Write the words in brackets on the board. Encourage students to think of as many different forms of each word as possible, using both prefixes and suffixes. Before completing the sentences, ask students to decide if each gap needs a verb, noun, adjective or adverb and whether it should be negative or not. Check answers as a class.

1 international	2 illegal	3 disappoint	4 unsuccessful
5 improbable	6 regenerate		

- Quickly review the rules for forming comparatives. Students then work in pairs to complete the sentences.

1 more expensive	2 louder	3 easier	4 more interesting
5 smarter	6 better		

- 6 Now review the rules for forming superlatives. Students then work in pairs to complete the sentences.

1 the farthest / the furthest   2 the happiest   3 most peaceful  
4 the least populated   5 the slowest   6 the most complicated

## Exam practice

### Lead-in

Look at the title of the text. If students have heard about Tetris, or played it, ask them to explain how it works. If they have never played it, either show them some screen shots of the game, show them how to play it if you have access to a computer or explain it yourself. Give students a moment to read through the text and ask some general comprehension questions, for example *What do most people think is important in a video game? Why do scientists think the game is so popular?* Stress to students that it is extremely important they read the whole text in order to know which gaps should be filled with the negative form of a word. Before students complete the text, have them predict the type of word needed for each gap and if it should be positive or negative. Set a time limit of about ten minutes to complete the task. Ask students to check in pairs and encourage them to discuss any differences they might have in their answers.

17 impression   18 truth   19 variety   20 incomplete  
21 appeal   22 popularity   23 efficiency   24 continually

### Extension

There are a number of possible follow-up activities you could use after this exercise:

- Ask students to write a description of their favourite video games.
- Prepare a questionnaire for students to discover what is the most popular video game in their class. Students can give a mini-presentation to describe their findings.
- The history of Tetris is quite interesting. Ask students to go online to research the history of the game and present their findings.

## Part 4

### Task type:

Key word transformation of six separate items, each with a lead-in sentence.

### Training

- There are six sentences to rewrite in Part 4.
  - You should check that both sentences have a similar meaning.
- 1 These exercises focus on the passive which is often tested in this part of the exam. Students work in pairs to complete the sentences. Once they have finished, ask them to formulate a rule for when to use *by* and *with*. The word *by* is used to show the agent, or the person or thing that did the action. The word *with* is used to show an instrument or material that was used by the agent to do something.
- 1 with   2 by   3 by   4 with   5 by   6 by
- 2 All of the transformations in this exercise practise the passive in various forms. As students do this question, monitor them carefully to make sure they understand the mechanics of the question type. When students check in pairs, encourage them to experiment with different ways of manipulating the sentences.

1 been taken for a walk  
3 was launched  
5 are going to be informed

2 was won by John Ferrel  
4 was still being prepared  
6 was written by the students

## Extension

Do a type of dictation exercise with your students where you read out some simple sentences using the active voice and students have to write the same thing but using the passive voice. For example, you say *I woke up this morning when the alarm rang* and students should write *I was woken up this morning by the alarm*. There will be more than one possible answer, but this is fine and can be checked in feedback.

## Exam practice

### Lead-in

Remind students of some key points for doing this question. Students must not change the given word in any way. Students should use two, three, four or five words – any more or less and they will not receive any marks. Contractions count as two words. Spelling is very important. Make sure there is agreement between nouns and verbs. The second sentence should mean the same as the first sentence.

Write the example question and do it together with the class to make sure they know what to do. Students then complete the rest of the sentences individually before checking in pairs and as a class.

25 to apologise | for   26 can't | have been  
27 to | cut down (on)  
28 admitted eating/admitted (that) he had / he'd eaten  
29 would not | have gone   30 even though | it was

## Part 5

### Task type:

A text followed by six four-option multiple-choice questions.

### Training

- There are six questions to answer in Part 5.
  - They are multiple-choice questions – either with a question to answer or a sentence to complete.
  - There are four options to choose from.
- 1 Give students a minute to read through the text and answer the question, encouraging them not to worry about any words they do not understand. Students will need to read until the last sentence to find the term 'four-legged friend' to get an idea the writer is talking about a pet, probably a dog.
- 2 This question looks at a process students can go through to help them deal with any unknown vocabulary, which is an important skill for this part of the test and for language learners in general. Look at the word *begging* in the text and then at the first question. Elicit the fact that it is a verb because of the *-ing* ending and the use of the verb *to be* and phrases like *always* and *rather not do*. Look at the second question and identify the fact that the context is probably negative due to the use of *always* with the present progressive. For the third question, we know that the root of the word is *beg*. The fourth question does not really apply for this word, but sometimes there will be another word that acts a synonym or a definition. If, after going through this process, students still cannot guess what the word means encourage them just to guess and move on. If they have thought about this question for a minute and still do not know the

answer, another two or three minutes are probably not going to help and this would be time better spent on a different question.

- 1 verb
- 2 probably negative because the end of the sentence reads 'things I would rather not do'
- 3 *beg* is the root of the word; *-ing* is the suffix
- 4 the rest of the sentence and the paragraph help provide context
- 5 Yes don't leave any questions blank

- 3 Give students time to work in pairs and look at the other underlined words in the text and go through the questions in Exercise 2 again. The important point to emphasise here is the process might not give you the answer 100 percent of the time, but it will improve the students' chances. When you give feedback, check the ideas students had for each part of the process.

1 b 2 a 3 b 4 d

## Extension

Put students into groups according to their preference for dogs, cats or no pets. In their groups, ask them to draw up a list of advantages for their preference and disadvantages for the others. Form new groups of three, with one person from each of group. Ask them to compare their lists and see if they can persuade the other people in their groups to change preferences.

## Exam practice

### Lead-in

Ask students if they like to cook. If they do, find out what their favourite recipes are. If students do not cook, ask them who cooks at home and who makes their favourite food. Set a time limit of two minutes to read through the text and then ask some comprehension questions, for example *Why did the writer want to enter the competition? What was the writer's experience of cooking before the competition? Why wasn't the writer nervous on the day?* You could also ask questions about the text itself, for example *Where might you read this text? Who is the writer? Who is the audience? Is the text formal or informal?* Do not answer any questions about vocabulary at this point.

Give students about ten minutes to read the text individually and answer the questions. Remind students that the questions are in chronological order and that it is a good idea to underline the parts of the text that provide the answers. Students check their answers in pairs before checking as a class.

31 D 32 B 33 C 34 B 35 A 36 B

## Extension

Ask students about a competition they have been involved with: *How did you feel? Why did you take part? What was the process? Did you win? How did you feel after the competition?* Students then write about their experiences for homework.

## Part 6

### Task type:

A text from which six sentences have been removed and placed in a jumbled order after it.

## Training

- You have to fill a gap with a sentence that you choose from seven different options. There is one sentence that is the distractor – it won't fit in any of the gaps.

- Look carefully at any vocabulary that might link a sentence to the general theme of the paragraph. Then look at any linking words, pronouns, tenses and other references in both the sentence and in the text on either side of the gap.

- 1 Ask students if they prefer going to the cinema or watching TV at home and why. Ask: *What did you last see at the cinema? How often do you go to see a film? What are your TV watching habits? Do you watch TV with your family? Do you watch TV on your own? Do you watch terrestrial or cable TV or do you prefer to download or stream programmes?*

Ask students to read the three possible titles and check they have understood what they mean. Ask students to predict what might be in the text for the three different titles. Give students a minute to read the text and select the most appropriate title. Check in pairs and then as a class. Encourage students to prove their answers with evidence from the text and ask why the other options are not correct. Once they have decided on the best answer, ask whether they agree with the opinions in the text.

1 c



*Cambridge English: First for Schools* candidates often have problems using correct pronouns.

- 2 Remind students that one of the things they need to look for in this question is how different parts of the text are referenced (with words like *he/she, him/her, it, its*), linking words and synonyms. Ask students to find the words in the text and then answer the questions. Check in pairs and then as a class. During feedback, it is as important to check why the wrong options are not correct.

1 b 2 a 3 b 4 b

- 3 Ask students to examine the sentences before and after the gap and the options A to C. Remind them that the answer must fit both before and after the gap. Discuss the wrong answers with the class. Once you have finished, ask students if there is any vocabulary they are unsure of. Encourage them to use the process introduced on page 76.

1 A

## Extension

Ask students to talk about their favourite TV programmes. Help with vocabulary associated with genre, where and when the programme is set, and language such as *series, episode, director*. On the board, write a checklist including *When, Where, Who, Plot, Genre*. Put students into small groups and ask them to tell each other about their TV programme. The students who are listening should make notes according to the categories on the board. When students have finished, invite one or two to talk about one of their classmates' TV programmes. Ask students to write a review of their favourite programmes for homework.

## Exam practice

Ask students if they read or write blogs. Ask students to contribute ideas for what makes a good blog and write them on the board. Give students two minutes to read the text and check to see if their ideas were included. Ask: *What does Joey blog about? Why has he been successful? What impact has Joey had on other bloggers?* Ask students what their strategy for this question is and make sure it includes reading the text in full and

examining closely the sentences before and after the gaps paying particular attention to names, pronouns, chronology (*then, next...*), contrast, cause and effect, repetition and synonyms. Remind students that they do not need to answer the questions in order as they can start with ones that seem easier, but if they skip a question they must remember to go back to it later. Give students ten minutes to complete the questions and get them to check in pairs before checking as a class. Remember to look at why the wrong answers are inappropriate as well as the correct answers.

37 C 38 E 39 B 40 F 41 G 42 A

## Extension

Ask students to go online and do some research into bloggers. Students can choose any subject they like, but they should choose one blogger and evaluate him or her. Encourage students to use the ideas for a good blog from the exam practice text they have just read. They should prepare an informal presentation to talk about the blogger they researched.

## Part 7

### Task type:

A text or several short texts, preceded by ten multiple-matching questions.  
Candidates must match a prompt to elements in the text.

## Training

- You could be asked to read a number of different texts all on the same theme, or one text that has been split into sections.
- You need to answer ten questions in this part.
- For each question, you have to look through the texts to see which section provides the relevant information.

- Ask students if they have ever moved house. *Where did you move from/to? Why did you move? Were you happy to move?* If students have never moved house, ask them if they would like to live in a different place and why. Give students a minute to read through the first text and then tell a partner everything they can remember.

- Give students a couple of minutes to identify and underline the parts of the text that provide the answers to the questions. Check in pairs and then as a class.

1 my mum got a new job on the other side of the city  
2 I persuaded my dad to get us a cat  
3 pictures of my favourite rock bands  
4 I miss my friends from my old school

- Give students a minute to read the second text and find the parts of the text to answer the questions. Ask students to compare the people from the two texts and their experiences.

1 I didn't see why we had to move  
2 my sister and I only needed to organise our new rooms  
3 We still go to the same school and we see the same people every day  
4 My bedroom is smaller, but it has a view over a park

- Give students a few minutes to decide which person each question refers to. Check in pairs and then as a class.

1 Amil 2 Amil 3 Sarah 4 Amil

## Exam practice

### Lead-in

Ask students to read the rubric to discover what they are going to read about. Ask a few questions about where we learn lessons, for example, in school, playing a sport or with family and friends. Ask students about the strategy they are going to follow which is either reading the questions first and then reading a text to match the questions before moving on to the next one, or reading one text and then going through the questions.

Give students ten minutes to answer the questions. Check in pairs and then as a class. Once you have finished, ask students to summarise one of the texts and say which one they empathise with the most.

43 C 44 A 45 B 46 D 47 B 48 D 49 C 50 B 51 A 52 B

## Test 2

### Writing

#### Part 1 (essay)

### Task type:

Writing an essay of 140–190 words giving an opinion and providing reasons for the opinion.

## Training

- You are writing the essay for your teacher.
- You have to include the ideas given in the notes and add another idea of your own.
- You have to write between 140 and 190 words.

Ask students to read the instructions and identify what the general topic of the essay is.

smartphones and social networking

- Ask students to look at the words in the box. Ask if there are any words they recognise. Ask students to give you a definition of any words they know. In pairs, students match the words in the box with the definitions.

1 location tracking  
2 privacy settings  
3 personalised adverts  
4 big data  
5 identity theft  
6 hacking  
7 cyberbullying  
8 peer pressure

- Ask students to look at the question and then make notes on the advantages and disadvantages based on the first two ideas. Encourage students to think about what they could include for the third idea, using the phrases in Exercise 2 to help them.

- Ask students to read the essay written by Vicky. Encourage them to underline any words or phrases they don't know and to try to guess the meaning from context. If they still don't understand, they can refer to an English–English dictionary to check the meaning.

- Ask students to look back at Exercise 4 and decide if Vicky has shown the advantages and disadvantages for three points.



### Possible answer

Yes. In all three paragraphs, she started with a topic sentence. She then outlined one or two advantages, contrasting them with one or two disadvantages. She linked the advantages and disadvantages in each paragraph using the linking expressions *however*, *on the other hand* and *while*.

- 5b Students complete the table with words and phrases that Vicky used to show advantages and disadvantages.

	Advantages	Disadvantages
<b>Nouns:</b>	<ul style="list-style-type: none"><li>• One <u>advantage</u> ... is that ...</li><li>• the <u>benefits</u></li></ul>	<ul style="list-style-type: none"><li>• the hidden <u>risks</u></li><li>• <u>dangers</u> like identity theft and cyberbullying</li><li>• ... some serious <u>disadvantages</u></li><li>• the <u>drawbacks</u></li></ul>
<b>Verbs:</b>	<ul style="list-style-type: none"><li>• this <u>helps</u> us to <u>enjoy</u> ...</li><li>• our phones show us</li><li>• the benefits <u>outweigh</u> the drawbacks</li><li>• We <u>can</u> always ...</li></ul>	<ul style="list-style-type: none"><li>• it also <u>exposes</u> us to ...</li><li>• <u>encourage</u> us to <u>spend</u></li><li>• <u>have</u> some serious disadvantages</li></ul>
<b>Adjectives:</b>	<ul style="list-style-type: none"><li>• <u>positive</u> relationships</li><li>• these are often <u>helpful</u></li></ul>	<ul style="list-style-type: none"><li>• the <u>hidden</u> risks</li><li>• ... it is <u>worrying</u> that ...</li><li>• they may also be <u>manipulative</u></li></ul>

- 5c Students look at the last paragraph and decide which verb Vicky used to show that there are more advantages than disadvantages.

### outweigh

- 6a Ask students to look at the essay question again. They should consider if Vicky included all the information and if she missed anything.

Vicky included a lot of good information in her essay, but she didn't specifically mention the risks for teenagers.

- 6b Ask students to think about how Vicky could make some simple changes to her essay to include the missing information.

### Possible answer

The simplest way is to replace words like *people*, *we* and *us* with *teenagers*, *young people*, *they* and *them*. A more advanced solution is to include some points that relate specifically to teenagers, e.g. *On the other hand, it is worrying that our phones encourage us to spend money, especially because teenagers generally don't have much money of their own.*

## Exam practice

### Lead-in

Ask the students, in groups of three, to list the tasks that robots may do instead of humans in the future. Then ask them to choose two that are connected to school, two to home life, and two that fit together in another category, e.g. work, entertainment, transport.

Ask the groups to think of some potential advantages and disadvantages for teenagers of robots doing these activities.

The students can then plan and write their essays individually. The writing should take about 30 minutes.

### Sample answer

Robots and computers are doing more and more things that humans have traditionally done. In the future, this may bring benefits for teenagers, but there may also be disadvantages. Take school, for example. Human teachers may no longer be necessary, and teenagers might simply stay at home and learn everything online. In my opinion, it would be a shame not to interact with our friends and with our teachers face to face, in the same room. In the home, household chores may soon all be done by robots. Not having to cook meals or clean the house would leave parents with more time to spend with their children, and few teenagers would miss doing their share of the housework. As regards transport, cars may soon not need human drivers, so the roads would be safer. However, relying entirely on robots and computers could be a problem if there were power cuts or if the software were attacked by a virus. Nowadays, most adults know how to drive and cook. If teenagers never had to learn these and other skills, they would be helpless in the future if anything went wrong. (190 words)

## Part 2 (review)

### Task type:

Writing a contextualised writing task in 140–190 words.

### Training

- 1 Ask students: *Do you ever read reviews? Why / Why not? Where do we tend to find reviews? What different things can they be about?* Students look at the list of things which might have a review and compare the list with their own ideas. For each item on the list, students think of an example they could write a review about.

- 2a Ask students to read the introductions to three reviews. Ask them to identify the topic of each from the list in Exercise 1.

- 1 an interesting place to visit / a trip you've been on
- 2 a place to eat out
- 3 an exhibition you've been to / an electronic device you've used

- 2b Ask students if they expect these reviews to be generally positive or negative. Students suggest what they think the writers will say next.

### Possible answer

Review 1 will probably be negative because the reviewer uses the phrase 'failed to live up to my expectations'. Reviews 2 and 3 will be more positive.

- 3a Students look at the example sentence frames for model sentences. These should help students structure their reviews. Remind students that the different types of sentence frames can be used for lots of different topics. They should also look out for other sentence frames when they are reading reviews, which they can use in their own writing.
- 3b Ask students to use the model sentences to write some sentences with additional information replacing the words in brackets. They compare and correct their sentences in pairs.
- 4a/b Students need to think about three or four points they want to make in their review. Encourage them to think about what they want to say, not just how to say it in English. Ask students to match the questions with the aspects. These are common aspects and qualities which can be considered in most types of reviews and provides a useful checklist to refer to.

1 f 2 g 3 a 4 c 5 h 6 i 7 j 8 d 9 e 10 b

- 4c Ask students to choose four more review topics from Exercise 1 and for each topic to think about three aspects to write about. They can refer to the aspects given in Exercise 4b.
- 5 Reviews usually include a final recommendation. Using the table to help them, ask students to think of a recommendation they could include for each of their review topics.
- 6a Ask students how often they read books and if they ever read book reviews to help them choose. Ask them to think about what they would write in a review for a book they have read. Encourage them to make a draft of their ideas before they write the final review.
- 6b Ask students to read Adam's review and answer the questions.

## Extension

Encourage students to bring into class some real book reviews they have found online or in a magazine. Students explain why they found the reviews useful or not.

## Exam practice

Ask the class to tell you what different types of film they watch, e.g. *adventure films*, *documentaries*, and where they watch them (*at the cinema*, *on TV*, *online*). List the types of film on the board. Find out what some of the students have learned from some of these films.

Now ask the students to choose a particular film that they have learned something new from and, in pairs, tell each other what they learned from that film.

Remind the students to cover all the points in the question, then give them 30 minutes to write their review.

### Sample answer

*Cousin Ralph's Band* is one of my favourite films. It's about a group of teenagers who form a band. The lead guitarist is called Ralph, and he has a younger cousin, Lisa, who desperately wants to join the band and play the drums.

At first, Ralph and his friends think that Lisa isn't good enough, and tell her that girls can't play the drums. Lisa isn't put off, and with the help of a music teacher at school, becomes an extremely good drummer. Lisa's teacher also tells her about some famous female drummers, which encourages her when she feels like giving up. In the end, she joins the band, and begins a successful career as a musician. Before I saw this film, I knew nothing about girls and women who played the drums. I didn't know there had been so many. I enrolled for drumming classes after that, something I had always been too shy to do before then.

I would recommend this film to all teenagers, especially ones like me who love music. I hope it will also inspire other people to follow their dreams!

(186 words)

## Part 2 (article)

### Task type:

Writing a contextualised writing task in 140–190 words.

## Training

- 1 Ask students to decide which of the options in the statements is appropriate to articles. Encourage students to think about who the audience is and what the purpose of the writing is.

- 1 the readers of a magazine or website
- 2 paragraphs more creatively
- 3 a friendly and informal
- 4 keeping the readers interested
- 5 'Wow!'

- 2 Students read the exam task. Ask them to identify the audience for their article and why somebody would want to read the article. They underline in the task the three things they need to mention in their article.

- 1 teenagers (readers of an English-language magazine)
- 2 Because it will give them useful advice to help them
- 3 provide answers to the following three questions: How do you make sure you never forget what you need to do? How do you avoid losing important things? Do you use technology to help you?

- 3 Ask student to read the sample article. Students should be able to see that she answered the question very well.
- 4a Students read the rules about past and present habits and find examples of each rule in Olivia's article in Exercise 3.

- 1 I tend to get distracted by messages and notifications.
- 2 I used to be one of the least organised people in the world.
- 3 ... whenever I look at my phone, ...
- 4 I never leave it at home; I always move my old worksheets ...
- 5 I was constantly forgetting homework and losing worksheets.

- b Ask students to rewrite the sentences using the word in brackets. They may need to make other changes to the sentences (shown in bold).

### Possible answers

- 2 Now my pen is tied to my bag, so I **never leave it at home**.
- 3 **Whenever** I get some writing back, I save it in my 'done' folder.
- 4 I don't **tend to** / I **tend not to** get stressed very often these days.
- 5 I (**always**) **used to get** bad marks in tests.
- 6 But now I **usually get** really good marks.
- 7 My friends **are constantly asking** me what the homework is.

- 5a Students should look back at Olivia's review in Exercise 3 and think about how she has created the impression she is having a conversation with a friend. They can look at the techniques which are in Exercise 5b.
- b Ask students to match the techniques and examples sentences from Olivia's review in Exercise 3.

- 1 e 2 g 3 a 4 b 5 h 6 c 7 d 8 f

## Exam practice

Ask students whether they think it is important to protect the environment. Point out that they can agree or disagree with the statement, and express any relevant point of view in their article. Students make some suggestions for other ways in which people can try and protect the environment (e.g. *using less plastic*, *using less electricity*, *choosing to use public transport*, *eating food produced locally*) and briefly discuss how useful and practical students think these suggestions are.

Then ask students to write their article in about 30 minutes.

### Sample answer

Go green!

It's crucial that we teenagers try to live in a more environmentally friendly way. I believe we have a responsibility to do what we can, and to persuade our families and friends to do so too. Sometimes, the problems facing our planet may feel so enormous that we feel powerless. You may feel that any action you take on your own is unlikely to make any real difference. But the thing is, you're not alone!

There are some practical steps we can all take, and although recycling everything we can is helpful, using less in the first place is even better. Take plastic, for example. Try to get your parents to buy less food that is wrapped in plastic. Try not to buy water in small plastic bottles, or hot drinks in disposable cups. Save energy too. Always remember to turn off the lights when you leave a room! If you can, walk or take a bus to school with your friends. And if you can't, can you share lifts with another family? If we all do what we can, it will eventually change things for the better! (189 words)

## Test 2

### Listening

#### Part 1

**Task type:**  
Multiple-choice  
One multiple-choice question per short monologue or exchange, each with three options.

#### Training

These exercises are aimed at encouraging students to look carefully at the context and the question before they listen. They need to think about what they are going to hear, and to focus on the aspect of the recording that is being tested, e.g. the feelings, attitudes and opinions of speakers or the main message behind what they are saying.

- You will hear eight short recordings.
- You will hear each recording twice.
- The question is normally about what the speaker feels or thinks.

**1a/b** Tell the students to look at the adjectives. In pairs, ask them to discuss the questions *When was the last time you felt this way? Can you think of a synonym and antonym for each adjective?*

Elicit a few examples from the class and then ask them to think of some adjectives to ask another pair about. Examples could be *angry, frightened, thrilled, bored* etc. Then put students into groups of four. Each pair then asks the questions using the words on their list: *When was the last time you felt this way? Can you think of a synonym and antonym for each adjective?* Elicit a few examples from each group.

**2a** Ask students to read the context sentence in the rubric and then ask *Who is talking? What are they talking about?* Ask the students if they have had any experience of using a language learning app. In pairs they can discuss the following questions. *Is it a good idea? What type of things could one be useful for? What advantages or disadvantages might an app have compared to other ways of learning or practising a language?*

Ask the students to read the audioscript and discuss the following question in pairs *Which of the speakers has experience of using an app? Are the opinions expressed about the app mostly positive or negative?*

**2b** Look at the question and the three options. Ask students to listen to the recording and decide which option is correct. As they listen, they should underline the section of the audioscript that gives them the answer.

**A**

To consolidate, ask them to look at the audioscript and listen and say why the options B and C are wrong.

#### Extension

It is useful for students to listen to all kinds of short conversations and then identify what's happening – who is speaking, what they are talking about, their attitudes and opinions, and to consider whether they agree. Students need to learn to understand not just what is stated in a conversation, but what is implied or indirectly stated too. Small snippets of native-speaker English from online sources can help students tune in quickly to such conversations.

#### Exam practice

Remind students that they are going to hear eight *different* recordings, and that they need to read through the questions and options as quickly as possible before the recording starts. Check the meanings of any unknown words with them.

If necessary, you could use the first two items as 'practice' items, to check students' progress. Stop the recording after the first listening and tell students to compare answers with a partner. Can they say *why* they think their chosen options are correct? Then let the students listen again, and if they are still having difficulty, read out the audioscript. Can they identify where the answer came from?

Then play the remaining recordings. Remind students that they must try to be ready to move on to the next question each time the new recording starts, and to read through the questions and options during the gaps between recordings.

**1 B 2 C 3 A 4 C 5 A 6 B 7 C 8 B**

#### Extension

Try using short recordings in English from the radio or the internet, for example hourly news broadcasts, which often have short stories about a wide range of topics. See if students can understand what they are about, and a few details, even if they can't understand every word. Put students in pairs to listen and take notes, and then compare what they've understood. Some broadcasts may also have audioscripts, which you can give out or read out to students after they have discussed their answers.

#### Part 2

**Task Type:**  
Sentence completion  
Complete 10 sentences with information heard on the recording.

#### Training

- You will hear one person.
- You will write one or two words.
- You will answer ten questions.

**1a** Ask the students to read the context sentence in the rubric carefully, then ask *How many speakers are you going to hear? Who is speaking? What is he speaking about?* Ask students to discuss the following questions in pairs or groups *What is a period of work experience? Why might it be useful for teenagers to take part in a work experience scheme? Why do you think the period of work experience takes place during the summer holidays?*

Students share some of their answers from the class, and check that everyone fully understands what the work experience

scheme entails. It may be necessary to explain that, in the UK, such schemes are often organised by secondary schools for their students. Ask the students to discuss in pairs *If you could take part in a work-experience scheme, what type of work would you choose to do?* Discuss their responses and keep a record of which were the most popular sectors to work in: *entertainment, travel, finance, fashion*. Discuss why some types of work experience might be more popular than others.

Play the recording and ask the students to listen for the answers to three simple questions (write these on the board):

- *How long was the period of work experience?*
- *Who helped Adam to find a place to do the work experience?*
- *Where did Adam do his period of work experience?*

2 weeks  
His Dad's friend  
a TV/film production studio

Ask the students to look at the audioscript and check their own answers. Then ask them to mark the section of the audioscript in which Adam talks about:

- his teachers
- his friends
- the place where he worked.

**1b** Ask the students *Which section of text will you listen to for each question? How do you know?*

**Question 1** the section that mentions *friends* because the word is in the sentence.

**Question 2** the section about the *studio* because the word is in the sentence.

Remind them that the sentence usually includes a *cue* – a word, a name or an idea that is heard before the relevant section of text when you listen.

Play the recording again. As the students listen, they should write the missing words in the gaps. Check their answers.

**1** wages **2** builders

Finally ask them to look at the audioscript again, and underline the answers. Ask them *What other words from the section of text could fit in the gap? How do you know that these would be wrong answers?*

**2a** This task is for language consolidation. See if the students can do this task without looking back at the audioscript. They can then look back to check.

ideal way, initial thoughts, total opposite, glamorous movie studio

**2b** Ask students to talk in pairs, using examples of the collocations from 2a.

## Exam practice

Ask students to talk about the best day trip they've ever been on. *Where did you go? What did you do? What made it such a great trip?* Then ask students what they can remember about Part 2 of the exam. *How many speakers will you hear? Where can you find out about the topic of the talk? What will you have to do while they are listening? How many words do you have to write?*

Look at the rubric for Part 2, and read through the questions. Ask students to predict some possible answers before they listen e.g.

Question 9 – *what sort of things can you have a ride in?* Question 14 *Where might you get some bargains?* Question 17 *What does regret mean? What kind of sports and activities might be available to Julie at the beach?* Explain to students that by doing this before they start listening, they are better prepared for identifying the correct answer when they hear it.

**9** hot-air balloon, **10** castle, **11** seabirds, **12** town, **13** fashionable, **14** market, **15** honey, **16** sand sculptures, **17** windsurfing, **18** guidebook

## Extension

Ask students to spend a short time planning their ideal day trip to a favourite place. Then working in pairs, Student A should try to persuade Student B to go with them. They should explain how they will get there, what they'll do while they're there, what they can buy there, and why it's such a good place to go. The students then change roles. Remind them they have to be persuasive! Which place will each pair decide to visit and why? If students need some ideas to get started, try handing out some pictures from magazines, such as beaches, mountains, city scenes, goods to buy and sports and other activities to do.

## Part 3

### Task Type:

Multiple-matching

Five questions which require the selection of the correct answer from a list of eight.

## Training

- You listen to five short extracts.
- The speakers talk about the same topic.
- There are eight options.

**1** This section is aimed at getting students to look carefully at the list of options they will see in the Part 3 task. Remind them that the speakers in Part 3 are usually all teenagers. Ask them to work in pairs to look at the list of options A-H and ask *In what kind of situations might teenagers feel the way described in each option. What do you think 'it' refers to in the options?* Elicit some of their answers. Then ask them to choose one of the options. *Tell your partner about a time when you felt this way about something. What was the activity? What made you feel this way?*

**2a** Then ask students in pairs to look at the context sentence in the rubric for the task, and answer these questions: *What general topic are the teenagers all talking about?*

Then get them to listen to Speaker One. As they listen, they should answer these three simple questions. *Which sports does he mention? Which one does he talk about trying for the first time? Was the experience generally positive or negative?*

football, going to gym, yoga  
yoga  
positive.

Then ask them to look again at the options A–H and ask them to decide in pairs *Which describe positive experiences and which describe negative experiences?*

Then get them to look at the audioscript and underline words and phrases that express similar ideas to some of the key words in the options A–H. Elicit some examples. *preparation, beginning, amazingly, can't wait*



Ask them which of the options best matches the feeling of the teenager.

## H

In pairs ask them to discuss why options B, E and F are not the correct answer. B is ruled out by *I didn't need to prepare anything*. isn't correct because he wasn't 'terrified' – nothing he says matches the strength of this emotion. F is ruled out by *I felt so relaxed – I had a really good workout*.

- 2b Ask students to compare their answers with a partner. Then ask them to think about the words and phrases in the recording that are similar to the ideas in the options.

## Exam practice

### Lead-in

Ask students to read through the rubric and then ask them what kind of performance the speakers will be talking about. Ask students to look through the options, and check any unknown words e.g. *discouraged*, *rehearsal*. Then check with students that they understand what the speaker is saying in each one. For example in C, why would *speaking loudly enough* be a problem?

Depending on the level of the group, you could get students to compare their answers after the first listening, and if possible give reasons for their choices. This will allow you to see how they are coping with it.

19 E 20 G 21 A 22 B 23 H

### Extension

Briefly ask around the class whether anyone has taken part in a public performance, either at school or elsewhere, and what their experiences were. *What did they do – act, sing, play music, dance? How did they feel about the experience? What do they think they learnt from it?* Students could give short presentations in groups about their experiences.

Students could also be asked to find out what performances are taking place at the moment in the town or city nearest to where they live. Which would they choose to go to, and why?

## Part 4

### Task Type:

Multiple-choice

There are seven three-option multiple-choice question

### Training

These exercises are intended to help students identify the correct answer from the multiple-choice question options when they listen, but also how to listen for the information that makes the distracter options incorrect.

- There are two speakers.
- There are seven multiple-choice questions.

### Lead-in

Ask the students if any of them has ever had an unusual pet. If so, ask them *What was it like? Did it cause any problems? What was the best part? Would you do it again?* If nobody has, the class could discuss this in groups. Each group should choose an unusual pet and imagine the answers to these questions.

Ask students to listen to the introduction to the interview and answer these simple questions – you can write them on the board

*What type of animal is a capybara? What size is it? Where does it come from?* Play the first two exchanges in the recording.

a rodent like a hamster large South America

Then ask the students to look at Q1. Ask them to read the question and the three options and underline the most important words. Check that they all understand the word *temperament*. Then ask them to look at the audioscript. Tell them to mark the parts of the script that talk about the ideas in options A, B and C. Elicit their answers.

Adam talks about the number of capybara's seen as pets in his first turn.  
He talks about the capybara's temperament in the middle of his second turn.  
He talks about a website at the end of his second turn.

Then play the recording and ask the students to listen for the correct option. Elicit their answers.

## B

Then ask them to look at the audioscript again and decide why options A and C are incorrect.

A is contradicted by the phrase *you don't see many of them*  
C isn't really mentioned.  
We hear about a website where they bought the capybara, but it doesn't say it was complicated.

Then ask the students to look at Question 2. Ask them to read the question and the three options and underline the most important words. Play the recording twice and ask them to choose the correct option. **Answer: C.** Then ask them to look at the audioscript and find the section of text that supports the answer, and the pieces of text that contradict the other two options.

C = *He seems to recognise everyone he's ever met.*  
A is contradicted by *Our Venezuelan friends call capybaras the stupidest animals on the planet, but mine's quite the opposite.*  
*Hugo's as intelligent as a dog, but he won't do anything if there is nothing in it for him.*

Remind students that the questions they are asked in the task are likely to be very similar to the questions the interviewer asks the main speaker. For example in Q2 the interviewer says *How does he behave?* and the question has the word *behaviour*. Cues like this help students to know when one question has finished and it is time to look at the next one.

## Exam practice

### Lead-in

How much do students know about dinosaurs? Which common types can they name?

Ask students what they need to do before they listen to this exam task. (Read the rubric, find out who's talking, and what they're talking about. Then read quickly through the questions and options). Check any words that might be unfamiliar, such as *footprint*, *exploration*, *disturb*, *seals*.

Depending on the level of the class, play the recording for the first two questions, and then ask students to compare their answers before confirming the key. Students need practice in keeping their place in the recording in this part of the test, so play the recording for the next five items without stopping. Tell students to compare answers at the end of the test.

24 C 25 B 26 A 27 B 28 A 29 C 30 B

## Extension

Ask *Have you ever found a fossil. Where did you find it? Have you identified it? Have you been to any exhibitions about dinosaurs? What did you see there?*

Students could also do some research into the kind of dinosaurs that once lived in their part of the world, from fossils that have been found there. They could make a wall display with a map of their country, with major place names marked in, and images of some of the dinosaurs that have been found there. A local museum may be able to provide help with this project.

## Test 2 Speaking

### Part 1

A conversation between one examiner and each candidate. In Part 1, candidates are asked questions on a variety of topics related to their everyday life. Candidates are assessed on their performance throughout the 14-minute test.

### Training

Students discuss the four questions in pairs. When they are ready, open up the discussion to include the whole class.

- The questions are about your everyday life (e.g. where you live, your hobbies, etc.)
- You speak to the examiner, not your partner.
- It takes two minutes, or three for a group of three.
- It's a good idea to spend about 20–30 seconds on each question.

- 1 Play the recording for students to answer the question. When you check with the class, elicit which questions were asked about each topic. You could also elicit what went wrong during the extract, and how well the candidates dealt with the problems.

**School subjects:** What's your favourite school subject? Do you have a lot of lessons every day?

**Family:** Who in your family do you spend most time with? Do all of your relatives live near you?  
(There were also the usual questions about the candidates' names and where they live.)

- 2 Students work alone to complete the phrases. You could play the recording again for students to check. When you check with the class, draw attention to the Tip.

1 blank 2 forgotten 3 tongue 4 repeat  
5 catch 6 word, another

## Extension

Write the four questions from the recording on the board. Students then work in pairs to ask and answer the questions. Encourage them to use the phrases for dealing with problems.

### Exam practice

- 1 Students work in pairs to ask and answer the questions. Monitor carefully for use of language and techniques. When you give feedback, pay particular attention to the way they dealt with problems. You could find out what problems they had and what they did about them.

- 2 Play the recording and pause it for students to answer the questions. You could do this as a whole class (where you choose which student will answer each question) or in pairs (where students answer alternate questions from the recording). As a follow-up, discuss the questions with the class, including good answers for each question.

## Part 2

### Task type:

An individual one-minute 'long-turn' for each candidate, with a brief response from the second candidate lasting about 30 seconds. Candidates are assessed on their performance throughout the 14-minute test.

### Training

- You'll talk about two photos, plus you'll have a question about your partner's two photos, so four in total.
- You have to compare the photos and answer a question.
- You need to listen carefully because you'll have to answer a question about your partner's photos, and it's good to show you've been listening!
- It takes about four minutes, or six minutes for a group of three.

Students discuss the four questions in pairs. When they are ready, open up the discussion to include the whole class.

- 1a Students work in pairs to find some similarities and differences. Brainstorm a list of ideas from the class.

### Possible answers:

**Similarities:** snow on the ground; outdoors; people wearing winter clothes.

**Differences:** countryside / mountaintop vs. city; having fun vs. walking home

- 1b Draw attention to the Tip. Students then work in pairs to make sentences to compare the photos. When they are ready, ask volunteers to share their ideas with the class.

### Possible answers:

In both pictures, there's snow on the ground and it's freezing cold. Both pictures show people who are wearing winter clothes.

The first picture shows people in the countryside, perhaps on top of a mountain. The second, in contrast, shows people in a town or city. The biggest difference is that the people in the first picture are having fun, while / whereas the people in the bottom picture are just walking home, and it doesn't look like much fun.

- 2a Students work in pairs to check that they know all the adjectives and to use them to describe the people in the photos. If they have access to dictionaries (including online dictionaries on their phones), encourage them to check any new words. When they are ready, go through the answers very carefully with the class, paying particular attention to any new or difficult words.

### Possible answers:

**Picture 1:** cheerful; delighted; enthusiastic; exhilarated; playful; thrilled

**Picture 2:** annoyed; depressed; fed up; frustrated; stressed

## Extension

**Pairwork:** Students work in pairs to discuss situations where people might feel each of the adjectives from Exercise 2a, or when they last felt that way themselves. When they are ready, ask volunteers to share their best ideas for each adjective with the class.

**Whole class:** Check pronunciation of the words of two or more syllables in the box. Tell students to underline the stressed syllable in each long word. Students then practise pronouncing the words. (annoyed; ashamed; cheerful; confident; delighted; depressed; disappointed; embarrassed; enthusiastic; excited; fed up; frustrated; furious; impressed; nervous; relieved; terrified)

**2b** Students work alone to complete the sentences. They check in pairs and feed back to the class.

1 enthusiastic 2 relieved 3 disappointed 4 proud  
5 embarrassed 6 fed up 7 frustrated 8 cheerful

**3** Play the recording for students to identify the adjectives.

excited; fed up; frustrated (Rosie also uses 'annoying' to talk about travelling in the snow.)

**4a** Go through the Tip with the class. Elicit an example of a direct question (e.g. *Where are they?*) and an indirect question (e.g. *I don't know where they are.*). Students then work alone or in pairs to write the direct questions. When you go through the answers with the class, use the examples to check everyone knows the rules about indirect questions (i.e. the subject comes before the verb, as in normal sentences).

2 Are they on a mountain or something?  
3 How are the people in the bottom picture feeling?  
4 Are these people feeling frustrated because they want to get home?

**4b** Students work in pairs to make indirect questions. When you check with the class, pay particular attention to any misunderstandings about how to form indirect questions.

1 It's hard to make out how many people there are in the group.  
2 I can't tell how the people in the picture are feeling.  
3 It's hard to see if/whether they're excited or scared.  
4 I don't know where the people have come from.  
5 I'm not sure if/whether the people want to be there.  
6 I wonder why this person isn't sitting with the others.  
7 It's not clear what kind of game they're playing.  
8 I have no idea why the people have such big bags.

## Exam practice

Students work in pairs or groups of three to complete the task. Make sure they stick to the time limit for each stage. Monitor carefully for use of language and techniques. When you give feedback, pay particular attention to any indirect questions that they used.

## Extension

Students work in pairs to make indirect questions about the people in the pictures, and to decide which adjectives they could use to describe them. When they are ready, ask volunteers to share their best ideas with the class.

## Part 3

### Task type:

A two-way conversation between the candidates.  
Candidates receive spoken instructions and written stimuli.  
There is a two-minute discussion followed by a one-minute decision-making task.  
Candidates are assessed on their performance throughout the 14-minute test.

## Training

Students discuss the five questions in pairs. When they are ready, open up the discussion to include the whole class.

- You speak to your partner.
- You see a question and a set of five ideas.
- No. You have fifteen seconds to read and think first.
- You don't see the follow-up question. The examiner asks it at the end of your discussion.
- It takes about four minutes, or five minutes for a group of three.

**1a** Find out from the class how they think the Speaking Test is assessed (i.e. what are the examiners listening for; what will earn them better marks; and what might lose them marks). Then tell students to read the information in the box to check. Discuss whether they are surprised by any of the criteria.

**1b** Students discuss the statements in pairs. When you check with the class, again discuss anything that students found surprising. Draw attention to the Tip.

1 False. Grammatical accuracy is just a small part of one criterion. The same criterion also includes vocabulary, and it covers range (= whether you use basic or advanced language) and appropriacy (= whether you use the right language for the right situation) as well as accuracy.  
2 False (Both accuracy and range are important.)  
3 True (This is a major part of Discourse Management, which is one of the big four criteria.)  
4 False (Pronunciation is one of the four criteria.)  
5 False (Interactive Communication is one of the four criteria.)

**2a** Students discuss the situations and potential solutions in pairs. When they are ready, discuss with the class.

**2b** Play the recording for students to answer the questions. They discuss in pairs and give feedback to the class. Draw attention to the Tip. Point out that the situations in the recording are both rather extreme – the real speaking test probably won't be so bad! But it's still worth being prepared for difficult situations.

**First extract:** The girl starts by inviting her partner to speak. When she notices he is discussing the second point before she has said anything about the first point, she interrupts him politely. When he interrupts her before she's finished speaking, she interrupts him politely again to ask him to allow her to finish.

**Second extract:** The girl starts by inviting her partner to speak. She gives him a chance to speak, but when she realises he's struggling, she makes a short point and invites her partner to agree or disagree. Later, when she notices she's talking too much, she asks her partner a question to try to get him involved.

**3** Students match the advice with the useful language. Check carefully with the class. Elicit whether they have any similar advice.

1 f 2 d 3 b 4 g 5 c 6 a 7 e

## Extension

Students work in pairs or groups of three to discuss with the class which of the four criteria from Exercise 1a are easiest to improve and which are the hardest.

### Possible answer:

- The easiest is probably *Interactive Communication*, which you can improve by listening carefully to your partner, inviting him/her to speak, etc. Of course, there's more to this criterion than learning a few phrases and techniques, but a few simple steps (as recommended in this book) can make a big difference.
- *Discourse Management* is fairly easy to improve, by making sure you use linking words like *while/whereas*, and phrases like *on the other hand*, etc. However, a big part of this criterion is fluency, which you can only improve with experience (and by expanding your vocabulary).

- *Pronunciation* is harder to improve, although there's a difference between sound-level pronunciation, word-level pronunciation and sentence-level pronunciation. There are only around 40 sounds in English, so it should be possible to learn how to pronounce most of those accurately. Word-level pronunciation isn't too difficult as long as you learn the correct pronunciation every time you learn new words and phrases. But sentence-level pronunciation (e.g. intonation) is harder to improve, the best way to improve is through practice.
- *Grammar and Vocabulary* are big areas but there is lots students can do to improve in these.

## Exam practice

Students work in pairs or groups of three to complete the task. Make sure they stick to the time limit for each stage. Monitor carefully for use of language and techniques. When you give feedback, pay particular attention to how well they managed interactive communication.

## Part 4

### Task type:

A discussion on topics related to the Part 3 collaborative task. Candidates are assessed on their performance throughout the 14-minute test.

## Training

Students discuss the four questions in pairs. When they are ready, open up the discussion to include the whole class.

- The questions are related to the Part 3 topic.
- No. You only hear them.

- You may answer the same questions, or you may have different questions. For some questions, you may be asked to discuss the answer together.
  - It takes about four minutes, or six minutes for a group of three.
- 1 Play the recording for students to answer the questions. Check with the class. Draw attention to the Tip.

**Topic:** Spending time outside

**Questions:** How could we encourage people to spend more time outside?

What are some dangers of spending too much time outside? How can architects give us the benefits of being outside without exposing us to the dangers?

**Examiner's instructions:** The examiner didn't tell them who should answer each question, so they worked out that they should discuss them together.

- 2 Students work alone to complete the sentences. Play the recording again for them to check. Draw attention to the Tip.

1 brilliant 2 absolutely 3 really 4 totally 5 incredibly  
6 excellent 7 exactly

## Exam practice

Students work in pairs or groups of three to complete the task. Encourage them to respond enthusiastically to their partners' points. Make sure they stick to the time limit for each stage. Monitor carefully for use of language and techniques. When you give feedback, pay particular attention to their interactive communication skills.



## Test 3

### Reading and Use of English

#### Part 1

1 A 2 C 3 D 4 B 5 A 6 A 7 D 8 C

#### Part 2

9 used / accustomed 10 their 11 what 12 than  
13 way 14 order 15 most 16 when

#### Part 3

17 relaxed 18 acceptable 19 decision  
20 forbidden 21 responsibility 22 beneficial  
23 competitive 24 anti-social

#### Part 4

25 I hadn't turned up  
26 my book, as long  
27 is/s time you got your | is/s time to get your  
28 hair needs cutting  
29 might have left my books  
30 did my best | tried my best

#### Part 5

31 D 32 B 33 A 34 C 35 A 36 A

#### Part 6

37 G 38 B 39 F 40 C 41 E 42 D

#### Part 7

43 A 44 B 45 A 46 A 47 D 48 B 49 C  
50 D 51 C 52 B

### Writing

#### Part 1

##### Sample answer

Some people recommend that school students have a shorter, three-week break in the summer. There are some good arguments both for and against this idea.

Nobody can deny that we have a lot to learn and shorter holidays would give us more time to study important topics. However, most students would probably be horrified at the thought of shorter summer holidays. That's because after months of hard work, we all need a holiday. People are said to learn better when they have good breaks too.

It is true, though, that the summer break may not need to be as long as six weeks, as it is in my country. When both parents work, it can be difficult to find childcare for their younger children. It can also be difficult to get back into the routine of school after such a long break. If we had more time off in the winter, then students might get ill less often.

On balance, I think it might be a good idea to have a shorter summer holiday, as long as we could have the other two or three weeks at another time of year.

(190 words)

#### Part 2

##### Sample answers

##### Question 2

Karen didn't wake up until ten o'clock. It was Saturday morning, and she'd slept right through her alarm at seven. When she saw the time, she leapt out of bed in a panic. What a disaster! She was in her school chess team, and she had to get to the city centre for a national tournament by eleven!

Her parents had both left for work at six. They ran a restaurant, and weekends were incredibly busy. There weren't many buses at the weekend, and they were really slow, anyway. What could she do?

Then she had an idea. Her cousin had finally passed his driving test the week before. Perhaps he could help? She messaged him, but there was no reply. She called her aunt.

'Oh, Sasha lost his phone yesterday,' said her aunt, 'But he's here! You can talk to him.'

What a relief! Twenty minutes later, after the quickest breakfast Karen had ever had, they were in her aunt's car with Sasha at the wheel. They made it to the tournament just in time, and although Karen's team only came fourth, she'll never forget that day!

(188 words)

##### Question 3

I couldn't live without my headphones. Basically, they're fantastic. I love listening to music, and when I'm on my way to school or on my way home, my music makes me feel OK, even if I'm not having such a great day.

And it's really important for me to hear that music clearly. I used to have in-ear headphones, but they weren't very good and they often broke. Then I got these really good quality over-ear headphones for my birthday. They look so cool, and all my music sounds completely different. My family like them too! If I'm listening to my music in the living room, they don't get irritated by the noise from my headphones. In fact, they can't hear a thing ... but I can hear everything!

The only thing that could be better about them is the range of colours available. At the moment, you can only choose between black, red and blue. I'd prefer a different colour, to be honest, like bright green. Apart from that, I'd recommend these headphones to all other teenagers who like me, are 'slaves to the rhythm'!

(186 words)

##### Question 4

I quite like playing sport, but I'm not crazy about it. Maybe I'm just a bit lazy. What I do love, though, is watching my favourite basketball team. My brothers and sisters all support them too, and we watch every match we can on TV or online. If we miss the live match, we often see it later, even if we already know the final score!

I may not be great at sport myself, but it's still amazing to watch top players display their skills. I like listening to the commentators too. They give all sorts of fascinating background information about the players on both sides, and interesting statistics as well.

Some professional sportsmen and women make a huge amount of money. It's true that compared to doctors and firefighters,

who save people's lives every day, they probably earn too much. It's also fair to say, though, that they entertain large numbers of people nearly every week, and they have to train really hard every day. They are also heavily criticised and risk losing their place on the team when they don't perform well. So I think they deserve it!

(190 words)

### Question 5

Answers for this question are dependent on your interpretation of the set text. Here are some sample phrases which you may like to use:

- I would like to have seen ...
- It would have been better if ....
- I would change the ending by ...

## Listening

### Part 1

1 A 2 B 3 C 4 C 5 C 6 B 7 A 8 C

### Part 2

9 scenery 10 lake 11 gold mines  
12 postcards 13 pancakes 14 red rock 15 eagles  
16 storm 17 hiking 18 bear

### Part 3

19 E 20 B 21 H 22 D 23 G

### Part 4

24 B 25 A 26 B 27 B 28 A 29 C 30 B

## Test 4

## Reading and Use of English

### Part 1

1 A 2 B 3 D 4 B 5 C 6 D 7 B 8 A

### Part 2

9 so 10 which 11 can 12 This / That 13 but  
14 like 15 to 16 if

### Part 3

17 specialists 18 conclusion 19 possibility 20 similar  
21 enable 22 individually 23 society  
24 scientifically

### Part 4

25 you hadn't/had not helped  
26 said that saying goodbye  
27 will be delivered / is going to be delivered  
28 must have missed  
29 me who kicked  
30 I ought to go

### Part 5

31 C 32 B 33 C 34 B 35 A 36 D

### Part 6

37 C 38 E 39 A 40 F 41 G 42 B

### Part 7

43 A 44 D 45 B 46 D 47 C 48 A 49 D  
50 C 51 B 52 A

## Writing

### Part 1

#### Sample answer

Some people say that in the internet age, we no longer need shops. They certainly have a point, but there are also reasons why people still want to use shops.

First of all, people enjoy going out shopping. It's a pleasure, and for many, a really good way to socialise with their friends and family. They walk around malls or high streets, looking at things without necessarily buying anything, and often stop for a snack in a café. You can't do all that online.

Shopping on the internet does have its advantages. It's extremely convenient – you can buy what you want in a matter of minutes, and there's a wide range of goods to choose from. Nevertheless, seeing the actual products in a shop is sometimes preferable. In my view, trying on clothes in a shop is much easier and you don't have to send things back. You can ask someone else to choose and deliver your fruit and vegetables. However, if you select them yourself, you know they're fresh.

On balance, therefore, I think that people will still want 'real' shops for many years to come, perhaps even forever.

(190 words)

### Part 2

#### Sample answers

#### Question 2

My friends and I all take photographs, all the time, mostly on our mobiles. Loads of people, and I'm one of them, have thousands of pictures saved online, and there are many we may only ever glance at once. So why do we take so many?

One main reason is communication. A picture can sometimes convey more than words, more rapidly and effectively. And if we're doing something special, and want to keep the memory alive, photos are one way of doing it. Maybe, in the future, when we look at all the pictures we ignore now, they'll help us remember all sorts of things we've forgotten.

Like most of my friends, I take pictures of happy times with them and with my family. Also, when I go somewhere new, I always take a few pictures which show my first impressions. Those things can seem familiar surprisingly quickly, and soon not feel as if they're really worth taking. They are, though, and I'm sure I'll value those photos a lot in the future.

(173 words)

#### Question 3

Harry looked up when he heard the noise and smiled. It was the doorbell. His best friend, Karl, had been away for a year because his dad had got a job abroad, and now he was back at last. He'd promised to come round to Harry's as soon as he could.

When Harry opened the door, he couldn't believe how much Karl had changed. He was as tall as Harry now, and his hair was much longer. He was carrying his guitar.

'Hey,' Harry said. 'It's been a while!'

'Yeah,' said Karl. 'I've brought this for you!'

'What do you mean?'

'Well, I know you always liked it better than your own guitar, and I've taken up the saxophone now.'

'Wow,' said Harry. 'I thought you might bring me something – like a souvenir – but this is awesome! Thanks! Where's your saxophone, then?'

Karl picked something up from behind the door. He came in, and Harry discovered that Karl had learnt to play all the old tunes they used to play together on their guitars. Listening to Karl, Harry realised just how much he'd been missing his friend.

(187 words)

#### Question 4

Hi Sam!

I'm glad you and your family are well. I see what you mean: it's embarrassing at our age to be taken to school by our parents. I'm lucky, because I've been able to walk to school with my big sister since I was ten years old. You're the eldest, so you're the one who has to push the boundaries. By the time your little brother is your age, he'll be allowed to walk to school, I reckon.

If I were you, I'd explain how you feel to your mum. As you say, you care about her a lot, and you've always had a good relationship. So I'm sure she'll understand. She may not even have considered the fact that you want to be a bit more independent – she probably believes she's doing you a favour. Does she know the friends you want to walk to school with? If not, perhaps you should introduce them to her so she can see they're nice people – I'm sure they are, if they're your friends! Let me know how it goes, and good luck!

Nora

(182 words)

#### Question 5

Answers for this question are dependent on your interpretation of the set text. Here are some sample phrases which you may like to use:

- The main characters are ...
- In my opinion, it would have been more interesting to have included ...
- In my opinion, no more characters are needed because ...

## Listening

### Part 1

1 B 2 C 3 A 4 B 5 C 6 B 7 C 8 A

### Part 2

9 animal conservation 10 secure 11 seeds/plant(s) seeds  
12 exhaustion 13 (bat) detector 14 orchestra  
15 blankets 16 hedge 17 owls 18 charity

### Part 3

19 B 20 F 21 C 22 H 23 E

### Part 4

24 A 25 C 26 A 27 C 28 B 29 C 30 B

## Test 5

## Reading and Use of English

### Part 1

1 D 2 D 3 B 4 C 5 B 6 B 7 D 8 A

### Part 2

9 for 10 be

11 much (*little* would be grammatical, but not consistent with text)

12 of 13 which 14 according 15 no 16 in

### Part 3

17 upbringing 18 descriptions 19 adoption

20 differences 21 patience 22 determined

23 enabled / enabling 24 moving

### Part 4

25 was brought up by

26 can't believe (that) she turned

27 took his word for

28 for a bike ride / on / for a cycle (ride) on / for a ride on

29 have bought the book if

30 like to get my hair / love to / get my hair

### Part 5

31 A 32 C 33 A 34 C 35 A 36 C

### Part 6

37 B 38 E 39 A 40 F 41 G 42 D

### Part 7

43 B 44 A 45 A 46 D 47 D 48 C 49 D

50 C 51 A 52 B

## Writing

### Part 1

#### Sample answer

Some parents try to make sure their children do lots of activities when they are not at school –after school, at the weekend or during the holidays. They believe they are doing the best for their children, but are they really?

It is said that it is important for everyone to have the chance to learn new things, and there are definitely benefits to that. Moreover, there are many things that teenagers cannot do at school, such as some sports and some arts activities.

One thing that should also be taken into consideration, in my opinion, is that teenagers love spending time with their friends. They can enjoy doing sports together, or take part in drama productions, for example.

Even though there are many advantages to free-time activities, I would argue that teenagers also need time to relax. This could be in the company of their friends, or on their own. There are a lot of pressures on teenagers at school, and they are always kept busy. In my opinion, some time doing nothing is very important for a happy and healthy life, and adults should understand this.

(188 words)

## Part 2

### Sample answers

#### Question 2

The Story Museum

The Story Museum is a place that's all about ... stories.

It's in a big airy modern building with three floors. On the first floor, there's a large gallery with hundreds of exhibits connected with children's stories. There are paintings and drawings of the characters and scenes from the books, and some pages from the original manuscripts, as well as costumes for young children to dress up in.

On the second floor, the focus is on books for teenagers and adults. Apart from looking at more photos and paintings, you can watch videos of the writers talking about their work.

On the third floor, there's a really cool café, and lots of places to sit and read, or write your own stories. There are also computers you can use to contribute to a shared story written by hundreds of people. Everyone can add a few lines or more if they feel like it.

The only thing wrong with it, is that you have to pay to go in, so I can't visit it as often as I'd like. Otherwise, it's a perfect place for anyone who loves books.

(188 words)

#### Question 3

Hi Paula,

Thanks for your letter. I may not be the best person to ask for advice about fitness, but I do have a few ideas.

First of all, you asked me what sport you could do. Personally, I enjoy swimming, but I know you don't live near the sea, and I don't know whether there's a pool near where you live. If there is, though, I'd definitely recommend it, because it's an easy way to keep fit.

If swimming's not for you, then you could go jogging, or join a gym. If a gym's too expensive, then running would be better – you just need a pair of trainers. Otherwise, contact clubs for different sports in your area, and ask whether you can do a trial beginner's session, so you can find out what you enjoy.

Doing a sport is not the only way to get healthier, as I'm sure you know. You also need to review your diet, and make sure you eat plenty of protein, as well as lots of fruit and vegetables. And get plenty of sleep, too.

Write back soon and tell me how it goes!

Jana

(187 words)

#### Question 4

Anna was surprised to see so many people in the room. She wasn't expecting it at all and she suddenly felt nervous. Anna was a teenage poet. She was quite well-known in her school, but this was the first time she'd ever taken part in the National Poetry Competition.

She had to be record one of her poems at the local radio station. She'd thought it would be just her and the producer, and maybe a couple of other people. Instead, there appeared to be an audience of about a hundred people.

Anna stood in front of the microphone and opened her mouth, but no words came out. She went bright red and closed her eyes. She remembered her favourite teacher telling her to pretend she was just talking to her, to forget about everyone else who might be there.

She opened her eyes, and in the middle of the front row, there was her teacher! Suddenly, Anna wasn't scared at all. She recited her poem without even looking at the words, and when she'd finished, everyone clapped and clapped. Whatever happened next, this was a good start!

(188 words)

#### Question 5

Answers for this question are dependent on your interpretation of the set text. Here are some sample phrases which you may like to use:

- The place was important to the plot because ...
- I believe the characters were influenced by the place. You can see this ...
- You can tell the place had an effect on the characters because ...

## Listening

### Part 1

1 C 2 A 3 B 4 A 5 C 6 A 7 B 8 B

### Part 2

9 (fashion) designer 10 anxious 11 recycled  
12 dragon 13 landscape 14 cartoons 15 abstract  
16 nature 17 feathers 18 enthusiasm

### Part 3

19 C 20 H 21 A 22 D 23 F

### Part 4

24 C 25 B 26 A 27 B 28 B 29 C 30 A

## Test 6

## Reading and Use of English

### Part 1

1 C 2 A 3 C 4 B 5 D 6 C 7 A 8 D

### Part 2

9 but 10 by 11 Rather 12 with 13 each  
14 when/where 15 what 16 as/because/since

### Part 3

17 choice 18 popularity 19 specialists 20 undoubtedly  
21 substantial 22 Additionally 23 maintenance  
24 explanation

### Part 4

25 was going to give  
26 asked me what I thought  
27 better leave before it  
28 turned out to be better  
29 lack of money means  
30 in spite of not having

### Part 5

31 B 32 C 33 B 34 A 35 D 36 C

### Part 6

37 D 38 F 39 E 40 B 41 G 42 C



## Part 7

43 D   44 B   45 A   46 C   47 B   48 C  
49 C   50 D   51 B   52 C

## Writing

### Part 1

#### Sample answer

Fashion plays an important role in the lives of many teenagers, and some say it plays too great a role. It is certainly true that many teenagers spend a lot of time making sure they look fashionable or following the latest trends in technology and music.

Being fashionable can make teenagers feel more confident. They believe that if they wear the same clothes, play the same computer games or listen to the same music as everyone else, then they won't stand out. On the other hand, the most confident teenagers are often those who dare to be different.

Advertising influences most people, and teenagers are no exception. Seeing particular products and brands on billboards, online, or on TV can certainly make them seem more desirable. As a result, teenagers can end up spending all their pocket money on things they don't really need, just because their friends have them. Not all kids can afford the most up-to-date gadgets or clothes, and that can make them feel left out.

Personally, I think teenagers should care a bit less about fashion, and believe in themselves, rather than simply follow the crowd.

(189 words)

### Part 2

#### Sample answers

##### Question 2

Hi Lucy,

It was lovely to hear from you again. I've been thinking about your question, and to be honest, I'm not sure I totally agree with you. I hope you don't mind!

Of course it's great to have holidays abroad and see other countries. But it's also fantastic to visit your own country. As you know, Spain is quite big, and my parents love taking my brothers and me to different places every year. We go to the mountains, to the coast, all over. It's always fun, and really interesting to explore new cities and see different landscapes. We've actually never had a holiday in another country, but I don't mind at all!

I'd like to travel abroad when I'm older, and if my parents said we were going to do that next summer, I'd be delighted. It's just that I think you can learn a lot in your own country too.

Anyway, if you want to travel abroad, why not ask your parents if you can come and visit me here in Spain? It would be great to see you!

All the best,

Maria

(186 words)

##### Question 3

An amazing friend!

The most amazing person I know is my friend Hannah. When you first meet her, you may well think that she's just like

everybody else, and that's because she never behaves as if she's special. But she is.

Hannah tries never to throw anything away. Yes really, nothing at all. She's persuaded her family to buy only food that isn't wrapped in plastic or in disposable containers.

She buys her clothes second-hand and only buys something new when it's absolutely necessary. Some people may think that this is a bit crazy, but I disagree. Hannah has taught me the importance of looking after our environment. I'm trying to live more like she does, and I hope that in a few years' time, everybody will be doing the same.

The other reason why Hannah is fantastic is because she spends a lot of her free time as a volunteer for an environmental group, cleaning up our area and trying to persuade people, including local businesses, to cut down on the waste they produce.

If only there were more people like Hannah!

(180 words)

##### Question 4

The Memory Game

The Memory Game is a game for two or more players. You play it with a set of around twenty pairs of pictures on small cards. The pictures are mixed up, and all the cards placed face down. The backs of the cards are all the same, so none of the players know what is on the cards. Each player turns over two cards and everyone tries to memorise them before they are turned back over. The aim is to collect as many pairs of pictures as possible, by remembering where each card is.

I love this game because you can play it with any number of players of any age. My three-year-old cousin loves it, and so does my grandmother. She says it keeps her memory sharp, and my cousin often beats us both. The rules are easy to understand, and it doesn't take too long to play, so no-one gets bored.

I'd definitely recommend it to other people my age. Don't think you're too cool to play it, just try it and see!

(172 words)

##### Question 5

Answers for this question are dependent on your interpretation of the set text. Here are some sample phrases which you may like to use:

- In my opinion, the most surprising event in the book was ...
- It was surprising because ...
- As a result of this ...

## Listening

### Part 1

1 A   2 B   3 A   4 C   5 B   6 C   7 C   8 A

### Part 2

9 cliff   10 stunning   11 stone   12 width   13 Lion Tower  
14 daughter   15 library   16 ghosts   17 eagle  
18 (classical) music

### Part 3

19 E   20 B   21 F   22 H   23 D

### Part 4

24 B   25 C   26 A   27 C   28 B   29 A   30 B