

PREPARAR O **PET** PRELIMINARY ENGLISH TEST



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Sinopse

Este manual constitui um instrumento de trabalho indispensável na preparação dos alunos do 9.º ano para a certificação **PET for Schools Portugal** (*PET for Schools – Preliminary English Test for Schools*), permitindo-lhes conhecer esta prova ao pormenor e praticar várias competências.

Esta obra inclui a explicação do que é o **PET for Schools**, analisando todas as partes que o constituem e apresentando dicas para o estudo, essenciais para o sucesso na realização deste teste.

Neste manual prático de preparação existem **quatro** testes-tipo, passos a tomar para a sua resolução e dicas para otimizar resultados, de forma progressivamente mais autónoma, para que os alunos possam sentir-se confiantes relativamente ao trabalho desenvolvido.

No final da obra apresenta-se uma listagem de conteúdos normalmente presentes nos exames até à data, que poderão ser um ponto de partida para o estudo e revisão dos conteúdos e de vocabulário apreendidos ao longo dos 2.º e 3.º Ciclos. São, ainda, incluídas as soluções ou propostas de resolução de todos os testes.

Preparar o PET for Schools constitui um livro auxiliar fundamental para todos os alunos que desejam alcançar os melhores resultados na certificação das suas competências. O sucesso neste teste garante um diploma conferido pela Universidade de *Cambridge*, reconhecido internacionalmente por várias universidades e empresas, que declara que o aluno possui conhecimentos na Língua Inglesa de nível B1, de acordo com o Quadro Europeu Comum de Referência para as Línguas.

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1

Preliminary English Test (PET) for Schools



a. O que é o *Preliminary English Test (PET) for Schools*?

Com conteúdos e tópicos relevantes para alunos a frequentar o 3.º ciclo, o *Preliminary English Test (PET) for Schools* testa a compreensão base em inglês, usando situações quotidianas.

O exame testa a leitura (*Reading*) e a expressão escrita (*Writing*), a compreensão oral (*Listening*) e a expressão oral (*Speaking*).

O exame *PET* tem reconhecimento internacional e equivale ao **nível B1** do Quadro Europeu Comum de Referência para as Línguas do Conselho da Europa (CECRL). Este nível indica que és capaz de comunicar satisfatoriamente em quase todas as situações do dia a dia com falantes nativos e não nativos de Inglês.

O PET for Schools certifica que és capaz de:

Ouvir

- ✓ compreender instruções diretas ou anúncios públicos;
- ✓ identificar temas principais de programas de televisão sobre temas familiares;
- ✓ compreender instruções em contexto de sala de aula, sobre os trabalhos de casa, e as tarefas a fazer.

Ler

- ✓ compreender informação corrente e artigos factuais em revistas;
- ✓ compreender cartas de amigos, expressando opiniões pessoais;
- ✓ compreender informação factual em livros escolares.

Falar

- ✓ expressar opiniões simples sobre assuntos abstratos/culturais de forma limitada;
- ✓ falar sobre filmes e música, descrevendo a sua reação aos mesmos;
- ✓ repetir o que foi dito por alguém para verificar que compreendeste;
- ✓ dar instruções práticas, de forma detalhada, sobre o funcionamento de alguma coisa que conheças bem.

Escrever

- ✓ tirar anotações sobre assuntos familiares ou previsíveis;
- ✓ escrever cartas sobre assuntos familiares;
- ✓ escrever cartas a amigos sobre livros, música e filmes da tua preferência;
- ✓ escrever sobre acontecimentos, como por exemplo uma visita de estudo;
- ✓ tirar notas básicas numa aula.

b. Em que consiste o *Preliminary English Test (PET) for Schools*?

Os esquemas que se seguem dão-te a conhecer as diferentes partes que constituem o *PET for Schools*, o tempo disponível para a sua realização, assim como a pontuação atribuída a cada parte.

Parte do exame	Conteúdo	Tempo	Pontuação*
Paper 1 Reading and Writing (Leitura e expressão escrita)	Reading (Leitura): 5 partes 35 questões Writing (Escrita): 3 partes 7 questões	1 hora e 30 minutos	Reading: cada questão vale 1 ponto (25% da nota final) Writing: questões de 1-5 valem 1 ponto cada; questão 6 é marcada em 5 pontos possíveis; a questão escolhida (7 ou 8) é cotada em 15 pontos possíveis. (25% da nota final)
Paper 2 Listening (Compreensão oral)	4 partes 25 questões	36 minutos, incluindo 6 minutos para transferir as respostas	Cada questão vale 1 ponto (25% da nota final)
Paper 3 Speaking (Expressão oral)	4 partes	10/12 minutos por dupla de candidatos	(25% da nota final)

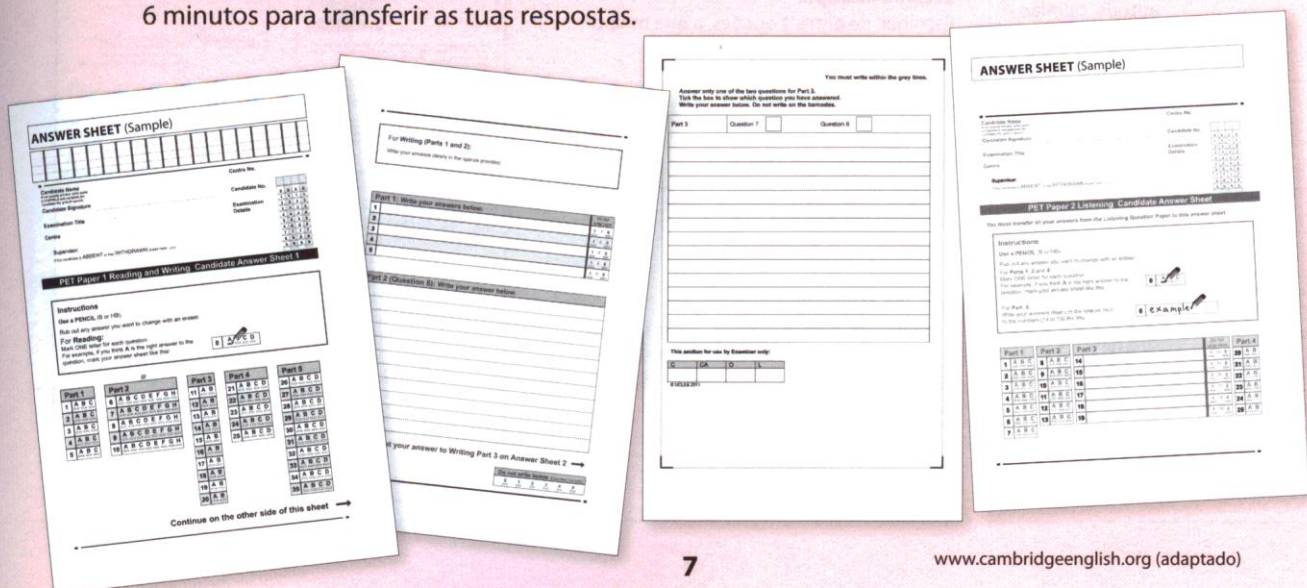
*A escala final é em 100: **Pass with Distinction – Level B2** – (90-100%); **Pass with Merit – Level B1** – (85-89%); **Pass – Level B1** – (70-84%); **Level A2** – (45-69%); **Fail** – (0-44%).

Os candidatos recebem um **Statement of Results**, com informação detalhada do seu desempenho no exame. O **Statement of Results** mostra os resultados do candidato em cada *Paper* e o resultado final, em 100; um gráfico com o desempenho do candidato em cada *Paper*, colocando-o numa escala de *Exceptional; Good; Borderline; Weak*.

Todos os candidatos que obtenham mais de 70% recebem um diploma que certifica a sua passagem no exame PET. Os candidatos com resultado superior a 90% terão uma menção no seu diploma que os seus conhecimentos são de nível B2. Os candidatos que obtenham um resultado entre 45% a 69% recebem um diploma que certifica que têm conhecimentos de nível A2.

No dia do teste, no **Paper 1 – Reading and Writing**, serão entregues o **Question Paper** com as perguntas e a **Answer Sheet**. Poderás utilizar o **Question Paper** para realizares o teste, mas deverás, dentro do tempo estipulado para a prova (1 hora e 30 minutos), transferir todas as tuas respostas para a **Answer Sheet**, pois só esta será alvo de correção.

No **Paper 2 – Listening** serão dados igualmente o **Question Paper** com as perguntas e uma **Answer Sheet**, mas terás, no final do tempo estabelecido (aproximadamente 30 minutos), 6 minutos para transferir as tuas respostas.



Paper 1 – Reading and Writing – 1 hora e 30 minutos

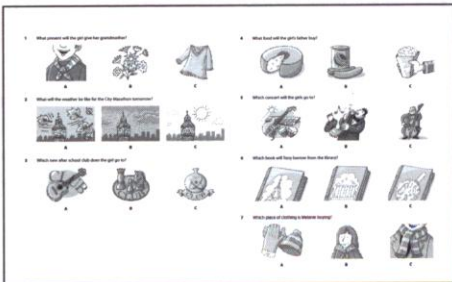
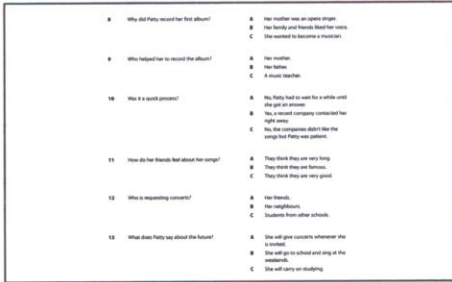
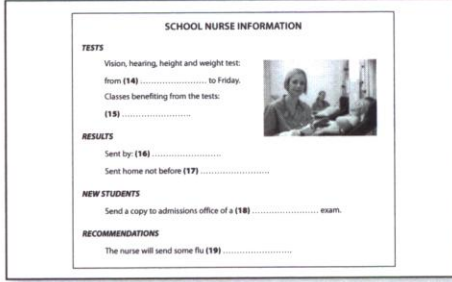
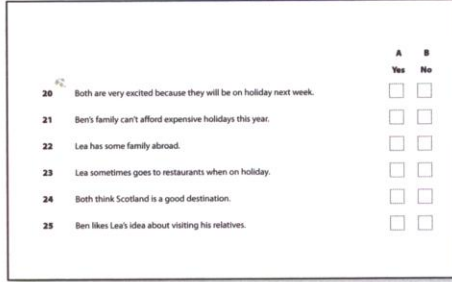
Reading

Parte	Questões	Objetivo	Tipologia de exercício
1	1 – 5	Compreender a mensagem principal de recados reais e outros textos curtos.	Escolha múltipla Escolher, de entre três opções, a que melhor se adapta ao texto respetivo (aviso ou mensagem, anúncio, postal, recado, e-mail, etiqueta, etc.).
2	6 – 10	Compreender informação específica e detalhada.	Correspondência entre textos Escolher, de entre oito textos curtos, autênticos e adaptados, aquele que mais se adequa à descrição de cada uma de 5 pessoas.
3	11 – 20	Compreender um texto factual procurando informação específica.	Verdadeiro / Falso Identificar frases verdadeiras e falsas sobre um texto longo, autêntico e adaptado.
4	21 – 25	Compreender informação detalhada, incluindo a atitude, opinião e propósito do autor; compreender a ideia principal do texto.	Escolha múltipla Escolher, de entre 4 opções, a que melhor responde à questão.
5	26 – 35	Compreender vocabulário, gramática e padrões léxico-estruturais num texto curto.	Escolha múltipla Escolher, de entre 4 opções, a que melhor preenche cada um dos espaços de um texto curto, autêntico, adaptado, factual ou narrativo.

Writing

Parte	Questões	Objetivo	Tipologia de exercício
1	1 – 5	Reformular frases de forma a transmitir a mesma informação, recorrendo a estruturas gramaticais / vocábulos diferentes.	Transformação frásica Completar 5 frases de modo a que mantenham o mesmo sentido das frases originais. Não podem ser usadas mais que 3 palavras. 1 My family really enjoys going to exhibitions in museums. We are all very keen _____ to exhibitions in museums. 2 We usually buy family tickets because they are cheaper. It is less _____ buy family tickets. 3 Last month the coffee shop in the National Gallery reopened. The coffee shop in the National Gallery has been opened _____ a month. 4 You can visit museums for free every first Sunday of the month. You don't _____ to visit museums if you go on the first Sunday of each month. 5 We sometimes go to the open-air museum in the city centre but it is expensive. We _____ usually go to the open-air museum in the city centre because it is expensive.
2	6	Redigir uma resposta adequada, para reagir a um pequeno texto e / ou notas.	Mensagem comunicativa Escrever, em 35-45 palavras, uma mensagem curta – postal, recado, e-mail, etc. – focando os três pontos dados. You are going to watch a play this evening with a group of friends and want to ask your English friend Sally to come too. Write a note for Sally. In your note, you should: - ask Sally to join you this evening - tell what the play will be about - explain where the play is Write 35 – 45 words on your answer sheet.
3	7 – 8	Escrever um texto.	Texto comunicativo Escrever uma carta / e-mail informal ou uma história com cerca de 100 palavras. Question 7 - This is part of a letter you receive from your English friend, Henry. ... It has been raining for weeks! What's the weather like in your country at the moment? What outdoor sports are you able to do at this time of year? Tell me about it. - Now write a letter to your friend. - Write your letter on your answer sheet.

Paper 2 – Listening – 36 minutos (incluindo 6 minutos para transferir as respostas)

Parte	Questões	Objetivo	Tipologia de exercício
1	1 – 7	Identificar informação chave em monólogos ou diálogos informais curtos.	Escolha múltipla Ouvir 7 monólogos ou diálogos curtos e identificar, de entre 3 opções visuais, a resposta adequada. 
2	8 – 13	Identificar informação específica e detalhada.	Escolha múltipla Ouvir um monólogo longo ou entrevista e escolher de entre 3 opções apresentadas a resposta para cada uma das 6 questões. 
3	14 – 19	Identificar, compreender e interpretar informação.	Preenchimento de espaços Ouvir um monólogo e preencher 6 espaços, com a informação em falta. 
4	20 – 25	Identificar detalhes, atitudes e opiniões dos interlocutores.	Verdadeiro / Falso Ouvir um diálogo informal, mais longo, e decidir se as 6 afirmações são verdadeiras ou falsas. 

Paper 3 – Speaking – 10 / 12 minutos

Parte	Tempo	Objetivo	Tipologia de exercício
1	2 / 3 minutos	Fornecer informação pessoal e factual.	Entrevista sobre questões pessoais Responder a questões pessoais, dando informação factual sobre o presente, experiências passadas e planos futuros. Interlocutor A/B Good morning / afternoon / evening. Can I have your mark sheets, please? A/B I'm and this is He / she is just going to listen to us. A Now, what's your name? Thank you. B And what's your name? Thank you. Back-up prompts B Candidate B, what's your surname? How do you spell it? Thank you. A And, Candidate A, what's your surname? How do you spell it? Thank you. How do you write your family / second name? How do you write your family / second name?
2	2 / 3 minutos	Sugerir e reagir a sugestões, discutir alternativas, recomendar e negociar.	Simulação de conversa e negociação Através de um estímulo visual, e após uma introdução dada pelo interlocutor, os candidatos interagem de modo a sugerir, discutir alternativas, recomendar e entrar em acordo.  The interlocutor will place a booklet with 4 photos in front of you. It says that again. A booklet is appearing. Please open it to a page showing a school house. They are planning that they will meet and discuss the photos they could find and talk together about the different places they could visit and decide which place they would like to visit. All right? Talk together. (Now you will be allowed enough time to complete the task.) Thank you. I can't hear the booklet please! (The interlocutor will remove the booklet.)
3	3 minutos	Descrever uma fotografia.	Descrição de imagens Cada candidato descreve uma imagem. As imagens de ambos os candidatos obedecem a um tema em comum. Interlocutor: Thank you. Can I have the booklet please? Now, Candidate B, here is your photograph. It also shows people doing sports. (A booklet with a photograph will be placed in front of Candidate B). Please show it to Candidate A and tell us what you can see in the photograph. 
4	3 minutos	Dar opiniões, expressar preferências e relatar experiências, hábitos...	Conversa sobre um tema Os candidatos conversam entre si, dando opiniões, partilhando preferências, experiências, hábitos, etc. O tema será o mesmo introduzido na parte 3. Interlocutor: Say to both candidates: Your photographs showed people doing sports. Now, I'd like you to talk together about the sports you practise and the ones you like watching. (You will be allowed enough time to complete the task.) Thank you. That's the end of the test.

Na parte de **Speaking** há dois examinadores, um que interage com os candidatos, colocando as perguntas e dando instruções, o interlocutor, e outro que se encontra na sala para fazer anotações sobre a evolução da prova. Este examinador não interage com os alunos.

Os candidatos são agrupados em pares. Quando houver um número ímpar de candidatos, o último grupo será composto por três. Poderá, ainda, excepcionalmente, estar presente um terceiro examinador, mas este estará apenas a assegurar que as provas decorrem dentro do esperado e que os dois examinadores cumprem as normas de aplicação definidas pela Universidade de Cambridge.

Nesta parte avalia-se o seguinte:

- gramática e vocabulário quanto à sua correção, adequação ao tema e fluência;
- pronúncia correta de palavras individuais e entoação frásica;
- capacidade de responder ao que é pedido e manter a conversação.

c. Como podes preparar-te para o *PET for Schools*?

● Antes do exame

Vai tomando nota daquilo que já fizeste ou que já viste.

- ☐ É importante que revejas todo o material das tuas aulas dos anos anteriores. Não te esqueças que o **PET for Schools** incide sobre tudo o que aprendeste desde o 5.º ano!
- ☐ Pratica falar inglês, tanto quanto possível, dentro e fora da sala de aula! Desafia os teus amigos!
- ☐ Revê o vocabulário por tópicos, por exemplo, família, casa, desporto, passatempos... Consulta a secção de estudo (**Content log**) no final do livro.
- ☐ Muitos dos textos que vais ler são textos autênticos adaptados. Subscreve uma revista do teu interesse e lê pequenas obras ficcionais em inglês!
- ☐ Lê atentamente as instruções dos testes para te familiarizares com o que é pedido.
- ☐ Certifica-te que sabes como preencher a folha de respostas.
- ☐ Certifica-te que sabes o que tens que fazer em todas as partes do teste. Para tal, resolve com atenção os **quatro** testes que surgem a partir da página 18. Verifica as tuas respostas no final do livro, na página **195**. Volta a ler os exercícios onde erraste, procurando perceber a resposta certa. Partilha as tuas dúvidas com professores e amigos.
- ☐ Quando estiveres a resolver os testes de prática, procura estar num ambiente calmo, longe de possíveis distrações.
- ☐ Para o teste de *Speaking* podes procurar vídeos em diversos motores de busca com as seguintes palavras-chave: **PET Speaking** ou **PET for Schools Speaking**.
- ☐ Verifica a data e horário do exame e a sala em que vais estar.

● No dia do exame

Antes da hora do exame

- ✓ Chega cedo ao local!
- ✓ Leva um documento de identificação, por exemplo o cartão de cidadão ou o passaporte. Deve ser um original (não uma cópia) e deve ter uma fotografia.
- ✓ Leva vários lápis e borracha.

Durante o READING AND WRITING

- ✓ Ouve com atenção as instruções que te são dadas.
- ✓ Lê atentamente e segue as instruções das questões e da folha de respostas.
- ✓ Controla o tempo.
- ✓ Não deixes nenhuma resposta em branco. Tenta sempre responder.
- ✓ Não te esqueças de transferir corretamente as respostas para a folha de respostas. Usa um lápis.
- ✓ Procura manter a tua folha de respostas limpa e preenchida de forma clara e perceptível. Não escrevas fora dos espaços atribuídos a cada pergunta.

Durante o LISTENING

- ✓ Enquanto estiveres a ouvir, escreve as tuas respostas na folha de questões.
- ✓ Aproveita as pequenas pausas para leres as questões.
- ✓ Durante a primeira audição tenta compreender a ideia global, pensando nas respostas.
- ✓ Usa a segunda audição para verificares as tuas respostas.
- ✓ No final do teste tens seis minutos para copiar as tuas respostas para a folha de respostas com um lápis.
- ✓ Procura manter a tua folha de respostas limpa e preenchida de forma clara e perceptível. Não escrevas fora dos espaços atribuídos a cada pergunta.

Durante o SPEAKING

- ✓ Ouve com atenção as instruções e perguntas do interlocutor.
- ✓ Fala claramente, de modo a que ambos os examinadores possam ouvir-te.
- ✓ Pede ao examinador para repetir as instruções ou uma pergunta, ou ao teu par, se não tens a certeza do que foi dito. Deverás dizer: *Could you repeat, please?*
- ✓ Mesmo que tenhas dúvidas ou sintas insegurança, diz sempre qualquer coisa!

d. Ainda tens dúvidas? – perguntas frequentes

?

Qual é o tempo recomendado para cada exercício no *Reading and Writing*?

Não há tempo recomendado pois algumas tarefas vão demorar mais tempo do que outras, dependendo de como as resolves. Cada aluno tem os seus pontos fortes e fracos e isso vai afetar o tempo que cada um precisa para resolver cada exercício. No geral, 1 hora e 30 minutos dá-te tempo suficiente para concluir todas as tarefas. É importante que vás controlando o tempo.

?

No *Reading and Writing*, se eu não perceber uma palavra posso perguntar o que significa?

Deves perguntar se não perceberes as instruções de um exercício ou se não souberes como preencher a folha de respostas. No entanto, não deves perguntar o significado de uma palavra num texto. Se não perceberes, podes tentar, pelo contexto, adivinhar o que significa. Lembra-te que pode não ser necessário perceberes todas as palavras do texto para responder às questões.

?

Na parte 3 de *Writing* só posso escrever cerca de 100 palavras. Sou penalizado/a se escrever mais?

Não há penalização para a escrita de mais que 100 palavras, mas será conveniente rever o que escreveste se isso acontecer, para evitares repetições e irrelevâncias. Neste caso, poderás perder pontos, dado o efeito negativo que pode causar no leitor. Também poderás perder pontos se escreveres menos que 100 palavras, por falta de informação ou por usares linguagem insuficiente.

?

Há alguma penalização para erros de escrita nas respostas de *Listening*?

Não, desde que seja legível. No entanto, haverá penalização se se tratar de uma palavra frequente, como por exemplo, *Monday*, ou de uma palavra que foi ditada no exercício.

?

Que competências são testadas no teste de *Listening*?

Terás de mostrar que és capaz de captar o sentido geral do que ouves e de retirar informação específica. Para além disso, terás de mostrar que és capaz de identificar as atitudes e opiniões dos interlocutores.

?

Se eu preferir fazer o *Speaking* sozinho, posso escolher?

Não. O exame é realizado em pares com dois examinadores presentes. Caso haja número ímpar de candidatos, os últimos três fazem o exame oral juntos.

?

O que acontece se o outro candidato não me deixar falar durante o *Speaking*?

Os examinadores estão atentos a situações deste tipo e fazem com que os candidatos tenham as mesmas oportunidades para falar.

?

Posso escrever no *Question Paper*?

Podes escrever, sublinhar e fazer as tuas anotações enquanto resolves o exame. Não te esqueças, no entanto, que terás de transferir todas as tuas respostas para a *Answer Sheet* no tempo de realização do exame.

?

Posso usar palavras americanas no exame?

Nos exames de Cambridge aceita-se pronúncia americana, vocabulário e expressões americanas (*flat, candy, going to the movies*) e ortografia americana (*favorite, organize, color*). Poderás utilizar British English (BrE) ou American English (AmE), devendo contudo procurar ser o mais coerente possível quanto à tua escolha.

?

Posso não passar no exame se uma das partes for negativa?

Não. O resultado é global. No *Statement of Results* verás os resultados conseguidos nos diferentes *Papers*, com uma das seguintes menções: *Exceptional, Good, Borderline* ou *Weak*.

2

Practice tests

Nesta secção encontras quatro testes modelo.

Teste 1

Este teste é precedido de uma **resolução passo a passo** para que possas entender as opções tomadas quanto às respostas corretas. Poderás sempre optar por fazer o teste autonomamente, para depois poderes comparar com as explicações apresentadas.

Teste 2

Este teste é precedido de alguns **exercícios** que focam vocábulos e estruturas relevantes destacando, ainda, algumas estruturas onde existem erros mais frequentes. Algumas tarefas dão-te pistas para uma boa resolução dos exercícios. Também poderás optar por resolver o teste de forma mais autónoma.

Teste 3

Este teste contém **dicas de ajuda à resolução**, lembrando estratégias que deverás pôr em prática em cada parte.

Teste 4

Este teste não inclui quaisquer exercícios para que possas treinar uma vez mais.

Test 1

Deves responder às questões nas folhas de resposta que encontras no final do teste 4 (págs. 147-150).

Recomendamos que controles o tempo de realização de cada parte.

Paper 1 – Reading and Writing – 42 questões – 1h e 30 min

Paper 2 – Listening – 25 questões – 30 min (+ 6 min)

Paper 3 – Speaking – 10 / 12 min

Test 1 – Resolução passo a passo

Paper 1 – Reading – Part 1

Questions 1-5

• Objetivo

✓ Compreender a mensagem principal de recados reais e outros textos curtos.

• Tarefa

✓ Escolher, de entre três opções, a que melhor se adapta ao texto respetivo (aviso ou mensagem, anúncio, postal, recado, e-mail, etiqueta, etc.).

Reading • Part 1

Questions 1 – 5

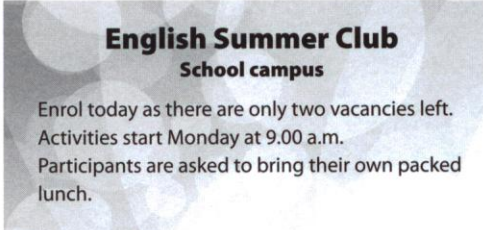
Look at the text in each question.

What does it say?

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

Example:

0



English Summer Club
School campus

Enrol today as there are only two vacancies left.
Activities start Monday at 9.00 a.m.
Participants are asked to bring their own packed lunch.

- A** Only two more people can participate in the club.
- B** Two people should take lunch on Monday.
- C** You can join the club on Monday.

Answer:



1 B é a resposta correta. Deves pensar nas ações mencionadas e no que a mãe tem de fazer.

Mary diz apenas para não se atrasar, não pede à mãe que chegue mais cedo.

Será a Mary que irá cozinhar!

2 B é a resposta correta. Os alunos devem entregar os trabalhos escritos quando começarem as aulas. Deverão fazê-los antes.

Não será o Mr Clark a escrever os textos!

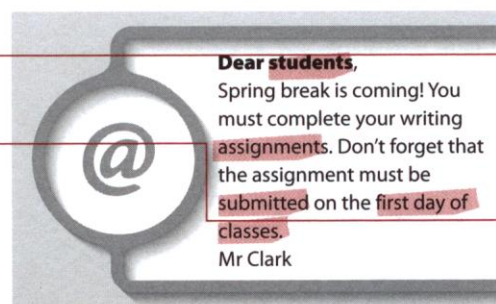
Os alunos deverão escrever os textos durante as férias e não no primeiro dia de aulas.

1

What should **mum** do?

- A** She should arrive earlier.
- B** She should bring some chicken home.
- C** She should cook chicken pie.

2



- A** Mr Clark will write an assignment during the holidays.
- B** Students need to give their assignment to Mr Clark when lessons begin.
- C** Students need to complete their assignment on the first day of classes.

3

KEEP RAW MEAT AND POULTRY SEPARATE FROM OTHER FOODS IN THE REFRIGERATOR.

Wash working surfaces (including cutting boards), utensils, and hands after touching raw meat or poultry.

- A Wash the meat and the vegetables when you need them.
- B Use different cutting boards for the different types of food.
- C Don't mix meat and vegetables in the fridge.

3 C é a resposta correta.

As instruções referem que se devem lavar bancadas, tábuas, utensílios e mãos, mas não referem a carne.

Nenhuma indicação nas instruções acerca deste ponto.

4

Authentic TAI CHI

Beginner Classes
Fridays 7-8 p.m. from 5th
September
Town's Community Centre
First Class Free

- A If you are a beginner, you can join the classes for free.
- B If you want to join the class, enrol on Friday.
- C If you wish to practise a martial art, you can join this club.

4 C é a resposta correta.

Martial Art refere-se ao Tai Chi.

Apenas a primeira aula é gratuita.

As aulas serão às sextas. No anúncio, não há informação quanto à inscrição.

5

Sam,
Sorry, but I will be late this evening.
I'll be in an unexpected meeting in the
office until 8 p.m. We have to cancel
our plans to go to the cinema.
Dad

- A Sam and dad are going to the cinema after the meeting.
- B Sam will only see dad after 8 o'clock.
- C Dad can't go to the cinema as he has a meeting at 8 o'clock.

5 B é a resposta correta.

O pai de Sam só chegará a casa depois das 8:00 uma vez que terá uma reunião até essa hora.

O pai refere que têm de cancelar a ida ao cinema.

A reunião é até (until) às 8:00 e não às (at) 8:00.

Test 1 – Resolução passo a passo

Paper 1 – Reading – Part 2

Questions 6-10

• Objetivo

✓ Compreender informação específica e detalhada.

• Tarefa

✓ Escolher, de entre oito textos curtos, autênticos e adaptados, aquele que mais se adequa à descrição de cada uma de 5 pessoas.

Reading • Part 2

Questions 6 – 10

The young people below all like animals.

On the opposite page there are different places where you can enjoy and discover some things about wildlife.

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

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

- 6 Patty loves big animals and she enjoys learning curious facts about them. She likes listening to stories about animals, so whenever someone talks about them she always pays a lot of attention.



- 7 Susanne is very curious about all facts related to fish. She would like to know more about the biodiversity of the oceans. If she could, she would like to interact with some sea creatures. Her favourite sport is snorkelling.



- 8 Peter has always loved tigers! His bedroom is full of posters with these animals. He would like to take some pictures on his visit! When he goes to a zoo, tigers are the only animals he wants to see!



- 9 Henry's favourite animals are fish and he reads a lot about them. He even has an encyclopaedia about fish and sea creatures! At home he spends a lot of time taking care of his fish bowl. He is interested in learning about sea life in different seas.



- 10 Tracy's favourite animal is the sheep. She would like to visit a real farm and see how they spend their days. If she could, she would like to feed them as well as many other animals.



Discover Wildlife

A The 43 tanks at the **Blue Aquarium** host an infinite variety of species! Interactive displays will give you all **information** about your favourite **fish**. Enjoy a unique experience by enrolling in our school break activities programme. You will get the chance to **swim** with angel fish!

B Right in the heart of the city, the **Animal Paradise** is one of the world's oldest zoos! It is home to orangutans, tigers, red pandas... Spend a great day without travelling a long distance! Come and enjoy wildlife! There are picnic areas for you to relax and have fun!

7 A Susanne gosta de ler informação sobre peixes e pratica mergulho.

C In the **Natural History Museum** there are **dinosaurs**, **mammoths** and other life-sized animals to discover. You will love the **guided tour** with a specialist, who will tell you all about these animals, including the most incredible **facts**!

D If you like farm animals and the countryside, go to the **City Farm**. This farm is situated in the surroundings of the city and it was built so that people could learn how a farm was in the past. It is a sort of a zoo, but only with farm animals!

6 A Patty gosta de animais grandes e de ouvir histórias sobre eles.

E **Green Wood** is known for its fantastic work in biodiversity preservation! Here you can discover the rich flora of the woods but mainly witness the beauty of the birds that live in the trees. You can take a walk or ride your bike!

F **Butterfly Castle** is a **real working farm** that you can visit with your family to see farm animals. More than 1,000 lambs are born on this farm each year. You can also take the opportunity to ride a horse and discover the diverse landscape and untouched plant life.

10 A Tracy gostaria de visitar uma quinta verdadeira. O texto D também refere uma quinta mas que é, na realidade, uma espécie de zoológico.

G The **Wild Cats Park** is a zoological research centre dedicated **solely** to the **cat family**. You can see sand cats, tigers and lions! This park was primarily created for the preservation of cats. All cats are living in entirely natural enclosures, so your **photos** will look great!

H **Tropical Aquarium** presents some 5,000 animals, which include electric fish, sharks, piranhas... Here you will be able to experience aquatic biodiversity from **all over the world**. You will be amazed with our enormous aquarium!

8 O Peter gosta apenas de ver felinos e quer tirar fotografias destes animais. O texto B refere que se podem ver tigres, entre outros animais e não refere fotografias.

9 O Henry gosta de aprender sobre peixes de vários oceanos do mundo.

Test 1 – Resolução passo a passo

Paper 1 – Reading – Part 3

Questions 11 – 20

• Objetivo

✓ Compreender um texto factual, procurando informação específica.

• Tarefa

✓ Identificar frases verdadeiras e falsas sobre um texto longo, autêntico e adaptado.

Reading • Part 3

Questions 11 – 20

Look at the sentences below about a restaurant.

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

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

11 Afirmação correta (A). uma vez que a expressão *in the heart of* significa *no coração de*, ou seja, no centro.

12 Afirmação correta (A). A expressão *zero-waste* significa que o restaurante reciclará o lixo que produzir e não o deitará fora.

13 Afirmação incorreta (B). O texto refere que o restaurante abrirá daqui a menos de uma semana.

14 Afirmação incorreta (B). uma vez que a máquina exposta na entrada servirá para reciclar e não para expor a comida, como a afirmação refere.

15 Afirmação correta (A). Os ingredientes usados são comprados maioritariamente a produtores locais.

11 The restaurant is situated in the city centre.

12 Silo wants to be known as the restaurant that does not throw rubbish away.

13 The restaurant opened last week.

14 The special compost machine was bought to display the restaurant's food.

15 Most of the food will come from places nearby.

16 The chef will produce some of the products used at the restaurant.

17 The chef believes that the food he chooses has got the best flavour.

18 Coffee will be served in recycled jam jars.

19 They will save paper by sending an email to customers with the receipt.

20 Solar panels were installed in the restaurant to save energy.

16 Afirmação correta (A). A farinha e as bebidas alcoólicas são produzidas no restaurante.

17 Afirmação correta (A). O chef diz que a comida que escolhe sabe melhor – *tastes better*.

18 Afirmação incorreta (B). As bebidas são servidas em frascos, à exceção do café.

19 Afirmação correta (A). Os recibos são enviados por e-mail para poupar papel.

20 Afirmação incorreta (B). Há planos para a instalação de painéis solares.

Simple, sustainable and not 'superchef': the UK's first zero-waste restaurant

Silo in Brighton mills its own flour for bread, brews its own alcoholic drinks and recycles all food waste. The chef and founder explains why it dares to be different.

Photograph: Jonathan Cherry



On the ground floor of a handsome industrial-looking building in the heart of Brighton's trendy (11) North Laine district, something of a first in the restaurant world is about to take place. The UK's first zero-waste eatery is (12) going to open in just under a week's time. (13)

The restaurant – Silo – is aiming to massively become an example when it comes to all ethical and culinary issues. It will recycle all of its waste and has invested in a special compost machine – proudly displayed near the entrance – (14) to process all of its food scraps. Supplies will be delivered in reusable containers. Ingredients are being bought directly from (mostly local) farmers and producers. (15) There are no middlemen. Food sources are chosen in a way that natural order is respected, allowing ingredients to be savoured without unnecessary processing. At Silo quality is provided through purity, adopting a more primitive diet using both modern and ancient techniques. Flour for the restaurant's bread is milled in the restaurant. Alcoholic drinks are brewed in the basement. (16) By creating everything on site from its purest form Chef Douglas McMaster believes he can capture real food, and real food tastes better. (17)

Silo has been designed from back to front, always with the bin in mind. The production of waste has been eliminated by simply choosing to trade directly with farmers. Dishes will be served on amazing plates made from recycled plastic bags, with drinks – in the main, coffees are excluded for obvious reasons – to be drunk out of recycled jam jars (18) and receipts emailed to customers to save paper. (19) The toilets will be flushed with waste from coffee machines, plus there are plans for solar panels to ease the electricity usage. (20) The compost machine set inside Silo, will turn all of the restaurant's scraps and trimmings directly into a compost used to produce more food... Closing the loop.

www.theguardian.com and silobrighton.com
(abridged and adapted)

Test 1 – Resolução passo a passo

Paper 1 – Reading – Part 4

Questions 21-25

• Objetivo

- ✓ Compreender informação detalhada, incluindo a atitude, opinião e propósito do autor; compreender a ideia principal do texto.

• Tarefa

- ✓ Escolher, de entre 4 opções, a que melhor responde à questão.

Reading • Part 4

Questions 21 – 25

Read the text and questions below.

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

What it's like to have a best friend who's also your mom?

Short answer: Wonderful. And terrifying.

by Julia Rubin



Last weekend, my best friend came to visit me. We went to my favourite neighbourhood spots for dinner with my other best friends – the ones who live in New York – and **we talked a lot about everything and nothing. (22)**

When it came time for her to leave, my heart sunk. It's painful being a plane ride away from each other, but as we always do before we part, we made sure to set a date for the next time we'd be together.

This best friend isn't a high school pal or a college roommate: She's my mom. Our relationship is the most significant, and also the most difficult, in my life.

I feel incredibly lucky to be connected to my mom the person (as opposed to my mom the relative) in such a real, deep way. I can tell her anything (she's not a judger), and even though we're so different from each other, she just gets me.

Our friendship is far from unusual. Moms and daughters are closer now than ever before thanks to a bunch of factors, the most obvious being technology. **My mom and I text and chat during the day, and chat on the phone at night. (23)** We can be in constant contact if we need to be.

So, for now, **I'll try to stop worrying**, chat to my mom to see how her day's going, **and look forward to our next best friend weekend. (24)**

TeenVogue.com
(abridged and adapted)

- 21** What is the writer's main purpose in writing the text?
- A** Describe her mom's visit to New York.
B Explain that her mother is her best friend.
C Write about technology and relationships.
D Explain why her relationship with her mother is different.
- 22** What do we learn about the visit?
- A** They cried a lot.
B They talked a lot about different topics.
C They went to restaurants for lunch.
D They went to lots of friends' houses.
- 23** How do mother and daughter keep in touch?
- A** They send messages, chat online and on the phone.
B They write letters and phone each other.
C They visit each other every weekend.
D They send messages in the evening.
- 24** What does she say about her feelings right now?
- A** She hopes to see her mother next weekend.
B She is very worried about her mother.
C She wants to see her mom more often.
D She tries not to worry and wait for the next visit.
- 25** Which of the following best describes the writer's opinion?

A My mother is my best friend and we keep in touch regularly.

B My mother visits me every weekend and we chat online.

C I am going to visit my mother next weekend and I am going to send her a message about it.

D I like talking to my mother online and I hardly ever miss her.

21 B é a resposta **correta**.

22 B é a resposta **correta**.
 Refere que falaram sobre vários assuntos.

23 A é a resposta **correta**.
 No texto refere que a autora e a sua mãe falam por mensagem, telefone e usam o chat.

24 D é a resposta **correta**.
 Ela não vai estar preocupada e espera ansiosamente pelo próximo fim de semana que estarão juntas.

25 A é a resposta **correta**.
 Tanto a primeira como a última pergunta estão normalmente relacionadas com o texto na sua globalidade: a primeira questão aponta para a **razão da escrita do texto** e a última para a **opinião do autor** ou para algo que pudesse ser um desenlace natural do texto. Deverás inferir o sentido, pela leitura cuidada e pela compreensão da ideia principal.

Test 1 – Resolução passo a passo

26 – which – apenas este pronome permite referir os paus onde vivem os insetos.

27 – the – aqui debes prestar atenção ao superlativo que se pretende formar.

28 – from – *from* complementa a ideia de *from... to*, que se refere à variedade de insetos que existem.

29 – than – formação de um comparativo, indicado pelo adjetivo *large* com sufixo *-r*.

30 – but – ideia contrastiva, apenas veiculada com *but*.

31 – feed – após *they* é necessário colocar um verbo, neste caso com a ideia de comer/alimentar. Com a preposição *on* resta a opção *feed*.

32 – all – a expressão é *all of their day*, as outras opções necessitariam de uma ideia plural.

33 – hidden – apenas o participio pode complementar a ideia. As outras formas do verbo correspondem a tempos verbais que necessitariam de uma frase para estarem completos.

34 – making – prestar atenção à collocation – *to make it difficult...*

35 – could – a escolha deste modal prende-se com a incerteza, assumindo-se que deverá aquela prática estar relacionada com a vulnerabilidade da espécie.

Paper 1 – Reading – Part 5

Questions 26 – 35

• Objetivo

✓ Compreender vocabulário, gramática e padrões léxico-estruturais num texto curto.

• Tarefa

✓ Escolher, de entre 4 opções, a que melhor preenche cada um dos espaços de um texto curto, autêntico, adaptado, factual ou narrativo.

Reading and Writing • Part 5

Questions 26 – 35

Read the text below and choose the correct word for each space.

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

Example:

0 **A** its **B** my **C** is **D** an

Answer: **0** 

Stick Insect

As **(0)** name suggests, the stick insect looks like the twigs among **(26)** it lives, providing it with **one of (27)** **most efficient** natural camouflages on Earth. There are approximately 3,000 species of stick insects and leaf insects.



Stick insect species, often called walking sticks, **range** in size **(28)** a tiny species of North America (11.6 millimeters) to a huge one of Borneo. This giant measures over 55 centimeters with its legs outstretched, making it one of the world's longest insects. Females are normally **larger (29)** **males**.

These insects generally have the colour of the place where they live. They are **normally green or brown, (30)** **some species are brilliantly coloured** and others striped. Many stick insects have wings and a number of species have spines and tubercles on their bodies.

Found mostly in the tropics and subtropics stick insects also live in forests and grasslands, where **they (31)** **on** leaves. Mainly nocturnal creatures, they spend **(32)** **of their day** without moving, **(33)** **under plants**.

Little is known about stick insects, **(34)** **it difficult** to declare the vulnerability of their status in the wild. The pet trade **(35)** be a potential threat, along with the popular practice of framing their carcasses, like butterflies.

www.animals.nationalgeographic.com/ (abridged and adapted)

- | | | | | | | | | |
|-----------|----------|--------|----------|---------|----------|--------|----------|---------|
| 26 | A | whose | B | which | C | what | D | who |
| 27 | A | a | B | its | C | the | D | their |
| 28 | A | from | B | of | C | about | D | in |
| 29 | A | then | B | than | C | as | D | more |
| 30 | A | if | B | or | C | but | D | as |
| 31 | A | eat | B | feed | C | food | D | produce |
| 32 | A | many | B | all | C | much | D | lots |
| 33 | A | hidden | B | hid | C | hide | D | hides |
| 34 | A | doing | B | knowing | C | giving | D | making |
| 35 | A | must | B | should | C | are | D | could |

Paper 1 – Writing – Part 1

Questions 1 – 5

• Objetivo

- ✓ Reformular frases de forma a transmitir a mesma informação mas recorrendo a estruturas gramaticais/vocábulos diferentes.

• Tarefa

- ✓ Completar 5 frases de modo a que mantenham o mesmo sentido das frases originais. Não podem ser usadas mais que 3 palavras.

Writing • Part 1

Questions 1 – 5

Here are some sentences about museums.

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

Use no more than three words.

Write only the missing words on your answer sheet.

You may use this page for any rough work.



Example:

- 0 I prefer going to museums than visiting libraries.
I like museums _____ libraries.

Answer: 0 more than

- 1 My family really enjoys going to exhibitions in museums. _____
We are all very keen _____ to exhibitions in museums.
- 2 We usually buy family tickets because they are cheaper. _____
It is less _____ buy family tickets.
- 3 Last month the coffee shop in the National Gallery reopened. _____
The coffee shop in the National Gallery has been opened _____ a month.
- 4 You can visit museums for free every first Sunday of the month. _____
You don't _____ to visit museums if you go on the first Sunday of each month.
- 5 We sometimes go to the open-air museum in the city centre but it is expensive. _____
We _____ usually go to the open-air museum in the city centre because it is expensive.

1 – A palavra **keen** é seguida da preposição **on** + **-ing**.

2 – Mantém-se a ideia do preço dos bilhetes, agora expressa com um novo adjetivo, usando o comparativo de inferioridade.

3 – Na segunda frase usa-se o Present Perfect (*has been*) e quer-se reforçar a ideia do tempo que passou desde que o café abriu. A duração temporal, associada ao Present Perfect, exprime-se aqui com **for**.

4 – A expressão **for free** é substituída na segunda frase. Inicia-se a frase com **You don't** e deve acrescentar-se o verbo **pay** com o verbo modal.

5 – Na segunda frase o advérbio de frequência (**usually**) contrasta com o advérbio da primeira frase (**sometimes**). Apenas a negativa permite tornar as frases idênticas.

Test 1 – Resolução passo a passo

Paper 1 – Writing – Part 2

Question 6

• Objetivo

✓ Redigir uma resposta adequada, para reagir a um pequeno texto e / ou notas.

• Tarefa

✓ Escrever, em 35 – 45 palavras, uma mensagem curta – postal, recado, e-mail, etc. – focando os três pontos dados.

You are going to watch a play this evening with a group of friends and want to ask your English friend Sally to come too.

Write a note for Sally. In your note, you should:

- ask Sally to join you this evening
- tell what the play will be about
- explain where the play is

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

Lê a resposta tipo e repara que todos os pontos foram considerados.

Dear Sally,

We are going to watch a play this evening. **Would you like to join us?**

The play will be about a phantom in a haunted castle.

It will be in the school auditorium.

It would be great if you could meet us.

Love,

Melissa

Would you like to join us?
– ask Sally to join you this evening.

The play will be about a phantom in a haunted castle.
– tell what the play will be about.

It will be in the school auditorium. – explain where the play is.

Paper 1 – Writing – Part 3

Question 7 or 8

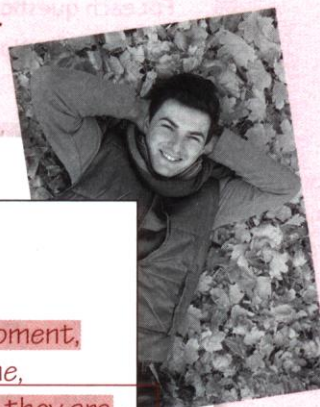
• Objetivo

- ✓ Escrever um texto.

• Tarefa

- ✓ Escrever uma carta / e-mail informal ou uma história com cerca de 100 palavras.

Lê a carta que se segue, como sugestão de resposta à pergunta **7** da página **50**, e sublinha frases/estruturas que poderão ser comuns a todas as cartas informais. Compara as tuas respostas com os sublinhados nas soluções.



Dear Henry,

Thank you for your letter. It's good to hear from you.

You asked me about the weather in my country. At the moment, it's raining a lot. We have to carry our umbrellas all the time, everywhere. It is autumn, so temperatures are lower than they are in summer. There are some windy and cloudy days. You see leaves falling off the trees everywhere. You still see a lot of people jogging in parks, despite the cooler temperatures. I usually go to the nearest park with my mum and we run for 30 minutes. What about you? Do you like jogging?

Write soon,
Peter

– resposta a "What's the weather like in your country at the moment?"

– resposta a "What outdoor sports are you able to do at this time of year?"

Lê a sugestão de resposta à questão **8** da página **50** e sublinha os conectores (**linking words expressions**) que encontras. Repara que a história começa com a frase dada. Compara as tuas respostas com as palavras que surgem sublinhadas nas soluções.

It was the first time I was camping with my friends. We only stayed at the camp for two days but we were very excited. We slept in a dorm. We also had our meals in a nice cafeteria.

On the second day, the camp tutors were organising activities for the evening while we were swimming in the lake. Suddenly, Jenny felt sick and she disappeared. At that moment, we were scared to death! We shouted for help and luckily a tutor came to help us.

At the end of the day, we were all safe and sound and we enjoyed the rest of the trip.

Test 1 – Resolução passo a passo



CD

Track 1

Lê as transcrições do exercício e repara nas partes destacadas que indicam as respostas certas às questões da página 51.

Para realizares este listening deverás ouvir a faixa 1 do CD ou ir a www.areaseditores.pt

Lembra-te de que ouves o exercício sempre duas vezes!

Paper 2 – Listening – Part 1

Questions 1-7

• Objetivo

✓ Identificar informação chave em monólogos ou diálogos informais curtos

• Tarefa

✓ Ouvir 7 monólogos ou diálogos curtos e identificar, de entre 3 opções visuais, a resposta adequada.

There are seven questions in this part.

For each question there are three pictures and a short recording.

For each question, choose the correct answer **A, B or C**.

1 ONE – What present will the girl give her grandmother?

Boy: Lilly, have you decided on a present for granny? We were thinking about some flowers...

Girl: Flowers? But that was what I gave her last year!

Boy: Oh, I remember. That wouldn't be nice then...

Girl: Why don't you buy her **a scarf to go with this lovely pink blouse** I bought yesterday?

Boy: Great idea! Thanks!

2 TWO – What will the weather be like for the City Marathon tomorrow?

Man: Good evening! Tomorrow London will host the City Marathon. Last year's Marathon took place on a warm, dry Sunday in April, with temperatures reaching 15 °C and not a drop of rain. **Tomorrow** runners will have some **wind**. This will help them get around the course easily! Good luck to everyone!

3 THREE – Which new afterschool club does the girl go to?

Boy: So, are you enjoying the chess club, Mary? It's on Wednesdays, right?

Girl: No, that was last year! This year they changed it to Tuesdays, and I can't go because on that day I have my favourite club – the Science Forum! It's the same group from last year! I love it! Now, I still play chess, but with my dad, who knows how to play it very well.

Boy: But there's a club on Wednesdays, right?

Girl: Yes, I go to the **guitar club**. You know how I have always loved playing the guitar! I am helping new students to learn! It has been fun! **I started last week!**

4 FOUR – What food will the girl's father buy?

Girl: Daddy, we have to finish the shopping list to buy all the things we need for mummy's birthday! She will love the surprise!

Man: Oh, yes, you're right. You mentioned that we didn't have any popcorn...

Girl: No, dad. I checked it and it seems there is still one package left. We need to buy some **sausages** for the hotdogs!

Man: OK. Let me look in the fridge – hmm – there are some here but **I'd better get more from the supermarket**. We haven't got much cheese either, but I think there will be enough for the pizzas.

Girl: OK. Let's go to the supermarket, then!

5 FIVE – Which concert will the girls go to?

- Man:* So, girls, have you decided on the concert you would like to go to this summer? I need to get the tickets online.
- Girl:* Well, dad. We'd really like to go to the summer festival.
- Man:* I know, but we have already agreed that it wouldn't be a good idea for you to take the train... And as you know I can't drive you there.
- Girl:* Kathy told us about a jazz concert she will be going to, but I've already checked and the tickets are sold out.
- Man:* So, **why don't you try the classical concert!** You'll love it! And I can drive you there, as I am also going!
- Girl:* OK, then...

6 SIX – Which book will Tony borrow from the library?

- Woman:* Good morning! Can I see your membership card? Are you borrowing these three books?
- Boy:* Yes, I would like to...
- Woman:* Let me check... I believe you have two French books at home, so you can only take one today.
- Boy:* Uhm... I really wanted these two Biology books, but as **I am doing an assignment** for my **History** class, I think I'll leave these ones here.
- Woman:* All right. Please bring the books back next week.

7 SEVEN – Which piece of clothing is Melanie buying?

- Woman:* Come on, Melanie! You have to make up your mind! Do you like these gloves and hat? See! They match! We could buy these!
- Girl:* Mum, I have got plenty at home. And you know how much I hate wearing hats in winter! **I'd rather choose this scarf.** Can we go now?
- Woman:* Wait a moment! You have so many scarves! Why don't we take this handkerchief instead! You said you liked it!
- Girl:* Mum...
- Woman:* All right then! You know the **scarf** costs as much as the gloves and hat... But **OK**...

Test 1 – Resolução passo a passo



CD

Track 2

Lê as transcrições do exercício e repara nas partes destacadas que indicam as respostas certas às questões da página 53.

- 8** Why did Patty record her first album?
9 Who helped her to record the album?
10 Was it a quick process?
11 How do her friends feel about her songs?
12 Who is requesting concerts?
13 What does Patty say about the future?

Para realizares este listening deverás ouvir a faixa 2 do CD ou ir a www.areditores.pt

Lembra-te de que ouves o exercício sempre duas vezes!

Paper 2 – Listening – Part 2

Questions 8 – 13

• Objetivo

- ✓ Identificar informação específica e detalhada.

• Tarefa

- ✓ Ouvir um monólogo longo ou entrevista e escolher de entre 3 opções apresentadas a resposta para cada uma das 6 questões.

There are seven questions in this part.

Questions 8–10 are about a singer called Patty. Questions 11–13 are about a school concert.

Interviewer: Patty Ball is a fourteen-year-old singer whose first album has recently been released. Patty, would you like to tell us something about the album?

Girl: Well, I've always had a special connection to music. My grandfather was a musician and my mother is an opera singer. I remember being very young and inviting all my family to gather in the living room for my little concerts! Then I joined the school band and we started to play at school parties and **my family and friends were always telling me that I had a good voice... (8B)** I write my own songs... I love writing lyrics, so my parents supported this idea of recording an album... It was a great experience.

Interviewer: Did you have any help from musicians?

Girl: Yes, my mother works in a music school. She teaches there and she obviously knows a lot of people in this area... So, I met **a lovely teacher who helped me throughout the preparation of all the songs (9C)** I would like to include and helped me with technical stuff... My father was also very supportive but at the same time very nervous about everything, so...

Interviewer: Was it easy for you to find a record company?

Girl: **No, it wasn't... (10A)** There were some companies that actually said they liked my songs but weren't looking for new talents, so **there was some waiting involved... (10A)** But I managed to be patient and I'll never forget the day when one of the record companies contacted my parents saying they would be interested in my songs and in working with me!

Interviewer: That must have been amazing!

Girl: Yeah. My grandfather was at home, at that time, and he couldn't believe it was for real! We were all very happy, including my two little puppies! *(laughing)*

Interviewer: What have your friends been telling you?

Girl: They have listened to the songs and **they love them because they think they are really good (11C)** and they will be hits soon. They usually listen to them for hours in a row. At least that's what they keep telling me. They want me to sing for them all the time. **Some students from other schools in the neighbourhood have contacted me, because they want me to perform at their end-of-year school parties. (12C)** I am happy that this is happening to me!

Interviewer: So you're planning to give concerts from now on...

Girl: Yes, I'd really like to be in concerts all the time but I still have school and I've promised my parents that I'd continue being very responsible regarding school and **I would concentrate on my studies... So, I'm only available for concerts at the weekends! (13B)**

Paper 2 – Listening – Part 3

Questions 14 – 19

• Objetivo

- ✓ Identificar, compreender e interpretar informação.

• Tarefa

- ✓ Ouvir um monólogo e preencher 6 espaços, com a informação em falta.



CD

Track 3

Good afternoon. My name is Laurence Hall and I am the new school nurse. I would like to give you some information about the service I will provide throughout the year. Vision, hearing, height and weight tests will be

Tuesday

conducted Tuesday through Friday (14) for kindergarten

kindergarten

(15) classes. If your child wears glasses please be sure he/she is wearing them to school during this week. Results for vision and hearing will be sent home via email (16)

email

11th of December

until 11th of December (17), so I would like to ask for you to let me know if there have been any changes in your email addresses. I will only be sending results of children who need to be seen by a doctor. If your child's tests are fine, you will not be notified of the results. Should you wish to know the results, please contact me directly.

physical exam

As a reminder all new students must have a current physical exam on file. So, if it is the first year your child is attending this school, please submit a copy of his/her most recent physical exam as soon as possible; if you haven't already done so. These copies should be sent to the school's admission office (18).

Lastly; flu season is almost here! Protect yourself and your child; contact your child's Pediatrician to schedule a flu shot today. Remember that last season's flu shot will not protect your child. I'll send you some more information about this (19).

information

Please feel free to contact me at any time with questions and/or updates to your child's health. You can reach me on the phone or by email. I'll be happy to help. Thank you.

Lê as transcrições do exercício e repara nas partes destacadas que indicam as respostas certas às questões da página 54.

Para realizares este listening deverás ouvir a faixa 3 do CD ou ir a www.areditores.pt

Lembra-te de que ouves o exercício sempre duas vezes!

Test 1 – Resolução passo a passo



CD

Track 4

Lê as transcrições do exercício e repara nas partes destacadas que indicam se as afirmações da página 55 são verdadeiras ou falsas.

- 20** Ella didn't expect to enjoy the film.
21 Marcus felt the main actor didn't perform well.
22 Both Ella and Marcus loved the movie soundtrack.
23 Ella was angry because some of the audience members were noisy during the film.
24 The man sitting next to Ella talked on the phone during the film.
25 They like all the films by this director.

Para realizares este listening deverás ouvir a faixa 4 do CD ou ir a www.areditores.pt

Lembra-te de que ouves o exercício sempre duas vezes!

Paper 2 – Listening – Part 4

Questions 20 – 25

• Objetivo

✓ Identificar significado mais detalhado, atitudes e opiniões dos interlocutores.

• Tarefa

✓ Ouvir um diálogo informal, mais longo, e decidir se as 6 afirmações são verdadeiras ou falsas.

Boy: That was a great film... Don't you think so?

Girl: Well, that was a complete surprise to me! I didn't know what I was going to see at all. **I thought I wouldn't like it, because I don't like that actor that much! (20A)** But I'm glad you've invited me!

Boy: Great! Good to hear that! **I'm not a big fan of the main actor either but I was surprised by his performance. (21B)**

Girl: Yes, me too! And **I loved the soundtrack!** I think this will become one of my favourite movie soundtracks! Oh, remember the part when they met for the last time? You know how much I like the violin! That was amazing!

Boy: Well, it was ok but **I didn't really love it! (22B)** As I'm not sure it was the best soundtrack so far! Epic soundtracks are my favourite.

Girl: Yeah, I know. Anyway... **I was a little bit upset with the two boys sitting in front of us... They kept talking when the music was playing... (23A)** I don't think they were enjoying the film that much... Did you hear them?

Boy: No, I didn't notice it. I did notice the man sitting next to you... He left the room and came back at least 5 times! **His phone was always buzzing! (24B)** He was so noisy every time he left that I couldn't concentrate! That's why I decided to leave for five minutes. Sorry!

Girl: Well, anyway. The film was great! I think one of the best by this director.

Boy: Hmm, that's true. Do you remember the last one we saw, when there were about 10 minutes of the film with all those landscapes and nothing happened?

Girl: Yes, **that was terrible! No doubt this film is a lot better! (25B)**

Boy: So, shall we see what's on next week? Maybe we can see another film together... Or would you like to go out for coffee instead?

Girl: The cinema... You know how much I love films!

Paper 3 – Speaking – Part 1

• Objetivo

- ✓ Fornecer informação pessoal e factual.

• Tarefa

- ✓ Responder a questões pessoais, dando informação factual sobre o presente, experiências passadas e planos futuros.

Do you study English at school?

Yes, I have been studying English since the 5th grade.

Do you like it? Why? / Why not?

Yes, I do. I like learning English because I can communicate with people when I travel.

What's your favourite school subject? Why?

My favourite school subject is Science. I really enjoy my Science lessons because I like the experiments we do in class.

Tell us about your English teacher.

My English teacher is very friendly and teaches English very well. She/He reads us a lot of different stories and we learn a lot from that.

What do you enjoy doing in your free time?

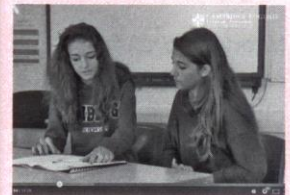
When I have spare time I like watching TV with my friends and I love listening to music. I also like going to the cinema.

Tell us about your family.

There are six people in my family: my grandparents, my parents, my elder sister and me. My grandparents like gardening and keep our garden very beautiful. My father is an engineer and he travels a lot. My mum is a designer and she draws very well. I like playing with my sister and we are very happy together.

Lê o diálogo seguinte, como exemplo do que poderá surgir na primeira parte do **Speaking Exam**.

Em www.youtube.com poderás visualizar exemplos de uma **Speaking Session**.



Segue o guião da página 56 e pede a ajuda de alguém para poderes treinar. Lembra-te que o segredo para um bom **Speaking** é não parares de falar. Deverás dar respostas o mais completas possível.

Test 1 – Resolução passo a passo

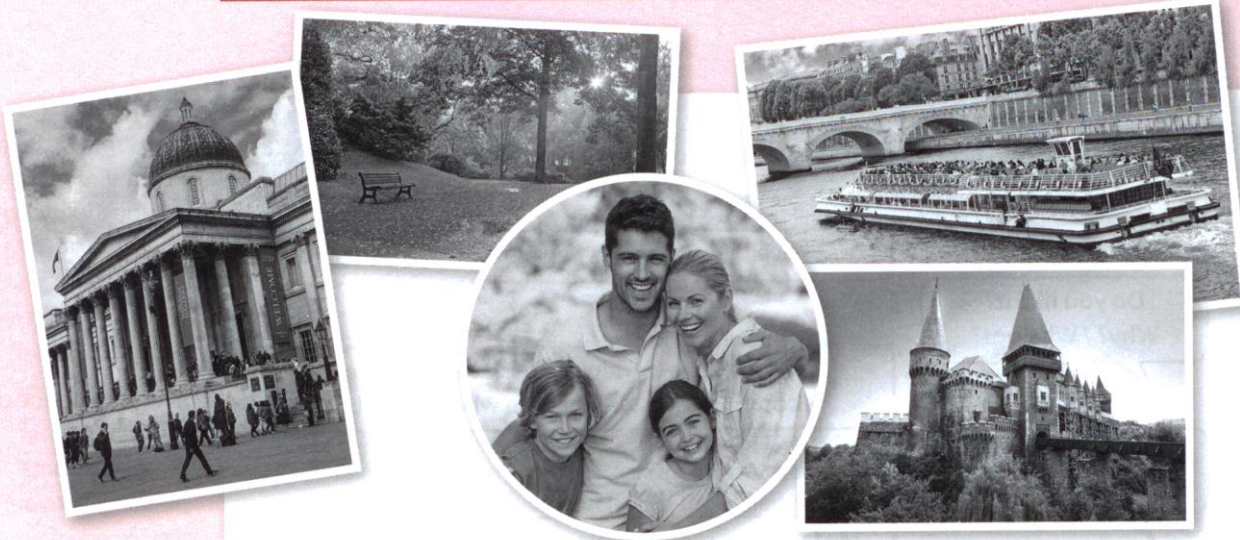
Paper 3 – Speaking – Part 2

• Objetivo

✓ Sugerir e reagir a sugestões, discutir alternativas, recomendar e negociar.

• Tarefa

✓ Através de um estímulo visual, e após uma introdução dada pelo interlocutor, os candidatos interagem de modo a sugerir, discutir alternativas, recomendar e entrar em acordo.



Interlocutor: A family is spending three days in a big city during a school break. They are planning their long weekend and choosing the places they would like to visit. Talk together about the different places they could visit and decide which place they would enjoy most.

Lê o diálogo ao lado entre dois alunos, como sugestão de resposta à questão da página 57, e sublinha expressões que te poderão ser úteis nesta parte. Compara as tuas ideias com o sugerido nas soluções.

- A:** Shall I start? Well, we have to talk about the different places the family could visit and then we need to decide which place they would enjoy most.
- B:** Yes, why don't we start with the museum... I guess it could be a good idea to visit the museum, as there might be good exhibitions at this time!
- A:** You're right, but sometimes it is a little bit expensive and I'm also not sure if the children will like going to the museum... What do you think?
- B:** Exactly. I haven't thought about that. The same with the art gallery, although sometimes there are interesting exhibitions for kids. I don't know if they would fancy this... Well, going to the park would be a great idea, if the weather is good.
- A:** That's a good idea. They can always have a picnic and enjoy the sunny weather of the city. They could also go to the river for a boat ride. I think the children would enjoy that, don't you think so?
- B:** Oh, yes! Definitely. Children love boats and I don't think that getting the tickets for the ride would be very expensive! Do you agree?
- A:** Yes, I think you're right! Visiting the castle would probably be more expensive and the kids could get bored during the visit, because it is a very big castle! How do you feel about that?
- B:** I agree. Usually visits to castles take too long... So, which place do you think the family would prefer?
- A:** I think the river cruise would be best! They will have fun, for sure!
- B:** OK then. We can say that we both agree that the river cruise would be an option for the whole family to spend some good time together!

Paper 3 – Speaking – Part 3**• Objetivo**

✓ Descrever uma fotografia.

• Tarefa

✓ Cada candidato descreve uma imagem. As imagens de ambos os candidatos obedecem a um tema em comum.



This photograph shows young people in an indoor swimming pool. The boys and girls are teenagers and it seems they are having a swimming lesson. This man on the right is probably their teacher. Right now they are not swimming, because they are posing for the photo or they might be taking a break. I believe they could be just swimming as a

free time activity or a hobby or they could be part of a team. In that case, they are preparing for competition and they have to practise really hard and quite often to get good results. You can tell they are having fun because they are smiling and they look interested in what the teacher is saying. The swimming pool is very long and maybe deep. I think it might be warm inside as these pools are often very warm places but the weather outside could be cold. It looks as if it is foggy.



This photograph shows people doing a sport. They are exercising and they are outside in a park. I think it could be an aerobics class or maybe they are warming up before they go jogging. They are all very happy and they are all smiling. They don't look very tired. It's sunny and people seem to be enjoying these good weather conditions. They're wearing sports clothes and running

shoes, appropriate for what they're doing. They are all young and fit, probably because this is something they usually do. I think it's a very nice idea to get together with a group to exercise because people can help each other. The man in the centre could be the teacher or a coach or maybe they are just a group of friends. Anyway, I also like jogging, but I prefer to play football.

Interlocutor: Now, I'd like each of you to talk on your own about something. I'm going to give each of you a photograph of young people doing sports. Candidate A/B, please tell us what you can see in our photograph.

Lê as sugestões de resposta dadas para a descrição de cada fotografia que te é pedida na página 58. Identifica linguagem que poderás usar nesta parte, independentemente da fotografia que tenhas para descrever. Compara as tuas respostas com as palavras sublinhadas nas soluções.

Test 1 – Resolução passo a passo

Paper 3 – Speaking – Part 4

• Objetivo

✓ Dar opiniões, expressar preferências e relatar experiências, hábitos...

• Tarefa

✓ Os candidatos conversam entre si, dando opiniões, partilhando preferências, experiências, hábitos, etc. O tema será o mesmo introduzido na parte 3.

Lê o diálogo apresentado como sugestão de resposta à questão colocada na página 59 e sublinha expressões que te poderão ser úteis nesta parte. Compara as tuas ideias com o sugerido nas soluções.

Interlocutor: Say to both candidates:

Your photographs showed people doing sports. Now, I'd like you to talk together about the sports you practise and the ones you like watching.

(You will be allowed enough time to complete the task.)

Thank you. That's the end of the test.

- A:** *I really enjoy practising sports. I'm not really into running, but I play football three times a week with my school friends.*
- B:** *I don't find football very interesting and I really enjoy swimming. I actually swim twice a week in an indoor swimming pool. My teacher is great and the sports facilities are awesome, so I even swim there during the summer!*
- A:** *That's great! Do you also like watching swimming competitions?*
- B:** *Yes, sure! Whenever I can, I like watching my favourite athletes! We learn a lot! Unfortunately, my brother and father prefer watching football on TV, so I sometimes have to watch football matches instead! I bet you are also into watching these, right?*
- A:** *Oh, yes! Although I also find it interesting to watch tennis matches! I don't play tennis, but my sister does and we have fun together when we watch some tennis matches!*
- B:** *What other sports do you like?*
- A:** *I quite like martial arts. I've already had some Karate lessons, but now I don't have much time and I prefer swimming so I had to give it up!*
- B:** *I don't like it, because it looks dangerous...*
- A:** *Actually, it's not. You just need to know what you're doing and that's why you need to practise a lot!*

Reading • Part 1

Questions 1 – 5

Look at the text in each question.

What does it say?

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

Example:

0

English Summer Club School campus

Enrol today as there are only two vacancies left.
Activities start Monday at 9.00 a.m.
Participants are asked to bring their own packed lunch.

- A** Only two more people can participate in the club.
- B** Two people should take lunch on Monday.
- C** You can join the club on Monday.

Answer:



1

Mum,
Sarah is coming over tonight
and she's having dinner with
us. I could prepare my
delicious chicken pie.
No chicken though... Can
you buy some on your way
home?
Don't be late!
Mary

What should mum do?

- A** She should arrive earlier.
- B** She should bring some chicken home.
- C** She should cook chicken pie.

2

Dear students,

Spring break is coming! You
must complete your written
assignments. Don't forget that
the assignment must be
submitted on the first day of
classes.
Mr Clark

- A** Mr Clark will write an assignment during the holidays.
- B** Students need to give their assignment to Mr Clark when lessons begin.
- C** Students need to complete their assignment on the first day of classes.

3

KEEP RAW MEAT AND POULTRY SEPARATE FROM OTHER FOODS IN THE REFRIGERATOR.

Wash working surfaces (including cutting boards), utensils, and hands after touching raw meat or poultry.

- A** Wash the meat and the vegetables when you need them.
- B** Use different cutting boards for the different types of food.
- C** Don't mix meat and vegetables in the fridge.

4

Authentic TAI CHI

Beginner Classes
Fridays 7-8 p.m. from 5th September
Town's Community Centre
First Class Free

- A** If you are a beginner, you can join the classes for free.
- B** If you want to join the class, enrol on Friday.
- C** If you wish to practise a martial art, you can join this club.

5

Sam,
Sorry, but I will be late this evening.
I'll be in an unexpected meeting in the office until 8 p.m. We have to cancel our plans to go to the cinema.
Dad

- A** Sam and dad are going to the cinema after the meeting.
- B** Sam will only see dad after 8 o'clock.
- C** Dad can't go to the cinema as he has a meeting at 8 o'clock.

Reading • Part 2

Questions 6 – 10

The young people below all like animals.

On the opposite page there are different places where you can enjoy and discover some things about wildlife.

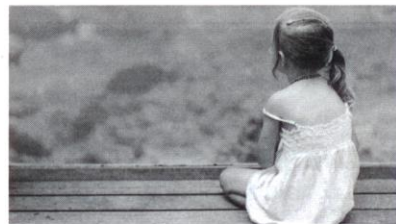
Decide which place would be the most suitable for the following people.

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

- 6** Patty loves big animals and she enjoys learning curious facts about them. She likes listening to stories about animals, so whenever someone talks about them she always pays a lot of attention.



- 7** Susanne is very curious about all facts related to fish. She would like to know more about the biodiversity of the oceans. If she could, she would like to interact with some sea creatures. Her favourite sport is snorkelling.



- 8** Peter has always loved tigers! His bedroom is full of posters with these animals. He would like to take some pictures on his visit! When he goes to a zoo, tigers are the only animals he wants to see!



- 9** Henry's favourite animals are fish and he reads a lot about them. He even has an encyclopaedia about fish and sea creatures! At home he spends a lot of time taking care of his fish bowl. He is interested in learning about sea life in different seas.



- 10** Tracy's favourite animal is the sheep. She would like to visit a real farm and see how they spend their days. If she could, she would like to feed them as well as many other animals.



Discover Wildlife

- A** The 43 tanks at the **Blue Aquarium** host an infinite variety of species! Interactive displays will give you all information about your favourite fish! Enjoy a unique experience by enrolling in our school break activities programme. You will get the chance to swim with angel fish!.
- B** Right in the heart of the city, the **Animal Paradise** is one of the world's oldest zoos! It is home to orangutans, tigers, red pandas... Spend a great day without travelling a long distance! Come and enjoy wildlife! There are picnic areas for you to relax and have fun!
- C** In the **Natural History Museum** there are dinosaurs, mammoths and other life-sized animals to discover. You will love the guided tour with a specialist, who will tell you all about these animals, including the most incredible facts!
- D** If you like farm animals and the countryside, go to the **City Farm**. This farm is situated in the surroundings of the city and it was built so that people could learn how a farm was in the past. It is a sort of a zoo, but only with farm animals!
- E** **Green Wood** is known for its fantastic work in biodiversity preservation! Here you can discover the rich flora of the woods but mainly witness the beauty of the birds that live in the trees. You can take a walk or ride your bike!
- F** **Butterfly Castle** is a real working farm that you can visit with your family to see farm animals. More than 1,000 lambs are born on this farm each year. You can also take the opportunity to ride a horse and discover the diverse landscape and untouched plant life..
- G** The **Wild Cats Park** is a zoological research centre dedicated solely to the cat family. You can see sand cats, tigers and lions! This park was primarily created for the preservation of cats. All cats are living in entirely natural enclosures, so your photos will look great!.
- H** **Tropical Aquarium** presents some 5,000 animals, which include electric fish, sharks, piranhas... Here you will be able to experience aquatic biodiversity from all over the world. You will be amazed with our enormous aquarium!

Reading • Part 3

Questions 11 – 20

Look at the sentences below about a restaurant.

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

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

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

- 11 The restaurant is situated in the city centre.
- 12 Silo wants to be known as the restaurant that does not throw rubbish away.
- 13 The restaurant opened last week.
- 14 The special compost machine was bought to display the restaurant's food.
- 15 Most of the food will come from places nearby.
- 16 The chef will produce some of the products used at the restaurant.
- 17 The chef believes that the food he chooses has got the best flavour.
- 18 Coffee will be served in recycled jam jars.
- 19 They will save paper by sending an email to customers with the receipt.
- 20 Solar panels were installed in the restaurant to save energy.

Simple, sustainable and not ‘superchef’: the UK’s first zero-waste restaurant

Silo in Brighton mills its own flour for bread, brews its own alcoholic drinks and recycles all food waste. The chef and founder explains why it dares to be different.

Photograph: Jonathan Cherry



On the ground floor of a handsome industrial-looking building in the heart of Brighton’s trendy North Laine district, something of a first in the restaurant world is about to take place. The UK’s first zero-waste eatery is going to open in just under a week’s time.

The restaurant – Silo – is aiming to massively become an example when it comes to all ethical and culinary issues. It will recycle all of its waste and has invested in a special compost machine – proudly displayed near the entrance – to process all of its food scraps. Supplies will be delivered in reusable containers. Ingredients are being bought directly from (mostly local) farmers and producers. There are no middlemen. Food sources are chosen in a way that natural order is respected, allowing ingredients to be savoured without unnecessary processing. At Silo quality is provided through purity, adopting a more primitive diet using both modern and ancient techniques. Flour for the restaurant’s bread is milled in the restaurant. Alcoholic drinks are brewed in the basement. By creating everything on site from its purest form Chef Douglas McMaster believes he can capture real food, and real food tastes better.

Silo has been designed from back to front, always with the bin in mind. The production of waste has been eliminated by simply choosing to trade directly with farmers. Dishes will be served on amazing plates made from recycled plastic bags, with drinks – in the main, coffees are excluded for obvious reasons – to be drunk out of recycled jam jars and receipts emailed to customers to save paper. The toilets will be flushed with waste from coffee machines, plus there are plans for solar panels to ease the electricity usage. The compost machine set inside Silo, will turn all of the restaurant’s scraps and trimmings directly into a compost used to produce more food... Closing the loop.

www.theguardian.com and silobrighton.com
(abridged and adapted)

Reading • Part 4

Questions 21 – 25

Read the text and questions below.

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

What it's like to have a best friend who's also your mom? Short answer: Wonderful. And terrifying.

by Julia Rubin



Last weekend, my best friend came to visit me. We went to my favourite neighbourhood spots for dinner with my other best friends – the ones who live in New York – and we talked a lot about everything and nothing.

When it came time for her to leave, my heart sunk. It's painful being a plane ride away from each other, but as we always do before we part, we made sure to set a date for the next time we'd be together.

This best friend isn't a high school pal or a college roommate: She's my mom. Our relationship is the most significant, and also the most difficult, in my life.

I feel incredibly lucky to be connected to my mom the person (as opposed to my mom the relative) in such a real, deep way. I can tell her anything (she's not a judger), and even though we're so different from each other, she just gets me.

Our friendship is far from unusual. Moms and daughters are closer now than ever before thanks to a bunch of factors, the most obvious being technology. My mom and I text and chat during the day, and chat on the phone at night. We can be in constant contact if we need to be.

So, for now, I'll try to stop worrying, chat to my mom to see how her day's going, and look forward to our next best friend weekend.

TeenVogue.com
(abridged and adapted)

- 21** What is the writer's main purpose in writing the text?
- A** Describe her mom's visit to New York.
B Explain that her mother is her best friend.
C Write about technology and relationships.
D Explain why her relationship with her mother is different.
- 22** What do we learn about the visit?
- A** They cried a lot.
B They talked a lot about different topics.
C They went to restaurants for lunch.
D They went to lots of friends' houses.
- 23** How do mother and daughter keep in touch?
- A** They send messages, chat online and on the phone.
B They write letters and phone each other.
C They visit each other every weekend.
D They send messages in the evening.
- 24** What does she say about her feelings right now?
- A** She hopes to see her mother next weekend.
B She is very worried about her mother.
C She wants to see her mom more often.
D She tries not to worry and wait for the next visit.
- 25** Which of the following best describes the writer's opinion?

A My mother is my best friend and we keep in touch regularly.

B My mother visits me every weekend and we chat online.

C I am going to visit my mother next weekend and I am going to send her a message about it.

D I like talking to my mother online and I hardly ever miss her.

Reading • Part 5

Questions 26 – 35

Read the text below and choose the correct word for each space.

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

Example:

0 **A** its **B** my **C** is **D** an

Answer: 0  **A B C D**

Stick Insect

As **(0)** name suggests, the stick insect looks like the twigs among **(26)** it lives, providing it with one of **(27)** most efficient natural camouflages on Earth. There are approximately 3,000 species of stick insects and leaf insects.



Stick insect species, often called walking sticks, range in size **(28)** a tiny species of North America (11.6 millimeters) to a huge one of Borneo. This giant measures over 55 centimeters with its legs outstretched, making it one of the world's longest insects. Females are normally larger **(29)** males.

These insects generally have the colour of the place where they live. They are normally green or brown, **(30)** some species are brilliantly coloured and others striped. Many stick insects have wings and a number of species have spines and tubercles on their bodies.

Found mostly in the tropics and subtropics stick insects also live in forests and grasslands, where they **(31)** on leaves. Mainly nocturnal creatures, they spend **(32)** of their day without moving, **(33)** under plants.

Little is known about stick insects, **(34)** it difficult to declare the vulnerability of their status in the wild. The pet trade **(35)** be a potential threat, along with the popular practice of framing their carcasses, like butterflies.

www.animals.nationalgeographic.com/ (abridged and adapted)

- | | | | | |
|-----------|-----------------|------------------|-----------------|------------------|
| 26 | A whose | B which | C what | D who |
| 27 | A a | B its | C the | D their |
| 28 | A from | B of | C about | D in |
| 29 | A then | B than | C as | D more |
| 30 | A if | B or | C but | D as |
| 31 | A eat | B feed | C food | D produce |
| 32 | A many | B all | C much | D lots |
| 33 | A hidden | B hid | C hide | D hides |
| 34 | A doing | B knowing | C giving | D making |
| 35 | A must | B should | C are | D could |

Writing • Part 1

Questions 1 – 5

Here are some sentences about museums.

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

Use no more than three words.

Write only the missing words on your answer sheet.

You may use this page for any rough work.



Example:

- 0 I prefer going to museums than visiting libraries.

I like museums _____ libraries.

Answer:

0

more than



- 1 My family really enjoys going to exhibitions in museums.

We are all very keen _____ to exhibitions in museums.

- 2 We usually buy family tickets because they are cheaper.

It is less _____ buy family tickets.

- 3 Last month the coffee shop in the National Gallery reopened.

The coffee shop in the National Gallery has been opened _____ a month.

- 4 You can visit museums for free every first Sunday of the month.

You don't _____ to visit museums if you go on the first Sunday of each month.

- 5 We sometimes go to the open-air museum in the city centre but it is expensive.

We _____ usually go to the open-air museum in the city centre because it is expensive.

Writing • Part 2

Question 6

You are going to watch a play this evening with a group of friends and want to ask your English friend Sally to come too.

Write a note for Sally. In your note, you should:

- ask Sally to join you this evening
- tell what the play will be about
- explain where the play is

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

Do not write your answer here.

Writing • Part 3

Write an answer to **one** of the following questions (**7 or 8**).

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

Tick the box (Question 7 or Question 8) on your answer sheet to show which question you have answered.

Question 7

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

...

It has been raining for weeks! What's the weather like in your country at the moment? What outdoor sports are you able to do at this time of year? Tell me about it.

...

- Now write a letter to your friend.
- Write your **letter** on your answer sheet.

Question 8

- You have to write a story for your English teacher.
- Your story must begin with this sentence:

It was the first time I was camping with my friends.

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

Listening • Part 1

Questions 1 – 7

There are seven questions in this part.

For each question there are three pictures and a short recording.

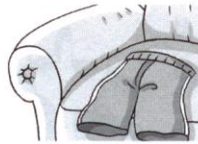
For each question, choose the correct answer **A**, **B** or **C**.

Example:

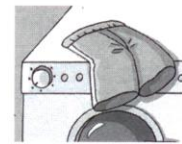
Where are the boy's shorts?



A



B



C

1 What present will the girl give her grandmother?



A



B



C

2 What will the weather be like for the City Marathon tomorrow?



A

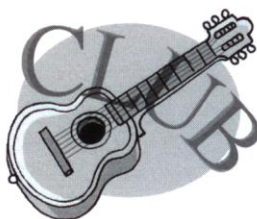


B



C

3 Which new after school club does the girl go to?



A

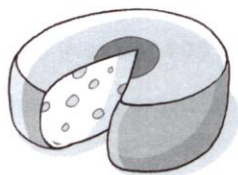


B

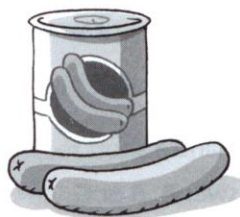


C

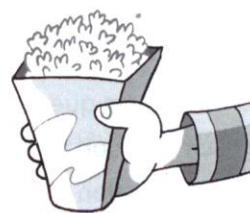
- 4 What food will the girl's father buy?



A



B



C

- 5 Which concert will the girls go to?



A

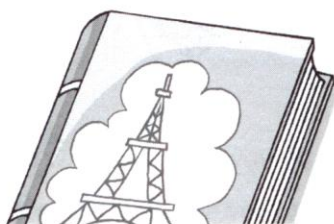


B



C

- 6 Which book will Tony borrow from the library?



A



B



C

- 7 Which piece of clothing is Melanie buying?



A



B



C

Listening • Part 2

Questions 8 – 13

You will hear part of an interview with a girl called Patty Ball whose first album has recently been released.

For each question, choose the correct answer **A**, **B** or **C**.



CD

Track 2

TEST 1 – Listening

- | | | |
|-----------|--|--|
| 8 | Why did Patty record her first album? | A Her mother was an opera singer.
B Her family and friends liked her voice.
C She wanted to become a musician. |
| 9 | Who helped her to record the album? | A Her mother.
B Her father.
C A music teacher. |
| 10 | Was it a quick process? | A No, Patty had to wait for a while until she got an answer.
B Yes, a record company contacted her right away.
C No, the companies didn't like the songs but Patty was patient. |
| 11 | How do her friends feel about her songs? | A They think they are very long.
B They think they are famous.
C They think they are very good. |
| 12 | Who is requesting concerts? | A Her friends.
B Her neighbours.
C Students from other schools. |
| 13 | What does Patty say about the future? | A She will give concerts whenever she is invited.
B She will go to school and sing at the weekends.
C She will carry on studying. |

Listening • Part 3

Questions 14 – 19



CD

Track 3

You will hear a school nurse talking to parents in a meeting.

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

SCHOOL NURSE INFORMATION

TESTS

Vision, hearing, height and weight test:

from **(14)** to Friday.

Classes benefiting from the tests:

(15)



RESULTS

Sent by: **(16)**

Sent home not before **(17)**

NEW STUDENTS

Send a copy to admissions office of a **(18)** exam.

RECOMMENDATIONS

The nurse will send some flu **(19)**

Listening • Part 4

Questions 20 – 25

Look at the six sentences for this part.

You will hear a conversation between a girl, Ella, and a boy, Marcus, about a film they've just seen at the cinema.

Decide if each sentence is correct or incorrect.

If it is correct, choose the letter **A** for **YES**. If it is not correct, choose the letter **B** for **NO**.



		A	B
		Yes	No
20	Ella didn't expect to enjoy the film.	☐	☐
21	Marcus felt the main actor didn't perform well.	☐	☐
22	Both Ella and Marcus loved the movie soundtrack.	☐	☐
23	Ella was angry because some of the audience members were noisy during the film.	☐	☐
24	The man sitting next to Ella talked on the phone during the film.	☐	☐
25	They like all the films by this director.	☐	☐

Speaking • Part 1 (2 / 3 minutes)

A – Candidate A

B – Candidate B

A/B – Candidate A and Candidate B

Phase 1

Interlocutor

A/B Good morning / afternoon / evening. Can I have your mark sheets, please?

A/B I'm and this is He / she is just going to listen to us.

A Now, what's your name? Thank you.

B And what's your name? Thank you.

B Candidate B, what's your surname?
How do you spell it?
Thank you.

A And, Candidate A, what's your surname?
How do you spell it?
Thank you.

(Ask the following questions.
Ask Candidate A first.)
Where do you live / come from?
Do you study English at school?
Do you like it?
Thank you.
(Repeat for Candidate B.)

Back-up prompts

How do you write your family
/ second name?

How do you write your family
/ second name?

Do you live in...?

Do you have English lessons?

Phase 2

Interlocutor: (One or more of these questions may be used by the interlocutor. Candidate B is first.)

What's your favourite school subject? Why?

Tell us about your English teacher.

What do you enjoy doing in your free time?

Tell us about your family.

Thank you.

Speaking • Part 2 (2 / 3 minutes)

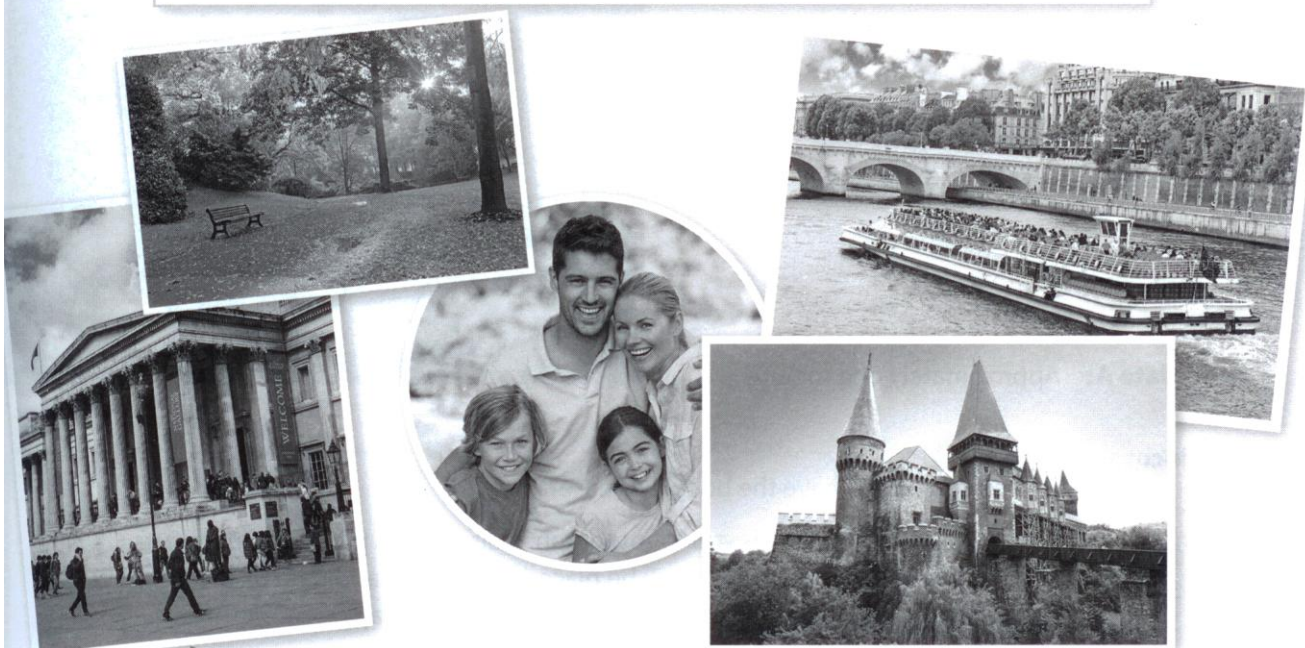
Interlocutor: In the next part, you are going to talk to each other.

I'm going to describe a situation to you.

A family is **spending three days in a big city** during a school break. They are planning their long weekend and choosing the **places** they would like to visit.

Talk together about the different places they could visit and decide which place they would **enjoy most**.

Here is a picture with some ideas to help you.



(The interlocutor will place a booklet with a picture in front of you.)

I'll say that again.

A family is **spending three days in a big city** during a school break. They are planning their long weekend and choosing the **places** they would like to visit.

Talk together about the different places they could visit and decide which place they would **enjoy most**.

All right? Talk together.

(Now you will be allowed enough time to complete the task.)

Thank you. (Can I have the booklet please?)

(The interlocutor will retrieve the booklet.)

Speaking • Part 3 (3 minutes)

Interlocutor: Say to both candidates:

Now, I'd like each of you to talk on your own about something. I'm going to give each of you a photograph of young people doing sports.

Candidate A, here is your photograph. (A booklet with a photograph will be placed in front of Candidate A). Please show it to Candidate B, but I'd like you to talk about it. Candidate B, you just listen. I'll give you your photograph in a moment.

Candidate A, please tell us what you can see in your photograph.



Candidate A: Approximately one minute

Interlocutor:

Thank you. Can I have the booklet please?

Now, Candidate B, here is your photograph. It also shows people doing sports. (A booklet with a photograph will be placed in front of Candidate B). Please show it to Candidate A and tell us what you can see in the photograph.



Candidate B: Approximately one minute

Interlocutor:

Thank you. Can I have the booklet please?

Speaking • Part 4 (3 minutes)

Interlocutor: Say to both candidates:

Your photographs showed people doing sports. Now, I'd like you to talk together about the sports you practise and the ones you like watching.

(You will be allowed enough time to complete the task.)

Thank you. That's the end of the test.

Test 2

Este teste é precedido de alguns **exercícios** que focam vocábulos e estruturas relevantes destacando, ainda, algumas estruturas onde existem erros mais frequentes. Algumas tarefas dão-te pistas para uma boa resolução dos exercícios. Também poderás optar por resolver o teste de forma mais autónoma.

Deves responder às questões nas folhas de resposta que encontras no final do teste 4 (págs. 147-150).

Recomendamos que controles o tempo de realização de cada parte.

Paper 1 – Reading and Writing – 42 questões – 1h e 30 min

Paper 2 – Listening – 25 questões – 30 min (+ 6 min)

Paper 3 – Speaking – 10 / 12 min

Test 2 – Extra exercises – Reading – Part 1

In this part of the exam you will find very short texts that may be signs, messages, notes, emails, labels... You have to read them and choose which of the three sentences (**A**, **B** or **C**) is the best description of the short text.

1 It is useful to look at similar expressions in the short text and in the sentences describing its meaning. Match the similar expressions.

- | | | | | |
|----------|----------------------|--------------------------|----------|---|
| 1 | Pick-up | ☐ | A | it isn't working |
| 2 | Out of order | ☐ | B | because of bad weather |
| 3 | Get ready | ☐ | C | until you are told it's going to be different |
| 4 | Until further notice | ☐ | D | collect |
| 5 | Due to bad weather | ☐ | E | to apologise |
| 6 | To say you're sorry | ☐ | F | be prepared |

2 Now, try to solve these Part 1 exercises.

1

A sports sweater was found in the school gym on Thursday afternoon. To pick it up, speak to your Sports teacher.

Speak to your Sports teacher if

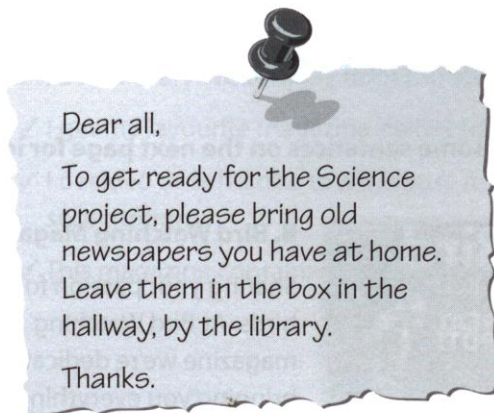
- A** you have lost a gym-clothing item.
B you want to get a sweater.
C you have found a sweater.

2

Dear Paul,
 I apologise, but I can't go to your house today as my cousin is coming to visit us. Can we meet next week?
 Love
 Cathy

- A** Cathy's cousin is going to visit Paul.
B Cathy is sorry she can't go to Paul's house.
C Cathy is going to meet her cousin next week.

3



How can the students be prepared for the Science project?

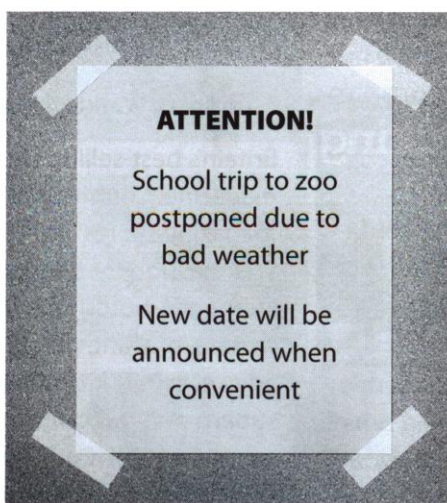
- A** They should bring newspapers to read at school.
- B** They should bring old newspapers for the project.
- C** They should throw away their newspapers.

4



- A** The lift is next to the stairs.
- B** The lift isn't working.
- C** The lift is in order.

5



- A** The students will announce the date of the trip.
- B** The school trip was cancelled forever.
- C** The students aren't going to the zoo because the weather is bad.

Test 2 – Extra exercises – Reading – Part 2

In this part of the exam you will find five short descriptions of people and eight short texts to read. You have to match each person to a text.

- 1 **Do you like reading magazines? Which of these would you like to read? Why would you like to read these magazines?**

Think about what you would say. Refer to some sentences on the next page for ideas.



A. Landscape Magazine

This magazine shares an enjoyment of the countryside and nature, seasonal gardening and the satisfaction of growing and cooking our own food.



B. Bird Watching Magazine

Sharing your passion for wild birds. At Bird Watching magazine we're dedicated to bringing you everything you need for a perfect month of birdwatching. Bird Watching is available as a print or digital magazine.



C. Trail Magazine

Kick-start the adventure of your lifetime. Trail magazine is your inspirational walking guide – full of routes, advice and reviews. Trail is available as a print or digital magazine.



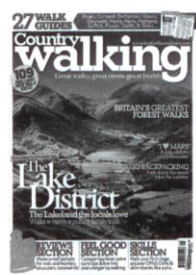
D. Your Horse Magazine

Britain's best-selling equestrian magazine. Your Horse magazine celebrates everything about why we keep, ride and enjoy horses. It provides a community for horse riders to be involved in and offers inspiration and practical advice. Your Horse is available as a print or digital magazine.



E. Trail Running Magazine

The UK's only magazine dedicated to off-road running. This quarterly magazine will get you running in the fresh, gorgeous UK countryside and loving every minute of it. Trail Running is available as a print or digital magazine.



F. Country Walking Magazine

Britain's best-selling walking magazine. Country Walking magazine shares and celebrates your passion for walking, with stunning photography, great writing, brilliant, practical advice, expert kit tests, and a superb pull-out guide of walks around the UK. Country Walking is available as a print or digital magazine.

www.greatmagazines.co.uk/outdoor-magazines

Useful sentences you could use when talking about magazines:

- ✓ I found out about this magazine through my best friend.
- ✓ I buy it every Wednesday from the local newsagents.
- ✓ I get my favourite magazine delivered to my door by post every month.
- ✓ I decided to subscribe to it because it saves me time and money! It is cheaper if you get a subscription.
- ✓ This magazine contains very interesting articles from several newspapers.

2 The young people below would like to buy a magazine. Look at the descriptions of different magazines. Don't forget to underline the words that say what is important for each person to help you decide which magazine would be the most suitable for the following people.

- 1**  Minnie likes the outdoors and animals. She particularly likes to watch her friends with feathers, as she calls them. She wants some advice on how to watch birds.
- 2**  Jenny is very keen on nature and walking outdoors. She is interested in visiting many places and would like some ideas on the best trails to take.
- 3**  Peter often travels to the countryside. He loves all the wildlife and would like some ideas on the things he can do and the places he can go to while he enjoys a nice stroll.
- 4**  Gloria loves nature and animals. She would like to be a vet one day. She loves to read about big animals and how to take care of them. Zebras, giraffes and horses are among the animals she likes.
- 5**  John practises a lot of sports. He likes to go jogging in the park and would love to organise a trip with his friends to go running in the countryside.

Test 2 – Extra exercises – Reading – Part 3

In this part of the exam you will find a long text and ten sentences about it. You have to read the text and say if each sentence is true or false.

1 Read the following extracts and the sentences that follow. Decide if each sentence is correct or incorrect. If it is **correct**, mark **A**. If it is **not correct**, mark **B**.

1 Leo loves listening to all types of music. He is very keen on pop and rock music. He also listens to jazz and classical music, but not as often though. His father owns a shop that sells musical instruments and he has always had a passion for music, so he has introduced Leo to different types of music from an early age. Sometimes both of them go to concerts together. In his free time, Leo likes to spend some time searching for information online about different artists too.

- | | A | B |
|---|--------------------------|--------------------------|
| 1. Leo prefers pop to rock music. | ☐ | ☐ |
| 2. Leo likes music because his father is a musician. | ☐ | ☐ |
| 3. Leo has been playing instruments since he was young. | ☐ | ☐ |
| 4. They perform in concerts together. | ☐ | ☐ |
| 5. Leo uses the Internet to find out more about some artists. | ☐ | ☐ |

2 Mathilda has always been a great fan of music. Her parents are always telling the story of how she would only go to sleep if they switched on the CD player. Now that she is in her teens and a wonderful pianist, she believes that music is going to be her life and hopes to play professionally. She often attends concerts and has also given some of her own. She has recently read a quote by Hans Christian Andersen who said "Where words fail, music speaks", and she thinks that it totally represents her.

- | | A | B |
|--|--------------------------|--------------------------|
| 1. Mathilda would only sleep to the sound of music when she was a child. | ☐ | ☐ |
| 2. She aims to become a professional pianist. | ☐ | ☐ |
| 3. She plays the piano and sometimes gives concerts. | ☐ | ☐ |
| 4. She recently spoke to Hans Christian Andersen. | ☐ | ☐ |
| 5. She loved a quote by Hans Christian Andersen. | ☐ | ☐ |

- 3** Thomas loves listening to live music. Whenever he has the chance he goes to local bars to listen to live performances or, if there are any good bands in the city and he has enough pocket money, he attends as many concerts as he can. He adores being in front of the singer or group watching their performance. He first became "addicted" to live music when his uncle took him to a pub where a band was performing. He loved the thrill and excitement of being there so much that it has become his favourite free time activity. In the future he hopes to have enough time for this as he is going to begin his degree in Science.

	A	B
1. Thomas loves going to bars to sing.	☐	☐
2. He enjoys listening to people sing in front of him.	☐	☐
3. One of his relatives took him to a live show.	☐	☐
4. He likes going to live concerts in his free time.	☐	☐
5. He will become a musician in the future.	☐	☐

- 4** Julia loves writing, especially about music. She has created a blog and since then she has been publishing album reviews almost every week. She has a lot of followers who always comment on her posts. She writes about the band, its influences, style and she tells her opinion about their music. One day she would like to be a music journalist and work for a famous music magazine such as *Rolling Stone*.

	A	B
1. Julia loves reading blogs.	☐	☐
2. Julia writes once a month.	☐	☐
3. A lot of people read what she writes.	☐	☐
4. She says what she thinks about an album.	☐	☐
5. She aspires to a writing career as a music journalist.	☐	☐

Test 2 – Extra exercises – Reading – Part 4

In this part of the exam you will find a long text and five questions. You have to read the text and choose the right answer (**A**, **B**, **C** or **D**) for each of the five questions.

1 The first question is often related to the writer's aim/purpose.

Read the following notes and match them with the writer's aim/purpose.

- 1** Our trip to Venice did not really go according to plan and it was quite out of the ordinary. John and Mary spent two days...
- 2** She was an outstanding person and her life has been an inspiration to lots of people.
- 3** ... and as it has been shown, the garbage we throw away is very dangerous to the environment.
- 4** These charities have been very involved in making tomorrow's future a brighter one.
- 5** His work in this area was enormous and is now beneficial to different people around the world.
- 6** ... it is the new best way to travel around...

A to describe a strange situation

B to mention the benefits of something

C to describe someone's life

D to describe someone's work

E to advertise a new discovery

F to refer possible consequences of people's actions

Test 2 – Extra exercises – Reading – Part 5

In this part of the exam you need to fill 10 gaps in a short text. You will show understanding of vocabulary and grammar in a short text, and understanding of structural patterns in English by choosing the right word from a choice of four (**A, B, C** or **D**).

1 Let's practise with words often confused! Which sentence is incorrect? How would you correct it?

- 1** I need to clean this. It's too dirty.
- 2** He's cycling too fast. He will fall, for sure.
- 3** Paul's dog is too cute! It's the sweetest pet I know.

2 So, such, too and enough are often confused intensifiers. Read and match their use.

- | | |
|-----------------|---|
| A too | 1 It means very. It is used before an adjective or an adverb. |
| B enough | 2 This means there is a lot of something. It shows a negative opinion. |
| C so | 3 It means very. It is used before an adjective and noun. |
| D such | 4 This means you have what you need. |

3 Read and choose the correct intensifier: so, such, too or enough.

- 1** I don't like this weather. It's _____ hot for me!
- 2** There are _____ drinks for the party!
- 3** She's speaking _____ quickly. I can't understand a word!
- 4** She plays the violin _____ well. One can tell she's having classes!
- 5** They're _____ nice teachers.
- 6** Are you getting _____ sleep? You look tired.
- 7** He's _____ funny! I always have a great time when he's around!
- 8** It was _____ a warm day that we decided to go to the beach.
- 9** Sammy is not tall _____ to reach the top shelf. Can you help him?
- 10** This was _____ a pleasant evening! You have to come over more often!

Remember:

✓ Don't use **too** with a positive meaning.

**It's too hot! I love the beach!*

CORRECT: *It's so hot! I love the beach!*

✓ Make sure you place **enough** correctly in sentences!

**Is there butter enough?*

CORRECT: *Is there enough butter?*

Test 2 – Extra exercises – Writing – Part 1

In each question you have to re-write a sentence so that both sentences have the same meaning. The questions are all about the same theme.

- 1 The type of structures that are tested in this part may fall into some categories. Follow the example and match the sentences to the structures.

A	passive / active	1	John is taller than Mary. Mary isn't <u>as tall as</u> John.	☒
B	comparatives and superlatives	2	I have never been to Brazil before. This was the first time I <u>went</u> to Brazil.	☐
C	past simple, present perfect	3	Mary is decorating the room. The room <u>is being</u> decorated by Mary.	☐
D	antonyms and synonyms	4	I must study to get good marks. If I don't study I <u>won't get</u> good marks.	☐
E	quantifiers	5	Peter said, "I like ice cream". Peter said he <u>liked</u> ice cream.	☐
F	have / has – there is / there are	6	This book isn't very thin. This book is quite <u>thick</u> .	☐
G	close to / far from / near	7	There isn't much orange juice in the fridge. There is <u>only a little</u> orange juice in the fridge.	☐
H	direct speech / reported speech	8	The school has got 20 classrooms. <u>There are</u> 20 classrooms in the school.	☐
I	conditionals	9	The Chemist's is close to the Fishmonger's. The Chemist's is <u>near</u> the Fishmonger's.	☐

- 2 Read the first sentence and complete the second one so that it means the same as the first, using no more than three words.

- Beatrice likes football. Her favourite sport is volleyball.
Beatrice to football.
- Jonathan said: "I do not like my English book."
Jonathan said he his English book.
- Caroline bought a book last week.
A book by Caroline last week.
- Roy borrowed Kevin's computer game.
Kevin his computer game to Roy.

Test 2 – Extra exercises – Writing – Part 2

In this part you have to write a short message. Read the instructions carefully. They will tell you **who** to write to, **what** you should write – a postcard, note, email, etc. – and **what** you have to include.

1 Practise writing short sentences, following these instructions.

- 1** Say when your family is coming to Australia.

- 2** Suggest what you can visit together.

- 3** Describe what you have bought.

- 4** Ask your friend for help.

- 5** Apologise to your friend.

- 6** Ask if there is anything your friend would like as a present.

2 Read the following instructions and complete the email using the expressions from the box.

You are going to move to a new house.

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

- say when you are moving
- describe your new house
- invite Alice to visit you



I am moving to a new house. | Write soon. | Dear
Would you like to come for a visit? | a gorgeous view

(1) Alice,

This Friday, **(2)** It's not big but it's got large windows and **(3)**
It's also close to my school, so now I can walk every day. **(4)**

(5)

Love,

Test 2 – Extra exercises – Writing – Part 3

This part offers a choice of task. You may write either a **story** or an **informal letter**.

1 Read the following expressions which will help you to write your letter.

1st paragraph – Starting your letter

Thanks for your letter.
How are you?
Hope you're well.
I'm sorry I haven't written before but...
It's great to hear that...

2nd paragraph

Anyway, the reason I'm writing...
I am writing to ask you...
I am writing to answer your questions...
I thought I'd write to tell you...
Not only that, but I also...
Then, I...
However,...

3rd / 4th paragraph – Ending your letter

Write back soon.
All the best, / Best wishes, / Love,

Complete the following letter, using expressions from above.

Dear Susie,

(1)

(2) I like going to the gym. I usually go to a gym near my house. There I do aerobics and I sometimes go swimming. (3) talk to friends to relax.

(4) like going to the park, where I can run and breathe fresh air. Anyway, I have to go now. Please, (5) and tell me about the things you do to relax.

(6),

Tess

2 Complete the following sentences with the correct connectors: **despite, even though, because, as, since** and **although**.

1 _____ the sunny weather, temperatures are low.

2 I'll try to help out _____ I have got little time.

3 _____ the weather was windy, we went to the park.

4 I couldn't be there on time _____ the traffic was bad.

5 We had to stay at home _____ of the heavy rain outside.

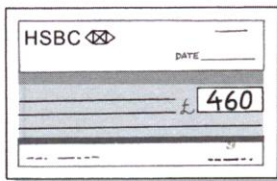
Test 2 – Extra exercises – Listening – Part 1

In this part you will listen to seven short recordings. For each recording there is a question and three pictures (A, B or C). You will listen to the recordings twice and choose the right answers.

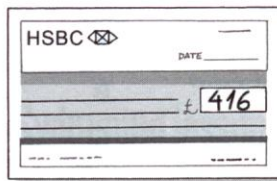


1 Read the questions and look at the pictures. Listen and circle the correct option.

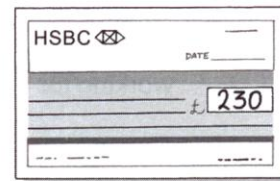
1 How much will the man pay?



A



B



C

2 What is the girl having for dessert?



A



B



C

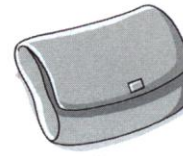
3 What did the boy buy?



A

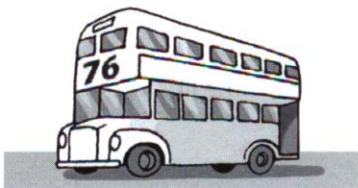


B

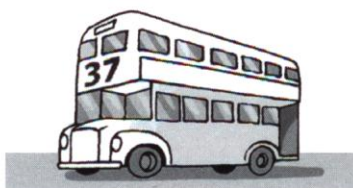


C

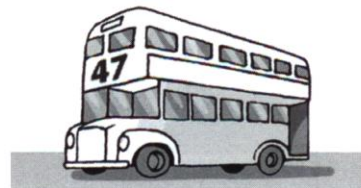
4 Which bus did the man take?



A



B



C

5 What time did the girl get up?



A



B



C

Test 2 – Extra exercises – Listening – Part 2



Track 6

In this part you will listen to a longer recording. It can be one person speaking or an interview. There are six questions. You have to listen and choose the right answer (**A**, **B** or **C**) for each question.

- 1** Listen to this short interview with a school librarian. For each question choose the right answer (A, B or C). First the recording will stop several times to give you time to answer the questions. The second time you hear will have no pauses.

- | | | |
|----------|--|---|
| 1 | When did the woman start working for the school library? | A 13 years ago
B 7 years ago
C 37 years ago |
| 2 | What does she do if there isn't a book? | A She suggests another.
B She reserves it.
C She checks it in. |
| 3 | What kind of help does she give to the teachers? | A She gives some advice on books to read.
B She tells stories about festivities.
C She organises book fairs. |
| 4 | Why do children like the magazines? | A There is a great choice.
B There are new magazines every week.
C The librarian gives out the small gifts. |
| 5 | What does the librarian like most? | A Telling stories.
B Being warm inside the library.
C The book fairs. |

Test 2 – Extra exercises – Listening – Part 3

In this part you will listen to a longer monologue and you will see a page of notes which summarise the text. There are six pieces of information missing from the notes. You have to listen and fill in the missing information.

- 1 Listen to a person talking about swimming lessons. Read the notes and fill in the missing information.

Swimming lessons

Junior Swim Classes

Enrol **(1)** or visit the local centre

Classes run: **(2)** at 5 p.m.

November class: Fridays at **(3)**

Adult lessons run on **(4)**

Lessons for babies in the Fun and **(5)**

Lesson duration **(6)**



Test 2 – Extra exercises – Listening – Part 4



CD
Track 8

In this part you will listen to a longer informal conversation and six sentences. You have to listen and decide if each sentence is true or false.

- 1 Listen to the following short conversations and read the statements. Decide if each sentence is **correct** or **incorrect**. If it is correct, put a tick (✓) in the box under **A** for **YES**. If it is not correct, put a tick (✓) in the box under **B** for **NO**.

		A Yes	B No
1	Mary hasn't started reading her new book because it is too long.	☐	☐
2	Both the boy and the girl like spending time with their families.	☐	☐
3	The girl doesn't like Sunday lunch with her whole family.	☐	☐
4	Both the boy and the girl live in quiet towns.	☐	☐
5	Marco is tired because he has just painted his bedroom.	☐	☐
6	Anne started practising a sport and she lost some weight.	☐	☐

Test 2 – Extra exercises – Speaking – Part 1

In this part you will be asked personal questions. You will have to give information about yourself, talk about past experiences, your present situation, where you live, etc., and future plans.

1 Read the following questions you might be asked in this part.

Questions about your home town	Questions about your family
Where are you from?	Can you tell me something about your family?
Tell me something about your town.	Who in your family do you resemble most?
What are the most famous sights in your town?	What do you usually do when you are with your family?
What can you do to spend time in your city?	Do you have a big or a small family?

Questions about your school life	Questions about your home
What is your favourite subject? Why?	Do you live in a house or a flat?
How long have you been studying English?	What is your favourite room in your house / flat?
Tell me something about your school.	Tell me about your bedroom.
Do you and your friends share the same ideas?	Do you do any housework?
What is your daily routine like?	How many rooms are there in your house?

Questions about your plans for the future	Questions about your free time activities
Where will you go on holiday next summer?	Do you have any hobbies?
What are you going to do tomorrow evening?	What kind of music do you and your friends listen to?
What are your plans for next weekend?	Do you practise any sports? / What sports do you like practising?
What would you like to study in the future?	What do you do in your free time?
What job would you like to have?	Where do you usually go after school?
Questions about the past	Do you like shopping?
What did you do yesterday evening?	Do you often use the Internet?
Where did you go on your last holidays?	How much TV do you watch?
Do you remember your last birthday?	Do you like reading?
Do you remember your first English lessons?	What was the last film you watched at the cinema?
Have you ever been abroad?	Do you enjoy travelling?

2 For the following questions think about what you could say. Read the example.

a) Where do you live? *Name of town; some information about it*

b) What do you usually do when you are with your family?

c) Tell me something about your school.

d) Do you do any housework?

Test 2 – Extra exercises – Speaking – Part 2

In part 2, the examiner gives you some pictures and describes a situation to you. You have to talk to the other candidate and decide about what would be the best in the situation.

1 Label the different useful phrases / sentences.

- Suggesting
- Asking for opinions
- Agreeing
- Presenting an idea / Expressing your opinion
- Concluding
- Disagreeing
- Getting started
- Inviting your partner to speak

A. _____

- ✓ Well, we have to talk about...
- ✓ Why don't we start with...?
- ✓ Shall I start?
- ✓ Would you like to start?

B. _____

- ✓ We could start with... Is that OK with you?
- ✓ Do you think we should...?

C. _____

- ✓ In my opinion, it would be better to...
- ✓ Personally, I like the idea...
- ✓ Wouldn't it be better if...
- ✓ I'm not sure about that.
- ✓ I believe...
- ✓ I think...

D. _____

- ✓ That's a good idea.
- ✓ Exactly.
- ✓ It's a good idea if you take into account that...
- ✓ I couldn't agree more.
- ✓ Yes, I totally agree.

E. _____

- ✓ How about...?
- ✓ Why don't we...?

F. _____

- ✓ What do you think about that?
- ✓ Do you agree?
- ✓ How do you feel about that?
- ✓ Do you think that...?

G. _____

- ✓ That's not how I personally see it. I think that...
- ✓ I'm not sure I agree with you. I think that...
- ✓ Well, I think I'd prefer to...

H. _____

- ✓ All right. So you're saying that... but I think that...
- ✓ OK then. We can say that we both agree with...

Test 2 – Extra exercises – Speaking – Part 3

In part 3, the examiner gives you a colour photograph and you have to talk about it for 1 minute. You are expected to talk about the setting, people, activities and feelings.

1 Here you will find useful language for this part. Label the different phrases / sentences.

Describing what people are wearing	Giving a general introduction
Talking about places	Describing people's actions
Describing people's feelings	Describing people's age
Describing position	Describing people's roles
Paraphrasing (when you don't know how to say something)	Guessing

✓ This picture shows...

✓ In this picture I can see...

✓ He's about 50 years old.

✓ They're in their twenties.

✓ She is a teenager.

✓ They're throwing a party.

✓ Some people are listening to music and other are having something to eat.

✓ You can tell they are having fun because they are laughing.

✓ They look interested in what they are watching.

✓ It's something you use to fry food in.

✓ It's a kind of a box...

✓ I can see a market / building...

✓ The girl is sitting inside a crowded café.

✓ She's wearing a striped T-shirt.

✓ They're wearing smart clothes.

✓ This woman on the right seems to be the guide.

✓ He's probably the zookeeper.

✓ On the left of the picture there is a group of girls who...

✓ On the right...

✓ In the middle...

✓ In the background there is a garden...

✓ It might be autumn because there are a lot of leaves on the ground.

✓ This picture could be in... because of the high mountains...

2 Look at the picture. Write a short description. You can use some of the expressions above.



Test 2 – Extra exercises – Speaking – Part 4

In part 4, you have to talk with the other candidate about a topic related to Part 3. You have to give your opinion about something and explain what you prefer.

- 1** Read through the following expressions that might be useful for this part.

Talking about personal likes and dislikes

- ✓ I like / love / really enjoy / hate travelling by plane because...
- ✓ I find (don't find) travelling by plane quite exciting / expensive / relaxing...
- ✓ I'm (I'm not) very interested in / quite keen on dancing...

Expressing preferences

- ✓ I'd (wouldn't) like to... because
- ✓ I'd rather / prefer to...

Asking for opinions

- ✓ What do you think of...?
- ✓ What's your opinion on this?
- ✓ How would you feel about going / doing / travelling...?

- 2** These photographs show families spending time together. Order the following dialogue between two candidates about the things they like to do with their families and the things they prefer to do with their friends.



A: No, my sisters prefer watching TV in their free time. That's something that I do with some of my friends. We always play football on Fridays. We also like going to the cinema. Do you also like going to the cinema with your friends?

☐

A: I really enjoy spending time with my family, especially when my cousins are around. They always have so many stories to tell that when we get together for lunch, for example, we spend hours at the table... What about you?

☐

B: We are a small family, so we never have long meals as you were describing. I also like spending time with my family. We usually go on holiday together and we all enjoy outdoor activities. Do you also practise sports with your family?

☐

A: That sounds like fun! I'll invite my friends to come over this weekend!

☐

B: Not really. I prefer watching films at home. We usually meet on Saturdays, late in the afternoon, make some popcorn and then watch a film together. That's something I really like.

☐

Reading • Part 1

Questions 1 – 5

Look at the text in each question.

What does it say?

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

Example:

0

LOST PEN

Lost a pen on Monday in the library.

Please, hand it in to Mrs Robertson.

- A** If you find a pen, give it to Mrs Robertson.
- B** Talk to Mrs Robertson if you need a pen.
- C** If you find a pen, take it to the library.

Answer:

0



1



- A** You must apply this three times a day for five days.
- B** You should apply this twice every three days.
- C** You cannot apply this for more than five days.

2

Dear teachers,

You are allowed to make copies for your classes. Please use this photocopier.

If you need a large format copy, please request it to the school office. There is a charge of £0,25 for those.

Thank you.

If teachers need large photocopies

- A** they will have to pay for them.
- B** they can use the photocopier.
- C** they can make copies in the school office.

3

Send	To...	MrMiles@PPET.com
	Cc...	
	Bcc...	
Subject		Ceremony date

Dear Mr Miles,

Unfortunately we cannot postpone the ceremony on May 23rd at 5 p.m. because the invitations to all the parents were sent a long time ago.

Sincerely,

- A** The ceremony took place a long time ago.
- B** There will be a ceremony on 23rd May.
- C** The ceremony will be on a different day.

4

DRAMA SCHOOL

The Drama School provides challenging classes that motivate children to develop their self-esteem and confidence through techniques used in performing. The different classes involve script work, voice work, improvisation and set building.

- A** Children can experience different types of plays.
- B** Children become actors by attending this school.
- C** Children develop themselves by attending different classes.

5

TONIGHT'S CONCERT

Taking photos and/or filming during the show is not permitted.

Food and drinks can be purchased inside the venue.

- A** You are not allowed to eat and drink inside the concert hall.
- B** You are not allowed to photograph the event.
- C** You can use a camera.

Reading • Part 2

Questions 6 – 10

The people below are all looking for an adventure holiday.

On the opposite page there are descriptions of eight adventure destinations.

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

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

6



Anna and Beth are best friends. Anna is very good when it comes to cycling but Beth is more inexperienced. They would like to go mountain biking in a place where there are lots of trees, maybe by a place with water, so they can rest at times.

7



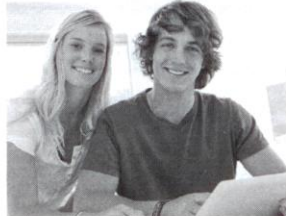
Peter is an experienced hiker who loves spending some time exploring the wilderness and enjoys the silence and quiet that a peaceful night may provide. He often goes camping with his friends.

8



Mattie is interested in visiting the USA in the summer. She loves nature and is extremely keen on all types of plants. In her free time, she takes cycling seriously and rides every day after work.

9



Stephen and Jane would like to spend some time exercising but at the same time enjoy the local cuisine. They would like to do some sightseeing too.

10



Pedro has been practising mountain biking for many years now. He is very experienced and had participated in very difficult races, including some in high places. He would like to be challenged once again.

Adventure destinations

- A** **The Arrowhead 135 race** is long, difficult, and very cold, but that's all part of the fun. Right? The race follows the Arrowhead State Trail through the hilly, densely forested lands of northern Minnesota, and the rules are relatively few: racers can ski, run, or pedal snow bikes. Fewer than 120 people do it each year and as many as 80 percent don't finish, but the value lies simply in participating.
- C** **Tahoe Rim Trail** may be the single-track with the greatest view in the United States. More than 129 kilometers of the trail are open to mountain bikes. The trail has spectacular views so you must remember to keep your eyes on the trail. The views of the lake are lovely. One of the best things on the Rim Trail is that it can be just as much fun for novices as it is for veterans.
- E** **Leadville** is considered the epicenter of the mountain biking race scene. The course is very hard and it reaches a highpoint at nearly 42,651 meters. At that altitude, not only does it become difficult to breathe, legs also grow dead. And don't think the race is just for the guys – last year's women's winner, Rebecca Rusch, finished in an impressive 8 hours, 15 minutes.
- G** Experience Portland's great cycling infrastructure on a three-hour "**Downtown Portland**" tour with Pedal Bike Tours! You will see old buildings and visit the trendy Pearl District and cross two of the city's eight bridges. Owner and guide of the company Todd Roll has plenty of restaurant and brewery recommendations, and you will need them as Portland has more breweries than any other city in the country.
- B** Here's one way to do the all-American cross-country road trip: travel by bicycle. The best way is along the **TransAmerica Trail**, a very beautiful, low-traffic route that the Adventure Cycling Association designed specifically for cyclists. It takes place between May and September, the route takes three months. Furthermore, there is the lovely smell of flowers in the air!
- D** In **Ragbrai** you spend a week riding your bike across Iowa. Each year on the third Sunday in July, 10,000 riders start on the state's western border and proceed together, rolling east in seven stages. Throughout the week riders eat PowerBars, pork chops, corn and homemade pies! Riders might camp in fields and shower in swine barns, but hospitality is guaranteed.
- F** **The Lost Coast** in California is the place where you will find the perfect secret surf break! Waves are big and consistent with high energy. To access the long coast, you need to ride a bike to reach the little fishing village, because it's a little bit far. Enjoy the view, while riding! Then, you have to walk to find the right wave for you. The water is cold, so don't forget to pack your wetsuit!
- H** If you like hiking, **Zion National Park** is the perfect place for you! The Zion Narrows have the power to inspire you! The hike isn't necessarily easy. First you have to access a certain area by bike and then you start walking! We recommend you camp overnight at one of the 12 campsites deep in the canyon. You will love the stillness of the evening and the glow of moonlight.

Reading • Part 3

Questions 11 – 20

Look at the sentences below about choosing a concert.

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

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

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

- 11 Talking to other people is the best way to find out about concerts.
- 12 There are few people who share information about concerts online.
- 13 Some music sites will share information about other sites that advertise music events.
- 14 Most people enjoy the same type of music so it's easy to find information online.
- 15 The Sunday newspaper contains all the information about that weekend's events.
- 16 Some of the musicians are interviewed by the local radios.
- 17 On the radio we can sometimes listen to music that will be performed in concert.
- 18 Season brochures are published during the year, especially in January.
- 19 If you enjoy playing music you can join a class and have the opportunity to listen to other musicians.
- 20 Classical concerts have taken place on farms.

Choosing a Concert

There are lots of kinds of concerts. How do you pick one? First of all, you have to find out what's going on.

• **Ask around:** Word of mouth is one of the best ways to learn about concerts. Ask friends and other music lovers what's coming up, what musicians and groups are good to hear, which locations are the most enjoyable or convenient.

• **Internet:** The Internet is overflowing with information about concerts. Concert halls and music organizations post their schedules online. Newspaper and ticket agency web sites list upcoming concerts. Performers and composers have websites with performance schedules. Some music blogs list upcoming events. Music websites provide links to other music sites. Try searching for "concert" and the place where you live. It took me a long time to realize that people don't agree about what is beautiful. Music that deeply moves one person might irritate another. Listeners' wildly different tastes can make it confusing to read reviews or to ask people's opinions about concerts; those people might not like the same things you do.



• **Newspapers:** Most newspapers publish listings and advertisements for upcoming concerts. Check the Sunday paper for a list of the week's concerts. Sometimes the Thursday or Friday paper will have a list of weekend events. Weekly papers often include calendars of coming events.

• **Radio announcements:** If you listen to a classical or public radio station, you're familiar with their announcements of upcoming events. Some stations read a calendar of events; others broadcast interviews with performers who are about to perform locally. Sometimes a station will play recordings of music that will be heard in concert.

• **Season brochures:** Many concert-giving organisations publish a brochure promoting all their concerts for the season. Usually a season is like the school year: it starts in the fall and ends in the spring. Some organisations have summer seasons, or produce special festivals that run for a shorter time.

• **Other concert opportunities:** College classes about music (often called "Music Appreciation") sometimes use live music. Signing up for this kind of class can be a great way to listen and learn. Sometimes professional groups allow listeners to attend a rehearsal. Other organisations will invite you to attend special presentations or open rehearsals if you make a donation.

You never know where a classical concert might show up. Opera has been presented on farms in rural areas. Chamber music is heard on board on special cruises. People singing together invade shopping malls. Keep your eyes and ears open.

www.naxos.com/education/enjoy1_choosing.asp (abridged and adapted)

Reading • Part 4

Questions 21 – 25

Read the text and questions below.

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

***Earthwatch* expedition to Brazil**

This summer I went to the Brazilian Pantanal to study reptiles, amphibians, and otters. It was the most amazing experience of my life!

I found out about *Earthwatch* through a book called *Green Volunteers*. *Earthwatch* was one of the few programmes that had a special space for teens. They have expeditions all around the world: *Animals of Brazil*, *Turtles in Trinidad*, *sharks and rays of Monterey* and many others.

Earthwatch teaches you so much! I became much more independent, confident, and gained social and leadership skills. I made so many friends and had the most amazing experiences of my life! I got to see so many animals: otters swim right beside me, macaws fly in the sky above me! I climbed up a tower to see a huge forest below, I slept in a cot and I saw my first shooting stars! The list goes on forever!

But the best part of it all was that I was actually in contact with the animals. I got to help real scientists with actual projects! And in the process I helped with the conservation of the giant river otter and a bunch of reptiles! The place was amazing too! I was in an amazing little hotel in the middle of the jungle. Every morning I awoke to the sounds of nature, and every night I was comforted by them.

www.teenink.com/summer_guide/program_reviews/article/93505/Earthwatch-expedition-to-brazil/
(abridged and adapted)



- 21** What is the writer's main purpose in writing the text?
- A** Describe her experience in Brazil.
 - B** Advertise a book she has read.
 - C** Ask for funding for a conservation programme.
 - D** Show that *Earthwatch* has been protecting endangered species.

- 22** What does she say about *Earthwatch*?
- A** There are few expeditions around the world.
 - B** Unlike most programmes, it includes young people.
 - C** It organises trips to Brazil for students.
 - D** It published a book entitled *Green Volunteers*.
- 23** What she liked most was
- A** making lots of friends.
 - B** spending time with animals.
 - C** seeing her first shooting star.
 - D** saving endangered species.
- 24** She spent this time
- A** in an amazing hotel called *Earthwatch*.
 - B** in an amazing huge hotel in the jungle.
 - C** in a hotel next to the jungle.
 - D** in a wonderful tiny hotel in the jungle.
- 25** What could be an advertisement for *Earthwatch*?

A This programme especially designed for teenagers will allow them to visit some of the amazing places around the world and help endangered species.

B This programme takes teenagers camping around the world and they teach others to save the planet.

C This programme takes people to some amazing places around the world. There are courses designed to help people gain leadership skills.

D This programme will allow teenagers to spend some time in the wilderness and hunt some species.

Reading • Part 5

Questions 26 – 35

Read the text below and choose the correct word for each space.

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

Example:

0 **A** your **B** you **C** his **D** my

Answer: **0** 

Kid's club

We know that you and **(0)** children love non-stop fun, especially when it comes to family holidays. That's **(26)** our Kids' Clubs are the place to be! All of our Kids' Club hotels **(27)** been carefully chosen, offering loads of family-friendly facilities.

We have changed the face of Kids' Clubs, and **(28)** help us do it, we've teamed up with another club, King's Camps. Kings have been developing children's love **(29)** sport and activities for over 20 years, so they know exactly how to ensure your children have an **(30)** and memorable holiday. They will have **(31)** much fun!



With a different themed programme each day, our fully qualified, kids' club team and sports coaches have a full agenda of sports, games and crafts for children aged 3 to 11, **(32)** to suit three different age groups. Each two-hour session is interactive, offering **(33)** 30 different sports and activities for children of all abilities. Operating three times per day, six days per week, there's plenty of **(34)** to choose your favourite club activity and try **(35)** of new ones too!

www.thomascook.com/holidays/family-holidays/kids-clubs/ (abridged and adapted)

- | | | | | |
|-----------|----------------------|------------------------|------------------|--------------------|
| 26 | A when | B why | C who | D whose |
| 27 | A is | B has | C have | D was |
| 28 | A to | B too | C two | D the |
| 29 | A in | B of | C on | D at |
| 30 | A enjoyable | B enjoy | C enjoys | D enjoyment |
| 31 | A so | B a | C too | D enough |
| 32 | A plan | B done | C make | D designed |
| 33 | A over | B more | C much | D all |
| 34 | A opportunity | B opportunities | C chances | D activity |
| 35 | A many | B lot | C lots | D much |

Writing • Part 1

Questions 1 – 5

Here are some sentences about a birthday party.

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

Use no more than three words.

Write only the missing words on your answer sheet.

You may use this page for any rough work.



Example:

0 Mum will take photos at the party with her new camera.

Photos **at the party with a new camera.**

Answer:

0

will be taken



1 Mary's happy because she turns 13 next month.

Mary's happy because it's her **next month.**

2 Her mother is preparing a big party for family and friends.

A big party for family and friends is **by her mother.**

3 Sarah has been invited to the party by Mary.

Mary **Sarah to the party.**

4 Mary hasn't had a party at home before.

This is **party that Mary has had at home.**

5 She didn't hear the phone because the music was too loud.

The music was too loud **hear the phone.**

Writing • Part 2

Question 6

You are going to the doctor, so you can't go to school today.

Write a message to your friend Daniel. In your note, you should

- tell Daniel why you aren't going to school
- ask him to remind the teacher of your absence
- ask him to phone you later to tell you if there is any homework

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

Do not write your answer here.

Writing • Part 3

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

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

Tick the box (Question 7 or Question 8) on your answer sheet to show which question you have answered.

Question 7

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

School break is on its way. I'll be flying to Australia with my parents. What about you? What are you doing during your Spring Break? Tell me about it.

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

Question 8

- You have to write a story for your English teacher.
- Your story must have the following title:

A rainy day

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

Listening • Part 1

Questions 1 – 7



Track 9

There are seven questions in this part.

For each question there are three pictures and a short recording.

For each question, choose the correct answer **A**, **B** or **C**.

Example: What is the man going to buy?

A

B

C
1 When is Patty going to Sally's house?

A

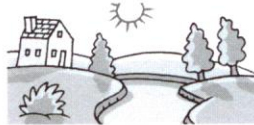
B

C
2 What are they doing first?

A

B

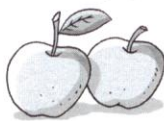
C
3 What will the weather be like next Monday?

A

B

C
4 What time will the boarding be?

A

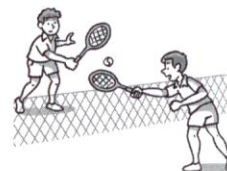
B

C
5 What will Lilly get?

A

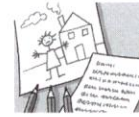
B

C
6 What is Thomas's favourite sport?

A

B

C
7 What will you need for the contest online registration?

A

B

C

Listening • Part 2

Questions 8 – 13

You will hear part of an interview with a man called Samuel about his job.

For each question, choose the correct answer **A**, **B** or **C**.



Track 10

- | | |
|---|---|
| <p>8 What did Samuel enjoy doing when he was younger?</p> | <p>A Being outside and playing.
 B Being in India.
 C Playing inside.</p> |
| <p>9 Samuel's mum wanted him to</p> | <p>A get a job.
 B go to university.
 C become an actor.</p> |
| <p>10 Where did Samuel end up teaching?</p> | <p>A At the New York University.
 B In a different country.
 C In a theatre, teaching hip-hop.</p> |
| <p>11 Why does he like acting on TV?</p> | <p>A He plays a lot.
 B He has met a lot of people.
 C There is no such thing as routine.</p> |
| <p>12 In Samuel's opinion, what does he get from his experience?</p> | <p>A He learns a lot and he gets inspiration.
 B He gets to know a lot of people.
 C He listens to many stories.</p> |
| <p>13 What does Samuel do in his free time?</p> | <p>A He watches TV shows.
 B He reads books.
 C He plays sports.</p> |

Listening • Part 3

Questions 14 – 19

You will hear a teacher talking to his students about a creative writing workshop.

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



CD

Track 11



CREATIVE WRITING WORKSHOP

Organised by the **(14)** of the school.

Participants: students from grades
(15)

Application

Submit a text on your **(16)**

Application form available on the school's **(17)**

Deadline: **(18)** in the afternoon, by 4.

Where you can find the final group list: on the **(19)**

Listening • Part 4

Questions 20 – 25

Look at the six sentences for this part.

You will hear a conversation between a girl, Amy, and a boy, Jordan, about the books they have been reading.

Decide if each sentence is correct or incorrect.

If it is correct, choose the letter **A** for **YES**. If it is not correct, choose the letter **B** for **NO**.



Track 12

	A Yes	B No
20 Both Amy and Jordan bought books for Christmas.	☐	☐
21 Amy will tell Jordan about the book when she finishes it.	☐	☐
22 Amy has got many books by John Grisham.	☐	☐
23 Jordan is interested in law.	☐	☐
24 They both agree when it comes to reading novels and watching its adaptations.	☐	☐
25 Jordan believes he will enjoy the film because he liked the book.	☐	☐

Speaking • Part 1 (2 / 3 minutes)

A – Candidate A

B – Candidate B

A/B – Candidate A and Candidate B

Phase 1

Interlocutor

A/B Good morning / afternoon / evening. Can I have your mark sheets, please?

A/B I'm and this is He / she is just going to listen to us.

A Now, what's your name? Thank you.

B And what's your name? Thank you.

B Candidate B, what's your surname?
How do you spell it?
Thank you.

A And, Candidate A, what's your surname?
How do you spell it?
Thank you.

(Ask the following questions.
Ask Candidate A first.)
Where do you live / come from?
Do you study English at school?
Do you like it?
Thank you.
(Repeat for Candidate B.)

Back-up prompts

How do you write your family / second name?

How do you write your family / second name?

Do you live in...?

Do you have English lessons?

Phase 2

Interlocutor: (One or more of these questions may be used by the Interlocutor. Candidate B is first.)

Who are you similar to in your family?

Do you prefer to spend your free time alone or with other people?

What did you do during your last holidays?

Have you got a favourite dish?

Thank you.

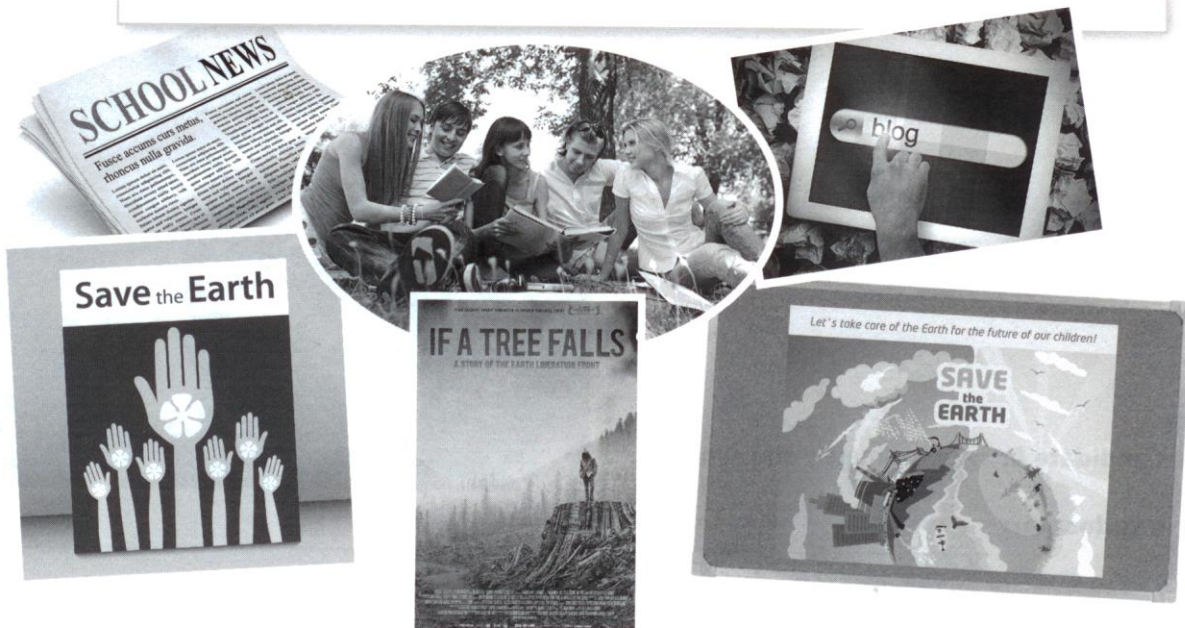
Speaking • Part 2 (2 / 3 minutes)

Interlocutor: In the next part, you are going to talk to each other.

I'm going to describe a situation to you.

A class is **doing** some research on the environment and the students are carrying out different **projects**. They would like to have their **work displayed** for the whole community. Talk together about the different **means** they could use to show their projects and decide which would be more effective.

Here is a picture with some ideas to help you.



(The interlocutor will place a booklet with a picture in front of you.)

I'll say that again.

A class is **doing** some research on the environment and the students are carrying out different **projects**. They would like to have their **work displayed** for the whole community. Talk together about the different **means** they could use to show their projects and decide which would be more effective.

All right? Talk together.

(Now you will be allowed enough time to complete the task.)

Thank you. (Can I have the booklet please?)

(The interlocutor will retrieve the booklet.)

Speaking • Part 3 (3 minutes)

Interlocutor: Say to both candidates:

Now, I'd like each of you to talk on your own about something. I'm going to give each of you a photograph of people buying food.

Candidate A, here is your photograph. **(A booklet with a photograph will be placed in front of Candidate A).** Please show it to Candidate B, but I'd like you to talk about it. Candidate B, you just listen. I'll give you your photograph in a moment.

Candidate A, please tell us what you can see in your photograph.

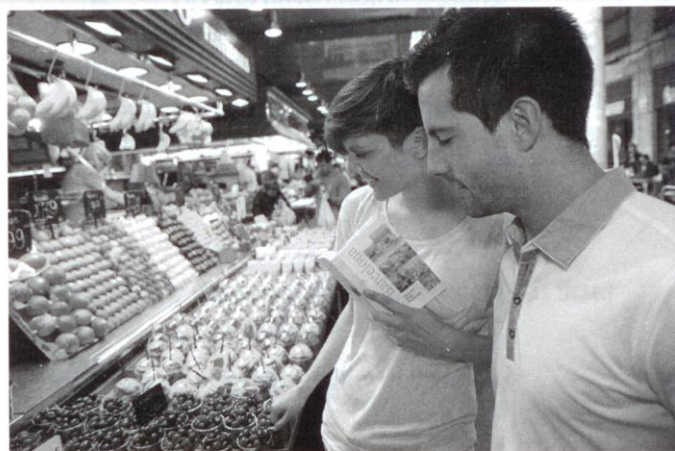


Candidate A: Approximately one minute

Interlocutor:

Thank you. Can I have the booklet please?

Now, Candidate B, here is your photograph. It also shows people buying food. **(A booklet with a photograph will be placed in front of Candidate B).** Please show it to Candidate A and tell us what you can see in the photograph.



Candidate B: Approximately one minute

Interlocutor:

Thank you. Can I have the booklet please?

Speaking • Part 4 (3 minutes)

Interlocutor: Say to both candidates:

Your photographs showed people buying food in different places. Now, I'd like you to talk together about the places where you like going shopping and the things you prefer buying.

(You will be allowed enough time to complete the task.)

Thank you. That's the end of the test.

Test 3

Este teste contém **dicas de ajuda à resolução**, lembrando estratégias que deverás pôr em prática em cada parte.

Deves responder às questões na folha de resposta que encontras no final do teste 4 (págs. 147-150).

Recomendamos que controles o tempo de realização de cada parte.

Paper 1 – Reading and Writing – 42 questões – 1h e 30 min

Paper 2 – Listening – 25 questões – 30 min (+ 6 min)

Paper 3 – Speaking – 10 / 12 min

Reading • Part 1

Questions 1 – 5

Look at the text in each question.

What does it say?

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

Example:

0



- A** Wash your hands after touching an animal.
- B** Wash your hands regularly.
- C** Please wash your animals.

Answer:



First read the text carefully and look at all the visual information provided. Then think about the situation in which it would appear. Read all three options and compare each one with the text. Choose the correct one and check that the other options are wrong.

1

Jane,
How are you? Still sick? When you're feeling better, could you send me the book I lent you? You can give it to Peter. I need it for History classes.
Thanks.
Sarah

What does Sarah need?

- A** She needs to study History.
- B** She wants Peter to buy a History book.
- C** She wants Jane to return a book she had borrowed.

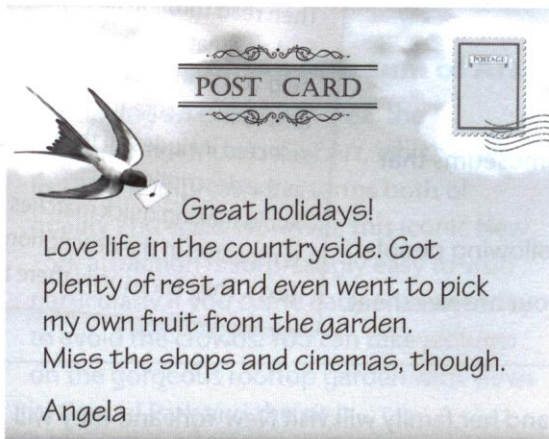
2

NOTICE

Vehicles and contents are left here entirely at owners risk.

- A** You can park here.
- B** Your car is not being watched.
- C** Don't leave any contents inside the car.

3



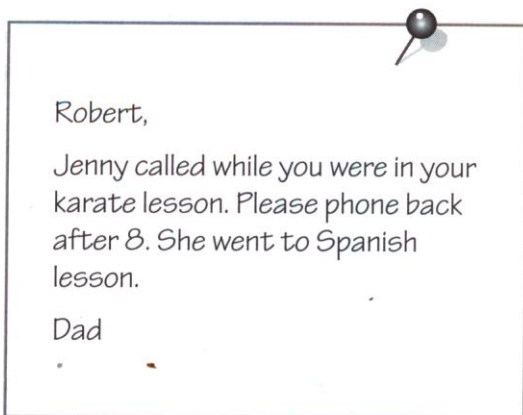
- A Angela is spending her holidays in the countryside.
- B Angela loves the gardens in the city.
- C Angela bought fruit in the shops.

4



- A You should stay away from the jellyfish.
- B You should be careful with the stings.
- C You should not go in the water.

5



What should Robert do?

- A Meet Jenny after his karate lesson.
- B Call Jenny later.
- C Wait for Jenny to go to her Spanish lesson.

Reading • Part 2

Questions 6 – 10

The young people below are all visiting New York.

On the opposite page there are descriptions of different museums that they could visit.

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

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

First read through the five descriptions of the people. Underline the two or three things that each person wants/needs. Then read through all eight texts. See if you find any matches within the texts. That will help you with your final decision. You should always make sure that the text you have selected includes all the requirements given in the description. Avoid making quick matches because a word is repeated in the descriptions and in the texts. They are usually there to confuse you.

6



Mary and her family will visit New York and they will spend a day in a museum. They're probably going on Friday, and they would like to buy a souvenir so they would like a place where they won't have to pay an entrance fee.

7



George and Oscar like old and big museums. They love to spend some quiet time looking at the exhibits and don't like confusion. They also like to take photos of the cities they visit.

8



Jim is very keen on all types of means transportation. He is interested in finding out more about the history of New York and the public means of transportation. He loves the subway stations there.

9



Pablo and his grandfather love modern art. They have already visited some museums and would like to go to a place where they can interact with the artists.

10



Beth wants to enjoy a day in a well-known museum. Central Park is one of her favourite parks in New York, so she would love to be able to see it from the museum. She would like to have lunch in the museum.

Museums in New York: What's on!

A The Metropolitan Museum of Art

Occupying an enormous area, the Metropolitan Museum of Art, which opened in 1880, is impressive in terms both of quality and scale. However, this iconic New York attraction is surprisingly easy to visit, particularly if you come early on a weekday to avoid the crowds. You can take pictures on the gorgeous rooftop garden with views of Central Park and the city.

C Guggenheim Museum

The Guggenheim Museum is as famous for its landmark building – designed by Frank Lloyd Wright and restored for its 50th birthday in 2009 – as it is for its impressive collection and temporary shows. It has works by Monet, Picasso and Kandinsky. There is also a sculpture gallery (with Central Park views), an auditorium, and restaurant – The Wright.

E Intrepid Sea, Air & Space Museum

This educational museum is located on an aircraft carrier, the USS Intrepid, and is docked at Pier 86. Highlights include a restored fleet of jets, a helicopter flown in World War II and other interactive exhibits. But the crown jewel is: the Space Shuttle Enterprise, a NASA prototype from 1977 that is now inside a specially designed pavilion on the ship's deck.

G The Museum at FIT

The Fashion Institute of Technology owns one of the largest and most impressive collections of clothing, textiles and accessories in the world. The museum showcases a selection from the permanent collection, as well as temporary exhibitions focusing on individual designers or the role fashion plays in society.

B Museum of Modern Art (MoMa)

Sure, you could spend a day getting lost in the Museum of Modern Art's permanent exhibits, which showcase priceless pieces from renowned artists. Apart from the museum you will find a cinema, the gift shop MoMA Design Store, a sculpture garden and The Modern, a restaurant and bar. Free on Fridays.

D New Museum of Contemporary Art

The first new art museum ever constructed from the ground up below 14th Street. The seven-story building opened in December 2007, housing three main gallery levels, a theatre, a café and roof terraces. The focus here is on emerging media and surveys not famous artists.

F New York Transit Museum

Other archives may offer broader perspectives on city history, but we love the Transit Museum because it goes deep into one essential element of New York life: the public transit system. Opened in 1976 in a former subway station, the museum displays historic artifacts – including a collection of vintage train cars from the 20th century.

H Museum of Arts and Design

Founded in 1956 as the Museum of Contemporary Crafts, the institution brings together contemporary objects created in a wide range of materials – including clay, glass, wood, metal and cloth – with a strong focus on materials and process. Visitors can now watch as resident artists create works in studios on the sixth floor.

www.timeout.com/newyork/museums (abridged and adapted)

Reading • Part 3

Questions 11 – 20

Look at the sentences below about parkour.

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

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

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

- 11 It is often said that parkour can only be practised by some people.
- 12 The writer believes people should not limit themselves.
- 13 While doing parkour there are some limits you should respect.
- 14 A sixty-year-old man loved doing this sport.
- 15 The writer's father is sixty years old.
- 16 The writer's nephew showed how happy he was when he tried a trick.
- 17 A young child tried many times before succeeding in doing a trick.
- 18 All the participants know what the tricks are called.
- 19 The seven-year-old boy wasn't proud of himself because he didn't know the trick's name.
- 20 Parkour involves the same types of exercises for everyone.

Read the statements before you scan the text to find the answer. The information you find in the text follows the same order as the statements. When you read the text underline the parts that helped you decide whether a sentence was correct or incorrect. If you find any unfamiliar vocabulary, move on! Focus on the specific information you are looking for!

Parkour: An Activity for All Ages

Have you ever noticed how people try to put limits on things in their life? "I'm too old for that" or "you should wait till you're older to do that" are pretty common things to hear, especially in Parkour.

I have come to realize Parkour is limitless, and in saying that I have also come to realize the face of Parkour is ageless. I've told people about the five-year-olds I've seen performing some pretty advanced Parkour movements. What do some of them say? "That's crazy, five-year-olds can't do Parkour." I've heard talk about how people over thirty or thirty-five shouldn't do Parkour anymore because that would be too old. I can assure you five-years-old is not "too young", and thirty-years-old is definitely not "too old." In fact two-years-old is not too young, and sixty-years-old is not too old to take part in this exhilarating sport.

I can say this because I've seen it. I've seen a sixty-year-old practising wall runs and having the best time of his life. I'm talking about my dad. I've also seen my ten-year-old nephew on top of a large rock he'd climbed with an indescribable sense of joy. I've seen a five-year-old doing precisions up a set of stairs continuously until he'd accomplished the goal he set for himself, which in my opinion, is priceless. I've seen a seven-year-old perform a trick, afterward running up to me and asking "what's that move called again?" I respond "an underbar", as he walks away with a pride filled smile on his face. Who's going to tell any of these people they shouldn't do Parkour because of their age? I'm sure not.

A friend of mine once told me "Parkour may change slightly or drastically depending on each individual as we get older, but it is still Parkour". I agree with him completely. No matter what age you are, how young or how old, Parkour is for everyone. So, whether you're an 80-year-old skipping or a two-year-old doing their first cat crawl on a stone, Parkour truly is an activity for all ages.

Breathpk.com – Breathe Parkour, by Micky Wall (abridged and adapted)



Reading • Part 4

Questions 21 – 25

Read the text and questions below.

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

Read the text very carefully. After reading it, think about the writer's purpose (why he/she is writing it) and the meaning of the text as a whole. The first question focuses on the writer's purpose and the last on global meaning. The other three questions follow the order of information given in the text. One of these three focuses on attitude or opinion. Check your choice of answer each time with the text. It is also a good idea to underline the areas that helped you choose the right answer.

Cheerleading as a sport

As a competitive mix of various other sports, cheerleading is a new sport on an international rise in popularity. Some may argue cheerleading should not and cannot be considered a sport, but according to the Merriam-Webster Dictionary cheerleading follows the definition of a sport and therefore should be considered one because of its high level of physical activity, competition, and set of rules and conventions.

Cheerleading requires an especially high level of physical effort with an equally high risk of injury. In order to even make a team, cheerleaders must participate in an extensive tryout process often taking more than a week.

Most teams participate in multiple competitions throughout the year. Both high school and all-star cheerleading teams are given the chance to compete. Attending The Cheerleading Worlds or Nationals is a privilege, and teams must qualify at smaller local and regional competitions first. Although the set-up of their contests may seem different, many of the same principles as other sports guide cheerleading as well. Just like any other competitive sport, cheerleading has a strict set of rules that can result in penalties if broken. Although some argue the scoring system for cheerleading is imprecise many other sports follow the same scoring pattern.

Before you determine whether cheerleading is a sport or not find a local cheerleading competition or look out for the next ESPN broadcast of the high school and college National Championships. The hard work and dedication of hundreds of men and women will show the moment they step onto the floor.

www.teenink.com/opinion/sports_hobbies/article/178355/Cheerleading-As-A-Sport/
(abridged and adapted)



- 21** What is the writer trying to do in the text?
- A** Describe a new type of sport.
 - B** Debate whether an activity should be considered a sport.
 - C** Show that an activity should be considered a sport.
 - D** Explain why the activity is not like a sport.
- 22** From this text, a reader can find out
- A** that cheerleading is physically demanding.
 - B** that cheerleading is a competition.
 - C** that cheerleading is quite safe.
 - D** that cheerleading is only for professionals.
- 23** To become a cheerleader
- A** people will get injured.
 - B** people participate in multiple competitions.
 - C** people spend a week doing a course.
 - D** people have to go through days of testing.
- 24** What happens if one breaks the rules in a competition?
- A** The teams are disqualified.
 - B** They score extra points.
 - C** It can result in less points.
 - D** The results are imprecise.
- 25** What could be an alternative title for this article?

A Cheerleading tryouts this week!

B Taking up cheerleading?

C Cheerleading championships during the year.

D Cheerleading: difficult but exciting!

Reading • Part 5

Questions 26 – 35

Read the text below and choose the correct word for each space.

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

Example:

0 **A** Last **B** Ago **C** In **D** During

Answer:

0 ☐ **A** ☒ **C** ☐ **D** ☐

First read through the whole text to establish its topic and general meaning. Then work through the sentences. When you decide on the answer, check that the remaining three options do not fit the space. Write the word you think is correct in the gap. When you finish the exercise, it will be easier to check whether it is right or wrong. When you finish, read the whole text again with the answers and see if it makes sense.

Cupcake: passion more than a trend

(0) week, Detroit, Michigan, was the latest city to declare “the nostalgic cupcake craze is prepared for a long stay”. It was announced that “the nostalgic mini treats are a food trend that’s here (26) stay.”

“I don’t know (27) long it takes for a trend to end and become mainstream, but apparently we’ve established an industry,” said Jennifer Appel.

Even Martha Stewart joined this movement. Last year, she (28) a cookbook, *Martha Stewart’s Cupcakes*.

Rachel Kramer Bussel, who has been blogging about cupcakes (29) 2004 at *Cupcakes, Take the Cake*, said that “in the last two years or so, cupcakes really exploded”.

“Some people say it’s nostalgia, and I think (30) plays a small role, but even more, it’s that they are so personalised,” she said.

“Everyone has a (31), so I think that’s why a city like New York or Los Angeles or even Seattle or Chicago (32) sustain so many cupcake bakeries; because some people like one kind of cupcake, some like another.”

While there’s (33) doubt that the cupcake industry is booming in places (34) Houston and Detroit, let’s recognise what this is all about – a passion we’ve (35) developing ever since mum made us cupcakes for birthday parties.

www.edition.cnn.com/2010/LIVING/wayoflife/03/23/cupcake.craze/ (abridged and adapted)

- | | | | | | | | | |
|----|----------|-------|----------|------|----------|-----------|----------|-----------|
| 26 | A | have | B | to | C | be | D | is |
| 27 | A | what | B | how | C | when | D | who |
| 28 | A | baked | B | read | C | bought | D | published |
| 29 | A | since | B | for | C | in | D | during |
| 30 | A | will | B | that | C | these | D | then |
| 31 | A | like | B | best | C | favourite | D | loved |
| 32 | A | need | B | must | C | can | D | should |
| 33 | A | no | B | any | C | some | D | few |
| 34 | A | such | B | so | C | like | D | in |
| 35 | A | being | B | be | C | to be | D | been |

Writing • Part 1

Questions 1 – 5

Here are some sentences about shopping.

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

Use no more than three words.

Write only the missing words on your answer sheet.

You may use this page for any rough work.

Example:

0 The post office is near the new market.

The post office isn't the new market.

0 far from 

General tip!

It is important to write clearly so that the answers are easy to read. Don't worry about upper and lower case.

You should write between one and three words to fill the gap. This sentence, when complete, must have the same meaning as the first sentence. You have to spell the words correctly! No marks will be given if a word is misspelt or if you write more than three words!

1 Shall we go to the new market tomorrow morning?

How to the new market tomorrow morning?

2 There is a late-night market during Christmas time.

During Christmas time the market stays

3 The vegetables from the supermarket are not as good as in the corner shop.

The vegetables in the corner shop are the ones from the supermarket.

4 This is the first time I've been to a second-hand shop.

I've never been to a second-hand shop

5 Why don't you go to that outlet shop to buy a new pair of boots?

If I were you, go to that outlet shop to buy a new pair of boots.

Writing • Part 2

Question 6

You have just bought some new clothes.

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

- tell Paul what clothes you have bought
- say where you bought your clothes from
- explain why you needed to buy them

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

Don't forget to write between 35 and 45 words! You may lose marks if your answer falls outside the limits! Make sure you include ALL the three points laid out with bullets in the question. Plan what you will include in your answer!

Do not write your answer here.

Writing • Part 3

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

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

Tick the box (Question 7 or Question 8) on your answer sheet to show which question you have answered.

Choose the task which best suits your interest!

Plan your work before you start writing.

If you choose the informal letter/email, keep to the topic and answer any questions that appear in the given extract of the letter. Remember to organise your letter/email in paragraphs and write an introduction and a conclusion.

If you are writing the story, pay attention to any names or pronouns given in the title or sentence! Write your story accordingly!

Question 7

- This is part of an email you receive from your penfriend in Malaysia.

In your next email, please tell me about the music you enjoy listening to. What's your favourite kind of music? Do you play any instrument?

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

Question 8

- You have to write a story for your English teacher.
- Your story must begin with this sentence:

This would be my first time going on a plane!

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

Listening • Part 1

Questions 1 – 7



Track 13

There are seven questions in this part.

For each question there are three pictures and a short recording.

For each question choose the correct answer **A**, **B** or **C**.

Example:

What will the weather be like at the seaside?



A



B



C

Read the questions carefully.
First try to listen for the general idea and then check carefully on the second listening if your answer is correct.

1 When is the second episode about rhinos on?



A



B

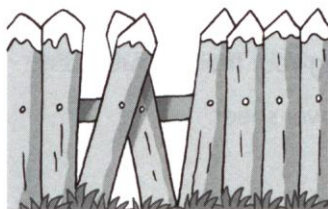


C

2 What will the man do these holidays?



A



B



C

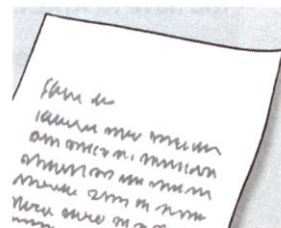
3 What has Mary forgotten to bring?



A



B



C

4 What time will the class meet in the morning?



A

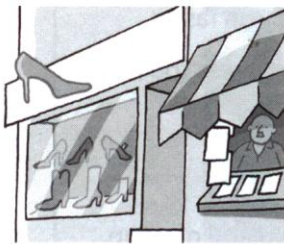


B



C

5 Where has the father been?



A

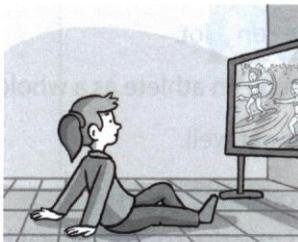


B



C

6 What does the girl decide to do?



A



B



C

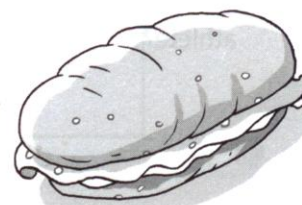
7 What is the boy having for lunch?



A



B



C

Listening • Part 2

Questions 8 – 13



You will hear part of an interview with Alexa about running.

For each question, choose the correct answer **A**, **B** or **C**.

Track 14

First listen for the main idea and choose the best option for each question. Then, when listening for the second time, check carefully that your answers are correct.

- | | |
|---|--|
| <p>8 What happened when Alexa ran in a professional race?</p> | <p>A She ran very well.</p> <p>B She couldn't run faster.</p> <p>C She thought it was too hard.</p> |
| <p>9 What happened in a race last month?</p> | <p>A She lost the race.</p> <p>B She was tired and gave up.</p> <p>C She beat some college students who were very good.</p> |
| <p>10 What does Alexa mean by "you don't have to be linear"?</p> | <p>A You have to run a lot.</p> <p>B You have to be an athlete as a whole.</p> <p>C You have to eat well.</p> |
| <p>11 What does Alexa's coach think?</p> | <p>A You should practise sports and eat healthily.</p> <p>B You should only choose one sport.</p> <p>C Training hard is essential.</p> |
| <p>12 Would she like to become a two-sport athlete?</p> | <p>A Yes, she finds it quite amazing.</p> <p>B Yes, she aspires to running and swimming, as some of her friends do.</p> <p>C No, she swims just to complement her training.</p> |
| <p>13 Does she always eat healthy food?</p> | <p>A No. When she eats out she eats fast food.</p> <p>B No, she often eats unhealthy food.</p> <p>C She has excellent nutrition habits.</p> |

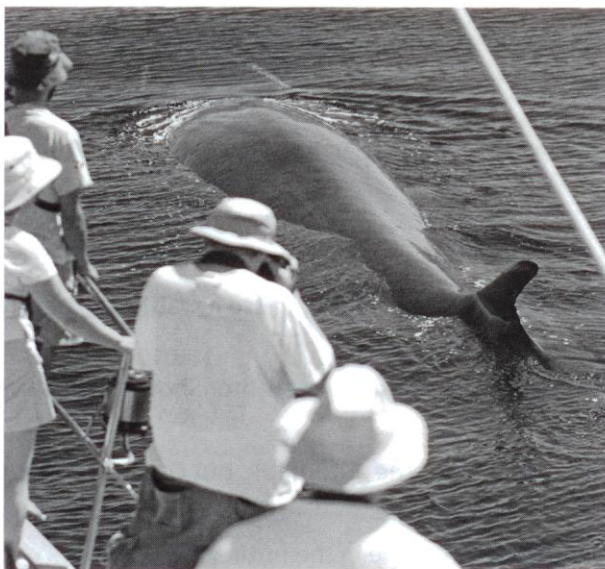
Listening • Part 3

Questions 14 – 19

You will hear a tour guide talking to tourists about an expedition and making some recommendations. For each question, fill in the missing information in the numbered space.



Track 15



Sunny Tours Information

Arriving at the hotel in about (14)

Whale Watching Excursion

Meeting point (15)

Time they will leave the hotel (16)

Remember to use: sun cream and a (17)

Special activities for (18)

Arrival at (19)

After listening to the rubric, you should read through the written information in the pause before the text is played. Try to predict the type of word/number that will be necessary in each gap. This way you will feel more prepared for the answers when they come!

Listening • Part 4

Questions 20 – 25



CD

Track 16

Look at the six sentences for this part.

You will hear a conversation between a woman, Gabriela, and a boy, Brayden, about a motor show they've just been to.

Decide if each sentence is correct or incorrect.

If it is correct, choose the letter **A** for **YES**. If it is not correct, choose the letter **B** for **NO**.

		A Yes	B No
20	They went to the Motor Show this year because it was less expensive.	☐	☐
21	Both Gabriela and Brayden like going to the Motor Show for the same reasons.	☐	☐
22	Brayden would have waited for the autograph, but Gabriela didn't want to.	☐	☐
23	They saw cars that they might drive in the future.	☐	☐
24	Gabriela bought a T-shirt for her and her husband.	☐	☐
25	They both like the photo a lady took of them.	☐	☐

First try to get the general idea and choose the best option for each question. Then check carefully, when listening to the conversation again.

Speaking • Part 1 (2 / 3 minutes)

A – Candidate A

B – Candidate B

A/B – Candidate A and Candidate B

Practise spelling your name. You will be asked to spell all or part of your name. Before the exam, think about the questions you may be asked and practise possible answers on a range of different topics (house, family, school, free time activities, interests, holidays, future career). Always extend your answers with reasons and examples.

Phase 1

Interlocutor

A/B – Good morning / afternoon / evening. Can I have your mark sheets, please?

(Hand over the mark sheets to the Assessor.)

A/B I'm and this is He / she is just going to listen to us.

A Now, what's your name? Thank you.

B And what's your name? Thank you.

B Candidate B, what's your surname?
How do you spell it?
Thank you.

A And, Candidate A, what's your surname?
How do you spell it?
Thank you.

(Ask the following questions.
Ask Candidate A first.)
Where do you live / come from?
Do you study English at school?
Do you like it?
Thank you.
(Repeat for Candidate B.)

Back-up prompts

How do you write your family /
second name?

How do you write your family /
second name?

Do you live in...?

Do you have English lessons?

Phase 2

Interlocutor: (One or more of these questions may be used by the interlocutor. Candidate B is first.)

Do you feel you have enough free time?

What did you do yesterday evening?

Have you got a favourite subject?

Tell us about a teacher you liked.

Thank you.

Speaking • Part 2 (2 / 3 minutes)

Interlocutor: In the next part, you are going to talk to each other.

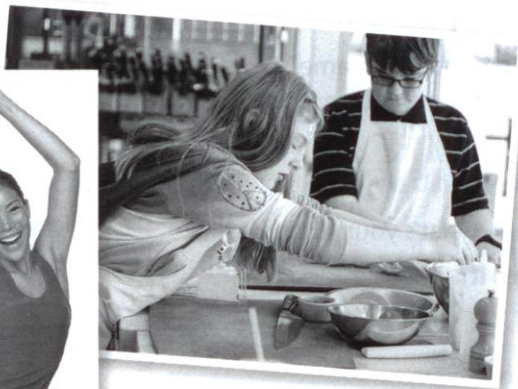
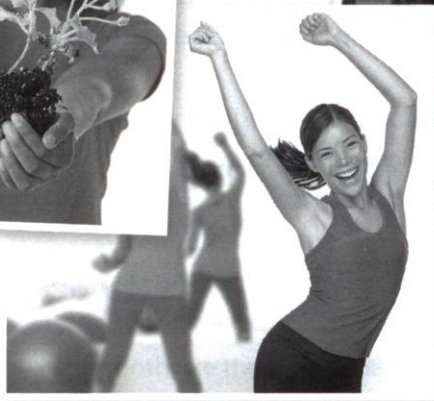
I'm going to describe a situation to you.

You and your friend are thinking of **learning something new**. There are some **clubs at school** and you are looking at the leaflet. Discuss an activity **that you could do together**.

Here is a picture with some ideas to help you.

The visual prompts are designed to generate ideas and provide the basis for the discussion, but you may introduce your own ideas if you wish. Extend your discussion before coming to a conclusion. Try to mention all the pictures but don't worry if the examiner stops you before you have ended your discussion. You are being assessed on the use of appropriate language and interactive strategies rather than on the outcome of the discussion.

School Clubs



(The interlocutor will place a booklet with a picture in front of you.)

I'll say that again.

You and your friend are thinking of learning something new. There are some clubs at school and you are looking at the leaflet. Discuss an activity that you could do together.

All right? Talk together.

(Now you will be allowed enough time to complete the task.)

Thank you. (Can I have the booklet please?)

(The interlocutor will retrieve the booklet.)

Speaking • Part 3 (3 minutes)

Interlocutor: Say to both candidates:

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

Candidate A, here is your photograph. **(A booklet with a photograph will be placed in front of Candidate A).** Please show it to Candidate B, but I'd like you to talk about it. Candidate B, you just listen. I'll give you your photograph in a moment.

Candidate A, please tell us what you can see in your photograph.

Try to describe the people and activities in the photograph as fully as possible. A good way of doing this is imagining you are describing it to someone who can't see it, naming all the objects, including details such as clothes, time of day, weather, place.... You could begin by mentioning the general idea of the picture, then describe what is happening and how the people may be feeling and finally focus on details.



Candidate A: Approximately one minute

Interlocutor:

Thank you. Can I have the booklet please?

Now, Candidate B, here is your photograph. It also shows people travelling.

(A booklet with a photograph will be placed in front of Candidate B).

Please show it to Candidate A and tell us what you can see in the photograph.



Candidate B: Approximately one minute

Interlocutor:

Thank you. Can I have the booklet please?

Speaking • Part 4 (3 minutes)

Interlocutor: Say to both candidates:

Your photographs showed people travelling in different ways. Talk together about the ways you enjoy travelling and what you would like to try in the future.

(You will be allowed enough time to complete the task.)

Thank you. That's the end of the test.

When you talk about your interests, give reasons for your preferences. Pick up on your partner's points. Show interest in what your partner(s) is/are saying! If you don't understand an instruction, question or response, ask the interlocutor or your partner to repeat it!

Test 4

Este teste não inclui quaisquer exercícios ou dicas de resolução para que possas treinar uma vez mais.

Deves responder às questões na folha de resposta que encontras no final deste teste (págs. 147-150).

Recomendamos que controles o tempo de realização de cada parte.

Paper 1 – Reading and Writing – 42 questões – 1h e 30 min

Paper 2 – Listening – 25 questões – 30 min (+ 6 min)

Paper 3 – Speaking – 10 / 12 min

Reading • Part 1

Questions 1 – 5

Look at the text in each question.

What does it say?

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

Example:

0

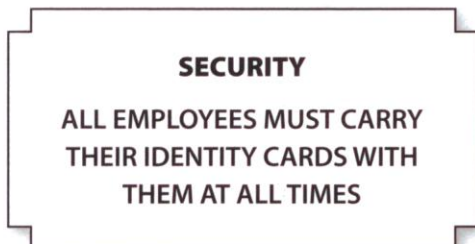


- A** In case of fire, remove the extinguisher from this location.
- B** Do not take this from its place.
- C** Do not remove the fire from this location.

Answer:

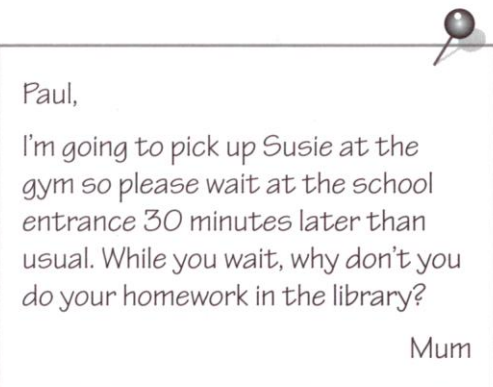


1



- A** You can get your identity card from security.
- B** The company makes you have your identity card with you.
- C** You must show your identity card at all times.

2



What should Paul do?

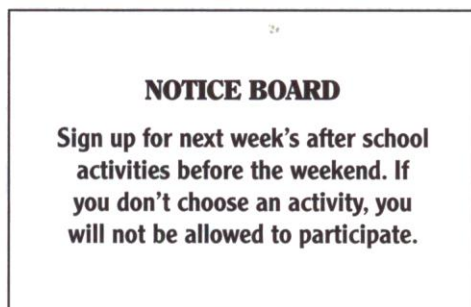
- A** Wait 30 min at the gym.
- B** Wait 30 min at the school entrance.
- C** Wait 30 min at the library.

3



- A** It is dangerous to feed these animals.
- B** The animals are hungry.
- C** There is a danger of being bitten if you don't feed the animals.

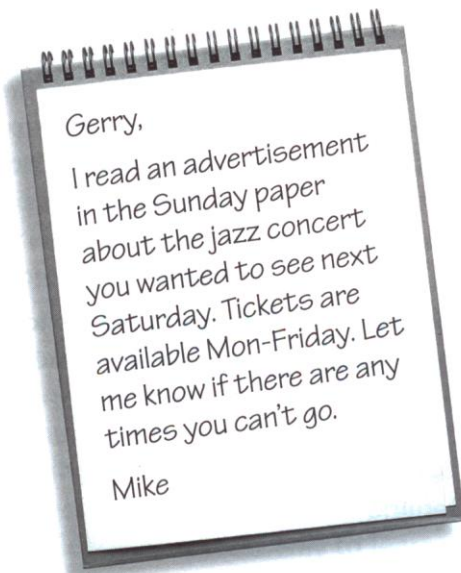
4



Students who don't sign up before the weekend

- A** will enrol at the weekend.
- B** will not be able to participate in the activities next week.
- C** will participate in next weekend's after school activities

5



- A** There is a jazz concert from Monday to Friday.
- B** You can buy a ticket for the Sunday concert.
- C** You can buy tickets on weekdays.

Reading • Part 2

Questions 6 – 10

The young people below would all like to do an online language course.

On the opposite page there are courses in which you can enrol.

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

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

6



Louis needs to expand his knowledge of the language, but he would like to do so in an entertaining way, such as watching films.

7



Paolo is from Spain and would like to learn English within three months. He will need to learn it but also some proof of the course he has attended.

8



John and Annie would like to improve their English skills, but wish to do so in a fun way. They love to carry out projects.

9



Ralph is very keen on learning English but would like to stay in touch with people from many countries. He likes working with lots of people.

10



Beatrice is very interested in the culture and traditions of Britain. She would like to improve her English while reading about entertaining facts at the same time.

Online courses

- A** **CESL** is proud to present its Online Programme designed to meet the needs of non-native speakers of English who wish to pursue their educational goals online. All CESL Online courses are offered in a 30-hour / 8 week or 50-hour / 8 week-format. Upon completion of the courses, all participants receive a Certificate of Completion. Currently running courses are listed below.
- C** Do you need to learn English – and learn it fast? If so, *Easy English* is the course for you!
Don't worry if you don't know a lot of English. In these lessons, you'll start with the basics and build your skills step-by-step. Fun activities and games will help you learn the English you need for real-life situations including shopping for clothes and food, job-hunting, and finding a place to live.
- E** **ASU's Master of Art English** prepares students to teach the English language. This programme is suitable for professionals with a wide range of roles, including both new and experienced teachers, administrators, policymakers and community workers. The programme teaches educators specific skills for assessing English learner proficiency and content area knowledge.
- G** **USA Learns** – A site for adults to improve English speaking, pronunciation, listening, reading, spelling, writing and grammar. The perfect way to learn English online! USA Learns is a great way to learn English online by watching interesting videos and completing educational activities. Nearly 6,000,000 adults from around the world have improved their English by using USA Learns.
- B** The **SHU English Language Institute** now offers a fully online English language programme of study. Our online programme is a complete four-level English language course available to students either in the United States or internationally. This programme allows students to learn English entirely online. The programme offers individualized learning plans based on placement testing.
- D** **Welcome to EnglishSpace**
EnglishSpace is a free English language course on the Internet. In EnglishSpace there are puzzles, games, exercises and projects to help you practise your English skills. Find out more and join today.
- F** Who are we? The **Learn English Network** is a voluntary organisation and we do what we do for the love of English. We run a network of websites and online services and courses with the help of our volunteers. The Learn English Network offers English grammar and extensive British English vocabulary sections along with a free English magazine, diary, games, lessons and tests and an insight into British culture, traditions and customs.
- H** **World English** now provides our regular visitors with the chance to practise their English speaking and listening skills online for FREE! Using free chat software and a microphone and speakers (or headset) you can join in a group English lesson in our English chat room. Every free class is led by a qualified English teacher. Each lesson lasts for 30 minutes, and will involve the discussion of a number of different subjects.

Fonte: ver References

Reading • Part 3

Questions 11 – 20

Look at the sentences below about teenagers and cooking.

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

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

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

- 11** Teenagers are now becoming interested in cooking.
- 12** People think you should not start learning how to cook at a young age.
- 13** Some time ago, cooking was seen as a boring activity.
- 14** A TV channel revolutionised the way food and its preparation was regarded.
- 15** Nowadays the Internet has helped professionals show their recipes.
- 16** A lot of the younger chefs attend special courses to learn how to cook.
- 17** Flynn serves his meals in a restaurant.
- 18** Flynn invents his own recipes.
- 19** The new chefs rarely take risks when producing their dishes.
- 20** Romilly does the dishes every night at home.

Generation Foodie: How Teens Are Taking Over the Gourmet Game

From ridiculously talented teen chefs to a new crop of young food fanatics, the culinary world is getting cooler every day.

"It's the perfect cooking storm." That's how chef Alex Guarnaschelli describes the events that's created our growing national obsession with food. Good food. And right now teens are in the centre of this new trend. "They know a tremendous amount about cooking these days," says Guarnaschelli. "And there's been a real change in the perception of how early you can start."

Today it's not much more than a distant memory, but there was a time when food preparation was seen as a chore instead of a cool career path. But the sudden popularity of the Food Network launched a revolution, lending foodies rock-star status and casting the culinary arts in a whole new light. "As a kid I'd watch the Food Network instead of cartoons," says Alexander Weiss, 14, who won Fox's MasterChef Junior competition last fall.



Alexandra Guarnaschelli – celebrity chef.

At the same time, the Internet has made it possible for those of us without foodie parents – or an Italian grandmother – to master the art of chopping, or making fresh pasta. "It changed everything. The web created this vast source of knowledge and made cooking a lot more accessible. A decade ago, if you wanted to learn something really specific, you had to go work in a chef's kitchen. Now you can learn it from YouTube," says fifteen-year-old chef Flynn McGarry. "The Internet also created a way to showcase what you're doing and put it out into the world and have people notice."

The result of all this is not only a generation of teens who are more knowledgeable about food and care more about what they're putting in their bodies than ever before – it's also given rise to a group of incredibly talented young chefs, the majority of whom are largely self-taught and have already reached a level of success and celebrity that many adult chefs never do. Take Flynn: He learnt how to cook at age 10 and, less than two years later, began hosting what became a \$160-a-person, multicourse supper club at his house in Los Angeles, serving dishes he created.

"There's a freshness to the approach of teen chefs. They're lively and they're not afraid to take risks," Guarnaschelli says. That appreciation is part of the reason a growing number of young cooks are being so readily welcomed into restaurant kitchens. If that's not incentive for you to apron up, maybe this is: "When I got into cooking, my mum and I made a deal," Romilly says. "I'll make dinner every night – but afterwards she has to do all the dishes."

TeenVogue.com by Shaun Dreisbach
(abridged and adapted)

Reading • Part 4

Questions 21 – 25

Read the text and questions below.

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

Math from Memory

New research shows how kids' brains reorganize as they learn math

A new study shows children develop basic math memorisation as they grow older. All the time you spent memorising multiplication tables may have made you a better mathematician. A team of scientists from Stanford University, in California, have shown how the brain reorganises itself as children learn math.

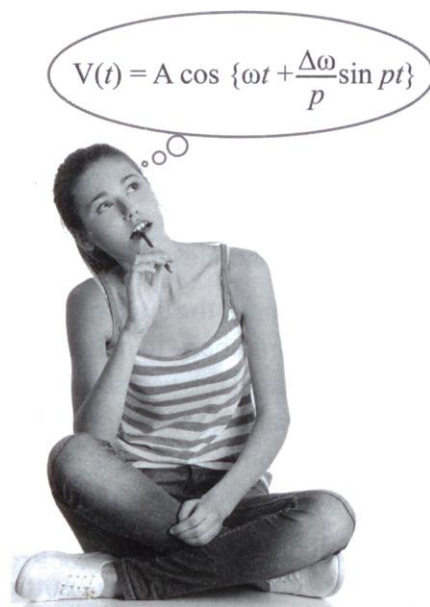
After a certain amount of time spent practising math, kids can put away the calculator. They don't even need to count on their fingers. They simply know the answers to subtraction, addition, and multiplication facts.

The Stanford University researchers observed the brain activity of 28 students, ages 7 to 9, for the study. They took scans of the students' brains as the students solved math calculations without the help of a calculator, pen or paper. These observations showed a process called fact retrieval. Rather than using their fingers to count, or scrawling out equations on a piece of paper, the students pulled the answers from memory. "Experience really does matter," said Dr Kathy Mann Koepeke of the National Institutes of Health.

This process has benefits for the future. The study showed, as kids got older, their answers relied more on memory and became quicker and more accurate. Less brain activity was devoted to counting. Some children make this shift quicker than others.

Scientists hope to use this research to develop new strategies to help children learn math at all levels.

www.timeforkids.com/news/math-memory/168636 (abridged and adapted)



- 21** What is the writer's main aim in writing the text?
- A** Describe a study that proves that memorising improves your memory.
 - B** Describe a study that develops mathematical skills.
 - C** Describe a study that improves your ability to learn.
 - D** Describe a study conducted with mathematicians.
- 22** How was the study conducted?
- A** Students solved problems on the computer and the results were analysed.
 - B** Children's problems were analysed with a scan.
 - C** Some children memorised multiplication tables.
 - D** Children's brains were scanned as they solved some problems.
- 23** What conclusion has Dr Kathy Mann Koepeke reached?
- A** You shouldn't use your memory to help develop mathematical skills.
 - B** Children need to use something to help them memorise.
 - C** Math is best learnt by memorising.
 - D** It's better to use a computer to do the math.
- 24** This research could be helpful
- A** to develop new mathematical theories.
 - B** for people to use less brain activity.
 - C** to help children to become better learners.
 - D** to start new researches related to math learning.
- 25** What could be a conclusion of these observations?

A Children needn't memorise multiplication tables as they are not helpful.

B Children will only memorise multiplication tables if they use their fingers, paper and pencil.

C Children need to do research to develop new learning strategies.

D Children should memorise multiplication tables to develop thinking skills.

Reading • Part 5

Questions 26 – 35

Read the text below and choose the correct word for each space.

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

Example:

0 **A** to **B** on **C** over **D** above

Answer:

0 ☐ **A** ☐ **B** ☐ **C** ☐ **D** ☐

Students 'addicted to mobile phones'

Students spend up **(0)** ten hours a day on their mobile phones, a study found. Some even say they feel stressed if **(26)** phone is not in sight.

A team at Baylor University in Texas found that girls spent an **(27)** of ten hours a day texting, emailing and on social media while boys spent nearly eight.

The online **(28)** asked 164 students how long they spent using different functions or apps on their phone. **(29)** asked, 60 per cent said they might be addicted to their mobile.

Overall, they spent the most time texting, at an average of 94.6 minutes **(30)** day.

Women spent **(31)** time using their phones. Men sent roughly the **(32)** number of emails as women, **(33)** spent less time on each one. Women may be more inclined to use phones for social reasons **(34)** as texting or emails to build relationships and have deeper conversations. But he warned using a mobile too much could **(35)** harmful.

www.dailymail.co.uk/news/article-2739380/Students-addicted-mobile-phones-Some-spending-ten-hours-day-texting-emailing-social-media.html#ixzz3GulA45wq (abridged and adapted)



- | | | | | |
|-----------|------------------|-----------------|-----------------|-------------------|
| 26 | A my | B their | C his | D they |
| 27 | A average | B medium | C total | D global |
| 28 | A quiz | B game | C survey | D exercise |
| 29 | A Why | B If | C When | D Then |
| 30 | A each | B all | C most | D same |
| 31 | A most | B same | C as | D more |
| 32 | A exact | B same | C equal | D right |
| 33 | A but | B and | C so | D also |
| 34 | A as | B such | C so | D than |
| 35 | A have | B be | C make | D do |

Writing • Part 1

Questions 1 – 5

Here are some sentences about school.

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

Use no more than three words.

Write only the missing words on your answer sheet.

You may use this page for any rough work.

Example:

0 The students are lent the course books by our school.

Our school the course books to the students.

Answer: 0 lends 

1 Sarah's schoolbag is very similar to her best friend's bag.

Sarah's schoolbag is nearly the same her best friend's bag.

2 Children like working in the Art room more than in the Lab.

Children working in the Art room to working in the Lab.

3 James joined the chess club a year ago.

James participating in the chess club for a year.

4 There are only a few trees in the school playground.

There aren't trees in the school playground.

5 Sally likes going to gym classes and all her friends do too.

Sally likes going to gym classes and do all her friends.

Writing • Part 2

Question 6

An English friend of yours called Tim gave a party yesterday, which you enjoyed.

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

- thank him for the party
- say what you liked best
- suggest when you could both meet again

Write **25 – 45** words on your answer sheet.

Do not write your answer here.

Writing • Part 3

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

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

Tick the box (Question 7 or Question 8) on your answer sheet to show which question you have answered.

Question 7

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

Happy New Year! This year I am going to learn Spanish! What are your New Year's resolutions? Are you doing anything different? Tell me about it.

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

Question 8

- You have to write a story for your English teacher.
- Your story must begin with this sentence:

It was six o'clock when the alarm clock went off.

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

Listening • Part 1

Questions 1 – 7



There are seven questions in this part.

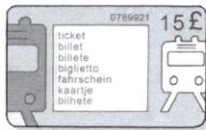
For each question there are three pictures and a short recording.

Track 17

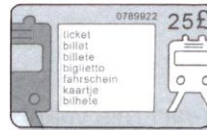
For each question, choose the correct answer **A**, **B** or **C** picture and circle the correct answer.

Example:

How much will the boy's ticket cost?



A

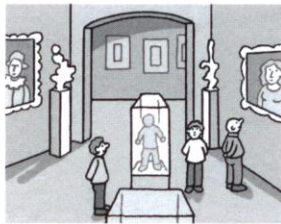


B

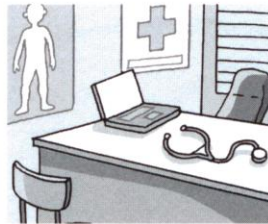


C

1 Why didn't the girl go to chess club yesterday?



A



B



C

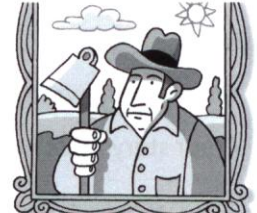
2 Which painting does the girl prefer?



A



B



C

3 Which activity will the girls do this year?



A

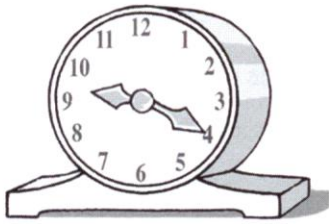


B

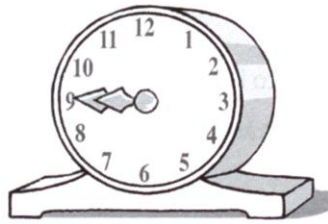


C

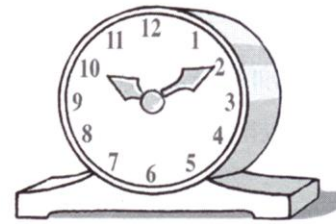
4 What time was the teacher's meeting?



A

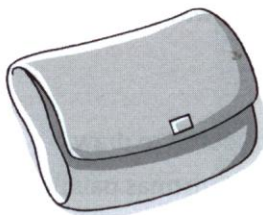


B



C

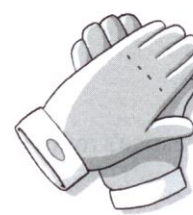
5 What did the girl buy from the shop?



A

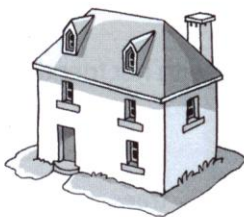


B



C

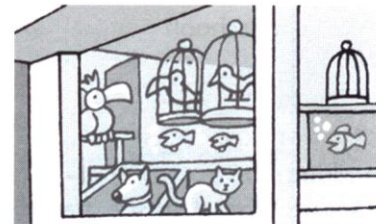
6 Where will the girl go first after school?



A



B

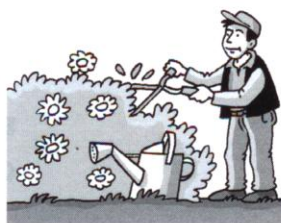


C

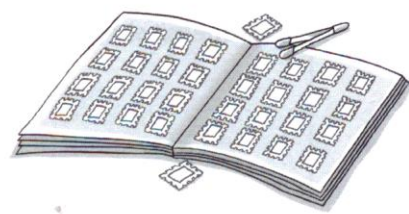
7 Which hobby has the boy just started?



A



B



C

Listening • Part 2

Questions 8 – 13



You will hear a girl called Jessica talking to her class about her drawings.

CD

For each question, choose the correct answer **A**, **B** or **C**.

Track 18

- | | |
|---|--|
| <p>8 When did Jessica start drawing?</p> | <p>A When she was one year old.
 B When she was one and a half.
 C When she was fifteen.</p> |
| <p>9 Jessica's mum is a painter and</p> | <p>A helped Jessica to draw.
 B created Christmas paintings.
 C displayed Jessica's drawings.</p> |
| <p>10 What did Jessica do at play time at school?</p> | <p>A She sat and doodled.
 B She did crafts.
 C She drew with her friends.</p> |
| <p>11 What does she draw well?</p> | <p>A Leaves, balls, trees.
 B Pets and cartoon characters.
 C Details in other people's work.</p> |
| <p>12 Why doesn't she like drawing people?</p> | <p>A She needs more practice and knowledge.
 B She hasn't enrolled in a course yet.
 C She needs to learn about famous artists' work.</p> |
| <p>13 Why is the drawing that Jessica shows the class her favourite?</p> | <p>A She likes the countryside.
 B She likes apples.
 C She likes the memories it brings.</p> |

Listening • Part 3

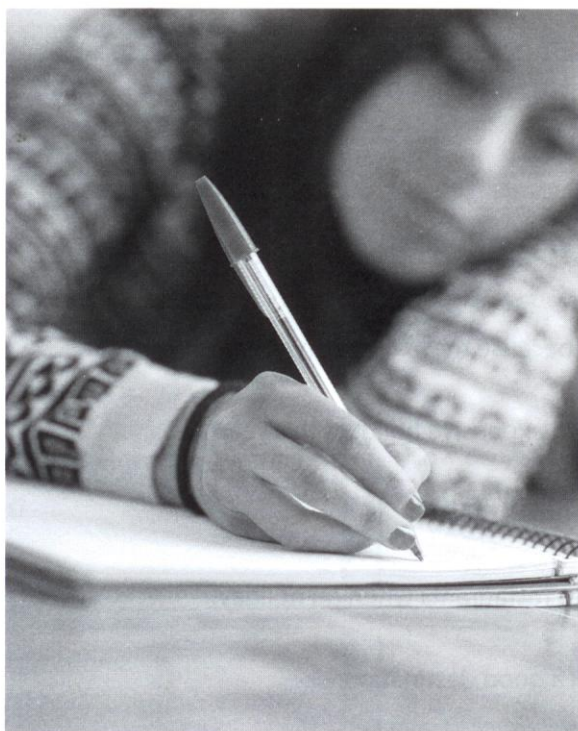
Questions 14 – 19

You will hear a teacher talking about note-taking techniques.

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



Track 19



Note-taking techniques

Things to check before a class: paper, **(14)** with pens, pencils and highlighters.

Key to success: **(15)**

Techniques

Use different fonts when using a **(16)**

After taking notes, **(17)** and improve what you have written.

Share with your **(18)**

There are some tools for laptops, **(19)** and tablets.

Listening • Part 4

Questions 20 – 25



CD
Track 20

Look at the six sentences for this part.
You will hear a conversation between a girl, Lea, and a boy, Ben, about holidays.
Decide if each sentence is correct or incorrect.
If it is correct, choose the letter **A** for **YES**. If it is not correct, choose the letter **B** for **NO**.

		A	B
		Yes	No
20	Both are very excited because they will be on holiday next week.	☐	☐
21	Ben's family can't afford expensive holidays this year.	☐	☐
22	Lea has some family abroad.	☐	☐
23	Lea sometimes goes to restaurants when on holiday.	☐	☐
24	Both think Scotland is a good destination.	☐	☐
25	Ben likes Lea's idea about visiting his relatives.	☐	☐

Speaking • Part 1 (2 / 3 minutes)

A – Candidate A

B – Candidate B

A/B – Candidate A and Candidate B

Phase 1

Interlocutor

A/B Good morning / afternoon / evening. Can I have your mark sheets, please?
(Hand over the mark sheets to the Assessor.)

A/B I'm and this is He / she is just going to listen to us.

A Now, what's your name? Thank you.

B And what's your name? Thank you.

B Candidate B, what's your surname?
How do you spell it?
Thank you.

A And, Candidate A, what's your surname?
How do you spell it?
Thank you.

Back-up prompts

How do you write your family /
second name?

How do you write your family /
second name?

(Ask the following questions.
Ask Candidate A first.)
Where do you live / come from?
Do you study English at school?
Do you like it?
Thank you.
(Repeat for Candidate B.)

Do you live in...?

Do you have English lessons?

Phase 2

Interlocutor: (One or more of these questions may be used by the interlocutor. Candidate B is first.)

Tell us about the last film you enjoyed.

Do you remember your first English lessons?

What would you like to do in the future?

Have you ever been abroad?

Thank you.

Speaking • Part 2 (2 / 3 minutes)

Interlocutor: In the next part, you are going to talk to each other.

I'm going to describe a situation to you.

You are on **holiday** with a friend in **London**. You both think it would be a good idea to buy a **present for your parents** when you return. Discuss the best gift to bring back to your parents.

Here is a picture with some ideas to help you.



(The interlocutor will place a booklet with a picture in front of you.)

I'll say that again.

You are on **holiday** with a friend in **London**. You both think it would be a good idea to buy a **present for your parents** when you return. Discuss the best gift to bring back to your parents.

All right? Talk together.

(Now you will be allowed enough time to complete the task.)

Thank you. (Can I have the booklet please?)

(The interlocutor will retrieve the booklet.)

Speaking • Part 3 (3 minutes)

Interlocutor: Say to both candidates:

Now, I'd like each of you to talk on your own about something. I'm going to give each of you a photograph of people listening to music.

Candidate A, here is your photograph. **(A booklet with a photograph will be placed in front of Candidate A).** Please show it to Candidate B, but I'd like you to talk about it. Candidate B, you just listen. I'll give you your photograph in a moment.

Candidate A, please tell us what you can see in your photograph.



Candidate A: Approximately one minute

Interlocutor:

Thank you. Can I have the booklet please?

Now, Candidate B, here is your photograph. It also shows people listening to music. **(A booklet with a photograph will be placed in front of Candidate B).** Please show it to Candidate A and tell us what you can see in the photograph.



Candidate B: Approximately one minute

Interlocutor:

Thank you. Can I have the booklet please?

Speaking • Part 4 (3 minutes)

Interlocutor: Say to both candidates:

Your photographs showed people listening to music in different ways. Talk together about the kind of music you like listening to and where you listen to it.

(You will be allowed enough time to complete the task.)

Thank you. That's the end of the test.

ANSWER SHEET (Sample)

[illegible]

Candidate Name

Candidate Name
If not already printed, write name
in CAPITALS and complete the
Candidate No. grid (in pencil).

Candidate Signature

Centre No.

Candidate No.

Examination Title

Examination Details

Centre

Supervisor:

If the candidate is **ABSENT** or has **WITHDRAWN** shade here =

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

PET Paper 1 Reading and Writing Candidate Answer Sheet 1

Instructions

Use a PENCIL (B or HB).

Rub out any answer you want to change with an eraser.

For Reading:

Mark ONE letter for each question.

For example, if you think **A** is the right answer to the question, mark your answer sheet like this:

0	<u>A</u>	<u>C</u>	<u>D</u>
---	----------	----------	----------

Part 1			
1	A	B	C
2	A	B	C
3	A	B	C
4	A	B	C
5	A	B	C

Part 2								
6	A	B	C	D	E	F	G	H
7	A	B	C	D	E	F	G	H
8	A	B	C	D	E	F	G	H
9	A	B	C	D	E	F	G	H
10	A	B	C	D	E	F	G	H

Part 3	
11	$\frac{A}{B}$
12	$\frac{A}{B}$
13	$\frac{A}{B}$
14	$\frac{A}{B}$
15	$\frac{A}{B}$
16	$\frac{A}{B}$
17	$\frac{A}{B}$
18	$\frac{A}{B}$
19	$\frac{A}{B}$
20	$\frac{A}{B}$

Part 4				
21	A	B	C	D
22	A	B	C	D
23	A	B	C	D
24	A	B	C	D
25	A	B	C	D

Part 5				
26	A	B	C	D
27	A	B	C	D
28	A	B	C	D
29	A	B	C	D
30	A	B	C	D
31	A	B	C	D
32	A	B	C	D
33	A	B	C	D
34	A	B	C	D
35	A	B	C	D

Continue on the other side of this sheet →

For Writing (Parts 1 and 2):

Write your answers clearly in the spaces provided.

Part 1: Write your answers below.		Do not write here
1		1 1 0
2		1 2 0
3		1 3 0
4		1 4 0
5		1 5 0

Part 2 (Question 6): Write your answer below.

Put your answer to Writing Part 3 on Answer Sheet 2 →

Do not write below (Examiner use only)					
0	1	2	3	4	5

**Answer only one of the two questions for Part 3.
Tick the box to show which question you have answered.
Write your answer below. Do not write on the barcodes.**

[illegible]

C	CA	O	L

Candidate Name
If not already printed, write name in CAPITALS and complete the Candidate No. grid (4-1 period-2)
Candidate Signature
Examination Title
Centre
Centre No.
Candidate No.
Examination Details

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

Supervisor:
If the candidate is ABSENT or has WITHDRAWN shade here

PET Paper 2 Listening Candidate Answer Sheet

You must transfer all your answers from the Listening Question Paper to this answer sheet.

Instructions

Use a **PENCIL** (B or HB)

Rub out any answer you want to change with an eraser.

For **Parts 1, 2 and 4**:

Mark **ONE** letter for each question.

For example, if you think **A** is the right answer to the question, mark your answer sheet like this:

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

For **Part 3**:

Write your answers clearly in the spaces next to the numbers (14 to 19) like this:

0	example
---	---------

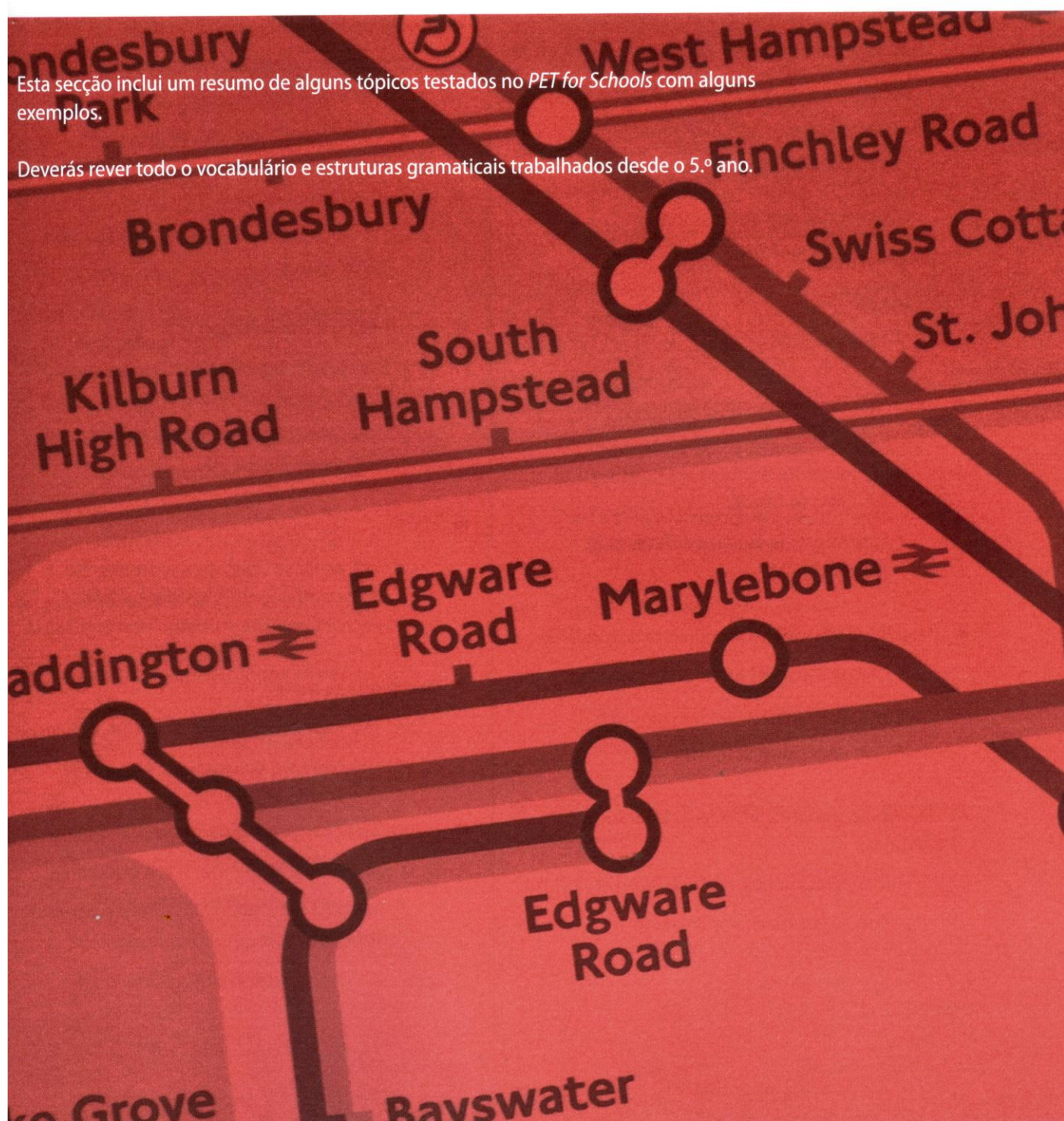
Part 1	Part 2	Part 3	Do not write here	Part 4
1 A B C	8 A B C	14	1 14 0	20 A B
2 A B C	9 A B C	15	1 15 0	21 A B
3 A B C	10 A B C	16	1 16 0	22 A B
4 A B C	11 A B C	17	1 17 0	23 A B
5 A B C	12 A B C	18	1 18 0	24 A B
6 A B C	13 A B C	19	1 19 0	25 A B
7 A B C				

3

Content log

Esta secção inclui um resumo de alguns tópicos testados no *PET for Schools* com alguns exemplos.

Deverás rever todo o vocabulário e estruturas gramaticais trabalhados desde o 5.º ano.



Functions

● greeting people and responding to greetings (in person and on the phone)

- ✓ Hello! How are you?
- ✓ I'm fine, thank you.

● introducing oneself and other people

- ✓ My name is John and this is Jenny.

● asking for and giving personal details: (full) name, age, address, names of relatives and friends, etc.

- ✓ My name is Robert Garrison.
- ✓ I am twelve years old.
- ✓ My address is 23, Lake Street, Bristol.
- ✓ My sister's name is Janice.

● understanding and completing forms, giving personal details

- ✓ I am single.
- ✓ I am a student.

● understanding and writing letters, giving personal details

- ✓ My favourite hobbies are dancing and listening to music.
- ✓ I am very tidy, but sometimes a bit stubborn.

● describing education, qualifications and skills

- ✓ I passed my KET exam last year.
- ✓ I am in the 9th grade.
- ✓ I am very good at Maths.

● describing people (personal appearance, qualities)

- ✓ Mary is stunning. Her eyes are very bright.
- ✓ Robert is a hard-working boy.

● asking for repetition and clarification

- ✓ Excuse me, could you please repeat that?
- ✓ I didn't understand. Could you explain that again, please?

● re-stating what has been said

- ✓ I said that we needed a new CD player. This one is too old.
- ✓ What I mean is that it is simple to do that.

● checking on meaning and intention

- ✓ What did you mean when you said this was a bad film?
- ✓ Do you really want to tell her that?

● helping others to express their ideas

- ✓ Do you mean to say that Sarah should study harder?

● interrupting a conversation

- ✓ Excuse me, but I believe that we should also consider the disadvantages.
- ✓ Yes, but I disagree with the fact that this would benefit the city.

● starting a new topic

- ✓ Well, as far as Education is concerned, I believe we should consider both the teachers' and the students' points of view.

● changing the topic

- ✓ I see your point, but what about...?
- ✓ Why don't we talk about...?

● resuming or continuing the topic

- ✓ All in all, we agree that it is a good idea.
- ✓ However, we should also analyse people's attitude to that.

● **asking for and giving the spelling and meaning of words**

- ✓ How do you spell that?
- ✓ What does "naïve" mean?

● **counting and using numbers**

- ✓ John's phone number is 93756 92984.
- ✓ The second house on the left is mine.

● **asking and telling people the time, day and/or date**

- ✓ What time is it, please?
- ✓ Have you got the time?
- ✓ Today is the 3rd March.

● **asking for and giving information about routines and habits**

- ✓ How often do you go to the gym?
- ✓ Do you usually buy fresh bread in the morning?

● **understanding and writing diaries and letters giving information about everyday activities**

- ✓ I go to school by bus every day.
- ✓ My cousin sometimes spends some time in the library to do his homework.

● **talking about what people are doing at the moment**

- ✓ Anthony is listening to the news right now.
- ✓ Richard is playing the piano at the moment.

● **talking about past events and states in the past, recent activities and completed actions**

- ✓ Peter wrote an email yesterday.
- ✓ He used to take longer to do that.
- ✓ Miriam has just finished her homework.

● **understanding and producing simple narratives**

- ✓ Alvin saw the thief, shouted for help and chased him.
- ✓ She closed the book, switched off the light and went to sleep.

● **reporting what people say**

- ✓ Johanna told Peter she would buy that book today.
- ✓ He said he was tired.

● **talking about future or imaginary situations**

- ✓ Next Christmas holidays, I will spend some time skiing.

● **talking about future plans or intentions**

- ✓ I am going to study harder next year. I want to improve my marks.
- ✓ I would like to buy that skateboard in the future.

● **making predictions**

- ✓ I think people will use the underground more often in the future to protect the environment.
- ✓ I believe I'll get an excellent mark, because I have been studying hard.

● **identifying and describing accommodation (houses, flats, rooms, furniture, etc.)**

- ✓ Her room is quite cosy, but a bit cramped.
- ✓ The cupboard was really old, so they bought a new one.

● **buying and selling things (costs, measurements and amounts)**

- ✓ This doll usually costs £20, but it's on sale for £16,99.
- ✓ The bag was so heavy that I couldn't carry it.

● **talking about food and meals**

- ✓ I love going out for a Sunday brunch.
- ✓ I love pizza, but my favourite dish is lasagna.

● **talking about the weather**

- ✓ It's sunny today, but it's also a bit chilly.
- ✓ Yesterday was quite windy, so make sure you wear a coat today.

● **talking about one's health**

- ✓ I'm feeling a bit under the weather today.
- ✓ John's got a cold.
- ✓ Mary eats too much sugar. Now she's got a toothache.

● **following and giving simple instructions**

- ✓ Open the can and put the content in the bowl.
- ✓ Click on the icon and save the document.

● **understanding simple signs and notices**

- ✓ To get there we need to turn right after the roundabout.
- ✓ We mustn't eat in the library. Look at the sign.

● **asking the way and giving directions**

- ✓ Could you tell me how to get to the station, please?
- ✓ Go straight ahead and then turn right before the bus stop.

● **asking for and giving travel information**

- ✓ This package holiday includes tickets to several museums.
- ✓ Is this a 4-star hotel?

● **asking for and giving simple information about places**

- ✓ When was this built?
- ✓ Mozart lived here.

● **identifying and describing simple objects (shape, size, weight, colour, purpose or use, etc.)**

- ✓ It's made of wood and you can use it to stir the soup.
- ✓ It's round, made of ceramics and you can put some food on it.

● **making comparisons and expressing degrees of difference**

- ✓ This T-shirt is much larger than that one.
- ✓ This car uses up a lot more petrol than that one.

● **talking about how to operate things**

- ✓ Switch the button on and steer the wheel.
- ✓ describing simple processes
- ✓ Open the lid and pour the content into the bowl. Then, use a brush to apply the colour.

● **expressing purpose, cause and result, and giving reasons**

- ✓ I phoned him to ask for a refund.
- ✓ Rebecca wrote the letter so as to inform her friend of the situation.

● **drawing simple conclusions and making recommendations**

- ✓ I think you should go to the doctor.
- ✓ I believe you might be coming down with something. You are quite pale.

● **making and granting / refusing simple requests**

- ✓ Shall I carry that for you?
- ✓ Thank you, you are so kind.
- ✓ No, thank you. I'm OK.

● **making and responding to offers and suggestions**

- ✓ Would you like to go for a run in the park?
- ✓ I'd love to.

● **expressing and responding to thanks**

- ✓ Thank you so much.
- ✓ You're welcome.

● **giving and responding to invitations**

- ✓ Would you like to have dinner?
- ✓ I'm sorry, but I have to go home now.

● **giving advice**

- ✓ You should talk to her and ask her what she thinks.
- ✓ You should go to the doctor.

● **giving warnings and prohibitions**

- ✓ Don't go there.
- ✓ You must switch off your mobile phone.

● **persuading and asking / telling people to do something**

- ✓ Could I ask you to please have a look at this?
- ✓ Pack your suitcase. We're going away for the weekend.

● **expressing obligation and lack of obligation**

- ✓ You must complete this by Friday.
- ✓ You needn't buy oranges. We have enough.

● **asking and giving / refusing permission to do something**

- ✓ Could I borrow your book?
- ✓ I am sorry, but I need it for tomorrow.

● **making and responding to apologies and excuses**

- ✓ I am sorry but I missed the bus.
- ✓ It's OK, we're just starting.

● **expressing agreement and disagreement, and contradicting people**

- ✓ I see your point.
- ✓ I agree with you to some extent, but I believe that is too extreme.
- ✓ I don't see it like that.

● **paying compliments**

- ✓ You look lovely today.
- ✓ I believe this essay is really well written.

● **criticising and complaining**

- ✓ The hotel is too expensive and the service is not good.
- ✓ I'm sorry but this soup is cold.

● **sympathising**

- ✓ I see you're not feeling OK. Is there something I can do for you?
- ✓ Oh, my poor dear. Are you feeling better now?

● **expressing preferences, likes and dislikes
(especially about hobbies and leisure activities)**

- ✓ I prefer going to the gym, as the coach is very nice.
- ✓ I quite like collecting stamps. It's relaxing and I find out about other cultures.

● **talking about physical and emotional feelings**

- ✓ I feel so stressed right now.
- ✓ She's exhausted. She's been working all morning.

● **expressing opinions and making choices**

- ✓ I think it is better to buy this one as it's cheaper.
- ✓ I prefer this dress. It's more fashionable.

● **expressing needs and wants**

- ✓ I would like to go home now.
- ✓ I need a new pair of boots. Mine are too old.

● **expressing (in)ability in the present and in the past**

- ✓ When I was younger I couldn't swim. I am really a good swimmer now.
- ✓ I can play the drums very well.

● **talking about (im)probability and (im)possibility**

- ✓ That can't be Mary. She's a brunette.
- ✓ I don't think it will rain tomorrow. The sky is clear. It might be cold, though.
- ✓ That must be Philippe. I recognise his voice.

● **expressing degrees of certainty and doubt**

- ✓ I'm not quite sure whether she's at home or still at work.
- ✓ I'm certain he likes jazz.

Grammar

● **VERBS**

- ✓ regular and irregular forms

● **MODALS**

- ✓ can (ability; requests; permission)
- ✓ could (ability; polite requests)
- ✓ would (polite requests)
- ✓ will (future)
- ✓ shall (suggestion)
- ✓ should (advice)
- ✓ may (possibility)
- ✓ might (possibility)
- ✓ have (got) to (obligation)
- ✓ ought to (obligation)
- ✓ must (obligation)
- ✓ mustn't (prohibition)
- ✓ need (necessity)
- ✓ needn't (lack of necessity)
- ✓ used to + infinitive (past habits)

● TENSES

Present Simple:

- ✓ states, habits, systems and processes (and verbs not used in the continuous form)

Present Continuous:

- ✓ future plans and activities, present actions

Present Perfect Simple:

- ✓ recent past with *just*, indefinite past with *yet*, *already*, *never*, *ever*; unfinished past with *for* and *since*

Past Simple:

- ✓ past events

Past Continuous:

- ✓ parallel past actions, continuous actions interrupted by the past simple tense

Past Perfect Simple:

- ✓ narrative, reported speech
- ✓ Future with *going to*
- ✓ Future with Present Continuous and Present Simple
- ✓ Future with *will* and *shall*: offers, promises, predictions, etc.

● VERB FORMS

- ✓ affirmative, interrogative, negative
- ✓ imperatives
- ✓ infinitives (with and without *to*) after verbs and adjectives
- ✓ gerunds (*-ing* form) after verbs and prepositions
- ✓ gerunds as subjects and objects
- ✓ passive forms: Present and Past Simple
- ✓ verb + object + infinitive *give/take/send/bring/show* + direct/indirect object
- ✓ causative *have/get*
- ✓ *so/nor* with auxiliaries

● COMPOUND VERB PATTERNS

- ✓ phrasal verbs/verbs with prepositions
- ✓ conditional sentences
- ✓ type 0: *An iron bar expands if/when you heat it.*
- ✓ type 1: *If you do that again, I'll leave.*
- ✓ type 2: *I would tell you the answer if I knew it.*
If I were you, I wouldn't do that again.

● SIMPLE REPORTED SPEECH

- ✓ statements, questions and commands:
say, ask, tell
 - *He said that he felt ill.*
 - *I asked her if I could leave.*
 - *No one told me what to do.*
- ✓ indirect and embedded questions: *know, wonder*
 - *Do you know what he said?*
 - *I wondered what he would do next.*

● INTERROGATIVES

- ✓ What, What (+ noun)
- ✓ Where; When
- ✓ Who; Whose; Which
- ✓ How; How much; How many; How often; How long; etc.
- ✓ Why

● NOUNS

- ✓ singular and plural (regular and irregular forms)
- ✓ countable and uncountable nouns with *some* and *any*
- ✓ abstract nouns
- ✓ compound nouns
- ✓ complex noun phrases
- ✓ genitive: *'s* & *s'*
- ✓ double genitive: *a friend of theirs*

● PRONOUNS

- ✓ Personal (subject, object, possessive)
- ✓ Reflexive and emphatic: *myself*, etc.
- ✓ Impersonal: *it, there*
- ✓ Demonstrative: *this, that, these, those*
- ✓ Quantitative: *one, something, everybody*, etc.
- ✓ Indefinite: *some, any, something, one*, etc.
- ✓ Relative: *who, which, that, whom, whose*

● DETERMINERS

- ✓ *a* + countable nouns
- ✓ *an* + countable nouns
- ✓ *the* + countable/uncountable nouns

● ADJECTIVES

- ✓ colour, size, shape, quality, nationality
- ✓ predicative and attributive
- ✓ cardinal and ordinal numbers
- ✓ possessive: *my, your, his, her*, etc.
- ✓ demonstrative: *this, that, these, those*
- ✓ quantitative: *some, any, many, much, a few, a lot of, all, other, every*, etc.
- ✓ comparative and superlative forms (regular and irregular):
- ✓ (not) *as... as, not... enough to, too... to*
- ✓ order of adjectives
- ✓ participles as adjectives
- ✓ compound adjectives

● ADVERBS

- ✓ Regular and irregular forms
- ✓ Manner: *quickly, carefully*, etc.
- ✓ Frequency: *often, never, twice a day*, etc.
- ✓ Definite time: *now, last week*, etc.
- ✓ Indefinite time: *already, just, yet*, etc.
- ✓ Degree: *very, too, rather*, etc.
- ✓ Place: *here, there*, etc.
- ✓ Direction: *left, right*, etc.
- ✓ Sequence: *first, next*, etc.
- ✓ Comparative and superlative forms (regular and irregular)
- ✓ Sentence adverbs: *too, either*, etc.
- ✓ Pre-verbal, post-verbal and end-position adverbs
- ✓ Comparative and superlative forms (regular and irregular)

● PREPOSITIONS

- ✓ Location: *to, on, inside, next to, at (home)*, etc.
- ✓ Time: *at, on, in, during*, etc.
- ✓ Direction: *to, into, out of, from*, etc.
- ✓ Instrument: *by, with*

● MISCELLANEOUS:

- ✓ *like, as, due to, owing to*, etc.

● PREPOSITIONAL PHRASES:

- ✓ *at the beginning of, by means of*, etc.

● PREPOSITIONS PRECEDING NOUNS AND ADJECTIVES:

- ✓ *by car, for sale, at last*, etc.

● PREPOSITIONS FOLLOWING (I) NOUNS AND ADJECTIVES:

- ✓ *advice on, afraid of*, etc. (ii) verbs: *laugh at, ask for*, etc.

● CONNECTIVES

- ✓ *and, but, or, either... or*
- ✓ *when, while, until, before, after, as soon as*
- ✓ *where*
- ✓ *because, since, as, for*
- ✓ *so that, (in order) to*
- ✓ *so, so... that, such... that*
- ✓ *if, unless*
- ✓ *although, while, whereas*

Vocabulary



● APPLIANCES

camera
CD (player)
clock
computer / PC
cooker
digital camera
dish washer
DVD (player)
electric lights
electricity
fridge
gas
heating
lamp
laptop
mobile phone / cell
phone / (tele)phone
MP3 player
oven
radio
television / TV
video
washing machine



● CLOTHES

bathing suit /
swimming costume /
swimsuit
blouse
boot
cap
coat
dress
fashion
jacket
jeans
jumper
pocket
raincoat
shirt
shoes
shorts
skirt
socks
suit
sweater
T-shirt
tights
trainers
trousers
try on (v)
uniform
wear (v)



● ACCESSORIES

bag
belt
bracelet
chain
earring
glasses
glove
handbag
hat
jewellery / jewelry
leggings
necklace
purse
ring
scarf
sunglasses
tie
umbrella
wallet
watch



● COLOURS

black
blue
brown
dark
golden
green
grey
light
orange
pale
pink
purple
red
white
yellow



● COMMUNICATION AND TECHNOLOGY

(computer) screen
address
at / @
by post
call (v)
CD (player)
chat
click (v)
conversation
digital camera
dot
download (n & v)
email (n & v)
envelope
file
information
Internet
keyboard
laptop
mouse
MP3 player
net
online
photograph
photography
printer
software
screen (n)
talk
text (n & v)
underscore
upload
web
web page
website



● DOCUMENTS AND TEXTS

ad / advertisement
article
bill
book
card
comic
diary
diploma
email
form
letter
licence
magazine
menu
message
newspaper
note
notebook
passport
postcard
project
textbook
ticket



● EDUCATION

advanced
beginner
blackboard
board
book
bookshelf
class
classmate
classroom
clever
coach
college
course
desk
dictionary
diploma
draw
drawing
eraser
exam(ination)
homework
information
instructions
know
language
learn
lesson
level
library
mark
note
practice (n)
practise (v)
project
pupil
read
remember
rubber

ruler
school
student
studies
study (v)
subject
teach
teacher
term
test (n)
university



● SUBJECTS

Art
Biology
Chemistry
Computer Science
English
Geography
History
Maths / Mathematics
Music
Physics
Portuguese
Science
Sports / Physical
Education (PE)



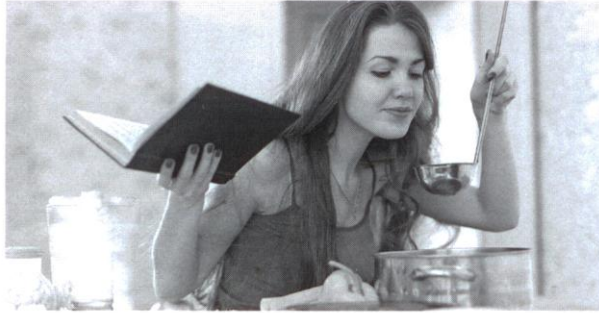
● ENTERTAINMENT AND MEDIA

act
actor
adventure
art
board game
book
cartoon
chess
cinema
classical / pop (music)
competition
concert
dance (n & v)
dancer
disco
drum
exhibition
festival
film (n & v)
fun
go out
group
guitar
hip hop
instrument
keyboard
laugh
listen to
look at
museum
musician
news
opera
paint (v)
painter
photographer
piano
picture
play (n)
programme
read (v)
rock (concert)
show(n)
sing
singer
song
theatre
ticket
video (game)
watch (v)



● FAMILY AND FRIENDS

aunt
baby
boy
brother
child
cousin
dad(dy) / father / dad
daughter
family
friend
friendly
girl
grandchild
granddaughter
grandfather / grandpa
/ grand(d)ad
grandma /
grandmother / granny
grandparent
grandson
group
guest
husband
love (n & v)
married
Miss
mother / mummy
/ mum
Mr
Mrs
Ms
neighbour
parent
pen-friend
sister
son
surname
teenager
uncle
wife



● MEALS

bake
barbecue
boil
boiled
bottle
bowl
box
break (n)
breakfast
cafe / café
cafeteria
can (n)
chef
cook (n & v)
cooker
cookery book
course
cup
cut (n)
dessert
dinner
dish (n)
eat
fork
fridge
fried
frying pan
glass
grilled
hungry
jar
kitchen
knife
lunch
main course
meal
menu

microwave
mixer
oil
pan
picnic
plate
roast (v & adj)
sink
slice (n)
snack (n)
spoon
starter
sweet (n & adj)
tablecloth
toaster
thirsty
tin opener
waiter
waitress
wash up



● FOOD

apple
bagel
banana
beef
berries
biscuit
burger
butter
bread
broccoli
cake
candy
carrot
cereal
cheese
cherry
chicken
chilli
chips
chocolate
cod
cookies
corn
cream
cucumber
curry
egg (boiled, fried, scrambled)
fish
garlic
fruit
grape
honey
ice cream
ice
jam
kiwi

lemon
lettuce
mango
meat
melon
milk
mushroom
omelette
onion
orange
pancakes
pasta
peach
pear
peas
pepper
pineapple
pizza
plums
pork
potato
rice
salad
salt
sandwich
sauce
sausage
soup
spaghetti
steak
strawberry
sugar
toast
tomato
vegetable
watermelon
waffles
yog(h)urt



● DRINKS

beer
cocktail
coffee
cola
drink
ice tea
juice
lemonade
milk
milkshake
mineral water
soft drinks
soda
sparkling water
tea
wine



● BODY

ankle
arm
back
belly
blood
brain
cheek
chest
chin
ear
elbow
eye
eyebrow
face
finger
foot
forehead
hair
hand
head
heart
heels
knee
leg
lip
mouth
nail
neck
nose
shoulder
stomach
thigh
toe
tongue
tooth / teeth
waist
wrist



● HEALTH, MEDICINE

accident
ache
ambulance
appointment
bandage
break (v)
check (v)
chemist
cold (n)
cut (v)
danger
dangerous
dead
dentist
die
doctor
Dr
fall (v)
feel (v)
fit
health
hear (v)
hospital
hurt (v)
ill
lie
medicine
nurse
pain
problem
rest (n)
run
sick
temperature
tired
toothache
toothbrush



● HOBBIES AND LEISURE

beach club
bicycle / bike
book
camp
camping
campsite
checkers
chess
coin
collect (v)
computer games
dance (n & v)
draw (n & v)
festival
go out
go to the cinema
guitar
holidays
listen to music
jogging
join
member
museum
music
paint (n & v)
park
party
photograph (n & v)
picnic
play an instrument
read
quiz
sing
stamp
surf
tent
voluntary work



● HOUSE AND HOME

address
apartment / flat (n)
block of flats
bungalow
castle
cottage
detached house
farmhouse
flat (n)
gas
live (v)
palace
skyscraper
stay (v)
terraced house
villa



● PARTS OF THE HOUSE

attic
balcony
basement
bathroom
bedroom
chimney
corridor
dining room
downstairs
entrance
floor
garage
garden
hall
kitchen
laundry
living room
roof
room
sitting room
stairs
toilet
upstairs
window



● THINGS AT HOME

armchair
bath(tub)
bed
bed sheets
bedside table
blanket
bookcase
bookshelf
carpet
chair
chest of drawers
clock
cupboard
curtains
desk
dining table
door
door handle
drawer
dresser
fridge
furniture
gate
heating
key
lamp
light
mirror
pillow
refrigerator
shelf
shower
sink
sofa
towel
vase
wardrobe



● MEASUREMENTS

byte
celsius
centimetre /
centimeter
day
degree
fahrenheit
foot
gallon
gigabyte
gram(me)
half metre / meter
hour
kilo(gram[me]) / kg
kilometre / km
/ kilometer
litre / liter
megabyte
minute
moment
pound
quarter
second
temperature
week
year



● PLACES: BUILDINGS

Apartment / flat
(building)
bank
block
bookshop
bookstore
building
cafe/café
cafeteria
castle
cathedral
cinema
college
department
disco
elevator
entrance
exit
factory
garage
grocer's
guest-house
hospital
hotel
house
library
lift
museum
office
pharmacy
police station
post office
railway station
school
shop
sports centre
stadium

supermarket
swimming pool
theatre
university



● PLACES: COUNTRYSIDE

area
beach
campsite
farm
field
forest
hill
island
lake
mountain
path
railway village
rainforest
river
sea
sky
wood



● PLACES: TOWN AND CITY

airport
bridge
bus station
bus stop
car park
city centre
corner
market
motorway
park
petrol station
playground
road
roundabout
square
station
street
town
underground
zoo



● SERVICES

bank
cafe / café
cafeteria
cinema
dentist
doctor
garage
hotel
library
museum
petrol station
post office
restaurant
sports centre
swimming pool
theatre
tourist information



● SHOPPING

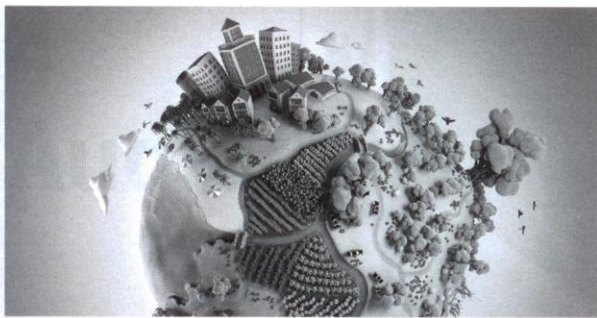
ad / advertisement
assistant
bill
bookshop
buy (v)
cash (n & v)
cent
change (n & v)
cheap
cheque
close (v)
closed
cost (n & v)
credit card
customer
department store
dollar
euro
expensive
for sale
open (v & adj)
pay (for)
pence / p.
pound
price
receipt
rent
shop
shop assistant
shopper
shopping
spend
store
supermarket
try on



● SPORT

badminton
ball
baseball
basketball
bat
beach
bicycle / bike
boat
catch (v)
climb (v)
club
coach (n)
competition
cricket
cycling
enter (a competition)
fishing
football (BrE) / soccer (AmE)
football player
game
goal
golf
hockey
luck
match
play (v)
player
pool (n)
practice (n)
practise (v)
prize
race (n & v)
racket
ride (n & v)
riding
rugby
run (v)

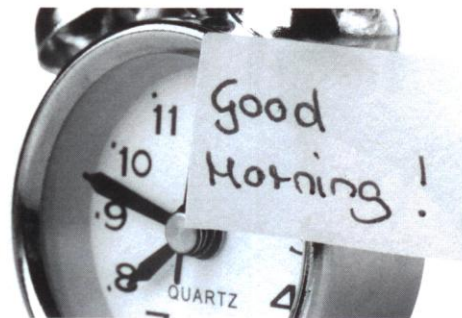
sailing
sea
skate (v)
skateboard (n)
ski (v)
skiing
snowboard (n)
snowboarding
sport(s)
sports centre
stadium
surf
surfboard
surfboarding
swim
swimming
swimming pool
table tennis
team
tennis
tennis player
throw (v)
ticket
trainers (BrE) / sneakers (AmE) / running shoes
v / versus
volleyball
walk (v)
watch (v)
win (v)
windsurfing
winner



● THE NATURAL WORLD

air
autumn
beach
bee
country
countryside
desert
east
explorer
field
fire
flower
forest
grass
grow
hill
hot
ice
island
jungle
lake
leaves
moon
mountain
north
plant
puddle
rabbit
river
rock
roots
sand
sea
seasons
sky
south
space

spring
star
storm / wind
summer
tree
valley
water
waterfall
wave
west
winter
wood
wool
world



● TIME

afternoon
a.m. / p.m.
appointment
at the moment
autumn
birthday
calendar
century
clock
daily
date
day
diary
early
evening
half (past)
holidays
hour
January – December
late
meeting
midnight
minute
moment
Monday - Sunday
month
monthly
morning
night
noon
o'clock
past
quarter (past/to)
second
spring
summer
time
today

tomorrow
tonight
week
weekday
weekend
weekly
winter
working hours
year
yesterday



● **PERSONAL
FEELINGS,
OPINIONS AND
EXPERIENCES
(ADJECTIVES)**

able
afraid
alone
amazing
angry
bad
beautiful
better
big
bored
boring
brave
brilliant
busy
careful
clear
clever
cool
different
difficult
disgusting
dull
emotive
excellent
famous
fast
favourite
fine
free
friendly
funny
good
great
happy

hard
heavy
high
hungry
important
interested
intuitive
kind
lovely
lucky
married
modern
nice
noisy
old
pessimistic
pleasant
poor
pretty
quick
quiet
ready
real
rich
right
satisfied
slow
small
smiling
soft
sorry
special
strange
strong
sure surprised
sweet
tall
terrible
thankful

thrilled
tired
unhappy
upset
useful
well
worried
wrong
young

4

Audioscripts

Esta secção inclui a transcrição de todos os exercícios de **listening**.



Test 1 – Listening Paper

This is the Cambridge Preliminary English Test for Schools, Test 1.

There are four parts to the test. You will hear each part twice. For each part of the test there will be time for you to look through the questions and time for you to check your answers.

Write your answers on the question paper. You will have six minutes at the end of the test to copy your answers onto the answer sheet.

The recording will now be stopped.

Please ask any questions now, because you must not speak during the test.



CD
Track 1
pp.
30/51

Test 1 • Listening • Part 1

Now open your question paper and look at Part 1.

There are seven questions in this part. For each question there are three pictures and a short recording.

For each question, choose the correct answer (**A**, **B** or **C**).

Before we start, here is an example.

Here is an example:

Where are the boy's shorts?

Woman: Where are your sports shorts Peter? I hope you haven't left them in your bag.

Boy: No, Mum. I've put them in the washing machine because they were very dirty.

Woman: No, you haven't. You probably left them in your bedroom.

Boy: Oh, you're right mum – here they are – on the sofa. Sorry!

The answer is B. Look at the three pictures for question 1 now.

Now we are ready to start. Listen carefully. You will hear each recording twice.

1 ONE – What present will the girl give her grandmother?

Boy: Lilly, have you decided on the present for granny? We were thinking about some flowers...

Girl: Flowers? But that was what I gave her last year!

Boy: Oh, I remember. That wouldn't be nice then...

Girl: Why don't you buy her a scarf to go with this lovely pink blouse I bought yesterday?

Boy: Great idea! Thanks!

◀ Now listen again.

2 TWO – What will the weather be like for the City Marathon tomorrow?

Man: Good evening! Tomorrow London will host the City Marathon. Last year's Marathon took place on a warm, dry Sunday in April, with temperatures reaching 15° C and not a drop of rain. Tomorrow runners will have some wind. This will help them get around the course easily! Good luck to everyone!

◀ Now listen again.

3 THREE – Which new afterschool club does the girl go to?

Boy: So, are you enjoying the chess club, Mary? It's on Wednesdays, right?

Girl: No, that was last year! This year they changed it to Tuesdays, and I can't go because on that day I have my favourite club – the Science Forum! It's the same group from last year! I love it! Now, I still play chess, but with my dad, who knows how to play it very well.

Boy: But there's a club on Wednesdays, right?

Girl: Yes, I am going to the guitar club. You know how I have always loved playing the guitar! I am helping new students to learn! It has been fun! I started last week!

◀ Now listen again.

4 FOUR – What food will the girl's father buy?

Girl: Daddy, we have to finish the shopping list to buy all the things we need for mummy's birthday! She will love the surprise!

Man: Oh, yes, you're right. You mentioned that we didn't have any popcorn...

Girl: No, dad. I checked it and it seems there is still one package left. We need to buy some sausages for the hotdogs!

Man: OK. Let me look in the fridge – hmm – there are some here but I'd better get more from the supermarket. We haven't got much cheese either, but I think there will be enough for the pizzas.

Girl: OK. Let's go to the supermarket, then!

◀ Now listen again.

5 FIVE – Which concert will the girls go to?

Man: So, girls, have you decided on the concert you would like to go to this summer? I need to get the tickets online.

Girl: Well, dad. We'd really like to go to the summer festival.

Man: I know, but we have already agreed that it wouldn't be a good idea for you to take the train... And as you know I can't drive you there.

Girl: Kathy told us about a jazz concert she will be going to, but I've already checked and the tickets are sold out.

Man: So, why don't you try the classical concert! You'll love it! And I can drive you there, as I am also going!

Girl: OK, then...

◀ Now listen again.

6 SIX – Which book will Tony borrow from the library?

Woman: Good morning! Can I see your membership card? Are you borrowing these three books?

Boy: Yes, I would like to...

Woman: Let me check... I believe you have two French books at home, so you can only take one today.

Boy: Hum... I really wanted these two Biology books, but as I am doing an assignment for my History class, I think I'll leave these ones here.

Woman: All right. Please bring the books back next week.

◀ Now listen again.

7 SEVEN – Which piece of clothing is Melanie buying?

Woman: Come on, Melanie! You have to make up your mind! Do you like these gloves and hat? See! They match! We could buy these!

Girl: Mum, I have got plenty at home. And you know how much I hate wearing hats in winter! I'd rather choose this scarf. Can we go now?

Woman: Wait a moment! You have so many scarves! Why don't we take this handkerchief instead! You said you liked it!

Girl: Mum...

Woman: All right then! You know the scarf costs as much as the gloves and hat... But OK...

◀ Now listen again.

That is the end of part one.

Now look at part two.

Test 1 • Listening • Part 2

Now turn to Part 2, questions 8 to 13.

You will hear part of an interview with a girl called Patty Ball whose first album has recently been released.

For each question, choose the correct answer **A**, **B** or **C**.

You now have 45 seconds to look at the questions for Part 2.

Now we are ready to start. Listen carefully. You will hear the recording twice.

Interviewer: Patty Ball is a fourteen-year-old singer whose first album has recently been released. Patty, would you like to tell us something about the album?

Girl: Well, I've always had a special connection to music. My grandfather was a musician and my mother is an opera singer. I remember being very young and inviting all my family to gather in the living room for my little concerts! Then I joined the school band and we started to play at school parties and my family and friends were always telling me that I had a good voice... I write my own songs... I love writing lyrics, so my parents supported this idea of recording an album... It was a great experience.

Interviewer: Did you have any help from musicians?

Girl: Yes, my mother works in a music school. She teaches there and she obviously knows a lot of people in this area... So, I met a lovely teacher who helped me throughout the preparation of all the songs I would like to include and helped me with technical stuff... My father was also very supportive but at the same time very nervous about everything, so...

Interviewer: Was it easy for you to find a record company?

Girl: No, it wasn't very easy... There were some companies that actually said they liked my songs but weren't looking for new talents, so there was some waiting involved... But I managed to be patient and I'll never forget the day when one of the record companies contacted my parents saying they would be interested in my songs and in working with me!

Interviewer: That must have been amazing!

Girl: Yeah. My grandfather was at home, at that time, and he couldn't believe it was for real! We were all very happy, including my two little puppies!

Interviewer: What have your friends been telling you?

Girl: They have listened to the songs and they love them because they think they are really good and they will be hits soon. They usually listen to them for hours in a row. At least that's what they keep telling me. They want me to sing for them all the time. Some students from other schools in the neighborhood have contacted me, because they want me to perform at their end-of-year school parties. I am happy that this is happening to me!

Interviewer: So you're planning to give concerts from now on...

Girl: Yes, I'd really like to be in concerts all the time but I still have school and I've promised my parents that I'd continue being very responsible regarding school and I would concentrate on my studies... So, I'm only available for concerts at the weekends!

◀ Now listen again.

That is the end of part two.

Test 1 • Listening • Part 3

Now turn to Part 3, questions 14 to 19.



CD
Track 3
pp.
33/54

You will hear a school nurse talking to parents in a meeting.

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

You now have 20 seconds to look at Part 3.

Now we are ready to start. Listen carefully. You will hear the recording twice.

Woman: Good afternoon. My name is Laurence Hall and I am the new school nurse. I would like to give you some information about the service I will provide throughout the year. Vision, hearing, height and weight tests will be conducted Tuesday through Friday next week. All these tests will be conducted only for kindergarten classes. If your child wears glasses please be sure he/she is wearing them to school during next week. Results for vision and hearing will be sent home via email until the 11th of December, so I would like to ask you to let me know if there have been any changes in your email addresses. I will only be sending results of children who need to be seen by a doctor. If your child's tests are fine, you will not be notified of the results. Should you wish to know the results, please contact me directly.

As a reminder all new students must have a current physical exam on file. So, if it is the first year your child is attending this school, please submit a copy of his/her most recent physical exam as soon as possible; if you haven't already done so. These copies should be sent to the school's admission office.

Lastly; flu season is almost here! Protect yourself and your child; contact your child's pediatrician to schedule a flu shot today. Remember that last season's flu shot will not protect your child. I'll send you some more information about this.

Please feel free to contact me at any time with questions and/or updates to your child's health. You can reach me on the phone or by email. I'll be happy to help. Thank you.

◀ Now listen again.

That is the end of Part 3.



CD
Track 4
pp.
34/55

Test 1 • Listening • Part 4

Now turn to Part 4, questions 20 to 25.

Look at the six sentences for this part. You will hear a conversation between a girl, Ella, and a boy, Marcus, about a film they've just seen at the cinema.

Decide if each sentence is correct or incorrect. If it is correct, choose the letter A for YES. If it is not correct, choose the letter B for NO.

You now have 20 seconds to look at the questions for Part 4.

Now we are ready to start. Listen carefully. You will hear the recording twice.

Boy: That was a great film... Don't you think so?

Girl: Well, that was a complete surprise to me! I didn't know what I was going to see at all. I thought I



wouldn't like it, because I don't like that actor that much! But I'm glad you've invited me!

Boy: Great! Good to hear that! I'm not a big fan of the main actor either but I was pleasantly surprised by his performance.

Girl: Yes, me too! And I loved the soundtrack! I think this will become one of my favourite movie soundtracks! Oh, remember the part when they met for the last time? You know how much I like the violin! That was amazing!

Boy: Well, it was OK but I didn't really love it! As I'm not sure it was the best soundtrack so far! Epic soundtracks are my favourite.

Girl: Yeah, I know. Anyway... I was a little bit upset with the two boys sitting in front of us... They kept talking when the music was playing... I don't think they were enjoying the film that much... Did you hear them?

Boy: No, I didn't notice it. I did notice the man sitting next to you... He left the room and came back at least 5 times! His phone was always buzzing! He was so noisy every time he left that I couldn't concentrate! That's why I decided to leave for five minutes. Sorry!

Girl: Well, anyway. The film was great! I think one of the best by this director.

Boy: Mmm, that's true. Do you remember the last one we saw, when there were about 10 minutes of the film with all those landscapes and nothing happened?

Girl: Yes, that was terrible! No doubt this film is a lot better!

Boy: So, shall we see what's on for next week? Maybe we can see another film together... Or would you like to go out for coffee instead?

Girl: The cinema... You know how much I love films!

◀ Now listen again.

That is the end of Part 4.

You now have six minutes to check and copy your answers onto the answer sheet.

You have one more minute.

That is the end of the test.

Test 2 – Listening – Extra Exercises

Test 2 – Extra exercise one



CD
Track 5
p. 73

Read the questions and look at the pictures. Listen and choose the correct picture. Circle.

ONE – How much will the man pay?

Woman: Mr Thomas, there is this room here which costs £230.

Man: Is that per night?

Woman: Yes, it is. How long will you be staying?

Man: Two nights!

Woman: That would be £460. There is a cheaper option, though, but you wouldn't get a queen-size bed. That would be £416.

Man: Oh, this one is perfect.

◀ Now listen again.

TWO – What is the girl having for dessert?

Man: Carolyn, would you like some dessert?

Girl: Yes, dad, that sounds great. Can I have some of the chocolate cake you baked yesterday?

Man: I'm afraid your brother had it all this morning. I can offer you some cookies instead.

Girl: I had some for breakfast. Is there some ice cream left?

Man: Let me check... Uhm, I guess you're a lucky girl!

◀ Now listen again.

THREE – What did the boy buy?

Girl: Have you made up your mind? What are you buying for your sister?

Boy: I think she'd love a T-shirt, don't you think so?

Girl: She's got so many, I think she'd rather have a purse. This one would match her new coat!

Boy: Yes, why not? Thanks.

◀ Now listen again.

FOUR – Which bus did the man take?

Woman: Did you manage to catch bus 76?

Man: Oh, that was impossible. I left home so late that when I got to the bus stop I had to think about another option. I thought the 47 would take me back up to Green Park so I hopped on but I was wrong. I only realised that when I saw the bus was taking the opposite direction. And I had been on it for a while.

Woman: So, which one should you take next time?

Man: Bus 37. Now I know.

◀ Now listen again.

FIVE – What time did the girl get up?

- Man:* Alicia! Wake up, it's 8:00 a.m. Time to get ready!
- Girl:* Oh, let me just get five more minutes of sleep, dad.
- Man:* Yesterday you got up at 8:10 and you didn't have enough time to brush your teeth! Hurry up!
- Girl:* Dad... I went to bed so late last night...
- Man:* Alicia! It's 8:12! I think you won't have time for your breakfast!
- Girl:* OK, dad, I am out of bed now!

◀ Now listen again.

Test 2 – Extra exercise two

Listen to this short interview with a school librarian. For each question choose the right answer. Read question 1 and the options.

- Man:* How long have you been working as a librarian?
- Woman:* I started working as a librarian in the city library 13 years ago and then I had the chance to apply for this school and work as their librarian. I've been doing that for 7 years. I really like working with children and it's been a privilege at the age of 37...

Now answer question 1.

Read question 2 and the options and continue listening to the conversation.

- Man:* Tell us a little bit more about your day...
- Woman:* I help children find the book they are looking for or I suggest books to read. I check books in and out and I reserve books, if there isn't a copy available.

Now answer question 2.

Read question 3 and the options and continue listening to the conversation.

- Woman:* I put books back on the shelves and register them in a database. I also organise all the book fairs and help teachers choose stories to tell in the different festivities. Children love listening to stories of Halloween, Christmas, Thanksgiving...

Now answer question 3.

Read question 4 and the options and continue listening to the conversation.

- Man:* Do you only have books in your library?
- Woman:* No, we also have a great choice of videos that students can check out with their library cards. There is also a good selection of magazines about several topics. They're quite good because every week we get new copies and that makes children come to the library to check new arrivals. Sometimes I keep the little presents that come with the magazines and give them to the well-behaved students as a bonus.

Now answer question 4.

Read question 5 and the options and continue listening to the conversation.

Man: What's your favourite activity in the library?

Woman: I sometimes read stories to children, when they have some free time and come to the library. They find it a comfortable and welcoming place. It's also warm, so very cozy in the winter and children love to be there. I also like the languages book fairs, but those are only twice a year...

Now answer question 5.

◀ Now listen again.

Extra exercise three



CD
Track 7
p. 75

Listen to the following person talking about swimming lessons. Read the notes and fill in the missing information.

Man: Hi all! I'm here to tell you about our new term of Junior Swim Classes. To enrol, and for the classes starting the week of the 10th of October, you may either go online and fill out our application form or visit our local centre. This class will run on Thursdays, at 5 p.m. There is a class opening after November 1st, so if you don't mind starting later, there would be a special price for this one. The lessons for this class will be on Fridays from 7 to 8 p.m. If you are re-enrolling please ask at reception for your special discount.

Our adult lessons run throughout the year on Sunday morning, so you can join anytime as long as there is a place available. Ask in our centre!

We'll be offering lessons for babies from 4 months through to 4-year-olds for the first time. These lessons will run in the Fun and Leisure Pool with water temperatures of 32 °C, weekdays, with each lesson lasting 30 minutes.

◀ Now listen again.

Test 2 – Extra exercise four



CD
Track 8
p. 76

Listen to the following short conversations and read the statements. Decide if each sentence is correct or incorrect. If it is correct, put a tick (✓) in the box under A for YES. If it is not correct, put a tick (✓) in the box under B for NO.

ONE

Boy: Hey, Mary! Have you started reading the new book your mum gave you?

Girl: Not really! I am still reading the one you gave me for my birthday! It is quite long, but very interesting. I'm really enjoying it, thanks!

◀ Now listen again.

TWO

Girl: Do you get along with your dad?

Boy: Oh, yes! We love doing things together. Yesterday, for example, we walked to the seaside and spent ages swimming and making sandcastles. We had a lot of fun! What about you? Do you spend time with your parents?

Girl: Not as often as I wish, because my parents travel a lot, but we do enjoy each other's company.

◀ Now listen again.

THREE

Boy: Do you have any family traditions?

Girl: I don't know if we can call a Sunday gathering a tradition, but it's something that my family has always done, and no one can miss it. I'd love to go out and do something else, sometimes, but I can't. It's always loud and confusing. I'd prefer to have a quiet lunch with only my parents.

◀ Now listen again.

FOUR

Girl: What do you like about your town, Jordan?

Boy: Well, unlike yours it's a quiet place to go in the winter and there's a lot of snow, so you can do winter sports.

◀ Now listen again.

FIVE

Girl: Hi, Marco! You look exhausted! What have you been doing?

Boy: Oh, we've been doing up my bedroom and we've just painted it, but if I knew we would be having this much work, I think I would have paid someone to do the job...

Girl: I can help you, if you want!

Boy: Thanks! That's very kind of you.

◀ Now listen again.

SIX

Man: Hi, Anne! You look great! Have you lost any weight?

Woman: Oh, thanks. Yes, about six months ago, I decided to eat healthier food, because I was feeling a lack of energy. I feel better now and I am thinking about taking up squash to help me with the weight loss.

◀ Now listen again.

Test 2 – Listening Paper

This is the Cambridge Preliminary English Test for Schools, Test 2.

There are four parts to the test. You will hear each part twice. For each part of the test there will be time for you to look through the questions and time for you to check your answers.

Write your answers on the question paper. You will have six minutes at the end of the test to copy your answers onto the answer sheet.

The recording will now be stopped.

Please ask any questions now, because you must not speak during the test.



Test 2 • Listening • Part 1

Now open your question paper and look at Part 1.

There are seven questions in this part. For each question there are three pictures and a short recording.

For each question, choose the correct answer (**A**, **B** or **C**).

Before we start, here is an example.

What is the man going to buy?

Woman: Is everything ready for the holiday?

Man: Yes, I think so. I'm going to get a travel umbrella. Remember last time? It rained a lot!

Woman: We also forgot our raincoats! So, that's why I've got these this time!

Man: I haven't got any magazines for the bus journey. Can I borrow one of yours?

Woman: Yes, or I could buy some more while you go to the shop.

Man: OK, then.

The answer is B. Look at the three pictures for question 1 now.

Now we are ready to start. Listen carefully. You will hear each recording twice.

1 ONE – When is Patty going to Sally's house?

Girl: Mum, can you drive me to Sally's? We need to work together because we have a project work for Science which is due on Monday!

Woman: Oh, but today is already Saturday. When did the teacher talk about it?

Girl: This Thursday! We weren't given much time for this project...

Woman: Patty, today I have to go to the store, and I told granny I would take her to the hairdresser's... Hum... OK, I might make it at 12.00. Is it OK?

Girl: Yes, I'll text Sally.

◀ Now listen again.

2 TWO – What are they doing first?

Woman: Ah! It's great to be outdoors. I am glad we decided to have this picnic. It's really warm!

Girl: Yes, we could feed the ducks because there is a lake down the hill. Maria said it's a really big lake.

Woman: Well, but it's time to start eating! Later I want to get some exercise, if I don't fall asleep... It has been a while since my last nap!

Girl: Good idea! I'm really hungry.

◀ Now listen again.

3 THREE – What will the weather be like next Monday?

So, tomorrow and Sunday, we can expect more of this rainy weather. The wind will continue blowing. Any outdoor plans might have to be cancelled! Fortunately, the week will begin cooler and still cloudy, but no rain is expected. You may leave your umbrellas at home, and there might be a few sunny periods!

◀ Now listen again.

4 FOUR – What time will the boarding be?

Passengers of flight number FO987 to London. Attention please. The departure gate has been changed to 3B. Also, the flight will no longer depart at 5:00 p.m. There will be a slight departure delay, because of the bad weather. New boarding time: 5:15 p.m., half an hour before takeoff. The plane will depart at 5:45 p.m. Sorry for any inconvenience. Thank you for your patience.

◀ Now listen again.

5 FIVE – What will Lilly get?

Woman: Now, Lilly... we'll need something for dessert. Patty is coming over this evening. How about baking an apple pie?

Girl: Hmm... Yeah, That's a great idea! Patty loves apple pie. I think there aren't enough apples left though, and we also need some eggs and milk.

Woman: Why don't you get the dairy ingredients? They're in the back of the store. I'll get the apples and then we could meet here, OK?

Girl: I'd prefer you choose the eggs.

Woman: OK. Let's switch then.

◀ Now listen again.

6 SIX – What is Thomas's favourite sport?

Boy: Shhhh, Sarah! I'd like to watch the football game! Can you please be quiet?

Girl: Oh, I'm sorry... I thought football wasn't your favourite sport! Don't you prefer tennis?

Boy: Yes, I'm a big fan of tennis. Do you remember when I started practising a sport? I always thought I would take up basketball but ended up playing tennis!

Girl: Yes, I do. And you are so tall! Basketball would have been perfect for you!

Boy: Shhh... I know it's not my favourite sport, but I like watching it anyway!

◀ Now listen again.

7 SEVEN – What will you need for the contest online registration?

Man: Good morning to all students! If you are planning to participate in the autumn poetry contest and haven't signed up yet, the deadline for registration is this Friday. You'll have to go online to the school's website and sign up. Remember to have a recent passport-sized photo to upload and your poem. The drawings are to be handed in at the school office, no later than two days after the online registration. Good luck to you all!

◀ Now listen again.

That is the end of Part 1.

Test 2 • Listening • Part 2

Now turn to Part 2, questions 8 to 13.



CD
Track
10
p. 95

You will hear part of an interview with a man called Samuel about his job.

For each question, choose the correct answer **A**, **B** or **C**.

You now have 45 seconds to look at the questions for Part 2.

Now we are ready to start. Listen carefully. You will hear the recording twice.

Interviewer: Hi there! It's a pleasure to have you here with us today! We are all very interested in learning a little bit more about your life experience as a freestyler and actor!

Boy: Oh, thank you very much for having me on the show today.

Interviewer: So, tell us a little bit about your school time...

Boy: Well, my parents moved here from India when I was very young and I was a regular boy who liked to play sports and climb trees. I didn't like being inside for too long... But then I don't know why I signed up for school plays and caught the bug! At that time I thought that I wanted to act for the rest of my life.

Interviewer: Did your parents accept your option?

Boy: No, my mum wanted me to get a degree and do what most people do, but I got into New York University for acting and I guess my parents got used to the idea. I was also doing freestyle and rapping at parties, but just for fun.

Interviewer: Yes, and then you decided to help start a hip-hop theatre programme, right? Tell us about it!

Boy: Yes, that was very motivating and actually that programme led me to Ghana to teach. All of a sudden I was writing plays, rapping and beatboxing. That was awesome!

Interviewer: Then you started acting in TV commercials. Do you like it?

Boy: Yes, I actually do. Every day is an adventure. I find meeting new people all the time very interesting. I get to do a lot of different things every day and I try to work and play as much as possible. I also try to stay spongy, learning from new experiences all the time.

Interviewer: That's a way of getting the right inspiration for your work...

Boy: Yes, you're right. You really need to be creative, so the more you can experience, the more stories you have to tell. I also read a lot. I like reading comic books. They're a big, fun escape and a great source of stories. Oddly enough I am not into any specific sports at the moment...

Interviewer: Any plans for the future?

Boy: Yes! I would like to write and star in my own TV show. I'd like to work more in films as a non-Indian character. Why not?

◀ Now listen again.

That is the end of Part 2.

Interview adapted from "Master of Freestyle" *Mental Floss Magazine*, August 2014

Test 2 • Listening • Part 3

Now turn to Part 3, questions 14 to 19.

You will hear a teacher talking to her students about a creative writing workshop.

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

You now have 20 seconds to look at Part 3.

Now we are ready to start. Listen carefully. You will hear the recording twice.

Woman: Now, everybody I would like to talk to you about a new workshop organised by the Language Department of the school. I am coordinating the project so I have some information to share. Enrolment is limited. This time grades 7 and 8 can't participate. Only grades 5 and 6 can apply. In order to be considered for admission you must submit a writing sample on your favourite topic and an application form that you can download online. You'll find it on the school's website. That is due by 4 p.m., Wednesday, the latest!

I have here some handouts with the description of the workshop if you are interested. There are two teachers reviewing the writing texts and applications: the History teacher and the English teacher. The group list will be posted on the notice board in the hall on Monday. Check if your name is in the group and if all your personal data is correct. Admitted students cannot apply to other workshops. Good luck!

◀ Now listen again.

That is the end of Part 3.

Test 2 • Listening • Part 4

Now turn to Part 4, questions 20 to 25.



CD
Track
12
p. 97

Look at the six sentences for this part. You will hear a conversation between a girl, Amy, and a boy, Jordan, about the books they have been reading.

Decide if each sentence is correct or incorrect. If it is correct, choose the letter A for YES. If it is not correct, choose the letter B for NO.

You now have 20 seconds to look at the questions for Part 4.

Now we are ready to start. Listen carefully. You will hear the recording twice.

- Boy: That was a great autograph session! I loved meeting the author! He was really kind! My dad will love to get his latest book for Christmas! Signed by his favourite author!
- Girl: Yes, for sure. And I can hardly wait to start reading this one I bought. This definitely won't be a Christmas present! By tomorrow I'll have read most of it! Then I'll tell you all about it!
- Boy: Great! Now I have been reading a book by John Grisham. Have you ever heard of him?
- Girl: Yes, sure! His books are quite interesting. I already have a collection of all his work. One of my favourite books is *The Client*. Which book are you reading?
- Boy: *Kid Lawyer*. I'm very keen on learning about the legal system. That's why I like his books!
- Girl: Me too! I love reading legal thrillers. Have you watched any of the film adaptations of his stories?
- Boy: No, I haven't. I usually don't like watching the films after reading the books. I guess I like to remember the story as I have imagined while reading...
- Girl: That's interesting. If I have the opportunity I always watch the film after reading the book. I think there are some details that are added to the original novels that also make them interesting! I have watched *Theodore Boone: The Accused* and it is quite interesting the way they address issues like computer hacking, bullying and Internet safety. I wouldn't mind watching it again. Would you like to come over this evening? We could buy some popcorn!
- Boy: Great idea! Thanks for inviting me! I read that novel a long time ago, and I'm afraid I have forgotten a great deal of it! I will enjoy the film for sure...

◀ Now listen again.

Test 3 – Listening Paper

This is the Cambridge Preliminary English Test for Schools, Test 3.

There are four parts to the test. You will hear each part twice. For each part of the test there will be time for you to look through the questions and time for you to check your answers.

Write your answers on the question paper. You will have six minutes at the end of the test to copy your answers onto the answer sheet.

The recording will now be stopped.

Please ask any questions now, because you must not speak during the test.

Test 3 • Listening • Part 1

Now open your question paper and look at Part 1.

There are seven questions in this part. For each question there are three pictures and a short recording.

For each question, choose the correct answer (**A**, **B** or **C**).

Before we start, here is an example.

What will the weather be like at the seaside?

Man: ... tonight it will be partly cloudy and then gradually becoming mostly cloudy. Coastal areas will feel strong southwest winds becoming north after midnight, with temperatures around 12 °C. There will be a slight chance of showers in the mountains. Strong winds are expected too, with gusts of up to 30 km/h.

The answer is B. Look at the three pictures for question 1 now.

Now we are ready to start. Listen carefully. You will hear each recording twice.

1 ONE – When is the second episode about rhinos on?

Man: Before you leave, and as our next class is only on Wednesday, I'd like to tell you about an interesting TV programme about rhinos that will be on this coming Sunday. Two species of rhinos are critically endangered and a well-known biologist tells us all about it. It will be on from 2 to 5 p.m. on Channel 5. Actually it is a series of three documentaries and the first episode was on last Saturday. I guess you can watch it again this Sunday, right before the new one.

◀ Now listen again.

2 TWO – What will the man do these holidays?

Woman: Jack, we really need to have our front gate painted! It's almost Christmas and I would like to have a nice green gate for our outdoor decorations!

Man: I know, I know... I've already bought some paint, but it's getting so cold... I think we will have to leave it for the time being...

Woman: OK, then, but I think we cannot wait for the weather to be warmer to have our fence fixed. Our neighbours have already complained...

Man: I guess, I'll call someone to fix it. I don't have the right tools... I will paint the bedroom wall instead, as you wanted it so badly.

Woman: Oh, that's great!

◀ Now listen again.

3 THREE – What has Mary forgotten to bring?

Boy: Good morning, Mary! Did you manage to finish your essay yesterday?

Girl: Yes, I worked on it till midnight! Wait a minute... Where did I put it? Oh! Here it is... Oops. I think I forgot to bring the highlighters for the Geography class... Let me check.

Boy: I can lend you some, no problem.

Girl: No, wait! I have these two. I think it's OK. Thanks. I've already borrowed those two notepads from you. I completely forgot to bring you the new ones I bought. Sorry.

Boy: Don't worry.

◀ Now listen again.

4 FOUR – What time will the class meet in the morning?

Man: All right class. Tomorrow we will be having our school trip to the Natural History Museum, you've been so excited about. As you know the museum opens at 9.00 o'clock and we will go by bus. The bus will pick us up earlier than we had previously planned as there will be a strike tomorrow and I'm sure traffic will be terrible. So, instead of meeting at 8.30 we will see each other at 7.50. I know it's a little bit early, but I'm sure we'll all have a great day tomorrow.

◀ Now listen again.

5 FIVE – Where has the father been?

Girl: Hi, Dad. Did you go to the bookshop to pick up my new book? They rang me again today saying they have had the book since Monday!

Man: Hi! There was a strike and traffic was terrible and I didn't know the shop closes at five! I am glad I phoned on my way there to check, because I was running late, so I went to get your brother's shoes instead. Then I remembered that mum had asked me to buy today's newspaper because she wanted to read about the new shopping centre which has just opened and there I was stuck in the traffic jam again! Sorry...

Girl: It's OK. Can you please go there tomorrow?

◀ Now listen again.

6 SIX – What does the girl decide to do?

Woman: So what are you planning to do now? Do you want to watch a film on TV?

Girl: No, mum. I'm afraid there's nothing really interesting to watch this evening. I've read the TV magazine mum bought... Why don't we play some computer games instead?

Woman: That would be perfect if your brother wasn't using the computer...

Girl: Hum... I guess we'll have to switch the telly on and wait for a while.

◀ Now listen again.

7 SEVEN – What is the boy having for lunch?

Woman: Danny, I am preparing your packed lunch now. Is it OK if I make you a sandwich today?

Boy: Mmm, I had so much bread this week, mum. I'd rather have something else today. Yesterday's soup was delicious by the way. Thanks.

Woman: Let me see... I guess you will enjoy these leftovers... you never say no to roast meat! And there's some soup left too!

Boy: That would be great, mum. Thanks.

◀ Now listen again.

That is the end of Part 1.

Test 3 • Listening • Part 2

Now turn to Part 2, questions 8 to 13.

You will hear part of an interview with Alexa about running.

For each question, choose the correct answer **A**, **B** or **C**.

You now have 45 seconds to look at the questions for Part 2.

Now we are ready to start. Listen carefully. You will hear the recording twice.

Interviewer: Hi, I'm Tracy. You're listening to Sunny Radio and it is now time for our Teenager Slot! Today our guest is Alexa and we will be talking about running. Hi! It's a pleasure to have you on the show.

Girl: Hi! It's my pleasure to be with you, thank you.

Interviewer: Well, you've been doing some amazing things. You're a superstar in high school cross country! Would you like to tell us a little bit about it? How often do you practise?

Girl: I have to practise every day. To be able to run faster and to get stronger we really have to work hard. I was recently invited to run the women's professional mile and I did a good job. At first I thought it would be too hard, so I was unsure if I should take part in it. I am glad I ran, because it is an awesome experience when you get the chance to race against the pros! Oh, and last month I even won some medals. I defeated some top collegians in an important race. I was very tired but it was worth it!

Interviewer: What accounts for your success?

Girl: I really believe that the factors are many, from good nutrition and advanced training to a better understanding of girls' athletic potential. You don't have to focus only on running. I mean you don't have to be linear. You have to become an athlete. So, I also swim.

Interviewer: Do you have people supporting you with your training?

Girl: Oh, yes. My achievements are only possible because my coach is always there for me. She shares this idea that swimming and running complement one another and that good nutrition and muscle-building at the gym are essential to success.

Interviewer: Have you thought about competing in both modalities?

Girl: Some of my friends and rivals at sport do, but I really prefer running and I swim just to be fit. Although I find it quite amazing, being a two-sport athlete is something I don't aspire to be. Some of my friends play basketball or soccer and that really offers complementary fitness and a well-rounded athletic integrity.

Interviewer: Regarding food, what aspects do you take into account?

Girl: I may say I have a good relationship with food. When I am unsure of something, I'll ask my mum if it is good for me. She helps me out a lot to regulate my nutrition, which is excellent. But I like eating healthy food! Obviously, when I go out with my friends I don't eat as healthily as I should but that's OK, because that doesn't happen on a regular basis.

Interviewer: I wish you luck for the race tomorrow...

Girl: Thank you.

◀ Now listen again.

That is the end of Part 2.

Interview based on article from <http://www.runnersworld.com/high-school-racing/why-are-these-teens-so-fast>

Test 3 • Listening • Part 3



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Track
15
p. 119

Now turn to Part 3, questions 14 to 19.

You will hear a tour guide talking to tourists about an expedition and making some recommendations.

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

You now have 20 seconds to look at Part 3.

Now we are ready to start. Listen carefully. You will hear the recording twice.

Woman: Hello! Good afternoon! My name is Clare Abbey and on behalf of Sunny Tours I am very happy to welcome you to this wonderful city. The bus ride to the hotel will take about an hour, so we will get there at around 2 p.m. Now, I'd like to take a few minutes to give you some information about our tour tomorrow, our whale watching excursion! As we need to be at the harbour at 8.00 a.m., we'll be meeting at the hotel lobby an hour before the departure time, at 7.00 a.m. Boarding will be at 8.10 a.m.

You will be provided with warm and floatable overalls and raincoats, so you'll only need to wear a short-sleeved T-shirt and some shorts. Don't forget some suncream and a hat! As you know there is a wonderful section for kids on the boat with lots of games and whale related activity sheets. They will also have the opportunity to help the crew take the official whale and dolphin count of the excursion! They will have a lot of fun, so there is no need to worry. You will also taste some traditional food.

After that we'll be arriving at the hotel at 3.00 p.m. There will be a short information session at 4.00 p.m. in the lobby of the hotel where you can learn about other day trips and activities.

We've arrived at the resort. Please remain in your seats until we have come to a complete stop.

You'll be given some help with your bags. Enjoy your time this afternoon to relax and sit by the beach. On behalf of Sunny Tours, have a great holiday. See you tomorrow, early in the morning!

◀ Now listen again.

That is the end of Part 3.

Test 3 • Listening • Part 4

Now turn to Part 4, questions 20 to 25.

Look at the six sentences for this part. You will hear a conversation between a woman, Gabriela, and a boy, Brayden, about a motor show they've just been to.

Decide if each sentence is correct or incorrect. If it is correct, choose the letter A for YES. If it is not correct, choose the letter B for NO.

You now have 20 seconds to look at the questions for Part 4.

Now we are ready to start. Listen carefully. You will hear the recording twice.

Woman: So, Brayden, how did you find the Motor Show this year? Did you like it? I am glad we could make it because this year the venue was closer to our house. The tickets were a little bit expensive, though, but that was OK...

Boy: Yes, mum. I loved it. Thank you for the surprise of getting the tickets! You know how I love cars and everything related to them. You also like coming for the famous people we get to see, don't you?

Woman: Yes, that's true! Did you see that famous racer by that crazy car? He is a great driver! Unfortunately we didn't get the chance to get an autographed photo... Too many people... I can't stand waiting for so long.

Boy: Yes! He is awesome! I wouldn't mind having waited for a while... I loved to see the exhibition of old cars. I was amazed by the number of ambulances and police cars they had.

Woman: I liked the display with the cars of the future best. Can you imagine how much fun it will be driving a car powered by the sun? I'm not sure though if they will work properly in London with this cloudy weather...

Boy: We'll always have the cars powered by electricity. I loved this electrical toy car you bought, mummy. Thank you.

Woman: I'm also glad I got this T-shirt as a souvenir. Shame they didn't have a bigger size for daddy as well. I'm not sure he will like this key ring we chose...

Boy: Don't worry, mum. I think he'll like it. Anyway he needs a new one for his car keys, as he lost his last week.

Woman: Yes, let's hope so. It's nice we got a key ring with a black car just like ours!... I can't wait to see all the photos we took! I'm glad that nice lady has taken a picture of us both just in front of our favourite car of the show! We look great in the photo, don't you think so?

Boy: We look amazing!

◀ Now listen again.

That is the end of Part 4.

You now have six minutes to check and copy your answers onto the answer sheet.

You have one more minute.

That is the end of the test.

Test 4 – Listening Paper

This is the Cambridge Preliminary English Test for Schools, Test 4.

There are four parts to the test. You will hear each part twice. For each part of the test there will be time for you to look through the questions and time for you to check your answers.

Write your answers on the question paper. You will have six minutes at the end of the test to copy your answers onto the answer sheet.

The recording will now be stopped.

Please ask any questions now, because you must not speak during the test.

Test 4 • Listening • Part 1



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Track
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p. 138

Now open your question paper and look at Part 1.

There are seven questions in this part. For each question there are three pictures and a short recording.

For each question, choose the correct answer (**A**, **B** or **C**).

Before we start, here is an example.

How much will the boy's ticket cost?

Boy: Good morning! I'm travelling to Cambridge tomorrow. I would like to know if there is an early morning train... How much is a return ticket?

Woman: Well, there's a train leaving at 7 a.m., which is usually a little bit crowded... A single ticket costs £15.

Boy: But I would like a return ticket...

Woman: Oh, I'm sorry. That would be £22. There is also the 7.30 a.m. train which is faster, but a little bit more expensive. The fare would be £25.

Boy: That's fine. The time is more convenient, thanks.

The answer is B. Look at the three pictures for question 1 now.

Now we are ready to start. Listen carefully. You will hear each recording twice.

1 ONE – Why didn't the girl go to chess club yesterday?

Man: Hi, Marina. Are you okay? I was worried about you yesterday... Why didn't you show up?

Girl: Sorry, Mr Jules, but I had a doctor appointment right after classes and I thought I could make it on time. But when we were driving here mum received a phone call from the office and she had to go back to sign some important papers. So we went to her office for her to do that.

Man: OK. Remember next week we're not meeting because all the students are going to the new exhibition at the museum next to the school.

◀ Now listen again.

2 TWO – Which painting does the girl prefer?

Girl: Hi, Roy! Are you enjoying the exhibition? I am glad we came.

Boy: Oh yes! I really like these colours. This painting with the flowers is really beautiful, don't you think so? It looks like a photo!

Girl: Yes, it's a masterpiece. But the painting I enjoyed the most was the one with that man in the fields. I believe it was painted before this one. There is also a good one with roses in the next room. Would you like to go and see it? That's our teacher's favourite. I think our project should be about that one!

Boy: Yes, good idea.

◀ Now listen again.

3 THREE – Which activity will the girls do this year?

Man: So, girls have you decided what you will do this summer?

Girl: We've decided we're going to try something different. Sarah wants to go cycling but Sally prefers water sports. She loves going to the beach and she has started taking surfing lessons. I'd rather go hiking, but I know they don't like it very much, so as it is Sally's birthday next week we will all buy wetsuits and enjoy the adventure.

◀ Now listen again.

4 FOUR – What time was the teacher's meeting?

Man: What a terrible afternoon! I was so late for my staff meeting! I just missed the 9 o'clock underground, and the next one didn't come until 20 past 9, which was quite strange, because there are usually so many in the morning... I was supposed to have the meeting at a quarter to 10, but I didn't arrive until 10 past 10. Fortunately, I wasn't the one only who was late.

◀ Now listen again.

5 FIVE – What did the girl buy from the shop?

Man: Angela, what did you decide to buy after all?

Girl: Well, you know I really wanted to buy a new bottle of perfume but it was sold out. Then I saw this lovely purse and at first I thought it was too expensive but then I realised they were on sale. So, I got it but I couldn't afford the gloves Mary told me about. They are gorgeous, but I guess I'll get them for Christmas...

◀ Now listen again.

6 SIX – Where will the girl go first after school?

Man: Are you and Alex going straight from school to meet mum at the restaurant?

Girl: Actually, dad, I think it would be better to book the table for a little bit later as I am going home for a shower. I have Sports today and Alex needs to stop by the pet shop to buy some food for the dog. You'll meet us there, after going to the post office, right?

Man: Yes. I'll see you later then.

◀ Now listen again.

7 SEVEN – Which hobby has the boy just started?

Girl: Hi, Peter! How was your weekend?

Boy: Great! The weather was great so I did a lot of gardening with my dad. You know how much I love that! We planted some new bushes. And my cousin came over for the weekend and he helped me organise my new stamp album. I've recently started doing this and it's really cool. I'm really into it and it's amazing how much I've learnt in two weeks! We also had a lot of fun taking photos with my new camera! I taught my cousin some basic techniques! It was cool!

◀ Now listen again.

That is the end of Part 1.

Test 4 • Listening • Part 2

CD
Track
18
p. 140

Now turn to Part 2, questions 8 to 13.

You will hear a girl called Jessica talking to her class about her drawings.

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

You now have 45 seconds to look at the questions for Part 2.

Now we are ready to start. Listen carefully. You will hear the recording twice.

Girl: Hi everyone. Today, for our "Show and Tell" activity I decided to talk to you about my drawings. My mum decided to collect all the drawings I had been doing since I was very little and then I continued to do that myself. So, we've been collecting my drawings for almost fifteen years now. I find it pretty nice to have the first drawing I did when I was only one and a half years old. It's just a line and a big dot but it's something that I really value.

I love drawing, I think mainly because I grew up in a family with a great love for art and colour! My mum paints beautifully and she sometimes has some of her pictures displayed in local exhibitions... She was the one who taught me some of the techniques I know and use when I am drawing. I remember getting my first case of pencils and my first sketchbook for Christmas. My primary teachers were also responsible for my passion for drawing, as they explored our creativity with crafts every day. During break time I enjoyed being with my friends drawing everything we saw. We used to draw leaves, balls, trees, the school... Even now, when I am sitting I am always doodling on a piece of paper. I always carry pencils everywhere.

I am very good at drawing pets and cartoon characters. I like making them cute and funny. I have a lot of fun adding new details to the existing characters. I think I have developed a drawing style of my own. I learn a lot by practising and taking a look at other artists' work. Then I try to guess

the different techniques they may have used. I am not so keen on drawing realistic portraits though. I guess I have to practise a lot and I still have to learn a little bit more about human anatomy. I am enrolling in a summer course and I hope I will master more techniques. It will be the first time I will be on a course apart from the art lessons we have at school. We will have the opportunity to go into the countryside and draw and a teacher will look at our work and discuss it.

So, this is one of my favourite drawings. I did it when I was eleven and it shows my sister picking apples on my grandparents' farm. We loved spending our holidays there. It brings back memories of autumn fragrances – the mix of a recent campfire, the freshly picked apples, wet red and orange leaves, pumpkin pies baked for tea...

Thank you for listening.

◀ Now listen again.

That is the end of Part 2.

Test 4 • Listening • Part 3

Now turn to Part 3, questions 14 to 19.

You will hear a teacher talking about note-taking techniques.

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

You now have 20 seconds to look at Part 3.

Now we are ready to start. Listen carefully. You will hear the recording twice.

Woman: Today I will be sharing some note-taking techniques with you, as I believe they are useful tools for your school life.

First of all, and although this might seem obvious, before you head to class, do a quick check to make sure that you have what you need. This might mean paper, a pencil case with pens, pencils, and highlighters and/or your laptop with the power cord. You should check that you have all of these because you might need them in class. Organisation is the key to be successful in taking notes. There are a number of techniques you may choose from. By the end of the class you will receive a handout with all of them, so today you won't need to take notes!

When you're trying to write down what is being said, use abbreviations, but make sure you understand your shortcuts! Use your highlighters to organise information. That will make your notes more aesthetically pleasing, motivating you to look at them again! If you are using your laptop, use different fonts! After you finish taking your notes it is important to go back, review and improve what you've just written, while you still have fresh memories of the class. Plug in any points you might have missed. It is also a good idea to share your notes with your classmates. Pooling your resources means filling in any holes you might have missed individually, not to mention augmenting the knowledge you already have. Also, if you know you will be sharing them, you're more likely to do a better note-taking job in the first place. Make the most of some great tools for laptops, phones and tablets! There is a diversity of applications you may use. You simply have to choose the one that works better for you.

Audioscript based on article about note-taking from TeenVogue.com (abridged and adapted)

◀ Now listen again.

That is the end of Part 3.

Test 4 • Listening • Part 4

Now turn to Part 4, questions 20 to 25.



CD
Track
20
p. 142

Look at the six sentences for this part. You will hear a conversation between a girl, Lea, and a boy, Ben, about holidays.

Decide if each sentence is correct or incorrect. If it is correct, choose the letter A for YES. If it is not correct, choose the letter B for NO.

You now have 20 seconds to look at the questions for Part 4.

Now we are ready to start. Listen carefully. You will hear the recording twice.

Girl: Hi, Ben! I am so happy we are going on holiday next week! I can hardly wait!

Boy: Well, you know what? I am a bit anxious because we still haven't decided what to do. My parents find all the destinations and our ideas a little too expensive. Last year we went to Italy and we spent a lot of money, as we stayed in fancy hotels and went on some expensive excursions. It was great!

Girl: My parents can't afford expensive holidays but we always have fun in summer. We have family in Ireland and we always go there for a couple of weeks. We don't need to spend money on hotels as we stay in our cousins' house. We don't spend any money on eating out, because we cook and have a lot of fun experimenting new recipes. We even have a competition for the best pie, and it's getting better every year.

Boy: That sounds good! We also have family abroad but actually we have never visited them...

Girl: Oh, I see! Where do they live?

Boy: In Scotland. I guess we have never been interested in visiting Scotland. It rains so much...

Girl: You're right, but I've always been a fan of Scotland! There are always great things to see and do... It's a magical place with stories of ghosts and great castles to visit... And if you are with your family that's even better! Why don't you talk to your parents and suggest that?

Boy: I will! Thanks.

◀ Now listen again.

That is the end of Part 4.

You now have six minutes to check and copy your answers onto the answer sheet.

You have one more minute.

That is the end of the test.

Answer Key

Test 1 • Reading

Part 1 (p. 39)	Part 2 (p. 41)	Part 3 (pp. 43)	Part 4 (p. 45)	Part 5 (p. 47)
1 B	6 C	11 A	21 B	26 B
2 B	7 A	12 A	22 B	27 C
3 C	8 G	13 B	23 A	28 A
4 C	9 H	14 B	24 D	29 B
5 B	10 F	15 A	25 A	30 C
		16 A		31 B
		17 A		32 B
		18 B		33 A
		19 A		34 D
		20 B		35 D

Test 1 • Writing

Part 1 (p. 48)	Part 2 (p. 49)
1 on going 2 expensive to 3 for 4 have to pay / need to pay 5 don't	QUESTION 6 (Suggested answer) Dear Sally, We are going to watch a play this evening. Would you like to join us? The play will be about a phantom in a haunted castle. It will be in the school auditorium. It would be great if you could meet us. Love, Melissa
Part 3 (p. 50)	

QUESTION 7 (Suggested answer)

Dear Henry,

Thank you for your letter. It's good to hear from you.

You asked me about the weather in my country. At the moment, it's raining a lot. We have to carry our umbrellas all the time, everywhere. It is autumn, so temperatures are lower than they are in summer. There are some windy and cloudy days. You see leaves falling off the trees everywhere. You still see a lot of people jogging in parks, despite the cooler temperatures. I usually go to the nearest park with my mum and we run for 30 minutes.

What about you? Do you like jogging?

Write soon,

Peter

QUESTION 8 (Suggested answer)

It was the first time I was camping with my friends. We only stayed at the camp for two days but we were very excited. We slept in a dorm. We also had our meals in a nice cafeteria.

On the second day, the camp tutors were organising activities for the evening while we were swimming in the lake. Suddenly, Jenny felt sick and she disappeared. At that moment, we were scared to death! We shouted for help and luckily a tutor came to help us.

At the end of the day, we were all safe and sound and we enjoyed the rest of the trip.

Test 1 • Listening

Part 1 (p. 51)	Part 2 (p. 53)	Part 3 (p. 54)	Part 4 (p. 55)
1 A	8 B	14 Tuesday	20 A
2 A	9 C	15 Kindergarten	21 B
3 A	10 A	16 email	22 B
4 B	11 C	17 11th December	23 A
5 C	12 C	18 physical	24 B
6 B	13 B	19 information	25 B
7 C			

Test 1 • Speaking

Part 1 (p. 56)

Do you study English at school?	Yes, I <u>have</u> been studying English since the 5th grade.
Do you like it?	Yes, I do. I like learning English because I can communicate with people when I travel.
What's your favourite school subject? Why?	My favourite school subject is Science. I really enjoy my Science lessons because I like the experiments we do in class.
Tell us about your English teacher.	My English teacher is very friendly and teaches English very well. She reads us a lot of different stories and we learn a lot from that.
What do you enjoy doing in your free time?	When I have spare time I like watching TV with my friends and I love listening to music. I also like going to the cinema.
Tell us about your family.	There are six people in my family: my grandparents, my parents, my elder sister and me. My grandparents like gardening and keep our garden very beautiful. My father is an engineer and he travels a lot. My mum is a designer and she draws very well. I like playing with my sister and we are very happy together.

Part 2 (p. 57)

- A:** Shall I start? Well, we have to talk about the different places the family could visit and then we need to decide which place they would enjoy most.
- B:** Yes, why don't we start with the museum... I guess it could be a good idea to visit the museum, as there might be good exhibitions at this time!
- A:** You're right, but sometimes it is a little bit expensive and I'm also not sure if the children will like going to the museum... What do you think?
- B:** Exactly. I haven't thought about that. The same with the art gallery, although sometimes there are interesting exhibitions for kids. I don't know if they would fancy this... Well, going to the park would be a great idea, if the weather is good.
- A:** That's a good idea. They can always have a picnic and enjoy the sunny weather of the city. They could also go to the river for a boat ride. I think the children would enjoy that, don't you think so?
- B:** Oh, yes! Definitely. Children love boats and I don't think that getting the tickets for the ride would be very expensive! Do you agree?
- A:** Yes, I think you're right! Visiting the castle would probably be more expensive and the kids could get bored during the visit, because it is a very big castle! How do you feel about that?
- B:** I agree. Usually visits to castles take too long... So, which place do you think the family would prefer?
- A:** I think the river cruise would be best! They will have fun, for sure!
- B:** Ok then. We can say that we both agree that the river cruise would be an option for the whole family to spend some good time together!

Part 3 (p. 58)

This photograph shows young people in an indoor swimming pool. The boys and girls are teenagers and it seems they are having a swimming lesson. This man on the right is probably their teacher. Right now they are not swimming, because they are posing for the photo or they might be taking a break. I believe they could be just swimming as a free time activity or a hobby or they could be part of a team. In that case, they are preparing for competition and they have to practise really hard and quite often to get good results. You can tell they are having fun because they are smiling and they look interested in what the teacher is saying. The swimming pool is very long and maybe deep. I think it might be warm inside as these pools are often very warm places but the weather outside could be cold. It looks as if it is foggy.

This photograph shows people doing a sport. They are exercising and they are outside in a park. I think it could be an aerobics class or maybe they are warming up before they go jogging. They are all very happy and they are all smiling. They don't look very tired. It's sunny and people seem to be enjoying these good weather conditions. They're wearing sports clothes and running shoes, appropriate for what they're doing. They are all young and fit, probably because this is something they usually do. I think it's a very nice idea to get together with a group to exercise because people can help each other. The man in the centre could be the teacher or a coach or maybe they are just a group of friends. Anyway, I also like jogging, but I prefer to play football.

Part 4 (p. 59)

- A:** I really enjoy practising sports. I'm not really into running, but I play football three times a week with my school friends.
- B:** I don't find football very interesting and I really enjoy swimming. I actually swim twice a week in an indoor swimming pool. My teacher is great and the sports facilities are awesome, so I even swim there during the summer!
- A:** That's great! Do you also like watching swimming competitions?
- B:** Yes, sure! Whenever I can, I like watching my favourite athletes! We learn a lot! Unfortunately, my brother and father prefer watching football on TV, so I sometimes have to watch football matches instead! I bet you are also into watching these, right?
- A:** Oh, yes! Although I also find it interesting to watch tennis matches! I don't play tennis, but my sister does and we have fun together when we watch some tennis matches!
- B:** What other sports do you like?
- A:** I quite like martial arts. I've already had some Karate lessons, but now I don't have much time and I prefer swimming so I had to give it up!
- B:** I don't like it, because it looks dangerous...
- A:** Actually, it's not. You just need to know what you're doing and that's why you need to practise a lot!

Test 2 • Reading

Part 1 (p. 82)	Part 2 (p. 84)	Part 3 (p. 86)	Part 4 (p. 88)	Part 5 (p. 90)
1 C	6 C	11 A	21 A	26 B
2 A	7 H	12 B	22 B	27 C
3 B	8 B	13 A	23 B	28 A
4 C	9 D	14 B	24 D	29 B
5 B	10 E	15 B	25 A	30 A
		16 A		31 A
		17 A		32 D
		18 B		33 A
		19 A		34 A
		20 A		35 C

Test 2 • Writing

Part 1 (p. 91)
1 birthday
2 being prepared
3 has invited
4 the first
5 for her to

Part 2 (p. 92)

QUESTION 6 (Suggested answer)

Dear Daniel,

I can't go to school today, because I am going to the doctor. Can you please remind Mr Smith that I'll be absent for the day? Will you phone me later to tell me if there is any homework?

Thanks,

Alex

Part 3 (p. 93)

QUESTION 7 (Suggested answer)

Dear Sammy,

Thank you for your letter. It is always good to hear from you. You're very lucky to be travelling to Australia.

My cousins from Spain are visiting us for some days and I will be their tourist guide! It's the first time they are visiting my city, so it will be fun. I have been thinking about all the places I will show them and I am trying to organise a nice stay for them.

We will definitely visit the city hall, one of the oldest buildings in the city, and if the weather is good, we will also go to the seaside, which is lovely.

Have fun in Australia!

Write soon.

Love,

Peter

QUESTION 8 (Suggested answer)

A rainy day

It was a rainy day so I decided to stay at home instead of going out with my friends, as I had previously planned.

I wasn't feeling very well and I kept sneezing, so I texted Mary and Tracy I wouldn't be meeting them at the coffee shop as I usually do on Saturdays. I made myself a warm cup of tea and laid on the sofa for hours, looking outside my window.

I love watching the rain drops falling on my backyard and listening to the sound they make. Suddenly my phone buzzed and it was Tracy. My friends were at my door, all wet, asking for a warm cup of tea!

Test 2 • Listening

Part 1 (p. 94)	Part 2 (p. 95)	Part 3 (p. 96)	Part 4 (p. 97)
1 A	8 A	14 Language Department	20 B
2 C	9 B	15 5 and 6	21 A
3 B	10 B	16 favourite topic	22 A
4 A	11 C	17 website	23 A
5 A	12 A	18 Wednesday	24 B
6 C	13 B	19 notice board	25 A
7 B			

Test 2 • Speaking

Part 1 (Suggested answers) (p. 98)

Who are you similar to in your family?

I look like my father. He's also got brown eyes and his hair is dark and curly. I am not as tall as he is, but I think I will be taller in some years' time. I also like sleeping at the weekends, as he does!

Do you prefer to spend your free time alone or with other people?

I prefer to spend my free time with other people, as it is funnier and a lot more interesting. When we have other people around, we can share ideas and experiences and I think that is good!

What did you do during your last holidays?

Last holidays I went to the seaside with my family. We stayed at the campsite and we all enjoyed the experience, except for my brother. He was bitten by a bug and he had a hard time. He still had a lot of fun in the swimming pool and I got a really nice tan! I like spending my holidays on the beach.

Have you got a favourite dish?

Well, I must say I am a good eater. I am not picky when it comes to food. I really enjoy eating pasta with lots of cheese and pesto gravy. When I go to an Italian restaurant I usually order pasta, rather than pizza!

Test 3 • Speaking

Part 2 (Suggested answers) (p. 99)

- A:** There are several options the students could choose to show their projects. What do you think about the blog? Do you think it would be a good way of displaying the projects?
- B:** Oh, yes! I like technology and I think the students would be interested in reading the blog and commenting on the work done! That would be a very interactive way of showing the projects and sharing ideas! Do you agree?
- A:** Yes, definitely! I'm also into technology, so the idea of making a film is also something that I think would be interesting. The students could then show it to all the classes at school! It would probably take them too much time though, so they could always organise an exhibition with posters in the school entrance. What do you think about that?
- B:** It would probably be easier than making the film and visually also very appealing! The students could also write a special edition for the school newspaper. Everybody could contribute with drawings, texts, interviews, photos... It would be a nice idea, don't you think so?
- A:** Yes, of course. If they prefer something shorter and more factual, they could always prepare a leaflet to talk about their projects on the environment and the things they've learnt. Anyway...which one do you think would be more effective?
- B:** I think that the blog idea would be the best one, as it is the most appealing to students and also everybody could access the information anywhere, anytime. What do you think?
- A:** I agree. It is also very interactive and all the students could get involved in commenting the projects.

Part 3 (Suggested answers) (p. 100)

Photo 1

In this photograph I can see people buying food in a supermarket. It might be a weekend day, as the shop is full of people. They are all waiting to pay at the till and all their items are organised. This woman on the right seems to be relaxed and happy. The other people, a man and a woman are also smiling. They are all very friendly. They are not going to buy a lot of things. I can see she's going to buy a pineapple. I like pineapples. They are tasty and healthy. The people are wearing casual clothes and they could be talking about the latest gossip or even commenting on the prices of the items.

Photo 2

In this photograph I can see people buying fruit and vegetables in a market. The man and the woman seem to be relaxed and happy. They are probably buying their fruit and vegetables for the week in a local market. I can see apples, oranges and berries. The woman has got a leaflet in her hand, so maybe they are tourists in a traditional market just looking at the typical fruit of a country. Maybe they had never seen these berries and they are different from the fruit they have in their country. In markets the smell is always very nice. I love the smell of fresh fruit.

Part 4 (Suggested answers) (p. 101)

- A:** Do you prefer going to supermarkets or markets to buy food? I really enjoy going to the local market. I usually go there with my parents on Sunday mornings. What about you?
- B:** Oh, food shopping is not my thing. I only go with my mum if she asks me to. I don't mind going to shopping centres to the clothes shops but what I really like is buying gadgets. What do you like buying?
- A:** As I said, I like buying food, especially fresh food. I love the smell of fresh products and going to markets. I hate it when I have to go to shopping centres to buy clothes. I prefer street shops, which are becoming rare in our city.
- B:** Yes, you're right. I guess I got used to going to shopping centres because of that... It's also more comfortable in winter...

Test 3 • Reading

Part 1 (p. 104)	Part 2 (p. 106)	Part 3 (p. 108)	Part 4 (p. 110)	Part 5 (p. 112)
1 C	6 B	11 A	21 C	26 B
2 B	7 A	12 A	22 A	27 B
3 A	8 F	13 B	23 D	28 D
4 C	9 H	14 A	24 C	29 A
5 B	10 C	15 A	25 D	30 B
		16 A		31 C
		17 A		32 C
		18 B		33 A
		19 B		34 C
		20 B		35 D

Test 3 • Writing

Part 1 (p. 113)

- 1 about going
- 2 open late
- 3 better than
- 4 before
- 5 I would

Part 2 (p. 114)

QUESTION 6 (Suggested answer)

Dear Emily,
 Yesterday I bought a new pair of trousers and a lovely blouse for me. I spent a lot of time in that shop we usually go to together. I am wearing my new clothes tomorrow to go to a family wedding.
 Write soon,
 Lucy

Part 3 (p. 115)

Question 7 (Suggested answer)

Dear Marcus,
 Thank you for your email. I always like to read your emails!
 I love music and, like you, I also like listening to all kinds of different music. It really depends on my mood. When I feel sad, for example, I like listening to happy songs, as they cheer me up! I have my alarm clock set with my favourite songs, so I wake up everyday listening to music!
 Unfortunately, I don't play any instrument, because I don't have time after school to attend music lessons. I would like to play the piano or the violin. Those are my favourite instruments. I really enjoy listening to the sound they make.
 And you? How long have you been studying the piano?
 Write soon,
 Samuel

Question 8 (Suggested answer)

This would be my first time going on a plane! I felt very nervous as I walked through the doors of the airport with my family. I also felt a little bit sleepy, as I couldn't get much sleep the night before. I had been packing for ages because I couldn't make up my mind about the things I would take in my suitcase. It was the most beautiful suitcase I could possibly have! My parents bought it for my birthday. While we were waiting for the boarding call, I fell asleep and when I woke up I realised that we had already landed! No need to be nervous after all!

Test 3 • Listening

Part 1 (p. 116)

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

Part 2 (p. 118)

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

Part 3 (p. 119)

- 14 one hour
- 15 hotel lobby
- 16 7.00 a.m.
- 17 hat
- 18 kids / children
- 19 3.00 p.m.

Part 4 (p. 120)

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

Test 3 • Speaking

Part 1 (Suggested answers) (p. 121)

Do you feel you have enough free time?

Yes, We have a lot of free time after school. I believe that we need to be organised and plan in advance what we're doing with our free time. That way we will feel we have more time. I play basketball twice a week at school and I have plenty of time to study.

What did you do yesterday evening?

Yesterday I had some friends who came over and we ordered a pizza for dinner. We had fun and talked a lot, as two of my friends had just come back from their holidays at the beach. I'm usually with my friends at the weekend.

Have you got a favourite subject?

Yes, I love my Art class. I really enjoy drawing and colouring in and exploring new techniques with different materials. I love it when the teacher displays our work outside and I get good comments from my teachers and classmates.

Tell us about a teacher you liked.

Oh, I've had really good teachers so far. I've been very lucky. I remember a Math teacher who would always start his class with a concrete example of a problem. We learnt that Math can help to solve daily problems. He would also tell jokes related to the topics he was teaching and we had loads of fun.

Part 2 (Suggested answers) (p. 122)

- A:** So, are you excited about the new clubs at school? How about having a look at this leaflet, so that we could choose one for us?
- B:** That's a great idea! I was looking at this cooking club. You know I love cooking and how I have been learning with my dad. It would be great if we could go to this one... Do you like cooking?
- A:** Uhm... Not very much... I would fancy going to the gardening club. It looks like fun, being outside and learning how to grow some vegetables, don't you think so?
- B:** Yes, you're right, but when the bad weather comes I'm not sure what we could do that would be so interesting... Indoors, I mean... Let me see... Karate would be a nice option, what do you think?
- A:** Yes, I like trying new sports and to be honest the dance club doesn't suit me at all. I've always hated dancing...
- B:** So, it would be a great opportunity to start learning how to dance, don't you think so? I would love it.
- A:** Errr... Painting is something that I think would be good, because we could improve our art skills. I heard the teacher is really nice! Would you be interested?
- B:** Not really... We already have the art classes and it's a lot of hard work. In my opinion, the judo club would be great for us both, don't you agree?
- A:** Oh, yes! That's precisely what I was thinking of! Great! I can't wait!

Part 3 (Suggested answers) (p. 123)

Photo 1

In this photograph I can see a family at an airport. It looks like they are going on holiday because they are carrying some suitcases and they seem happy. The mother is wearing jeans and a sweatshirt, and I can't really see everything but they seem to be wearing similar clothes. The little girl looks very excited and happy. They are probably flying for the first time together... the suitcases are quite big so they might be going for some time, a week or two. In the background I can see the airport. I think that's it, because I can see the signs and the airport trolleys.

Photo 2

In this photograph I can see a boy and a girl ready to go on holiday. They will travel by train and they look happy. They might be friends or boyfriend and girlfriend. They are waving and they may be saying goodbye to their families or friends. They are probably travelling by themselves, as I can't see any adults around. They are wearing casual clothes. Their bags are also very big so they could go on a trip to visit lots of countries. Travelling by train is very fast and comfortable. Unlike when you travel by plane, you can see the countryside and the cities. You can really see the different towns and you can stop at different places to see the sights or a city or visit some villages.

Part 4 (Suggested answers) (p. 124)

- A:** I've always loved to travel by plane. I find it quite convenient because you can get to the furthest places in some hours and that's great! I always sleep when I'm on the plane, so it's even easier! What about you? Have you ever flown?
- B:** No, I would love to. I've only travelled by train and I didn't like the experience that much, because I felt a little bit sick. I enjoy travelling by car, because I get the chance to see a lot of things. My father never drives on highways, so you do see a lot of the little towns and nice places when we go somewhere.
- A:** Oh! That's great! I would like to travel by train. That's something I've never tried. I guess I will get impatient, because it might take a little bit long... But I'm curious about it. What about you?
- B:** Definitely by plane! It's a little bit expensive but I look forward to the right opportunity to come!

Test 4 • Reading

Part 1 (p. 126)	Part 2 (p. 128)	Part 3 (p. 130)	Part 4 (p. 132)	Part 5 (p. 134)
1 B	6 G	11 A	21 A	26 B
2 C	7 A	12 B	22 D	27 A
3 A	8 D	13 A	23 C	28 C
4 B	9 H	14 A	24 D	29 C
5 C	10 F	15 A	25 D	30 A
		16 B		31 D
		17 B		32 B
		18 A		33 A
		19 B		34 B
		20 B		35 B

Test 4 • Writing

Part 1 (p. 135)
1 as
2 prefer
3 has been
4 many
5 so

Part 2 (p. 136)

QUESTION 6 (Suggested answer)

Dear Tim,
 Thank you for the great party yesterday. I had a lot of fun. I really enjoyed when we played that new board game you have. Why don't we meet next weekend to have a look at the pictures I took?
 Write soon,
 John

Part 3 (p. 137)

QUESTION 7 (Suggested answer)

Dear Samuel,
 Thank you for your letter. It is always good to hear from you.
 I had a great New Year's Eve with my family and some friends that came over. I also decided that I am going to learn a new language. But it is going to be German, as we are moving this March to Berlin. My parents will be working there for a few months and my sister and I will attend a German school.
 I am starting lessons next Monday, and I can't hardly wait to meet my new teacher and start learning new words!
 Would you like to visit me in Berlin?
 Write soon,
 Tracy

QUESTION 8 (Suggested answer)

What a morning!

It was six o'clock when the alarm clock went off. My sister woke up and jumped out of her bed. She went straight into the bathroom, took her quick shower and put on her school clothes. She ran downstairs and found it strange that her mum wasn't there preparing breakfast as she usually does.
 She found her lunch box empty and was upset she had to do all by herself... there was no noise at all, which she found strange but she kept on getting ready for school, as she was running late... Suddenly she hears from upstairs mum saying: "Sweetie, it's Saturday! What are you doing up so early?"

Test 4 • Listening

Part 1 (p. 138)	Part 2 (p. 140)	Part 3 (p. 141)	Part 4 (p. 142)
1 C	8 B	14 pencil case	20 B
2 C	9 A	15 organisation	21 A
3 C	10 C	16 laptop	22 A
4 B	11 B	17 review	23 B
5 A	12 A	18 classmates	24 B
6 A	13 C	19 phones	25 A
7 C			

Test 4 • Speaking

Part 1 (Suggested answers) (p. 143)

Tell us about the last film you enjoyed.

I watched a film about vampires and I really liked it. I usually don't like stories involving vampires, but I watched this film with a friend and I was surprised. I think I will watch the sequel.

Do you remember your first English lessons?

Actually I remember trying to learn the questions about the name, address and phone number. My teacher was quite engaging and she made us have short conversations with our partners. It was good we had the chance to practise!

What would you like to do in the future?

I would like to be a lawyer. My father is a lawyer too and I'm interested in learning about law. I've grown up seeing my dad reading all those thick books and I kept asking him so many questions about his work, that I got involved and curious.

Have you ever been abroad?

Yes, I've been abroad a few times with my parents on holidays. We've been to Spain, Germany and Ireland. I really enjoyed the time we spent in Ireland. People are very welcoming and the food is great! Also, I could speak English, so that was perfect!

Part 2 (Suggested answers) (p. 144)

- A:** So, let's have a look at the options we have here... I personally like this tiny Big Ben statue! It could be a good souvenir, don't you think so?
- B:** I never buy statues, because I don't like them. I prefer pictures, as you know, so I'd rather get them this painting with the Tower of London. It's very beautiful. Do you like it?
- A:** I do. It's lovely painted, but I'm not sure if my parents would like it. There are other places in London that would be more interesting to have in a painting... I think my mum would love these butter cookies. She loves food. Don't you think it would be a good idea?
- B:** Yes, food is always a good present. Tea would also be an option, and I heard English tea is usually very good. Do you like tea?
- A:** Yes, I do. I just think that the boxes are a little bit small... I am looking at these T-shirts now. They're quite nice, aren't they?
- B:** Yes, I like them, but as we are buying for our parents I don't think they would be the best option. I'm sure my mum would love the cookies. What do you think about that?
- A:** Yes, in my opinion the cookies would be perfect! Let's buy them!

Part 3 (Suggested answers) (p. 145)

Photo 1

In this photograph I can see people in a concert, enjoying music. I'm sure they are excited to be there. It looks like a rock concert, so the music must be playing really loudly. Some people are clapping and waving and most of them have got their arms stretched. People usually do that in concerts and they also sing. I've never been to a concert but I would love to go to one. I'm sure that they are all having fun. I can see the stage and the band. It's not very clear because there are a lot of lights and they are very bright.

Photo 2

In this photograph I can see a girl sitting on the sofa. She is listening to some music. The girl looks relaxed and happy. She is smiling. She is having a good time. This might be her favourite activity when she has some free time. She might be at home and she could be listening to her favourite song. I think she's listening to classical music because she looks so relaxed. The sofa and the walls are white and they look modern, so her house might be modern too. She's wearing jeans and a polo neck shirt. Music usually makes people very happy.

Part 4 (Suggested answers) (p. 146)

- A:** I like listening to rock bands performing in big concerts. Nothing compares to going to a concert and listening to your favourite songs live! Do you agree?
- B:** Oh, yes! I also enjoy going to concerts but I'm more into jazz. My parents have always listened to jazz at home, since I was very young, and I think that made me like this kind of music. There is always some music playing when we're at home. It's a little bit odd, but my mum doesn't like listening to any music when she is driving, so we don't listen to music in the car. What about you?
- A:** Oh, my dad drives me to school and he wouldn't survive morning traffic without music! I also like listening to music in my bedroom, when I am getting ready to sleep.
-

Test 2 • Extra exercises

Test 2 – Reading – Part 1

Página 62

- 1) D; 2) A; 3) F; 4) C; 5) B; 6) E
- 1) A; 2) B; 3) B; 4) B; 5) C

Test 2 – Reading – Part 2

Página 65

- 1) B; 2) C; 3) F; 4) D; 5) E

Test 2 – Reading – Part 3

Página 66

- 1) B; 2) B; 3) B; 4) B; 5) A
- 1) A; 2) A; 3) A; 4) B; 5) A
- 1) B; 2) A; 3) A; 4) A; 5) B
- 1) B; 2) B; 3) A; 4) A; 5) A

Test 2 – Reading – Part 4

Página 68

- 1) A; 2) C; 3) F; 4) B; 5) D; 6) E

Test 2 – Reading – Part 5

Página 69

1. Sentence 3 – Paul's dog is **so** cute!
2. A – 2; B – 4; C – 1; D – 3
3. 1 – too; 2 – enough; 3 – too; 4 – so; 5 – such; 6 – enough; 7 – so; 8 – such; 9 – enough; 10 – such.

Test 2 – Writing – Part 1

Página 70

1. 1. B; 2. C; 3. A; 4. I; 5. H; 6. D; 7. E; 8. F; 9. G
1. prefers volleyball;
2. didn't like;
3. was bought;
4. lent

Test 2 – Writing – Part 2

Página 71

- 1) My family is visiting Australia next month from 20th to 26th October.
2) Why don't we visit the zoo? We both like animals!
3) I've just bought a new camera, because I lost mine last holidays.
4) Do you mind helping me?
5) I'm sorry for my late arrival. I missed the bus.
6) Is there anything special you would like to have?
- 1) Dear
2) I am moving to a new house.
3) a gorgeous view.
4) Would you like to come for a visit?
5) Write soon.

Test 2 – Writing – Part 3

Página 72

- 1) Thanks for your letter. How are you?
2) I am writing to answer your questions.
3) Not only that, but I also
4) Then, I
5) Write back soon
6) Love / Best wishes
1. Despite
2. even though / although
3. Even though / Although
4. as / because
5. because

Test 2 – Listening – Part 1

Página 73

1. B; 2. A; 3. C; 4. C; 5. A

Test 2 – Listening – Part 2

Página 74

1. B; 2. B; 3. A; 4. B; 5. A

Test 2 – Listening – Part 3

Página 75

- 1) online
2) Thursdays
3) 7 p.m.
- 4) Sunday(s) (morning)
5) Leisure Pool
6) 30 minutes

Test 2 – Listening – Part 4

Página 76

1. B; 2. A; 3. A; 4. B; 5. A; 6. B

Test 2 – Speaking – Part 1

Página 77

- 1) b) What do you usually do when you are with your family?
Name an activity; describe it briefly; say how you and your family feel about it
c) Tell me something about your school. Name of school; size; parts of the school that you prefer; teachers; activities; clubs
d) Do you do any housework? Yes/no; how often you do it; what do you do; how do you feel about it

Test 2 – Speaking – Part 2

Página 78

1.

Getting started	Inviting your partner to speak
✓ Well, we have to talk about... ✓ Why don't we start with...? ✓ Shall I start? ✓ Would you like to start?	✓ We could start with... Is that OK with you? ✓ Do you think we should...?
Presenting an idea / Expressing your opinion	Agreeing
✓ In my opinion, it would be better to... ✓ Personally, I like the idea... ✓ Wouldn't it be better if...? ✓ I'm not sure about that. ✓ I believe... ✓ I think...	✓ That's a good idea. ✓ Exactly. ✓ It's a good idea if you take into account that... ✓ I couldn't agree more. ✓ Yes, I totally agree.
Suggesting	Asking for opinions
✓ How about...? ✓ Why don't we...?	✓ What do you think about that? ✓ Do you agree? ✓ How do you feel about that? ✓ Do you think that...?
Disagreeing	Concluding
✓ That's not how I personally see it. I think that... ✓ I'm not sure I agree with you. I think that... ✓ Well, I think I'd prefer to...	✓ All right. So you're saying that... but I think that... ✓ OK then. We can say that we both agree with...

Test 2 – Speaking – Part 3

Página 79

1.

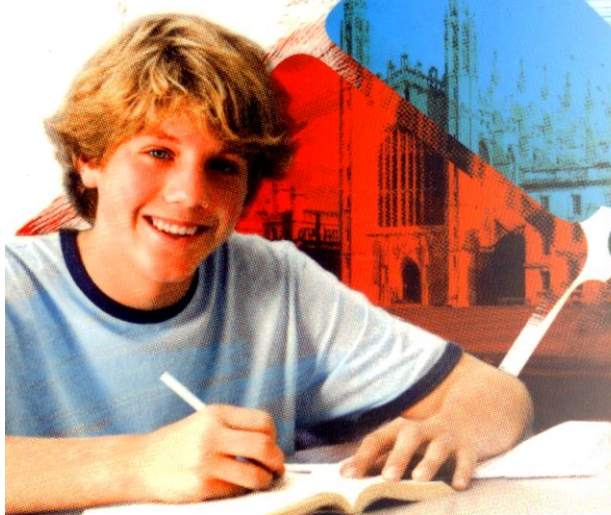
Giving a general introduction	Talking about places
✓ This picture shows... ✓ In this picture I can see...	✓ I can see a market/building... ✓ The girl is sitting inside a crowded café.
Describing people's age	Describing what people are wearing
✓ He's about 50 years old. ✓ They're in their twenties. ✓ She is a teenager.	✓ She's wearing a striped T-shirt ✓ They're wearing smart clothes.
Describing people's actions	Describing people's roles
✓ They're throwing a party. ✓ Some people are listening to music and other are having something to eat.	✓ This woman on the right seems to be the guide. ✓ He's probably the zoo keeper.
Describing people's feelings	Describing position
✓ You can tell they are having fun because they are laughing. ✓ They look interested in what they are watching.	✓ On the left of the picture there is a group of girls who... ✓ On the right... ✓ In the middle... ✓ In the background there is a garden...
Paraphrasing (when you don't know how to say something)	Guessing
✓ It's something you use to fry food in. ✓ It's a kind of a box...	✓ It might be autumn because there are a lot of leaves on the ground. ✓ This picture could be in... because of the high mountains...

2. This photo shows a young mother and her children playing at a park. Perhaps they live in an apartment and are used to coming to the park to play in the afternoon. Right now, they are having a snack.
The weather is nice. It might be spring because there are some flowers and the trees are really green. The children are wearing sports clothes. They look quite happy and are having fun with their mum.

Test 2 – Speaking – Part 4

Página 80

2. **A:** I really enjoy spending time with my family, especially when my cousins are around. They always have so many stories to tell that when we get together for lunch, for example, we would spend hours at the table... What about you?
- B:** We are a small family, so we never have long meals as you were describing. I also like spending time with my family. We usually go on holiday together and we all enjoy outdoor activities. Do you also practise sports with your family?
- A:** No, my sisters prefer watching TV in their free time. That's something that I do with some of my friends. We always play football on Fridays. We also like going to the cinema. Do you also like going to the cinema with your friends?
- B:** Not really. I prefer watching films at home. We usually meet on Saturdays, late in the afternoon, make some popcorn and then watch a film together. That's something I really like.
- A:** That sounds like fun! I'll invite my friends to come over this weekend!



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