



**Part 1**  
**Short messages**

**ADVICE**

- Underline the important parts in the text.
- Eliminate the sentences (A, B or C) which really do not match the text.
- The texts will be short emails, texts, notices, labels, signs or adverts. If it is an email or text message, check who is writing it and to whom.
- Part 1 takes about 10 minutes.

**Questions 1-5**

- Look at the text in each question and underline important words as in the example.
- Choose the alternative – A, B or C – which matches the text.
- Mark the correct letter A, B or C on your answer sheet.

**Example**

(0)

Change of Timetable: Sports Centre Gym open on New Year's Day.

Work off those unwanted calories.  
From 10 am to 3 pm Bring a towel.

- A) The sports centre isn't usually open on New Year's Day. ☒
- B) You can go to the gym for 6 hours. ☐
- C) You must take a day-off work. ☐

Answer: **0** **A** **B** **C**

1.

Hi Jo,  
Sam and I are buying a present for Jack on Tuesday. Do you want to come? Meet us outside the school at 2 if you want to join us. If not, just give us £5 towards it.

- A) Jo has to meet his friends if he wants to help buy the present for Jack. ☐
- B) Jo can still contribute to the present even if he doesn't go with his friends. ☐
- C) The meeting place is outside the school on Thursday at 2. ☐

2.

Dear Mrs. Cook,  
Sorry I couldn't come to the lesson, I had a flat tyre on the way. Could I come on Friday because I have a test the day after.

- A) Mrs Cook was cross with Jake for not coming to the lesson. ☐
- B) Josh tried to come to the lesson. ☐
- C) Josh has a Maths test on Saturday which he wants help with. ☐



3.

**After-School Computer Club starting soon. Sign up here by Monday 3<sup>rd</sup> September if you want to join. Cost depends on number of enrolments. Maximum 20 places available.**

- A) Computer club starting on Monday 3<sup>rd</sup> September. ☐
- B) If 20 people enrol the club will cost less. ☐
- C) Up to 20 people can enrol. ☐

4.

*Dan phoned to ask you if you could arrange the music for his friend's 18<sup>th</sup> birthday party. He thinks he will hold it in the Village Hall so you need a good sound system.*

*Could you set up a web-site for people to request the songs they want? That was very popular last time. He has invited about 150 people but only about 100 will come.*

- A) Dan is having his 18<sup>th</sup> birthday party in a Village Hall. ☐
- B) The web-site has been successful in the past. ☐
- C) About 150 people will come. ☐

5.

**Good-as-new clothes sale on at David Shepherd's Animal Trust shop.**

**Bring your dresses, coats, jackets, shirts, trousers, suits to our shop by Saturday 1<sup>st</sup> June 9 am for the sale that day. Must be designer label, cleaned and ironed.**

**Sale on all day Saturday.**

**Excellent bargains to be had.**

**Money collected is given to "Wildlife in Danger of Extinction".**

- A) If you bring clothes to the shop they must be new. ☐
- B) If your clothes are sold you will get the money. ☐
- C) The clothes sale is on Saturday 1<sup>st</sup> June. ☐



## Part 2 Matching

### ADVICE

- You will be given a situation about an individual or group who require something. This could be something to buy, somewhere to visit, join a club, find a book to read and so on. Read about each person (6 to 10) and underline key points.
- Read the descriptions starting with A on the next page. Does it match any of the people's needs (6-10)?
- Underline the key words in the descriptions in order to remember the important points.
- There are three extra descriptions.
- Double-check when you think you have matched person to description.
- This should take about 15 minutes.

### Questions 6-10

- ♦ The teenagers below all want to go on a study-holiday during the summer.
- ♦ On the next page there are descriptions of eight study-holidays.
- ♦ Decide which would be the most suitable for the following people.
- ♦ For questions 6-10, mark the correct letter (A-H) on your answer sheet.



- ☐ 6. Zed loves sport especially football and wants to spend three weeks studying English in the mornings and learning new football techniques in the afternoons. He would prefer to go to England or Ireland and stay in a college. He wants to practise speaking and listening.



- ☐ 7. Jess, Pam and Megan want to go to Scotland together in July for three weeks. They want to stay in a family and go to school in the mornings to study for the PET exam. In the afternoons they'd like to go out on excursions. Edinburgh is a place they want to see because Megan has a relative there.



- ☐ 8. Francesca and Mina are 17 years old and need to earn some money. They are keen to work in the afternoons or evenings and study Business English in the mornings. They'd prefer to stay together either in a family or in a hostel.



- ☐ 9. Irene loves horse-riding and animals so she wants to stay in a family with pets and young children. Irene wants to be close to her friends but she'd prefer to be the only foreign student in the family as she speaks English well and has been to England before. Her parents are coming to England for a long weekend and want to learn English following a course just for a few days.



- ☐ 10. Jake enjoys fishing and football and doesn't like studying very much. He'd like to go to Ireland as his brother is studying there. He'd like to go to school in the morning and follow a photography course in the afternoon. He doesn't mind if he stays in a college or family but he only wants to stay for three weeks and wants to get better at speaking.

**SUMMER STUDY HOLIDAYS**

- A) **Dun Loaghe Projects: School of Languages.** We are a family-run school in Galway, Ireland, offering 3-week summer courses for students who want to improve their fluency. Courses are based around project work and interaction with the local people, so there are no boring lessons to sit through. What's more, in the afternoon students can choose from a variety of activities such as football training, helping with the farm animals or artistic photography classes while evenings are spent chatting with your charming host family.
- B) **Speak Out English Agency.** Would you like to work in the UK? You can work in restaurants, pubs, hotels and cafes or just follow one of our many language courses to reach a level which will allow you to find a job. All you need is to be 18 years old and to be hard-working.
- C) **Agatha Christie English School.** Love detective stories set in little old English villages? Come to our fun, interesting, lively English courses for people aged 1 to 100. Learn about the characters in famous murder stories and create your own scary stories. Your English skills will improve at the flick of a wand and before you can say Abracadabra! By the way, you will stay in a hostel where ghosts of the past will tell you their tales!
- D) **Guildford Language School.** Only 50 kilometres from London, yet set in beautiful countryside, our school offers a wide variety of courses such as Hotel English, Aviation, Cookery, Business and others. Accommodation is arranged in families with young children so some evening babysitting jobs are available and afternoon activities can be arranged.
- E) **Stoneleigh English Centre or Bramley High English.** The two schools, one situated in England and one in Scotland, offer General English courses throughout the year for Beginners to Advanced and Cambridge exams courses such as PET and First Certificate. Trips are organized three times a week to places of interest. On Saturday there is a full-day excursion to the capital city Edinburgh for those in Stoneleigh, and a trip to London for those in Bramley. Accommodation is in families or college in Bramley and families in Stoneleigh.
- F) **Stansted school** is so handy for people arriving from Europe and who need a short course. The school is in a lovely village and although you arrive at the busy airport, you will be in the countryside within 10 minutes. You can stay with a family which means you will practise English all the time. There are short courses lasting a few days or longer courses up to a year. Wind-surfing, horse-riding, football and painting are some of the activities offered. Families are carefully selected and students can choose to be in a family with children, pets or just by yourself.
- G) **St. Catherine's Summer school.** Four-hour lessons in the morning based on developing speaking and listening skills using an innovative approach plus afternoon excursions to places of interest, or following the tennis or football programme with coaches from Manchester United. Full-board accommodation provided in selected families or in our exclusive college.
- H) **Living English Courses.** Do you need to learn English quickly? Living with your teacher is the new fast-track way to learning English. No time wasted travelling to school. 100% attention on you from your teacher. Live the life of an English person with your teacher to guide you. You will be joining in the life of your teacher... shopping, visiting friends, going to the dentist, answering phone calls, doing hobbies just as if you had always been in England.





### Part 3 True or false?

#### ADVICE

- The sentences (11-20) follow the text in an orderly way so the answer to sentence 11 can be found at the beginning of the text. Sentence 12 will be found a few sentences after and so on.
- Once you have found the phrase in the text underline it so that you can check you are right.
- This should take about 10 minutes.

### Questions 11-20

- ♦ Look at the sentences below about inspirational disabled athletes.
- ♦ Read the text on the next 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.

	A	B
11. When Bethany was 12, she nearly died.	<input type="checkbox"/>	<input type="checkbox"/>
12. When she was 15, she won an important competition.	<input type="checkbox"/>	<input type="checkbox"/>
13. Now Bethany is acting in a film about her life.	<input type="checkbox"/>	<input type="checkbox"/>
14. Anthony started wrestling at High School.	<input type="checkbox"/>	<input type="checkbox"/>
15. Anthony was really good at his sport from the beginning.	<input type="checkbox"/>	<input type="checkbox"/>
16. Jason's left arm works well.	<input type="checkbox"/>	<input type="checkbox"/>
17. Jason writes books about his family.	<input type="checkbox"/>	<input type="checkbox"/>
18. Melissa's leg was amputated below the knee.	<input type="checkbox"/>	<input type="checkbox"/>
19. She was already a diver before she had her injury.	<input type="checkbox"/>	<input type="checkbox"/>
20. She feels that missing a leg stops her from doing some activities.	<input type="checkbox"/>	<input type="checkbox"/>





## INSPIRATIONAL ATHLETES

### Born to surf

Raised by surfers in Hawaii, Bethany Hamilton was born to be in the water. A natural surfer, she began competing professionally as a young child. However, at 13, she lost her arm and nearly lost her life in a vicious shark attack. One month later she was back on her surfboard with a determined spirit and positive attitude. Two years later she won first place in the Explorer Women's Division of the NSSA National Championships. Now, the professional surfer shares her inspirational message of hope with millions of people and her story has been made into an inspiring major film, *Soul Surfer*, in cinemas now, starring Anna Sophia Robb, Helen Hunt and Dennis Quaid.

### Wrestling champion

Anthony Robles was born without a leg, but this didn't stop him from becoming a national high school and college wrestling champion. He began his career on the mat in his high school. Although he tells the *Wall Street Journal* his first match as a small 90-pound first year student was less than good, he got better and then became the best. In March of 2011, the All-American Arizona State University student won the NCAA championship title for the 125-pound weight class division. He remains an inspiration to people everywhere. He told the WSJ, "I didn't get into the sport for the attention. I wrestle because I love wrestling. But if I can help change somebody's life for the better, I will."

### Ironman

12-year-old Jason Lester was hit by a car and suffered, among many things, a paralyzed arm. How incredible, then, that he has become a world-class endurance sports champion. Today, he can swim faster, ride further and run extremely long distances as an Ironman and Ultraman; and he does it all without the full use of his right arm. He was the award winner for "Best Male Athlete with a Disability" and the first male triathlete to win such an honour. In addition to numerous championships, he's also the author of *Running on Faith*, the autobiography that describes his rise to fame and how his faith got him there. His message is summed up well when he wrote, "If you don't try, you won't get anywhere".

### Winner

She is a war veteran with the U.S. Army, paralympian, paratriathlete and an above-the-knee amputee. In 2004, Melissa Stockwell lost her leg when a roadside bomb exploded during a convoy. A diver in high school, she began to swim at Walter Reed Hospital as part of her physical therapy. Eventually, she trained to compete in the 2008 Paralympic Games for the U.S. team in which she became the record holder for the 100 meter butterfly and the 100 meter freestyle. She gained national attention when she became the face of the Hartford U.S. Paralympics Partnership ad campaign. "I can really do anything I want to do, missing leg or not," she says.



## Part 4 Multiple-choice

### ADVICE

- You need to read the whole text from beginning to end because the questions test your general understanding of the text.
- This should take about 15 minutes.

### Questions 21-25

- ♦ **Rachel Adams has written a report for her English homework.**
- ♦ **Read the text and the questions below.**
- ♦ **For each question, mark the correct letter A, B, C or D on your answer sheet.**

#### NOTTING HILL CARNIVAL by Rachel Adams

*The Notting Hill Carnival is the largest street festival in Europe and originated in 1964 as a way for Afro-Caribbean communities to celebrate their own cultures and traditions. Taking place every August Bank Holiday weekend in the streets of London W11, the Notting Hill Carnival is an amazing mix of sounds, colourful sights and social solidarity.*

*At the roots of the Notting Hill Carnival are the Caribbean carnivals of the early 19<sup>th</sup> century – a particularly strong tradition in Trinidad – which were all about celebrating the abolition of slavery and the slave trade. The very first carnival was an attempt to focus on the steel band musicians who played in the Earls Court of London every weekend. When the bands paraded through the streets of Notting Hill, black residents came out of their houses to watch. It reminded them of the Caribbean homes they had left behind.*

*In the days of abolition, there was a strong element of parody in the songs and dances Trinidadians performed. They were not allowed to hold festivals of their own during the period of slavery so they now took full advantage of the relative new freedoms the ending of slavery brought them. Dressing up in costumes that mimicked the European fashions of their former masters, even whitening their faces with flour or wearing white masks, they established a tradition that continues in the costume-making of today's Notting Hill Carnival. The proper name for this aspect of the Carnival is Mas (derived from Masquerade).*

*People from every culture love the carnival. Mary Smith, a teacher from Kent was interviewed with her 7-year-old twin daughters at the carnival.*





*"It has been a brilliant day, the music is fantastic. I can feel the rhythm in my heart," she said.*

*"The girls have had a lot of fun and been dancing along; it's a totally different culture for them to enjoy."*

*The vibrant floats certainly captured the imagination of Victoria, who said,*

*"The costumes were so bright and big, the ladies covered in feathers were my favourite. You could hear the music all the way down the street. I really enjoyed dancing to it. I want to come again next year, but I want to dress up and be in it."*

*Theodora added,*

*"It's the first time I've been and I loved everything."*

**21. What is Rachel Adams trying to do in the text?**

- A) Encourage the reader to join the carnival next year.
- B) Explain the history of the carnival and why people like it nowadays.
- C) Describe some of the costumes.
- D) Give her opinion of the carnival.

**22. What does Rachel say the people in the carnival are trying to do.**

- A) Carry on the traditions of the Afro-Caribbeans.
- B) Remember the slaves.
- C) Win a prize for the best costume.
- D) Show off the steel bands.

**23. What does Rachel want to show by reporting what Mary Smith said?**

- A) Mary Smith was shocked by the loud music.
- B) Mary Smith and her children all loved the carnival.
- C) Mary Smith's children don't know much about other cultures.
- D) Mary Smith normally has a boring life.

**24. What do you think Rachel thinks of the Carnival?**

- A) It is a noisy celebration.
- B) It lasts too long.
- C) It is an interesting Carnival based on historical events.
- D) She would like to join in.

**25. What might people visiting the Carnival say about it?**

- A) I think it's the best one in Europe.
- B) I'm sure this is the biggest one in Europe.
- C) Those masks are scary and remind me of the slaves.
- D) It's great but I think you have to be Afro-Caribbean to really appreciate this Carnival.



## Part 5 Multiple-choice gap-fill

### ADVICE

- Read the title – it will help you understand the content of the text.
- Read the first paragraph. While you read, you may think of a word to fit in the gap. Write it in and check later to see if it is among the possibilities given to you.
- This should take about 10 minutes.

### Questions 26-35

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

#### Example

(0) A) man B) monster C) animal D) legend

Answer: 0 ☐ A ☒ B ☐ C ☐ D

### THE LOCH NESS MONSTER

The Loch Ness **(0)** monster, also known as Nessie, is believed to live in the inky black **(26)** ..... of the immense, 700-foot-deep, Loch (Lake) Ness in Scotland.

The Loch Ness Monster remains one of the world's most famous **(27)** ..... Nessie is thought to be a giant creature with a huge rounded body, maybe 100 feet long, and a long neck. **(28)** ..... think it is a prehistoric seagoing dinosaur or pleiosaur.

Sightings of Nessie date **(29)** ..... far back as the 6th Century, when an Irish monk caught sight of the monster **(30)** ..... visiting the area. Although Nessie had always been a legend in Scotland, it **(31)** ..... until 1934 when Dr Robert Kenneth Wilson got a photo of the legendary lake monster **(32)** ..... the tourist industry really boomed. During the expedition in 1934, at the height of monster fever, there were 21 claimed sightings and 5 pictures taken. Though Nessie has been sighted many times proof of her existence is still not known.

No one has yet **(33)** ..... this elusive creature or scientifically proved its existence, and maybe they never will. Tales of the Loch Ness Monster may also be the basis for stories of similar freshwater serpents in other places. **(34)** ..... the Loch Ness Monster exist? Some people say yes, some say no... Maybe someday we will **(35)** ..... the truth.





- 26.** A) sea                      B) water                      C) rain                      D) bath
- 27.** A) people                      B) pets                      C) celebrities                      D) mysteries
- 28.** A) Any                      B) Every                      C) All                      D) Some
- 29.** A) and                      B) or                      C) as                      D) so
- 30.** A) while                      B) where                      C) which                      D) whose
- 31.** A) isn't                      B) weren't                      C) wasn't                      D) was
- 32.** A) that                      B) than                      C) when                      D) since
- 33.** A) catch                      B) hunted                      C) driven                      D) caught
- 34.** A) Do                      B) Did                      C) Are                      D) Does
- 35.** A) tell                      B) know                      C) knows                      D) knew





## Part 1

### ADVICE

- Read the sentences to understand which grammatical structure you are being tested on. You will often find you have to transform a sentence from indirect speech to direct speech, present perfect to simple past, passive to active or use a phrasal verb.
- This should take about 10 minutes.

## Questions 1-5

- ♦ Here are some sentences about a film.
- ♦ 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 film was called *Never-Ending Life*.

The name of the film was *Never-Ending Life*.

Answer: 0 of the film

1. There are lots of famous actors in the film.

The film ..... lots of famous actors in it.

2. This is the second film in the series but it is not as good as the first.

The first film ..... second film.

3. I watched the film last week.

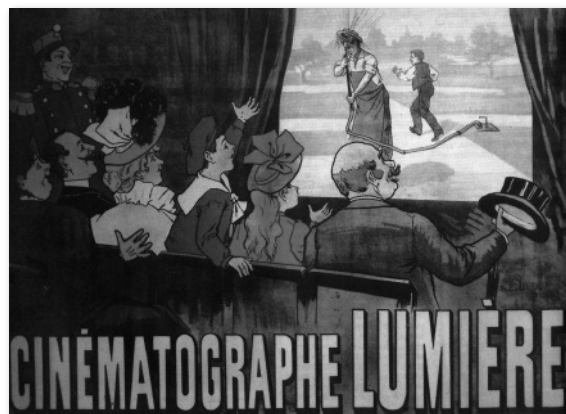
I watched ..... week ago.

4. My friend suggested we went to the cinema again.

My friend said, "..... to the cinema again?"

5. I'd love to go to the cinema again.

I am really ..... to go to the cinema again.



**Part 2****ADVICE**

- You must write an informal message.
- There are three points you must mention in your message. If you miss any of these you will lose marks.
- Do not write more words than you are allowed.
- End the message with a suitable informal closing phrase such as "See you soon", "Love", "Write to me soon".
- Questions 6, 7 and 8 should take about 20 minutes.

**Question 6**

- ♦ **Your Irish friend Jacky has sent you a photo of her class-mates on a school trip. Write an email to Jacky. In your email you should:**
  - thank Jacky for the photo;
  - say why you like the photo;
  - tell her what you will send her.
- ♦ **Write 35-45 words on your answer sheet.**



.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



### Part 3

#### ADVICE

- You must write an informal letter and answer all your friend's questions.
- If you choose to write a story, try to use exciting adjectives, collocations such as "thick fog", phrasal verbs like "set off" and check that the tenses are correct.

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

#### Question 7

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

I have to write a report about a school. Can you tell me how many students there are in your class and what time you start and finish school. Can you describe your favourite teacher?

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

#### Question 8

- ♦ Your English teacher wants you to write a story.
- ♦ This is the title for your story:  
*It was such an embarrassing experience!*
- ♦ Write your story on your answer sheet.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



**There are four parts to the test which lasts for about 30 minutes. You will be given the instructions before each part, so listen very carefully to these. You will have 6 minutes at the end of the test to copy your answers onto the answer sheet.**

## Part 1 The multiple choice picture part

### ADVICE

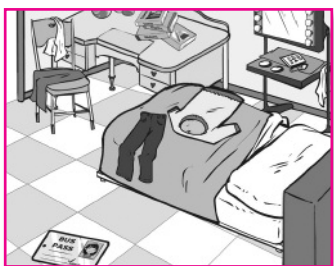
- Look at the pictures carefully and remember the person will probably talk about all the things in the pictures, but only one picture is 100% correct.
- The information to find the correct picture could be at the beginning, in the middle or at the end so listen to the whole passage before you decide.
- Don't worry if you don't understand every word as you will still get the general meaning and be able to answer. Remember you will hear each dialogue twice so if you miss an answer you will have a second chance.
- Choose the best option and check it carefully when the dialogue is repeated.
- Never leave an answer blank. If you really don't know, GUESS!

### Questions 1-7

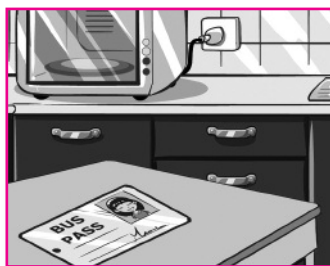
- ♦ There are 7 questions in this part.
- ♦ For each question there are three pictures and a short recording.
- ♦ Choose the correct picture and put a tick (✓) in the box below it.

Example: (0) Where is Linda's bus pass? Answer: A

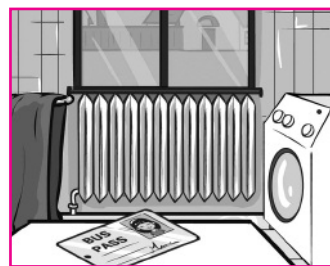
0 **A** B C



A ☒



B ☐



C ☐



1. What are Tom and Harry going to do this evening?



A ☐



B ☐

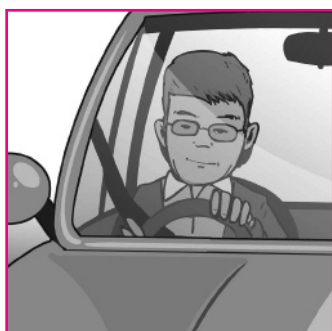


C ☐





2. How is Fiona going to school?



A ☐



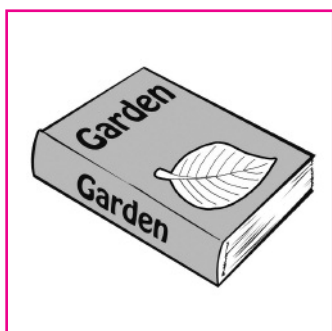
B ☐



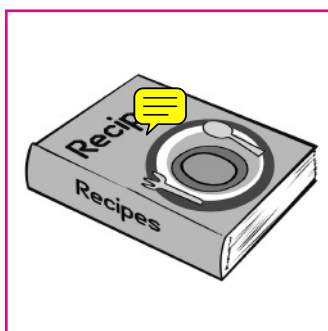
C ☐



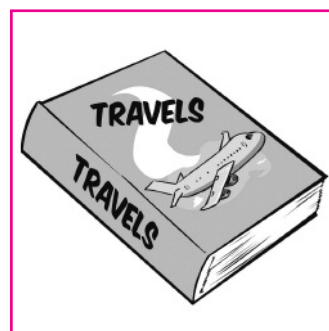
3. Which book do Jessica and Julian buy their father for his birthday?



A ☐



B ☐



C ☐



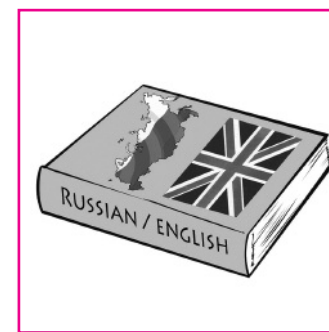
4. Which languages does Tania speak?



A ☐



B ☐



C ☐



5. What will Jill wear to her sister's wedding?



A ☐



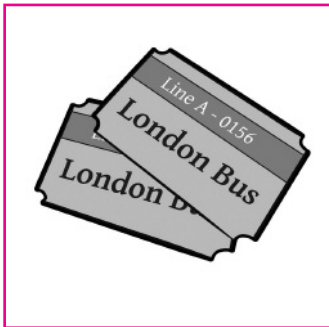
B ☐



C ☐



6. What will Jamie and Oliver buy Sally for her birthday?



A ☐



B ☐



C ☐



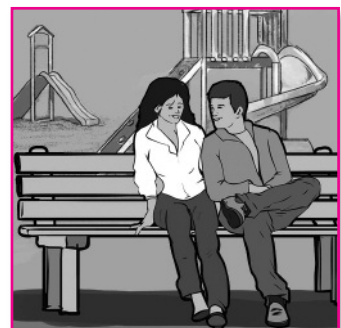
7. Where do Ron and Emma decide to study for their exam?



A ☐



B ☐



C ☐



***In part 2 you listen to a person talking and must choose the correct answer to each question.***

## Part 2 The multiple-choice questions

### ADVICE

- Remember that the information you are listening for is given in the order of the questions.
- Read the questions carefully before the recording begins. You will be given time to do this.
- If the choices confuse you, try thinking how you would answer the questions in your own words.
- If you are still missing some information, TRY. Use the remaining answers and work by elimination.



### Questions 8-13

- ♦ You will hear an athlete, Gemma Jackson, talking about her career on the radio. 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 each part twice.

- |   |  |                          |
|---|--|--------------------------|
| 8. Who first encouraged Gemma to enjoy sport?                 | A) Her parents.                                | <input type="checkbox"/> |
|   | B) Her P. E. teacher at Primary School.        | <input type="checkbox"/> |
|   | C) Her brother.                                | <input type="checkbox"/> |
| 9. Gemma started doing athletics seriously when she           | A) was at primary school.                      | <input type="checkbox"/> |
|   | B) first went to her local club.               | <input type="checkbox"/> |
|   | C) was 16.                                     | <input type="checkbox"/> |
| 10. The idea of becoming a heptathlon athlete came from       | A) her teacher at secondary school.            | <input type="checkbox"/> |
|   | B) her coach.                                  | <input type="checkbox"/> |
|   | C) watching the Sydney Olympics.               | <input type="checkbox"/> |
| 11. Gemma wasn't sure she could do the heptathlon because she | A) wasn't determined enough.                   | <input type="checkbox"/> |
|   | B) wasn't tall enough.                         | <input type="checkbox"/> |
|   | C) could only do the hurdles.                  | <input type="checkbox"/> |
| 12. To become world champion it has taken Gemma               | A) six years.                                  | <input type="checkbox"/> |
|   | B) ten years.                                  | <input type="checkbox"/> |
|   | C) a few months.                               | <input type="checkbox"/> |
| 13. When she retires from athletics, Gemma wants to           | A) become an ambassador for UNICEF.            | <input type="checkbox"/> |
|   | B) persuade young people to take up athletics. | <input type="checkbox"/> |
|   | C) work for a television company.              | <input type="checkbox"/> |



***In Part 3 you will listen to a longer monologue in which someone is giving information about places or events. Most of the answers are single words or numbers or names.***

### Part 3

#### The gap-fill part

##### ADVICE

- Read the information you have before the recording is played and try and predict the kind of answer required; for example, are you listening for a date, the name of a place or a telephone number?
- Check your key words while you listen the second time. Do they make sense in the text?
- Be careful of your spelling, especially if a word is dictated in the passage.
- The answer will usually be one word, sometimes two.



#### Questions 14-19

- ♦ You will hear a young man talking about a new Watersports Centre.
- ♦ For each question, fill in the missing information in the numbered space.

#### WILLERSEY LAKE WATERSPORTS CENTRE OPENING DAY

Date of Opening Day

14

.....

Lots of activities such as

15

..... wind-surfing, canoeing.

The Water Fun Event will take place in the

16

..... swimming pool.

There will be live music at a waterside

17

..... at the end of the day.

All instructors qualified with diplomas from the

18

.....

Entrance fee is just

19

.....



***In the last part you will hear an everyday conversation between two people, usually talking about their opinions or feelings on a subject about which they disagree or agree.***

## Part 4

### The true or false part

#### ADVICE

- Before you listen underline the key words in the statements.
- Remember that you will hear the speaker's opinions and feelings, so practice listening to people agreeing and disagreeing, especially their voice intonation.
- Don't forget A means TRUE and B means FALSE. If you're not sure if it's true or false, try making the statement into a question.
- Check that you have accurately copied your answers onto the answer sheet at the end.



#### Questions 20-25

- ♦ Look at the six sentences for this part.
- ♦ You will hear a conversation between a girl, Heather, and her friend, Chris, about going to university.
- ♦ Decide if each sentence is correct or incorrect. If it is correct, put a tick (✓) in the box under A for YES. If it is not correct, put a tick (✓) in the box under B for NO.

	A	B
20. Chris hasn't applied for university yet.	<input type="checkbox"/>	<input type="checkbox"/>
21. Chris didn't get very good exam results.	<input type="checkbox"/>	<input type="checkbox"/>
22. Heather has applied to Bristol University to study Law.	<input type="checkbox"/>	<input type="checkbox"/>
23. Chris wants to do local voluntary work.	<input type="checkbox"/>	<input type="checkbox"/>
24. Heather isn't very keen on travelling.	<input type="checkbox"/>	<input type="checkbox"/>
25. Heather thinks Chris should go to university as soon as he finishes school.	<input type="checkbox"/>	<input type="checkbox"/>





***There are four parts to this Speaking Test, which tests your language skills in a variety of different situations and lasts 10-12 minutes.***

***One of the examiners talks to you, while the other only listens.***

***Remember you do this with a partner.***

***Occasionally there are three candidates together if there is an uneven number of students taking the exam.***

**ADVICE**

- Don't worry about this part of the test. It is for you to enjoy speaking English and not to find out what you don't know.
- Be interested in what your partner is saying too so that you can react spontaneously. Be a positive participant – it will help you to forget that you are taking an exam!
- Never speak in your own language during the test. Always use English if you need to ask or explain anything to the examiner or your partner.
- Find time to practice the test with a partner before the exam. Don't forget that the Speaking Part of the exam is just as important as the other parts even if it is shorter.

**Part 1****Introductions and personal information.****(2-3 minutes)****Examiner + Student A and Student B****ADVICE**

- If you don't understand or hear a question very well, don't be afraid to ask the examiner to repeat it, people do that all the time in normal situations.
- Always say more than just "Yes" or "No" when you answer a question. Try and give reasons and examples for your answers.
- The questions could be about past, present or future, so think about your tenses. Always listen to the question, the tense the examiner uses is the one you need for the answer!
- Remember to smile and be pleasant – the examiners will appreciate this. Try and interact with your partner and react naturally to both him or her and the examiner.



### PHASE ONE: INTRODUCTIONS

- Examiner to Students A and B:** Good morning/afternoon. Can I have your mark sheets, please I'm ..... and this is ..... . She'll just listen to us today.
- E. to Student A:** Now, what's your name?  
Thank you.
- E. to Student B:** And, what's your name?  
Thank you.
- E. to S. B:** What's your surname?  
How do you spell it?  
Thank you.
- E. to S. A:** What's your surname?  
How do you spell it?  
Thank you.
- E. to S. A:** **Where do you live?** I live in a flat in the suburbs of Milan, a city in the north of Italy.  
Are you a student?  
Do you study English at school?  
Do you enjoy it?

(Repeats for Student B)

### PHASE TWO: PERSONAL INFORMATION

The examiner will ask a few questions to each candidate, starting with Student B.

- What do you do in your free time?
- Have you got any hobbies?
- What did you do last weekend?
- What did you do yesterday evening?
- Do you enjoy playing any sports?
- **What did you do last summer?** I went to Sardinia with my family and we had a fantastic holiday by the sea.

Thank you.



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

**Part 2** (2-3 minutes)**Discussing a situation**

**In Part 2 you will take part in a simulated discussion with your partner. You will be given some pictures and will be asked to talk about a situation so that you can show that you are able to make suggestions, give your own opinions and agree or disagree.**

**ADVICE**

- Listen carefully to the situation which the examiner describes to you.
- Make sure your partner has understood too.
- Try and use all the picture prompts given to you before you reach a conclusion or agreement.
- Be prepared to make suggestions, agree and disagree and give your opinion.
- Don't worry if you don't complete your discussion in the time given, what is important is the language you use and how well you interact with your partner.

**Graduation present****PART TWO: SPEAKING TEST**

**I'm going to describe a situation to you.**

A friend of yours has just graduated from University. You want to buy him/her a present. Talk together about the different things you could buy, and then decide which would be the best gift for his/her graduation.

Here is a picture with some ideas to help you. See p. 99

All right? Talk together.

**Example of how to begin:**

**Student A:** Ok, shall we start?

**Student B:** Yes, that's fine with me. Well, Mark has just graduated so we must buy him a present. Have you got any suggestions?

**Student A:** How about a smartphone? He's got a very old mobile.

**Student B:** That's not a bad idea, but I think he'd prefer a tablet.

**Student A:** His parents gave him one for his birthday. What about a new suitcase for his trip to New Zealand?

**Student B:** I think he said he's taking a rucksack. I know, he lost his watch last week. We could buy him a new one!

**Part 3** (1 min each candidate)**Talking about a picture**

In this part you will be given a photograph of an everyday situation to describe, so that you can show your range of vocabulary and how well you can organise simple language in a long turn.

**ADVICE**

- Revise your everyday vocabulary on houses, towns, the country, the sea-side, sight-seeing, sports, family celebrations, the weather and describing objects and people.
- Imagine you are describing the photo to someone who can't see it, so say as much as possible. A minute will go by very quickly and you need to use as much vocabulary as you can.
- Try and connect your sentences with linking words, and use lots of adjectives. They double your vocabulary.
- Even if you don't know the word for something, always try and describe it in a different way. If you are really stuck, just say you are sorry but you can't remember the word (in English, of course...).

**PART THREE: SPEAKING TEST (studying)**

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 studying (see p. 100).

Candidate A, here's your photograph. Please show it to your partner, 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.

Thank you.

Now, Candidate B, here's your photograph. It also shows someone studying. Please show it to Candidate A and tell us what you can see in the photograph.

Thank you.

**Part 4** (3 minutes)**General conversation**

You and your partner will speak to each other in this part about your experiences, interests, likes and dislikes, etc. The examiner will give you the starting point for your conversation, so listen very carefully as she or he will only say it once. If you cannot think of anything to say, the examiner will prompt you, but try to avoid this happening.

**ADVICE**

- If you are not sure that you have understood the starting point of the conversation, ALWAYS politely ask the examiner to repeat it.
- Try and be as natural as possible. Imagine you are just talking to a friend about something... but in English instead of your own language.
- Remember to be bright and cheerful and to react spontaneously to your partner's comments, just as you would when talking in your own language. Sometimes students concentrate so hard that they forget to change their facial expressions!

**Studying**

Your photos showed people studying. Now I'd like you to talk together about how much you have to study, where you prefer to do it and if you prefer to study alone or with other people.

THANK YOU! THAT'S THE END OF THE TEST

