

Test 2 Training Reading and Use of English • Part 7

- What kind of text do you need to read in Part 7?
- How many questions do you need to answer?
- What do you need to do in order to answer the questions?

1a Work with a partner. Read quickly through the text, written by a boy called Nathan, to get an idea of what it is about. Then cover the text and talk with your partner about what you can both remember.

Tip! Use skimming and scanning techniques – read quickly through the text to get an idea of what it is about, then read in more detail to find the answers you want.

For my birthday this year my parents decided to hold a big family barbecue and invite relatives that we hadn't seen for ages and owed a visit to. While I could see that it would be a good idea, and it was really nice of them to go to all that trouble, I couldn't help thinking that my party had somehow been taken over and I wasn't getting a say in what it would be like. But then I felt guilty for being ungrateful and put those feelings to one side. Anyway, on the day of the party, the temperature outside was about 10 degrees lower than it should have been at that time of year, so the barbecue was off. But it didn't matter at all, because what my parents hadn't mentioned to me was that the party was in a hall in our village – and all of my friends were there too! Great surprise!

b Now try answering these questions without looking back at the text. Work with a partner and compare your answers. What do you learn about:

- a what kind of event it was? c who was there?
- b where the event was held? d what the weather was like?

2 Read the text in more detail. Nathan mentions a lot of different feelings about the party. Which of these options match most closely how Nathan felt about it? Underline where you find the answer in the text.

- A Nathan was relieved that the plans for the barbecue had to be called off.
- B Nathan was hesitating over whether to suggest to his parents that his friends should come too.
- C Nathan was disappointed that he didn't have any control over the party arrangements.

3a Now read quickly through the text below, written by a girl called Sarah, to get an idea of what it's about.

Our annual family beach holidays are always fantastic – once we've finally arrived! The actual preparation, though, is always a complete nightmare. I wouldn't say my parents are disorganised exactly, but they do seem to have an amazing talent for leaving everything until the last minute – a talent which I'm relieved to say I haven't inherited! And I can remember one year we had everything packed, and we had to leave immediately for the airport if we were going to catch the plane. But then Dad suddenly noticed his mobile was missing. We searched everywhere, and then finally rang the number – only to hear the ring tone coming from inside his suitcase ... But I'm pleased to say that after unpacking and then repacking the case, rushing to the airport by taxi and then finally collapsing into our plane seats, we had the most wonderful family holiday ever!

b Now try answering these questions without looking back at the text. What do you learn about:

- a the kind of holidays Sarah's family usually have?
- b the means of transport they've used?
- c what Sarah's parents are like?
- d what Sarah thinks of the holiday preparations?

Test 2 Exam practice Reading and Use of English • Part 7

You are going to read a magazine article about teenagers' experiences of cooking and eating a special family dish. For questions 43–52, choose from the teenagers (A–D). The teenagers may be chosen more than once.

Mark your answers on the separate answer sheet.

Tip! Try beginning by reading the questions. Then read the texts. The more you can remember about each text as you are working, the more quickly you will be able to find the answers.

Which teenager

feels the fact that they have collected the ingredients for the dish makes it very special?

43

is proud of the fact that their food is so popular among friends and relations?

44

finds the food they make is a useful remedy for the effects of being outside?

45

mentions arguing over the right to be in charge of the final stage of preparing a dish?

46

enjoyed one way of seeing if the food they were preparing was ready to eat?

47

is reminded of a particular season by the dish they make?

48

has developed an expertise in using a certain piece of equipment?

49

earns special benefits due to their role in producing the food?

50

admits that the current version of the dish they make is an improvement on the previous one?

51

says there are generally very few leftovers from the dish they help to make?

52

Advice

44 Look at which of the four teenagers mentions that the dish was eaten by family and people they know.

52 Which of the four people mentions that the food is eaten very quickly by their family?

Favourite Family Dishes

A Oliver



I think one of the best memories I'll have of my teenage years will be the times I've spent horse-riding with my dad, wandering along through the countryside. Sometimes my sister comes along,

but we usually end up fighting, so it's quieter when she doesn't! On winter rides I'm always absolutely freezing by the time we get home again, and it takes me ages to defrost. So the only cure for that is to make a soup from whatever we can gather together from the fridge or the garden, which I somehow manage to chop up using our enormous kitchen knives. And I'm pleased to report, the delicious smell wafting out generally summons the rest of the family into the kitchen. But as I am the one assisting the chef, I'm always allowed the first taste, and the first bowlful – and the choice of what we watch on TV while we're sitting around eating it!

B Eve



Spaghetti with sauce is the meal that will always have the strongest family associations for me. I used to spend dark chilly evenings experimenting with recipes, even when I was quite

young. And after dad had told me that you could check whether spaghetti was cooked if it stuck to the ceiling, I had endless fun testing out the theory! But the sauce I used to do then was dismal, with just a few tomatoes, onions and a bit of cheese found in the back of the fridge, made in a very posh pan! Since then I've got much more into cooking and my culinary skills have progressed. I've discovered a fantastic recipe that never fails – probably because it takes over three hours to be thoroughly cooked! I have to say it's become quite a celebrated dish among my extended family – and anyone else who happens to drop by!

C Alfie



One meal my family loves at weekends in the freezing depths of winter is the roast meat that my mum cooks – and then the meals we create in the following days from the meat we didn't manage

to finish. One such dish is a minced meat pie, which usually gets demolished in a fraction of the time it took to make. We use an ancient mincer that belonged to my great-grandmother – it's just become part of the tradition. And I've slowly improved on my technique in handling it until somehow I've become the family specialist. We top the minced meat with potatoes dug from our garden, cooked and mashed and decorated with a fork – at which point I generally fall out with my younger sister. Being older, the privilege of drawing the patterns on top should definitely be mine! Anyway, when it finally comes out of the oven, all bubbling and crispy, you know it's ready to eat. Delicious!

D Josie



There's one dish that I'll always associate with weekend evenings with my family, and that's a dessert with apples that my father has showed us all how to cook. It's a dish his mother

used to make for him, so it has fond memories for him too – although he maintains that his version is much better than hers! But the very thought of it instantly makes me think of our warm kitchen with its big shiny saucepans, at that point in the year when the temperature's beginning to drop outside, and we're preparing for the really cold weather to come. The fruit has often been picked from the trees in our neighbour's garden, and just the fact that I've contributed by being involved in that activity increases the pleasure of eating what we've made, somehow. That's my feeling, anyway – I can't speak for the rest of the family, of course!

Test 2 Training

Writing • Part 1 (essay)

You have to answer the question in Part 1 of the writing paper. Unlike in Writing Part 2, there is no choice here.

What do you have to write in Part 1?

- **Who** are you writing it for?
- **What** do you have to include?
- **How many** words do you have to write?

- 1 Read through the instructions for an exam task below. What is the general topic that you are going to write about?

In your English class you have been talking about protecting the environment. Now your teacher has asked you to write an essay for homework.

Write your essay using **all** the notes and giving reasons for your point of view.

- 2 Look at some examples below of environmental issues that are often in the news.

air pollution	plastic waste	food waste	flooding
water pollution	wildlife conservation	global warming	climate change

Work with a partner. What does each of these mean? Explain them in your own words. Can you add more examples to the list?

- 3a Now look at the question included in the exam task:

School is the best place to learn about (protecting) the environment.
Do you agree?

- b Read the essay that a boy called Ben wrote for his answer.

Young people are usually taught about protecting the environment at school – but is school really the best place to learn about it?

There is no doubt that we need to learn about protecting the environment. In fact, many people think it's an essential topic to study at school. We have teachers who may be experts in areas such as climate change or wildlife conservation, so they're the perfect people to teach us about the environment.

Learning about the environment can also be fun. Many schools have up-to-date technology to help us, and there are hands-on experiments we can do such as monitoring weather changes or plastic waste.

Tips! Read *both* parts of the question and the notes before you begin writing.

Remember that you *must* plan your answer to include what is given in the notes. You must also include another idea of your own, and give reasons for your opinions.



4 Now look at the notes below. Which two points do you think Ben had to include in his essay about protecting the environment?

- the cost of studying it
- how important it is as a topic
- other ways of learning about it
- how enjoyable it is to study
- how interesting it is
- the amount of time available at school

5 Ben also needed to include a third idea of his own in his essay. Read what he wrote. Which topic from Exercise 4 did he write about in this paragraph?

On the other hand, although schools are good places to learn about the environment, there are other things we can do to find out more. There are huge amounts of information available on the Internet, for example. Personally, though, I feel the best way is just to go outside, whether you live in the city or the countryside. In that way, you can see for yourself any changes taking place, for example with wildlife or weather, and then think about what you might do to help protect the environment.

6 Look at the different words and phrases that Ben uses to make points and say what he thinks. Underline them in Ben's essay.

- there is no doubt ...
- many people think ...
- on the other hand ...
- ... although ...
- ... for example ...
- personally ...
- in that way, ...

7 Choose the best words or phrases from Exercise 6 to complete the sentences. Add any punctuation that is needed. There is one word or phrase that is not needed.

Example: We need to put more money into research about wildlife. In that way, we can find out more about how we can help to save wild animals.

- 1 that the climate has changed in many areas – there's plenty of evidence to prove it.
- 2 Many insects are disappearing because their habitat has changed. There are butterflies that we don't see any more,
- 3 that we have plenty of time to save the environment, but I don't agree with them.
- 4 We should spend more money on conservation., we also need money to help improve our environment, and maybe we can't do both.
- 5 I'd say that protecting the environment can feel very difficult for us as individuals, we still have to try.
- 6 , I feel that there are many things we could do.

Test 2 Exam practice

Writing • Part 1 (essay)

Follow the instructions below.

You **must** answer this question. Write your answer in **140–190** words in an appropriate style **on the separate answer sheet**.

Tip! Allow enough time after you have finished writing to check that you have included the ideas in the notes *and* your own idea.

In your English class you have been talking about ways of improving the environment. Now your English teacher has asked you to write an essay for homework.

Write your essay using **all** the notes and giving reasons for your point of view.

Recycling waste is the best way to improve our environment.

What do you think?

Notes

Write about:

1. how easy it is to recycle waste
2. how useful it is to recycle waste
3. (your own idea)

Check! Have you:

- ☐ included everything in the notes?
- ☐ written about your own idea?
- ☐ given reasons for your point of view?
- ☐ written 140–190 words?



Test 2 Training Writing • Part 2 (review)

In Part 2 there may be a question asking you to write a review, for example for an English-language magazine, newspaper or website.

In a review you:

- **give** a brief description of what you are reviewing
- **include** your opinion – what you liked and what you didn't like about it
- **usually** give a recommendation – say if you think other people would like it
- **should** try to use good describing words – think about what adjectives and adverbs you could use
- **write** between 140 and 190 words.

- 1** Look at the following points you might want to include in a review. Put them into the different categories below. Some words can go in more than one category.

prices	staff	actors	atmosphere	range of goods	location	music
story	sound quality	musicians	service	ending	instruments	
shop	music venue		film			

Language focus Positive and negative adjectives and expressions

- 2** Look at the words and phrases below that can be used to give an opinion. Which are positive? Which are negative? Which could be either, depending on the context?

original	fast-moving	impressive	weird	scary	awful	fashionable
complex	outrageous	dramatic	helpful	up-to-the-minute	welcoming	dull
colourful	friendly	confusing	limited	absorbing	efficient	good value for money

- 3a** Work with a partner and follow instructions 1–3.

- 1** Choose from the following to talk about:

a shop a music venue a film

- 2** Make notes before you begin. Be prepared to describe what you're going to review, say what you liked or didn't like about it, and whether you would recommend it to other people in your class.
- 3** Write your review. Use some of the points and vocabulary from Exercises 1 and 2.

- b** Now add a conclusion to your review. As part of your conclusion, trying using a sentence with a superlative, like this:

I've never heard **such** fantastic music in my life so I'd definitely say that other people should go and listen to music here. *or*

It was definitely **the most** absorbing book I've ever read so I would recommend it to other people my age.

- 4a** When you are writing your answer, you will need to use words and expressions that can link your ideas. You will need linkers for when you are adding a similar point or a contrasting point about the same thing. Look at these examples:

Adding a similar point

One further point ...
Besides that ...
What's more ...
In addition ...

Adding a contrasting point

Yet ...
However ...
On the other hand ...
Despite this ...

Example: What I specially liked about the shop was that it had a really wide range of clothes. **What's more**, the staff were very friendly. **On the other hand**, it's quite often crowded because it's so popular.



- b** Complete these sentences about a waterpark in a suitable way.

- The staff at the waterpark were really helpful. Besides that,
- The changing rooms were very spacious. However,
- There were plenty of different activities to do. What's more,
- It wasn't very expensive to get in. On the other hand,

- 5a** Read the exam task below.

You have seen this announcement in an international music magazine.

Do you have a favourite place where you can go and listen to live music? It could be a concert hall, or a café with a local band – or somewhere else! Write us a review, telling us why you like it so much, and whether there's anything you don't like about it. Would you recommend it to other people your age? The best reviews will be published next month.

Write your **review**.

- b** Now read the review on page 90 a girl called Jodie wrote for her answer. While you are reading, underline examples of the following things:

opinions describing words and phrases linking words

My parents love classical music, so we sometimes go to concerts at City Hall near my home. The Hall is by the river, with a beautifully decorated ceiling, and massive glass lights shining like diamonds. At the concerts, there's an orchestra, and a conductor I always find absolutely fascinating. What's more, the audience always dresses up in amazing clothes, so it's a very colourful event.

However, my musical tastes have recently developed a bit and, although I still love classical music, I go to City Hall now to watch rock concerts – which are very different! No-one dresses up or sits in the lovely red velvet seats. Everyone dances and, because the hall is specially built for music, the sound quality is amazing. Besides that, there's a wonderful café that serves delicious food – which we often don't have time to eat, sadly!

On the other hand, the Hall does get very crowded during popular concerts, which I'm not keen on. But the atmosphere there is so amazing and welcoming that I know people of any age would just love to go there!

Test 2 Exam practice Writing • Part 2 (review)

Follow the instructions below.

Write your answer in **140–190** words in an appropriate style **on the separate answer sheet**.

You see this announcement in an educational magazine for teenagers.

Reviews needed!

Do you have a favourite website that helps you learn? It could be a site that you use for school work, or to find out more about subjects that you're really interested in. Send us a review of the website, telling us how you found out about it, what you use it for, anything that isn't so good about it, and whether you'd recommend it to other people of your age.

The best reviews will win a prize!

Write your **review**.

Check! Have you:

- ☐ given your review a title?
- ☐ included points which will interest your readers?
- ☐ included your own opinions?
- ☐ made your recommendation?
- ☐ used suitable linking words to add similar or contrasting points?
- ☐ written 140–190 words?

Test 2 Training Writing • Part 2 (article)

In Part 2 there may be a question asking you to write an article.

In an article you:

- **write** in a lively and engaging style, as the article is usually aimed at teenagers
- **include** some of your own opinions in your writing
- **write** 140–190 words

1a Read the task below carefully.

You have seen this announcement in an international teenage magazine.

Articles wanted!

We are looking for articles about what young people do to help other people! Which people do you try to help? What kinds of things do you do to help? Is there anything you've found difficult about trying to be helpful?

We will publish the best article next month!

Write your **article**.

b Start thinking about what you could include in your article about helping people.

Look at the notes below which may give you some ideas. Work with a partner and add more points of your own.

Who I help

my parents

my friends

What I do to help

housework

homework, money, being a good listener

2a Now you need to add some detail – to *expand* on your main points. Look at these examples:

Main point

my parents – housework

my friends – homework,
money, being a good listener.

Detail

walking the dog, doing the washing-up, trying to keep my room tidy
helping with maths homework

b Work with a partner. Look at the points you added and put in more detail about them.

Tip! Think about who you are writing the article for. Usually it is for other teenagers to read, so try to make your article lively and interesting.

Tip! Try to answer any questions that you are asked in the announcement.

- 3 Now make some notes on the things you find difficult about helping other people. Work with your partner and add another idea of your own to the notes below.

I'm sometimes too tired.

I don't always have time.

I'd rather be doing something else.

- 4 Now read the article that a girl called Rosemarie wrote for her answer. Has Rosemarie answered all the questions in the task?

I'm sure many people think that teenagers aren't keen on helping others. But I have to say, I've no idea where that idea has come from, because my experience is exactly the opposite.

Personally speaking, I really try to help my parents with housework because they're often tired after work. I walk the dog, which is better than it sounds, as it gives me plenty of time to think. And sometimes I even get round to tidying my room!

Friends often need help, too, so I really try to be there for them. Whether it's maths homework or help in class, I'll do it if I can. And if they run out of money, which sometimes happens, I'll always lend them some.

It goes without saying, though, that helping other people isn't always easy. Sometimes I'm just too tired to do it, or feel I really can't be bothered, if I'm honest. Some evenings I'd rather sit and watch TV than do the washing up. But then I remember that's probably exactly how Mum and Dad feel – so I make the effort!



- 5 Rosemarie uses the expressions below to grab the reader's interest, and to make her article more exciting to read. Find and underline where these expressions appear in Rosemarie's article. Then complete sentences 1–8 using Rosemarie's expressions in the correct form. Add punctuation if necessary.

I've no idea where ...

... exactly the opposite

personally speaking ...

... better than it sounds ...

... get round to ...

... in need of some help ...

it goes without saying ...

I can't be bothered ...

- 1 I always thought housework was easy, but I've recently discovered it's !
2 I sometimes tidying up and putting my clothes away!
3 I know my parents are always with the dinner when they get home, as they're tired.

- 4 Our new puppy is very energetic, so that he needs regular walks.
5 , I've always quite liked doing the washing up, even though it's not always very easy.
6 My friends always want me to go into town with them, but tonight – I'm just too tired.
7 My friend Nadia thinks I hate cooking, but she got that idea from!
8 I'm helping out by looking after my little sister tonight, which is , as I just get paid for watching TV!

- 6 Rosemarie also uses *which* to link her sentences together:

... if they run out of money, which sometimes happens, I'll always lend them some.

Complete the sentences with phrases from the box.

... meant it got soaking wet!

... was annoying for her.

... often happens in his village.

... was really thoughtful of them.

... they found a bit scary.

... he was very happy about.

- 1 She didn't get her sweater back from her sister, which
2 Jan's grandparents bought her a new dress for the party, which
3 My parents took our dog for a walk in the rain, which
4 Karl had to sit and wait for an hour until the bus came, which
5 Zac and Will had to walk some of the way home in the dark, which
6 Uri got £100 for his birthday, which

Test 2 Exam practice

Writing • Part 2 (article)

Follow the instructions below.

Write your answer in 140–190 words in an appropriate style on the separate answer sheet.

Tip! Try making a few brief notes before you start writing, to answer the questions in the announcement. You have seen the following announcement in an international magazine for young people.

Articles wanted!

Setting a good example

We're looking for articles about people who are great examples to young people. It could be someone famous, or someone you know personally.

Write us an article telling us who the person is, the kind of things they have done, and why you think this person is a good example to young people.

We'll publish the best article next month.

Check! Have you:

- ☐ developed your points as fully as you can?
☐ used expressions to make your writing engaging to the reader?
☐ checked through your work for the kind of mistakes you often make?
☐ written 140–190 words?

Write your article.

Writing Part 2

Test 2 Training

Listening • Part 1

- How many short recordings do you have to listen to in this part?
- How many times do you hear each recording?
- What kind of question do you need to answer about each recording?

1a Work in pairs. Look at the dialogue. Two teenagers are talking about going to a sports centre with their friends soon. Read through the audioscript before you look at the options below.

Boy: So are you coming with us to the sports centre on Saturday, Jasmine?

Girl: I am, yes, but some of our friends don't seem very enthusiastic about it. I thought we were supposed to be going to have fun!

Boy: Well, that's the general idea, and actually one or two people are really keen. They've heard there's a new skate park there and they want to try it out. The problem is, the skate parks we've been to so far have been awesome, and I'm just not sure this one'll match what we've seen elsewhere.

Girl: Well, if you're right, we can always go for a swim instead. The sports centre's got a great pool.

Boy: Mm – but I go there a lot, and I was hoping to do something different ... It is very hot at the moment, though ...

Tip! Before the recording starts, use the time to look carefully at the options in each question. What *differences* are there between them? This will help you decide which one is correct once the recording starts.



b Now look at the options. What does the boy feel about their trip?

- A It will be a waste of time.
- B It may offer new opportunities.
- C It could prove disappointing.

c 26 Listen to the recording.

2a 27 Now listen to two classmates talking about climbing trees. Read the three options below. What do you think the *question* is?

- A Don't start climbing without any preparation.
- B Don't stand on any weak branches.
- C Don't climb too high up the tree.

b Look at the options again. Which one matches what they *both* think?

Tip! Some questions focus on the opinion of both speakers.

Test 2 Exam practice

Listening • Part 1

28 You will hear people talking in eight different situations. For questions 1–8, choose the best answer (A, B or C).

1 You hear a girl leaving a message for her brother. Why is she calling him?

- A to apologise for something
- B to persuade him to do something
- C to promise to do something for him

Tip! It's important to be ready to move on to the next question as soon as the recording starts. If you are unable to answer a question during the first listening, make a guess and move on. Then listen particularly carefully during the second listening.

2 You hear a girl telling her cousin about a music festival they are both going to. How does her cousin respond?

- A He is concerned about the long journey there.
- B He is impressed by the bands that are going to perform.
- C He is surprised at the difficulty involved in getting tickets.

3 You hear a teacher giving her students advice about writing application letters. She stresses that the key point when writing their letters is to

- A be confident about describing their strengths.
- B mention positions of responsibility they have held.
- C give full details of their practical skills.

4 You hear two classmates talking about a stage performance they have just seen at their school. What impressed both of them?

- A the evidence of teamwork
- B the high standard of performing
- C the attention to detail

5 You hear the principal of a school talking about a teacher who is leaving. Which subject has she been teaching?

- A sport
- B biology
- C cookery

6 You hear a girl talking about a ski resort she recently went to. What does she say about it?

- A She met very few people her own age.
- B It was not suitable for beginners like her.
- C There was less snow than had been forecast.

7 You hear a brother and sister talking about new drinks at their local café. What does the girl think of the drinks?

- A Not many teenagers will be able to afford them.
- B They do not taste as good as they look.
- C People will buy them just for the decoration.

8 You hear two schoolfriends talking about a book they have just read. They both agree that the book

- A captures the atmosphere of the location.
- B accurately describes the behaviour of wolves.
- C appeals to the nature lover in everyone.

Advice

1 The girl does all of these things in her message – but which of them was her *reason* for calling?

4 The question is about what impressed them both. Which of the options do they *agree* about?

Test 2 Training Listening • Part 2


- How many speakers might you hear in this part of the test?
- How many words might you need to write in each gap?


- 1** Imagine you are going to listen to a recording about a family holiday. What kinds of places have you visited with your family? Work with a partner. Look at the list and talk about what sort of places you have been to, and what your visit was like and what you saw there.

the mountains the beach the countryside
a city centre a lake a theme park a ski resort

- 2a** You are going to listen to a boy called Harry talking about a trip he did with his family to a theme park. Before you hear the recording, look at the sentence below and think about the kind of word that might fit the gap. Read the words before and after the gap to help you decide.


Harry wasn't very keen to have a ride on a which he saw at the theme park.

- b**  29 Now listen to the recording and write the correct word(s) in the gap. Compare your answer with a partner. Do you agree? What other theme park rides are mentioned? Why aren't they correct?

- 3a**  30 Now listen to Harry talking about the next part of his trip. Look at the sentence below and fill in the missing word(s).

Harry hoped his dad would get him a drink that was flavoured.

- b** Compare your answers with your partner. Do you agree? What other drinks were mentioned by Harry? Why are they wrong?

- 4a**  31 It's important to practise your spelling for Part 2, so that your intended answer is clear. Listen and write down correctly the ten words you hear.


- | | |
|---------|----------|
| 1 | 6 |
| 2 | 7 |
| 3 | 8 |
| 4 | 9 |
| 5 | 10 |

- b** Which words do you find difficult to spell? Keep a record of the words that you misspell in your writing tasks.

Tip! Look carefully at the details about the speaker, and the title of the task. They can help you to work out what *kinds* of words you might be looking for in the gaps.



Test 2 Exam practice Listening • Part 2

-  32 You will hear a girl called Karen talking to her class about an activity she did with her family. For questions 9–18, complete the sentences with a word or short phrase.

Tip! Read the rubric, title and questions before the recording starts. If you have time, think about words that could fit the gaps. Check the words before and after the gap to make sure your answer makes sense in the sentence.

Dog-sledding in Canada

Karen says the place where the family stayed was a (9) so it had good facilities.

Karen took a lot of pictures of the (10) where the dog-sledding centre was.

Karen uses the word (11) to describe the characters of the dogs that pulled the sleds.

Karen was grateful to be given a (12) before they set off.

The minimum age for driving the sled was (13)

Karen became alarmed when crossing a (14) on the sled.

Karen quickly learnt that she shouldn't (15) while she was driving the sled.

Karen was disappointed that she didn't manage to see any (16) during her ride.

The family were particularly glad that they got (17) to wear in the freezing and slippery conditions.

Karen was thrilled to get the chance to see some (18) after the family had finished sledding.

Advice

9 What does the word *facilities* mean? Why might a small village have good facilities?

11 The question is asking for a word that *describes*, so you are looking for an *adjective*. There are several in this section – but the one you are listening for describes *character*.


13 You hear several numbers in this section. You are listening for a *minimum* age, so listen carefully for a phrase that means this, such as *at least*.

Test 2 Training Listening • Part 3

- How many short extracts do you listen to in Part 3 of the listening test?
- How many options do you have to choose from?

1 Work with a partner and look at the list of options below. Talk about what speakers might say about each option.

- A preparing for a fancy dress party
- B wearing the wrong kind of clothes for a party
- C turning up too late for a party
- D meeting someone at a party
- E doing something embarrassing at a party
- F saying goodbye to someone at a party
- G arriving at the wrong party
- H being given something special at a party

2a  **33** Read what Speaker 1 is saying about a party. Which of the options A–H above is she talking about? Underline the words that give you the answer, then listen to what Speaker 1 says.

Speaker 1

It was my friend's birthday party, which her parents had organised for her. It was quite a posh party, so I'd gone out and bought an expensive dress, which I was relieved to see was exactly the kind of thing everyone else was wearing! Anyway, we'd just got to the point where a few people were making speeches, and the family were giving out drinks, when I ran into a person I recognised, that I hadn't seen for years as she'd moved away. We've been best mates ever since!



Tip! Read quickly through the eight options before the recording starts. If you are not sure of the answer after the first listening, you might find it useful to note down some key words or phrases that may indicate an answer. Then wait until the second listening before you make a final decision.

b Compare your answer with a partner. Which words and phrases are used in the recording that have a similar meaning to the key words in the option? Which words and phrases are used that are similar to other options?

3a  **34** Now listen to Speaker 2 talking about a party. Choose from options A–H above, then answer the questions.


- Which words help you decide what the speaker is talking about?
- Which other options did you consider as possible answers? Why?

b When you have listened, work with a partner and summarise what you heard.

4 Work with a partner. You are briefly going to describe to each other a situation in which you did one of the things listed above in options A–H. Try to avoid using the same words as the options you've chosen!

Write some brief notes to help you, then talk to your partner. Try to keep talking for about 30 seconds! Your partner should then try to work out which of the options you are talking about. Did you include references to any of the other options too?

Test 2 Exam practice Listening • Part 3

 **35** You will hear five teenagers talking about helping to organise a surprise birthday party for a family member. For questions **19–23**, choose from the list (A–H) the advice each speaker gives to ensure the party will be enjoyable for the family member. Use the letters only once. There are three extra letters which you do not need to use.

Tip! Be careful not to choose your answer too quickly. You may hear something in the recording that sounds like one of the options, but you should listen to the end of each speaker's turn to be sure that your answer is correct.

A Invite people they get on well with.

B Find an interesting party venue.

C Make sure they will appreciate the idea of having a surprise.

D Be sure you can keep all the party details secret.

E Don't leave the planning to the last minute.

F Check they are free to attend the party.

G Organise party activities that they will enjoy.

H Don't mention their birthday at all.

Speaker 1 **19**

Speaker 2 **20**

Speaker 3 **21**

Speaker 4 **22**

Speaker 5 **23**

Advice

19 The speaker mentions being **less than honest** about the party arrangements, and having to **hide your party things**. Which option do these things suggest? Listen carefully to the recording to confirm your answer.

21 The speaker talks about what happened with their brother's party. What **other arrangements** had the brother made for the day of the party?

Test 2 Training

Listening • Part 4

- How many speakers are there in Part 4?
- How many questions do you have to answer? What kind of questions?

1 Work with a partner. The people in sentences 1–8 are all talking about different hobbies. Which verb from the box best describes each sentence? Sometimes more than one verb is possible.

inspire	spot	praise	encourage	
intend	plan	describe	prefer	impress
advise	warn	(dis)agree	deny	
approve	insist	claim	persuade	criticise

Tip! In Part 4, verbs are sometimes used in the options to summarise or report what a speaker has said. Look up in a dictionary any verbs below that you don't know.

Example: 'It definitely wasn't me that broke the frame on the painting.'

.....deny.....

- 1 'Please come and see my photos in the school exhibition. You will? Great!'
2 'Don't try to run too far without warming up, or you'll hurt yourself.'
3 'You should have added more blue to that painting.'
4 'I'd rather go swimming than go to the gym tonight, to be honest.'
5 'It's wonderful the way you've captured that bird flying on film!'
6 'I'm making a short red dress with long sleeves and a bow.'
7 'If I were you, I'd try doing some weight training to build up your strength.'
8 'OK, so first we'll buy the ingredients, then we'll bake some cakes, followed by some bread ...'

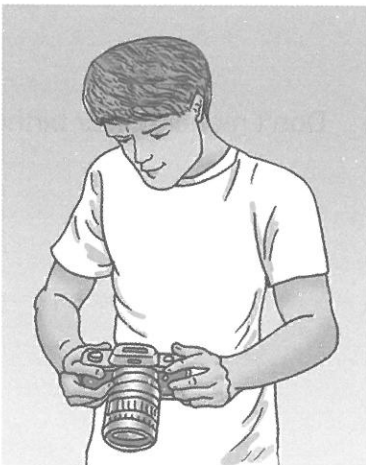
2a Look at this example from an interview with Dan, who loves taking photos. On the exam paper, you see the words:

- Why didn't Dan want to continue with photography when he first tried it?
- A He was discouraged when his attempts were criticised.
B He realised his brother was much better at it than him.
C He suspected he had no talent for it.

36 Cover the script below and listen to the recording.

Interviewer: Now, you've won some photography competitions, Dan, but you didn't really like photography when you were younger, did you?

Dan: No, I was a bit slow in getting started, really! I did a few pictures with my older brother's camera, which my mum thought were great, and I didn't think they were too bad, either. But when my brother saw the results, he immediately started telling me what I'd done wrong! He hadn't done much photography himself, but I knew he was probably right, and just trying to help me improve, but it wasn't a good start, and I gave up for a while. But then a few months later my brother tried again to help me, and I was more ready to accept it then, as we'd started doing photography at school. Or probably I just wanted to know more and be better than my brother!



b Look at the words which give the correct answer (A). Why are B and C wrong?

Test 2 Exam practice

Listening • Part 4

37 You will hear an interview with a boy called Andrew Carpenter, whose hobby is making pots. For questions 24–30, choose the best answer (A, B or C).

Tip! While you are waiting for the recording to begin, read carefully through the rubric, questions and options so that you have a clear idea of what you will be listening for. If you can't answer one question during the first listening, you should still be ready to move on to the next question. If you don't, you may lose your place. You still have a second listening when you can confirm your answers.

Tip! If you are not sure after the second listening, make a guess. Don't leave any answers blank!

- 24 What first made Andrew become interested in pottery?
- A some work his teacher did with him
B an artist who visited his school
C a film he happened to see
- 25 What did Andrew particularly like about one piece of pottery he saw?
- A He was able to handle it.
B It had a practical use.
C It was carefully thought out.
- 26 What does Andrew say about his experience of using a potter's wheel?
- A It was a much dirtier activity than he expected.
B It greatly increased his enjoyment of making pots.
C His family was prouder of what he produced than he was.
- 27 Andrew thinks his friends may have stopped attending pottery class because
- A it was more difficult than they had expected.
B there was something else they preferred doing.
C they did not find the experience very enjoyable.
- 28 What does Andrew say about the 'coiled' pot he made?
- A It particularly impressed his classmates.
B It took him a long time to learn the technique.
C It was the most successful thing he did.
- 29 When he received praise for one pot he had made, Andrew
- A realised he had not been serious enough in his attitude until then.
B wished people had been more encouraging about all his pieces.
C wondered if people really meant what they had said.
- 30 Andrew advises other young people interested in pottery to
- A be prepared to take their time when trying to make something.
B have a definite plan for what they want to make.
C adopt a determined approach to their work.

Advice

24 Andrew mentions a video clip he saw. What does he mean? What was it about? What happened as a result of his watching it?

27 What did Andrew's friends really want to be doing at lunchtime?