

Preparation • Reading and Use of English

Part 7

This part of the paper tests your ability to locate detail and specific information and to understand opinion and implication. The task type is 'multiple matching' because it involves matching information with several separate short texts.

TIPS

- Underline key words and phrases in the questions before you read the texts.
- Think about what they mean, then think about how you could say these things in a different way.

1 In this part of the paper you will often have to look for words or phrases which have similar meanings. Match the words or phrases in list A with other words or phrases which have a similar meaning in list B.

- | | |
|--|---|
| <p>A</p> <ul style="list-style-type: none"> colleague culture grateful group of people of the same age manage to continue participant refugee sightseeing someone I share accommodation with someone who believes good things will happen | <p>B</p> <ul style="list-style-type: none"> flatmate generation optimist someone who takes part someone forced to leave their country person you work with survive way of life wanting to say 'Thank you' visiting attractions |
|--|---|

2 Texts A, B and C are about people who took part in volunteering schemes. Scan the texts quickly to answer these questions. You do not need to read every word.

1 Who ... (Frances / Maria / Rob)

- | | | |
|---|--------------------------|---|
| a worked with children? | <input type="checkbox"/> | a |
| b worked with the elderly? | <input type="checkbox"/> | b |
| c arrived by train? | <input type="checkbox"/> | c |
| d worked quite near to a capital city? | <input type="checkbox"/> | d |
| e found out something about the local area? | <input type="checkbox"/> | e |
| f shared accommodation with someone? | <input type="checkbox"/> | f |

2 Whose voluntary organization ... (Frances' / Marcia's / Rob's)

- | | | |
|--|--------------------------|---|
| a helped support children's education? | <input type="checkbox"/> | a |
| b worked with people who were forced to leave their country? | <input type="checkbox"/> | b |
| c worked with people who wanted to have company? | <input type="checkbox"/> | c |
| d had a bright work area? | <input type="checkbox"/> | d |
| e arranged meetings for people living alone? | <input type="checkbox"/> | e |

Frances did volunteering work in Hungary A

Ever since I can remember, I have wanted to travel, to see the way other people live, to see other landscapes and try other kinds of food. But like most other people I had more important things to do – studying, earning money – and I never seemed to have enough time or enough money to travel. But one day I thought about my situation and said to myself, 'If I don't travel now, I never will,' so I applied, and happily I was accepted for a job in Hungary.

I arrived on a Sunday evening at a small station where some of the other volunteer workers were waiting for me. One of them, Maria, was my flatmate during my stay.

On my first day in the office, I met the full-time staff and all the other volunteers. The office itself was quite impressive: three work rooms and a large meeting room. There were colourful posters all over the walls showing some of the organization's work with refugees.

After my first day, spent mainly in training, I visited the market in the town centre. What a revelation that was. Fruit and vegetables, meat and fish, bread and cheese of every kind you can imagine.

Marcia spent a year in Nepal B

When the opportunity to help in the rebuilding of a school in Nepal came up, I couldn't resist. I'd met and made friends with a few Nepalese people in my home town and was fascinated by their country and its history. So when I saw the advertisement for the volunteer's job, I decided to use all two months of my summer holiday to travel to Nepal to experience life there for myself. Friends and family were incredibly generous in helping me pay for my flight.

The school I was working on was based in a small village a few kilometres from the capital Katmandu. When I arrived, I was welcomed by a local representative of the charity I was working for. I was shocked when he told me I had been the only person to volunteer for this project. Luckily, I'm an optimist, so this news didn't worry me too much.

I shall never forget how excited I felt when I met some of the local kids for the first time. The original school buildings had been washed away by dreadful floods, so lessons were taking place in temporary classrooms. My job was to help in the actual rebuilding, but the kids themselves were very keen to learn English, so I sang songs and played games with them for the first few days I was there. They taught me some Nepalese games, too.

Rob worked in his home town C

I'd always thought that doing voluntary work meant travelling to a distant part of the world and helping people to rebuild their lives after a natural disaster of some sort, but, as I discovered, it can involve projects much nearer home.

Last year I was contacted by a small charity organization in my home town who were looking for volunteers to spend time visiting and talking to old people who lived on their own and were lonely. This seemed like a very worthwhile thing to do and so I applied.

I've been doing this for a few months now and have met some wonderful old people. They're always happy to see me when I call on them and they're keen to tell me their life stories. I spend about an hour twice a week with most of the people, but there's one old man I've become very friendly with that I go and see every day. He's very cheerful, in spite of the fact that he has no family living nearby. We talk about all kinds of things together – he used to be a history teacher and he's an expert on the history of our town and the people who have lived here. He's taught me many things I knew nothing about.

3 Read the texts again. For these questions, choose from the three people (A–C). The people may be chosen more than once.

Which person

- | | | |
|---|--------------------------|---|
| visited people in their homes? | <input type="checkbox"/> | 1 |
| had previously had too much to do to become a volunteer? | <input type="checkbox"/> | 2 |
| had previously thought that all volunteering work was abroad? | <input type="checkbox"/> | 3 |
| had met people from the country where they worked before they went there? | <input type="checkbox"/> | 4 |
| was impressed by the wall display in the place where they worked? | <input type="checkbox"/> | 5 |
| was doing something they had always wanted to do? | <input type="checkbox"/> | 6 |
| listened to stories about people's past lives? | <input type="checkbox"/> | 7 |
| was very surprised about something they found out when they arrived? | <input type="checkbox"/> | 8 |
| expresses an interest in other cultures? | <input type="checkbox"/> | 9 |

Practice Test 1 • Reading and Use of English

Part 7

You are going to read an article about five students from different countries who attended a university summer school. For questions 43–52, choose from the students (A–E). The students may be chosen more than once.

Mark your answers on the separate answer sheet.

Which student

- commented on how welcoming the course organizers were? 43
- describes how the lessons were conducted? 44
- did not find their time on the course very restful? 45
- enjoyed physical activities in their free time? 46
- found the city where the course took place attractive? 47
- mentions the content of the taught classes on the course? 48
- recommends this course for people who had never been abroad before? 49
- said they learned about a different way of life? 50
- spent some of their free time sightseeing? 51
- talks about the lasting relationships they made on the course? 52

Summer school fun

A Ambroos *Holland*

Imagine a summer school located in southern Europe where there are students from all over the world, and you have the chance to visit five neighbouring countries during your three-week stay. I've had many magical experiences and fantastic memories that will remain with me for the rest of my life. In addition to the course itself, which consisted of lectures and discussions on politics and economics, there were many optional activities to choose from; I went on a theatre trip and visited some museums. This was one of the best experiences of my life, although I didn't get much sleep while I was there – I arrived home very tired!

B Branca *Portugal*

It was impossible not to enjoy an experience like this. Your fellow students are your friends and your family, so you make strong friendships that will hopefully last for ever. When you are at the university, you feel at home, but there are so many things to do after classes. You could pay to go on extra excursions, but most of the things I did were free or cheap. My friends and I went to parties and on shopping trips or just looked around the city taking in the sights. Three weeks seems like a long time at the beginning, but time flies by and, in the end, you don't want to go back to your own country.

C Kadir *Turkey*

The summer school was a unique experience, because it gave me the chance to live an intensive summer month among friends from all over the world, and at the same time discover a new culture. The fact that there were students from over thirty different countries made this a genuinely multicultural environment, which provided hundreds of opportunities to compare your own experiences and attitudes with those of other young people. The course organizers and managers were fantastic – they couldn't have done more to make us feel at home and give us stimulating activities. In short, these perfect hosts



ensured a successful life-changing experience.

D Bogdana *Russia*

What a fantastic time I had. I just loved everything about the three weeks we were there: the country itself, the charming city with narrow streets and a romantic castle, friendly open-minded people from all over the world, interesting lectures and never-ending parties. During the 21 days, I learned so many amazing things about different people and countries, and even learned phrases in several different languages thanks to the new friends I made. Although we didn't have English language lessons as such, all the lectures and discussion sessions were in English because it was the common language.

E Pirkko *Finland*

This summer school could best be described as having fun while studying. The location on the Mediterranean is the perfect place to spend part of the summer; the city and the surrounding area have so much to offer young people with a bit of time to spare. I love the outdoor life, so I spent some of my free time swimming in the lake and walking in the hills behind the city. I would definitely suggest this programme of study would be ideal for other students who have never left their own country before. The course itself was run in an efficient and thoroughly professional way.

Preparation • Writing

Part 1 Essay

This part of the Writing paper asks you to write an essay and tests your ability to give opinions and reasons for them in a clearly structured piece of writing using an appropriate register. Also of importance are the range and accuracy of your grammar and vocabulary, and whether you have answered the question.

- 1 Read this sample essay question and the notes you have to include. Underline the key points and decide on a third note (your own idea) to include.

In your English class, you have been talking about the advantages and disadvantages of being able to speak more than one language. Now your teacher has asked you to write an essay.

Write an essay using all the notes and give reasons for your point of view. Write your essay in 140–190 words.



Children should start learning a second language while they are at primary school. Do you agree?

Notes

Things to write about

1. the importance of learning a second language
2. the best age to start
3. _____ (your own idea)

- 2 The question gives you the option of answering the question, 'Do you agree?' in two ways: 'Yes' or 'No'.
- a Think of reasons someone might answer 'Yes' and reasons someone might answer 'No'.
Examples:
'Yes' – reasons: children learn languages more quickly when they are young
'No' – reasons: it is more important for children to learn their own language in primary school
- b Now decide what your opinion would be if you were answering this question.

TIP

When answering essay questions, remember: you do not have to express your actual opinion if you can write a better answer by expressing the opposite opinion.

TIPS

- Read the question carefully, as well as the notes you are expected to include in your answer.
- Think briefly about the opinion you are going to express in response to the question.
- Before starting your essay, make a paragraph plan. This should include an introduction which is interesting to readers.

- 3 Read these three possible paragraph plans for the sample essay question in exercise 1 and choose the best one.

Plan 1

- Paragraph 1 Your opinion with reasons
Paragraph 2 What you think is wrong with the opposite opinion
Paragraph 3 Which second language children in your country should learn
Paragraph 4 What is wrong with starting to learn a second language in primary school

Plan 2

- Paragraph 1 An introduction to the subject and the main ideas related to it
Paragraph 2 Support for one side of the argument: answering 'Yes'
Paragraph 3 Support for the other side of the argument: answering 'No'
Paragraph 4 A clear expression of your own opinion with a reason

Plan 3

- Paragraph 1 An introduction to the subject
Paragraph 2 Your opinion with first reason
Paragraph 3 Your opinion with second reason
Paragraph 4 Your opinion with third reason

- 4 Now read these three opening paragraphs (A, B and C) and decide which is the best. Say why you have chosen this paragraph and what is wrong with the other two. Remember, opening paragraphs should be interesting and the content should be appropriate to the task.

Starting a second language in primary school is much too early in my opinion because there are more important things for children to be doing, like getting better at their own language or doing maths which many children find very difficult. I think some children will never be good at a second language so starting early is just a waste of their time. **A**

I started learning English when I was nine years old and in my opinion this was much too early because I couldn't understand why I was doing it. I couldn't imagine a situation in which I would need to use a second language. This meant that I didn't work very hard at my English and now I'm not as good as other children in my class. **B**

Learning a second language is becoming more important in today's world. In the past it was normal for children to start learning a new language at secondary school when they were in their teens. However, many people now believe that an earlier start is more likely to help children to become fluent users of a language when they are adults. I will consider both points of view before expressing my own view. **C**

Practice Test 1 • Writing

Part 1

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

- 1 In your English class you have been talking about health and fitness. 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.



Young people are not getting as much exercise as they should.
Why do you think this is?

Notes

Write about:

1. school life
2. free time
3. _____ (your own idea)

Preparation • Writing

Part 2 Email

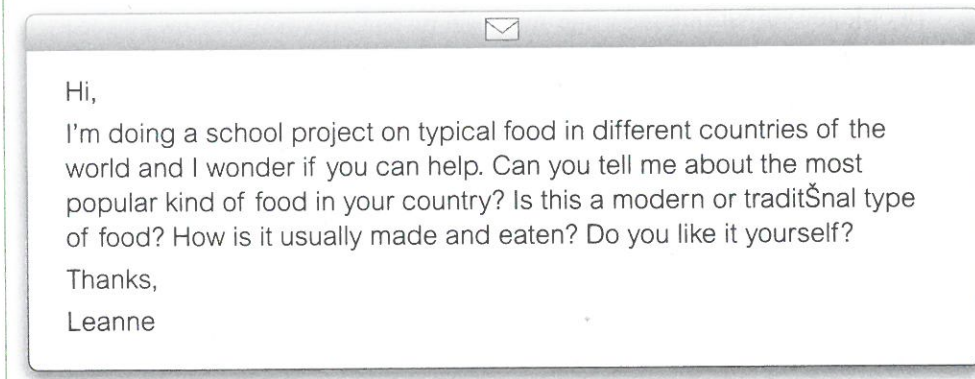
In Part 2 of the Writing paper you may be asked to write a letter or an email in response to a situation outlined in the input information. The input information may describe a situation or provide a letter or email for you to reply to.

TIPS

- Read the question carefully to check who you are writing to. This will help you to decide the appropriate style to use.
- Make sure you deal with all the points included in the question.
- As with all writing tasks, make a clear paragraph plan before starting to write. This can be in your mind.

- 1 Read this sample exam question and answer the following questions:
- a Who will read what you write?
 - b What is an appropriate style: formal or informal?
 - c What points do you have to include in your reply?

You have just received this email from Leanne, your English-speaking friend.



- 2 Make a paragraph plan for your reply. Decide approximately how many words to write in each paragraph. Remember, you should write a total of 140–190 words.

TIP

Your introduction and your ending should not be too long. Most of the letter should be about the specific points of the question.

3 Read this candidate's answer to the sample exam question in exercise 1. How could it be improved? Think about the following points:

- Content – Does the reply cover all the points in the question?
- Communicative achievement – Does the writer communicate well with the reader? Is the reply interesting to read?
- Organization – Is the reply well organized into paragraphs? Are sentences linked successfully?
- Language – Are grammar and vocabulary generally correct? Is the style appropriate?

Hi Leanne,

It was good to receive your emaĀ the other day. Your project on popular food in different countries sounds quite interesting. I'd like to know more about that subject myself. The most popular food in my country is definately pasta which the majority of the populatŃn eat at least once a day – including me and my famĀy. I absolutely love it. I think it's quite an old-fashioned kind of food because everyone I know like it, including my grandparents. And it's quite cheap. We have to cook it before we eat it because it's quite hard when you're buying it from the shops. Then it's possible to eat it hot or cold in salads. When you eat it hot, it's usually accompanied by tomato sauce or cheese. You don't have to make the sauce yourself – you can buy it in jars from the supermarket.

I hope you do well with your project. Let me know what other kinds of food people tell you about.

Cheers – keep on touch.

4 Read this sample exam question and answer the following questions:

- Who will read what you write?
- What is an appropriate style: formal or informal?
- What points do you have to include in your reply?

Your school principal has asked for suggestions about ways in which the school could help new students to relax and be less worried when they visit for the first time.

Write a letter to the principal saying why you think students are worried and how this shows. Suggest one or two things the school could do to help them relax.

5 Now make a paragraph plan for your reply. Decide approximately how many words to write in each paragraph.

Preparation • Writing

Part 2 Story

In Part 2 of the Writing paper you may be asked to write a story, usually for an English-language magazine or website. The question will give you the first sentence of a story which you have to finish in an interesting way. The question also gives you certain words or ideas which you must include in your story.

TIPS

- Most stories are about the past, so you will need to think about which past tenses are appropriate for your story: past simple, past continuous or past perfect.
- One way of making your story interesting is by using describing words: adjectives to describe people, places and things, and adverbs to describe actions.

1 Read this sample exam question and think about how it could continue and end. Make a paragraph plan, writing brief notes.

You have seen this announcement on an international website for teenagers.

STORIES WANTED

We are looking for stories for a new online English-language website for teenagers. Your story must begin with this sentence:

Looking worried, Jake switched off his phone and wondered whether go to school or not.

Your story must include:

- bad weather
- a friend's house

2 Now read a possible answer to this question and fill the gaps with the correct past tense of the verbs in brackets.

Looking worried, Jake 1 _____ (switch off) his phone and 2 _____ (wonder) whether to go to school or not. He 3 _____ (just hear) from his friend Ben that the snow, which 4 _____ (fall) during the night, 5 _____ (block) the road between his home and the school.

Jake 6 _____ (make) his decision: 'I'm going to try to get to school,' he 7 _____ (say) to himself. He 8 _____ (put) on his hat and coat and 9 _____ (get) out his bike. Some snow 10 _____ (lie) on the road but it 11 _____ (be not) very thick and it 12 _____ (not stop) Jake from riding his bike.

But, after about ten minutes, snow 13 _____ (start) falling again. Jake 14 _____ (can not see) where he 15 _____ (go). He 16 _____ (be) still two kilometres from his school and he 17 _____ (know) he 18 _____ (can not get) there safely.

Then Jake 19 _____ (remember) that his friend Ben 20 _____ (live) quite near. He 21 _____ (take) his phone out of his pocket and 22 _____ (call) his friend, who was still at home because he 23 _____ (decided) not to go to school. Jake 24 _____ (tell) him about the snow. 'Come round here,' said Ben. 'We can go to school together as soon as it stops snowing.'

- 3 The story about Jake contains very few adjectives or adverbs. Which of the adjectives or adverbs in the list below could you put in the gaps in these sentences from the story? (Sometimes there are two or three possible options.)

best close easily good heavily heavy immediately light main
narrow new quickly quiet thick thickest thickly warmest

- a He had just heard from his _____ friend Ben that the _____ snow, which had fallen during the night, was blocking the _____ road between his home and the school.
- b Jake made his decision _____.
- c He put on his _____ hat and coat and _____ got out his bike.
- d After about ten minutes, snow started falling _____ again.
- e He knew he could not get there safely or _____.
- f Jake told him about the _____ snow.
- 4 You will probably want to use time expressions in your story to show how the action moves from one stage to the next. Add appropriate expressions from the list below to these sentences.

after after a few minutes as soon as during next then when while

- a It had been snowing _____ the night.
- b _____ Jake had talked to his friend Ben, he had to make a decision.
- c _____, he put on his hat and coat and then got out his bike.
- d _____ Jake was on his way to school, snow started falling again.
- e But, _____, snow started falling again.
- f _____ he realized he was near to Ben's house, Jake phoned his friend.

Preparation • Writing

Part 2 Article

In Part 2 of the Writing paper you may be asked to write an article, usually for an English-language magazine aimed at people of your age. The main purpose of an article is to interest and involve readers.

TIPS

- In addition to answering the question, think of ways of persuading people to read your article. Think of a good title and try to write in a lively way.
- Try to involve readers in the topic by expressing opinions.

- 1 Read this announcement and answer these questions.
- Who will read your article?
 - What information should you include?
 - What is the main purpose of the article?
 - What is an appropriate style for this article?

You have seen this announcement in an international teenage magazine.

Articles wanted

Do you enjoy family holidays? ... (Why/Why not?)
Give an example of a holiday you have or have not enjoyed.
Describe your ideal holiday.

The best articles will be published in our magazine.

- 2 Which of the three possible titles (A, B or C) do you think readers would find most interesting? Give reasons for your choice.

Possible titles

- Why I like family holidays
- The worst family holiday
- Memories of a family holiday

- 3 Now read three first paragraphs (A, B and C) which might begin an answer to this question. Which do you find the most interesting? Give a reason for your choice and say why you didn't choose the other two paragraphs.

Does anyone over the age of thirteen or under the age of thirty enjoy family holidays? I ask myself this every summer when I go away with my parents. As you can probably tell, I'm not keen on family holidays. **A**

What does the phrase 'family holiday' mean? For me, it's a holiday organized by parents for themselves and their children. I've always enjoyed holidays with my family because we go to the same place every year and meet the same people. **B**

I quite enjoy family holidays but there are always arguments about where to go and what to do when we get there. I'm really looking forward to being able to go on holiday with my friends in two or three years' time. **C**

- 4 Starting your article by asking a question can be an effective way of involving readers. What questions could you ask if you had to write an article about these subjects?

My favourite season of the year

My interesting hobby

Caring for the environment

- 5 Write your own title and first paragraph in answer to the question about family holidays.

- 6 Write the rest of your article. Try to include some of these expressions in your article.

Describing a personal experience

This is what happened ... I'll never forget what happened ...

I remember very well what happened next ...

Expressing strong opinions

You may disagree with me, but I think ... There's nothing worse than ...

I strongly believe that ... If you ask me, I'd say ...

Conversational expressions

To be honest, ... To tell the truth, ... Believe it or not, ... Another thing is, ...

Practice Test 1 • Writing

Part 2

Write an answer to **one** of the questions 2–5 in this part. Write your answer in 140–190 words in an appropriate style **on the separate answer sheet**. Put the question number in the box at the top of the answer sheet.

- 2 You see this message on an English-language website for young people.

STORIES WANTED

We are looking for stories to publish on our website for young people. Your story must begin with this sentence:

Peter picked up his heavy backpack and set off towards the forest.

Your story must include:

- a tent
- a misunderstanding

Write your story.

- 3 You have received an email from your English-speaking friend.



I'm looking forward to visiting you next month! Can you help me with something? My friends and I want to take a day trip from your town but don't know where to go. Can you recommend somewhere interesting that isn't too far away? What can we do there?

Thanks, from Anna

Write your email.

- 4 You see this advert in an international newspaper.

Film reviews wanted

To celebrate the international film awards, we are asking you to submit a review of a film featuring an issue that affects young people today.

Your review should give a brief outline of the film, and then explain why you think the film is relevant to young people.

We will select the best reviews to publish next month.

Write your review.

- 5 Answer the following question based on the set text you have studied.

In your English class you have been studying a set text. Now your teacher has asked you to write an article for the school magazine.

What was your first impression of one of the characters in the book? To what extent did your opinion change as you read the story?

Write your article.