

# KEY AND EXPLANATION

## TEST ONE

### READING Part One

- B:** Sylvia says *Be home by then – I'll be out.*
- A:** the repair works go from Tuesday until Sunday (notice *can't be visited ... until Monday*)
- C:** *Could you let me know the number of students?* shows Sandra needs details.
- B:** books *must be left* on tables
- C:** *out of reach of children* means somewhere where children cannot see/touch it.

### READING Part Two

- G:** *a travel writer* (travelling and also writing), *willing to spend at least two weeks a month travelling* (does not mind spending long periods abroad), *starting immediately* (could start tomorrow)  
D needs a reporter, but Carl has no experience of deep-sea photography.
- E:** *knowledge of animals* (a degree in zoology), *a real team player* (works well with other people), *at least one foreign language* (speaks German)  
F is wrong, she is not keen on sports and the job requires swimming skills.
- C:** *to cover the summer months* (an exciting summer job), *give you training* (learn new skills), *excellent swimming skills* (trained as a deep-sea diver) *some experience of working with different age groups* (has taken groups of children and adults)  
F is wrong because the job is longer and he does not speak any foreign languages. D is wrong as he has no experience of deep-sea photography.
- H:** *spend up to six months per year ...* (several months abroad), *must have a driving licence* (used to take tourists in her own car), *basic knowledge of Spanish* (can hold a simple conversation)  
B is wrong because no actual travelling is involved. F is wrong because it requires an excellent command of Spanish.
- B:** *Foreign travel is not in the job description* (does not require her to travel abroad), *must speak French or Spanish or German* (speaks Spanish), *we work on Saturdays in the summer months* (willing to work at weekends)  
A, F and H are wrong as they all require travelling.

### READING Part Three

- B:** *the inhabitants of Jura are proud ...* (of their quiet life)
- A:** *an early start is essential for a safe return ...*
- A:** *From the moment you get off the ferry ...*
- B:** *would do well to have ... within easy reach.*
- B:** *an information board ... and a box,* but no person there.
- B:** the walks divide when you are *over a small stream ... here you turn left ...*
- A:** *plants from far-away countries*
- B:** *what you would expect to pay in other parts ...*
- B:** *selection of goods on offer ... waterproofs and sleeping bags ...*
- A:** *have the goods you need delivered ... for your arrival*

## READING Part Four

- C:** He is answering the question *people often ask me who I have to thank for my success ...*  
A: He does not give advice about how children should learn.  
B: He does not describe his job or his daily life as a musician.  
D: He says nobody taught him to play but he does not complain about it (*I ... had musical talent and that is all you need.*)
- A:** His parents allowed him to sit at the piano ... as long as he wanted.  
B: *they never mentioned it*  
C: *didn't suggest I should take lessons*  
D: *The songs just came to me when I had my hands on the piano.*
- C:** *the words were from other songwriters*  
A: he copied *other people's best songs* (they were not badly written)  
B: *It seemed so easy.*  
D: he developed his own style later, when he was *beyond ... teenage years*
- B:** ... *make a living as a musician but I had my doubts*  
A: His parents had developed a *strong belief* that he would become a musician.  
C: He took the job after school, but he does not say what he learnt in school.  
D: *that changed everything* refers to one of his songs winning a prize, not to the radio job
- B:** The writer believes all songwriters *copy other people's songs* to begin with.  
A: His family did not guide him, they just let him play and develop his talent (*allowed me to sit at the piano*)  
C: He started creating songs when he was a child, and then *proper* songs when he was a teenager. His early years were important.  
D: He became successful without formal teaching, *talent ... is all you need*

## READING Part Five

- C:** You *spend* (or *have*) a holiday; you *tour* a place; you *pass* the time; you *stay in* or *at* a place
- B:** *Said* does not need anything after it, the others do: *told me, talked about, spoke of.*
- B:** *best time* refers to a part of the day; *part* is incorrect without *of the day*; a *period* in history; I have an *hour* to get there
- A:** The writer knew he would have to wait, so he sat down.
- C:** *People* is a countable noun, so you say *many*, *not much* people; *all* (of) the other people or *lots* of people.
- D:** You *have* fun, you can't use *feel, get, or enjoy* with the word *fun*.
- B:** The writer thinks this is the ideal situation for dolphins – they *should* be free. *Ought, have and need* are followed by *to: ought to be, have to be, need to be*
- C:** *Found* goes with *out*; *looked out* means took care; *realized* and *learnt* are never followed by *out*.
- A:** the past participle of *be* is *been*. *Visited, come and gone* do not go with the preposition *in*.
- A:** *Return* is followed by the preposition *to* if we mention a place. But notice: return on 6 January, return for a holiday.

## WRITING Part One

- It's a long time since I read a good novel.
- If I were you, I *would/should* borrow a book from the library.
- I think that novels are not as *interesting* as history books.
- My local library has got only a few history books.
- My brother isn't *old enough* to read computer books.

## WRITING Part Two

### Question 6 Model answer

Hi Jack  
They are showing *Without Fear* at the Odeon tomorrow at 8. I really want to see it! Would you like to come with me? We could meet at 7.30 at the cinema café.  
Emile

The email covers the 3 points:

- you have said what film you want to see: *Without Fear*
- you have invited Jack to see it: *Would you like to come with me?*
- you have suggested a time and a place to meet: *7.30 at the cinema café.*

## WRITING Part Three

### Question 7 Model answer

Dear John  
*Many thanks for your letter. I know that you love reading novels. I don't like them because they are usually so long! I prefer to read magazines about sports like climbing or wind-surfing. I buy one or two magazines every week. As you know, I am crazy about sport.*  
*I also like to read short stories, so I often borrow detective and mystery stories from the library. I have just finished one called 'Late for Dinner', about a man who has a road accident and forgets his own name. It has a happy ending!*  
*I hope to see you soon and we can talk about the things we read.*  
All the best  
X

- The letter answers your friend's questions and
- it is well organized: 1. you mention John's letter 2. you say what you prefer to read and why 3. you give information about something you have read recently.
  - it shows a good range of tenses/grammar/linking words: *I know that/because/are usually/As you know/so/have just finished/who/has/forgets/enjoyed*
  - it shows good use of vocabulary: *climbing/wind-surfing/detective/mystery/library/accident*
  - it has good opening and closing sentences: *Many thanks for your letter/I hope to see you soon and we can talk about the things we read.*

### Question 8 Model answer

Tom was watching TV at home when he heard a noise upstairs. He turned off the TV and was very quiet for a few seconds. Then he heard the noise again. At first he thought it could be the cat, but then he remembered that the cat was outside. He was very frightened, so his legs started to shake.  
*He went upstairs very slowly. He suddenly saw a big shadow on the wall. This strange shadow had three legs! He thought there was a monster in the bedroom. He walked slowly into the room and he saw his grandfather. He was dancing, using his walking-stick and a walkman! Tom laughed and was very happy that there was no monster!*

- This is good story and
- it is well organized: 1. what Tom did first (turned off TV, was quiet) 2. how he felt (frightened) 3. what he did then (went upstairs) 4. what he saw and how it ended
  - it shows a good range of tenses/grammar/linking words: *turned off/At first he thought/could be/but/so/walked/saw/there was*
  - it shows good use of vocabulary: *walking-stick/walkman/remembered/frightened/shadow/grandfather/laughed*
  - it has a good closing sentence: *Tom laughed and was very happy that there was no monster!*