

You are going to read an article about diamonds in space. Six sentences have been removed from the article. Choose from the sentences **A–G** the one which fits each gap (37–42). There is one extra sentence which you do not need to use.

Mark your answers on the separate answer sheet.

Tips! Read through each paragraph carefully. What is each one about?

DIAMONDS IN THE SKY

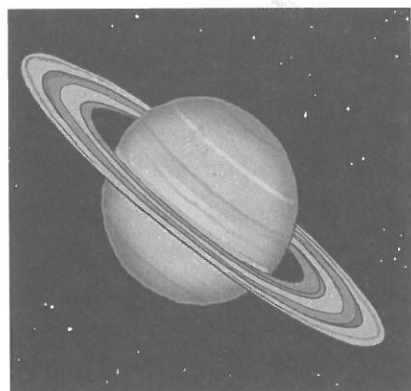
We're probably all familiar with the feeling of walking out of the door, only to find the weather is miserable. Grey skies hang overhead, it's chilly and it's pouring down.

37 And believe it or not, this isn't the start of the latest science fiction story from a fantasy magazine.

Research by scientists indicates that's exactly what could be happening around planets like Jupiter and Saturn. There's evidence to suggest that the atmosphere surrounding these two huge planets could be filled with enormous – and priceless – diamonds. **38** However, the precious objects would have to be collected before they got too near to the planet's surface, as they might be melted by the temperatures there and the extreme pressure in the planet's atmosphere.

And the diamonds in question could be bigger than anyone has ever seen. Some may be not much more than a few centimetres across, which is still enough to make them very valuable. **39** However, others could have grown to reach a substantial size, which would pose significant problems for anyone trying to collect them.

For anyone interested in chemistry, the science behind the formation of these diamonds is interesting. Apparently, the diamonds may have been formed by storms, in which the flashes of lightning have transformed a gas called methane, present on Jupiter. **40** It is thought the process is due, among other things, to the intense heat of the lightning. The material then hardens into pieces of graphite – used in pencils – which in turn eventually becomes diamond – the hardest substance known to man.



Advice

37 What is this experience like? Pleasant or not so pleasant?

38 The paragraph is talking about collecting the diamonds. Why might scientists want to do that?

For scientists this has come as something of a surprise. It was previously thought that planets such as Uranus and Neptune might well contain precious stones, but it was believed that Jupiter and Saturn did not have suitable atmospheres. However, after more research into conditions on the two planets, scientists have agreed that diamonds could easily be raining down, on Saturn in particular. They are careful to point out, though, that closer to the planet the temperature is so extreme that the diamonds would be unable to remain in their solid form. **41** And because of the size of the planets, the quantity of diamonds there could be considerable.

Of course, no-one has been able to actually travel to either Saturn or Jupiter so far to confirm whether this theory is correct. **42** The same conditions have been recreated, putting liquid methane under intense pressure to observe the result. When intense heat was also applied, diamond dust was formed. Experts agree that such complex chemical reactions may well be taking place on these planets. In the meantime, writers and filmmakers will undoubtedly waste no time in using their imagination to incorporate the findings into fantasy films and books. And who knows – in years to come, scientific advances may mean that these stories no longer appear so fantastic after all!

- A** This is turned into carbon, which is the element that diamonds are made up of.
- B** There's even the possibility that they could be brought back here to earth one day.
- C** However, scientists have set up their own experiments in labs to replicate what may be happening on these gas giants.
- D** They could certainly be impressive enough to create an eye-catching piece of jewellery.
- E** It could even be that there's a sea of diamonds on the surface of the planet.
- F** That means the story may actually be less exciting than everyone imagines.
- G** But out in space, this experience might be much less unpleasant – because what would be falling might well be precious stones!

In this part you:

- read through one long text divided into sections, or up to six shorter texts
- find information in the text that matches ten short questions

1 Read through what Maisie says about her first family skiing trip. Then find the part of the text in which she talks about:

- 1 how optimistic her dad was about how the family would feel regarding the trip.
- 2 something they did that subsequently proved very useful
- 3 what her dad had overlooked when calculating whether they could afford it
- 4 her family's attitude to going somewhere cold for a holiday.

Tip! Make sure you read the instructions and the title of the text, if there is one. Then read through the questions and underline any keys words that may help you find the answer.

I think it was my dad's idea that we should give a skiing holiday a try – despite the fact that, as a family, we've actually never been very keen on chilly weather, snow, and all those other things you have to cope with on trips to places like the average ski resort! But, determined not to be put off, he went ahead and booked it, hoping that our enthusiasm would grow once the departure date drew a bit nearer. Of course, when he was first deciding whether we could pay for it all, he hadn't reckoned on all the extra expense involved – warm clothes, gloves, ski-lift pass. But we were all touched by the fact that he really wanted to give us a special treat, so we put on a brave face, and even went to get in some practice on the dry ski slope near our home before we left – which we were all glad we'd done, in the event.

2a Which one of these sentences matches most closely what Maisie says about the trip?

- A They really appreciated what their dad was trying to do for them.
- B They feared they weren't going to enjoy skiing, however hard they tried.
- C They changed their minds about the trip when they realised skiing wasn't as hard as they'd thought.

b Why are the other two options wrong?

3 Now read what Marko says about his first time out on the ski slopes. Find the part in which he talks about:

- | | |
|--|---|
| 1 the discomfort he felt while attempting to ski | 3 the sudden change in his level of ability |
| 2 what he'd imagined himself achieving | 4 his irritation at the lack of warning from others |

Of course, nobody had told me what it would really be like to be on skis, had they? They'd somehow carefully avoided mentioning it would be virtually impossible to stand up on skis initially, never mind gliding skilfully down the slope, doing an amazing jump or turn at the bottom, and hearing gasps of admiration from everyone watching. I spent most of the first hour or so down on the ground, ankles burning with the pain of being twisted over my unforgiving boots. But I was determined to keep going, and it wasn't long before something amazing happened and I actually experienced what it felt like to ski a short distance without crashing over. From then on I didn't look back – and by the end of the week, my instructor had actually promoted me out of the beginners' group. Way to go!



4a Which of these sentences most closely matches what Marko says about his skiing experience? Underline the part of the text where he says this.

- A His early attempts made him realise he probably wasn't a natural skier.
- B He refused to be put off by his initial lack of success.
- C After his poor performance, his instructor's response came as a complete surprise.

b Why are the other two options wrong?

You are going to read an article about four young people taking part in swimming races in open water. For questions 43–52, choose from the people (A–D). The people may be chosen more than once.

Tip! Read closely when you think you have found the answer to a question. There may be information in more than one paragraph which appears to answer a question, but it won't be completely correct in both. Check carefully!

Mark your answers on the separate answer sheet.

Which person

made a costly mistake about what strategy to use in the water?

43

found they were handling poor conditions more easily than some other competitors?

44

was lucky to have escaped being injured while swimming?

45

was on the way to victory at an early point in their race?

46

felt confident about producing a good performance prior to the race?

47

remained unaware for some time that others in the race were in difficulty?

48

exceeded their own expectations in the initial stages?

49

missed out on winning due to an unfortunate occurrence?

50

received much-needed support at a critical point?

51

felt they'd learned from the race despite not being successful?

52

Advice

44 Look for a reference to poor conditions. B says the water was rough, and D mentions conditions were dire. Which one found that other swimmers were not continuing with the race?

49 Which person was surprised to keep up with the leaders early on, as they knew those swimmers were better?

A Angela

As I was about to set off, I just kept thinking about what my coach had told me: 'The ones who are ready are the ones who win.' And I knew I'd done everything I possibly could to prepare, even swimming the course a few days previously, so I felt his words really applied to me. On the day of the race, the water was calm but I couldn't see far ahead, and I'd lost sight of the other competitors, so I hoped I was leaving them behind. Then suddenly I felt a huge bang on my chest and realised other people were actually ahead of me – and one had kicked me hard. She apologised and no damage was done, fortunately, but it was a reminder to try and keep my distance, if possible. Anyway, the incident didn't affect the result – I was so far back by then that I couldn't possibly have won anyway!

B Sam

On race day, I was a bit cautious getting into the water as it was rough. And there were a lot of other people swimming the same route, so my plan was to try and keep up with them, while also avoiding them so that I didn't get kicked, difficult though that might be. Once in the water, I actually began to swim a lot harder than I'd ever done in practice and I suddenly realised I was keeping up with swimmers who were clearly stronger than me in training. However, I soon noticed they'd all switched to a more relaxed breaststroke, presumably to pace themselves and conserve their energy, while I'd made up my mind to maintain the faster overarm crawl, and becoming worn out in the process. Anyway, to cut a long story short, I just decided to put this race down to experience. I found myself further and further behind, and in the end realised I'd never be able to win!

C Krista

There were so many swimmers taking part that I knew I'd have to swim tactically. The only problem was, I didn't really know any tactics! But I decided to up my speed to pass the swimmer ahead of me, and then settle into a rhythm before I passed the next one. That'd always seemed to work OK before, as long as I managed to swim wide around them to avoid getting hit. Anyway, I was soon up among the leaders and in with a good chance. The aim of the race was to swim out around a marker, then back to the beach, and run straight to our coach who'd be timing us. The three fastest times would win. However, as I hadn't got my glasses on, I rushed up to the wrong person, sadly ... and dropped out of the first three places as a result. Oh well!

D Tom

The sea conditions were pretty dire on race day, with big waves rolling towards the shore. I decided I'd just let others go ahead of me and simply aim to finish – that in itself would be an achievement. I resolved to see each wave as a challenge and meet each one head on, then go with the current as much as possible. The trouble was, doing that, I couldn't really see what the other swimmers were up to, so I was amazed when I heard some of them call out that it was too rough and they were giving up! I'd been coping OK, so I ploughed on, although I was getting tired. What really got me through, though, was finding my close friend swimming just nearby, so we made a promise to each other then to keep going now we'd come so far – and we did! That's what I call teamwork – even though we didn't win!

Test 1 Training

Writing • Part 1

In this part you:

- **read** the instructions *and* the main essay question carefully
- **read** the notes that you must include in your essay
- **write** a formal essay that gives your opinion about the main question
- **include** the points you need to cover, and add another point of your own
- **write** between 140 and 190 words

1 Look at the instructions for a Part 1 question below.

In your English class you have been talking about good places to go on class trips together. Now your English teacher has asked you to write an essay for homework.

This part of the question tells you about the *general subject* you are going to write about.

Focus Adjectives

2a Look at the adjectives below. Check any new words in your dictionary.

peaceful	remote	thrilling	picturesque	accessible
urban	interactive	wild	fascinating	outstanding
dramatic	exhausting	impressive	original	coastal
educational	memorable	breathtaking	remarkable	rural

Tip! In Part 1, you will need to give your opinion about something. Some adjectives can be useful in helping you to say what you think about something.

b Match each definition (1–10) with an adjective from the box. Sometimes several answers are possible.

- Example** a long way from any towns or cities rural, remote, wild
- 1 located in a town or city
 - 2 makes you tired
 - 3 attractive to look at
 - 4 an area by the sea
 - 5 very quiet
 - 6 something good that you will remember for a long time
 - 7 a place that you can get to easily
 - 8 based on a new idea, hasn't been done before
 - 9 designed to help you learn something.
 - 10 e.g. computer games and displays that involve the user

3 Work with a partner. Look at the list of places to visit. Have you been to any of these places?

a museum	a zoo	a beach	an art gallery	a cinema	a forest
a climbing centre	a sports centre	a sailing centre	a castle	a farm	a factory

When? Who with? Talk with your partner about one place you visited. What was it like? Use some of the adjectives from Exercise 2 to help you.

4 Work with a partner. Which of the places in Exercise 3 are more likely to be in the countryside? Which are more likely to be in a city?

5a Look again at the instructions at the beginning of the exam question.

In your English class you have been talking about good places to go on class trips together. Now your English teacher has asked you to write an essay for homework.

b Now read the next part of the essay question. It tells you exactly what you must write about. Read the essay question and the notes below.

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

It is better for teenagers to visit somewhere in the countryside than somewhere in a city.

What do you think?

Notes

Write about:

- 1. which has more interesting places to visit
- 2. which is more convenient to visit
- 3. (your own idea)

c Look carefully at the two points that you *must* write about. Make notes about the ideas you would like to include. Remember you have to say what you think, and give reasons for why you think so.

6 Now read what a girl called Sarah wrote about these two points in her answer. She also included a short introduction at the start of her essay.

Lots of teenagers go on educational trips, to the countryside or the city, and both places offer different attractions. So which one is better for teenagers?

Even though the city has lots of attractive facilities, the countryside could be more interesting. It's fascinating to go on a nature-watching trip to a forest or a coastal area, with breathtaking views. And that's especially true if an expert there can tell you about important sites, say, and the creatures that live there.

Of course, neither of these places is convenient to visit if they're not very accessible from where you live. It depends on whether students live in a rural location or in an urban area.



7 Look carefully at how Sarah writes about the first two points. Which does she think is more interesting? Which is more convenient?

8 Look at Sarah's own idea that she has added. What is it about?

Tip! It's acceptable not to make a choice, but you must give reasons for your answer.

Another point to consider, though, is how enjoyable these places might be. Teenagers enjoy going to theatres and sports centres in the city, but may not enjoy museums and galleries so much. That's why for them the countryside may be better. They can learn a skill at a climbing or sailing centre in a remote area while doing something fun and energetic.

9 Look at some other ideas to include in this essay. Write a few notes about each idea and then compare your ideas with a partner.

cost weather equipment age of teenagers

10 Sarah has also added a final sentence to finish off her essay. Remember, though, that you must try to keep within the word limit of the task.

Class trips can always teach you something new wherever you go, but I think the countryside offers you the chance to discover more about the planet we live on.

Focus Joining words and expressions

11a Look at the words and phrases that Sarah uses to join her points together. Underline them in the text.

- even though ...
- that's especially true if ...
- another point to consider ...
- that's why ...
- it depends ...
- if ...

b Complete the sentences below with suitable words and phrases from Exercise 11a.

- 1 Going to an outside activity centre can be fun. And you're a real fan of sports such as climbing.
- 2 The countryside can teach us a lot about our planet. it's important to go there.
- 3 the weather can sometimes be poor, it's important to get out into the fresh air as much as possible.
- 4 you don't enjoy history, then museums may not be good places for you to visit.
- 5 Places in the city can be easy to get to, but of course on where you live.
- 6 about the countryside and the city is that people usually find one more enjoyable than the other.

Test 1 Exam practice Writing • Part 1

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

Tip! Make some brief notes about what you are going to include in your answer, especially your own idea that you have to add yourself.

In your English class you have been talking about sport. 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.

Doing sports outside is better than doing sports inside.

What do you think?

Notes

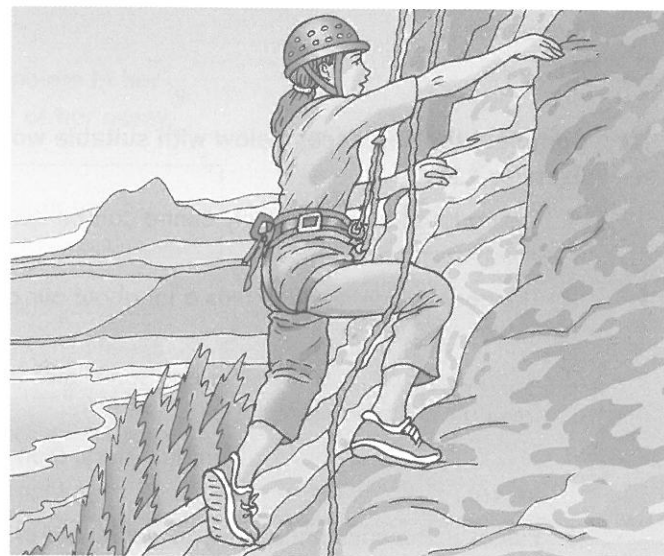
Write about:

1. which is more enjoyable
2. which is cheaper
3. (your own idea)

Tip! Remember that you can give your *own* opinion – you don't have to agree with the statement.

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 1 Training Writing • Part 2 (letter / email)

In **Part 2** there may be a question asking you to write a letter or email.

In a letter / email you:

- **need** to open and close your letter in a suitable way
- **may need** to give advice, suggestions, information or opinions, describe something or offer help
- **write** between 140 and 190 words.

Tip! Don't spend too much time writing a long introduction. The focus of your letter must be about answering the question.

1 Work with a partner. Look at the following sentences that can be used in letters and emails. Decide where you would use them – when you open (O) or close (C) a letter.

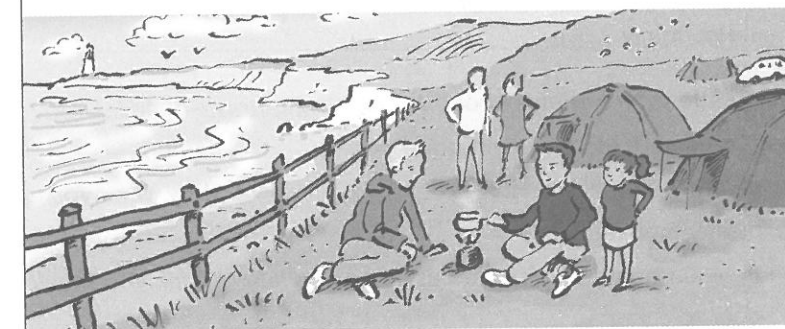
- | | |
|--|---|
| 1 I hope you're OK ... | 7 I hope what I've written will help ... |
| 2 Bye for now ... | 8 Let me know all your news. |
| 3 Many thanks for your nice letter ... | 9 It was really nice to hear from you ... |
| 4 Take care and write soon ... | 10 I'm looking forward to seeing you / hearing from you ... |
| 5 Drop me another line if you get time ... | 11 I'd love to hear from you again soon ... |
| 6 All the best for now ... | 12 Sorry I haven't been in touch for a while. |

2a Look at the exam task below.

Tip! Look carefully at the question to check who it is you are writing to. Make sure you address the points in the exam question. What is the writer of the letter asking you?

You have just received this letter from Dan, your English-speaking friend.

My best friend has asked me to go away on a camping holiday by the sea with him and his family. It sounds fantastic! The problem is my parents have booked a holiday at the same time, and they want me to go with them and my little sister. What should I do?



Write your **letter**.

b Work with a partner. How would you reply to the letter from Dan? What advice would you give him?

3a Read the letter that a boy called Max wrote to Dan. What functions from the list below has Max included in his letter? Tick (✓) five functions that he has included. Underline examples in the text.

Functions

- | | |
|---------------------------|------------------------|
| 1 apologising | 6 being sympathetic |
| 2 offering an explanation | 7 giving an invitation |
| 3 making arrangements | 8 giving advice |
| 4 saying thanks | 9 agreeing |
| 5 giving a warning | |

Hi Dan,

Thanks for your last letter. It was lovely to hear from you again and sorry I haven't replied sooner.

Going on holiday with your friend and his family sounds fantastic, doesn't it? I'm sure you'd have a really good time. And camping by the sea is great if you've got a friend to do things with. But I'm sorry to hear it's at the same time as your family holiday. That's a bit awkward, isn't it? I guess they'd prefer you to go with them and spend time together – and your little sister will have company, too.

If I were you, I'd talk to them and see what they think. I don't know whether they'll change their minds, but if you explain, they can at least think about it. Or why don't you ask them if you could spend some days with them and a few days with your friend? That might be possible, so you should certainly give it a try.

Hope all this helps, anyway, and that you have a great time on holiday – whatever you do!

Let me know how it goes!

All the best,

Max

b How many paragraphs has Max included in his letter?

4a Look at the way Max uses questions and *should* and *if* sentences in his letter to give advice and make suggestions.

If I were you, I'd talk to them ...

If you explain, they can at least ...

Why don't you ask them if ...?

You should certainly ...

b Give suggestions to a friend about these things.

1 I need a camera to take some good photos.

If you ...

2 I've left my football kit at home!

Why don't you ...

3 I've lost my mobile!

If I were you, I'd ...

4 I'm late – I'm going to miss the bus!

I think you should ...

5a Look at the way Max uses a question tag to show he agrees with Dan.

Going on holiday with your friend and his family sounds fantastic, doesn't it?

b Add question tags to these sentences.

1 You'll have a great time at the party,

2 It was busy in town yesterday,

3 This maths homework isn't very easy,

4 You should probably help your mum in the kitchen,

5 We had a great weekend,

6 We need to buy a birthday present for Sophie,

6a Indirect questions and statements can be useful in letters. Read this example which Max uses in his letter to Dan.

I don't know whether they'll change their minds ...

b Change these questions into indirect questions or statements.

1 Is Mark at home today?

Do you know..... ?

2 What homework did our teacher give us?

Do you know..... ?

3 There might be a party tomorrow night, but I'm not sure.

I'm not sure

4 This answer is wrong, but I don't know why.

I don't know why

5 Do teenagers in your country watch a lot of TV?

Can you tell me..... ?

6 Are your sisters going on holiday with you?

Do you know

Test 1 Exam practice

Writing • Part 2 (letter)

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

Tips! Don't forget to open and close your letter in a suitable way – but remember you must start answering the exam question as quickly as possible. Don't spend time on too much general information, such as your recent news.

You have received this letter from Maria, your English-speaking friend.

A school friend of mine has invited me to a party next week. I've got nothing to wear, but my sister has some great clothes I'd really like to borrow. She often borrows my things, but doesn't like it so much when I borrow hers! What should I do?

Tip! You should leave enough time to check through your answer when you have finished writing.

Write your letter.

Check! Have you:

- answered the questions in the letter?
- given your opinions or advice?
- opened and closed the letter in a suitable way?
- written 140–190 words?

Tip! When you have written your answer, check that you have covered everything in the exam question, and that you have used a good range of language.

Test 1 Training

Writing • Part 2 (story)

In Part 2 there may be a question asking you to write a short story.

In a story, you:

- **continue** your story from the prompt sentence you are given
- **include** the words or ideas you are given in the prompts
- **need** to show you can use past tenses – past simple, past continuous and past perfect
- **should** use good describing words – think of suitable adjectives and adverbs
- **write** between 140 and 190 words.

1a Look at the exam task below.

You have seen this announcement in an international magazine for teenagers.

We are looking for stories for our new international magazine for teenagers. Your story must begin with this sentence: *Sam and Henry read the letter and then climbed on their bikes and set off along the country road.*

Your story must include:

- a meeting
- a prize



Write your story.

b Read the task carefully. Before you start writing, you need to spend a few moments thinking, and perhaps making brief notes. Think about these things:

- Who are you writing the story for?
- Who are Sam and Henry, do you think? Friends? Brothers? How old are they?
- What is in the letter?
- Where are they going?
- Who will they meet, do you think?
- What will the prize be? For what?

c Now imagine that you have the letter and you are going along the road on your bike.

Look at these describing words that you could use to tell your story. Which could they describe – the letter, the road / countryside, the weather or your feelings? Put them in the best categories below, and then compare your answers with a partner. Some words can go in more than one category.

mysterious	nervous	determined	confusing	stormy	rough	picturesque
confident	bitter	bright	uneasy	stunning	astonishing	optimistic
bumpy	muddy	wild	enthusiastic	eager	coastal	unfamiliar
frosty	misty	puzzled	mild	damp	surprising	

the letter	the road / countryside	the weather	your feelings

2 Complete the story below by putting the verbs in brackets into the correct past tenses. More than one answer may be possible.

Tip! It is important to use narrative tenses correctly when you are writing a story.

It (0) *was* (be) a cold day. All Tim's friends (1) already (arrive) at Victor's house by the time he (2) (get) there. It (3) (rain) hard for most of his journey, so he (4) (be) soaked. As soon as he (5) (walk) through the door, Victor's mum kindly (6) (take) his wet coat from him and (7) (lay) it on a radiator to dry. Then she quickly (8) (go) back into the kitchen, as she (9) (make) their dinner. Tim (10) (wander) into the living room where his friends (11) (sit) and (12) (chat), and (13) (hand) over the computer game he (14) (bring) for them all to play. Tim (15) (get) it as a birthday present last month and (16) (look) forward to showing it off to his friends. They (17) (be) all amazed when they (18) (see) it – it (19) (be) the very latest version! 'Awesome – thanks, Tim!' they all (20) (cry).

3 Look at these time expressions, then use some of them to complete the sentences.

Tip! You may want to use words and expressions to describe time when you are telling your story.

until	finally	as soon as	at first	during
while	gradually	meanwhile	by the time	

- The film that Mauro and Jess wanted to see was coming to their town!
- They raced down to the cinema they saw the advert.
- They waited patiently in the queue the ticket attendant was serving the people in front.
- The queue in front of them got shorter and shorter at last it was their turn.
- Unfortunately, they'd waited so long that Mauro got to his seat, he was feeling tired.
- In the end, Mauro fell asleep the film, and Jess had to tell him what happened!

4 You can use descriptive adverbs in your story to show the way people do or say things. Look at these examples.

Rob was waiting impatiently Kerry said suspiciously.

Now complete the sentences with an adverb from the box. Sometimes more than one answer is possible.

jealously	excitedly	miserably	crossly
desperately	calmly	enthusiastically	cheerfully
nervously	anxiously	peacefully	confidently

- 'I've practised hard for this race, so I've got a good chance of winning,' Matt said
- The dog was sleeping in the living room while we were watching the film.
- 'You shouldn't have borrowed my T-shirt without asking!' Jen said to her sister.
- 'I don't suppose I'll ever get a laptop as nice as yours,' said Hugo
- Leo waited outside his teacher's door, as he knew he was in trouble.
- To his mum's surprise, Ralph reacted very when he knew he'd won the competition.

5 Read the story that a girl called Lena has written as an answer to the exam task about Sam and Henry in Exercise 1. As you read, underline some examples of these things:

- descriptive adjectives
- time words
- adverbs that describe the way people said or did things
- verbs in the past simple, past continuous and past perfect tenses

Going for a ride

Sam and Henry read the letter and then climbed on their bikes and set off along the country road. They were slightly puzzled by the contents of the letter that had been delivered to Sam's house that morning, but were eager to get to the bottom of what was going on. The road ahead was rough and bumpy, but they were so determined at first that even the bitter wind that they were heading into didn't put them off – until they had cycled some distance without seeing anyone else at all.

'It can't be much further now, can it?' asked Sam anxiously.

'Don't worry,' replied Henry confidently. 'I've worked out exactly where we're going.'

Almost immediately they came across a house right out in the picturesque countryside – with balloons hanging by the gate and an arrow pointing up the drive.

'Here we are!' announced Henry, as he cycled up to the house. The door opened – to reveal all their classmates inside their friend Miriam's house! 'Happy end-of-term, everyone,' said Miriam. 'And thanks for coming! Now, everyone gets a prize for understanding my directions in the letter and finding the house. And Sam and Henry – you've won a special prize for the most difficult journey. Well done!'

Test 1 Exam practice

Writing • Part 2 (story)

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

Tips! Your story *must* continue from the prompt sentence. Look carefully at the *person* in the sentence – will you need to write your story in the first person – *I* – or is it a story about someone else? Check that the people in your story don't change halfway through.

Your teacher has asked you to write a story in English for the school magazine.

Stories wanted

Your story must **begin** with this sentence:

Nicholas was looking through a dictionary from his school library when he found a photo hidden between the pages.

Your story must include:

- a friend
- some money

Write your **story**.

Tip! Your story *must* include the ideas that you are given.

Check! Have you:

- used a range of past tenses?
- used descriptive adjectives and adverbs?
- used a range of time words and expressions?
- divided your story into paragraphs?
- written 140–190 words?