TIP

Remember you must **not** write more than three words and you may only have to write one or two.

Read the instructions to Part 1. Complete the sentences below, or answer the questions.

Question 1

1 If Madonna was the eldest, then all her brothers and sisters were ..... than her.

Now complete question 1.

Question 2

2 Why did she move to New York? ..... she wanted to find singing work.

Now complete question 2.

Question 3

3 Which verb from sentence 1 is needed in sentence 2?

4 Which verb tense is used in sentence 1?

Now complete question 3.

Question 4

5 The missing word in sentence 2 is a noun. What word in the sentence tells you this?

6 What do we call a person who sings?

Now complete question 4.

Question 5

7 In sentence 2, 'than' tells you that you need a comparative. What's the comparative form of 'famous'?

Now complete question 5.

Part 1

Questions 1–5

Here are some sentences about the pop star Madonna.
For each question, complete the second sentence so that it means the same as the first.
Use no more than three words.
Write only the missing words on your answer sheet.
You may use this page for any rough work.

Example:

0 As a child in Michigan, Madonna took ballet and singing lessons.
As a child in Michigan, Madonna took lessons in ballet ..... as singing.

Answer: | 0 | as well |

1 Madonna was the eldest of eight children.
Madonna had seven ..... brothers and sisters.

2 She moved to New York in order to find singing work.
She moved to New York ..... she wanted to find singing work.

3 It didn't take her long to become famous.
She ..... famous very quickly.

4 She has had a long and successful career in singing.
She has been a successful ..... for a long time.

5 Madonna is possibly the most famous woman in the world.
Madonna is possibly ..... than any other woman in the world.

LIVEWORKSHEETS

TIP

It's necessary to write something about all **three** points. **Two** points is not enough to get good marks.

First, read question 6 below.
Make some brief notes about what you're going to write on the postcard.

- Say something about the gallery.
- Explain why you've chosen this postcard for Chris.
- Ask Chris about the weather in Australia.

Read this answer from a student, Pierre.

Hi Chris
How are you?
I am fine. I am on an art gallery. It is very interesting here. Here are some good pictures of famous people. The pictures are modern and some pictures look like graffiti.
Bye!
Yours Pierre

Look back to the notes you made above. Decide which content points Pierre has and hasn't included. Do you think Pierre's answer is good or not?

Now write your postcard to Chris. Remember to
– include all three points
– write in an informal, friendly way
– use names (Chris and yours).

Part 2

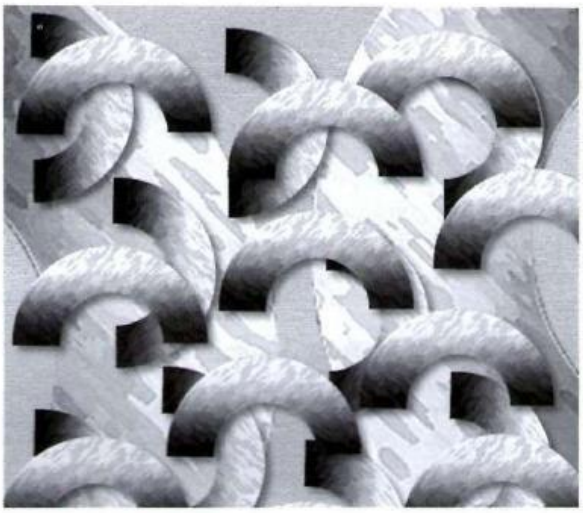
Question 6

You visit an art gallery and buy this postcard.
You decide to send the postcard to your friend Chris, who lives in Australia.

In your postcard, you should

- say something about the art gallery
- explain why you have chosen to send Chris this postcard
- ask Chris about the weather in Australia.

Write **35–45 words** on your answer sheet.



LIVEWORKSHEETS

TIP

Make sure your handwriting is clear and easy to read.

Read question 7 opposite.

Organisation: remember to use paragraphs in your letter

Paragraph 1: introductory sentence; say why you're writing

Paragraph 2: give the information that the question asks for

Paragraph 3: write a finishing sentence

Read Abdul's letter to Jim.

1 Does it have good organisation?
2 Does it answer the question?
3 Are there any parts of his letter that you find confusing?

Dear Jim

Thank you for your letter. In this letter you are telling me that next month is your brother's birthday.

'Happy birthday' from me. He will be 14th next month so you can buy something special. I don't know if he like music or not, but will be surprise if you buy any CD. If your brother like futbooll you can buy for him a booll so he can enjoy playen with his friend on a free time.

Teenage boys in my country like this surprises. I hope you will enjoy the party.

Lots of love Abdul

Now write your letter in about 100 words.

Read question 8 opposite.

Linking: It's good to try and join some of your ideas with linking words e.g. *so, when, but, because, suddenly.* This will help your writing to 'read' better.

Read this student's story. Underline all the linking words.

It was a warm evening in the summer. I was on my way to Andy. He had asked me to call in. As I had plenty of time I was walking slowly. It became darker. Suddenly I heard a cry. Not far away on a bridge I recognised two persons who were fighting. When I looked carefully I could see two boys. Then one of them pushed the other down the bridge into the water and ran away. By the time I arrived at the river and saw that the boy in the water was unconscious. Without a second thought I sprung into the river. I could catch him and bring him out of the water. I started with first aid. At first I thought he was dead but then he started to move his arms and to breathe. He was alive!

This story got top marks – Band 5 – because of: confident and ambitious use of language, a wide range of structures and vocabulary, good use of linking devices, being well organised.

Now write your story in about 100 words.



LIVEWORKSHEETS

Part 3

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

Question 7

- This is part of a letter you receive from your penfriend.

> *Help! It's my brother's 14th birthday next month and I can't think of a present to give him. What do teenage boys like getting as presents in your country?*

- Now write a letter, answering your penfriend's question.
- Write your **letter** on your answer sheet.

Question 8

- Your English teacher has asked you to write a story.
- Your story must have this title:

A very unusual evening

- Write your **story** on your answer sheet.

LIVEWORKSHEETS

PAPER 2 • Listening Test
(approximately 35 minutes – including 6 minutes transfer time)

Listening • PART 1

TIP

Two of the three pictures may show **some** correct information but only one picture will show all the correct information.

Read the questions in Part 1 and look at the suggestions/questions below *before* you listen to the recording. Remember, in the exam you won't have time to write, but this exercise focuses your attention on what's important.

Question 1

Name the three different presents.

Question 2

In picture A you can see Joe, his grandmother and his father. Who do you think the woman in picture B is? And picture C?

Question 3

Which one word is the most important in this question? Underline it.

Question 4

Which word in the question is the most important?

Question 5

Write the time (e.g. 3.15) over each picture. Which word in the question do you think is particularly important?

Question 6

Name the three types of TV programme in the pictures.

Question 7

Name the three types of transport in the pictures.

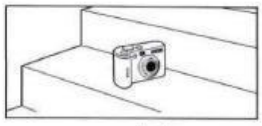
Now listen to the recording and choose the correct pictures.

Part 1

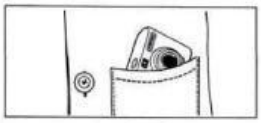
Questions 1–7

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

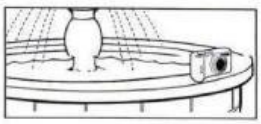
Example: Where did the man leave his camera?



A ☑



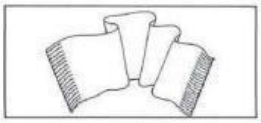
B ☐



C ☐

---

1 Which present will the girl take?



A ☐



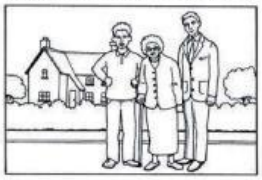
B ☐



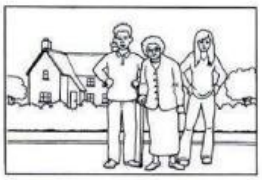
C ☐

LIVEWORKSHEETS

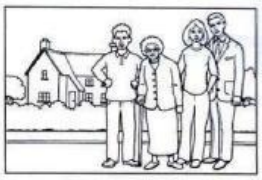
2 Who lives in Joe's house now?



A ☐



B ☐



C ☐

3 Who will be on the stage next?



A ☐

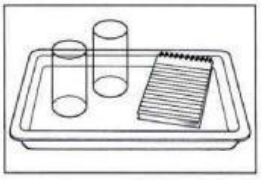


B ☐



C ☐

4 Where is the woman's notebook now?



A ☐



B ☐



C ☐

5 What time will the cake be ready?



A ☐

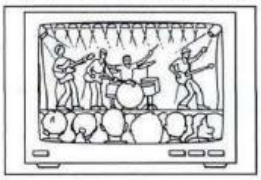


B ☐

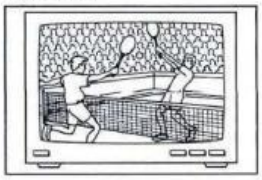


C ☐

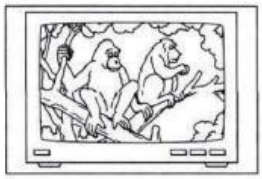
6 Which TV programme will they watch together?



A ☐



B ☐



C ☐

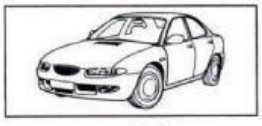
7 How will the family get to Glasgow?



A ☐



B ☐



C ☐

LIVEWORKSHEETS

TIP

The questions often use different words from the recording, for example, you hear: 'When I left school, I worked as a …'
You read: 'Louise's first job was as a …'

You will hear Louise Bright telling some students about her work as a clothes designer. Look at the questions below. Listen to the recording ONCE and answer these questions.

Question 8

Louise has had four different jobs. Can you put them in the order in which she did them?

sportswear designer	☐	secretary	☐
travel agent	☐	bank clerk	☐

Question 9

Louise did different things on her course at the London School of Fashion. Decide which she did in Year 1, Year 2 and Year 3.

Design and make clothes	Year .....
The history of fashion	Year .....
Work in a big store	Year .....

Question 10

Lots of people came to Louise's final fashion show, but who was she most pleased to have there?

Question 11

Does Louise say that the sports clothes are simple to make? Yes/No

Why does Louise like the materials she uses for the sports clothes she makes?

Question 12

How many of Louise's fellow students are now working for famous fashion designers?

How many of Louise's fellow students are now working in advertising?

Question 13

Is earning a lot of money important to Louise? Yes/No

Now look at questions 8–13 opposite. Listen again to the recording and answer the questions.



LIVEWORKSHEETS

Part 2

Questions 8–13

You will hear Louise Bright telling some students about her work as a clothes designer.
For each question, put a tick (✔) in the correct box.

---

8 Louise's first job was as a

- **A** bank clerk. ☐
- **B** travel agent. ☐
- **C** secretary. ☐

9 In the first year of her course, Louise

- **A** learnt how to make clothes. ☐
- **B** studied the history of fashion. ☐
- **C** worked in a large clothes shop. ☐

10 At the final fashion show, Louise says she was really pleased that

- **A** her parents saw her work. ☐
- **B** all the college students worked well together. ☐
- **C** owners of fashion businesses were there. ☐

11 Louise says she really likes designing sports clothes because they are

- **A** produced in a variety of styles. ☐
- **B** easy for her to make. ☐
- **C** comfortable for people to wear. ☐

12 Louise says that most students from her course now work

- **A** for well-known fashion designers. ☐
- **B** for big stores. ☐
- **C** in advertising. ☐

13 Louise's aim is to

- **A** start a children's clothes business. ☐
- **B** get to the top of her profession. ☐
- **C** make a lot of money. ☐

LIVEWORKSHEETS

TIP

Check that what you've put in the gap makes sense. Make sure it 'fits' with what comes before and after it.

Read the instructions and questions about Finchbrooke Country Park below.

Think about the kind of information that will go in each gap.

Question 14

Will you be listening for a day or a time?

Question 15

Will you be listening for a number or a time?

Question 16

What could you get free from the Visitors' Centre?

Question 17

Can you think of a word for this gap? It has to be a noun (because of 'the') and it must fit with the words after the gap ('to the park').

Question 18

Look at the form of the words before and after the gap. You'll be listening for something similar. Any ideas?

Question 19

Can you think of anything that a group might have on a visit to the Country Park?

Now listen to the recording and fill in the missing information for questions 14–19.

Part 3

Questions 14–19

You will hear a recorded message about Finchbrooke Country Park.
For each question, fill in the missing information in the numbered space.

Finchbrooke Country Park

Opening times

Park:	Every day (8 a.m. – 7 p.m.)
Visitors' Centre:	**(14)** ..... – Sunday (9 a.m. – 5.30 p.m.)

From the town centre, take bus number **(15)** ..... .

Inside the Visitors' Centre, you can buy books and videos and get free **(16)** ..... .

If the Visitors' Centre is shut, a telephone can be found at the **(17)** ..... to the park.

In the park, you can go cycling, **(18)** ..... and camping.

Group visits include a **(19)** ..... and a guided tour.

LIVEWORKSHEETS

TIP

Underline important words in the sentences (questions 20–25) to help you focus on what to listen for.

Read the instructions below, and look at sentences 20–25.

There some key words in each sentence. You need to underline them before you listen to the conversation.

Question 20: underline *both dislike*.
Question 21: underline the main verb and another piece of important information.
Continue with questions 22–25, underlining what you think you will need to listen carefully for.

Look at the sentences again. They contain some different verbs that express Tony and Rachel's feelings and opinions.

Think about what Tony and Rachel might actually say to express these opinions.

Now listen to the recording and decide if each sentence is correct or incorrect.

Part 4

Questions 20–25

Look at the six sentences for this part.
You will hear a conversation between a boy called Tony and a girl called Rachel, about watching television.
Decide if each sentence is correct or incorrect.
If it is correct, put a tick (✔) in the box under **A** for **YES**. If it is not correct, put a tick (✔) in the box under **B** for **NO**.

		A YES	B NO
20	Tony and Rachel both dislike watching cartoons.	☐	☐
21	Tony and Rachel both prefer watching television alone.	☐	☐
22	Rachel thinks her mother can afford to buy her a television.	☐	☐
23	Tony has kept his promise about watching television at night.	☐	☐
24	Rachel wants to be able to choose when she watches television.	☐	☐
25	Tony agrees with his parents' attitude towards homework.	☐	☐

LIVEWORKSHEETS

Speaking • PART 1

TIP

During Part 1 of the Speaking Test, the interaction is between examiner and candidate, not candidate and candidate.

You may be asked questions about your hobbies or interests. Think what you could say about how you spend your time when you're not working or studying. How important are the following for you?

- music
- sport
- cinema & TV
- reading
- travel and visiting other places

Speaking • PART 2

TIP

Try and react to what your partner says. Think about what you do in your own language when you have a conversation, and do the same here.

Read what the examiner will say to you in Part 2 and look at the Picture Sheet on page 106 showing different ways the English friend can keep cool.

Imagine you and your partner are discussing the task. Think about how you can react to what your partner says.

Language box – agreeing and disagreeing

(That's) true. I agree. You're right. I think so too.
That's a good idea. / That's interesting.
Really? I'm not sure about that.
I don't think I agree because …
I don't think so because …
Yes, but …

Read part of the conversation between two students about this task. Do they use any of the language in the box above?

Student 1: So … I don't think it's a good idea if he eats ice-cream. I mean, it's nice but it only keeps you cool for a few minutes.
Student 2: You're right, but he might enjoy it. It's the same with a drink.
Student 1: I don't think so. Drinking is good for you when you're in a hot country. You should drink as much as possible.
Student 2: True. What about taking a shower? A cold one would be good in the morning and the evening.
Student 1: I think so too. I love showers when the weather is hot. It makes me feel fresh. So let's have a look at some of the other ideas.

If you're working with a partner, continue the conversation; make sure you both say more or less equal amounts.

Part 2 (2–3 minutes)

Interlocutor: *Say to both candidates:*
I'm going to describe a situation to you.
An English friend has to go to live in a very **hot** country for his work, but he doesn't **like** hot weather. Talk together about the different ways he can keep **cool** and then decide which will be **best**.
Here is a picture with some ideas to help you.
*Indicate the **Picture Sheet** on page 106 to the candidates.*
I'll say that again.
An English friend has to go to live in a very **hot** country for his work, but he doesn't **like** hot weather. Talk together about the different ways he can keep **cool** and then decide which will be **best**.
All right? Talk together.
Allow the candidates enough time to complete the task without intervention. Prompt only if necessary.
Thank you.

LIVEWORKSHEETS

TIP

In Part 4, talk to each other. Don't talk to the examiner. Remember to ask each other questions as well as giving your own ideas.

PART 3

Read what the examiner will say to you in Part 3.

You have about one minute to talk about your photograph. A good description will include something about

- **the people**
- **the place**
- **the action**
- **the background.**

Read this description of photograph 5 on page 107. Look at how the different topics are included.

I can see a woman. She's wearing a blue shirt – I think she's a teacher – and she's sitting next to a boy. I don't know how old he is – maybe about 7 or 8. I think she's helping the boy to write. She looks kind. The boy has got a pencil in his hand. There are some books on the table and lots of pencils in a pot. I think they are in school because in the background I can see another child and a woman. Also there are some letters on the wall.

Practise doing the same with photograph 6 on page 107.

PART 4

Read what the examiner will say to you in Part 4.

Think about what you learn best from your family.

Think what you can add to these points, e.g.

I think I learnt how to behave from my family, because when I was a child my mother and my father always told me what was polite and what wasn't polite.

Think about what you learn best from your school – and say why.

If you're working with a partner, talk together about this task. Make sure you really do *talk to each other*.

Part 3 (3 minutes)

Interlocutor: *Say to both candidates:*
Now, I'd like each of you to talk on your own about something. I'm going to give each of you a photograph of people **looking** and **learning**.
Candidate A, here is your photograph. *(Indicate photograph 5 on page 107 to Candidate A.)* Please show it to Candidate B, but I'd like you, Candidate A, to talk about it. Candidate B, you just listen to Candidate A. I'll give you your photograph in a moment.
Candidate A, please tell us what you can see in your photograph.

Candidate A: *Approximately one minute.*
If there is a need to intervene, prompts rather than direct questions should be used.
Thank you.

Interlocutor: Now, Candidate B, here is your photograph. It also shows people **looking** and **learning**. *(Indicate photograph 6 on page 107 to Candidate B.)* Please show it to Candidate A and tell us what you can see in the photograph.

Candidate B: *Approximately one minute.*
Thank you.

Part 4 (3 minutes)

Interlocutor: *Say to both candidates:*
Your photographs showed people **looking** and **learning**. Now, I'd like you to talk together about the things which you learn best from your **family** and the things you learn best from your **school**.
Allow the candidates enough time to complete the task without intervention. Prompt only if necessary.
Thank you. That's the end of the test.

LIVEWORKSHEETS