

Listening Part 3

- If you miss one of the words, just move on to the next question. You will hear the recording a second time.
- Check your answers carefully in the second listening.

Exam advice

- 1 For each question, write the correct answer in the gap. Write one or two words or a number or a date or a time.

You will hear a teenager called Jemma talking about a video-making course she went on last year.



Jemma's video-making course

Jemma's visit to a (1) started her interest in film-making.

She attended the course on Saturday mornings except in the month of (2) when she also went in the afternoon.

Examples of the videos they made are: giving advice about (3), dance classes or performances of plays.

The groups had to take their own (4) to use in the videos.

She especially enjoyed the (5) at the end of the course.

She wants to learn more about (6)

Vocabulary

Collocations: using your phone

- 1 Complete the sentences with a verb.

- I always use my phone to the time. I don't have a watch.
- I don't often friends. I prefer to send them a text message.
- I like to games on my phone. I especially like *Clash Royale*.
- I love to selfies when I go on a trip. I want to see myself with a memorable background.
- I don't often online when I don't have wifi. It uses too much data.
- I use Instagram to videos with my friends. We watch them and pass them on if they are funny.
- I usually friends when I want to see them. I rarely phone them because a quick message is much easier.
- I often music on my phone when I'm travelling on public transport – with headphones, of course!

ask, ask for, speak, talk, say and tell

- 2 Choose the correct option in *italics*.

- Would you ever *say / tell / speak* a lie if it could help someone?
- Sarah can *talk / tell / speak* Italian perfectly because she lived in Italy for 10 years.
- Mark was tired when he got home, so he *asked / said / told* goodnight to everyone and went straight to bed.
- Now I have social media, I don't *talk / ask / say* to my friends very often on the phone.
- I was lost, so I went into a shop to *ask for / ask the / ask help*.
- I wanted to *tell / say / talk* I was sorry, but Jordan didn't listen to me.
- Can you *speak / ask / tell* me your surname?
- My coach wants to *talk / say / ask* to my parents about my plans for next year.

Negative prefixes

- 3 Complete the sentences with the adjectives in the box and a negative prefix – *im-*, *in-* or *un-*.

believable comfortable complete correct
expensive friendly patient polite possible

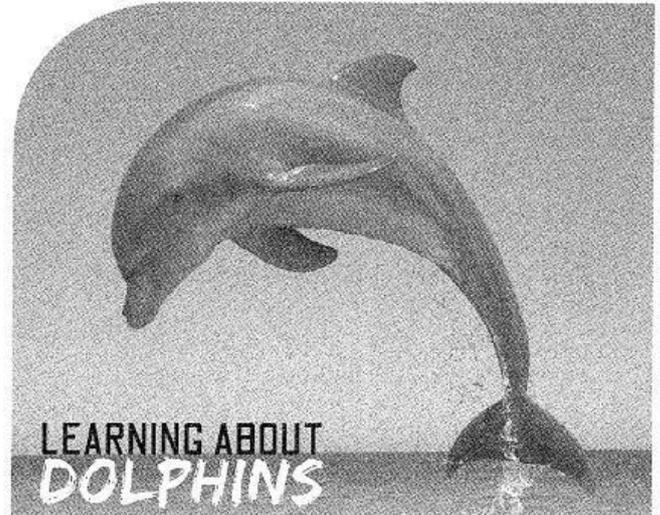
- It's to take the last biscuit on the plate.
- We lost one of the pieces, so the puzzle is
- You have to wait. Don't be so!
- It was an concert with amazing sound and a great audience!
- If your answer is, then the other team gets a turn.
- This problem is to solve. We'll never work it out.
- The bed in the hotel was really, so I didn't sleep well.
- Dancing is a fun and way to keep fit.
- No one spoke to me at the party. They were really

Reading Part 4

- Look at linking words and expressions like *before that*, *afterwards*, *later*, *in addition*, to help you decide which sentence is missing.
- Look at pronouns (e.g. *they / their / them; we / our / us*) in the sentences before and after the spaces to see if they make logical and grammatical sense.

Exam advice

- 1 Five sentences have been removed from the text. For each question, choose the correct answer. There are three extra sentences which you do not need to use.
- No one really knows the things they are saying.
 - Later we went to see the dolphins in the ocean.
 - My team chose to find out how dolphins communicate.
 - They enjoyed swimming in the sea with the dolphins.
 - We want to make people realise the importance of keeping the sea clean.
 - Because they couldn't see, they had to do this using their voices.
 - That's how scientists know they're marine animals, not fish.
 - Dolphins find out what's around them by using clicking noises.



LEARNING ABOUT DOLPHINS

My experience volunteering at a dolphin centre over the summer

I live in Western Australia, where there are loads of marine animals, but dolphins are among my favourites, so when I saw an advert for teenagers to take part in a volunteer project called *Dolphin Days*, I decided to join. As volunteers we had to work in groups to create information sessions and activities for children visiting the centre. This meant doing our own research about dolphins and deciding what was most interesting.

(1) We discovered that scientists think they actually have conversations with each other! (2) The dolphins may be talking about where the best fish are or if there is a dangerous shark in the area.

We can hear some of the noises dolphins make but they also make other sounds, which the human ear can't hear. I was surprised to find out that they find food using 'echolocation'. This is when a sound travels to an object, which gives an 'echo' – the sound comes back and can be heard again.

(3) When they hear their echo, the dolphins know the object's shape and size, and can decide if it is a fish or octopus, which might be good to eat, or just a rock.

The volunteer group I took part in invented an activity that was a lot of fun. First, we covered the children's eyes with a scarf. Then, they had to try and find different objects in the room.

(4) They discovered that if you go closer to an object, like a box, you can hear the sound coming back from it, but you have to listen very carefully!

These Dolphin Days were only a small part of a project to teach people that our oceans need to be respected and protected.

(5) This is essential to provide a safe home for the wildlife there.

Express yourself!

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Grammar

Reported speech

1 Rewrite the sentences in reported speech.

- 1 Jeff said, 'I don't want to go out late.'
Jeff said
to go out late.
- 2 Martha said, 'We are leaving in the morning.'
Martha said
in the morning.
- 3 He said, 'Zoe will come over at ten o'clock.'
He said
at ten o'clock.
- 4 She said, 'Harry's lived in that house all his life.'
She said
in that house all his life.
- 5 Sue said, 'I enjoyed the trip very much.'
Sue said
the trip very much.
- 6 The teacher said to us, 'You can't leave the room before the end of the test.'
The teacher said
the room before the end of the test.

Reported questions

2 Correct the mistakes in the direct questions.

- 1 John asked me if I was going to China.
John asked me, 'Were you going to China?'
Are you going
- 2 Gwen asked her teacher when he would give them the results.
Gwen asked her teacher, 'When would you give us the results?'
.....
- 3 Kevin asked Linda how many people Mia had invited to the party.
Kevin asked Linda, 'How many people have you invited to the party?'
.....
- 4 Anne asked Jack if he wanted to go to the beach.
Anne asked Jack, 'Do you wanted to go to the beach?'
.....
- 5 Robin asked me why I couldn't stay longer.
Robin asked me, 'Why can't I stay longer?'
.....
- 6 Jo asked Jenny where she had bought that dress.
Jo asked Jenny, 'Where do you buy that dress?'
.....



Reported commands

3 Look at the instructions for taking an exam and complete the reported commands.

- 1 'Write clearly.'
The teacher told us
- 2 'Don't use a pen.'
The teacher told us
- 3 'Be careful with spelling.'
The teacher told us
- 4 'Don't worry about understanding every word.'
The teacher told us
- 5 'Guess the meaning.'
The teacher told us
- 6 'Don't forget to bring an identification document.'
The teacher told us

4 Exam candidates often make mistakes with reported speech. Underline the mistakes in the sentences and correct them.

- 1 My teacher said me that my work was very good.
- 2 I asked the shop assistant if she can help me.
- 3 He told to me he would like to come and visit my country.
- 4 They told me if I wanted to come to their house for dinner.
- 5 She promised don't tell anybody.
- 6 I called my friend and told him I found his camera.

Indirect questions

5 Complete the indirect questions.

- 1 What time is it?
Could you tell me
- 2 Can I take a photo?
I was wondering if
- 3 Where is the IT department?
I'd like to know
- 4 How often do you look at your phone?
Could I ask you
- 5 Where does Thomas live?
Do you know

Writing Part 2 (A story)

- The story should have a beginning, middle and end. Use paragraphs to make this clear.
- You can write what people say as well as what they do in the story. You can use direct or reported speech.

Exam advice

1 Look at this exam task and a student's answer. Number the paragraphs in the correct order.

Your English teacher has asked you to write a story. Your story must begin with this sentence.
I was excited when I read the text message!

A

I shouted, 'Mum! I'm going to Paris to play in the championship!' but she didn't answer. I ran downstairs to find her. Unfortunately, I didn't see that my dog was coming out of the living room.

B

I fell hard on the floor and heard a horrible noise. Then, my arm started to hurt. Mum came out of the kitchen, looked at it and said, 'I think you've broken it!' That was the end of my trip to Paris.

C

I was excited when I read the text message! It was unbelievable! The volleyball club had chosen me to play in the team for the European championship.

2 Write the sentences with the correct punctuation.

Example:

Katie asked where are you going
Katie asked, 'Where are you going?'

- 1 Lucas said I've hurt my leg
.....
- 2 The police officer asked when did you arrive home
.....
- 3 Marina announced I'm going to America
.....
- 4 Charlie replied I don't know
.....

3 Write the sentences in Exercise 2 in reported speech.

Example:

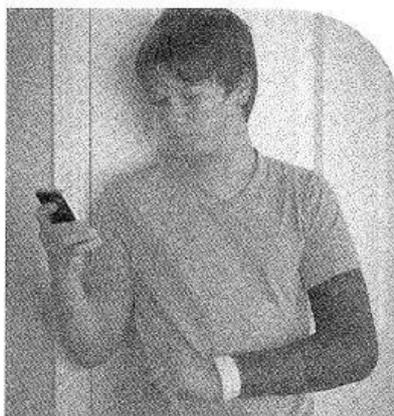
Katie asked where I was going.

- 1
- 2
- 3
- 4

4 Now answer this exam task. Write three or four paragraphs: the beginning, the middle and the end.

Your English teacher has asked you to write a story. Your story must begin with this sentence.
I slowly opened the box and looked inside.

Write your story in about 100 words. Try to use direct or reported speech.



Express yourself!