

## 2

### Exam Skills Trainer

#### Use of English

##### Strategy

When you have finished the task, read the whole text through again and check that the options you have chosen make sense. Check carefully for tense and general meaning.

- 5 Read the Strategy. Then read the text and choose the correct options (A–C) to complete the gaps.

##### Young Explorer

In December 2011, sixteen-year-old Amelia Hempleman-Adams became the youngest person ever to reach the South Pole on skis. During the expedition, she <sup>1</sup> \_\_\_\_\_ seventeen nights on the ice with her father and eight other explorers. Temperatures were freezing, and it was difficult to rest as <sup>2</sup> \_\_\_\_\_ were twenty-four hours of daylight. As a result, Amelia only slept for a <sup>3</sup> \_\_\_\_\_ hours every night. But it was an amazing adventure for Amelia. <sup>4</sup> \_\_\_\_\_ her school friends were studying for 'A' levels, she was skiing her way into the history books! Amelia took lots of homework with her. However, she didn't do very <sup>5</sup> \_\_\_\_\_! The books were too heavy to transport and they <sup>6</sup> \_\_\_\_\_ to take them out. Also, she was too tired at the end of a day's skiing to <sup>7</sup> \_\_\_\_\_ about school work, which isn't surprising! So why did she <sup>8</sup> \_\_\_\_\_ in such an exhausting trip? Amelia comes from a family of explorers. Her father is the famous British adventurer David Hempleman-Adams. David has made around thirty trips to the Arctic himself. <sup>9</sup> \_\_\_\_\_ an adventurous father, Amelia has two adventurous sisters, Camilla and Alicia. Alicia, aged eight, became the youngest person to stand at the North Pole, and Camilla, aged fifteen, became the youngest person to ski to the North Pole. Even their holidays were an adventure, because they went to so many exciting places. When Amelia was seven, they travelled <sup>10</sup> \_\_\_\_\_ America in a caravan. And when she was nine, they went to Japan and climbed Mount Fuji!



- |  |                                       |  |
|--|---------------------------------------|--|
| 1 <input type="checkbox"/> A took      | <input type="checkbox"/> B spent      | <input type="checkbox"/> C made        |
| 2 <input type="checkbox"/> A it        | <input type="checkbox"/> B there      | <input type="checkbox"/> C they        |
| 3 <input type="checkbox"/> A lot       | <input type="checkbox"/> B little     | <input type="checkbox"/> C few         |
| 4 <input type="checkbox"/> A During    | <input type="checkbox"/> B Through    | <input type="checkbox"/> C While       |
| 5 <input type="checkbox"/> A much      | <input type="checkbox"/> B lot        | <input type="checkbox"/> C many        |
| 6 <input type="checkbox"/> A needed    | <input type="checkbox"/> B must       | <input type="checkbox"/> C had         |
| 7 <input type="checkbox"/> A make      | <input type="checkbox"/> B think      | <input type="checkbox"/> C look        |
| 8 <input type="checkbox"/> A take part | <input type="checkbox"/> B take off   | <input type="checkbox"/> C take place  |
| 9 <input type="checkbox"/> A Not only  | <input type="checkbox"/> B As well as | <input type="checkbox"/> C Even though |
| 10 <input type="checkbox"/> A over     | <input type="checkbox"/> B into       | <input type="checkbox"/> C across      |

#### Speaking

##### Strategy

Before you come to an agreement, remember to discuss all the options in detail and discuss the advantages and disadvantages of the different options.

- 6 Read the Strategy. In pairs, read the exam task and the role-play information for Student A and Student B. Make a list of ideas for your own role and think about ways of suggesting them. Then do the role-play.

##### Student A

You and a friend want to go to a music event together. Discuss which event to go to with your partner. Suggest asking someone in your family to drive you there.

##### Student B

You and a friend want to go to a music event together. Discuss which event to go to with your partner. Suggest taking public transport.

#### Writing

##### Strategy

Plan your email carefully. Focus on developing each point, but also try not to include extra information that is not in the instructions for the task.

- 7 Read the Strategy. Then look at the exam task and the notes that a student has made for it. Match the notes with the points in the instructions for the task. Cross out any unnecessary notes.

You and your friends went hiking in the mountains and you nearly had an accident. Write an email to a friend in which you:

- 1 Describe the place.
- 2 Describe how you avoided an accident.
- 3 Give your personal opinion of the experience.
- 4 Invite your friend to go with you next time.

- |  |  |
|--|--|
| • beautiful scenery <input type="checkbox"/>             | • started out early <input type="checkbox"/>                       |
| • Mark pulled me back <input type="checkbox"/>           | • plan to go again soon <input type="checkbox"/>                   |
| • got very foggy <input type="checkbox"/>                | • got too near edge of cliff <input type="checkbox"/>              |
| • went with friends from school <input type="checkbox"/> | • taught me a lot <input type="checkbox"/>                         |
| • exciting, memorable <input type="checkbox"/>           | • had sandwiches and coffee at midday <input type="checkbox"/>     |
| • went hiking in the mountains <input type="checkbox"/>  | • beautiful sunshine later, saw some deer <input type="checkbox"/> |

- 8 You and a group of students made a film about your school. Write an email to a friend in which you:

- Explain whose idea it was and why you wanted to make it.
- Describe what is shown in the film.
- Give your personal opinion of the experience.
- Invite your friend to come round to watch the film.