Writing • PART 1

TIP

Be careful when you complete the sentence. Read the whole sentence to check that your words fit.

Look at questions 1–5 below. The sentences have been completed, but they are all wrong. Complete the sentences correctly:

1 Martina asked me 'Would you ..... join my band?'

2 Martina's band has played in concerts ..... two years.

3 Her old band was not ..... as her new one.

4 There ..... in Martina's band

5 You don't ..... pay anything to get into their concerts.

Part 1

Questions 1–5

Here are some sentences about playing in a band.
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 Last year, I was given a guitar by my father.

Last year, my father ..... a guitar. ***Answer:*** | 0 | gave me |

---

1 My friend Martina asked me if I wanted to join her band.

Martina asked me 'Would you ..... join my band?'

2 Martina's band started playing concerts two years ago.

Martina's band has played in concerts ..... two years.

3 Her new band is better than her old one.

Her old band was not ..... as her new one.

4 Martina's band has six people in it.

There ..... in Martina's band.

5 The tickets for their concerts are free.

You don't ..... pay anything to get into their concerts.

LIVEWORKSHEETS

Writing • PART 2

TIP

Use informal language for your messages and emails. Imagine you're talking to someone.

First, read question 6 below.

Make sure you understand what the situation is:

1 Who's going to the cinema?
2 When?
3 Why are you leaving a note for Dan?

Make notes on the following three points that you have to include:

- which cinema you're going to
- what film you plan to see
- what time you will meet Dan

Write your note in 35–45 words.

Read these students' answers.

1

Hi Dan
Tonight my friends and I are going to see a fil... in Sestri's cinema. Would you like to come? The film is very interesting: two tourists got lost into a wood and they must find the way to go out, but in the wood there is something else...
The film isn't for frightening people! If you decide to come, we'll meet at the bar near the cinema at 2.30p.m.
We are waiting for you!
Monika

2

Hello Dan,
I decided to go to the cinema Old Town
We would like to see film 'With out word'.
I will meet you outside cinema at 6.15pm. on Saturday see you here.
Boro

a) Do they both include all three points? Yes/No
b) Is any information wrong in either note? Yes/No

Make some changes so that notes 1 and 2 are better.

Part 2

Question 6

Dan, an American student who is staying with you, wants to go to the cinema tonight with you and your friends.

Write a note to leave for Dan. In your note, you should

- tell Dan which cinema you are going to
- say what film you plan to see
- suggest what time you will meet Dan.

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

LIVEWORKSHEETS

TIP

You're asked to use about 100 words in your answer. If you write less than 80 words you cannot get maximum marks; longer answers are not automatically given a lower mark, but they may contain information that is not relevant to the question.

Read question 7 opposite.

Read this student's answer.

Hello, Dear Sandra
I receved your letter last Monday I hope you well I think is the best for you visited a city, because in a city there a lots of place Interesting, museums, lake, sHops, Markets, and, churchs I think so you like it, and on the evening you can go out eating in an good restaurants, and dancin in an funny place, I think it very better the last week Holiday, we going to visiting countryside for 2 days, it's very quite and there are a beatiful scenery, we can walking in the mauntain.

This letter was marked Band 2 and described by the examiner as an 'inadequate attempt'. There are many mistakes and a lot of effort is needed from the reader. Correct the letter, paying particular attention to these basic mistakes:

- punctuation – no full stops, and wrong use of capital letters
- organisation – no paragraphs, no signature
- grammar – problems with singulars and plurals e.g. a lots of
- spelling – six mistakes

Look at the question again. Write a 100-word letter using your own ideas.

Read question 8 opposite.

Before you write, think about:

- the verb tenses you will use
- who the email was from
- what it said
- if it was a good or bad surprise
- what you did
- what the result was

Now write a 100-word story beginning *'I was really surprised when I read the email.'*

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 some English friends.

For our next holiday, we want to visit your country.
Is it best to spend our time in a city or in the countryside?
Which would you recommend and why?

- Write a letter, answering your friends' questions.
- Write your **letter** on your answer sheet.

Question 8

- Your English teacher has asked you to write a story.
- Your story must begin with this sentence.

I was really surprised when I read the email.

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

LIVEWORKSHEETS

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

Listening • PART 1

TIP

It's not a good idea to change your answers when you are transferring them to the answer sheet.

Read questions 1–7 below and opposite and look at the pictures. Underline any important words in the questions.

Think about some vocabulary which you think you'll hear on the recording, e.g.

Question 1: *earrings, watch, pen*

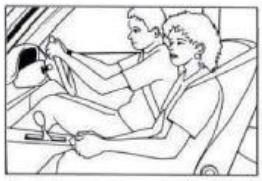
Listen to the recording and answer the questions. Remember you will hear each recording twice.

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: How did the woman get to work?



A ☑



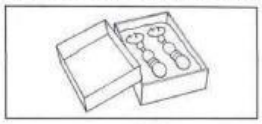
B ☐



C ☐

---

1 Which present has the girl bought her mother?



A ☐



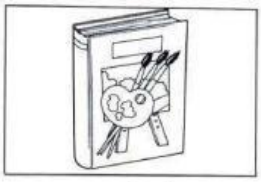
B ☐



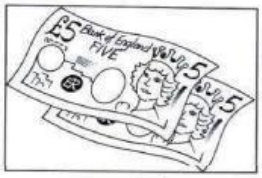
C ☐

LIVEWORKSHEETS

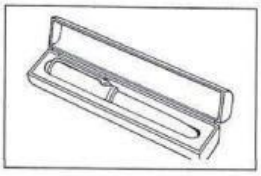
2 What will the prize be in the painting competition?



A ☐



B ☐



C ☐

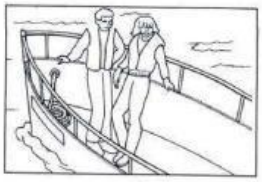
3 Which photo does the girl dislike?



A ☐



B ☐

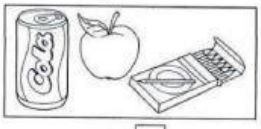


C ☐

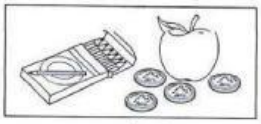
4 What should the students take on the school trip?



A ☐

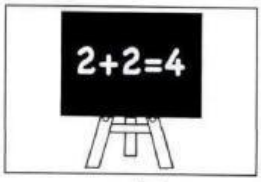


B ☐

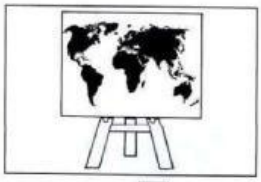


C ☐

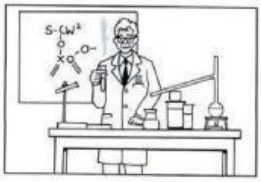
5 Which subject does the boy like best?



A ☐



B ☐



C ☐

6 What time is the dance class today?



A ☐



B ☐



C ☐

7 Which vegetables do they decide to put in the curry?



A ☐



B ☐



C ☐

LIVEWORKSHEETS

Listening • PART 2

TIP

If you have problems answering any of the questions, think about how you would answer it in your own words. Then look at the A/B/C choices again.

You're going to hear a man talking to a group of people about the band he plays in. Don't look at the questions opposite yet.

First, listen to the recording and write your own answers to questions 8–13.

Question 8

The music that the band plays is …

Question 9

The members of the band …

(This is a difficult question to complete because it's very open. Think about what all the members of the band have in common.)

Question 10

The band will only play your favourite song if …

Question 11

How many people are there in the band?

Question 12

Why was Bob chosen to join the band?

Question 13

Where does the band perform *most regularly*?

Now look at the A/B/C choices for questions 8–13 opposite.

Listen again, and choose the correct answer.



LIVEWORKSHEETS

Part 2

Questions 8–13

You will hear a man talking to a group of people about the band he plays in.
For each question, put a tick (✔) in the correct box.

---

8 The music that the band plays is

- **A** easy for people to dance to. ☐
- **B** intended for young people. ☐
- **C** nice to hear while you're eating. ☐

9 The members of the band

- **A** all do similar jobs. ☐
- **B** have all studied music. ☐
- **C** all play music for pleasure. ☐

10 The band will only play your favourite song if

- **A** you ask them before the party. ☐
- **B** you give them the music. ☐
- **C** it is from the 1970s. ☐

11 How many people are there in the band?

- **A** six ☐
- **B** eight ☐
- **C** twelve ☐

12 Why was Bob chosen to join the band?

- **A** He was good at playing guitar. ☐
- **B** They were looking for a singer. ☐
- **C** They heard him singing somewhere. ☐

13 Where does the band perform most regularly?

- **A** in a hotel ☐
- **B** on a boat ☐
- **C** at weddings ☐

LIVEWORKSHEETS

TIP

Listen carefully. If the answer is a date (for example question 14 below), you will probably hear two or more dates on the recording. Make sure you choose the one that is correct for the question.

Read the instructions and questions about climbing holidays in North Wales.

The answers have already been filled in. All these words are mentioned on the recording but unfortunately they are not the right answers.

Listen to the recording and correct the information.

Part 3

Questions 14–19

You will hear part of a radio programme about climbing holidays in North Wales.
For each question, fill in the missing information in the numbered space.

Climbing in North Wales

- The Climbing Centre first opened in **(14)** .....
- Climbing courses are held from March until **(15)** .....
- Accommodation for a maximum of 70 people

The Four-day Course

Costs £280. Includes everything except **(16)** .....

Day One

How to use a **(17)** .....

Day Two

Understanding the weather

Days Three and Four

Two-day trip with one night in a **(18)** .....

Evening activities in the Centre

TV or **(19)** .....

LIVEWORKSHEETS

TIP

Be careful when you transfer your answers to the answer sheet. And remember to put a ✔ in the correct box, not a ✘.

Read the instructions and sentences 20–25 below.

Underline the main verbs in each sentence, and any other pieces of information that you will have to listen carefully for.

Look carefully at the underlined verbs in sentences 21, 23, 24 and 25. Think about how these might be expressed in the conversation.

Listen to the conversation between Jack and Sarah about learning to drive.

Answer as many of the questions as possible. If you have difficulty deciding whether a sentence is correct or incorrect, turn it into a question. It's sometimes easier to work with questions rather than statements, e.g. Question 20: *Does Jack think his driving teacher's instructions are clear?*

Listen to the conversation again and check your answers.

Part 4

Questions 20–25

Look at the six sentences for this part.
You will hear a conversation between a boy, Jack, and a girl, Sarah, about learning to drive.
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	Jack thinks that his driving teacher's instructions are clear.	☐	☐
21	Sarah agrees that learning to brake quickly is difficult.	☐	☐
22	Jack thinks he will be nervous on the day of the test.	☐	☐
23	Sarah feels sure that Jack will pass his driving test.	☐	☐
24	Sarah allows other people to drive her car.	☐	☐
25	Jack intends to save his money to buy his own car.	☐	☐

LIVEWORKSHEETS

Speaking • PART 1

TIP

In this part of the Speaking Test, don't interrupt when your partner is speaking.

In this part of the test, you may be asked questions about your study and your plans.

Think what you would say about:

- what you're studying or where you're working at the moment
- what languages you speak, and what you will do with English in the future
- what you would like to do in the future – for study, for work, etc.

Speaking • PART 2

TIP

You only have about two or three minutes for this part of the test. You and your partner(s) should try and say something about all of the ideas on the picture sheet.

Read what the examiner will say to you in Part 2 and look at the ideas for the different kinds of museums on the Picture Sheet on page 108.

At the end of this part, you and your partner(s) might want to talk about which museum will be the most interesting. Look at the language below:

Language box – ending the discussion

What have we decided?
What do you think we should choose?
Shall we choose one?
Let's choose / go for …
OK, we've decided.
So, we think he/they should …

Read the final part of the conversation between three students about this task. Do they use any of the language from the box above?

Student 1: So, we've talked about all the different museums. Which will be the most interesting? What do you think we should choose?
Student 2: Well, I think they should go to the space museum because it's modern and they can do lots of things there.
Student 3: I don't think many people are interested in space. For me the animals look the most interesting.
Student 1: I'd like that one, but the other one that looks nice is the history of clothes.
Student 2: Well, let's go for the animal one. You both think that's good and I'm happy with that too.
Students 2 & 3: OK.

If you're working with a partner or partners, do this task from the beginning.

Part 2 (2–3 minutes)

Suitable for groups of three and pairs

Interlocutor: *Say to both / all candidates:*
I'm going to describe a situation to you.
A group of friends is visiting a **large city**. They want to choose a **museum** to go to. Talk together about the different **types** of museum they can visit and say which will be the most **interesting**.
Here is a picture with some ideas to help you.
*Indicate **Picture Sheet** on page 108 to the candidates. **N.B.** One A3 sheet to be shared.*
I'll say that again.
A group of friends is visiting a **large city**. They want to choose a **museum** to go to. Talk together about the different **types** of museum they can visit and say which will be the most **interesting**.
All right? Talk together.
Allow the candidates enough time to complete the task without intervention. Prompt only if necessary.
Thank you.

LIVEWORKSHEETS

Speaking • PARTS 3 AND 4

TIP

If you're working in a group of three, make sure all of you have the chance to speak in Part 4.

PART 3

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

Read this description of photograph 7 on page 109:

'I can see a man who's working on his laptop with his left hand and he's eating something at the same time. He looks a bit worried. I think he could be at work, or maybe he's taken his laptop to a restaurant, and he's eating lunch. He's wearing a white suit and a red tie, and in the background I can see some other people who are also eating lunch. I think it's a self-service restaurant at their office. He is the only person with a computer, so maybe he's late with some work. I don't think it's very good for him to eat and work at the s ame time. He should relax during his lunch break.'

Check that this description includes something about:

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

Use photographs 8 and 9 to practise doing a similar-style description. Time yourself. See what one minute feels like.

PART 4

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

You are asked to talk about when you use computers, and how you will use computers in the future.

'I use my computer for my studies. I have one at home and there are also ones we can use at school. I don't use them in lessons, but I use them if I want to write an essay, or if I want to find something out on the internet. And of course I use them for homework and for making things look good. My handwriting is terrible so computers are really good for me. What about you? When do you use computers?'

Continue the conversation. Then talk about how you will use computers in the future.

Part 3 (3 minutes)

Interlocutor: *Say to both / all 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 someone using a **computer**.
Candidate A, here is your photograph. *(Indicate photograph 7 on page 109 to Candidate A.)* Please show it to Candidates B and C, but I'd like you to talk about it. Candidates B and C, you just listen, I'll give you your photographs 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 someone using a **computer**. *(Indicate photograph 8 on page 109 to Candidate B.)* Please show it to Candidates A and C and tell us what you can see in the photograph.

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

Interlocutor: Now, Candidate C, here is your photograph. It also shows someone using a **computer**. *(Indicate photograph 9 on page 109 to Candidate C.)* Please show it to Candidates A and B and tell us what you can see in the photograph.

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

Part 4 (3 minutes)

Interlocutor: *Say to both / all candidates:*
Your photographs showed people using **computers**. Now, I'd like you to talk together about times when **you** use computers and say what you think you will use them for in the **future**.
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