

Project notes

Project 1: Advertisements (Unit 1)

This project can be set when students have completed Unit 1. In that unit their Writing assignment was to create an advertisement for a specific product.

In this project, students create a complete advertisement page for any products, places or services, etc. that they like.

This project could be done in small groups if students choose to create at least two pages with a number of advertisements arranged to make complete pages.

The project page is self-explanatory and provides students with the information they need to complete the project.

If you wish, point out:

- the task is to create at least a whole page, not necessarily just one advertisement
- that students can choose to create two facing pages if they wish which can contain one advertisement or several
- that the fewer the words and the simpler the illustration, the more important it is to choose the words carefully and get a good image.

Encourage the class to look at magazine advertisements before they create their own. Most importantly, remind them that they may not copy what already exists in a magazine or on the internet. They must write their own words and create their own design.

If possible, use part of a lesson to display and discuss students' finished advertisement pages.

Ask the class to judge which advertisement or advertisements they think are:

- the most eye-catching
- the most persuasive
- the best designed and produced.

Some of your students may be very good at creative design and be able to produce work of a very good standard.

Make sure students keep their projects in their writing files if you plan to do Project 6.

Project 2: An entertainment review (Unit 4)

This project can be set after students have completed Unit 4. Their Writing assignment in that unit was to review a TV documentary.

In this project, students choose an entertainment of any kind and write a review of it.

The project page gives students all the information they need to complete it. Tell them to read it carefully so that they understand the task.

Point out that the page:

- gives them ideas of what to review
- gives them ideas of what to include in the review
- tells them what they should not include.

Remind them to illustrate their review to get the reader's attention.

When students have completed their reviews choose a suitable method of presentation to the class. Use one or more of these methods or your own idea:

- ask some or all of the class to read out their reviews
- display all the reviews and give students some time during a lesson to look at each other's work
- divide the class into groups; each one passes their reviews to the next group; students read and pass the reviews around the group; they give them to the next group when they have read them all.

Make sure students keep their reviews if you plan to do Project 6.

Project 3: A magazine travel feature (Unit 6)

This project can be set when students have completed Unit 6. Their Writing assignment was to write about a place they know well.

In this project they can write about places anywhere in the world.

They can also include other magazine features such as advertisements for travel products and services.

This project lends itself to group work as students can divide up the pages and contribute different elements.

The project page contains all the information and advice that students need to complete it.

Point out that they should:

- create at least two pages but they can do more if they wish
- do accurate research of any place they do not know personally
- aim to include more than one type of writing from the four suggested
- think about how the pages look and how attractive they are to the reader.

Remind the class not to copy information from the internet or cut out magazine articles and reproduce them as their own work.

Remind them to use their own experience as much as possible to help them produce original work.

When all the projects have been completed, divide the class into groups. Students pass their projects round their own group. Give them time to read them.

Ask the groups to choose the best one or two projects from their group. Ask them to show it/them and say why they have chosen it/them.

Display all the finished projects, if possible but at least the best ones, so that students have a chance to look at each other's work.

Make sure students keep their magazine travel features if you plan to do Project 6.

Project 4: An informative magazine article (Unit 8)

This project can be set when students have completed Unit 8.

The page gives students the information they need to complete the project but remind them to read it carefully so that they understand what they can choose to include.

Point out that they can choose any topic that interests them but if they choose something very popular they must include extra information or a variety of different kinds of information to make their article different to all the others that might be written on the same subject. Explain that it will be very boring for you and the class to read ten almost identical articles about a favourite football team.

Advise the class to include at least two different sections. They may use two or more pages.

Point out the advice under *How to develop your ideas*.

Remind the class that in any creative work, time spent planning is time well spent.

Tell them to think about what they are going to do before they start.

Choose a suitable method or methods for your class to look at the finished projects:

- by display
- by individuals presenting their work
- by passing all the projects around the whole class divided into groups
- by groups of students looking at their own group's work.

Look at the best ones with the class if appropriate.

Make sure students keep their projects safely if you plan to do Project 6.

Project 5: A magazine opinion page (Unit 9)

This project can be set when students have completed Unit 9.

It gives students the opportunity to write different views about an issue that they think is important.

Point out that they must be able to write different opinions making different points in order to give a varied view of the issue.

Go through the page with the class and make sure they understand the various methods they could choose of presenting opinions.

Make sure they understand that:

- they only need to use one method of presenting the opinions
- if they only use one page, most of it should be writing with a little illustration
- if they use two pages, the illustration can take more of the space.

When the projects are completed, choose a suitable method of students sharing their work with the class, e.g. by display or by reading in groups.

This project in particular may be appropriate for reading aloud and the best opinion page/s could be read to the class by one or more students.

Make sure students keep their work for Project 6 if you intend to set this for the class.

Project 6: A complete magazine

This page shows students the various ways they can put their work together to make a magazine as a group project.

If they have only a few pages between them, they may need to use them all.

If they have many pages, they may wish to choose the best pages and/or the best combination of pages to make a good magazine.

The main skill for this project is editorial:

- arranging the pages in an appropriate order
- thinking of the title for the magazine
- designing the front and back covers.

If possible, allocate a lesson for students to look through all the magazines.

Discuss the best features of each one.

Ask the class which one/s they think has/have the most original ideas and are evidently students' own work and writing.

If appropriate, you may wish to choose the best (or best two or three). However, if students have put together original work carefully and thoughtfully, they will all have achieved something significant and worthy of congratulations.

SB pp132–135

... and finally

These pages give students the opportunity to look back at some of the cross-curricular work they have done. They can be used in class with students working in pairs or groups, independently at home or both.

The photos show places that have been illustrated and/or described in *English World 7–9*. Some places they will find easy to recognise. Others they may need to work out by process of deduction and elimination.

pp132–133

Students write the number of the location next to the correct picture.

Answers		
16	5	26
7	20	4
21	14	12
24	25	28
19	29	2
13	11	15
27	18	3
9	23	1
30	8	22
17	6	10

pp134–135

The map shows only those places in the world that have been included in the course in cross-curricular work. It is not a detailed world map nor does it show all national boundaries.

Students find the location in the world for each picture they identified on the previous pages. They write the number of the photo next to the correct location.

Answers			
1 photo 27	2 photo 28	3 photo 1	
4 photo 19	5 photo 13	6 photo 16	7 photo 5
8 photo 7	9 photo 10	10 photo 6	11 photo 12
12 photo 14	13 photo 29	14 photo 4	15 photo 17
16 photo 30	17 photo 18	18 photo 20	19 photo 8
20 photo 22	21 photo 24	22 photo 2	23 photo 25
24 photo 11	25 photo 23	26 photo 26	27 photo 9
28 photo 21	29 photo 15	30 photo 3	

Word list

What is in the list:

- The list for each unit contains words from the reading text that may be new or which the students have not seen often before. Other words may be quite familiar.
- The words are listed in the order in which they appear in the text.
- The class of each word as used in the reading text is given. Many words in the list can be used as other word classes but these are not given here.

These lists are also at the back of the WB.

Unit 1

emission n
greenhouse n
deforestation n
affect v
absorb v
carbon n
global adj
hectare n
thrive v
terrestrial adj
biodiversity n
storehouse n
diversity n
species n
orang-utan n
extinction n
essential adj
crucial adj
access n
conservation n
flood n
current adj
population n
depend v
resource n
rely v
shelter n
Philippines n
forum n
preserve v
donate v

Unit 2

absolutely adv
appeal v
favour n
appropriate adj

reputation n
risk n
superior adj
appreciate v
genre n
repertoire n
range n
quartet n
piece n
frankly adv
outstandingly adv
talented adj
conduct v
based v
chamber n
exceptionally adv
live adj
desirable adj
catch on v
justifiably adv
merit n
basically adv
standard n
notoriously adv
unreliable adj
drop out v
suffer v
emphasis n
superiority n
dependability n
potentially adv
embrace v

Unit 3

binoculars n
column n
pray v
woods n
pole n

truck (US) n
mile n
glad adj
beacon n
blink v
bump n
distressed adj
bodies n
lamp n
horn (car) n
couple n
ridge n
flame n
rise v
highway n
faint adj
broadcast v
plant v
pretty adv

Unit 4

share v
relate v
leading adj
ivory n
outback n
wallaby n
episode n
concentrate v
experiment n
convince v
oppose v
law n
prevent v
issue n
disturbing adj
faint-hearted adj
relationship n
eminent adj

involve v
bully v
mascara n
balanced adj
aware adj
regulate v
code n
replacement n
procedure n
reduction n
refinement n
high-tech adj
crucial adj
cancer n
apparently adv
misleading adj
response n
drug n
stress n
endure v
affect v
relieve v
pose v

Unit 5

locker n
locker room n
jog v
deserve v
gain v
talented adj
locate v
overbalance v
clumsy adj
stuff v
packet n
shocked adj
shove v
pause v

glare v
cafeteria n
snitch v
cheat v, n
shatter v
career n
shrug v
slap v
finalise v
outstanding adj
devastate v
shame n

Unit 6

frequent adj
vibrant adj
span v
link v
financial adj
resident n
aspect n
clog v
commuter n
blare v
can n
plenty adv
splendour n
visual adj
inspiration n
stunning adj
dome n
soar v
church n
mosque n
uplifting adj
establish v
conquer v
besiege v
capture v
ambition n
wealth n
fortress n
dazzle v
outlook n
population n
aspiration n
oasis n
descend v

passion n
pedestrian n
pedestrianised adj
fond adj
brand n
prominent adj
irresistible adj

Unit 7

diplomat n
mansion n
blaze v
innumerable adj
station v
livery n
groom n
plume n
emerge v
satin n
ermine n
cautiously adv
clatter n
baize n
porch n
grand adj
fever n
aim n
ensure v
entirely adv
advance v
dainty adj
squeak v
clutch v
bow n
ribbon n
petticoat n
slipper n
inspect v
critically adv
hasty adj
scurry v
hem n
gossamer n
garment n
thimble n
tulle n
eclipse v
buckle n

tone n
survey v
tack v
determined adj
shyly adv
embrace v
blush v
rumple v
alter v
fault n

Unit 8

human adj
achievement n
fly n
succession n
chimpanzee n
guinea pig n
tortoise n
rat n
orbit v, n
transportation n
system n
program (US) n
mission n
satellite n
probe n
artificial adj
gas n
spurt v
rate n
scale n
fuel n
combine v
combustion n
chamber n
chemical adj
reaction n
nozzle n
stack n
solid adj
booster n
external adj
orbital adj
main adj
sufficient adj
sequence n
stage (step) n

take over v
ignite v
build up v
maximum adj
thrust n
point n
irreversible adj
horizontal adj
maintain v
altitude n
orbiter n
involve v
achieve v

Unit 9

automobile n
gasoline n
luxury n
concerned adj
increase v, n
exhaust n
release v
contributor n
decrease n
respiratory adj
estimate v
premature adj
diabetes n
obesity n
lack n
option n
sensitive adj
invade v
supply n
impact n
catastrophe n
campaigner n
deal with v
straightforward adj
remote adj
rural adj
efficient adj
address v
congestion n
pile-up n
hardship n
investment n
alternative n

situation n
brisk adj
energetic adj
beneficial adj

Unit 10

tough adj
guy n
imposing adj
atmosphere n
defiance n
respect n
tremble v
cunning adj
old-fashioned adj
pointless adj
contradict v
jeer v
sneer v
compensate v
victim n
casually adv
push around v
demonstrate v
humiliate v
kid n
swallow v
bar v
derisive adj
assert v
mock v
mist n
bother v

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Introductory notes to the teacher

The practice tests in *English World Exam Practice Book 9* are intended to consolidate and assess the language, topics and skills which the students meet as they study *English World 9*. The tests highlight strengths, weaknesses and outcomes of student performance so that teachers can monitor students' progress and adjust the pace and coverage of their teaching accordingly. The practice tests also replicate exercise types and tasks which are commonly found in state examinations and in the external examinations of well-known awarding bodies.

The practice tests in the Exam Practice Book are intended to be used in class for class tests. It is a good idea to keep these books in a secure location and give them out to your students and collect them in again during the classes when you wish to give a test or part of a test.

This table indicates which units of the course materials each test covers:

Coverage

Test number	Coverage
Test 1 (unit)	Units 1 and 2
Test 2 (unit)	Units 3 and 4
Test 3 (unit)	Units 5 and 6
Test 4 (term)	Units 1 to 6
Test 5 (unit)	Units 7 and 8
Test 6 (unit)	Units 9 and 10
Test 7 (term)	Units 1 to 10

The following table suggests how much time to allow for each section in the unit tests and term tests.

Unit Tests and Term Tests

Section	Approximate time to allow
Grammar and Vocabulary	40 minutes
Reading	30 minutes
Listening	20 minutes
Speaking	up to 10 minutes per pair
Writing	30 minutes

Conducting the tests

The tests should only be given at the end of the teaching units, once the activities and tasks in the SB and WB for those particular units have been completed. Please note which units particular tests cover.

Content and progression of the tests

The tests focus on the new vocabulary, structures, functions, skills and topics introduced and practised in particular units of the SB and WB. For example, Test 1 focuses on the language of Units 1 and 2 and Test 5 focuses on the language of Units 7 and 8. As shown in the table, Test 4 and Test 7 are summative in nature. Test 4 covers Units 1 to 6. Test 7 covers Units 1 to 10.

Please note that each test presupposes a knowledge of preceding material. Thus, while the focus of Test 1 is the language of Units 1 and 2, it will contain language from previous levels of the course. And, while the focus of Test 5 is the language of Units 7 and 8, it will contain language from previous levels of the course together with the language from Units 1 to 6 of *English World 9*.

The written tests

The written tests contain four parts: grammar and vocabulary, reading, listening and writing. These tests can be given in the order presented in the materials as a single test. Alternatively, the tests can be broken into their sections and given in different order. An example of this might be, that a grammar and vocabulary section is covered in one class, followed by the reading and listening sections in the next class and finally the writing section in a third class.

Speaking tests

Speaking tests should last around ten minutes. If possible, the speaking tests should take place in a small room with only the students and the teacher/s in attendance. It is important to allocate the same amount of time to all students, to give them all a fair and equal opportunity to show their speaking skills. Students should take the tests in pairs. There are two speaking tasks in each speaking test.

Task 1

Students should perform a role play. Before the students do the role play, nominate one student as Student 1 and the other student as Student 2 (it is not important which student is which).

Give Student 1 Task 1 card A, Give Student 2 Task 1 card B (you should copy both cards from the Teacher's Guide, p202 before the test). Give the students one minute to read their cards and prepare their part of the role play. Do not allow the students to read each other's card.

After a minute, Student 1 and Student 2 follow the instructions on cards A and B and perform the role play. After three minutes (or before, if the students are no longer talking), stop the role play and collect Task 1 cards A and B.

Task 2

Give the students one minute to prepare their presentations. They should do this by looking at their respective pictures (picture A for Student 1 and picture B for Student 2). They should also read their respective cards (Task 2 card A for Student 1 and Task 2 card B for Student 2).

Student 1 delivers his or her presentation for two minutes then the students discuss the topic for about a minute. After that, Student 2 delivers his/her presentation for two minutes then the students exchange comments about the topic for about a minute.

After both presentations and discussions are completed, bring the speaking test for that pair of students to an end.

Assessing student performance

It is recommended that you follow one of three ways below to allocate marks to each pair of students as they do their speaking tests.

You can work alone, listen to the students and note down their performance as they speak. You can then award final marks after the students leave the room.

You can work with a colleague. One teacher conducts the test while the other teacher listens and assesses performance. After the students leave the room both teachers discuss performance and award scores. In cases where teachers disagree, the assessing teacher should have the final say.

You can record each session of the speaking test and assess the performance by listening to the test again later and awarding scores as you listen to the recording.

Speaking criteria: Unit and Term Tests

After each test taker's **Unit or Term Speaking Test**, use the speaking criteria below to award an overall speaking mark of between 0 marks to 7½ marks in each of the **two speaking tasks**. The speaking criteria contain five traits. For each trait you can award a score of 0 or ½, 1 mark or 1½ marks, according to the performance of each test taker. After you award scores for each trait, add the five scores together to obtain an overall mark for that task. Then **add the two scores** for each of the two speaking tasks together to obtain an overall assessment mark of the test taker's speaking performance.

TRAIT	Award 1½ marks for	Award 1 mark for	Award 0 or ½ marks for
Pronunciation, stress and intonation	good overall pronunciation, despite a few minor errors of stress, intonation or pronunciation	pronunciation that sympathetic listeners can follow despite errors	no or minimal responses; pronunciation errors that make responses difficult to follow
Task achievement	responses that cover all or almost all of the task requirements	incomplete but relevant responses or responses which are partially relevant	no or minimal responses; no relevant content in the responses
Vocabulary and grammar	responses with an accurate knowledge and appropriate use of vocabulary and grammar; no or few serious errors	responses in which the knowledge of grammar and vocabulary is sufficient to do the task despite noticeable errors	no or minimal responses or numerous errors; knowledge of vocabulary and grammar not up to the task
Interaction (mainly Task 1)	language that is used effectively to engage and to respond to the other speaker	language that, despite misunderstanding or repetition, engages and responds to the other speaker	no or minimal responses; very little attempt, effort or success in engaging in meaningful interaction
Communication and fluency	responses that are coherent, effective and fluent relative to the tasks; good overall language skills	responses that convey the message to a sympathetic listener; moderate spoken language skills	no, minimal or slow and ineffective responses; very poor or poor spoken language skills

A sample grade:

TRAIT	Task 1 marks			Task 2 marks		
	1½	1	0 or ½	1½	1	0 or ½
Pronunciation, stress, etc.		1		1½		
Task achievement	1½				1	
Vocabulary and grammar	1½				1	
Interaction (mainly Task 1)		1				½
Communication and fluency	1½			1½		
Overall score:						12 marks

Writing criteria: Unit and Term Tests

After collecting the two writing tasks for each test taker's **Writing Test** use the writing criteria below to award an overall writing mark of between 0 to 7½ marks in each of the **two writing tasks**. The writing criteria contain five traits. For each trait you can award a score of between 0 or ½, 1 mark or 1½ marks, according to the performance of each test taker. After you have awarded a score for each trait, add the five scores together to obtain an overall mark for that task. Then **add the scores** for each of the two writing tasks together to obtain an overall assessment mark of the test taker's writing performance.

TRAIT	Award 1½ marks for	Award 1 mark for	Award 0 or ½ marks for
Spelling and punctuation	good overall spelling and punctuation despite minor errors or misspellings	responses in which readers can follow the message despite some errors	no responses; errors which make texts difficult to follow
Task achievement	excellent responses that cover all or almost all of the task requirements; responses that are the right length	incomplete but relevant responses or responses which are partially relevant; responses that may be too long or too short	no or minimal responses; no relevant content in the overall response; responses that may be very short
Vocabulary	responses with an accurate knowledge and appropriate use of vocabulary; no or few serious errors	responses in which the knowledge of vocabulary is sufficient to do the tasks despite noticeable errors	no responses; numerous errors; omissions; lack of knowledge of vocabulary
Grammar	responses with an accurate knowledge and appropriate use of grammar; no or few serious errors	responses in which knowledge of grammar is sufficient to do the tasks despite noticeable errors	no responses; numerous errors; lack of knowledge of grammar
Communication and fluency	responses that are coherent, effective and fluent relative to the tasks; good overall language skills	responses that convey the message to a sympathetic reader; moderate language skills	no, minimal or ineffective responses; very poor or poor language skills

A sample grade:

TRAIT	Task 1 marks			Task 2 marks		
	1½	1	0 or ½	1½	1	0 or ½
Spelling and punctuation		1				½
Task achievement		1			1	
Vocabulary			½		1	
Grammar		1				½
Communication and fluency			½			½
Overall score:						7½ marks

Guidance for marking varying lengths of response

If a student's response for a task is 99 words or fewer, mark as normal. Award marks of zero, $\frac{1}{2}$ a mark, 1 mark or $1\frac{1}{2}$ marks for each trait, according to the performance of the candidate. Then deduct five marks from the total. In this way an excellent piece of writing could receive a maximum of $2\frac{1}{2}$ marks for that task.

If a student's response for a task is between 100 to 125 words, mark as normal. Award marks of zero, $\frac{1}{2}$ a mark, 1 mark or $1\frac{1}{2}$ marks for each trait, according to the performance of the candidate. Then deduct $2\frac{1}{2}$ marks from the total. In this way an excellent piece of writing could receive a maximum of 5 marks for that task.

If a student's response corresponds to the correct word length (140–160 words long), is ten per cent or less shorter than the lower word limit (between 126–139 words long) or exceeds the upper word limit by ten per cent or fewer words (between 161–176 words long), award marks of zero, $\frac{1}{2}$ a mark, 1 mark or $1\frac{1}{2}$ for each trait, according to the performance of the candidate.

If a student's response exceeds 176 words, all content above 176 words should be ignored. Award marks of zero, $\frac{1}{2}$ a mark, 1 mark or $1\frac{1}{2}$ marks for each trait up to the total of 176 words, according to the performance of the candidate.

Exam Practice Book Answer keys

Test I Answer key

Grammar and Vocabulary

- 1 5 marks: (10 x ½)
1 one 2 the 3 what 4 but 5 So 6 if/whether
7 they 8 soon 9 who 10 about
- 2 5 marks: (5 x 1)
1 must be told 2 if/whether there had been 3 what they could do 4 ought to / should be done 5 how many concerts had been held
- 3 5 marks: (10 x ½)
1 have been holding 2 has caught on 3 was organised 4 attended 5 were taking place 6 support 7 had been collected 8 will be needed 9 would help 10 will be
- 4 5 marks: (10 x ½)
1C 2B 3A 4B 5D 6A 7B 8C 9B 10D
- 5 5 marks: (10 x ½)
1 risk 2 talented 3 superior 4 absolutely 5 reputation 6 appreciate 7 repertoire 8 exceptionally 9 emphasis 10 reliable
- 6 5 marks: (10 x ½)
1 deforestation 2 quartet 3 interlude 4 hectare 5 genre 6 storehouse 7 merit 8 dependability 9 shelter 10 orang-utan

Reading

- 1 6 marks: (6 x 1)
1B 2D 3A 4C 5A 6C
- 2 7 marks: (7 x 1)
1H 2F 3B 4G 5I 6A 7D
- 3 7 marks: (7 x 1)
Para 2 F Para 3 E Para 4 C Para 5 B Para 6 H
Para 7 G Para 8 A

Listening

- 1 7 marks: (7 x 1)
2G 3C 4A 5H 6E 7D 8F
- 2 7 marks: (7 x 1)
1 new products 2 quite funny 3 what to buy 4 things they don't need 5 are shown (on TV) 6 tell the truth 7 be/get confused (by adverts)
- 3 6 marks: (6 x 1)
1C 2A 3C 4A 5B 6B

Speaking

- 1 and 2 Up to 15 marks
Please refer to the speaking criteria on p180 of the Teacher's Guide to award marks for the two speaking tasks.

Writing

- 1 and 2 Up to 15 marks
Please refer to the writing criteria on p181 of the Teacher's Guide to award marks for the two writing tasks.

Test 2 Answer key

Grammar and Vocabulary

- 1 5 marks: (10 x ½)
1 replacement 2 convinced 3 concentration 4 disturbing 5 relief 6 opposed 7 relationship 8 balanced 9 response 10 involved
- 2 5 marks: (5 x 1)
1 had been broadcast 2 could have gone 3 seeing the wallabies 4 (Having been) Destroyed 5 (who was) a scientist
- 3 5 marks: (10 x ½)
1 recruits 2 was / had been damaged 3 have been helping 4 will prevent 5 was planting 6 examined 7 am going to share 8 should have kept 9 hadn't given 10 posing
- 4 5 marks: (10 x ½)
1C 2A 3B 4A 5D 6C 7A 8D 9B 10D
- 5 5 marks: (10 x ½)
1 distressed 2 binoculars 3 plant 4 column 5 pretty 6 balanced 7 stress 8 apparently 9 eminent 10 relieve
- 6 5 marks: (10 x ½)
1 woods 2 mascara 3 truck 4 lamp 5 code 6 highway 7 wallaby 8 refinement 9 response 10 drug

Reading

- 1 6 marks: (6 x 1)
1D 2B 3C 4A 5A 6C
- 2 7 marks: (7 x 1)
1G 2C 3H 4A 5E 6I 7B
- 3 7 marks: (7 x 1)
Para 2 F Para 3 C Para 4 E Para 5 A Para 6 H
Para 7 B Para 8 G

Listening

- 1 7 marks: (7 x 1)
2F 3A 4B 5H 6E 7G 8D
- 2 7 marks: (7 x 1)
1 (student) travel magazine 2 children's stories 3 (his) aunt (Mary) 4 fell asleep 5 25 6 needed a change 7 French king / king of France
- 3 6 marks: (6 x 1)
1C 2A 3A 4B 5B 6C

Speaking

- 1 and 2 Up to 15 marks
Please refer to the speaking criteria on p180 of the Teacher's Guide to award marks for the two speaking tasks.

Writing

- 1 and 2 Up to 15 marks
Please refer to the writing criteria on p181 of the Teacher's Guide to award marks for the two writing tasks.

Test 3 Answer key

Grammar and Vocabulary

- 1 5 marks: (10 x ½)
1 located 2 finalise 3 inspiration 4 improvement
5 devastated 6 pedestrianised 7 government
8 splendid 9 encouragement 10 boredom
- 2 5 marks: (5 x 1)
1 able to read 2 will have arrived 3 had to pay
4 whose car is red 5 she might invite
- 3 5 marks: (10 x ½)
1 have been jogging 2 am (always) encouraged / have
(always) been encouraged 3 have gained 4 will have lost
5 are aiming 6 establish 7 would be 8 will improve
9 had done 10 am going to finish
- 4 5 marks: (10 x ½)
1C 2B 3A 4D 5D 6B 7C 8B 9A 10A
- 5 5 marks: (10 x ½)
1 shame 2 frequent 3 reputation 4 irresistible
5 passion 6 clumsy 7 career 8 uplifting
9 outlook 10 financial
- 6 5 marks: (10 x ½)
1 locker 2 fortress 3 pedestrian 4 oasis 5 wealth
6 ambition 7 cheat 8 population 9 commuter
10 resident

Reading

- 1 6 marks: (6 x 1)
1 Not Stated 2 True 3 False 4 False 5 True 6 True
- 2 7 marks: (7 x 1)
1C 2E 3H 4A 5I 6F 7G
- 3 7 marks: (7 x 1)
Article 2 F Article 3 A Article 4 H Article 5 D
Article 6 B Article 7 E Article 8 C

Listening

- 1 7 marks: (7 x 1)
2F 3H 4B 5E 6A 7C 8G
- 2 7 marks: (7 x 1)
1 forty thousand / 40,000 fewer 2 distance from London
3 Roman fort 4 (some) famous brands 5 go to America
6 (football) champions of England / English (football)
champions 7 18 times
- 3 6 marks: (6 x 1)
1C 2A 3C 4A 5A 6A

Speaking

- 1 and 2 Up to 15 marks
Please refer to the speaking criteria on p180 of the Teacher's
Guide to award marks for the two speaking tasks.

Writing

- 1 and 2 Up to 15 marks
Please refer to the writing criteria on p181 of the Teacher's
Guide to award marks for the two writing tasks.

Test 4 Answer key

Grammar and Vocabulary

- 1 5 marks: (10 x ½)
1 biologist 2 justifiably 3 darkness 4 artistic
5 Dependability 6 opponent 7 notoriously
8 descendant 9 exceptional 10 achievement
- 2 5 marks: (10 x ½)
1 must be reported 2 had seen 3 could have had
4 Having been persuaded / Persuaded 5 haven't been able
6 will have disappeared 7 had to 8 whose first novel
9 had been 10 could be done
- 3 5 marks: (10 x ½)
1 appeals 2 was founded 3 came 4 had spanned
5 have changed 6 Dating 7 will not be / won't be
8 is going to build 9 has been rising / has risen
10 will have visited
- 4 5 marks: (10 x ½)
1C 2B 3A 4B 5D 6C 7A 8D 9C 10D
- 5 5 marks: (10 x ½)
1 procedure 2 faint-hearted 3 plenty 4 bustling
5 essential 6 frankly 7 current 8 superiority
9 besiege 10 donate
- 6 5 marks: (10 x ½)
1 extinction 2 outlook 3 cafeteria 4 passion 5 can
6 emission 7 ballpoint 8 mile 9 flame 10 horn

Reading

- 1 6 marks: (6 x 1)
1 False 2 Not Stated 3 True 4 True
5 False 6 Not Stated
- 2 7 marks: (7 x 1)
1E 2I 3D 4A 5H 6F 7B
- 3 7 marks: (7 x 1)
Para 2 F Para 3 G Para 4 A Para 5 B Para 6 C
Para 7 E Para 8 H

Listening

- 1 7 marks: (7 x 1)
2E 3A 4G 5B 6F 7H 8D
- 2 7 marks: (7 x 1)
1 February 2 21st (May) 3 return ticket 4 £100
5 an extra night 6 three-hour 7 internet access
- 3 6 marks: (6 x 1)
1B 2C 3A 4B 5C 6A

Speaking

- 1 and 2 Up to 15 marks
Please refer to the speaking criteria on p180 of the Teacher's
Guide to award marks for the two speaking tasks.

Writing

- 1 and 2 Up to 15 marks
Please refer to the writing criteria on p181 of the Teacher's
Guide to award marks for the two writing tasks.

Test 5 Answer key

Grammar and Vocabulary

- 1 5 marks: (5 x 1)
1 Lena was passed 2 Nadia handed Lena
3 Nadia will be sent 4 not ours 5 will have been checked
- 2 5 marks: (10 x ½)
1 continued 2 was launched 3 are involved
4 take over 5 interviewed 6 has been developing
7 Is (the new spacecraft) called 8 has just been completed
9 will have been made 10 has been designed
- 3 5 marks: (10 x ½)
1 yours 2 mine 3 it 4 my 5 She 6 her 7 you
8 our 9 me 10 yours
- 4 5 marks: (10 x ½)
a reignite b diplomatic c re-emerge d recombine
e athletic
1 athletic 2 recombine 3 diplomatic 4 reignite
5 re-emerge
- 5 5 marks: (5 x 1)
1 mansion 2 ribbon 3 carriage 4 satellite 5 tortoise
- 6 5 marks: (10 x ½)
1A 2D 3D 4B 5C 6B 7C 8A 9D 10B

Reading

- 1 7 marks: (7 x 1)
1 Not Stated 2 False 3 Not Stated 4 True
5 False 6 True 7 Not Stated
- 2 7 marks: (7 x 1)
1E 2B 3G 4I 5A 6D 7F
- 3 6 marks: (6 x 1)
Para 2 B Para 3 H Para 4 A Para 5 E
Para 6 C Para 7 F

Listening

- 1 7 marks: (7 x 1)
2H 3A 4D 5G 6C 7E 8B
- 2 7 marks: (7 x 1)
1 (at the) local hotel 2 red ribbon 3 jacket with (a) bow
4 gown and (a) yellow 5 six fifteen / 6.15 (a quarter past
six) 6 twenty to eight (7.40 / seven forty) 7 taxi
- 3 6 marks: (6 x 1)
1B 2A 3A 4C 5B 6B

Speaking

- 1 and 2 Up to 15 marks
Please refer to the speaking criteria on p180 of the Teacher's
Guide to award marks for the two speaking tasks.

Writing

- 1 and 2 Up to 15 marks
Please refer to the writing criteria on p181 of the Teacher's
Guide to award marks for the two writing tasks.

Test 6 Answer key

Grammar and Vocabulary

- 1 5 marks: (5 x 1)
1 Hala help 2 had/got her gown 3 had sent her
4 Hala's aunt would stay 5 Can you tidy your
- 2 5 marks: (10 x ½)
1 would hire 2 would (always) complain 3 did not
compensate 4 were 5 would stop / was going to stop
6 arrived 7 said 8 repainted 9 have just had
10 contradicted
- 3 5 marks: (5 x 1) [all adjectives have to be in the correct
place]
1 a large, old-fashioned, wooden door 2 an energetic white-
haired, American chef 3 a tall, modern, concrete, company
building 4 expensive, new, leather, running shoes
5 a pointless, old, round, metal, drinking fountain
- 4 5 marks: (10 x ½)
1 petrol 2 increase 3 catastrophe 4 impact
5 remote 6 straightforward 7 cunning 8 mock
9 obesity 10 campaigner
- 5 5 marks: (10 x ½)
1 guy 2 congestion 3 exhaust 4 address
5 diabetes 6 swallow 7 bar 8 mist 9 decrease
10 hardship
- 6 5 marks: (10 x ½)
1A 2D 3B 4A 5C 6C 7B 8B 9D 10C

Reading

- 1 7 marks: (7 x 1)
1 False 2 Not Stated 3 Not Stated 4 False 5 True
6 False 7 True
- 2 7 marks: (7 x 1)
1F 2D 3H 4B 5A 6G 7C
- 3 6 marks: (6 x 1)
2G 3F 4B 5A 6C 7D

Listening

- 1 7 marks: (7 x 1)
2C 3H 4A 5D 6E 7B 8F
- 2 7 marks: (7 x 1)
1 children's author 2 respiratory problems
3 tough atmosphere 4 rural, remote area
5 got respect 6 very sensitive 7 with (his) aunt
- 3 6 marks: (6 x 1)
1C 2B 3B 4C 5A 6C

Speaking

- 1 and 2 Up to 15 marks
Please refer to the speaking criteria on p180 of the Teacher's
Guide to award marks for the two speaking tasks.

Writing

- 1 and 2 Up to 15 marks
Please refer to the writing criteria on p181 of the Teacher's
Guide to award marks for the two writing tasks.

Test 7 Answer key

Grammar and Vocabulary

- 1 5 marks: (10 x ½)
1 expensive, old, wooden 2 had to be 3 before buying the car 4 Disturbed/Being disturbed by 5 should be finished
6 were written when/while 7 Launched three days ago
8 will have been donated 9 had had 10 if/whether she had finalised
- 2 5 marks: (10 x ½)
1 doesn't 2 will have been 3 would have completed
4 painted 5 had become 6 have checked 7 wouldn't / would not be able 8 hurrying 9 had owned 10 will reach / will have reached
- 3 5 marks: (10 x ½)
1 assertive 2 replacement 3 contributor 4 relationship
5 exhausted 6 heroic 7 superiority 8 reignite
9 succession 10 stunning
- 4 5 marks: (10 x ½)
1 jeer 2 link 3 donate 4 prevent 5 catastrophe
6 grand 7 orbit 8 ridge 9 pause 10 slipper
- 5 5 marks: (5 x 1)
1 truck 2 orang-utan 3 can 4 exhaust 5 mist
- 6 5 marks: (10 x ½)
1C 2A 3B 4C 5D 6B 7A 8A 9B 10D

Reading

- 1 7 marks: (7 x 1)
1 False 2 True 3 False 4 Not Stated 5 True
6 Not Stated 7 True
- 2 7 marks: (7 x 1)
1C 2E 3H 4A 5D 6F 7B
- 3 6 marks: (6 x 1)
Para 2 F Para 3 E Para 4 G Para 5 D Para 6 H
Para 7 A

Listening

- 1 7 marks: (7 x 1)
2E 3A 4H 5G 6B 7F 8D
- 2 7 marks: (7 x 1)
1 Chauvet 2 Location of (the) caves 3 1940 4 1994
5 30,000–32,000 6 visiting / passing through the cave
7 artificial copy
- 3 6 marks: (6 x 1)
1A 2A 3C 4B 5B 6C

Speaking

- 1 and 2 Up to 15 marks
Please refer to the speaking criteria on p180 of the Teacher's Guide to award marks for the two speaking tasks.

Writing

- 1 and 2 Up to 15 marks
Please refer to the writing criteria on p181 of the Teacher's Guide to award marks for the two writing tasks.

Exam Practice Book Audioscript

Audioscript for Test I

Track 1

Test I Listening Question 1

Listen to these people discussing environmental issues. Choose the correct phrase from phrases A to H to match the conversations 1 to 8. There is one example.

Conversation one

- Male: Well, why don't we have a special Education Day here at school? Parents and students could be invited and students from our school could make presentations.
- Female: That's a fantastic suggestion. If we did that, we could make people much more aware of the environmental problems we have in the local area. I don't know why we didn't think of it before.

Conversation one matches phrase B. That was the example. Now listen and match the phrases to the other conversations.

Conversation two

- Male: I don't think I'll be able to come to the meeting on Wednesday. I've got to go to the dentist at two o'clock and the meeting finishes at two thirty. I won't be able to arrive on time.
- Female: Oh, that doesn't matter. Come anyway. Even if you arrive late, you can still make some useful suggestions. It'll definitely be worth it even for only half an hour.

Conversation three

- Female: The situation by the river is terrible. It's really dirty and it's getting worse. I saw dead fish when I went there last week. And it could soon be dangerous for children.
- Male: I know. The chemical company has agreed it's their responsibility and that they're going to sort it out but the question is when?
- Female: That's right. They need to get started now before it's too late.

Conversation four

- Female: It would be great if more students cycled to school and didn't ask their parents to drive them. Bicycles are the best form of transport, and the cleanest. And they have stood the test of time.
- Male: Yes, we've been riding bicycles since the 19th century. And I imagine we'll be riding them in the 22nd century, too, long after cars have become too expensive for ordinary people to buy.

Conversation five

- Male: So, you are absolutely sure about doing the presentation about global warming.
- Female: Yes, I am. I know it will take a long time to prepare but I feel really strongly about it and I'm happy to do the extra work.
- Male: Well, I'm not going to discourage you. But tell me if you change your mind.
- Female: There's no question about it. I'm not going to change my mind.

Conversation six

- Female: Well, I have to say, Tasha's idea to put recycling bins at the school entrance has been a great success, hasn't it?
- Male: Yes, it has. Lots of glass, paper and plastic is being collected every day and recycling seems to be getting more and more popular.
- Female: Yes, if it gets much more popular, we'll have to ask for more bins to be put at the entrance.

Conversation seven

- Male: We don't need to use oil, coal and other fuels which pollute. There are so many other cleaner forms of energy to choose from.
- Female: You're right. There's energy from the sun, from the wind.
- Male: Yes, and we can get energy from the sea, too, don't forget. With so many different forms of clean energy, it's difficult to understand why we continue to destroy the planet.

Conversation eight

- Female: We all agree that something needs to be done about emissions from cars but who is going to do it?
- Male: The government, in my opinion.
- Female: Yes, but don't you think drivers have a role, too? And what about car manufacturers? They don't make enough electric cars, do they?
- Male: No. It's difficult to decide who should be responsible.

Now listen again and check your answers.

Track 2

Test I Listening Question 2

Listen to two students and fill in the missing information with four words or fewer in each numbered space in the notes. There is one example.

- Rudi: Hi, Lucie. You look tired. What's the matter?
- Lucie: Well, I've got to write an essay about advertisements and I don't know what to write. It's about the advantages and disadvantages of advertisements on TV.

Rudi: What's the problem? There's plenty to write about. For example, advertisements can be useful, can't they? That's an advantage.

Lucie: I suppose so but can you think of anything else?

Rudi: Sure. If there were no advertisements, we wouldn't be able to get information about new products, would we?

Lucie: That's true.

Rudi: Come on, Lucie. I'm sure you can think of some good things about advertisements. There must be some that you like watching on TV.

Lucie: Well, some of them can be quite funny. I like those ones.

Rudi: You see. You can think of advantages. Can you think of any more?

Lucie: Yes, I think so. When you can't decide what to buy, they can help.

Rudi: That's right. It's not so difficult, is it?

Lucie: No, it's not. Thanks, Rudi.

Rudi: But you haven't finished yet, Lucie. You've got to think of some of the disadvantages.

Lucie: For example?

Rudi: Well, what I hate about advertisements is the way they make people buy things they don't need.

Lucie: Do they?

Rudi: Yes. Haven't you ever bought something you don't need just because you saw it in an advertisement?

Lucie: Only chocolate but I don't think that's a bad thing.

Rudi: Be serious, Lucie. And don't you think they show far too many advertisements on TV? They come on every five minutes.

Lucie: Yes, that's true. There are too many.

Rudi: So, can *you* think of any disadvantages?

Lucie: Well, I don't think everything they say is true. They don't always tell the truth, do they?

Rudi: I agree with you. And even if they do tell the truth, it's sometimes very difficult to know exactly what they mean.

Lucie: Yes, and especially for old people, I think advertisements can be very confusing.

Rudi: There you are, another disadvantage. Advertisements can confuse old people.

Lucie: That's great, Rudi. You've helped me so much. I think I can write my essay now.

Tasha: Hello. Tasha here.

Todd: Hi, Tasha. Todd here. Did I wake you up? Or are you still watching television?

Tasha: I'm just finishing my homework. Why are you calling so late, Todd?

Todd: I've got some bad news. Well, some bad news and some good news.

Tasha: It can wait till tomorrow, can't it?

Todd: Not really. Someone else has dropped out of the festival.

Tasha: Oh, no! Not another singer?

Todd: Yes, one of the opera singers. It's not a pop singer this time. Oh, and the ballet dancer said she can come.

Tasha: Mm, is that the good news?

Todd: No, I've got some other good news.

Tasha: What is it, Todd?

Todd: Well, I've got someone who can take the place of the opera singer.

Tasha: Great!

Todd: Yes, well, he's not an opera singer. His name is Rollo. He's the uncle of my friend Peter.

Tasha: Rollo?

Todd: Yes. When Peter told me about him, I checked on the internet and he's quite well known. And he advertises in the local newspaper.

Tasha: What does Rollo do?

Todd: He can do lots of things. He's been doing children's shows for the last ten years and before that he was 20 years in the circus. So he's been performing for 30 years. He can sing, dance, juggle and it says on his website that he can make children laugh.

Tasha: Good. The question is: will he be able to help us?

Todd: Don't worry, Tasha. Peter gave me his number and I called him, and he said he would be happy to help us out.

Tasha: Fantastic. I know he can juggle and do other circus things but can you ask him if he'll sing for us? We've already got a juggler and we definitely don't need any more dancers.

Todd: Sure. There is one small problem though, Tasha.

Tasha: I'm listening.

Todd: Well, Rollo has to do another show at seven o'clock on the day of the festival so he'll have to finish by four fifteen at the latest. He'll have to start his piece at three thirty.

Tasha: That's OK. But what can we do about the violinist and the classical dancer? Their times will have to be changed, too.

Todd: Yes, and the circus performer will need to be changed.

Tasha: OK, I'll speak to the dancer and the circus performer tomorrow. But can you speak to the violinist now? She's going on holiday for a week tomorrow morning.

Now listen again and check your answers.

Track 3

Test 1 Listening Question 3

Listen to Tasha and Todd discussing a problem for the festival.

For each question, circle the correct answer A, B or C. There is one example.

Todd: Yes, I'll do it right now after this call.
Tasha: Thanks, Todd. I'm glad you called me.

Now listen again and check your answers.

Audioscript for Test 2

Track 4

Test 2 Listening Question 1

Listen to these people discussing plans for a school open day. Choose the correct phrase from phrases A to H to match the conversations 1 to 8. There is one example.

Conversation one

Lucie: Where's Rudi? He's supposed to be at this meeting, isn't he?
Male: Yes, that's right. I reminded him about it a few days ago when I saw him in town. He said he would be here.
Lucie: You know Rudi. You can't depend on him for anything.
Male: That's not true, Lucie, but it is true that he doesn't always remember meetings.

Conversation one matches phrase C. That was the example. Now listen and match the phrases to the other conversations.

Conversation two

Female: I'm sorry everyone but I can't find all the information I got from the internet yesterday. I know I put it in my bag this morning but it's not there anymore.
Male: You must have taken it out again.
Female: No, I didn't. I was reading it on the bus only an hour ago. I can't imagine what's happened to it.

Conversation three

Male: I think we should have most of the activities outside, don't you?
Female: I'm not sure. What if the weather turned bad? What would we do then?
Male: Good point but we won't have enough space in the school building. We might have to cancel some activities.
Female: Yes, that's true. Let's think about it later. We can discuss the easier things first.

Conversation four

Female: I think it's too late to organise a music band now.
Male: Yes, you need to book them very early. At least the good bands.
Female: What a nuisance! It would have been good to have some music.
Male: Yes, I can't imagine why nobody suggested it when we started making plans. Oh, well, next time we'll know better.

Conversation five

Male: You know, it's really difficult to think of something different to do.
Female: Yes, we always do the same kinds of things.
Male: That's because it's easier that way. If we thought about it longer, I'm sure we could think of something interesting.
Female: I've got an idea ... No, that wouldn't work. Oh, it's so annoying.

Conversation six

Yes, I'll organise the food and drink. I did it last year so I've had practice. And actually I enjoy doing it. I can remember when Alex did it two years ago. It was a disaster. The food was gone in an hour and there wasn't enough ice for the drinks. No, that's a job for me.

Conversation seven

Female: I think we should have a sports competition with prizes for the winners.
Male: Yes, if we did that, it would appeal to younger people and be attractive to parents, too. And I think you're absolutely right when you say there should be prizes for the winners. They could be donated by parents on the open day itself.

Conversation eight

Tasha: I can't agree with you about the cost of parking. Nobody will want to pay that much. It's too expensive. And when you say it will encourage people to walk, you're just wrong.
Male: That's right, Tasha. Most of the people who'll come to the open day live too far away to walk and don't forget, older people sometimes have to drive.

Now listen again and check your answers.

Track 5

Test 2 Listening Question 2

Listen to an interview with Brendan Cox about his job and fill in the missing information with three words or fewer. There is one example.

Female: In the studio today we have Brendan Cox, the well-known book reviewer. Welcome to the show.
Brendan: Thank you.
Female: Brendan, how long have you been working as a book reviewer?
Brendan: Since I started work for a student travel magazine when I was 30. It was my job to read travel guides and give my opinion on them. It was fun.
Female: Was that when you started writing?
Brendan: No, that was much earlier. I was able to read at a very young age – I was only five – and I thought it would be

fun to write my own children's stories like the ones I used to read.

Female: So how did you learn to read at such a young age? Did you go to a special school?

Brendan: No, not at all. My parents both worked and so my aunt Mary came to look after me. She loved reading me stories and was a natural teacher. I was taught by her.

Female: Did you read the stories to your friends?

Brendan: No, I just used to read them to my parents, who encouraged me a lot, and also to my little brother at bedtime. He usually fell asleep halfway through a story and I had to finish it the next day.

Female: When did you start earning money as a writer? Was that with the student travel magazine?

Brendan: No. I first got money writing short stories, which had to take no more than ten minutes to read. They appeared in a book called *Ten Minute Stories*. I never got less than 25 pounds for a story but sometimes I got as much as 50. Once I even got 60 pounds. That would be a lot in today's money.

Female: So why did you stop doing that and start writing reviews? Was it getting boring, were reviews better paid?

Brendan: The main reason was I needed a change. You can't do the same thing your whole life.

Female: No, you can't. So Brendan, what about the future? More reviews, or perhaps something different?

Brendan: Actually, I'm starting a new book next month. It's a history book.

Female: How interesting.

Brendan: Well, I'm interested in 17th century French history and so I thought I'd write about one of the French kings from that time.

Female: Well, Brendan, that's the end of our interview. Thank you very much and good luck with your new book.

Brendan: Thank you.

Now listen again and check your answers.

Track 6

Test 2 Listening Question 3

Listen to Lucie and Rudi discussing a TV programme. For each question, circle the correct answer A, B or C. There is one example.

Rudi: Hello.

Lucie: Is that you, Rudi?

Rudi: Yes. How are you, Lucie?

Lucie: Fine. I've been trying to contact you for ages. Where have you been?

Rudi: At the tennis club with Ramon and Millie and then on the way home I saw Todd in town and had a coffee with him. Why?

Lucie: I've been trying to call you to tell you about a TV programme. It's called *The Travel Show*. Have you seen it?

Rudi: No. Is it good?

Lucie: It's fantastic. You love travelling so you'd love it. People watch it to get ideas for holidays but it's been really useful for my geography homework. That's why I've been watching it.

Rudi: When is it on?

Lucie: This evening at eight o'clock. They have some really interesting programmes, you know.

Rudi: Yes, but I won't be able to watch it tonight.

Lucie: Oh, why's that?

Rudi: I'm meeting my friend Tom. You know, my friend who works in the restaurant. He has to work every evening this week except tonight so we're going out somewhere for a drink. We arranged it a long time ago.

Lucie: Oh, right.

Rudi: Is *The Travel Show* on next week?

Lucie: Yes. It's on every week for the next six weeks, including tonight. There are eight shows altogether. They've had two so far and they've both been really good.

Rudi: What's tonight's programme about?

Lucie: Egypt. They're going to give some information about the history of Egypt. They'll talk about the pyramids and things like that. But mostly it's a travel programme so they're going to concentrate on what visitors can do there: you know, sightseeing, sailing on the Nile, visiting museums ...

Rudi: That sounds great. You know how interested I am in Egypt.

Lucie: Why don't you invite Tom over to watch it?

Rudi: He's more interested in football. No, I'll have to go out with him. If I'd known about the programme, though, I would have arranged a different time to see Tom. We could have gone out together another time.

Lucie: Rudi, I'm going to take notes while I'm watching the programme, you know, for my homework, so when I see you, I can tell you all about it.

Rudi: Thanks, Lucie but I've got a better idea. Why don't you record it for me? Then I can watch the programme later myself.

Lucie: No problem. Tell me when you want to come and see it.

Now listen again and check your answers.

Audioscript for Test 3

Track 7

Test 3 Listening Question 1

Listen to these people talking. Choose the correct phrase from phrases A to H to match the conversations one to eight. There is one example.

Conversation one

- Male: When the professor told me that the dig was in a South American desert, I replied that I would be a good person to go with him.
- Female: Why did you say that?
- Male: Because it's true. I grew up in the Middle East before I came to university here in England. My dad was working as an engineer with an oil company. I have lived with high temperatures and in desert conditions all my life.

Conversation one matches phrase D. That was the example. Now listen and match the phrases to the other conversations.

Conversation two

When I first started as a doctor, I worked in a poor area of Nairobi which is the capital and largest city in Kenya. My colleagues told me that Kenyans were much tougher than British patients but I didn't believe them. My first patient was an old lady who came into the clinic with a heavy bag. I asked her if she wanted any help. She laughed and told me I wasn't strong enough. She was right, too.

Conversation three

- Female: How are you feeling?
- Male: My leg is much better, thanks. Overbalancing and falling during the climb wasn't very clever but I ...
- Female: But you were secured to a rope, weren't you?
- Male: Yes, I didn't fall too far. But it was a real shock and very painful.
- Female: I'm sure. Can I get you anything?
- Male: No, it's OK, thanks. Actually, I'd love some chocolate. They have some in the hospital shop.

Conversation four

Hi! I'm recording this at Beijing Airport and emailing on my computer. Sorry I wasn't able to get in touch earlier but I was on the train and I couldn't get onto the internet. All is well. By the time you get the message we'll have taken off for the United States, and I'll probably have fallen asleep. Anyway, I'll be able to call you from Los Angeles when I arrive. Bye for now.

Conversation five

- Male: You told me you were really looking forward to the expedition.
- Female: Yes, but I know more about it now.
- Male: So what's made you change your mind?

- Female: A couple of things. I didn't know we would have to camp in the middle of nowhere where even the sheep are cold and wet.
- Male: OK. What else?
- Female: Well, I thought the dig would help me gain experience but they're working on an older period than the one that I'm interested in.

Conversation six

So what are the things that I need to think about during the trip? First and most important, I've got to always have my camera and binoculars with me at all times so I'll be able to take pictures and see the birds in detail at any time. What else? Yes, Claire also warned us that we should look upwards from time to time as well, because some species of bird soar high up in the sky.

Conversation seven

- Female 1: But why don't you want to come? It's a great opportunity to sail down the Amazon and see some of the best rainforest on Earth.
- Female 2: You really don't understand, do you?
- Female 1: No.
- Female 2: On the last trip I tried really hard to do everything you wanted me to do. I was devastated when you told me I wasn't playing my part. I'm not going to let it happen again.

Conversation eight

The place where we stopped was on the bank of a large lake. It had stunning views across the water where the ducks and other birds used to feed early every morning. I would have taken some great photos if I hadn't been so clumsy with my camera and dropped it on the first day of the expedition. The man who sold it to me told me to be careful with it but I wasn't careful enough.

Now listen again and check your answers.

Track 8

Test 3 Listening Question 2

Eddie and Lisa are talking about two towns in the north-west of England. Listen to the conversation and fill in the missing information with three words or fewer in each numbered space. There is one example.

- Eddie: Hi. I'm Eddie Hollins.
- Lisa: And my name's Lisa Mathews.
- Eddie: Lisa and I are cousins and we both live in the north-west of England.
- Lisa: Yes, I live in Manchester and Eddie has the bad luck to live in Liverpool.
- Eddie: Yeah, right. It's actually my good luck to live in Liverpool because it's a much better place than Manchester.
- Lisa: I don't agree with Eddie, of course. Anyway, I should tell you the city of Manchester has a population of 490,000 people.

Eddie: It's a bit bigger than Liverpool whose population is 450,000; that's 40,000 fewer than the population of Manchester.

Lisa: Now Liverpool and Manchester are not very far from each other. It's a distance of about 40 kilometres from the centre of Manchester to the centre of Liverpool.

Eddie: And both cities are about the same distance from London.

Lisa: It's about 290 kilometres from Manchester to London.

Eddie: And 280 from Liverpool.

Lisa: Before Manchester became a city, there was a Roman fort here in the first century. During the next 1,000 years a number of small villages formed, each with a church, and then gradually the villages became one town.

Eddie: People have lived in the Liverpool area for a long time. It grew from a small village 1,000 years ago into a town by the 13th century. Liverpool became a city in 1880.

Lisa: Both Liverpool and Manchester expanded very quickly during the late 18th century and throughout the 19th century. Manchester became famous for the cotton trade. We made all sorts of materials in Manchester and we produced some famous brands of textiles and cotton clothes.

Eddie: Some big industries started in Liverpool in the 19th century but it was as a port that Liverpool became important. Ships left Liverpool to take industrial products around the world and they carried thousands of passengers from Liverpool to America.

Lisa: But what we think Liverpool and Manchester are most famous for are their football teams.

Eddie: They've both got important teams. We have Liverpool and Everton.

Lisa: And we've got Manchester United and Manchester City.

Eddie: Liverpool is the best team. They have won the English football championship 18 times.

Lisa: The best team? No way! Manchester United has been champion of England 19 times.

Now listen again and check your answers.

Track 9

Test 3 Listening Question 3

Listen to this scene from a play. For each question, circle the correct answer A, B or C. There is one example.

Megan: What did you think of the exam, Max?

Max: Well, I won't be completely confident until I get my result but I thought it went really well. It was fantastic that there was a question about Dickens' novels. What about you, Megan? Did you do OK?

Megan: Yes, I was pleased.

Max: You don't look pleased. You look worried.

Megan: Do I? That's because I am worried.

Max: Is that because you don't think you'll be able to go to London University?

Megan: It's not about university. It's about something I saw. No, someone I saw, not something I saw.

Max: What are you talking about, Megan?

Megan: It's something that happened in the exam. I don't think you were able to see it. Where were you sitting?

Max: Right behind you. Jenny was to my left and Laura was to your right.

Megan: Laura wasn't to my right. She was in front of me.

Max: Yeah, OK, but does it matter?

Megan: It does matter, because you couldn't see what Laura was doing and I could.

Max: So? Are you going to tell me that Laura was eating an ice cream or watching TV?

Megan: No, of course not. No, Laura was cheating. She was hiding a small mobile phone under her desk. The teacher couldn't see what she was doing.

Max: Laura? No way! You're crazy, Megan. Why would Laura have to cheat? She's the cleverest student in the class! She gets the best marks.

Megan: I'm serious, Max. I saw her with my own eyes. She had a mobile in her hand ...

Max: Shh! That's Laura now. She's coming over.

Laura: Hi, you two.

Both: Hi.

Laura: Why are you sitting outside? I've been eating a sandwich with the others in the café. It's really great. Some people have been playing music and dancing. You should come and ... Is something wrong? Are you having a fight?

Max: No, there's nothing wrong, Laura.

Megan: Yes, sorry, there is, actually. I saw you using your mobile in the English exam.

Laura: Oh, did you? So? I only looked a few things up.

Max: You were cheating in the exam.

Laura: Yes, Max. Grow up. Everyone tries to get help in a test.

Megan: No, they don't, Laura. Not everyone. I don't.

Max: I don't understand, Laura. The teachers think you're the best in the class at English, why did you need help?

Laura: If I told you, I'm not sure you'd believe me. And anyway, now you know, what are you going to do about it? Talk about it with everyone here? Snitch to the teachers?

Megan: I don't know, Laura. I need to think about it.

Now listen again and check your answers.

Audioscript for Test 4

Track 10

Test 4 Listening Question 1

Listen to these conversations. Choose the correct phrase from phrases A to H to match the conversations 1 to 8. There is one example.

Conversation one

Female: Are you looking for an inexpensive watch with style? Then, get to your local Timepiece store straight away. This week a beautiful Protex watch can be yours for only 20 pounds.

Male: We guarantee you won't find one cheaper anywhere else. And if you don't like it after 30 days, you can have your money back. That's right, your money back! So what are you waiting for? Go to Timepiece now.

Conversation one matches phrase C. That was the example. Now listen and match the phrases to the other conversations.

Conversation two

In my opinion there's only one team that can win this championship, the Reds. They're by far the most talented team in the competition and I just can't see them losing any more matches this season. The Blues try hard but they haven't got a chance this year, they're too far behind. It's definitely the Reds for me.

Conversation three

Female: I was talking to Harry the other day about buying a new car and he said I should get an electric one. You know, to help the environment.

Male: What did you say?

Female: Well, I agreed with him that we should try and help the environment. But I'm not at all sure about electric cars. I've never really liked them.

Conversation four

Rudi: I can't believe Lucie's not here yet. She knows the meeting's supposed to start at 2pm. We can't wait too long for her.

Tasha: Don't forget, Rudi, she's never been to this part of the city before.

Rudi: But I gave her very clear directions, Tasha. I even drew her a map.

Tasha: Your directions might have been clear to you perhaps but Lucie's not very good at finding places, is she?

Conversation five

Male: Did you hear about Tom?

Female: Yes, he failed his history test again, didn't he?

Male: Yes, but you know his problem? He doesn't study enough. He'd rather go out than study. He could have got a much better mark with a bit more work.

Female: I feel sorry for him, don't you?

Male: Yes, but he should have listened when people told him to study.

Conversation six

Female: Well, I don't usually agree with you but in this case I think you're absolutely right.

Male: But I thought you didn't believe in recycling.

Female: That was before. Since the presentation on the environment, I've changed my ideas completely. I don't know how I could have been so stupid.

Conversation seven

Male: So you agree with me?

Female: In some ways, yes. In other ways, no. There's a lot of truth in what you say about the problems we have. But some of your ideas for solutions are a bit difficult for me to understand. I certainly don't agree with everything you say.

Conversation eight

Male: It's great to hear you're having a party, Karen.

Female: Yes, but it's going to be a lot of hard work. There'll be so much to organise.

Male: You don't have to do it all by yourself. I'm more than happy to help out. What needs to be done? I'm a good cook, you know. Would you like me to make a cake?

Now listen again and check your answers.

Track 11

Test 4 Listening Question 2

Marsha Hall is a travel writer and she is organising a trip with her travel agent. Listen to the conversation and fill in the missing information with three words or fewer. There is one example.

Male: Hello, Marsha, it's good to see you again. Where are you going this time? Canada? India?

Marsha: No, Mexico. Mexico City, in fact. I have to write an article about holiday locations there.

Male: You have a great job, Marsha. Travelling all over the world, you must have a great time.

Marsha: It's very tiring, you know. I had to go to China in January and then to Japan a month later.

Male: And don't forget Italy in April.

Marsha: That's right but that wasn't for work. I haven't had a trip for work since February.

Male: So what can I do for you today?

Marsha: Right. I need an air ticket to Mexico City and a hotel room for two weeks. Can you organise that for me?

Male: Of course. When are you leaving?

Marsha: The 20th or 21st May but no later than the 21st. I have to be at a meeting in Mexico City on May 23rd so I'll need to be there in time for that.

Male: OK, Marsha.
 Marsha: Oh, I nearly forgot. My husband's going to meet me in Mexico for a short holiday after my work has finished so I won't be needing a return ticket, just a one-way.
 Male: Oh, right. Now let me see. Yes, if you left on Monday 19th, I'd be able to get you a one-way ticket for only 360 pounds. That would be a reduction of 100 pounds. Would you be interested in that?
 Marsha: Not really, I'd have to pay for an extra night in a hotel, wouldn't I?
 Male: That's true, so shall we say the 20th? That would give you time to recover from the trip.
 Marsha: Yes, that's fine. When I get to New York, will I have to wait long to change planes?
 Male: Not too long. Three hours. On some flights it's as much as a ten-hour wait, you know.
 Marsha: I know. The last time I did this trip, I had to wait for 12 hours. I could have died of boredom.
 Male: Now, the hotel. Any luxuries?
 Marsha: Nothing too special. If there's a swimming pool, that's great but not absolutely necessary. But my room must have internet access. Oh, and I definitely don't want to stay in a tourist hotel. I can never sleep in them.
 Male: No problem. Now let me have a look ...

Now listen again and check your answers.

Track 12

Test 4 Listening Question 3

Listen to Tasha and Rudi talking about a new boy at school.

For each question, circle the correct answer A, B or C. There is one example.

Rudi: Hi, Tasha. I've been looking for you. I went to the cafeteria but didn't see you there.
 Tasha: Don't you remember? I told you I had to go to the library to ask if we could use it as an art gallery during the festival. I've been there.
 Rudi: Oh, right. And have you had any luck finding someone to help with the story-telling for children? Todd said he might be able to.
 Tasha: Yes, he did but he phoned me this morning and said he had other things he had to do. But we have got someone for the story-telling. Ramon's been trying to persuade his friends to get involved and Nadia said she'd be able to help out. And Ramon will help, too, of course.
 Rudi: That's great, Tasha. I've got some more news that will make you feel better, too.
 Tasha: What's that, Rudi?
 Rudi: Well, you know that new boy at school, Robin?
 Tasha: Oh, yes. I saw him in the school library the other day. I thought he was doing his homework but apparently he

was writing some poetry for the poetry competition. Lucie told me.

Rudi: Right. Anyway, I was talking to Robin and he said he'd like to join the festival committee. Now that Alex has dropped out, we need someone else. Todd thinks Robin would be a good replacement because he's got a lot of experience organising things. Zoe might be able to help, too.
 Tasha: So what experience has Robin got? Has he ever helped to organise a festival? Or any event?
 Rudi: Well, he's only been in our school for six months so he hasn't got any experience here. But he was at school in the United States two years ago and they had events every two months, which he was involved in.
 Tasha: That sounds good. So does he want to help with the poetry competition?
 Rudi: He said he'd rather be involved in some kind of sporting event, if he could. Sport is his real passion. But he's happy to do anything. He even said he would help with the sculpture exhibition. He's a really nice person.
 Tasha: I think we should talk to him and discuss how he can help. We need people like Robin. Let's go to the library. He might be there.
 Rudi: He'll have gone home by now. It's quite late, you know.
 Tasha: Well, perhaps we can meet him at school tomorrow.
 Rudi: Actually, I've arranged to see him tonight at the cafeteria in town. Why don't you come, too?
 Tasha: Good idea.

Now listen again and check your answers.

Audioscript for Test 5

Track 13

Test 5 Listening Question 1

Listen to these people talking. Choose the correct phrase from phrases A to H to match the conversations one to eight. There is one example.

Conversation one

Hello, it's Sheila Andrews here. This message is for John or any other committee member at the Grantown festival office. I'm calling because I can't come to the festival next week. I'm very sorry. I've been involved in an accident. Somebody rode a bike into me when I was walking and I've injured my leg. The doctors say that I have to rest it for a week and that I mustn't travel. I do apologise but there is nothing I can do.

Conversation one matches phrase F. That was the example.

Now listen and match the phrases to the other conversations.

Conversation two

Maddy: John, watch out! Stop riding your bike so fast. Ride more carefully and cautiously in the town centre.

John: Yes, you're right, Maddy. Sorry. It's just that I'm in an awful hurry.

Maddy: What's wrong? Where are you going?

John: I'm looking for Lisa or Evan. There's been a disaster. Sheila Andrews, the crime writer, has cancelled. She can't do her talk next Tuesday.

Maddy: Oh, no! Did she give a reason?

John: Yes, someone rode a bike into her.

Conversation three

That's email 14, time for 15. Who is this one to? Kara Blackwell. Who's she? "Kara Blackwell began writing 15 years ago. She is one of the most famous writers of teenage literature in Europe." No, she's not. I've never heard of her. OK, here goes again ... Dear Ms Blackwell, I am a member of Grantown Book Festival committee. Are you free to come and speak at the festival next Tuesday? If yes, could you please contact us ...

Conversation four

John: Right, the next one is Clifford Montoya and his number is zero zero two three ...

Female: Oh, great, John. You've got your mobile. There's no money on mine. Do you mind if I use it for a minute?

John: But I'm in the middle ...

Female: It's OK, I won't be long.

John: OK. Thanks for returning it ... so it's Clifford Montoya on zero zero two three ...

Male: Oh, John, I left my mobile at home. Can I use your phone to call Kimberly?

John: But I'm trying to get on with my ...

Male: Don't worry, John, I won't need it for long. Oh, and please can I ...

Conversation five

Hello, it's Clifford Montoya here. Yes, *The Clifford Montoya*, the writer of the critically successful book *The Chimpanzee and the Tortoise*. And you, I believe, are committee members for the ... what is it? Yes, the Grantown Book Festival. You left a message on my phone saying I have been invited to speak at the festival next Tuesday. Just to ensure that you understand, I will say this slowly. I have no interest in coming to your festival. Please do not phone me again. Goodbye.

Conversation six

Maddy: OK, you two, any more ideas? We still haven't got anyone for the talk on Tuesday.

John: It's so disappointing that Sheila Andrews can't come. Her name is on all the posters.

Lisa: I've got an idea, Maddy. Why don't we invite Kara Blackwell to do the talk? She's a really great writer.

John: I emailed her but she can't come. She's away in America.

Lisa: Oh.

John: But we could try Neville Peters, the football writer.

Maddy: Neville Peters, John! Don't be silly. He's a terrible writer. But there's someone who I'd like to invite ...

Conversation seven

Hello, this is a message for Maddy Stevens from Isabella Nicholls. First, Maddy, thank you for your invitation to speak at the Grantown Book Festival next Tuesday. I will be happy to speak and help with your problem. There's just one difficulty. I have a TV interview in London so it would be great to discuss how I can get to Grantown in time to give my talk on Tuesday evening. Please phone me about this tomorrow.

Conversation eight

Lisa: So, have you worked out how to do it yet, John?

John: Yes. By the time Isabella Nicholls will have been interviewed, it'll be about nine fifteen.

Lisa: What about getting to the station from the studio?

John: A taxi will have been ordered and will take Isabella straight to the station.

Lisa: And how long will it take for her to get here from London?

John: She'll be on the fast train so she should be here by two.

Lisa: By which time Maddy will have arrived to meet her.

John: Exactly.

Now listen again and check your answers.

Track 14

Test 5 Listening Question 2

Two friends are talking about their evenings out. Listen to the conversation and fill in the missing information with three words or fewer in each numbered space. There is one example.

Molly: Hello, Molly speaking.

Jake: Hi, Molly, it's Jake.

Molly: Jake! How are you? It's great to hear from you. I've been wanting to speak to you about your play at the village hall tonight. Are you ready?

Jake: Yes, nearly. I'll talk about that in a minute. What about you? Are you ready for your ball?

Molly: Stop teasing. It's not a ball at some duke's mansion. As you know, it's a dance at the local hotel. I've told you that already.

Jake: OK, so it's not a ball. But it's a party and dance for your friend Sophia. And we both know how rich Sophia is.

Molly: Well, OK, she is.

Jake: Anyway, have you remembered about the red ribbon? Have you got it?

Molly: Yes, I've got lots. It'll be good to see you with a ribbon in your hair.

Jake: Who's teasing now? You know the ribbon is for the actress who's playing my mother. Oh, and I've got the belt you wanted; the one my sister wore at the Christmas party.

Molly: The one with the big buckle?

Jake: Yes.

Molly: Great.

Jake: Are you going to wear the belt tonight?

Molly: Are you going to wear the ribbon?

Jake: Ha! Ha! My clothes have just been delivered. I'm wearing blue trousers, a white shirt and a dark jacket with a bow tie. I'll look very handsome.

Molly: Well, your clothes won't look as good as mine.

Jake: So what are you going to wear? Your blue dress?

Molly: No, I've been bought something new by my mum especially for the dance.

Jake: Great! What?

Molly: A long green gown and a yellow shawl.

Jake: Can I see them when I bring over the belt?

Molly: Sure. What time are you coming?

Jake: I've got to be at the theatre at seven thirty, so I'll set out from home at six fifteen. I should be at your place at six forty-five.

Molly: That's a shame. My gown isn't quite ready and it won't have been delivered by then. It's coming at seven.

Jake: Never mind. Get someone to take a picture and you can send it to my mobile.

Molly: Yes, good idea, Jake.

Jake: What time does your dance start?

Molly: At eight. The hotel's not far from here so I'll leave the house at twenty to.

Jake: What about coming back?

Molly: I'm planning to come home in a taxi with Jessica at about 12. Do you want us to come to the village theatre to pick you up? It wouldn't be any trouble and you can see my gown as well.

Jake: Yes, I could. Thanks for the offer but it's a bit too late. My play finishes at ten and I'll be ready to leave by about half past. By the time you come in the taxi after 12 I'll already have been collected by Mum.

Molly: OK, no problem. See you at about quarter to seven.

Jake: Fine. Bye for now.

Molly: Bye!

Now listen again and check your answers.

Track 15

Test 5 Listening Question 3

Listen to the information about the history of flight. For each question, circle the correct answer A, B or C. There is one example.

Before planes were invented, there were stories in many different civilisations about people or animals flying. In Greek literature, there was a story about King Alexander of Greece who was pulled in a basket over his kingdom by four flying creatures. Pegasus, a horse that could fly, is described in early Greek literature, so too was a man, Icarus, who tried to fly but flew too close to the sun and fell back to Earth.

For many centuries, humans who wanted to fly tried to copy the way birds fly. This idea did not work because human arms are not strong enough. Wings made of feathers or wood were fixed to their arms and they moved their arms quickly up and down like a bird. They sometimes jumped off a tree or hill to help start them off. They were often injured or killed.

The Chinese were the first people who made a scientific start to flying when they developed a way to fly artificial objects in the air about 2,500 years ago. These were kites which were made out of paper or material and were used for different reasons. For example, some kites were flown because people liked flying kites. Other kites were used to test for weather conditions.

The Montgolfier brothers developed the first human flight in France in the 18th century. They ignited a fire in a basket of a balloon. The combustion of the fuel produced hot air which lifted the balloon off the ground. That first public flight lasted ten minutes in June 1783. In September 1783 they put a sheep into a balloon on a flight that lasted eight minutes. Finally, in October 1783 Pilatre de Rozier made the first human flight for 35 minutes over Paris.

During the 19th century a number of engineers were determined to find a way for people to fly through the air rather than just float in the air and be blown by the wind. These engineers included people like George Calley who studied how birds fly, Otto Lilienthal who was killed testing one of his aircraft and Samuel Langley who designed an aircraft with a steam engine. It was too heavy to fly.

Orville and Wilbur Wright, the Wright brothers, were the first people to achieve human flight. They spent many years learning about all the early developments of flight. They studied what other inventors had done. They read all the literature that was published about flying up to that time. They learned about how the wind would help with flight.

Their plane rose from the ground on December 17, 1903. Orville piloted the plane which weighed about 250kg. The first heavier-than-air flight travelled 40 metres in 12 seconds. Orville and Wilbur took turns during the test flights. It was Orville's turn to test the plane, so he is the brother that achieved the first flight.

Now listen again and check your answers.

Audioscript for Test 6

Track 16

Test 6 Listening Question 1

Listen to these people talking. Choose the correct phrase from phrases A to H to match the conversations one to eight. There is one example.

Conversation one

Alex: Mario!
Mario: Hello, Alex.
Alex: What have you had done to your car? It's looking better than usual. Is it new?
Mario: No, it's still my old, Italian model.
Alex: But it's different. It's smarter.
Mario: I know. I took it to that new garage near the supermarket. I got some work done on it. I had the engine checked. I got the tyres changed. I've had it washed and cleaned inside and out and polished.
Alex: Expensive?
Mario: No, not too bad. If I were you, I'd take ...

Conversation one matches phrase G. That was the example. Now listen and match the phrases to the other conversations.

Conversation two

I'd like to give it up, I really would. I was listening to a guy on the radio talking about carbon dioxide emissions. He said that every year about 900 million tons of CO₂ are released from car exhausts. It's bad for the atmosphere. He added that it's going to be a real problem in the next century. But I live in a remote village. There are no buses or trains here. How would I get to work or get the kids to school if I didn't drive?

Conversation three

Female: How will my stopping driving make the world a better place?
Male: It will be one less car on the road. You know that cars cause air pollution and because of that some people have health problems.
Female: I know what scientists say but are they right? We've been driving cars for more than a century now.
Male: So you don't really believe in climate change?
Female: Well, it may be true but it's premature to say it's caused by cars. Let's carry on driving at the moment. We'll find a way to deal with these things in the future.

Conversation four

If the weather was nice, I would go to the seaside or go for a drive in the country. I would even just drive up and down. We're talking about 30 years ago, don't forget. There wasn't so much congestion on the roads and the price of petrol was a lot less and I would just drive my car for fun. Of course, I wouldn't do

that now. I didn't know what a catastrophe automobiles were actually going to cause.

Conversation five

Male: How's it going?
Female: Great. When I drove to the office I would take 40 minutes and it only takes me 50 minutes by train and bus.
Male: So you're happy that you've sold your car?
Female: Yes. I thought I would miss it much more but I've got several options when travelling to work. As well as the bus or the train, my neighbour sometimes takes me and I compensate her for her petrol.
Male: So you've demonstrated that people don't need a car?
Female: Yes, I have!

Conversation six

I was cycling down this quiet country road. I was wearing a helmet, a yellow jacket and I had lights on my bike. This man in a sports car came round the corner driving on the wrong side of the road. Talk about a dangerous situation! He nearly ran into me. I fell off my bike while getting out of his way. I was lucky I wasn't hurt. He didn't even bother to stop and see how I was but drove off casually down the road.

Conversation seven

Female: When you spoke to Maggie, what did she say?
Male: I am afraid she told me she is against our point of view.
Female: You mean she isn't concerned about cars?
Male: No, not at all. The opposite. She told me that she thinks cars are the best kind of transportation and she hoped that more people would get the opportunity to drive. She even said that she thought cars didn't have an impact on the environment because engines were getting more efficient so they would use less petrol in future.

Conversation eight

When I went to the doctor, she talked to me about obesity and said that I had to lose a lot of weight quickly or my health would be badly affected in the next few years. She persuaded me to get rid of my car and start cycling. It was horrible at first and really hard work. But since I've lost weight, I have begun to enjoy cycling. I've now been back to the doctor and thanked her for helping me to get fitter by giving up my car.

Now listen again and check your answers.

Track 17

Test 6 Listening Question 2

Kelly and Josh are talking about their childhood memories. Listen to the conversation and fill in the missing information

with three words or fewer in each numbered space. There is one example.

Host: Good evening, and welcome to *Art Week*. Today we have a special programme because we have two stars from different areas of the arts. First of all, I'd like to introduce Josh Haslam.

Josh: Hello, everyone!

Host: Josh, as most of our listeners know, is one of this country's best jazz pianists. Also with us in the studio is Kelly Wright.

Kelly: Good evening.

Host: Kelly started off life working as a teacher but, of course, she is now one of our most famous and best loved children's authors.

Kelly: That's very kind of you.

Host: Now, can I start by asking you about your family background. Josh, I believe you come from a large family.

Josh: Yes, I've got two brothers and two sisters.

Host: Was your family poor? Did you experience hardship as a boy?

Josh: Not exactly, no, but we didn't have a lot of money. My father suffered from respiratory problems and would be off work quite a lot.

Host: Kelly, you don't come from a large family, do you?

Kelly: No. I was an only child. My father worked in a village shop. We didn't have much money either and my mother died when I was very young.

Host: I see. Where did you grow up, Josh?

Josh: In an industrial town in the north-west. Most people worked in factories then, many of which were closing. A lot of people were out of work and there was a tough atmosphere in the town.

Host: And you come from the north-west, too, Kelly? Is that right?

Kelly: Yes, it is.

Host: But you didn't live in a town when you were growing up, did you?

Kelly: No, I come from a small village in quite a rural, remote area. It has beautiful countryside there but there wasn't a lot to do.

Host: And did you both get a good education?

Josh: Yes, I did. I enjoyed school. I was popular and got respect because I could play the piano well. But some other kids had a really hard time.

Kelly: I had a hard time during my education.

Host: Did you, Kelly?

Kelly: Yes. I didn't enjoy school. I mean, I got a good education and the teaching was good but the other girls didn't like me.

Host: Why not?

Kelly: I'm not sure. They'd tease me and try to bully me. I was very sensitive because I was very tall.

Host: But I understand that summer holidays were important for both of you.

Both: Yes.

Host: Why was that?

Josh: I said that I came from quite a poor family. We didn't have a piano at home, so during the school holidays I would always go and stay with my aunt. She had a piano and that was where I started to learn jazz piano.

Host: And why were the school holidays important for you, Kelly?

Kelly: Well, during the holidays I spent a lot of time on my own when my dad was at work. This was the time when I started writing stories ...

Now listen again and check your answers.

Track 18

Test 6 Listening Question 3

Listen to this interview with a film star. For each question, circle the correct answer A, B or C. There is one example.

Host: Today on *Homes of the Stars*, we are very lucky to visit the home of film actress, Stella de Rossi. Stella, thank you for showing us your house.

Stella: I'm very pleased to welcome you here.

Host: Before you bought your new house outside New York, you had homes in London and Paris. Why did you move to the United States?

Stella: Well, I've always loved it here and I would always come here two or three times a year. But the main reason is my TV series. The programmes get made twice a week, so I save a lot of time by having my house here.

Host: Wonderful. So where are we going to start the tour of your house, Stella?

Stella: In the garden.

Host: So here we are in the garden. It looks great. I love the spectacular white marble fountain and the tall trees at the end of the garden.

Stella: The trees were planted before I came here but I had the fountain put in. There was a sculpture of a huge metal horse here but I had it removed because I didn't like it.

Host: And the garden is full of colourful flowers. They have a wonderful smell. Is that why you had them planted?

Stella: Not really. I don't have a sense of smell.

Host: So you can't smell the flowers?

Stella: No, I can't. I mean, I like flowers and I like the colour but the main reason I had them planted was for my mum's visit. She loves flowers and when she was growing up, she didn't have a garden.

Host: Well, they look great. And over there you have a swimming pool. Is it true that you had a new swimming pool installed so your guests could get more exercise?

Stella: No, it's not. Guests could exercise in the previous pool.

Host: So why did you have the pool changed?

Stella: Well, the previous pool was rectangular and I hate rectangular swimming pools. I don't know why. It was a bit of a luxury but I had the old pool taken out and a circular pool put in.

Host: Great. So we've seen your garden. Next, we're going to ...

Stella: We're going to go into the house now.

Host: Here we are in Stella's dining room. The walls are a beautiful pink colour and the doors are gold. Did you change the colours?

Stella: Yes. When I arrived the walls were blue and the doors were white. I had the room repainted. The colours are much warmer now.

Host: And you have kindly chosen three of your favourite objects and you're going to show them to us. They're here on the dining room table.

Stella: Yes, the first one is a valuable old oil painting of a bird. The second object is the one that I like best of the three. It's a piece of gold Egyptian-style jewellery. The third object is an old triangular woollen shawl. The painting used to belong to my grandfather and he would always ...

Now listen again and check your answers.

Audioscript for Test 7

Track 19

Test 7 Listening Question 1

Listen to these people talking. Choose the correct phrase from phrases A to H to match the conversations one to eight. There is one example.

Conversation one

Male 1: OK, we've been talking about ways to get more people to visit Grantown for an hour now and it's time to make a decision.

Female 1: Well, I think a football competition is a good idea.

Male 2: A pop concert, that's what we need.

Male 1: What about my idea for putting on a play or opera?

Female 1: We haven't got enough good singers or actors in the town.

Female 2: A book festival might be a good idea.

Male 2: A book festival, who wants to ...

Male 1: No, wait a minute. That's a good idea. We don't have ...

Conversation one matches phrase C. That was the example. Now listen and match the phrases to the other conversations.

Conversation two

As far as I'm concerned it is absolutely essential that we include the right kind of activities in the Grantown festival. Yes, I know some people feel strongly that we should include lots of different things like music, dance and films in the programme but I don't agree with this. In my opinion we should concentrate on literature because that is crucial for the success of the festival. I believe that idea is superior to the others that have been put forward.

Conversation three

Female 1: Is it agreed then that the festival should last for a week? Dave?

Male 1: Yes, I think so. That sounds about right.

Female 2: I don't agree at all. The festival shouldn't last just a week. It won't make any impact, will it?

Male 2: I agree with Suzy. An appropriate length for the festival would be about three weeks in my opinion.

Female 1: No, I'm afraid I disagree, Mark. It'll be very difficult to organise anything that long.

Male 1: Well, if one week is too short and three weeks too long, what we're saying is the festival should last about ten days, aren't we?

Female 2: When you put it like that, yes.

Conversation four

Are you looking for something interesting to do next weekend and the following week? Are you bored of doing the same old things each week and determined to find something new to do? Yes? Well, if I were you, I'd come to Grantown any time from the 26th July to the 5th August. That's when the Grantown Book Festival will be held. It's a great place to meet authors and find out what's happening in the world of books. It might be a good idea if you bring the kids, too.

Conversation five

Michael: Excuse me, you're a member of the festival committee, aren't you?

Female: Yes. And you're Michael Hargreaves, the crime writer, aren't you? I recognise you from your photo.

Michael: Yes, I am. Listen, I wonder if you could help. I'm afraid I left my mobile in my car and I need to make a call. Could I possibly borrow your mobile? I won't be long.

Female: No problem at all. Oh, and when you've finished, would you be kind enough to sign one of your books for me.

Michael: Yes, of course.

Conversation six

One thing that Charles Dickens would do to earn extra money and help look after his large family of ten children was to give public readings and lectures about his work. Very much in the

way authors still talk to audiences today at literary festivals like Grantown's. Dickens twice visited America in 1842 and again in 1862 to 1863. These visits lasted six months or more as he would sail across the Atlantic Ocean in a wind-powered sailing boat. He thought of the America ...

Conversation seven

- Male 1: It's been a great week so far, hasn't it, Suzy?
Female 2: Yes. Lots of people have told me the festival is going well. That talk about Charles Dickens was my favourite thing up to now.
Male 2: Oh, mine, too. Paul Davies is so knowledgeable.
Female 2: And he's such a good presenter.
Male 1: You're looking pleased with yourself, Emma.
Female 1: I am. I got Paul Davies to sign my copy of his book on Dickens.
Female 2: Really? I should have got him to sign my copy, too.
Female 1: Don't worry. He's signing again after lunch in the exhibition stand.

Conversation eight

Hi, this is Mike Harris for *Breakfast Time Reports*. Today we're at Grantown where the book festival is entering its fourth day. Later in the programme, we're going to tell you about local views of the festival. But first, we're going to start with a report on what's been happening. The writer Alice Fellows, who has been awarded numerous literacy prizes for her historical novels, is a regular contributor to this programme. She has been out and about at the festival, meeting authors, audiences and committee members ...

Now listen again and check your answers.

Track 20

Test 7 Listening Question 2

Two radio presenters are talking about ancient cave paintings. Listen to the conversation and fill in the missing information with three words or fewer in each numbered space. There is one example.

- Kitty: Hello and welcome to the *Wonders of Art*. I'm Kitty Gray.
Walter: Hello. I'm Walter Holloway. We have a fascinating edition of *Wonders of Art* this week. We're going to be talking about two sets of paintings that were actually discovered in holes in the ground. No, really, it's true.
Kitty: Yes, these paintings were found in natural caves in France. The first place where the paintings were found was in a cave called Lascaux Cave, that's spelled L-A-S-C-A-U-X.
Walter: The second set of paintings are in a cave which is known as the Chauvet Cave – that's C-H-A-U-V-E-T.
Kitty: The location of the Lascaux Cave paintings is in the south-west of France in an area called the Dordogne. The caves are near the village of Montignac.

- Walter: The location of the Chauvet Cave is a valley in the Ardeche region of France, which has numerous other caves and which is also a very popular tourist destination. This area is to the south of central France.
Kitty: Both sets of cave paintings were discovered by accident a number of years ago.
Walter: The Lascaux Cave paintings were found a number of years ago by a group of four teenagers who, in 1940, discovered a hole in the rocks near their village while out walking. They climbed down into the hole which opened out into a large cave. Inside they were amazed by what they saw.
Kitty: The Chauvet Cave in Ardeche was discovered 54 years later than the Lascaux Caves in a cliff above the Ardeche River. The cave was first explored by a group of three climbers, one of whom is called Jean-Marie Chauvet, after whom the cave takes its name.
Walter: The Lascaux paintings contain pictures and designs of humans and animals such as cows, horses and deer. Some of the animals are four or five metres long and experts think the images were painted about 17 or 18,000 years ago.
Kitty: The paintings in the Chauvet Cave are even older. They have been dated at between 30 to 32,000 years old. That makes the images in the Chauvet Cave some of the oldest pieces of art in human history.
Walter: The drawings contain extremely beautiful pictures of horses and other animals.
Kitty: In 1948 the Lascaux Cave paintings were opened up to the public and by 1955 1,200 people a day were passing through the cave.
Walter: The carbon dioxide from the air that people were breathing and changes in light had a very bad effect on the paintings. In 1963 the caves were closed to visitors. An artificial cave was built near the natural cave and visitors can see copies of the original cave paintings there.
Kitty: After the damage caused to the cave paintings in Lascaux, the exact location of the Chauvet Cave has not been made public.
Walter: There is a plan to build an artificial copy of the Chauvet Cave so that visitors can see copies of the paintings but that copy of the cave will not be completed for a number of years.

Now listen again and check your answers.

Track 21

Test 7 Listening Question 3

Listen to the information about the history of television. For each question, circle the correct answer A, B or C. There is one example.

Nowadays we find televisions and television services available in almost every country in the world but the history of television, or TV as it is informally known, is not even 100 years old and dates back to the 1920s. It was then that the first moving TV pictures were demonstrated publicly for the first time. TVs did not become common in America and Europe until the late 1950s and since then they have spread all around the globe.

Television is an artificial word that was made by putting two other words together, one of them Greek and the other one Latin, the original language spoken in Rome, the Italian capital. *Tele*, the Greek word, means at a distance and *vision* is the Latin word for sight. The word television was used in August 1900 during a scientific conference about electricity in Paris, France. Constantin Perskyi, a Russian scientist, is the person who is thought to have used the word for the first time.

The word television and the scientific idea of transferring pictures from one place to another were both thought of at the beginning of the 20th century before the equipment to do the task had actually been made. The invention of TV was not the work of one individual. Many different scientists and inventors contributed ideas, technology and equipment which made the development of television possible. They included Paul Nipkow, A A Campbell Swinton, Boris Rosing, Vladimir Zworykin and Filo Farnsworth.

One man, the Scottish engineer John Logie Baird, is often wrongly described as the inventor of TV. However, he is important in the history of TV because he demonstrated TV pictures to the public. On January 26, 1926 Baird gave the world's first demonstration of a working television system to scientists and a newspaper reporter. In 1927, Baird also sent a TV picture along 700km of telephone line between London and Glasgow. In 1928, Baird's company sent the first TV pictures between London and New York.

The first TV programme in Britain was made in 1929 and by 1930 experimental TV programmes were produced each week. On August 22, 1932, a company called the BBC started regular TV programmes in the London area. For three years from 1936 to 1939 the programmes lasted approximately four hours a day and were shown five days a week. The beginning of the Second World War in September 1939 caused the BBC to stop its TV services for seven years until June 1946.

The end of the Second World War in 1945 saw a huge increase in the number of TVs in the United States and then in Europe and other areas of the world. In 1947, a television in the USA was sold for under 200 dollars for the first time. Millions of Americans finally had enough money to be able to buy a set. In 1947 there were TV sets in just half a per cent of American homes. By 1954 this had increased to more than 50 per cent and by 1962 90 per cent of American homes contained TVs.

Since the end of the 1950s television channels and services have continued to change and develop. The 1960s saw the growth in popularity of colour TV. In the 1970s live news reports and live sports events started to be regularly sent from one country to another by satellite. The 1980s saw the development of satellite and terrestrial TV channels. Since the end of the 1990s and the beginning of the new century people can now receive TV programmes via the internet or on their mobile phone.

Now listen again and check your answers.

Exam Practice Book

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Speaking section role cards

Test I

Task 1 card A

Ask Student 2 to help you with some homework tonight. Say what it is and why you need help.

- Find out what Student 2 is doing and when he/she might be able to help you.
- Try to persuade Student 2 to find some time earlier.
- Arrange a place to meet Student 2 to do the homework.
- Thank Student 2 and say goodbye.

Task 1 card B

Tell Student 1 that you are busy this evening.

- Explain what you have planned for the evening.
- Say when you might be free to help but don't make it too soon.
- Make some more excuses not to help earlier but finally agree to help.
- Arrange a place to meet Student 1 to help do the homework.
- Say goodbye to Student 1.

Task 2 card A

A Give your presentation:

- Describe picture A.
- Say what you like and dislike about the kind of music being played in this picture.
- Say what you would do if you were offered some tickets for such a concert.
- Invite Student 2 to comment.

B Now listen to Student 2's presentation then comment on what Student 2 says.

Task 2 card B

A Listen to Student 1's presentation then comment on what Student 1 says.

B Give your presentation:

- Describe picture B.
- Say what you like and dislike about the kind of music being played in this picture.
- Talk about your experience of concerts and music.
- Invite Student 1 to comment.

Test 2

Task 1 card A

Tell Student 2 that you are planning to organise a sports competition.

- You are not sure about which sports. Ask Student 2 for suggestions.
- Disagree with Student 2 about one of the suggestions and say why.
- Agree that Student 2's idea is a good one and ask Student 2 if he/she would like to help organise the event.

Task 1 card B

Ask Student 1 what sports are going to be included.

- Explain which sports you think would be best and why.
- Suggest an alternative. Give reasons for your choice.
- Explain that you won't have time and apologise.

Task 2 card A

A Give your presentation:

- Describe picture A.
- Talk about how you and others in your family spend a typical evening at home.
- If you could spend an evening anywhere you liked, explain what you would do.
- Invite Student 2 to comment.

B Now listen to Student 2's presentation then comment on what Student 2 says.

Task 2 card B

A Listen to Student 1's presentation then comment on what Student 1 says.

B Give your presentation:

- Describe picture B.
- Talk about how you and others spend a typical evening when you go out.
- If you had to stay in one evening, say how you would spend your time.
- Invite Student 1 to comment.

Test 3

Task 1 card A

Tell Student 2 that you have seen him/her stealing. Say where and when.

- Don't let Student 2 say you are wrong. You are sure.
- Ask Student 2 why he/she stole the money.
- Discuss with Student 2 what to do. The options are: tell a teacher, get help from Student 2's parents or for Student 2 to return the money.
- Agree with Student 2 which option to choose.

Task 1 card B

Tell Student 1 that he/she is mistaken. Say you weren't stealing; make an excuse.

- Admit that Student 1 is correct. Apologise and say it is the first time.
- Explain why you did what you did. Apologise again.
- Discuss with Student 1 what to do. The options are: tell a teacher, get help from your parents or you must return the money.
- Agree with Student 1 which option to choose.

Task 2 card A

A Give your presentation:

- Describe picture A.
- Talk about a town near to you.
- Describe the advantages of living in a town.
- Invite Student 2 to comment.

B Now listen to Student 2's presentation then comment on what Student 2 says.

Task 2 card B

A Listen to Student 1's presentation then comment on what Student 1 says.

B Give your presentation:

- Describe picture B.
- Talk about a country area near to you.
- Describe the advantages of living in the country.
- Invite Student 1 to comment.

Test 4

Task 1 card A

Tell Student 2 that you are doing a project at school. Say you need to ask people questions.

- Explain it is about advertising. Ask Student 2 if he/she will help.
- Ask Student 2 to give his/her opinion about advertising on TV.
- Ask Student 2 if some advertisements should not be shown on TV.
- Agree or disagree with Student 2 and thank him/her for helping you.

Task 1 card B

Ask Student 1 what the project is about.

- Agree to help Student 1 but say that you haven't got much time.
- Give your opinion on advertising on TV.
- Give your opinion on this question and ask for Student 1's opinion.
- Accept the thanks and say goodbye.

Task 2 card A

A Give your presentation:

- Describe picture A.
- Talk about how easy or difficult it is to recycle things in your town.
- Explain the advantages of recycling.
- Invite Student 2 to comment.

B Now listen to Student 2's presentation then comment on what Student 2 says.

Task 2 card B

A Listen to Student 1's presentation then comment on what Student 1 says.

B Give your presentation:

- Describe picture B.
- Explain how people usually get rid of waste such as in the picture in your town.
- Describe what you would do to improve the situation if you could.
- Invite Student 1 to comment.

Test 5

Task 1 card A

Student 2 is an old friend who is visiting you for the first time in a long time.

- Greet and ask how your friend is.
- Ask for news about friends and family.
- Offer your friend something to eat which includes meat.
- Apologise and say you don't have anything else. Request that they discuss the problem.
- Discuss the options and agree with Student 2 which option to choose.

Task 1 card B

Student 1 is an old friend who you are visiting for the first time in a long time.

- Greet and ask about your friend.
- Answer then ask the same kinds of questions to your friend.
- Refuse politely and explain about meat. Apologise and request something different.
- Agree and suggest two ways round the problem.
- Discuss the options and agree with Student 1 which option to choose.

Task 2 card A

A Give your presentation:

- Describe picture A.
- Talk about a singer or band you like.
- Explain why you think music and singing are enjoyable and important to people.
- Invite Student 2 to comment.

B Now listen to Student 2's presentation then comment on what Student 2 says.

Task 2 card B

A Listen to Student 1's presentation then comment on what Student 1 says.

B Give your presentation:

- Describe picture B.
- Talk about an actor or film star you like.
- Explain why you think films and plays are enjoyable and important to people.
- Invite Student 1 to comment.

Test 6

Task 1 card A

You are being bullied at school. Ask a friend or family member (choose one) for help and advice.

- Greet.
- Explain the problem and give a few details.
- Ask what to do.
- Explain why this wouldn't work.
- Accept the advice and ask how to carry it out in the best way.

Task 1 card B

You are an old friend or family member of Student 1 who is being bullied at school. Offer help and advice.

- Greet.
- Ask for some details and be sympathetic.
- Offer some advice.
- Offer different advice.
- Suggest how Student 1 can carry out the advice in the best way.

Task 2 card A

A Give your presentation:

- Describe picture A and say briefly what each object is for.
- Choose one of the four objects in picture A and say why it is a useful and important invention.
- Invite Student 2 to comment.

B Now listen to Student 2's presentation then comment on what Student 2 says.

Task 2 card B

A Listen to Student 1's presentation then comment on what Student 1 says.

B Give your presentation:

- Describe picture B and say briefly what each object is for.
- Choose one of the four objects in picture B and say why it is important for you and why you could not do without it.
- Invite Student 1 to comment.

Test 7

Task 1 card A

You cycle to work. You think more people should buy and ride bicycles.

- Talk about how you go to work and why you use that form of transport.
- Talk about the disadvantages of driving.
- Say why you think bikes are a better form of transport than cars.
- Agree with one or two things that Student 2 says about cars.

Task 1 card B

You drive to work. You like and use cars and want to continue using a car.

- Talk about how you go to work and why you use that form of transport.
- Talk about the disadvantages of riding a bike.
- Say why you think cars are a better form of transport than bikes.
- Agree with one or two things that Student 1 says about bikes.

Task 2 card A

A Give your presentation:

- Describe the poster shown in picture A.
- Say who you think made it, why it was made and if it works well.
- Comment on the benefits and disadvantages of advertising.
- Invite Student 2 to comment.

B Now listen to Student 2's presentation then comment on what Student 2 says.

Task 2 card B

A Listen to Student 1's presentation then comment on what Student 1 says.

B Give your presentation:

- Describe the poster shown in picture B.
- Say who you think made it, why it was made and if it works well.
- Comment on the benefits and disadvantages of tourism.
- Invite Student 1 to comment.