

# TEST 1



For questions 1-8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Example:

(0) A watch

B look

C sense

D tell

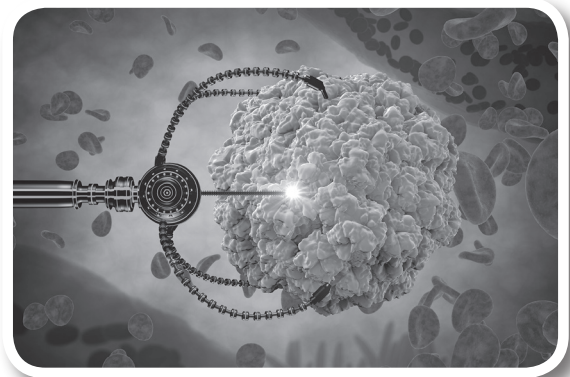
0	A	B	C	D
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### How bacteria can see

Scientists have long known that bacteria can (0) sense light; however, until now, they haven't understood (1) how. A team of scientists at Queen Mary University of London believe they have finally (2) solved the mystery.

The team studied the way bacteria reacted to a laser beam to discover how sensitive they were to light. They found that when the light (3) hit one edge of the organism, the rounded shape of its cell (4) caused it to focus the light onto the other side. The bacterium would then move in exactly the opposite direction to (5) where the light had focused.

Bacteria, therefore, use their whole bodies to (6) process light in basically the same way as the human eye does. A bacterium cell is (7) like a mini eyeball in that sense, although the images bacteria create by focusing light are much blurrier than the clear ones the human eye can (8) produce.



- |               |           |            |            |
|---------------|-----------|------------|------------|
| (1) A what    | B how     | C when     | D why      |
| (2) A fixed   | B checked | C solved   | D realised |
| (3) A brought | B sensed  | C hit      | D did      |
| (4) A placed  | B caused  | C achieved | D brought  |
| (5) A where   | B that    | C how      | D when     |
| (6) A make    | B watch   | C do       | D process  |
| (7) A as      | B of      | C from     | D like     |
| (8) A produce | B cause   | C solve    | D watch    |



For questions 9-16, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

Example:

0 T H E

### The Ultimate Supercomputer - Your Brain

(0) The human brain weighs about 1.3kg. This is only around 2% of the average human's total bodyweight, (9) but/yet it controls every single thing you will ever do. It enables you to think for yourself, learn new things, be creative and feel emotions, (10) not to mention that it also facilitates all your essential body functions, such as breathing and blinking.

Your brain can actually outperform a supercomputer, (11) which is incredible when you think about it. (12) There is no computer in existence that can come close to matching the brain's ability to download, process and react to all the sensory information it receives.



It is (13) an incredibly complex machine comprised of billions of microscopic cells called neurons. Apparently, it would take a person over 3,000 years to count each and every one (14) of them. These tiny brain cells create and send more messages (15) than all the phones on the planet. In fact, their activity creates approximately (16) enough electricity to power a low-watt light bulb.

#### TIP BOX!

- ✓ If you are having difficulty with a question, eliminate the options you know are definitely wrong first, so you have fewer to choose from. Then, try the remaining options in the gap and read the whole sentence to see how they fit. If you're still not sure, have a guess.
- ✓ Always study the words before and after the gap carefully and try to understand the intended meaning of the sentence. This will help you make the right choice to fill the gap.
- ✓ Practise! (1) This task tests your understanding of meaning at sentence and word level. So focus on building up your vocabulary (by reading and then reproducing vocabulary through writing). (2) Some of the questions will test your understanding of meaning at phrase level, so also focus on revising common collocations (words that go together) and phrasal verbs.



For questions 17-24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

Example:

0 C O L L I S I O N S

## What are the Northern Lights?

The Northern Lights (Aurora Borealis) are (0) *collisions* between electrically charged gas particles from the Sun which enter the Earth's atmosphere. They are frequently seen above the (17) *magnetic* pole in the (18) *northern* hemisphere. The same phenomenon at the South Pole is known as the Aurora Australis. The lightshow is most often pale-green or pink in (19) *appearance*, but various other shades have also been reported, from yellow to blue to violet. The (20) *variations* in colour are due to different types of particles colliding. Pale-green auroras are produced by oxygen gas (21) *roughly* 60 miles above the Earth's surface, while purplish-red ones are the result of nitrogen gas activity. The (22) *arrival* of such charged gases in Earth's atmosphere is down to the solar wind, which blows electrons and protons that escape from the Sun towards Earth. Where the Earth's magnetism is at its (23) *weakest* near the poles, some of these charged gas particles enter the atmosphere and collide with existing (24) *atmospheric* gases there.

**COLLIDE**

**MAGNET**

**NORTH**

**APPEAR**

**VARY**

**ROUGH**

**ARRIVE**

**WEAK**

**ATMOSPHERE**

### TIP BOX!

- ✓ First, read the text quickly for gist (general understanding) so as to get an idea of what it is about. Don't worry about understanding every single word when you do this. Then, read the whole sentence containing the gap. Decide what type of word is needed (eg a noun, verb, adjective, ...). Finally, reread the sentence with your chosen word to make sure it makes sense.
- ✓ Study prefixes (eg irregular) and suffixes (eg sweetness) of words.
- ✓ You must use the word given to form your answer.



For questions 25-30, complete the second sentence so that it has a similar meaning to the first sentence using the word given. Do not change the word given. You must use between **two** and **five** words, including the word given. Here is an example (0).

**Example:**

- (0) The teacher said we didn't need to spend too long revising Unit 6.

**WORTH**

The teacher told us *it wasn't worth spending* too long revising Unit 6.

**0** **IT WASN'T WORTH SPENDING**

- (25) Erica is the best player on our netball team.

**THAN**

Erica is a *better than anyone* else on our netball team.

- (26) Mark's parents allowed him to go abroad on his own.

**LET**

Mark's parents *let him go abroad by* himself.

- (27) Paul has a real talent for singing.

**GOOD**

Paul *is (very) good at* singing.

- (28) It's possible that I was wrong about Mark.

**MAY**

I *may have been wrong* about Mark.

- (29) Simone now regrets not starting her revision earlier.

**WISHES**

Simone *(now) wishes she had started* her revision earlier.

- (30) I haven't had time to reply to your letter yet.

**ROUND**

I haven't *got around to replying* to your letter yet.



You are going to read an extract from the journal of a scientist and explorer from the early 20<sup>th</sup> century. For questions 31-36, choose the answer (A, B, C or D) which you think fits best according to the text.

It's past midnight now and still the sky is carpeted with a thick, dark layer of stubborn cloud. For at least 6 hours I have been stationed in this same spot. The first few were spent hopeful, with the air of an optimist. I was sure a gap would appear at any moment, giving me a glimpse of that rarest of natural phenomena I had come in search of. Alas, frustration gradually replaced hope as the hours passed. Did I make this long journey for nothing? Am I to be denied again? I grow very tired of waiting for what I know is hidden above the clouds. I have not yet turned to anger, but I am getting close. If it were not so important, I might laugh at myself, but no – this means everything. ...

... And now here we are, when two hours more have passed. The anger creeps closer and closer. From the other side of the world I have come to find the famed lights of the Aurora Australis. It has not been a journey without considerable danger and expense. The stormy seas of the Southern Ocean nearly had us beaten a number of times, but we made it somehow to the edges of this lonely world. Oh, Antarctica, frozen continent; I think you would have us freeze here too and stay forever as your frozen, lifeless guests. But you will fail. We are strong, and we have much courage and will to survive. Yet, if only **it** would come out from its hiding place above the clouds, this great lightshow we came to witness, we could be gone from this awful place. ...

... It has been barely fifteen minutes since my last entry, but I could not wait to write again for I bring, at last, some good news. The wind had got up and was roaring not moments ago; snow was falling for the first time on our trip and our blood was turning ice-cold. We had all but given up hope and decided to leave this place for good. But then Marco shouted something excitedly in my direction. I couldn't hear a word he was saying through the howling wind, but his hand was pointed towards the sky. It was then that I noticed the snow was no longer falling and stars were visible through a widening gap in the clouds. And there it was, my friends, not for as long as I'd hoped or wished, but at least my eyes could behold it for a moment; Marco had drawn my attention to the magnificent green hue of the Aurora Australis as it lit up the night sky. I had seen what I had come for at last. ...

... Well then, now we've reached morning. The light of day is up and all chance of another glimpse of that magnificent natural lightshow is gone. We depart this unforgiving land for good in an hour or so. I will not be at all sorry to see the back of it either, I tell you. I look forward to returning to the fine, mild climate of home, sweet home. But I do not regret this journey for a moment. Some might consider it time wasted – a failure even, perhaps. After all, we saw the phenomenon for barely five minutes. That is not a good return on 30 days' waiting, I agree. But I would do it all again. You could not buy the feeling of wonder that filled my body as I gazed up at the sky last night with all the riches in the world. And, for that reason, I am very glad indeed that we came here.





(31) How does the writer suggest he is feeling in the first paragraph?

- A angry
- ☒ B impatient
- C good-humoured
- D optimistic

(32) What does 'it' refer to on line XX?

- A the Southern Ocean
- B Antarctica
- ☒ C the Aurora Australis
- D courage

(33) Why does the writer make another entry in his journal so soon again, in paragraph 3?

- A He wants to describe a significant change in the weather.
- ☒ B He has just seen the Aurora Australis.
- C He has decided to leave the place immediately.
- D He wants to complain about his friend's shouting.

(34) What was Marco pointing at?

- A the snow falling from the sky
- B the stars shining brightly
- C the clouds overhead
- ☒ D a natural display of green-coloured lights

(35) How does the writer feel about his adventure?

- A He is sad to be leaving Antarctica.
- B He regrets ever going to Antarctica.
- C He views it as a failure and a waste of time.
- ☒ D He thinks it was worthwhile.

(36) Based on the writer's journal entries, what was the weather probably like for the majority of his stay on Antarctica?

- ☒ A cloudy and very cold
- B windy and cold, with clear skies
- C cloudy and snowing constantly
- D fine and mild

#### TIP BOX!

- ✓ Always read the instructions first. These provide some basic context or background information (ie who is writing and why).
- ✓ Then, read the title of the text (if there is one) and skim through the questions (not the answer options). This will give you a better idea of what the text is about.
- ✓ Next, read the text quickly for gist (general understanding). Highlight any sections you think might relate to the questions as you read.
- ✓ Now, read each question and set of options carefully. Then scan the text to find the relevant section. Read this section carefully and choose your answer.



You are going to read a magazine article about dinosaurs. Six sentences have been removed from the article. Choose from the sentences **A-G** the one which fits each gap (**37-42**). There is one extra sentence you do not need to use.

### GIANT AMONG GIANTS

Tyrannosaurus rex is undoubtedly the celebrity of the dinosaur family, having even starred in a variety of movies and TV shows. However, *T. Rex*, as he is better known to most of us, has had some of his thunder stolen away from him of late, following the discovery of the fossilised remains of what is thought to be the biggest dinosaur identified to date. A life-size model of the newly uncovered giant, which is a member of the titanosaur family, has been wowing visitors to New York's American Museum of Natural History for some time now. **37 C**

The dinosaur's skeleton is a remarkable 37.5 metres in length. As if that wasn't impressive enough, its forehead also grazes the 5.8m-high ceiling of the museum. Truly, this is a giant among giants. However, we're not dealing with a ferocious killer here. **38 A** The plant-eater is thought to have lived in the forests of Patagonia between 100 and 95 million years ago. That was during a time known as the Cretaceous Period. *T. Rex*, incidentally, hails from the same period, though comes decidedly later by around 30 million years.

**39 E** One theory is that the most abundant food sources at the time contained a lot of fibre. It takes a significant amount of time to digest food of this nature, so animals would have needed a very large stomach, and a similarly large skeleton or frame to accommodate this. Another factor in their incredible size may have been defence. Not even the largest predator dinosaurs would have dared to attack a full-grown adult titanosaur. In fact, it's a similar defence strategy to that used by elephants today. **40 B**

The gigantic creature was discovered by chance by a shepherd back in 2013. He spotted an enormous fossilised bone sticking out of the rock on a farm in the desert of Central Patagonia. It turned out to be a 2.4m-long femur bone, which was the largest of its type ever discovered. Palaeontologists and scientists soon set up camp in the area and began its excavation. By the end of the dig, they had found 223 separate bones. **41 F** It is thought that the bones belonged to seven separate individuals, with the model now on display in New York representing the biggest of the seven.

Also on display there is a model *T. Rex*. And you can't help but feel that Mr Rex must be feeling a little insecure now! Not only has our new titanosaur been drawing huge grounds to its display, but it has also become a television star in its own right. **42 D** It was presented by David Attenborough. So you'd better watch out *T. Rex* because there's a new star in town!





- A As with all the members of the titanosaur family, this new star of the dinosaur world is strictly vegetarian.
- B They have few if any natural predators in the wild and the only real threat to their survival is man.
- C Indeed, the exhibit has become a huge attraction and it is not very hard to understand why people are so impressed.
- D A new documentary made by the British Broadcasting Corporation aired for the first time at the start of the year.
- E As yet, scientists have no concrete answer to explain why dinosaurs from this period grew so big.
- F To uncover so many in one place was incredibly fortunate and the scientists could hardly believe their luck.
- G A feature-length documentary film was released in cinemas earlier this year.

### TIP BOX!

- ✓ First, read for gist (general understanding) and summarise each paragraph in your own words.
- ✓ Then, read the sentence options. Think about the paragraphs they could relate to.
- ✓ Next, read the sentences before and after each gap. This will give you an idea of the type of sentence that is missing.
- ✓ Choose the best option and then read the before and after sentences again with your answer choice to make sure it makes sense.



You are going to read a magazine article about computer code-writing. For questions 43-52, choose from the sections of the article (A-F). The sections may be chosen more than once.

### Which section of the article

- |   |      |
|---|------|
| suggests there is a gender imbalance in careers involving code-writing?                     | 43 D |
| says computing skills will soon be a significant part of most professions?                  | 44 C |
| lists examples of things children are currently taught to encourage their creativity?       | 45 A |
| suggests all children should be given code-writing lessons without charge?                  | 46 F |
| suggests code-writing can be very beneficial to children later, in their professional life? | 47 C |
| compares code-writing to a more traditional form of creative work?                          | 48 B |
| uses a real-life example to show that kids are interested in learning about code?           | 49 E |
| suggests that children possess a characteristic which is absent or weaker in many adults?   | 50 A |
| suggests a reason why young people are attracted to learning about code-writing?            | 51 F |
| suggests lessons in code-writing might encourage more women to take a certain career path?  | 52 D |



### TIP BOX!

- ✓ Read the questions and highlight key words or ideas.
- ✓ Then, read the text or texts for gist (general understanding), but make a note of or highlight any sections you think might be linked to the questions as you read.
- ✓ Next, scan the text or texts to find the sections relevant to each question.
- ✓ Now, read these sections carefully to make sure they match the information in the questions. Remember, several different sections might have similar information, but only one will have the right answer. This is why careful reading is so important.



### Kids and Code

**A** It is well-known that kids are vessels of creativity; it flows through them in a way that many adults can only admire and envy. As we grow up, a lot of us lose this youthful flair for the creative. Of course, some adults are lucky enough to retain it, though, and they go on to become writers, artists, actors and so forth. But it is indisputably kids who are the kings and queens of creativity. They let their imagination run wild. This is why we teach them creative skills when they are young; to help harness their natural talent. We make sure that they learn to write, draw, and typically teach them to play a musical instrument as well.

**B** However, in this modern age in which we live, if we are really concerned about helping children develop their creativity, isn't it about time we started showing them how to write code, too? After all, code is one of the most creative tools of the digital era. It is to a technology lover what pen and paper are to a writer. Code is a means of expression that allows a person to create something truly unique and original.

**C** What's more, it is also the future. Computers are taking over our day-to-day lives more and more as time goes on. Soon, the majority of careers will be computer-centred. With this in mind, isn't it about time we prioritised children's digital education? If you don't accept the argument that code-writing helps young people channel their creativity, then listen to the practical argument in favour of teaching kids code-writing instead. This skill will undoubtedly be advantageous to them as they set out on their careers as young adults. In short, code-writing is an essential skill for the workplace of the future.

**D** Another compelling argument for encouraging kids to learn code from a young age is that it might help remove certain unwanted stereotypes. For example, code-writing is still more typically associated today with males than females, and, indeed, the majority of people who embark on careers which involve code-writing are still of the former sex. If we introduce lessons in code-writing into classrooms in primary schools, we can dispel the idea that code-writing is only for boys once and for all. This will open up a whole new set of career options to talented young females.

**E** Furthermore, for the doubters who don't think kids would be interested in learning to code, proof already exists to show that children's code-learning programmes can be very successful. For example, trial evening lessons in code-writing have proved exceptionally popular at one East London primary school. The classes, which are not compulsory, are always fully attended – how often do kids usually volunteer to stay late at school? That should tell you all you need to know. This is just one instance of many across the country which demonstrate the appetite for code-writing among young people.

**F** We should hardly be surprised that young people find code-writing interesting, though. After all, think of the popularity of video games and so on with their age group. Well, code writing empowers children by enabling them to go one step further than simply playing computer games; they can develop their own games from their imagination as well. How wonderful and exciting is that? And it is only the tip of the iceberg. They will soon discover that the power of code goes far beyond simple gaming. Recently, it was suggested that access to the internet should become a basic human right. I would go a step further than this and suggest that so too should free access to code-writing in education as part of the school curriculum. Kids are natural code-writers and we need to let them loose!



You **must** answer this question. Write your answer in **140-190** words in an appropriate style.

- 1 In your English class you have been talking about ways of reducing waste and pollution. Now your English teacher has asked you to write an essay for homework.

Write your essay using **all** the notes and giving reasons for your point of view.

There are simple things we can all do to reduce the amount of waste and pollution we produce.

Do you agree?

### Notes

Write about:

1. recycling
2. modes of transport
3. .... (your own idea)

### TIP BOX!

- ✓ Always spend a few minutes planning your answer. Marks are awarded for organisation, so make sure you structure your paragraphs in a logical way.
- ✓ Don't waste time counting your words in the exam. You should, instead, try to get an idea of what around 190 words looks like in your writing when you write practice answers. Use this as a guide. You won't be heavily penalised for writing a few words over the limit.



Write an answer to **one** of the questions 2-5 in this part. Write your answer in **140-190** words in an appropriate style.

- 2 You have received an email from your English-speaking friend Fran.

Hi,  
I'm doing a school project on festivals in different parts of the world and I'm hoping you can help me. Can you tell me about a festival which is popular in your country? When is it and what does it celebrate? What happens during the festival that makes it special?  
Thanks,  
Fran

Write your **email**.

- 3 You see this announcement posted on an English-language Facebook page.

**Reviews wanted!**

Films  
Have you seen a film you liked recently? Well, we'd like to know. Tell us what genre the film is and what it's about, and say why you liked it and what age group(s) of people you would recommend it to.  
We'll post the best reviews on our Facebook page.

Write your **review**.

- 4 You have seen this announcement in an online English-language magazine.

**Story Competition**

It's time for this year's story competition. Your story must begin with the sentence:  
Suddenly the lights went out and it was completely dark.  
Your story must include:  
a candle  
a new friend  
The best stories will be published in our magazine and there will be mystery prizes for the winners!

Write your **story**.

- 5 Answer the following question based on the set text.

You have been talking about the set text in your English class. Now your teacher has given you this essay for homework:  
There are some interesting relationships between the characters in this story. Which two characters have the most interesting relationship? What do you think about the way their relationship develops?

Write your **essay**.



You will hear people talking in eight different situations. For questions 1-8, choose the best answer (A, B or C).

- (1) You hear a brother and sister talking about their teacher. What do they agree about?  
A She explains things well.  
B She never loses her temper.  
☒ C She cares about her job.
- (2) You hear a teenager talking about her local gym. What does she dislike about it?  
A The facilities need modernising.  
☒ B It's too crowded most of the time.  
C The staff could make more effort to be polite.
- (3) You hear a brother and sister talking about a film they saw. What does the boy say about it?  
☒ A The storyline was very original.  
B The ending was a disappointment.  
C The acting was quite weak.
- (4) You hear a father talking to his teenage daughter about her charity mountain climb? What is he doing?  
A helping her plan her route up the mountain  
☒ B reminding her to pack the right equipment  
C advising her to check the weather forecast
- (5) You hear someone talking about a play he has just acted in. What does he say?  
A He's not looking forward to the next performance.  
B He's glad that nothing went wrong on the opening night.  
☒ C He thinks the audience reacted positively and enjoyed themselves.
- (6) You hear two friends talking about their technology class. Why is the girl feeling anxious?  
A She hasn't managed to complete the homework.  
B She's forgotten to bring her project to school.  
☒ C She hasn't studied for the exam.
- (7) You hear a reviewer talking on the radio about a new film release. What type of film is it?  
A horror  
☒ B crime  
C action
- (8) You hear a brother and sister talking about a holiday. What did the girl think of it?  
☒ A She liked the accommodation.  
B She was not impressed with the location.  
C She wished they could have stayed longer.



You will hear a scientist called Jeff talking to some students about current issues affecting Arctic wildlife. For questions 9–18, complete the sentences with a word or short phrase.

### Current issues affecting Arctic Wildlife

There are no (9) penguin species living in the northern hemisphere.

Polar bear skin is (10) black in colour, unlike its fur which is transparent.

(11) Air pockets in their fur help polar bears to stay warm during the very cold Arctic winter.

The average (12) summer temperature at the North Pole is about 0°.

If there is hardly any food around, polar bears will even eat (13) garbage because they are opportunists.

Polar bears are classed as (14) land mammals even though they are very skilled swimmers.

It is not common for polar bears to travel great distances (15) by sea/water because they lose a lot of bodyweight when they do that.

Scientists believe polar bears are changing their (16) behaviour in order to adapt to global warming.

Sea ice levels, as measured in (17) September annually, are reducing by around 13.4% each decade.

Scientists fear that the polar bear's classification may change to (18) endangered before long.

#### TIP BOX!

- ✓ You have 45 seconds before the recording starts. Use this time wisely. Read the heading of the notes and the sentences. Highlight or underline key words or ideas. If you have time, think about what type of information each gap needs (for example, a noun, verb, adjective, etc). For instance, in Question 10, you know you will have to listen out for a noun and it is probably the word for a specific colour.



## Listening | Part 3

### Test 1

You will hear five short extracts in which teenagers talk about clothes. For questions 19-23, choose from the list (A-H) what each speaker says is important to them about the clothes they wear. Use the letters only once. There are three extra letters which you don't need to use.

A I want to dress like my friends.

Speaker 1 **A** 19

B I want to feel comfortable in my clothes.

Speaker 2 **F** 20

C I want to be different from everyone else.

D I want to please my parents.

Speaker 3 **B** 21

E I want to wear designer brands.

F I want to spend as little money as possible.

Speaker 4 **H** 22

G I want to wear a certain type of material.

H I want to copy my role model.

Speaker 5 **C** 23

#### TIP BOX!

- ✓ You have 30 seconds to read the questions before the recording starts. Use this time wisely to find out as much as possible about the task. For example, check the topic in the instructions (clothes) and what the speakers will talk about (what is important to them about the clothes they wear). Then, underline or highlight key words in the options. This gives you something to focus on and listen for. Remember, you might not hear these exact words but similar words or ideas. For example, the idea of Option F spend little money could be expressed as not spend a lot or spend a small amount. That's why it helps to think not just of the key words but the key ideas.





You will hear an interview with a young woman called Michelle, who works as a travel writer. For questions 24-30, choose the best answer (A, B or C).

- (24) How did Michelle become a full-time travel writer?
- A she had a travel blog which became very popular
  - ☒ B she studied journalism at university and did an internship
  - C she self-published an e-book on travelling the world
- (25) Why does Michelle love the Canary Islands?
- A they are incredibly popular with tourists from all around Europe
  - B they offer a huge variety of different landscapes and wildlife
  - ☒ C they have some great hiking trails and cycling routes
- (26) What has been the highlight of Michelle's travel adventures so far?
- A flying by helicopter over White Island in New Zealand during an eruption
  - ☒ B snowmobiling up a glacier in Iceland at night time with the northern lights above
  - C meeting wonderful people from all over the world while walking the Camino in northern Spain
- (27) What does Michelle find most difficult about travelling abroad?
- A finding suitable food to eat
  - ☒ B choosing what to see and do
  - C overcoming cultural and language barriers
- (28) What is Michelle's biggest regret?
- ☒ A not learning a second language at school
  - B not continuing her study of French after she finished school
  - C not learning Spanish before she went on the Camino
- (29) What does Michelle think about voluntourism?
- ☒ A it often does more harm than good
  - B she thinks a lot of voluntourists are ignorant and selfish
  - C she would like to see more people get involved in it
- (30) What went wrong on Michelle's most recent charity adventure in Tanzania?
- A she suffered from a potentially deadly brain condition
  - B she had to be rescued from the top of a mountain
  - ☒ C she had a temporary problem with her vision



## Speaking

### Test 1

#### TIP BOX!

- ✓ Before you enter the exam room ...  
You are given a mark sheet with your name on it.  
You and your partner(s) wait outside the exam room until you are called in.
- ✓ When you enter the exam room ...  
The interlocutor will greet you.  
They will ask you for your names.  
They will take your mark sheet.  
The interlocutor will introduce themselves and the other examiner in the room.  
The other examiner will not talk to you; he/she will only listen.
- ✓ You will usually have just one partner. Only if there is an odd number and you are the last group will you have two.  
The exam starts when you enter the room, so give full and proper answers to all questions.
- ✓ Always give full-sentence answers; never give yes/no or single-word/short-phrase answers.
- ✓ If you don't hear or understand what the interlocutor has said, just ask them to say it again politely. You can use one of the questions above in Exercise 2. Always be polite and say please and thank you.
- ✓ Remember, Speaking Parts 2-4 are not a test of honesty. When giving an opinion, for example, if you wish to say something you don't necessarily believe because it shows off your English, that is fine. It's not a lie-detector test!
- ✓ In Speaking Part 1, you don't need to give really long answers. However, you can still show off your English.



## Part 1 | 2 minutes (3 minutes for groups of 3)

### Weekends

- What hobbies do you enjoy doing at weekends? (Why?)
- How much time do you spend studying at weekends? (Do you think that is enough?)
- What did you do last weekend?
- What are you going to do this weekend?
- Do you prefer Saturdays or Sundays? (Why?)

## Part 2 | 4 minutes (6 minutes for groups of 3)

**Interlocutor:** In this part of the test, I'm going to give you each two photographs. I'd like you to talk about your photographs on your own for about a minute, and also to answer a question about your partner's photographs.

It's your turn first (Candidate A). Here are your photographs on **page X**.

**They show people in different learning environments.**

I'd like you to compare the photographs, and say **what you think the people enjoy about learning in these environments.**

All right?

**Candidate A:** [Speak for about 60 seconds.]

**Interlocutor:** Thank you.

(Candidate B) **Which learning environment would you prefer? (Why?)**

**Candidate B:** [Speak for about 30 seconds.]

**Interlocutor:** Thank you.

Now, (Candidate B), here are your photographs on **page X**. They show **people with animals in different situations.**

I'd like you to compare the photographs, and say **what the people are enjoying about being with animals in these situations?**

**Candidate B:** [Speak for about 60 seconds.]

**Interlocutor:** Thank you.

(Candidate A) **Which of these two situations would you prefer to be in? (Why?)**

**Candidate A:** [Speak for about 30 seconds.]

**Interlocutor:** Thank you.



### Part 3 | 4 minutes (5 minutes for groups of 3)

**Interlocutor:** Now, I'd like you to talk about something together for about two minutes.

**I'd like you to imagine that your school wants to encourage students to participate in team sports and has asked for ideas about how to do this. Here are some ideas and a question for you to discuss. First you have some time to look at the task on page Y.**

**Now, talk to each other about how each of these ideas might encourage students to participate in team sports.**

**Candidates:** [Speak for about 2 minutes if pairs; Speak for about 3 minutes for groups of 3]

**Interlocutor:** Thank you. Now you have about a minute to decide **which two ideas would be the most interesting to choose.**

**Candidates:** [Speak for about 1 minute]

**Interlocutor:** Thank you.

### Part 4 | 4 minutes (6 minutes for groups of 3)

**Interlocutor:**

- Do you think young people get less exercise today than they used to? (Why / Why not?)
- Is it better to play team or individual sports? (Why?)
- What sports would you recommend for people your age? (Why?)
- Which do you prefer – going to the gym or playing sports? (Why?)
- How are you likely to benefit from exercising every day?
- Have you ever injured yourself playing sports, or do you know someone who has? Say what happened.

Thank you. That is the end of the test.