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H. Q. Mitchell - Marileni Malkogianni

Training and
5 Practice Tests



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Training and
5 Practice Tests



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Training Section

The training section consists of training for the Reading and Writing paper, the Listening paper and the Speaking paper. Each section for an exam part includes the following:

Preparation material and useful strategies and tips for the specific exam task

A description of the exam task's aim and a brief description of what the student is required to do

A preview of the exam task

TRAINING SECTION • LISTENING • PART 3

LISTENING PART 3

Listening Part 3 tests how well you understand specific information, feelings and opinions in a dialogue.

Exam description
You will listen to two people talking to each other. You must read five questions (11-15) and answer them by choosing the correct answer choice for each one (A, B or C).

Before you listen

1. Read the situation and questions 11-15 below. Then read the topics 1-8 on the next page, and tick (✓) the five that you think the recording will definitely include.

<p>You will listen to two friends, Charlie and Amy, talking about learning foreign languages.</p> <p>11. Charlie is learning French because</p> <p>A. he thinks it's interesting. B. it is easy to learn. C. it will be useful for him.</p> <p>12. Who does Amy practise speaking French with outside the classroom?</p> <p>A. a family member B. a classmate C. her teacher</p>	<p>13. During her Italian class, Amy prefers</p> <p>A. reading activities. B. listening activities. C. speaking activities.</p> <p>14. Amy's Italian class starts at</p> <p>A. 6.00 p.m. B. 6.30 p.m. C. 6.45 p.m.</p> <p>15. They both think that doing homework</p> <p>A. is very boring. B. can sometimes be fun. C. helps them improve.</p>
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While you listen

2. The transcripts A and B below are about two other people learning foreign languages. In each case, read the transcript and answer the questions that follow.

A.

Cole: I love that German is so easy to learn. Many words are the same as in English. I find the lessons quite interesting, don't you?

Jodie: No, not at all. And anyway, where will I use the language? We don't have German tourists here.

B.

Cole: It was very difficult to find a language centre that offers Chinese.

Jodie: I don't think many people here want to learn it.

Cole: Yeah, most of them prefer languages like Spanish or French.

Jodie: But it's such an interesting language, isn't it? It doesn't even have letters!

1. Jodie thinks that learning German is

A. boring.
B. easy.
C. useful.

2. In which part(s) of the transcript did you find the correct answer to question 1?

3. Why are the other two answer choices wrong?

1. which part of his lesson Charlie likes the least

2. what Amy likes most now that she's learning Italian

3. the reason why Amy is learning Italian

4. Charlie and Amy's opinion on doing homework

5. what time Charlie has his French lesson

6. how Amy practises speaking French when she's not in a lesson

7. Charlie's reason for learning French

8. when Amy has her Italian lesson

tip

Before you listen to the recording, look at the situation and the questions and try to guess what kind of information the conversation will include. The more you are prepared for the recording, the more information you will understand.

tip

There are two speakers in every conversation. The questions might be about one of them or both of them. Also, the answer choices might be mentioned by one of them or both of them. Finally, the answers might be given by one of them or both of them.

TRAINING SECTION • LISTENING • PART 3

STEPS for Listening Part 3

- Read the situation to understand the relationship between the two speakers and the topic of their discussion.
- Then read the questions, without looking at the options, to understand what exactly the two people will talk about.
- Listen to the recording to understand the main idea of what is said and answer the questions.
- Then listen again and make sure your answers are correct.

Remember:

- While you are listening to the recording the first time, don't waste too much time on each question. If you're not sure about an answer, move on to the next question – otherwise, you won't hear the rest of the conversation. Use the second time you listen to the recording to answer any questions you didn't answer the first time.
- The three answer choices might be mentioned in the recording using different words.
- You won't lose points for wrong answers so answer all the questions, even if you're not sure about some of them.

EXAM TIME

10/12 For each question (11-15), choose the best answer (A, B or C).

You will listen to two friends, Charlie and Amy, talking about learning foreign languages.

<p>11. Charlie is learning French because</p> <p>A. he thinks it's interesting. B. it is easy to learn. C. it will be useful for him.</p> <p>12. Who does Amy practise speaking French with outside the classroom?</p> <p>A. a family member B. a classmate C. her teacher</p>	<p>14. Amy's Italian class starts at</p> <p>A. 6.00 p.m. B. 6.30 p.m. C. 6.45 p.m.</p> <p>15. They both think that doing homework</p> <p>A. is very boring. B. can sometimes be fun. C. helps them improve.</p>
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13. During her Italian class, Amy prefers

A. reading activities.
B. listening activities.
C. speaking activities.

Sample pages from the Training section: Reading

TRAINING SECTION • READING & WRITING • PART 2

2. Find opposites for the words below. Use the words in the box.

fail	worst	receive	sell	bottom	simple	light
full	shut	amazing	wet	dark		

- difficult = _____
- open = _____
- best = _____
- bright = _____
- buy = _____
- empty = _____
- pass = _____
- heavy = _____
- send = _____
- dry = _____
- awful = _____
- top = _____

3. What do these words mean? Use the phrases in the box.

1. improve: <input type="checkbox"/>	6. again: <input type="checkbox"/>	A. make sure	F. take a break
2. crowd: <input type="checkbox"/>	7. describe: <input type="checkbox"/>	B. make money	G. a big group of people
3. walk: <input type="checkbox"/>	8. earn: <input type="checkbox"/>	C. become a member	H. give details
4. check: <input type="checkbox"/>	9. rest: <input type="checkbox"/>	D. once more	I. go on foot
5. join: <input type="checkbox"/>	10. exercise: <input type="checkbox"/>	E. become better	J. get fit

4. Circle the correct options.

tip
A paragraph may say the same thing as a question by mentioning what someone/ something does, what a group includes, what something is used for or means, etc.

- Please give me something for this toothache; it really hurts. → This person needs some **medicine / dessert**.
- Frank repairs people's cars and motorbikes. → Frank is a(n) **engineer / mechanic**.
- I like taking my camera with me on my walks because I might see butterflies or bees. → This person enjoys taking pictures of **insects / farm animals**.
- James takes tourists around the city to see the important sights and explains their history. → James is a **tour guide / driver**.
- Our class visited a castle and two museums yesterday. → We went **sightseeing / sailing** all day long.
- I need to buy a new bed and a desk before moving into the new flat. → This person has to buy some **equipment / furniture**.

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Revision of vocabulary

TRAINING SECTION • READING & WRITING • PART 2

5. Read the paragraph below. Find evidence to prove that the statements 1-3 are true. Which words helped you?

My family always lived in small rented flats when I was young, but our dream was to live somewhere bigger with lots of space, away from the noise of the city. Well, we've just bought the perfect house in the countryside, with a big garden and lots of places nearby to go hiking and cycling.

- The places where this person used to live were not large.
- This person doesn't live in the city anymore.
- This person can do outdoor activities now.

Grammar: Comparisons

6a. Complete sentences 1-5 with the correct form of the words in brackets so that they have the same meaning as the sentence in bold.

My neighbourhood isn't as quiet as I would like.

- Other neighbourhoods are _____ (quiet) than mine.
- I would prefer to live somewhere with _____ (little) noise.
- The area where I live is _____ (noisy) than I would like.
- I would like to live in an area that isn't as _____ (busy) as my neighbourhood.
- I want to live in a _____ (quiet) neighbourhood.

6b. Read the paragraph below. What does it mean? Tick the correct sentences.

My older sister and I grew up in a four-bedroom house. After she got married, my family bought a flat because we didn't need as many rooms anymore.

- Our new home is smaller than our old home.
- Our new home has more rooms.
- The place we live in now isn't as big as the old one.
- Our old home was bigger.
- Our new home has fewer rooms.
- The home where we used to live had less room.
- Our new home is the biggest one we've ever lived in.

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Immediate application in exam-type activities

Revision of grammar

Immediate application in exam-type activities

Sample pages from the Training section: Reading

Teaching skills and strategies: guided breakdown of exam-type questions into manageable steps

TRAINING SECTION • READING & WRITING • PART 2

Reference words and text cohesion

tip
When reading the paragraphs, pay attention to words like *he, she, it, they, his, hers, their, this, that, these, those, here, there, both, all, one, ones* and some and try to figure out who or what they refer to.

7a. Read the sentences and decide who or what the words in bold refer to. Underline them.

- My cat likes playing with soft toys, so I got **one**. It's black and white.
- Lisa is 12 years old. **Her** mum takes her to school every day. **She** then goes to work as a chef.
- I love swimming competitions, but the rest of my family aren't interested, so when **they're** not watching TV, I watch **them** by myself.
- There were lots of baby monkeys at the zoo and lots of people were taking photos. **Some** were playing in a small pool of water.
- My dad went on lots of business trips when I was young, and always brought me back souvenirs from the places he visited. **This** is what made me want to visit these places.

7b. Read the paragraph below. What do the words in bold refer to?

When my brother and I changed to a new school last year, our parents rented a new flat so we wouldn't be so far from **it**. **We both** walk to and from school every day to get some exercise. The space is a bit larger than our other flat, with lots of room for indoor games. The only problem is that we're on a much busier street, so it isn't as quiet **here** as I would like, and it's often difficult for my parents to park the car close by.

it: _____
We both: _____
here: _____

Matching a question with a paragraph

8a. Read the question and the three answer choices, A, B and C. Then answer the questions on the next page and read the tip.

Who thought the film was good?

A My brother and I love action films. He enjoyed this one and told me he would watch it again, but I didn't. Lisa	B I didn't like going to the cinema so late at night – the film was brilliant though! Katie	C I was so surprised! All my friends said that it was a good film, but it was much less interesting than I thought it would be. Patty
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TRAINING SECTION • READING & WRITING • PART 2

Lisa

- What do Lisa and her brother love: this particular film or something else?
- Who enjoyed the film and would watch it again?
- Who didn't enjoy the film? Which words help you understand this?
- So, did Lisa think the film was good?

Katie

- What didn't Katie like: the film or something else?
- What did she think about the film?
- Is *brilliant* a synonym for *good* or an opposite?
- So, did Katie think the film was good?

Patty

- Who said that it was a good film?
- What does Patty say about it?
- Does this mean that she thought it was interesting or kind of boring? Which words help you understand this?
- So, did Patty think the film was good?

tip
To understand exactly what is being said, pay attention to what you read.
• You might see the same word in a question and a paragraph, but that doesn't mean it is always the correct answer. (eg. The word *good* appears in the question and in answer choice C. This is not the correct answer, however, because Patty is not the one who believes this; her friends do.)
• Keep in mind that there are many ways that an idea or feeling can be expressed through the use of different words and structures, as well as paraphrasing. Make sure you understand who or what each idea is referring to, and try to interpret what is being said. For example:

The film was good.	The film was not good.
• It was brilliant/fantastic/great/interesting.	• It was bad/terrible/horrible/boring.
• I liked/loved/enjoyed it.	• I didn't like/enjoy it.
• I'd watch it again.	• I hated it.
• I had a great time at the cinema.	• It wasn't interesting at all.
• My friends thought it was awful, but not me.	• I was so bored.
• You should watch it.	• I had a terrible time at the cinema.
	• I wouldn't watch it if I were you.

• Make sure you understand the grammar. (eg. The phrase *it was much less interesting than I thought it would be* in answer choice C contains the positive word *interesting*, which could mean that the film was good, but in this case it doesn't. The comparative form *much less interesting* means the opposite.)

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Teaching skills and strategies: learning to justify answers

TRAINING SECTION • READING & WRITING • PART 3

3. Read paragraph C and answer the exam question. Then read the tip and decide: why are the other two answer choices wrong?

C
My father thought the programme was a great idea. It will help people understand that what we do here is important, and show them why we need their help, he said. The hospital does everything it can for animals every summer when there are fires. Things were getting better, but this year we had very hot weather and the fires were the worst I've seen.

What do we learn about the forest fires?
A. They were much worse in the past.
B. They happen because people are not careful.
C. They happen every year.

tip
An option is wrong when:
• it seems true, but the text doesn't actually say it.
• the text mentions it, but this is not what the question asks.
• the text says the opposite.
• the text mentions it but about another person.
• the text mentions it but about another time.
• it uses words/phrases from the text but in a sentence that is wrong.

4a. Read the short texts on the left and then choose A, B or C for each sentence on the right.

tip
One of the questions may be about how a person feels.

1. I'm a big fan of the Maroons so, when my dad got us tickets to one of their games, I couldn't wait to see them play.	→ The writer felt	A. excited to watch a rugby game. B. sure that his favourite team would win. C. lucky that they had found tickets.
2. Alice is sorry she has to leave Vietnam so quickly. It is a country she would very happily return to.	→ Alice feels	A. unhappy she is returning to Vietnam. B. glad she is going back to Vietnam soon. C. upset she couldn't stay somewhere longer.
3. I couldn't believe the car was so cheap! The radio was broken, but I bought it anyway and drove around Europe for three months.	→ The writer felt	A. surprised that something didn't cost more than it did. B. bored with all the driving. C. angry that the car didn't work well.

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Exposure to common exam questions and guidance on how to tackle them

TRAINING SECTION • READING & WRITING • PART 3

4b. Read paragraph D and answer the exam question.

D
During the filming, they asked my father lots of questions. I showed them around the hospital, which was exciting, but I hope people won't be able to see how worried I was in front of the cameras! I wanted to do everything right, because people need to understand how much the hospital helps.

How did Anna feel during the filming?
A. excited about being on television
B. scared of making a mistake
C. worried that people might not understand her

Understanding the main idea in a paragraph

5. Read the tip. Then read paragraph E and answer the exam question.

tip
After you read each paragraph in a long text, think about what the main idea of that paragraph is. This will help you understand the text better, and will also help you answer questions that refer to the whole text.

E
I really hope that people watch the show and decide to help us out. We'd love it if you could come sometimes to feed the animals or clean up, or give some money to help buy the medicines we need. You can even be a tour guide and tell our youngest visitors about all our animal friends, including birds, rabbits and baby bears!

In this paragraph, Anna is explaining
A. what kind of help the hospital needs.
B. why the hospital needs help.
C. which animals need the most help.

Understanding the main idea of the whole text

6. Read paragraphs A-E again. Then read the tip and answer the two questions below. Why are the wrong answer choices incorrect?

tip
The last question might test your understanding of the main idea of the whole text, so make sure the answer choice you choose is true for all of the paragraphs together. Don't choose an answer choice which is true only for one of the paragraphs, or which includes some words/phrases from the text but doesn't actually describe the whole text.

- Why has Anna written this text?
A. to describe what the TV programme will be about
B. to ask people to help the hospital
C. to explain how forest fires happen
- What is the best title for the text?
A. Why I want to work with animals
B. A father-daughter team
C. Watch us... and join us!

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Skills and strategies

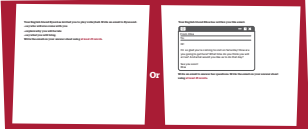
Sample pages from the Training section: Writing

READING & WRITING PART 6

Reading and Writing Part 6 tests your ability to write a short message (email or note).

Exam description
You will read instructions that include three points. You will then have to write a short note or email of **25 words or more** to an English friend and give information that answers all three points.

OR
You will read a short email with three questions that an English friend has sent to you. You will then have to write a short email of **25 words or more** to this friend answering the three questions.



What do you have to write?

- Read the writing task. Then read the sample answer and underline the sentences that answer the three points.

Hi Barry,
I hope you're well! Would you like to have a picnic in the park together tomorrow? We can meet in front of the bank on Mercer Street at ten o'clock. I'll bring sandwiches. Could you bring some juice? Let me know!
Bye,
Kevin

You want to have a picnic in the park tomorrow with your English friend Barry. Write an email to Barry and:
• ask him to come with you
• say where you can meet
• tell him what to bring.

TRAINING SECTION - READING & WRITING - PART 6

2. Read the table and the instructions 1-3. What are you asked to do in each one: invite, suggest something or make a request? How would you do this?

Inviting	Suggesting
<ul style="list-style-type: none"> Would you like to go (come)/join...? Can/Could you come to...? Do you want to go (come)/join...? Are you free on...? I'm having a bit... I'm planning a(n)... and I'd really like you to come. I'm going to... Do you want to come? 	<ul style="list-style-type: none"> Shall we play/meet...? I'd like to play/meet... Is that OK with you? Let's play/meet... What do you think? We can play/meet...? Why don't we play/meet...? How/What about playing/meeting...? Do you mind if we play/meet...? I was thinking of playing/meeting...

Making requests

- Can/Could I open/close... please?
- Can/Could you open/close... please?
- Would you open/close...?
- Do you mind opening/closing...?
- Do you mind if I open/close...?

Tip
Make sure you understand what the instructions are asking you to do. Always use a variety of phrases in your role/ email.

Tip
Remember: you will have to come up with your own ideas. Tell Lee when you will visit her → next Saturday, tomorrow, etc.

- Ask Chloe if you can borrow her geography book.
- Suggest an activity to do at the sports centre.
- Ask Anna if she wants to join you for lunch.

3. Read the questions 1-3. How would you answer them? Write at least 5 words. Use the table below.

	Responding to requests	
	Positive	Negative
1. Do you mind if I bring you the backpack on Monday?	• Yes, of course I'd love to see it.	• I'm sorry, I can't, today, but I'll, tomorrow.
2. Can we meet today at around 5 p.m.?	• Sure, no problem. I'll be there.	• I'm afraid I won't be able to, because...
3. Could I borrow your bike for the weekend?		

TRAINING SECTION - READING & WRITING - PART 6

How can you improve your writing?

Tip
Pay attention to grammar and vocabulary as well as punctuation and spelling.

Grammar

5. Use the prompts to write out full sentences.

Tip
Pay attention to word order:

Statements	Questions
subject + verb + object	auxiliary verb + subject + main verb + object
Sue plays tennis	Does Sue play tennis?
	question word + auxiliary verb + subject + main verb + object
	When does Sue play tennis?

- If / Lucy / come / my house / tomorrow / we / play / video games /
- Greg / not go / school / yesterday / because / he / be / ill /
- you / want / meet / friend / bus stop /
- my sister / enjoy / take / photos / so / I / buy / new camera / her / tomorrow /

Punctuation

6. Add punctuation (., !). Sometimes there might be two sentences, so use capitals.

- I don't like the book I'm reading very much it's long and boring
- I was so surprised to see them there
- In my neighbourhood there's a shoe shop a bookshop a supermarket and a pharmacy
- Shall we go to the new skatepark I love it there

Spelling

7. Complete the sentences with the words in bold.

- its / its
I bought a new coat, _____ dark blue but _____ pockets are dark red.
- your / yours
Can you show me how to use _____ skateboard? _____ very good with it.
- their / theirs / they've
_____ going to walk _____ because _____ car is at the mechanic's.
- cousins / friends
It's my _____ birthday next week, so I got him a funny T-shirt. I also got presents for my _____ birthdays, which are in February and March.


Sample answers make it clear what students are aiming for

Focus on language: functional language, grammar, syntax, punctuation and spelling

READING & WRITING PART 7




Reading and Writing Part 7 tests your ability to write a short story.

Exam description
You will see three pictures showing people doing things. You must write a short story of **35 words or more** based on the pictures.



Coming up with ideas

1a. Look at pictures A and B of the story below. Answer questions 1-9 using the key words given.

<p>Picture A</p>  <p>Debbie make cake kitchen mum oven last Saturday 4 p.m. happy</p>	<p>Picture B</p>  <p>4.30 p.m. watch TV living room</p>	<p>Picture C</p> 
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- Who are the people?
- When did this story happen?
- Where were they?
- What were they doing?
- How did Debbie feel?
- What did they do at 4 p.m.?


TRAINING SECTION - READING & WRITING - PART 7

Picture B

- Where were they?
- What time was it?
- What were they doing?

1b. Read the tip. Then look at picture C and write questions. Answer them using key words.

Tip
Look at the pictures carefully. Use the diagram on the right to help you come up with questions/ideas. Write down some key words for the things you see and for what happens. This will make it easier for you to write the whole story later.



Picture C

10. _____
11. _____
12. _____
13. _____
14. _____

1c. The sentences below make up a sample answer for the story in activity 1a. Read them and put them in the correct order. Write 1-6.

- When the show ended at six o'clock, Debbie's mum shouted, 'Oh dear! We forgot the cake!'
- They made a chocolate cake and put it in the oven to bake at 4 p.m.
- Last Saturday afternoon, Debbie and her mum decided to make a cake. Debbie was very happy.
- They were both very sad.
- While they were waiting, they went into the living room and watched a show on TV.
- They ran into the kitchen, but it was too late because the cake was black.

Tip
Your story should describe the pictures in the order in which they appear.

Tip
The questions and the key words help you think of ideas for your story. You don't have to use all of these in your story if they are not important (e.g. for the first picture, the word **kitchen** was not used in the sample answer because everyone knows where people cook things in a house).

Sample answer

Sample pages from the Training section: **Listening**

TRAINING SECTION • LISTENING • PART 1

1b. Look at the transcript of a dialogue and match the people (1-3) with the activities (A-C).




Emily: Uhh, I'm so tired! I was at the library for a school project last night and I finished at twenty past nine.
Alex: So am I! Mum had to help Grandma and she left her house at nine to pick me up from basketball practice.
Emily: I know. She said you didn't get back until it was almost ten.

1. Emily
 2. Alex
 3. Alex's mum

A. played a sport.
 B. did homework.
 C. helped a family member.

1c. Read the transcript again. Then read the question below and choose the correct picture A, B or C.

What time did Alex return home?

A  B  C 

tip
 You will hear information about and see pictures of three different people/places/times/objects, etc. So read the question carefully, and find the key words that tell you what piece of information you should listen for.

2a. **4.03** You will listen to five sentences. For each sentence, circle what you hear and what it means.

What do you hear?	What does it mean?
1. We / We'll go hiking up Calton Hill.	a. We always go hiking up Calton Hill. b. Today we're going to go hiking up Calton Hill.
2. I prepare / prepared dinner at 5 p.m.	a. I make dinner at the same time every day. b. Yesterday, I made dinner at 5 p.m.
3. Your phone was / wasn't on the table.	a. Your phone might still be on the table. b. There is no way your phone is on the table.
4. She can / can't come this afternoon.	a. She will be there. b. She won't be there.
5. I won't / want to go swimming.	a. I do not plan to go swimming. b. I would like to go swimming.

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Working on the transcript to understand what is being said

Understanding what is being said: pronunciation




Focusing on a particular question

TRAINING SECTION • LISTENING • PART 1

2b. **4.04** Read the tip and look at pictures A, B and C. Then listen to a dialogue and choose the correct picture for each question.

tip
 A dialogue may have information on what someone did in the past, what they are doing now and what they will do or plan to do in the future. Read the question carefully to understand which period of time it is asking about.

1. What did James do yesterday? 2. What is James doing now?

A  B  C 




3a. **4.05** Listen and tick (✓) the number you hear.

1. 13 <input type="checkbox"/>	30 <input type="checkbox"/>	5. 5th <input type="checkbox"/>	15th <input type="checkbox"/>	50th <input type="checkbox"/>
2. 14 <input type="checkbox"/>	40 <input type="checkbox"/>	6. 6th <input type="checkbox"/>	16th <input type="checkbox"/>	60th <input type="checkbox"/>
3. 18 <input type="checkbox"/>	80 <input type="checkbox"/>	7. 7th <input type="checkbox"/>	17th <input type="checkbox"/>	70th <input type="checkbox"/>
4. 19 <input type="checkbox"/>	90 <input type="checkbox"/>			

tip
 The exam tests numbers so learn to recognise them when you hear them.

3b. **4.06** Read the question and look at pictures A, B and C. Then listen to a dialogue and choose the correct picture.

When are they going on holiday?

A  B  C 

3c. Read the transcript of the dialogue. Which part(s) give you the answer?

Man: I found a flight on the thirteenth of June for a really good price.
Woman: Really? I was hoping we could leave earlier, around the seventh.
Man: Sorry, but I can't ask my boss for a holiday that week.
Woman: OK, it doesn't matter. I don't need to get back to work until the thirtieth anyway. Book the flight you found. We'll still be away for two weeks.

tip
 Sometimes the answer isn't said directly so you might have to decide which answer choices are wrong before you find the correct one.

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Understanding what is being asked

Understanding what is being said: pronunciation

Immediate application in exam-type activities

Sample pages from the Training section: **Listening**

Focus on language: Practice on rephrasing

TRAINING SECTION • LISTENING • PART 5

LISTENING PART 5

Listening Part 5 tests how well you understand specific information in an informal dialogue.

Exam description
You will listen to two people talking to each other. You must match the **five** items in the left column (21-25) to the answer choices (A-H) in the right column. There is always an **example** which has one of the items in the right column as an answer. There are **two extra** answer choices which you do not need to use.

Example

21. How long did it take to get to the beach?	A. 15 minutes
22. How long did it take to get to the beach?	B. 10 minutes
23. How long did it take to get to the beach?	C. 20 minutes
24. How long did it take to get to the beach?	D. 5 minutes
25. How long did it take to get to the beach?	E. 30 minutes

Think about the answer choices

Adjectives

Tip
The answer choices may be **adjectives**. The speakers might not use the exact word/phrase in the answer choice (e.g. *too difficult*), but may use another way of *saying* it. For example, they might use a synonymous phrase (e.g. *not very easy, not simple enough*) or an example/explanation of what it means (e.g. *I couldn't get to the next level*).

1a. Complete the phrases with opposite adjectives and too or enough so that they have the same meaning. Look at the examples.

He's too young. = He isn't old enough.

- It's too dangerous. = It _____
- It's too dirty. = It _____
- It's too expensive. It _____
- It's too far. It _____

1b. Read the sentences on the left. How can you say the same thing differently? Choose from the sentences on the right.

1. The video game was too difficult .	<input type="checkbox"/> <input type="checkbox"/>	A. I stopped playing after some time because I wanted something more exciting.
2. The video game was very long .	<input type="checkbox"/> <input type="checkbox"/>	B. It was very interesting and full of adventure.
3. The video game was quite exciting .	<input type="checkbox"/> <input type="checkbox"/>	C. I tried hard but I couldn't get to the next level.
4. The video game was not interesting enough .	<input type="checkbox"/> <input type="checkbox"/>	D. It had too many levels.
5. The video game was pretty simple .	<input type="checkbox"/> <input type="checkbox"/>	E. It wasn't hard at all.
		F. I didn't want to stop playing!
		G. It was too boring for me.
		H. It was for beginners, not advanced players like me.
		I. It wasn't very easy.
		J. It took me weeks to finish.

1c. 4019 You will listen to Jack talking to Amy about the video games he has played. How does he feel about each game? Choose from A-E.

Video games	Feelings
1. Crazy Motorway <input type="checkbox"/>	A. too difficult
2. Fantastic Footballer <input type="checkbox"/>	B. very long
3. The Explorer <input type="checkbox"/>	C. quite exciting
	D. not interesting enough
	E. pretty simple

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Immediate application in exam-type activities

Teaching skills and strategies: learning to justify answers by working on the transcript

TRAINING SECTION • LISTENING • PART 2

5b. Read the transcript and complete the notes below.

Picnic details

Reason for picnic: *birthday*

Day: (6) _____

Place: (7) _____ Park

Bus number: (8) _____

Meeting time: (9) _____ p.m.

Bring: (10) _____

Tip
The words in the notes might not be the same as those the speaker uses, so do not expect to hear exactly what you see written. For example, the words *day, place* and *meeting time* are not used by the speaker; she uses other words/phrases to express the same meaning.

Hi! It's Anna. I'm calling about the picnic I'm having for my birthday. I'm finally turning sixteen! Actually, my birthday's on Friday, but I thought Saturday would be better instead.

I know I told you it's going to be at Bradford Park, but there's been a change of plan. There's no picnic area there, so I've chosen Mallard Park – that's M-A-double L-A-R-D.

It's not far from here. The best way to get there is by bus. Get the number seven fifty-two from town. I thought bus number five sixty-three went there too, but the last stop is a twenty-minute walk away from the park.

Lunch will be at one thirty, but I've asked everyone to arrive at twelve thirty so we can play some games first.

I hope you like sandwiches because I'm preparing lots. Make sure you bring the blanket you told me about because I only have one and it won't be big enough for everyone to sit on. Oh, and don't bring any sweets. Mum's making a cake.

5c. Look at the transcript again and underline where exactly each answer is mentioned. Then answer the questions below.

- Why is *Friday* not the correct answer for gap 6?
- Why is *Bradford Park* not the correct answer for gap 7?
- Why is bus number *563* not the correct answer for gap 8?
- Why is *130* not the correct answer for gap 9?
- Why is *sandwiches, sweets or cake* not the correct answer for gap 10?

Tip
Sometimes you may hear two days, two times, two prices, etc. but you have to choose the correct one to complete the gap. Read the notes carefully before you listen, so you know what information you need to listen for.
Remember: you have to complete the gaps with the exact words you hear. For example, for gap 6, you must write *Saturday*, not *weekend*.

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Sample pages from the Training section: **Speaking**

Focus on topics and related lexical sets

Analysis of recorded sample responses which act as model answers

Practice on giving longer answers

TRAINING SECTION • SPEAKING • PART 1

Phase 2: Topic-based interview

How to answer the questions

4. **0/24** Listen to two candidates answering two questions. Tick the candidate you think gave a better answer to the examiner's questions.

1. Examiner: Do you like drawing?
 Girl: Boy:

2. Examiner: Have you ever visited another country?
 Girl: Boy:

tip The examiner will ask you questions about your school/job, free-time activities, house, friends and family etc. Do not answer with a simple 'Yes/No', or give very short answers. Give details, examples or explanations.

5a. Look at the following question and the possible answers. What kind of information was added in order to avoid giving a very short answer?
 Examiner: How often do you play basketball?
 Candidate:

Every day. I play basketball every day. I play basketball with my friends every day. I play basketball with my friends at the sports centre every day.

5b. Now, look at the following question and complete the bubbles by adding more information to your answer each time.
 Examiner: What's your favourite sport?
 Candidate:

..... My favourite sport is My favourite sport is because My favourite sport is because

6a. Match the following questions with their answers.
tip Be careful of the tenses used in the questions. They can refer to the present, past or future.

1. What did you do at the weekend? a. I spend time with my family or friends.
 2. What do you usually do at weekends? b. I listened to music and I rode my bike with my friends in the park near my house.

6b. Now, answer the following questions.
 1. What do you usually wear to school? _____
 2. What did you wear yesterday? _____

Different topics

7. Look at the first question in each category. Complete the answers with words from the box so that they are true for you. Then answer the questions that follow in a similar way.

School

1. Examiner: What is your favourite subject?
 My favourite subject is _____ because _____

I learn a lot of _____ things. It's _____ to learn about our past. The lesson is _____, it will be _____ for my future.

• biology / geography / history / maths / physics
 • interesting / useful / important / (not) boring / (not) difficult / easy / new

2. Do you have a lot of homework every day?
 • Yes: useful/boring • No: a lot of free time

Clothes

1. Examiner: What do you like wearing?
 I like wearing _____ because it is / they are _____.

• jeans / trousers / dress / skirt / tracksuit / jumper / T-shirt / shirt / trainers / boots
 • comfortable / cool / warm / in fashion / cheap to buy

2. Do you enjoy shopping for clothes?
 • Yes: pleasant / try on different clothes / find a variety of things to buy / spend time with my family/friends
 • No: boring/tiring / crowded/noisy places

Phase 2: Tell me something about...

tip In the last section of Part 1, instead of asking a question, the examiner will say: 'Tell me something about...' or 'Tell me what you did/do...' and will then mention a topic. The topic will be the same as that of the questions the examiner has already asked you. Try to think of at least **three ideas** to say.

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Practice on giving longer answers

Teaching turn-taking techniques

TRAINING SECTION • SPEAKING • PART 2

tip If you can't remember or don't know the word for what a picture shows, try to use words that describe it (e.g. say *photography* or *taking photos/pictures*).

1b. Look at the question above the pictures. Below are five opinions about these activities. Match the parts of the sentences 1-5 with A-E to form five opinions.
Do you like these different free-time activities? Say why or why not.

1. I like playing sports A. and chatting with my friends.
 2. I'm not interested in photography B. because it's a way to keep fit.
 3. I think playing video games is exciting C. especially for my family.
 4. I love cooking. D. because the equipment you need is expensive.
 5. I enjoy surfing the internet E. because they're full of adventure.

1c. Choose **three** of the activities in 1a and answer the question. Use some of the phrases in the box below.

Expressing likes/dislikes and opinion

• I (really) like/enjoy/love...
 • I think... is interesting/amazing/fun, etc.
 • I prefer...
 • I'm interested in...
 • I don't like... (very much).
 • I think... is boring/dangerous, etc.
 • I don't think...
 • I'm not interested in...

tip Do not describe the pictures (e.g. *Two children are playing basketball in the park*). Choose what you like and what you don't, and think of reasons for your answers.

Communicating with the other candidate

2a. **0/28** Listen to the examiner and two candidates talking about the pictures in 1a. Which activities do they each like and which don't they like? Put a tick (✓) or an X in the table.

	BOY	GIRL
playing sports	<input type="checkbox"/>	<input type="checkbox"/>
cooking	<input type="checkbox"/>	<input type="checkbox"/>
playing video games	<input type="checkbox"/>	<input type="checkbox"/>
surfing the internet	<input type="checkbox"/>	<input type="checkbox"/>
taking photos	<input type="checkbox"/>	<input type="checkbox"/>

tip Show that you can communicate with each other by asking questions, responding to what the other person is saying, agreeing or disagreeing.

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Sample pages from the Practice Tests

Test 1

READING & WRITING

PART 3

For each question (14-18), choose the best answer (A, B or C).

Kevin's blog

Finding a piece of history

I've heard stories about people who found the most amazing things when they weren't even looking. Well, last Sunday was the first sunny day in a while, so I decided not to stay home to finish my history project but to go walking along the river with my brother instead.

We were just crossing over the beautiful old bridge in the centre of our village when we saw something at the side of the river. 'It's probably just rubbish that someone left there,' said my brother. However, I wasn't so sure, so we went down to the river to check.

It was a piece of a plate. It was dirty, but we could see that it was painted and it looked very old. In fact, it looked a lot like a plate I saw in a museum once. We could also see some writing on it - 'ROMA'. We got really excited when we read this. 'The Romans!' I shouted. 'They lived here nearly 2,000 years ago. We'll be on the news for finding this!' We carefully picked it up and took it home with us.

On Monday morning, we took it to school to show our history teacher, Mr Bennett. He looked at it for a few moments and then laughed. 'I'm sorry to tell you this, boys, but I'm pretty sure it comes from The Roma, the Italian restaurant that opened in town last year,' he said. We both felt so stupid!

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Test 2

LISTENING

PART 1

For each question (1-5), choose the best answer (A, B or C).

1. How is the girl's dad going to get to work today?



2. Who is the new basketball coach?



3. What was the weather like during the girl's trip?



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Test 3

READING & WRITING

PART 6

You want to borrow your English friend Henry's laptop. Write an email to Henry and:

- ask if you can borrow his laptop
- tell him why you need it
- say when you will give it back.

Write the email on your answer sheet using at least 25 words.

READING & WRITING

PART 7

Write a story based on the three pictures. Write the story on your answer sheet in 35 words or more.



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Test 5

SPEAKING

PART 1

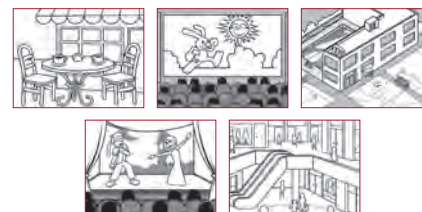
Listen to the examiner. Pause the recording to answer each question.

SPEAKING

PART 2

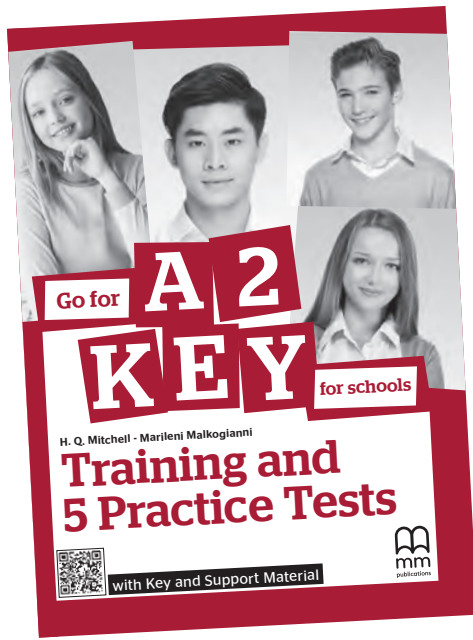
Look at the following pictures and listen to the examiner. Follow the instructions and do the task.

Do you like going to these different places with your friends?



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Edition with Key and Support Material



This includes:

- the **key** to the training section and all tests
- **justification** of answers for the reading and listening sections
- **listening transcripts**
- **sample answers** for the writing tasks
- **suggested ideas** for the speaking tasks
- a **grammar reference** section.

Sample pages from the Key and Support Material

Keys, listening transcripts and justification of correct and incorrect answers for the listening tasks (training section and tests)

Keys and justification of correct and incorrect answers for the reading tasks (training section and tests)

KEY TO TESTS: TEST 1

he went for a walk with his brother. **C** is not correct because although he had a history project to finish, he decided to go for a walk instead.)

15. **A**
(... we saw something at the side of the river. It's probably just rubbish that someone left there - said my brother - we went down to the river to check. **B** is not correct because the boys didn't drop any rubbish. They just saw something that looked like rubbish. **C** is not correct because what they saw was at the side of the river, not in the river.)

16. **C**
(... it was painted and it looked very old. In fact, it looked a lot like a plate I saw in a museum once... They lived here nearly 2,000 years ago'. The boys thought they had found a plate which was 2,000 years old. **A** is not correct because the only thing Kevin says about the news is that they would be on it because of the plate they found. **B** is not correct because Kevin said it looked like a plate he once saw in a museum, not that it was from a museum.)

17. **B**
(I'm sorry to tell you this, boys, but I'm pretty sure it comes from The Roma, the Italian restaurant that opened in town last year... **A** is not correct because Mr Bennett doesn't mention anything about the year the plate was made. Just the year the restaurant opened. **C** is not correct because Mr Bennett didn't mention any message on the plate.)

18. **C**
(Kevin has written the text to explain how he made a mistake during a walk along the river. **A** is not correct because the reference to history in the text is the old plate and the Romans, but this is not discussed in the context of being interesting. **B** is not correct because although the event happened when the boys were walking through their village, Kevin has not written the text to describe the walk, but what he found during the walk.)

READING & WRITING PART 4

19. **A**
(**A** is correct because the adjective 'interested' is followed by the preposition 'in', not the prepositions 'with' or 'for'.)

20. **C**

21. **B**

21. **B**
I got a new car racing video game. I found it at the supermarket for only five euros. Do you want to

READING & WRITING PART 5

25. **WHO**
(The missing word is a relative pronoun.)

26. **TO**
(The preposition 'to' is needed to form the tense 'be going to'.)

27. **OF**
(The preposition 'of' is used to refer to a particular salad Meghan makes.)

28. **MOST**
(The word 'most' is needed to form the superlative form of the adjective 'delicious'.)

29. **BY**
('By' is needed to form the expression 'By the way'.)

30. **LET**
('Let' is needed to form the expression 'Let me know'.)

READING & WRITING PART 6

Suggested answer

Hi Collin,

I got a new car racing video game. I found it at the supermarket for only five euros. Do you want to

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KEY TO TESTS: TEST 3

when she explains that they need to create a gym ID card for him.)

LISTENING PART 4

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15. **B**
(**A** and **C** are not correct because new gym members are not given a T-shirt or a cap. Instead, they are given a 20% discount on all T-shirts and caps from the gym's shop.)

Transcript
You will listen to Oliver talking to the receptionist at a gym.

Oliver: Hello, I would like some information about the gym.

Woman: Of course. What would you like to know?

Oliver: How much does it cost?

Woman: You can pay for each visit, and that's eight pounds. But it's cheaper to pay for the whole month: we have an offer this week for just twenty-nine pounds. After that, the price will go up to thirty-five. Will you come every day?

Oliver: Erm, I won't come at the weekends. I'd like to come every morning before work. I'm too tired in the evenings. What activities do you offer?

Woman: We have lots of exercise machines which you can use at any time. The swimming pool doesn't open until noon. And this is the timetable for our exercise classes. The first one starts at seven a.m.

Oliver: So, what exactly do I need to do to join?

Woman: Well, we need to create a gym ID card for you, so we'll need your photograph. And then you need to complete a form about your health. And when I do that, I'm a full member?

Oliver: That's right. And, when you join, you get a water bottle as a gift, and a 20% discount on all T-shirts and caps from our shop. Brilliant! Thanks for the information.

Transcript
You will listen to a boy talking about basketball. Why did the boy join a basketball team?

Joining the basketball team has been brilliant. Mum thought it could be a great way to make some new friends, but I knew most of the team members. I have practice twice a week, and it's amazing how much healthier I feel already - which is the reason I wanted to start doing a sport! And the coach is so funny. He makes us laugh all the time.

17. **B**
(**A** is not correct because although he remembers taking his watch off before going swimming, he then remembers taking it off and leaving it in the car. **C** is not correct because when the woman asks him if he has left his watch next to the bed, he replies, 'No, I was wearing it earlier!')

Transcript
You will listen to a man talking to his wife. Where does the man think he left his watch?

Man: Have you seen my watch anywhere?

Woman: No... Did you leave it next to the bed?

Man: No, I was wearing it earlier. I took it off before I went swimming this afternoon.

Woman: It's probably at the pool then.

Man: Perhaps... No, I remember I drove there, and I put my watch on the back seat before I got out.

18. **B**
(**A** is not correct because students have to write their name on the list if they are interested in coming to the school play, not to get extra tickets. **C** is not correct because

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Sample pages from the Key and Support Material

Sample answers for the writing tasks

KEY TO TESTS: TEST 3

READING & WRITING PART 6

Suggested answer

Hi Henry,

Could I borrow your laptop, please? Our teacher gave us a project to do about sea animals and I need a computer to prepare it. I'll give it back to you on Sunday. Is that OK?

Thanks!
Charlie

READING & WRITING PART 7

Suggested answer

Yesterday, Kelly went shopping with her mum. As they were walking, she saw a pair of beautiful brown boots in the window of her favourite shoe shop. They went inside, and as soon as Kelly tried them on, she said, 'They're really comfortable.' They bought the boots and Kelly was very happy. She wanted to show her friends her new boots, so she called Lisa and Sophia and suggested meeting at the park. 'They're beautiful,' Lisa said.

LISTENING PART 1

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1. A

(B is not correct because it wasn't the girl who helped the boy. The girl says that she could have helped him, but he didn't ask. C is not correct because Mr Hamilton was busy and couldn't help when the boy went to find him.)

Transcript
Who helped the boy with his homework?
Boy: Have you finished your maths homework yet?
Girl: Of course! It was easy.
Boy: Really? I found it difficult. I wanted Mr Hamilton to help me, but he was busy when I went to his classroom. Anyway, Mum explained it to me, but even she thought it was hard.
Girl: Why didn't you just ask me? Maths is my favourite subject.

2. A

(B is not correct because they went to the beach last weekend, and the woman doesn't

want to go there again. C is not correct because the woman has lent her bike to somebody, so cycling isn't possible.)

Transcript
Where do they finally go?
Man: Shall we go to the beach for the day? It's beautiful outside!
Woman: Again? We went last weekend.
Man: Then why don't we go cycling around the lake instead, or perhaps even for a walk in the forest?
Woman: I'd love to go cycling, but I lent my bike to Martin, so walking it is.

3. B

(A is not correct because the woman had ordered the fish last time she was at this restaurant and she wants to try something different this time. C is not correct because there aren't any burgers left.)

Transcript
What does the woman order?
Man: Can I take your order?
Woman: Well, I can't decide between the burger, the fish or the roast chicken.
Man: I'm afraid there aren't any burgers left, but the chicken is delicious.
Woman: Well, I had the fish last time I was here, so let's try something different.
Man: Great.

4. B

(A is not correct because Frank hasn't found a Spanish person to practise with yet. C is not correct because Frank has lessons at the college were too expensive for him to start.)

Transcript
How is Frank learning Spanish?
Woman: Frank, did you ever start those evening Spanish lessons at the college?
Frank: They were too expensive. But one of the teachers there told me I could try to find a Spanish person to practise with.
Woman: And have you found anyone?
Frank: Not yet, so I'm going a free online course until I do. Do you know anyone I could have lessons with?

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Suggested ideas for the speaking tasks

KEY TO TESTS: TEST 4

Phase 2 (4) 66

Transcript
Now, let's talk about places. Candidate A, do you like your city/town? Why? / Why not? What is your favourite place to go shopping? Why? Candidate B, would you like to live in the countryside or in a big city? Why? What is there for young people to do in your area? Now, Candidate A, tell me about your favourite place in the area where you live.

Now, let's talk about special days. Candidate B, what do you usually do with your family on a special day? What is your favourite kind of festival? Why? Candidate A, do you like giving gifts? Do you have any special days at school? Now, Candidate B, tell me something about the best gift you have ever received.

Suggested ideas

Topic 1: places
Do you like your city/town? Why? / Why not?
• Yes, I like/love my city/town because...
• Not really, because...
What is your favourite place to go shopping? Why?
• I like shopping at (place) best because...
• My favourite place to shop is (place), because...
• I don't like going to shops. I prefer shopping online because...
• shopping centre / outdoor market / department store / supermarket
Would you like to live in the countryside or in a big city? Why?
• Well, I prefer cities/the countryside, because...
• crowded / nature / busy / quiet
What is there for young people to do in your area?
• go to the cinema/theatre
• visit a museum
• play sports
• go cycling/skateboarding, etc.

Now, tell me about your favourite place in the area where you live.
Suggested answer
Where I live, my favourite place is the park in the middle of town. It opened a few years ago and it is very popular with families. It's the perfect place to go for a picnic, and you can also play football on the grass. It's very beautiful and full of trees, plants and flowers. It even has a small lake. I

sometimes take my little brother there because he loves to feed the ducks!

Extra questions for further practice

- What can a tourist see in your city/town?
- Are there any nice cafés in your area?
- Are there many parks with trees in your area?
- Is the area where you live quiet or noisy?
- Candidate B, would you like to live in the countryside or in a big city? Why? What is there for young people to do in your area?
- Where is your favourite place to spend your free time?
- Where is your favourite place to relax?
- Is there anything you would like to change in your city/town?

Topic 2: special days
What do you usually do with your family on a special day?
• go to a restaurant / cook at home
• have a party
• visit a museum / go to the theatre/cinema
• have a picnic/barbecue
• invite friends/family to our house

What is your favourite kind of festival? Why?
• a food/book/film/music festival

Do you like giving gifts?
• make someone happy
• a good way to say thank you
• show that someone is special

Do you have any special days at school?
• sports day / no uniform day / games day / animal day / cake sale, etc.

Now, tell me something about the best gift you have ever received.
Suggested answer
I think the best gift I've ever received is the necklace that my aunt gave me for my sixteenth birthday. The chain is silver and quite long, and it has the first letter of my name, 'S', hanging from it. The letter S is gold. I love it so much and wear it all the time. The reason it's so special is because my aunt actually made it herself. She has her own jewellery shop and makes everything she sells there herself.

Extra questions for further practice

- Did you do anything special last weekend?
- Have you ever been to a food festival?
- Is there a special festival that you would like to go to?
- What do you usually do on your birthday?
- What did you do on your last birthday?

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Grammar Reference

This/That/These/Those

Singular	Plural
this	these
that	those

- We use **this/these** to point out people, animals or things that are close to us.
This is a book. These are my books.
- We use **that/those** to point out people, animals or things that are far from us.
That girl over there is Maria. Those boys over there are my friends.

Personal Pronouns

Subject pronouns	Object pronouns
I	me
You	you
He	him
She	her
It	it
We	us
You	you
They	them

- We use **subject personal pronouns** as subjects. They go before the verb.
Look at that girl. She's beautiful.
- We use **object pronouns** as objects of verbs. They always go after verbs or after prepositions.
The book looks good. I'll buy it.

Possessive Adjectives - Possessive Pronouns

Possessive adjectives	Possessive pronouns
my	mine
your	yours
his	his
her	hers
its	its
our	ours
your	yours
their	theirs

- **Possessive adjectives** always go before nouns and do not take articles before them.
Her hat is green.
- **Possessive pronouns** replace possessive adjectives + noun, so they are never followed

by nouns. They can be used as short answers to questions starting with *whose*.
Your bag is brown, but mine is black. Whose cat is that? That cat is hers.

Possessive case

We use the **possessive case** to express possession.

Formation	
Singular nouns	<i>This is the girl's bag. This is Tom's car.</i>
Regular plural nouns	<i>That's my parents' house.</i>
Irregular plural nouns	<i>Here's the children's room.</i>
When two or more people own the same thing, we add 's only to the last owner.	<i>This is Louise and Kev's flat.</i>
When two or more people own two or more different things, we add 's to each owner.	<i>These are Bob's and Rick's bikes.</i>

NOTE

- We use of + noun to show that something belongs to a thing or to an abstract noun.
The windows of this house are very big.
- We can also use double genitive.
That's one of Alice's friends. = That's a friend of Alice's. / That's a friend of hers.

Reflexive pronouns

Reflexive Pronouns
myself
yourself
himself
herself
itself
ourselves
yourselves
themselves

Grammar Reference



Go for A2 Key, is suitable for candidates of all ages who are preparing to take *Cambridge English: A2 Key* or *Cambridge English: A2 Key for Schools*.

Key features

- an **introduction** with detailed information about the *Cambridge English: A2 Key*
- a step-by-step **training section** which focuses on specific features of the test and includes **tips** and **test-taking strategies**. This section provides preparation material and useful strategies for each paper, and is divided into three parts:
 - **Reading & Writing (Paper 1)**
 - **Listening (Paper 2)**
 - **Speaking (Paper 3).**
- **five complete practice tests.**
- **sample answer sheets** for Papers 1 and 2.

Components

- **Go for A2 Key for schools**
- **Go for A2 Key for schools with Key and Support Material**
- **Audio Material Online**
- Online interactive **Vocabulary List** (with definitions, and example sentences with audio)



Access <https://www.mmpublications.com/exams/a2key/index.html> for the Audio Material and Vocabulary List.

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