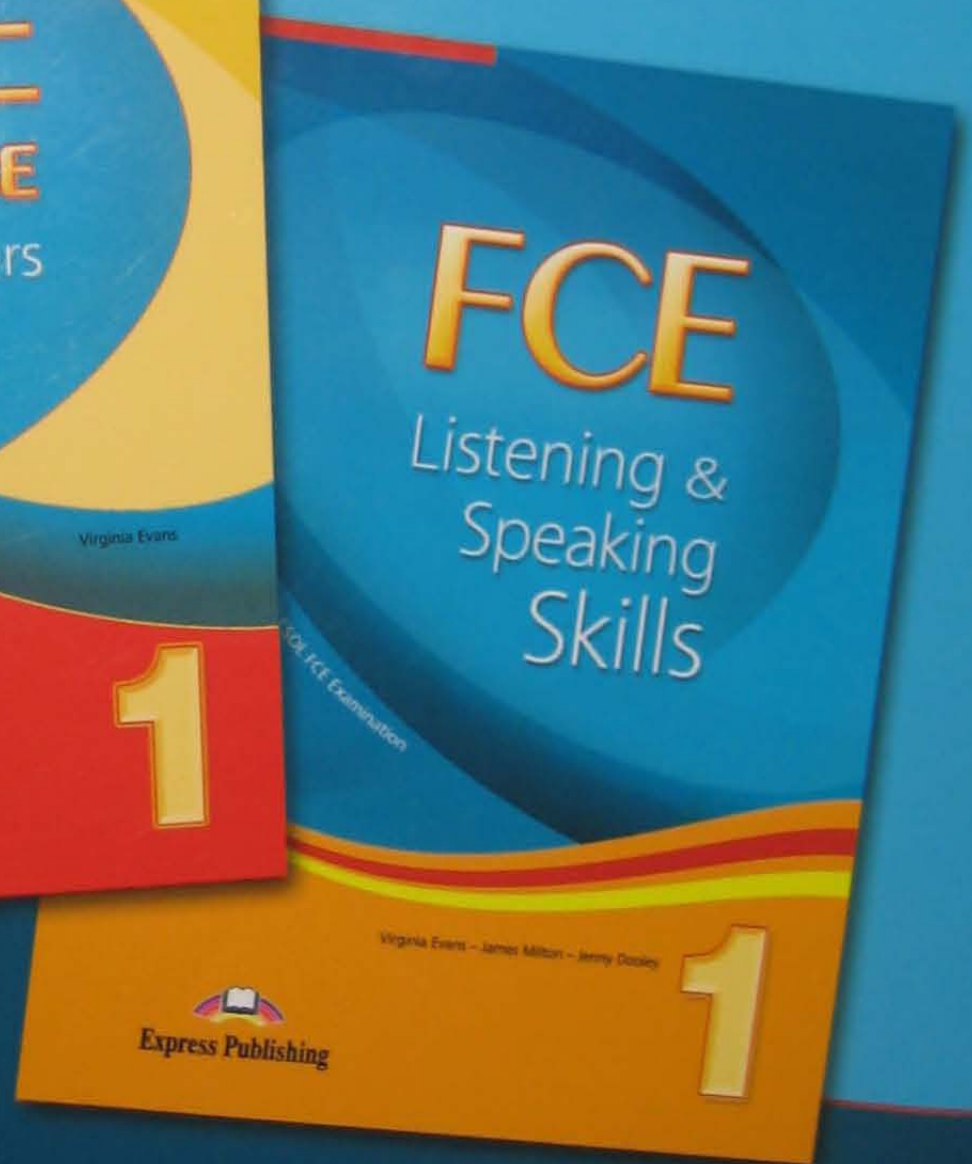
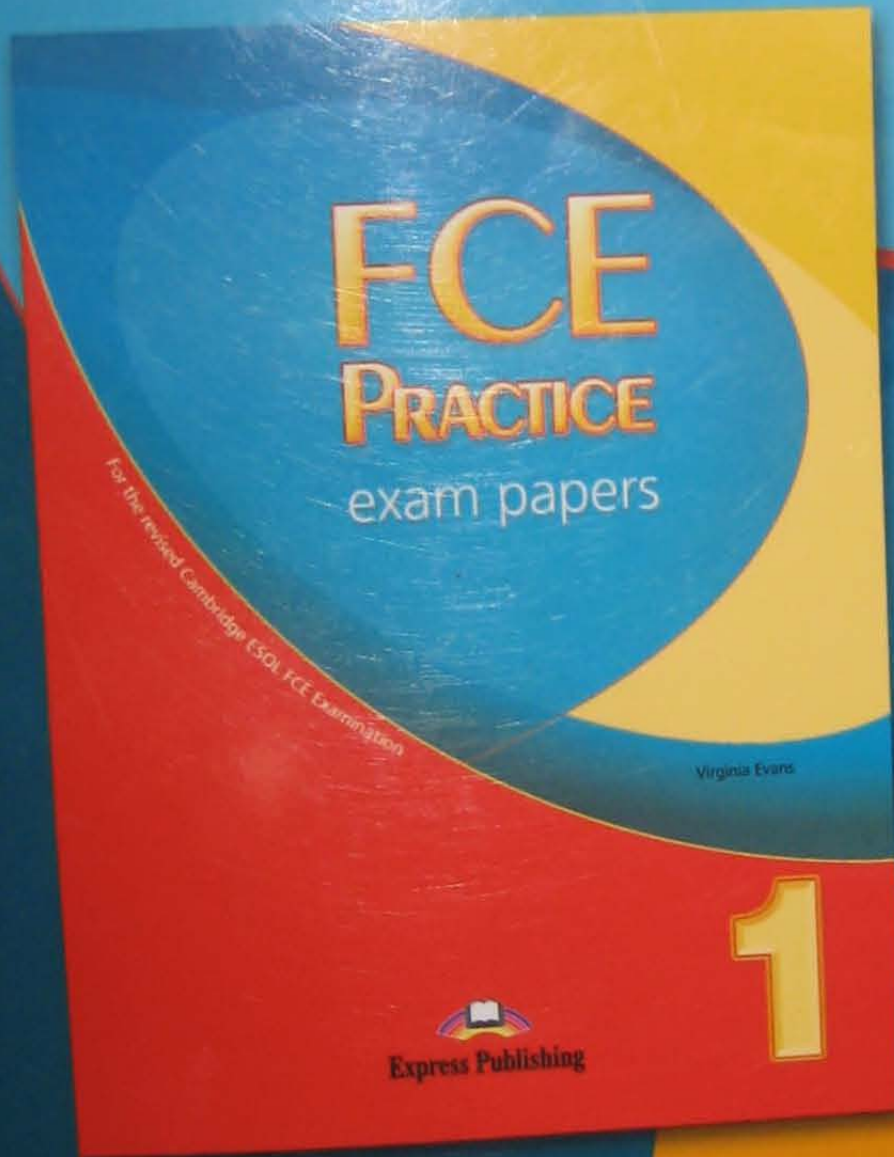


TEACHER'S BOOK

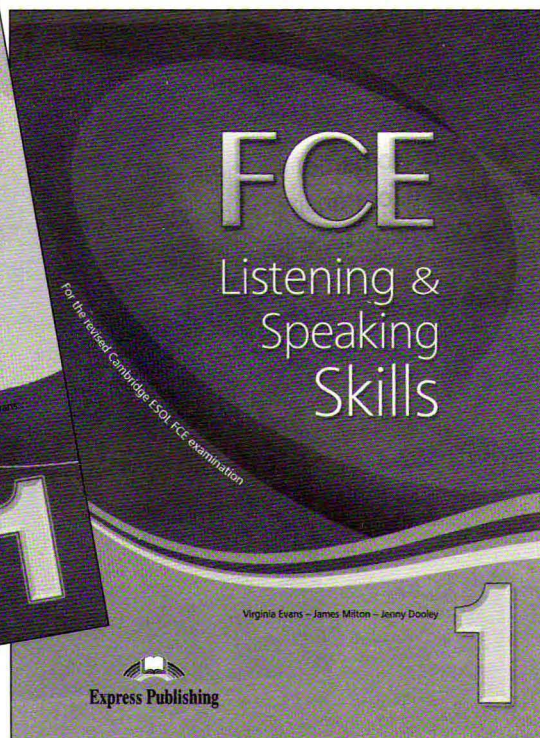
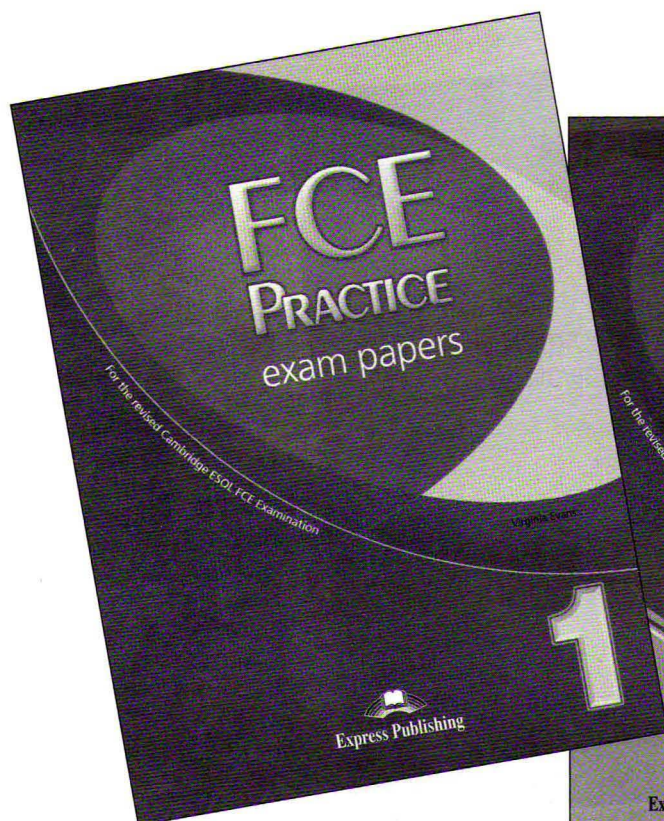
Virginia Evans - Jenny Dooley



Express Publishing

1

TEACHER'S BOOK



Virginia Evans – Jenny Dooley

1

Published by Express Publishing

Liberty House, New Greenham Park, Newbury, Berkshire RG19 6HW

Tel: (0044) 1635 817 363 - Fax: (0044) 1635 817 463

e-mail: inquiries@expresspublishing.co.uk

<http://www.expresspublishing.co.uk>

© Virginia Evans, Jenny Dooley 2008

First published 2008

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form, or by any means, electronic, photocopying or otherwise, without the prior written permission of the publishers.

This book is not meant to be changed in any way.

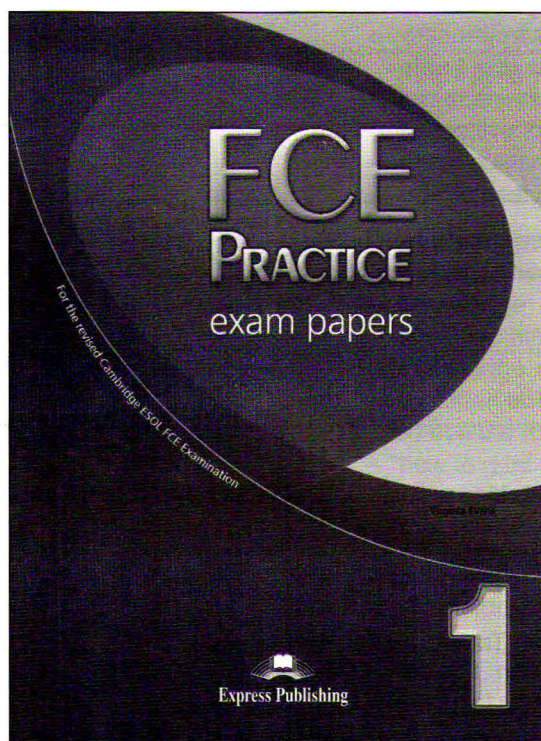
Made in EU

ISBN 978-1-84679-582-4

Contents

Key to Practice Exam Papers for the Revised Cambridge – ESOL FCE Examination 1 Tests	5
Key to FCE Listening and Speaking Skills for the Revised Cambridge – ESOL FCE Examination 1	23

Key to



Contents

Practice Test 1	p. 5
Practice Test 2	p. 6
Practice Test 3	p. 8
Practice Test 4	p. 9
Practice Test 5	p. 11
Practice Test 6	p. 12
Practice Test 7	p. 14
Practice Test 8	p. 16
Practice Test 9	p. 17
Practice Test 10	p. 19
Further Practice on Word Distractors	p. 20
Further Practice on 'Key' Word Transformation	p. 21
Further Practice on Word Formation	p. 22

Practice Test 1

Paper 1 – Reading

Part 1

- | | |
|--------------------------|---------------------|
| 1 B (para 1 Ln 4) | 5 B (para 4) |
| 2 D (para 2 Ln 1-2, 5-6) | 6 A (para 5 Ln 3) |
| 3 C (para 3 Ln 2) | 7 A (para 7 Ln 5-6) |
| 4 D (para 4 Ln 4-5) | 8 A |

Part 2

- | | | | |
|------|------|------|------|
| 9 F | 11 G | 13 H | 15 E |
| 10 B | 12 A | 14 D | |

Part 3

- | | |
|-----------------|-----------------|
| 16 B (Ln 4-8) | 24 B (Ln 8-10) |
| 17 B (Ln 15-17) | 25 C (Ln 20-22) |
| 18 D (Ln 14-15) | 26 D (Ln 8-10) |
| 19 A (Ln 4-6) | 27 B (Ln 1-4) |
| 20 C (Ln 17-20) | 28 D (Ln 4-5) |
| 21 A (Ln 18-21) | 29 A (Ln 21-23) |
| 22 C (Ln 4-6) | 30 B (Ln 11-15) |
| 23 D (Ln 21-23) | |

Paper 2 – Writing

Part 1 (Suggested answer)

Dear Mr Williams,

I am writing to enquire about your advert for tourist flats in Wimbledon. A group of students will be travelling with me to London this summer and I have a few questions about the flats.

Firstly, your advert said that the flats are self-contained and furnished, but does this mean that everything is included? For example, are bed linen and towels provided, or do we need to bring our own?

There will be 12 of us travelling to London, so how many flats would we need to rent? I would also like to know if the bedrooms are single or double and how much the total cost would be for the first three weeks in June.

Finally, could you tell me what kind of facilities are nearby? Are there any shops, for example, and is there a swimming pool?

I look forward to your reply.

Yours sincerely,

Karen Kahn

Part 2

2 Suggested points to cover:

Introduction

make a general statement about the topic and give personal opinion e.g. Some young people behave as if there is nothing to learn from the older generation. I believe, however, that ...

Things younger people can learn from the older generation:

- wisdom/advice from life experience e.g. advice about jobs and the workplace, relationships etc
- important historical information e.g. what it was like to live through a war, in a different era etc
- moral guidance/attitudes/behaviour e.g. manners/how to treat other people and respect differences

Things younger people can't always learn from the older generation:

- knowledge of popular culture e.g. what the latest clothing trends are, music etc
- knowledge of technology e.g. younger people are often able to teach the older generation how to use the Internet/mobile phones
- how to deal with the pressures of modern life i.e. pace of life is a lot faster these days, there is often more competition for places at college/ jobs

Conclusion

state opinion in different words

- 3 **Teacher's note:** stories should use a variety of tenses, descriptive adjectives, time linking words, have a definite beginning/middle/end. Events should be presented in chronological order and direct speech should also be used for effect. Most importantly, if there is a given sentence, it must be used in the correct position (beginning/end) as stated in the rubric.

Stories consist of:

- a title if necessary (sometimes given)
- an introduction in which the scene is set (when and where the story takes place), main characters are introduced, what happened first
- a main body (2 paras) in which the story is developed in chronological order, events build to an exciting/interesting high point.
- a conclusion in which we are told what happened after the end of the last paragraph and an end that could include the main character's feelings/opinions/final comments.

(Suggested Answer)

Although she was afraid, Linda knew she had to make the call. It had been a normal Sunday. Her parents were out, the wind was blowing and she

was curled up in front of the TV in the sitting room until she noticed the scratching at the window.

The TV was showing one of her favourite old films and she was lost in the action when she thought she heard something from the dining room. It was a sharp scratching noise like someone dragging their fingernails over a blackboard. It sent shivers down her spine. "Who is it?" Linda shouted bravely, but in reality she was terrified. There was no answer and Linda decided to turn the TV up and hope it had been nothing. But no! There it was again, louder this time and again, scarier than before. "Time to phone the police," she thought.

Linda realized that she would have to do something before that and she crept out of the sitting room, pausing only to grab the knife she had been eating lunch with. "This might do for a little protection," she murmured as she made her way towards the noise. She pushed open the door suddenly to surprise anyone who might have been there. But there was no-one! Only that noise, repeatedly coming from the window. She tiptoed over and carefully moved the curtain away. What did she see? An old branch from the apple tree, scraping against the glass!

She breathed a huge sigh of relief and felt all the fear and tension drain from her body. She collapsed back on the sofa and when her parents got back, she told them about the whole experience. "Mmm. I've been meaning to cut down that tree," said her Dad. "Well do it soon, Dad, do it soon," cried Linda. "I almost had the police here to arrest a tree!"

4 Suggested points to cover:

Introduction

mention the name of the restaurant & where it is
e.g. in the town centre

Main body

- describe/comment on the atmosphere of the restaurant (e.g. cosy, relaxed, friendly, romantic)
- comment on the quality of the food e.g. freshly prepared, delicious traditional dishes, cold and unappealing
- comment on the standard of the service e.g. fast/efficient service, friendly staff

Conclusion

say whether you would recommend it or not e.g. I would highly recommend this restaurant for a special occasion/for a casual meal out with friends/ I was not particularly impressed with this restaurant. In my opinion, there are better restaurants nearby.

Paper 3 – Use of English

Part 1

- | | | | | | |
|-----|-----|-----|-----|------|------|
| 1 D | 3 C | 5 B | 7 D | 9 C | 11 B |
| 2 A | 4 A | 6 A | 8 D | 10 C | 12 B |

Part 2

- | | |
|-------------------------|--------------|
| 13 its | 19 put |
| 14 since | 20 have |
| 15 part | 21 or |
| 16 whether | 22 be |
| 17 while/whilst/whereas | 23 Whichever |
| 18 what | 24 some |

Part 3

- | | |
|-----------------|-------------------------|
| 25 tasteless | 30 skilfully/skillfully |
| 26 laughter | 31 variety |
| 27 unfair | 32 traditional |
| 28 improvements | 33 adventurous |
| 29 excellent | 34 reputation |

Part 4

- | | |
|--------------------------------|-----------------------------------|
| 35 had no intention of scaring | 39 to be present at |
| 36 is it since he phoned | 40 haven't/have not seen Paul for |
| 37 rather stay in | 41 to my/me turning |
| 38 blame me for losing your | 42 in case it is |

Practice Test 2

Paper 1 – Reading

Part 1

- | | |
|---------------------|-----------------------|
| 1 D (para 1 Ln 5-6) | 5 C (para 4 Ln 2-4) |
| 2 D (para 2 Ln 6-8) | 6 B (para 4 Ln 11-13) |
| 3 C (para 2 Ln 12) | 7 C (para 5 Ln 8-12) |
| 4 C (para 3 Ln 6-9) | 8 C |

Part 2

- | | | | |
|------|------|------|------|
| 9 B | 11 H | 13 A | 15 F |
| 10 D | 12 G | 14 C | |

Part 3

- | | |
|-----------------|-----------------|
| 16 D (Ln 18-19) | 24 D (Ln 20-21) |
| 17 C (Ln 8-9) | 25 D (Ln 12-15) |
| 18 B (Ln 2-4) | 26 B (Ln 11-14) |
| 19 B (Ln 7-8) | 27 B (Ln 1-3) |
| 20 A (Ln 18-21) | 28 D (Ln 2-3) |
| 21 D (Ln 4-8) | 29 A (Ln 8-9) |
| 22 A (Ln 2-3) | 30 C (Ln 10-11) |
| 23 C (Ln 3-4) | |

Paper 2 – Writing

Part 1 (Suggested answer)

To: Jerry
Sent: 16th April
Subject: Radio Programme

Thanks for your email. It was so nice to hear from you. Your idea for the radio programme sounds great and I would love to help you with it!

I would love to send you a copy of our CD, but it will have to be sometime in July. We are producing a new CD now and it won't be out until then.

There are lots of places where you can listen to music in Bulgaria. There are lots of concert halls and clubs where some good bands I know play. We listen to lots of different types of music here, so I will try and introduce you to some musicians I know who will be able to tell you all about the kind of music Bulgarians enjoy.

I hope this helps and I hope to see you later in the month.

Svetoslav

Part 2

2 Suggested points to cover:

Title: A Perfect Day or your own eye-catching title
e.g. Perfect Paris!

Introduction

describe which place/places you would go to & why e.g. I would go to a theme park/lake/beach in my area called ... The beach/lake etc is an absolutely beautiful/very peaceful etc place ...

Main Body

- describe what you would do e.g. look around the city, relax on the beach, have a nice meal in a restaurant
- mention who you would go with e.g. boy/girlfriend, friends, family members

Conclusion

end by saying why this would be a perfect day for you e.g. I have always loved ... so to spend a whole day there relaxing with my best friends would be a perfect day for me.

3 Suggested format/points to cover:

To: Mrs Smith
From: John Brown
Subject: Students handing in homework late

The purpose of this report is to describe the reasons why my fellow students have been handing in their homework late and to suggest

some possible ways to solve the problem.

Reasons for the problem

e.g. too much homework, some pupils finding homework too difficult, different teachers give a lot of homework at the same time

Possible solutions

e.g. less homework every day, teacher could hold an optional English 'homework club' after school to give extra help, teachers should give pupils a homework timetable and stick to it

Conclusion

In my opinion, there are several reasons why students ... but I believe that my suggestions will help solve this problem.

- 4 **Teacher's note:** a report is a formal piece of writing giving suggestions/recommendations. Formal style is essential and requires frequent use of the passive as well as formal set phrases. Sub-headings and topic sentences are also used often in reports. Students should use their full names as well as To/From/Subject.

(Suggested Answer)

To: Mr Jones
From: William Smith
Subject: Late Homework

Introduction

As requested, I am writing this report with a view to finding out why members of the class have been handing in their homework late and suggesting ways of dealing with the matter.

Reasons for late homework

There were many reasons given for handing in homework late. One of the main reasons was pressure of time; the students feel that they do not have enough time to finish all the work for all the teachers. Another reason given was how interesting the work was; students felt that the work either did not challenge them or was simply too boring. The final reason was outside pressure; students believed that they should not spend all their time studying at home and that they needed personal time to pursue their own interests.

Suggestions

There are many ways in which we can reduce the pressure of homework on the students. Firstly, we should arrange for the teachers to set a homework timetable for themselves. In this way, students will not have all their homework on one night but it will be evenly spread throughout the week. Another suggestion is to involve the students in setting the homework; if the students can choose the work,

they will be more interested in completing it. Finally, some students suggested a homework club after school where students would be able to do their homework, maybe even with supervised help.

Conclusion

I believe that if the school uses these recommendations, the issue of late homework will no longer be a problem.

Paper 3 – Use of English

Part 1

- | | | | | | |
|-----|-----|-----|-----|------|------|
| 1 C | 3 A | 5 D | 7 B | 9 C | 11 A |
| 2 B | 4 B | 6 D | 8 A | 10 C | 12 D |

Part 2

- | | | |
|-------------|------------|----------|
| 13 any | 17 only | 21 of |
| 14 put | 18 himself | 22 one |
| 15 to | 19 it | 23 would |
| 16 As/While | 20 fact | 24 with |

Part 3

- | | |
|------------------------|----------------|
| 25 historic/historical | 30 adventurous |
| 26 mysterious | 31 colourful |
| 27 curiosity | 32 yearly |
| 28 entry/entrance | 33 unusual |
| 29 expensive | 34 memorable |

Part 4

- | | |
|---------------------------|---------------------------|
| 35 in case you get tired | 39 take advantage of |
| 36 gave up playing tennis | 40 instead of going |
| 37 run out of | 41 has been driving since |
| 38 no point in saving | 42 the same height as |

Practice Test 3

Paper 1 – Reading

Part 1

- | | |
|--------------------------|----------------------|
| 1 D (para 1 Ln 1-2, 8-9) | 5 C (para 3 Ln 1-3) |
| 2 D (para 2 Ln 2) | 6 A (para 4 Ln 1-2) |
| 3 B (para 2 Ln 6) | 7 D (para 4 Ln 9-10) |
| 4 B (para 2 Ln 8-9) | 8 B (para 6 Ln 1-3) |

Part 2

- | | | | |
|------|------|------|------|
| 9 G | 11 H | 13 B | 15 E |
| 10 A | 12 F | 14 C | |

Part 3

- | | |
|-----------------|-----------------|
| 16 D (Ln 3) | 24 B (Ln 13-14) |
| 17 A (Ln 12-13) | 25 A (Ln 14-16) |
| 18 D (Ln 5) | 26 C (Ln 7-8) |
| 19 B (Ln 8-12) | 27 E (Ln 6-7) |
| 20 B (Ln 15-16) | 28 D (Ln 9) |
| 21 E (Ln 8-9) | 29 D (Ln 6-8) |
| 22 C (Ln 12) | 30 A (Ln 13-14) |
| 23 A (Ln 13) | |

Paper 2 – Writing

Part 1 (Suggested answer)

To: Clara
Sent: April 26th
Subject: Advice

Sorry I haven't written for a while. I have been really busy studying for my exams. Only one more to go now!

I worked at a summer camp last year and it was a lot of fun, but actually it wasn't easy at all! You have to look after the kids all day, and some of them can be really naughty! I didn't get paid very much, either.

In my opinion, you should go to the orchestra summer school. Although working at the summer camp would be fun, I don't think you should miss the chance to go to the summer school. You are very lucky to have been offered a place there!

As for me, I'm looking forward to the summer, but I will have to work in my dad's shop most of the time! Come and visit if you can.

Write soon.

Federico

Part 2

2 Suggested opening:

Dear Mary,

How are you? I've just had a fabulous day out to ... and thought I would write and tell you all about it.

Suggested points to cover in main body:

- say where you went on your day trip e.g. a theme park, a castle, a national monument, when, who with
- describe what you did e.g. looked around the old buildings, went rock climbing, went on amazing rides, had fun taking lots of photos & anything interesting that happened during the day
- explain which part of the day you enjoyed the most and why e.g. a guided tour/boat trip/the meal at a restaurant in the evening because ...

Suggested ending:

Hope to hear from you soon.

Lots of love,

Alice

3 Suggested points to cover:**Introduction**

make general statement about the topic and give opinion e.g. Many people find the wide use of mobile phones in public places very annoying, but should it be banned? In my opinion, ...

Why it should be banned:

- mobiles ringing can be very noisy, disturb people trying to relax, enjoying company of friends/family etc
- annoying being able to hear private conversations all the time or people you are with answering calls from others

Why it shouldn't be banned:

- mobile phones have become a part of modern life whether we like it or not
- mobiles make life easier for everyone e.g. can change arrangements at last minute etc
- useful for safety e.g. letting parents know when you will be home

Conclusion

restate opinion in different words

4 Suggested format/points to cover:

To: School librarian
From: Albert Jones
Subject: Changes to the library

After being asked to suggest some changes to the library in order to encourage more students to use it, I propose the following:

Recommendations

- more books for the library e.g. more copies of important books, stock newer books
- have more fiction books in stock
- more desks and private work spaces (as not enough space for students to work)
- computers for students to use e.g. for typing work, doing research on the Internet
- redecorate library to make it look more attractive/inviting
- let students borrow books for longer
- longer opening hours after school and could open before school, too

Conclusion

e.g. I strongly believe that these suggestions will encourage more students to use the library.

Paper 3 – Use of English**Part 1**

- | | | | | | |
|-----|-----|-----|-----|------|------|
| 1 A | 3 C | 5 C | 7 A | 9 A | 11 B |
| 2 B | 4 D | 6 B | 8 C | 10 D | 12 C |

Part 2

- | | | |
|--------------------|------------|-------------|
| 13 who/that | 17 more | 22 by / so |
| 14 something | 18 have | 23 unlikely |
| 15 being | 19 all/any | 24 until |
| 16 may/might/could | 20 too | |
| | 21 Due | |

Part 3

- | | |
|---------------|--------------|
| 25 opening | 30 appealing |
| 26 viewers | 31 everyday |
| 27 popularity | 32 helping |
| 28 criticism | 33 ensure |
| 29 producers | 34 daily |

Part 4

- | | |
|------------------------------|-------------------------------|
| 35 took three hours to reach | 39 was put off |
| 36 got on well | 40 a pity I didn't |
| 37 as a result of | 41 having never seen |
| 38 don't agree with | 42 he hardly had any strength |

Practice Test 4**Paper 1 – Reading****Part 1**

- | | |
|---------------------|---------------------|
| 1 C (para 1 Ln 4-6) | 5 B (para 5 Ln 1-4) |
| 2 A (para 3 Ln 5-6) | 6 C (para 6 Ln 1-3) |
| 3 B (para 4 Ln 1-2) | 7 A (para 7 Ln 4) |
| 4 D | 8 D |

Part 2

- | | | | |
|------|------|------|------|
| 9 H | 11 E | 13 G | 15 C |
| 10 A | 12 F | 14 B | |

Part 3

- | | |
|-----------------|----------------------|
| 16 D (Ln 5) | 24 D (Ln 11-12) |
| 17 B (Ln 1) | 25 C (Ln 7-9, 12-15) |
| 18 A (Ln 7-9) | 26 A (Ln 15-17) |
| 19 C (Ln 16-17) | 27 A (Ln 20-22) |
| 20 D (Ln 3-4) | 28 C (Ln 6-7) |
| 21 B (Ln 17-18) | 29 D (Ln 14-17) |
| 22 A (Ln 6-7) | 30 C (Ln 1-2) |
| 23 B (Ln 14-15) | |

Paper 2 – Writing

Part 1 (Suggested answer)

To: Robert
Sent: June 3rd
Subject: Your visit

Thanks for your email. I can't wait to see you, as well! My flight arrives (at the airport) at 22:45. Hopefully it will be on time! It should be easy to recognise me. I haven't grown much in the last three years, but I've got longer hair now.

Actually, there are a few things I'd like to do when I'm in England. I would love to go to Buckingham Palace and the Tower of London. Also, it would be great to meet some of your friends!

I'd really like to bring your parents a gift to thank them for letting me stay. Have you got any ideas? What about a big box of chocolates or a book about my country?

See you on the 15th!

Mikael

Part 2

2 Suggested points to cover:

Title: title of book being reviewed and author e.g. The Wind in the Willows by Kenneth Grahame

Introduction

- mention type of book e.g. romantic novel, fantasy, thriller
- give general opinion of book (do not be too specific)

Main body

- describe and comment on the plot e.g. The book tells the story of a girl who visits a magical world...it is very exciting/quite fast-moving/slow-paced etc. and the characters e.g. The main character Sarah is very adventurous/likeable etc.
- give some general comments on the book e.g. easy to read, too long, fascinating etc

Conclusion

say if you would recommend it to others e.g. I would definitely recommend this book to others as it is such an inspirational story. Personally, I couldn't put it down!

3 Suggested opening:

Dear Julie,

How are you? I'm great! Actually, I have some really exciting news!

Suggested points to cover in main body:

- how you won the holiday e.g. I rang a

competition phone line, I wrote an article about...in English

- say what and where the prize is e.g. a week's holiday for two in a 4-star hotel in Barbados, all food included, beautiful resort etc
- describe what you will be able to do there e.g. spend time on the beach, go water skiing, rock climbing etc
- invite your friend to join you e.g. Are you free in August? I would love it if you could come with me!

Suggested ending:

Write soon and let me know what you think.

Lots of Love,
Clara

4 Suggested points to cover:

Introduction

present the topic (without giving opinion) e.g. The Internet has changed many things about our lives, even the way we shop. There are many advantages of shopping on the Internet, but also ...

Advantages of shopping on the Internet:

- good value i.e. goods often cheaper than in shops, easier to compare prices
- convenient i.e. don't need to leave home to shop, can get products delivered
- very fast and lots of choice these days

Disadvantages of shopping on the Internet:

- can be unsafe e.g. credit card fraud, dealing with companies you don't know
- lack of advice about products i.e. no shop assistant to ask
- sometimes goods can take a long time to be delivered, can be quicker to buy from a shop.

Conclusion

sum up and give your overall opinion

Paper 3 – Use of English

Part 1

- | | | | | | |
|-----|-----|-----|-----|------|------|
| 1 D | 3 C | 5 B | 7 D | 9 B | 11 C |
| 2 C | 4 C | 6 A | 8 A | 10 A | 12 A |

Part 2

- | | | |
|--------|--------------|------------|
| 13 by | 18 under | 22 often |
| 14 at | 19 while/ | 23 not |
| 15 who | whereas | 24 however |
| 16 to | 20 most/more | |
| 17 can | 21 where | |

Part 3

- | | |
|-----------------|-----------------|
| 25 challenging | 30 helpful |
| 26 maturity | 31 importantly |
| 27 knowledge | 32 developments |
| 28 successfully | 33 unable |
| 29 sensitive | 34 constantly |

Part 4

- | | |
|------------------------------------|------------------------------|
| 35 is being built | 39 the hall will take (me) |
| 36 shouldn't/should not have taken | 40 mistook my bag for |
| 37 such a salty pie (that) | 41 sure (that) John had been |
| 38 wishes she had gone | 42 likely to stop |

Practice Test 5**Paper 1 – Reading****Part 1**

- | | |
|----------------------|-----------------------|
| 1 A (para 1 Ln 7-9) | 5 C (para 5 Ln 4-5) |
| 2 B (para 2 Ln 7-9) | 6 B (para 6 Ln 1-2) |
| 3 C (para 3 Ln 8-13) | 7 C (para 6 Ln 11-13) |
| 4 C (para 4 Ln 6-7) | 8 A (para 8 Ln 7-10) |

Part 2

- | | | | |
|------|------|------|------|
| 9 F | 11 H | 13 A | 15 D |
| 10 B | 12 G | 14 E | |

Part 3

- | | |
|-----------------|-----------------|
| 16 D (Ln 2) | 24 A (Ln 18-20) |
| 17 C (Ln 2-3) | 25 C (Ln 16-17) |
| 18 B (Ln 16) | 26 D (Ln 13-15) |
| 19 B (Ln 5-7) | 27 B (Ln 10-11) |
| 20 D (Ln 5) | 28 A (Ln 13-14) |
| 21 A (Ln 14-16) | 29 A (Ln 7) |
| 22 C (Ln 5-6) | 30 D (Ln 10-12) |
| 23 A (Ln 2) | |

Paper 2 – Writing**Part 1 (Suggested answer)**

Dear Mr Thorsby,

I am writing to you to give my opinions on the Oakley Sports Centre.

I go to the centre every day and have been very impressed by the facilities there. There are lots of things to do, and I especially like the gym and the swimming pool.

The opening hours are fine during the week, but would it be possible for the gym to be open later at weekends?

I think that the changing rooms are a little bit crowded, especially in the evenings, so it would be great if they could be made bigger. They also need more lockers.

Finally, I have really enjoyed doing the aerobics class at the centre, so it would be great if there were a few more classes on offer. Some dance classes would be nice, for example.

I hope my opinions are helpful.

Yours sincerely,

Hans Ballack

Part 2**2 Suggested opening:**

Dear Sir/Madam,

I recently saw your advertisement for people to work at an international book fair and I would like to apply for the position.

Suggested points to cover in main body:

- mention your interest in books e.g. I read widely, I am a member of our school book club
- say that you are cheerful e.g. People say that I am ... and that you have had some experience dealing with people e.g. I have a Saturday job in a café which involves dealing with customers efficiently and politely.
- say which languages you speak e.g. I have been learning English since I was eight years old and also speak some French and Italian.

Suggested conclusion:

Therefore, I feel that I would be a suitable person to assist at the fair. Thank you for considering my application.

I look forward to hearing from you.

Yours faithfully,

Jane Debussy

- 3 Teacher's note:** stories should use a variety of tenses, descriptive adjectives, time linking words, have a definite beginning/middle/end. Events should be presented in chronological order and direct speech should also be used for effect. Most importantly, if there is a given sentence, it must be used in the correct position (beginning/end) as stated in the rubric.

Stories consist of:

- a title if necessary (sometimes given)
- an introduction in which the scene is set (when and where the story takes place), main characters are introduced, what happened first
- a main body (2 paras) in which the story is

developed in chronological order, events build to an exciting/interesting high point.

- a conclusion in which we are told what happened after the end of the last paragraph and an end that could include the main character's feelings/opinions/final comments.

(Suggested Answer)

As Jeremy walked up to his front door, he just knew something wasn't quite right. The sun was shining and Jeremy was sweating slightly from walking hurriedly home from work. He didn't usually come home this early but today he wanted to surprise his wife and had bought a huge bunch of roses. But now he was home he began to have some doubts. And why was the front door slightly open?

He slowly pushed open the door, which creaked suddenly, making Jeremy jump a little. 'Calm down, Jeremy,' he said to himself under his breath, 'let's find out what's going on here.' There was no sound in the house which was strange as the children usually turned it into their own personal playground complete with screams and shrieks. 'Where is everybody?' wondered Jeremy as he searched the house.

He moved through the house, his anxiety growing with every step. And then, just as he was about to climb the stairs, he heard a tiny laugh from the kitchen. He relaxed a little as he recognized his young son's baby chuckle. 'So that's where they're hiding, is it?' He swung open the door and stopped still at the sight that filled the kitchen.

All his friends and all his family were there, even his next-door neighbour and everyone was huddled around a huge cake. 'Happy Birthday, darling,' said his wife after giving him a big kiss. 'A surprise party, eh? Look,' said Jeremy as a big grin spread across his face, 'next time don't leave the front door open. Anyone could get in!'

4 Suggested opening:

Title: Camping or staying in a hotel – which is best?

Introduction

Introduce topic and say which you think is best e.g. Although some people prefer camping, I believe that it's much better to stay in a hotel on holiday.

Suggested reasons hotels are better:

- more comfortable/relaxing e.g. comfortable beds, room service, en-suite bathrooms
- more convenient e.g. restaurant in hotel, close to resorts/amenities
- safety e.g. don't have to worry about luggage being stolen

Suggested reasons camping is better:

- cost i.e. camping is cheap or even free, hotels can be expensive
- pleasant to be close to nature i.e. in beautiful countryside, hotels are normally in towns/built-up areas
- fun to camp out in open air with friends, cook food in the open air etc

Suggested conclusion:

restate your opinion e.g. While some people enjoy camping, personally I much prefer the comfort of a warm bed in a hotel!

Paper 3 – Use of English

Part 1

- | | | | | | |
|-----|-----|-----|-----|------|------|
| 1 A | 3 C | 5 B | 7 C | 9 B | 11 A |
| 2 D | 4 A | 6 B | 8 A | 10 C | 12 D |

Part 2

- | | | |
|--------------|---------|-----------|
| 13 to | 17 it | 22 became |
| 14 as | 18 most | 23 until |
| 15 As/Since/ | 19 in | 24 so |
| Because | 20 in | |
| 16 by | 21 the | |

Part 3

- | | |
|-----------------|----------------|
| 25 introduction | 30 training |
| 26 considerable | 31 performance |
| 27 depression | 32 breathing |
| 28 living/life | 33 situations |
| 29 inability | 34 successful |

Part 4

- | | |
|----------------------------|-------------------------|
| 35 has been two years | 38 is being looked into |
| since/was two years | 39 waiting for a call |
| ago that/when | 40 hard work did Pete |
| 36 only was the food | 41 had trouble settling |
| excellent | 42 a small number of |
| 37 despite the fact (that) | people |

Practice Test 6

Paper 1 – Reading

Part 1

- | | |
|---------------------|---------------------|
| 1 C (para 1 Ln 5-7) | 5 D (para 3 Ln 5) |
| 2 B (para 1 Ln 9) | 6 B (para 4 Ln 1-2) |
| 3 A (para 2 Ln 2) | 7 C (para 4 Ln 6-7) |
| 4 A (para 2 Ln 4-5) | 8 D (para 5 Ln 1-2) |

Part 2

- 9 E 11 A 13 C 15 F
10 H 12 G 14 B

Part 3

- 16 D (Ln 4-5) 24 C (Ln 8-10)
17 F (Ln 1-3) 25 D (Ln 9)
18 C (Ln 1-2) 26 A (Ln 5-6)
19 A (Ln 8-10) 27 B (Ln 1-3)
20 F (Ln 8-10) 28 E (Ln 1-2)
21 E (Ln 8-10) 29 B (Ln 5-8)
22 B (Ln 4-5) 30 F (Ln 5)
23 E (Ln 4-6)

Paper 2 – Writing**Part 1 (Suggested answer)**

Dear Sir/Madam,

I am writing to you about the GHL Adventure Breaks holiday I recently went on. Unfortunately, I was very disappointed.

Firstly, I found most of the instructors very unhelpful and there were a lot of people in each group. Also, some of the activities that were mentioned in your advert were not available – sailing, for example, which I was really looking forward to trying.

As for the accommodation, it was quite dirty and not at all comfortable. Also, when my plane arrived at the airport, I had to wait two hours for the GHL coach. Then the coach broke down on the way to the resort and we had to wait another two hours for a new coach to arrive!

Therefore, I would like to ask for a refund for some or all of the holiday.

I look forward to hearing from you.

Yours faithfully,

Thierry Robert

Part 2**2 Suggested format/points to cover:**

To: Mr Williamson
From: Amy Sudwell
Subject: Your visit

Introduction

As requested, this report is to make some recommendations for your two-day visit to my area.

Recommendations

- suggest visits to key tourist attractions in area e.g. historic sites, museums
- suggest organised sightseeing tour of area e.g.

take a boat or bus tour around the city

- suggest excursion e.g. half-day trip to nearby beauty spot e.g. mountainous area, national park
- make some suggestions for evening entertainment e.g. dinner at restaurant serving traditional food, trip to the theatre (give reasons for each suggestion e.g. As your stay is quite short, a sightseeing tour would enable your group to see all the main sights.)

Conclusion

I believe that my suggestions will enable your students to have both an enjoyable and educational stay in

3 Suggested opening:

Title: title of the film being reviewed e.g. King Kong

Introduction

introduce the film mentioning the type of film and briefly what it's about

Suggested points to cover:

- describe plot e.g. The plot is both gripping and terrifying/very fast-moving/exciting. The film is about a film-maker who goes to explore a mysterious island ...
- say which actors are in the film and what the quality of acting was like e.g. The acting was absolutely brilliant/spectacular etc, There was a powerful/incredible performance by ...
- mention any other points of interest e.g. what was the soundtrack like? (loud/dramatic/moving/irritating/dull), what were the special effects like? (amazing/realistic/laughable/awful)

Suggested ending:

- make final comments and give recommendation e.g. Overall, this was a thoroughly enjoyable film. I would recommend it to ...

4 Suggested opening:

Title: The schools of the future

Introduction

introduce article in an interesting way e.g. Have you ever wondered what the schools of the future will be like?

Suggested points to cover:

- what schools may look like in the future e.g. very big, modern metal buildings with lots of windows
- what facilities they might have e.g. advanced technology in each classroom e.g. laptop computers, big screens for interactive presentations, students able to communicate with students from all over the world

- how teaching/tests/exams might work e.g. computers/robots might take over some tasks e.g. marking exams
- mention what might remain the same e.g. teachers still mainly in charge, pupils will still wear uniforms

Suggested conclusion

give final thoughts on the topic e.g. Although I believe that the schools of the future will be very different to how they are now, I also think that...

Paper 3 – Use of English**Part 1**

- | | | | | | |
|-----|-----|-----|-----|------|------|
| 1 C | 3 A | 5 A | 7 B | 9 C | 11 D |
| 2 B | 4 D | 6 A | 8 C | 10 C | 12 A |

Part 2

- | | |
|---------------|----------|
| 13 a/any | 19 could |
| 14 in/as | 20 so |
| 15 out | 21 all |
| 16 else | 22 be |
| 17 As/Because | 23 for |
| 18 them | 24 were |

Part 3

- | | |
|-----------------------|-----------------|
| 25 regularly | 30 lighting |
| 26 geographical | 31 lively |
| 27 northern/northerly | 32 entertainers |
| 28 inhabitants | 33 spectators |
| 29 brightness | 34 various |

Part 4

- 35 expected to be the winner
 36 costs nothing to surf
 37 gave her word
 38 need not have bought/didn't need to buy
 39 lost his temper with
 40 looked up to
 41 were allowed to/permitted to
 42 tell me what you know

Practice Test 7**Paper 1 – Reading****Part 1**

- | | |
|----------------------|-----------------------|
| 1 B (para 1 Ln 2-3) | 5 B (para 4 Ln 5) |
| 2 A (para 1 Ln 8-11) | 6 D (para 5 Ln 11-12) |
| 3 A (para 2 Ln 5-10) | 7 D (para 6 Ln 4-6) |
| 4 D (para 3 Ln 7-9) | 8 A |

Part 2

- | | | | |
|------|------|------|------|
| 9 F | 11 A | 13 C | 15 B |
| 10 D | 12 H | 14 E | |

Part 3

- | | |
|-----------------|-----------------|
| 16 A (Ln 9-11) | 24 C (Ln 4-7) |
| 17 D (Ln 11-12) | 25 F (Ln 1-3) |
| 18 D (Ln 12-15) | 26 E (Ln 3-6) |
| 19 A (Ln 7-9) | 27 F (Ln 11-13) |
| 20 F (Ln 3-5) | 28 B (Ln 13-14) |
| 21 B (Ln 5-8) | 29 E (Ln 6-7) |
| 22 C (Ln 9-12) | 30 D (Ln 3-6) |
| 23 B (Ln 10-11) | |

Paper 2 – Writing**Part 1 (Suggested answer)**

To: Sandra
 Sent: 14th August
 Subject: My stay

Thanks for your email. I had a lovely time staying with you. I'm afraid my journey home was awful, however. My plane was delayed by six hours!

Thank you for offering to post my diary back to me. That would be great. I like to write in it every day!

I loved the photos on the website! You asked me which ones I would like copies of. Well, could you send me copies of the picture of all of us at the Tower of London and the one of me standing next to Tom Cruise at Madame Tussaud's?

As for your holiday in Italy, I suggest that you visit Rome and Florence, as they are the most beautiful cities in Italy, in my opinion, and there are lots of things to see and do there.

Thanks again for letting me stay with you.

Maria

Part 2**2 Suggested opening:**

Title: Friendship

Introduction

introduce the topic e.g. To most people, friends are very important, but what exactly makes a good friend?

Suggested points to cover:

- mention different qualities friends should have and give examples/reasons why these qualities are important e.g. loyalty (friends should always stand by you through good and bad times);

honesty (friends should always tell you the truth however painful); the friend should be helpful (e.g. friends will always help, without wanting something in return)

- mention examples from personal experience e.g. My friend Sandy, for example, ...

Suggested ending:

summarise what you think a good friend should be like & give any final comments e.g. A good friend, therefore, should be As someone once said, "One loyal friend is worth ten thousand relatives."

- 3 Teacher's note:** stories should use a variety of tenses/descriptive adjectives/time linking words/ have a definite beginning/middle/end. Events should be presented in chronological order and direct speech should also be used for effect. **Most importantly**, if there is a given sentence, it **must** be used in the correct position (beginning/end) as stated in the rubric.

Stories consist of:

- a title if necessary (sometimes given)
- an introduction in which the scene is set/when and where the story takes place/main characters are introduced/what happened first
- a main body (2 paras) in which the story is developed in chronological order/events build to an exciting/interesting high point.
- a conclusion in which we are told what happened after the end of the last paragraph and an end that could include the main character's feelings/opinions/final comments.

(Suggested Answer)

As the plane finally took off, Amanda had the strange feeling that she had forgotten something. The clouds were streaming past outside the little window and as she looked out she tried to work out just what was missing. She knew that whenever she went on holiday she always forgot something. So what was it this time?

When the plane landed, she got off and walked slowly to passport control. "Did I leave my passport on the kitchen table?" she wondered, but as she searched her pockets, there it was. Walking out of the airport, she was hit by a wall of hot air, and she dove into the nearest air-conditioned taxi. "Where to, Miss?" beamed the taxi-driver. "The Hotel Grande Luxe, please." And as she said these words she worriedly checked her pockets again. "What if I've forgotten my money?" But she quickly found all her cash.

Reaching the hotel, she was again anxious about the possibility that she had not booked a room but at the reception desk, she was given her

room key immediately. "It can't be that," thought Amanda, "so what is it? What have I forgotten?" She reached her room and sat back on the bed and at that moment there was a knock at the door.

She walked over and opened the door, only to be faced with an embarrassed-looking receptionist. "What is it?" she asked and the young man replied, "I've a message for you from your husband. He says next time you go on holiday, please wake him up and take him with you!"

4 Suggested opening:

Introduction

make a general statement about the topic and give personal opinion e.g. Although learning languages can be hard, I think everybody should learn at least one foreign language.

Why people should learn another language:

- it's satisfying/useful to be able to communicate with people when abroad and shows respect
- helps improve knowledge of another culture
- improves job prospects (many jobs require at least one foreign language)

Why people shouldn't have to learn another language:

- some people are poor at languages/not interested in travelling/have practical jobs that they don't need another language for & would rather spend their time doing sth more useful to them
- some say it is unnecessary i.e. eventually we will all speak the same language, on holiday you can usually get by without knowing local language
- you can learn about culture/traditions in other ways e.g. from books, the Internet

Suggested conclusion

restate opinion in other words e.g. Whilst many people don't see the value of learning a foreign language, personally I think there are more advantages than ...

Paper 3 – Use of English

Part 1

- | | | | | | |
|-----|-----|-----|-----|------|------|
| 1 A | 3 C | 5 A | 7 C | 9 B | 11 D |
| 2 D | 4 D | 6 D | 8 B | 10 A | 12 C |

Part 2

- | | | |
|-----------|------------|----------|
| 13 before | 17 little | 21 There |
| 14 of | 18 as/like | 22 to |
| 15 enough | 19 have | 23 just |
| 16 them | 20 last | 24 much |

Part 3

- | | |
|---------------|----------------|
| 25 spectators | 30 especially |
| 26 popularity | 31 noticeable |
| 27 highly | 32 Fortunately |
| 28 daring | 33 unlikely |
| 29 amazement | 34 commercial |

Part 4

- 35 had his house broken into
 36 have succeeded if
 37 a full description of
 38 mathematics nor chemistry are difficult
 39 would wake (up) if we
 40 prevented the match from taking
 41 as long as you are
 42 no comment on

Practice Test 8**Paper 1 – Reading****Part 1**

- | | |
|---------------------|---------------------|
| 1 B | 5 A (para 5 Ln 1) |
| 2 D (para 2 Ln 1-2) | 6 D (para 7 Ln 3-4) |
| 3 B (para 3 Ln 2) | 7 B (para 8 Ln 3) |
| 4 C (para 4 Ln 1-3) | 8 C (para 9 Ln 3) |

Part 2

- | | | | |
|------|------|------|------|
| 9 G | 11 F | 13 E | 15 C |
| 10 A | 12 H | 14 D | |

Part 3

- | | |
|-----------------|-----------------|
| 16 D (Ln 8-10) | 24 A (Ln 8-10) |
| 17 C (Ln 1-4) | 25 B (Ln 3-5) |
| 18 D (Ln 1-6) | 26 B (Ln 9-11) |
| 19 E (Ln 4-5) | 27 D (Ln 12-13) |
| 20 A (Ln 12-14) | 28 E (Ln 1-2) |
| 21 C (Ln 13-14) | 29 B (Ln 13-14) |
| 22 A (Ln 6-7) | 30 C (Ln 7-8) |
| 23 B (Ln 7-8) | |

Paper 2 – Writing**Part 1 (Suggested answer)**

To: Anthea
 Sent: May 12th
 Subject: Hi!

It was great to get your email. How did your exams go? I hope they were all OK.

I had a really good time on the camping trip. It was really nice to do something fun with my friends, even though it rained so much that our tent got flooded!

I would definitely recommend the extreme sports holiday in Wales that I went on. There were so many exciting activities to choose from, like bungee jumping and white water rafting, and the instructors were all excellent. I'm sure you would enjoy it. I would love to come with you, but I am going on holiday to Japan this summer so I'm afraid I can't.

Anyway, I have to go now. Hope to hear from you again soon.

Juana

Part 2 (Suggested answer)**2 Suggesting opening:**

Dear Mr Holborn,

I have just seen your advertisement for English speakers for summer work in your music shop and I would like to apply for one of the positions.

Suggested points to cover in main body:

- say that you're interested in different kinds of music e.g. member of a rock band and a choir, listen to lots of different types of music
- mention that you're hard-working and reliable e.g. Others often describe me as hard-working and dedicated/I always do my best to do a job well
- mention any relevant experience e.g. worked in a shop last summer, experience dealing with customers, handling money

Suggested ending:

I am available to start work immediately and would be able to come for an interview at any time. Thanking you in advance for considering my application.

Yours sincerely,

Brian Foot

3 Suggested opening:

Title: eye-catching title e.g. Good food means Greek food!

Introduction

interesting beginning e.g. While many people think their country has the world's best food, in my opinion Greece really does!

Suggested points to cover:

- mention some general info about the food that people typically eat in your country e.g. we eat mostly locally grown food, we don't eat a lot of foreign food and what food people eat for different meals/at different times of the day

- describe what people eat on special occasions e.g. at special times of year, family celebrations, during festivals
- describe any changes in eating habits e.g. people eat more pre-packaged meals/get more takeaways because they have little time, families cook/eat less at home, people eating more junk food

Suggested ending:

make some final remarks e.g. Therefore, although we now eat more junk food, in my country our food is normally very fresh and healthy...

4 Suggested format/points to cover:

To: Mr J Brown
From: Mr Sam Jackson
Subject: Sports facilities

As requested, this report is to discuss the sports facilities in my town and recommend the best places to do sport there.

Popular sports in the town

say what the most popular sports are in the town e.g. football, basketball, tennis and where people go to do them e.g. school playgrounds, the town leisure centre, several local basketball courts/football pitches, young people sometimes play football in the park

Recommendations

- the group could spend a day at the new town leisure centre (many sports on offer there e.g. tennis, swimming, squash, good facilities, can buy a day pass quite cheaply)
- group could go to the park and organise football matches against local young people

Conclusion

Therefore, there are many possibilities for young people to do sport in the area and I believe that my suggestions will benefit your students during their stay.

Part 3

- | | |
|---------------|----------------|
| 25 famous | 30 designer |
| 26 commercial | 31 traditional |
| 27 location | 32 atmospheric |
| 28 insurance | 33 sightseeing |
| 29 tourism | 34 including |

Part 4

- | | |
|-----------------------------|--------------------------|
| 35 so that she wouldn't | 39 any sauce left |
| 36 no idea he had | 40 on a (more) regular |
| 37 get in touch with | 41 go on sale |
| 38 is no difference between | 42 had got in touch with |

Practice Test 9**Paper 1 – Reading****Part 1**

- | | |
|---------------------|----------------------|
| 1 D (para 1 Ln 5-7) | 5 A (para 3 Ln 2-4) |
| 2 C (para 2 Ln 2) | 6 D (para 3 Ln 7-10) |
| 3 A (para 2 Ln 6-9) | 7 D (para 5 Ln 3-5) |
| 4 B (para 3 Ln 4-5) | 8 C |

Part 2

- | | | | |
|------|------|------|------|
| 9 B | 11 C | 13 E | 15 H |
| 10 D | 12 A | 14 F | |

Part 3

- | | |
|-----------------|-----------------|
| 16 C (Ln 9-10) | 24 A (Ln 3) |
| 17 A (Ln 8-9) | 25 C (Ln 4-6) |
| 18 B (Ln 11-13) | 26 E (Ln 4-5) |
| 19 D (Ln 14-16) | 27 B (Ln 1-3) |
| 20 D (Ln 2-4) | 28 D (Ln 6-8) |
| 21 A (Ln 17) | 29 B (Ln 8-9) |
| 22 E (Ln 2-3) | 30 C (Ln 11-12) |
| 23 E (Ln 1-2) | |

Paper 3 – Use of English**Part 1**

- | | | | | | |
|-----|-----|-----|-----|------|------|
| 1 C | 3 A | 5 D | 7 A | 9 D | 11 D |
| 2 B | 4 C | 6 C | 8 C | 10 B | 12 B |

Part 2

- | | | |
|--------------|--------------|---------|
| 13 with | 17 more/very | 21 from |
| 14 known | 18 also | 22 this |
| 15 there | 19 has | 23 well |
| 16 many/some | 20 of | 24 what |

Paper 2 – Writing**Part 1 (Suggested answer)**

Dear Mr White,

Thank you very much for your letter. I am very excited about winning the competition, and I am looking forward to visiting Edinburgh. I have a few questions though, which I hope you can answer.

First of all, are meals included in the three-nights' accommodation in a hotel or will we have to pay for those separately?

Secondly, you asked when I would prefer to take my prize. Would it be possible to go on the trip the second weekend in June? Also, my friend and I would very much like to go on the sightseeing tour.

Finally, you asked if there are any special arrangements I would like you to make for us. Well, I would be very grateful if you could make travel arrangements for us from Edinburgh airport to the hotel.

I look forward to hearing from you.

Yours sincerely,

Winston Bouma

Part 2

2 Suggested opening:

Title: name of shop you are reviewing

Introduction

briefly describe what type of shop it is e.g. fashion shop, computer game shop, bookshop, where it is e.g. in the local high street, in a shopping centre and why you have chosen it

Suggested points to cover in main body:

- describe what the shop is like e.g. big, on several floors, modern décor and displays, plays loud pop music
- describe what it sells e.g. all the latest fashions & accessories
- say what you think of the prices e.g. reasonable prices, expensive designer clothes
- say who you would recommend it to & why e.g. teenage girls/boys, everyone because ...

Suggested ending:

make some final comments e.g. All in all, if you like to keep up with all the latest fashions at a price you can afford, then is definitely the shop for you!

- 3 Teacher's note:** stories should use a variety of tenses, descriptive adjectives, time linking words, have a definite beginning/middle/end. Events should be presented in chronological order and direct speech should also be used for effect. Most importantly, if there is a given sentence, it must be used in the correct position (beginning/end) as stated in the rubric.

Stories consist of:

- a title if necessary (sometimes given)
- an introduction in which the scene is set (when and where the story takes place), main characters are introduced, what happened first
- a main body (2 paras) in which the story is developed in chronological order, events build to an exciting/interesting high point.

- a conclusion in which we are told what happened after the end of the last paragraph and an end that could include the main character's feelings/opinions/final comments.

(Suggested Answer)

It was a perfectly normal day until I got to the train station. The sun was shining, the birds were singing and I was in the best mood that I had been in for some time. All that was to change though and change quite suddenly.

I paid for my ticket and waited patiently on the platform along with the other commuters that I shared my daily journey to work with. We all smiled uneasily at each other as the train did not appear to be arriving. All in all we waited for half an hour before someone cracked and asked the old woman, Mrs. Mope, idly sweeping the floor, where the train was. "Don't you know?" She laughed. "They're all on strike today. It was on the news!" This didn't help us and we all set off to find alternative transport.

To cut a long story short, I didn't arrive at work until eleven o'clock – two hours late! My boss was not pleased. From here on, the day got steadily, and then quite rapidly, worse. Customers complained, coffee mugs developed minds of their own, computers broke down nervously and it seemed as if nothing was going to go right on this day that started out so well. Things were not going to get better.

I was called to the boss' office and he was not in the best mood. "I'm afraid, Billy, that your work is not up to our high standard and I'm going to have to let you go." I left the office quickly and quietly. That was all last year. I'm back in work now and, yes, it's at the train station – I'm helping Mrs. Mope clean the platforms!

4 Suggested points to cover:

Introduction

make general statement about the topic and give opinion e.g. Although some people think that watching TV is a waste of time, I personally believe that it can have some benefits, too.

Suggested reasons why TV is not a waste of time:

- keeps you up to date with what is going on e.g. news coverage from all over the world
- nice way to relax after a busy day i.e. variety of programmes, comedies and dramas
- can be very important for people on their own e.g. elderly people
- can be educational e.g. documentaries

Suggested reasons why TV is a waste of time:

- most programmes that people watch, especially young people, have little or no educational value e.g. reality shows

- stops people doing other things e.g. children should be playing or reading instead of watching TV
- As well as being a waste of time, TV can be bad influence e.g. programmes can be violent, contain a lot of bad language

Suggested ending:

restate opinion in other words

Paper 3 – Use of English**Part 1**

- | | | | | | |
|-----|-----|-----|-----|------|------|
| 1 A | 3 C | 5 D | 7 B | 9 C | 11 B |
| 2 B | 4 C | 6 D | 8 A | 10 A | 12 C |

Part 2

- | | | |
|--------------|------------|-------------|
| 13 its | 18 only | 22 however/ |
| 14 about | 19 because | though |
| 15 was | 20 setting | 23 once |
| 16 this/that | 21 near/ | 24 out |
| 17 is | immediate | |

Part 3

- | | |
|-----------------------------------|-----------------|
| 25 economic | 30 useful |
| 26 disappearance/
disappearing | 31 preservation |
| 27 global | 32 minority |
| 28 loss | 33 communities |
| 29 eventually | 34 governments |

Part 4

- | | |
|----------------------|--------------------------|
| 35 have my car fixed | 39 were prevented from |
| 36 is said to have | getting |
| 37 would have passed | 40 gave me a hand |
| 38 there is no | 41 there is nothing |
| comparison | wrong with |
| between | 42 does this coat belong |

Practice Test 10**Paper 1 – Reading****Part 1**

- | | |
|----------------------|-----------------------|
| 1 D (para 1 Ln 2-6) | 5 C (para 4 Ln 4-6) |
| 2 C (para 1 Ln 8-10) | 6 B (para 4 Ln 14-18) |
| 3 A (para 2 Ln 2-5) | 7 A (para 5 Ln 6) |
| 4 B (para 2 Ln 4-6) | 8 D (para 6 Ln 1-4) |

Part 2

- | | | | |
|------|------|------|------|
| 9 C | 11 A | 13 H | 15 B |
| 10 G | 12 E | 14 D | |

Part 3

- | | |
|-----------------|----------------------|
| 16 D (Ln 16-18) | 24 C (Ln 7-9) |
| 17 A (Ln 6-7) | 25 D (Ln 8-9) |
| 18 B (Ln 4-5) | 26 D (Ln 1) |
| 19 E (Ln 2-3) | 27 D (Ln 4) |
| 20 B (Ln 11-12) | 28 B (Ln 6-7, 10-11) |
| 21 A (Ln 12-14) | 29 A (Ln 11-12) |
| 22 B (Ln 13-16) | 30 E (Ln 4-5) |
| 23 D (Ln 15-17) | |

Paper 2 – Writing**Part 1 (Suggested answer)**

To: John
Sent: 2nd October
Subject: School visit

It's great that Sandra Rose is visiting Frampton Secondary! I have a few comments and suggestions about the schedule you have made.

Firstly, I really like the idea of the Acrobatics display by year 9 pupils. I'm sure they will enjoy showing Miss Rose what they can do!

Also, could the meeting with Miss Rose and the parents be an hour long rather than half an hour? It is an important meeting and there is a lot to talk about.

However, I don't think it is a good idea to show Miss Rose the new tennis courts, as they aren't finished yet. Why don't we show her the swimming pool instead?

Finally, can we invite the whole school to Miss Rose's talk? I'm sure everyone would benefit from hearing it.

I hope my ideas are helpful.

Barney McGuigan

Part 2**2 Suggested points to cover:****Introduction**

make a general comment about the topic without giving opinion e.g. Many students these days study abroad. There are both advantages and disadvantages to this.

Suggested advantages:

- the country you are studying in may offer you a better course than one in your own country
- great opportunity to learn about another culture
- fantastic opportunity to improve language skills
- being away from home helps you become more independent

Suggested disadvantages:

- studying abroad can be too expensive for many families
- students can have difficulties abroad that they

would not have at home e.g. feeling homesick, finding it difficult to adapt to a new culture, not understanding bureaucracy etc

- you may learn more at home learning in your own language

Suggested closing:

sum up and give opinion e.g. Although studying abroad is not for everyone, and there are certainly some disadvantages to it, I believe that...

3 Suggested opening:

Title: name of the person you have chosen or an eye-catching title of your own e.g. Enrique Iglesias
– Like father, like son?

Introduction

give brief opening details about person i.e. name, why you chose this person

Suggested points to cover in main body:

- describe who the person is/was in more detail e.g. what they look like, what they do/did (actor, singer, politician etc), details from their life story
- describe why they are/were important in your country e.g. What do/did they do? What do/did they achieve? Why do/did people like them? e.g. do/did a lot of charity work/great things for the country

Suggested ending:

make some final comments about the person e.g. All in all, I greatly admire ... They achieved great things for my country and ...

4 Suggested opening:

Dear Alex,

How are you? I hope you are well. I am writing to tell you all about what I have been doing recently.

Suggested points to cover in main body:

- give general details about the job e.g. how you found it, how long you've been doing it
- say what responsibilities you have e.g. feeding the animals, cleaning out cages
- say what you like about the work e.g. learning about different types of animals, the sense of satisfaction you get when an animal gets better, the people you work with
- perhaps mention one thing you don't like so much e.g. you have to start work early in the morning

Suggested ending:

Anyway, that's all my news! Tell me what you're doing this summer. Have you got a job? Write back soon!

Best wishes,

Richard

Paper 3 – Use of English

Part 1

- | | | | | | |
|-----|-----|-----|-----|------|------|
| 1 D | 3 A | 5 C | 7 B | 9 B | 11 C |
| 2 A | 4 B | 6 B | 8 D | 10 C | 12 A |

Part 2

- | | | |
|---------------|-------------|---------|
| 13 came/comes | 17 watch | 22 that |
| 14 another | 18 on | 23 with |
| 15 after | 19 such | 24 ones |
| 16 an | 20 majority | |
| | 21 for | |

Part 3

- | | |
|---------------|---------------|
| 25 famous | 30 importance |
| 26 attractive | 31 basic |
| 27 education | 32 unemployed |
| 28 temptation | 33 better |
| 29 overnight | 34 useful |

Part 4

- | | |
|---|--------------------------------------|
| 35 feel like going/like the idea of going | 40 up smoking even though |
| 36 of my colleagues approved of | 41 do you mind if |
| 37 on time due to | 42 become a professional actor until |
| 38 have made a better | |
| 39 of going on foot | |

Further Practice on Word Distractors

- | | | | | | |
|------|------|------|------|-------|-------|
| 1 C | 23 B | 45 D | 67 C | 89 C | 111 A |
| 2 D | 24 A | 46 B | 68 B | 90 B | 112 A |
| 3 A | 25 A | 47 A | 69 C | 91 A | 113 D |
| 4 C | 26 C | 48 D | 70 C | 92 C | 114 B |
| 5 D | 27 B | 49 C | 71 A | 93 A | 115 C |
| 6 B | 28 A | 50 B | 72 B | 94 D | 116 A |
| 7 C | 29 D | 51 B | 73 D | 95 B | 117 A |
| 8 C | 30 C | 52 C | 74 B | 96 C | 118 A |
| 9 C | 31 D | 53 D | 75 C | 97 D | 119 C |
| 10 C | 32 B | 54 C | 76 D | 98 C | 120 C |
| 11 C | 33 A | 55 B | 77 B | 99 A | 121 C |
| 12 A | 34 D | 56 B | 78 C | 100 B | 122 B |
| 13 D | 35 B | 57 C | 79 C | 101 B | 123 D |
| 14 A | 36 D | 58 C | 80 D | 102 B | 124 D |
| 15 C | 37 D | 59 A | 81 D | 103 B | 125 B |
| 16 B | 38 C | 60 B | 82 D | 104 A | 126 C |
| 17 D | 39 C | 61 C | 83 D | 105 C | 127 A |
| 18 C | 40 B | 62 C | 84 C | 106 D | 128 D |
| 19 D | 41 A | 63 D | 85 C | 107 D | 129 B |
| 20 A | 42 B | 64 D | 86 C | 108 A | 130 B |
| 21 B | 43 A | 65 D | 87 B | 109 D | |
| 22 D | 44 C | 66 C | 88 A | 110 D | |

Further Practice on 'Key' Word Transformation

- 1 ... haven't heard from ...
- 2 ... did not succeed in persuading ...
- 3 ... last time I saw ...
- 4 ... accused his assistant of giving ...
- 5 ... did you start studying ...
- 6 ... are not old enough ...
- 7 ... have been on strike ...
- 8 ... be aware of ...
- 9 ... is said to be owned ...
- 10 ... has been / is six years since ...
- 11 ... in a good mood ...
- 12 ... get rid of ...
- 13 ... gave me (their) permission to ...
- 14 ... to cut down on ...
- 15 ... never been given such a ...
- 16 ... may have gone ...
- 17 ... would rather not lend him ...
- 18 ... can't have planned ...
- 19 ... prefer not to work ... / prefer that I didn't ...
- 20 ... is being blamed ...
- 21 ... gets on well ...
- 22 ... put up with ...
- 23 ... is likely to win ...
- 24 ... kept an eye on ...
- 25 ... in order to catch ...
- 26 ... only one/employee who did not ...
- 27 ... no chance of winning ...
- 28 ... was not cut out to ...
- 29 ... high time you learnt ...
- 30 ... is not as tall as ...
- 31 ... as long as you promise ...
- 32 ... instead of going ...
- 33 ... delayed as a result of ...
- 34 ... had run out of ...
- 35 ... came up with the solution ...
- 36 ... would not have got ...
- 37 ... should not have insulted ...
- 38 ... loses his temper ...
- 39 ... I were you I would ...
- 40 ... got / caught a glimpse of ...
- 41 ... are not allowed to smoke ...
- 42 ... is out of order ...
- 43 ... turned up for/to ... / ... turned out for ...
- 44 ... we had not / hadn't missed ...
- 45 ... apologised for yelling ...
- 46 ... unlikely to be on time ...
- 47 ... is being launched ...
- 48 ... is in charge of ...
- 49 ... you like me to get ...
- 50 ... needn't have spent ...
- 51 ... can not/can't have run away ...
- 52 ... been in favour of ...
- 53 ... to avoid getting ...
- 54 ... to keep in touch with ...
- 55 ... spite of not having ...
- 56 ... may not have been informed ...
- 57 ... despite the fact (that) ...
- 58 ... by the time ...
- 59 ... learn this poem by heart, ...
- 60 ... with a view to becoming ...
- 61 ... in case we get ...
- 62 ... no matter what ...
- 63 ... mind if I used ... / mind me/my using ...
- 64 ... not as/so demanding as ...
- 65 ... reminded me to take/get ...
- 66 ... prevented him from walking ...
- 67 ... can not / can't have known ...
- 68 ... due to the fact that ...
- 69 ... forbade me/us from touching ...
- 70 ... on the point of starting ...
- 71 ... the event of a fire ...
- 72 ... had better not go ...
- 73 ... tell the difference between ...
- 74 ... wishes she had never married ...
- 75 ... is used to appearing ...
- 76 ... denied having given them ...
- 77 ... get / have a chance to meet ...
- 78 ... the government did away with ...
- 79 ... may not have received ...
- 80 ... lost sight of ...
- 81 ... to get round to surfing ...
- 82 ... to make up for ... / ... to make amends for ...
- 83 ... needn't have woken up ...
- 84 ... only I had not forgotten ...
- 85 ... were alarmed by ...
- 86 ... drop me a line ...
- 87 ... hit the roof when ...
- 88 ... is similar to ...
- 89 ... was called off ...
- 90 ... would not have taken up ...
- 91 ... had no intention of disturbing ...
- 92 ... does this car belong to ...
- 93 ... make a decision about / on ...
- 94 ... is on good/friendly terms ...
- 95 ... was not simple enough ...
- 96 ... is the shop where ...

- | | |
|---|---|
| 97 ... ought to have/get your car ... | 121 ... give you my word ... |
| 98 ... would sooner watch football than ... | 122 ... been put off ... |
| 99 ... made her way to ... | 123 ... look up to ... |
| 100 ... has the same number of ... | 124 ... didn't/did not behave stupidly ... |
| 101 ... is more expensive than ... | 125 ... gets on my ... |
| 102 ... must have been involved ... | 126 ... rely on Susan to help ... |
| 103 ... made him/Jack tidy ... | 127 ... have/am in no doubt ... |
| 104 ... there's/is no/little point in ... | 128 ... any guests came to ... |
| 105 ... to be present at ... | 129 ... in vain to break ... |
| 106 ... away even though ... | 130 ... as if he is fighting ... |
| 107 ... find it impossible to ... | 131 ... (that) it was necessary for ... |
| 108 ... was the first time (that) ... | 132 ... good at playing ... |
| 109 ... ought not to have told ... | 133 ... gave me a (helping) hand ... |
| 110 ... was set up ... | 134 ... before/when he took up ... |
| 111 ... might not have got ... | 135 ... while she was on ... |
| 112 ... approve of her staying ... | 136 ... is going to be knocked ... |
| 113 ... no good talking ... | 137 ... insists on us handing in ... / ... that we hand |
| 114 ... unless we hurried, we would ... | 138 ... is unusual for Angie to ... |
| 115 ... taking care of ... | 139 ... possible for me to ... |
| 116 ... took the place of ... | 140 ... been involved in music since ... |
| 117 ... is (only) the second time ... | 141 ... what caused Jane to leave ... |
| 118 ... is likely to be nominated ... | 142 ... pays any notice to ... |
| 119 ... made it hard for me ... | 143 ... no interest in ... |
| 120 ... is said to be ... | |

Further Practice on Word Formation

- | | | | |
|--------------------|-----------------|-----------------|---------------------|
| 1 choice | 24 agreement | 47 preference | 70 responsibilities |
| 2 valuable | 25 unbelievable | 48 nervous | 71 payment |
| 3 countless | 26 broaden | 49 majority | 72 height |
| 4 unexpected | 27 envious | 50 skilled | 73 strengthen |
| 5 energetic | 28 sympathetic | 51 injuries | 74 length |
| 6 Unfortunately | 29 sale | 52 cyclists | 75 unemployment |
| 7 relationship | 30 popularity | 53 irregular | 76 specialty |
| 8 loneliness | 31 basically | 54 flight | 77 considerable |
| 9 scenery | 32 freedom | 55 reliable | 78 production |
| 10 characteristics | 33 loss | 56 residents | 79 growth |
| 11 extensive | 34 relatively | 57 measurements | 80 reservations |
| 12 tendency | 35 arrangements | 58 ensure | 81 coastal |
| 13 decorations | 36 awareness | 59 appearances | 82 purely |
| 14 unchanged | 37 scientists | 60 hopefully | 83 limited |
| 15 inhabitants | 38 solutions | 61 decision | 84 cheerful |
| 16 thirds | 39 judgment | 62 unlucky | 85 specialize |
| 17 suitable | 40 advisable | 63 latest | 86 relaxation |
| 18 mistakenly | 41 argument | 64 poisonous | 87 angrily |
| 19 admiration | 42 reasonable | 65 incurable | 88 importance |
| 20 requirement | 43 successful | 66 reference | 89 discomfort |
| 21 remarkable | 44 destruction | 67 increasingly | 90 unlike |
| 22 satisfaction | 45 signature | 68 harmful | |
| 23 knowledgeable | 46 publisher | 69 additional | |

26.00
LTH



Express Publishing

