

Reading Module

Reading Part 1

1 Read the advert and choose the correct answer (A, B, or C).

Students: Ask your teachers about assisting in the OPAL Bugs Count survey. The results will contribute towards important research, potentially answering such questions as whether the native two-spot ladybird is declining in numbers due to competition from non-native species of ladybirds.

The purpose of the advert is to encourage students to ...

- A work on the design of a survey.
- B get involved in research.
- C help protect a rare species.

2 Read the text message and choose the correct answer (A, B, or C).

Tim, I think I told you last week that my brother is coming to visit next weekend. It turns out his flight's been rescheduled, so my mum has to go to the airport to pick him up and won't be back in time to drop us at the party for 8 p.m. like we said. If you're still keen on going, we'll have to work something out. Bruno

What is the purpose of Bruno's text to Tim?

- A to cancel an event they were going to
- B to change an arrangement they'd made
- C to confirm some details they'd agreed

3 Read the blog entry and choose the correct answer (A, B, or C).

writingandwheels.oup.uk

Having been a wheelchair user and enthusiastic writer all my life, I wanted to create a place where teenagers could interact and find out what it's like to live with a disability, whether or not they've any personal knowledge of what this is like. It's been a huge success and someone with the technical knowledge to make our site even more impressive would help us to reach an even bigger audience.

What is the purpose of the blog entry?

- A to attract someone with a particular skill
- B to increase the number of readers
- C to highlight individual experiences

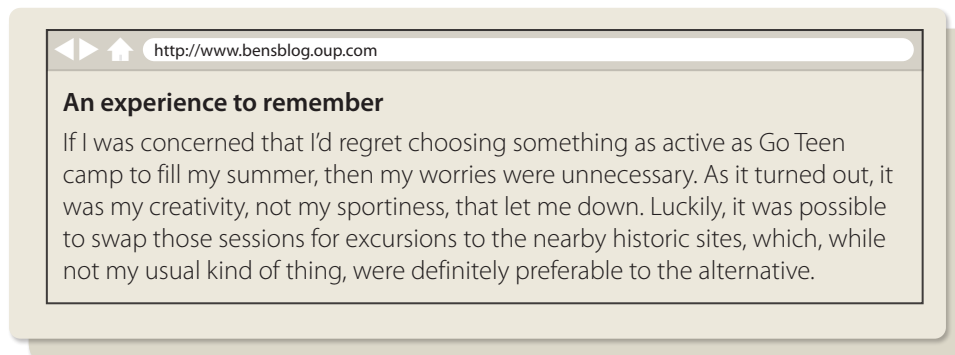
4 Read the letter and choose the correct answer (A, B, or C).

Dear Mr Jensen,
I'm writing regarding the proposed changes to the canteen menu, which many of us are concerned about, given that they greatly reduce the number of available food options. For instance, students who need a dairy-free choice appear to have been completely ignored. I realize the aim is to reduce staff costs, but surely there's a better way to do this?
Yours sincerely,
Elif Yilmaz

Elif has written this letter to ...

- A explain why she requires a particular type of meal.
- B suggest an alternative approach to saving money.
- C raise objections on behalf of a larger group.

5 Read the review and choose the correct answer (A, B, or C).



http://www.bensblog.oup.com

An experience to remember

If I was concerned that I'd regret choosing something as active as Go Teen camp to fill my summer, then my worries were unnecessary. As it turned out, it was my creativity, not my sportiness, that let me down. Luckily, it was possible to swap those sessions for excursions to the nearby historic sites, which, while not my usual kind of thing, were definitely preferable to the alternative.

What did the reviewer dislike about Go Teen camp?

- A the amount of time spent doing arts and crafts
- B the locations he went to on day trips
- C the emphasis placed on physical activity

6 Read the advert and choose the correct answer (A, B, or C).



Tees-R-Us

The holidays are here and so is our annual competition. Could you design a bestselling T-shirt to celebrate our new charity partnership? Remember: it's advisable to try and do something original, but even more crucial is submitting something that tells the world all about the charity's mission. That counts for more than creating the most visually impressive entry, so don't let a lack of drawing skills put you off!

According to the advert, the judges of the competition are looking for a design which ...

- A contains beautiful artwork.
- B communicates an important message.
- C stands out as different from the others.

Reading Part 2

Young sportspeople

Three young sportspeople talk about their journey to success



The climber

No one's more amazed than me at my success. I was hopeless to begin with, so taking gold at the Olympics was an amazing, life-changing event. The media response was overwhelming – I'm still deciding what I think of being in the public eye so much. Training and competing can be tough, but all of the suffering is inspiring and I've grown as a person, inside and outside the world of climbing. In both, there are hardships and challenges that have to be overcome. What attracted me to climbing was that if I won, it was me who'd done it, and me alone. I love that sense of achievement and the high you get when it goes well! All I want to do now is keep on improving, but I recognize I'm not going to progress unless I try some of the tougher climbs I've managed to avoid so far. I'm nervous about attempting more risky ones – always have been. The best advice I can give is if something does go wrong, remember how you got out of that situation, and then use that failure to build confidence and become better.



The skier

It's been a long journey from being dragged as a kid to dry-ski slopes to competing at the Olympics, but winning was spectacular. I'd put it down to the punishing regime – from press-ups before breakfast to 12 km runs in the evening. It made my life outside skiing more difficult. I hated it and questioned whether it was worthwhile, but it paid off. Getting recognition for all my dedication is a blast. That's the positive side of being in the papers. However, you don't want to get too big-headed, but that's unlikely after what happened last year. I misjudged a jump, lost control and injured my knee. It was frustrating not being able to get back out there for six weeks to get that jump right. Even if you're not out with an injury, you need to watch lots of videos of top skiers and study how they ski. It's the key to improving. People new to the sport get put off by the risk of injury, but you won't get far in this game thinking like that. Bottom line, we're here to win. That's what we do. I love it.



The gymnast

I got into gymnastics after watching a professional competition on TV. I thought, 'If they can do it, why can't I?' So I gave it a go. I must have done something right because after only three months the coach advised me to sign up at a better club where there would be fresh challenges and I could focus on learning more advanced techniques. Cut to five years later and I'm winning gold at the Olympics! It was a childhood dream come true – I couldn't believe my luck! When I got home, I had a massive celebration with my mates. It was incredible. And then I just lazed around the house for a couple of months. But then I came to realize I'd been taking my win for granted, so since then I've been back in the gym. For the first few sessions, it felt like my body was falling apart, but I'm getting back into it now. If you want to go all the way as a gymnast, the main thing is to have a good time, because if you're not having fun then you're never going to win.

Read the questions and match them to the correct text about young sportspeople.

- Who says it is important to learn from other competitors?
A The climber B The skier C The gymnast
- Who says their future success depends on gaining new experience?
A The climber B The skier C The gymnast
- Who has changed their attitude to success?
A The climber B The skier C The gymnast
- Who says it is important to learn from mistakes?
A The climber B The skier C The gymnast
- Who says they found it difficult returning to training after a break?
A The climber B The skier C The gymnast
- Who says the key to success is enjoying yourself?
A The climber B The skier C The gymnast

Reading Part 3

Six sentences are missing from this text. Choose the correct sentence (A–G) for each gap (1–6). There is one extra sentence which you do not need to use.

Teenage comedian

'It might seem strange to want to stand on a stage and try to make a whole bunch of people laugh,' says Josh Williams, 'but I enjoy it, and I might even be quite good at it.' The 16-year-old from Cardiff in Wales is clearly more than just 'quite good' at comedy.

Three months ago, Josh came first in a competition for aspiring young comedians. In a 10-minute act, he delivered jokes and funny stories to a panel of judges, which included a well-known actor and a famous comedian. 'I'd seen both of them on TV,' he says. Didn't that make it even more stressful? 'Absolutely,' Josh admits. 'I was terrified.¹ They understand what works and what doesn't, and if you can impress them, you've probably got some talent.'

Josh writes all his own material. 'Writing is the most creative bit, actually' he says. 'I do what's called "observational comedy".² I reveal the funny side of comments my friends make, incidents at school, teenage conversations on social media – stuff like that.'

It's unlike anything you would get from older comedians. 'They tell jokes about stuff like their children or things that happen at work,' Josh says. 'Or they talk about politics or the economy.³ I'll probably see

things their way one day.' Josh thinks comedians should talk about subjects they are very familiar with – 'You can soon tell when a comedian is dealing with a subject they don't know much about.'

He also believes that audiences respond best to material they can identify with. 'I want people of all ages to enjoy my act,' he says. 'Teenagers are probably my ideal audience, though.⁴ And I can understand why.' Having said that, Josh is a big fan of television comedy series, which tend to be set in the adult world. 'Some of my favourite shows were made before I was even born,' says Josh. 'It's easy to find them online.⁵ They provide brilliant examples of the things you can do to make people laugh.'

There is no substitute for live performance, however, and Josh has recently set up a monthly comedy event, called the Ha! Ha! Club, at which anyone under the age of 18 can try stand-up comedy. 'There are so many incredibly funny teenagers out there,' Josh says. 'My aim is to help them get started. Performing live comedy is challenging, but you get lots out of it.⁶ I know this from personal experience! It will be interesting to see how Josh gets on with the Ha! Ha! Club.'

- A There's nothing wrong with doing that, of course, but it's a totally different perspective.
- B Despite this, it's an effective way of dealing with the complicated issues involved in growing up.
- C They appreciate listening to someone who has a similar point of view to their own.
- D Apart from anything, it's a great way to develop self-confidence and communication skills.
- E On the other hand, performing in front of professionals is a really valuable experience.
- F Certain bits of them are well worth watching carefully over and over again.
- G It's all about things that happen in the everyday lives of teenage boys and girls.

Reading Part 4

Read the article about choosing school subjects. For each question (1–4), choose the correct answer (A, B, or C).

Since I can remember, I've always assumed I would end up becoming a scientist like my parents. My dad's a biochemist and my mum's a chemical engineer, and it seemed natural that I would follow in their footsteps. At school, my maths and science teachers recognized my capacity for problem-solving and set me some demanding exercises to do in my spare time. I found this motivating and I soon gained a reputation among my classmates for being a hard worker. My career path seemed set, but I've recently developed a love for learning languages and I'm beginning to have second thoughts about my subject choice.

Of course, many young people choose their subjects based on career prospects, and I know that there will always be plenty of demand from employers for people with a scientific background. But being able to speak a foreign language fluently is also a great skill to have on your CV, and being able to speak several could really **open doors**.

It's not just about employment, though – I've heard it said that learning languages is a reward in itself. In fact, it's claimed that it literally makes you smarter. If the brain is like a muscle, then you need to build it up by using it – language is a tricky thing so communication in a foreign tongue will stimulate and develop different areas of your brain. Your ability to remember things, in particular, can get a real boost from all the new vocabulary and grammar you learn.

I've now reached the stage where I need to decide what to specialize in during my final two years at school. It's exciting, but also a little bit scary. As you can probably tell, I'm moving towards the thing that really interests me, rather than the subjects I'm merely good at. I still worry that language learning may lose its appeal when I get to an advanced level. But I think my Spanish teacher is right when she says that the most important thing is to follow your heart.

- 1 What reason does the writer give for his academic success?
 - A His teachers inspired him to put in extra effort.
 - B His parents encouraged him to be ambitious.
 - C His classmates challenged him to reach his potential.
- 2 In the second paragraph, what is the meaning of 'open doors'?
 - A introduce someone to new ideas
 - B provide someone with opportunities
 - C allow someone access to a location
- 3 Why does the writer compare the brain to a muscle?
 - A to explain why learning languages is hard work
 - B to suggest that language learning should be done regularly
 - C to illustrate the benefits provided by learning languages
- 4 What would be the best title for this text?
 - A The necessity of becoming a scientist
 - B A language lover's dilemma
 - C Why we should follow our hearts

Writing Module

Writing Part 1

You have 20 minutes to write an email. Write **80–130** words.

You are doing an English course at a language school. First, read the email from Pablo, one of the students in your class. Then write an email to Pablo, including the three notes you have made.

FROM: Pablo
SUBJECT: Day out

Hi,

As you know, our course is finishing soon, and I thought we could organize a day out for the whole class. **What do you think?**

Great, because ...

I thought we could either go to the beach or to the museum. **Which would you prefer?**

Say which and why

Can you suggest **a good day and time to meet up?**

Suggest

Hope to hear from you soon.

Pablo

Writing Part 2

For Writing Part 2, choose one question, the essay OR the article.

Part 2 – Essay

You have 25 minutes to write an essay. Write **100–160** words.

You have been talking about technology in your English class. Your teacher has asked you to write an essay. The title of the essay is:

‘Some people think using technology makes teenagers less sociable. Do you agree?’

Write your **essay**.

Part 2 – Article

You have 25 minutes to write an article. Write **100–160** words.

You have seen the following advert in an online magazine for English language students.

Write an **article** for the magazine.

What music means to me

We want you to write an article about music. How important is music in your life? What music do you like to listen to? Do you play an instrument or sing?

The best articles will be published over the next few weeks in *Say It Loud* magazine.

Write your **article**.

Audioscripts

Oxford Test of English for Schools Sample Test

Speaking Module

Speaking Part 1

You are going to answer eight questions. You have 10 seconds per question for questions **1** and **2**, and 20 seconds per question for questions **3–8**. Start speaking when you hear this tone.

Question 1: What's your name?

Question 2: Which country do you come from?

Question 3: I'm going to ask you some questions about the clothes you wear on special days. What do you wear when you're going out for a special meal?

Question 4: Are there any days at your school when you have to wear special clothes?

Question 5: Tell me about the last time you went to an event where everyone dressed really well.

Question 6: I'm going to ask you some questions about shopping. How often do you go shopping?

Question 7: Tell me about a place where you go to buy clothes.

Question 8: Which do you prefer: spending pocket money or saving pocket money?

Speaking Part 2 – Voicemail 1

You are going to leave a voicemail message. First read and listen to the task, then decide what you want to say. You have 40 seconds to leave your voicemail. Start speaking when you hear the tone.

You recently attended a special event at school. There is a problem with the photographs you took. Leave a voicemail message for your friend. In your message, you should:

- tell your friend which event you are talking about
- explain the problem with your photographs
- say what you want your friend to do.

You now have 20 seconds to think about what you want to say.

Speaking Part 2 – Voicemail 2

You are going to reply to a voicemail message. First read and listen to the task, then decide what you want to say. You have 40 seconds to leave your voicemail. Start speaking when you hear the tone.

Listen to the message from your friend about a book. Then, leave a voicemail message for your friend. In your message, you should:

- ask some questions about the book
- thank your friend for her offer
- give your friend some advice about her problem.

Now listen to the message.

F: Hi! It's Rebecca! I'm reading a book in English. It's great – I'll give it to you after I've finished it, if you like? It's got lots of new words which I look up in a dictionary. The trouble is, I can't remember them afterwards. What should I do?

You now have 20 seconds to think about what you want to say.

Speaking Part 3

You are going to give a talk. Read and listen to the task, and start speaking when you hear the tone.

Your school wants students to take more interest in learning about science.

You are going to give a talk to your English class about different ideas for getting students interested in science.

Choose **two** photographs. Tell your class why you think these **two** ideas would help get students interested in science.

You have one minute to give your talk.

You now have 30 seconds to think about what you want to say.

Speaking Part 4

You are going to answer six questions about your talk. You have 30 seconds to answer each question. Start speaking when you hear the tone.

Question 1: Your talk was about ideas for learning about science. Do you enjoy learning about science at school?

Question 2: Do you think science is the most important subject that students study at school?

Question 3: What's more important: studying space or studying the world's oceans?

Question 4: Some people think computers should be used a lot more in lessons at school. What do you think?

Question 5: Do you think computers and robots will replace human teachers in the future?

Question 6: Some people say that scientists will find solutions to all the problems in the world. What do you think?

Listening Module

Listening Part 1

Listen and choose the correct picture (A, B, or C).

Question 1

A boy is leaving a voicemail message for a friend about his plans for the weekend. Where does the boy want to go?

M: Ben, I don't think I'll be able to see you this weekend. My uncle called earlier to say he's coming to stay, and I got the impression he fancies checking out that new exhibition at the gallery. I could do without that to be honest! But we're bound to end up booking tickets for *Outer Space Attack* – like me, he's really into sci-fi. We'll probably go to the late-afternoon show after the match – he's a big fan of our local team. After their last performance, though, I'm not sure I can be bothered to go with him!

Now listen again.

Question 2

A student is talking to her science teacher. What is the student going to write her project about?

M: Did you enjoy the research trip to the beach?

F: I did – so much more life on the beach than I was expecting! I'm considering finding out more about the worms and their diet.

M: You seemed fascinated by them.

F: I thought it was interesting that they used the empty shells on the beach to get the essential minerals they need.

M: Remember that you can team up with another student. Sam is writing about the crabs' life cycle.

F: Yes, I spoke to him about that. I think I'll stick with my initial thoughts though.

Now listen again.

Question 3

A radio presenter is talking about a film. What did he like about the film?

M: In this latest superhero film, the main character returns to high school and we get a story focused on familiar teenage experiences. This time, the director has, unfortunately, abandoned her normal dialogue-rich method of story-telling. The costume department didn't have as much to do as the cast were allowed to choose their own. You'll recognize brands and designs you wear every day, and this aspect saves an otherwise dreadful film. Using familiar popular songs is another new idea for this film, which doesn't work out as well as you might expect.

Now listen again.

Question 4

A mother is talking to her son. What does she want her son to do?

F: Are you OK Tom?

M: I feel a bit hot. Our classroom was really warm yesterday.

F: Hmm, I'll give you a lift and raise that with your teacher if she's around.

M: I have football today. Can't I just take it easy?

F: A bit of physical activity would do you good, rather than hiding away in your bedroom.

M: But remember the doctor said I shouldn't be too active.

F: That was a month ago when you were ill – if I phoned him today, I think he'd have a different answer!

Now listen again.

Question 5

A teacher is talking to his students. What does he ask the students to pick up tomorrow?

M: Thanks for volunteering to help with the school play. We'll start making costumes tomorrow. We're using some leather from last year. That needs a special type of needle which I ordered last week so they're ready to use. We're lucky that parents have donated some fabric which is in the school office. Pop in there on the way here tomorrow so that all our stuff is together. Then, some of you can start on the set. We don't have many hammers so you'll have to share. I'll remind you about handling them safely before we start.

Now listen again.

Listening Part 2

Listen to a man talking about a new computer game. Choose the correct answer (A, B, or C) for each gap (1–5). The first one (0) has been done for you. You now have 30 seconds to look at the task.

Thank you so much for agreeing to help us with feedback on this new game. We're really excited about it. Our designers have learned their lesson after the heated online debate about our last title. This time, we hope the increased action will get the approval of the fans. We normally aim to challenge expectations, but you will see that this game doesn't break the traditions of this series.

As with all our games, there is a story behind each level and the overall game. You might be surprised to learn that we've had some famous film writers working with us on this. We're trying to attract a new audience by having a story that everyone can follow. For existing players, we wanted to create a game that would affect your emotions, but still have the familiar structure of your other favourites.

Let me tell you a bit more about what we'd like from you. We know that many of you will have played previous versions of the game all the way through, and we hope that this one is just as much fun. For the purpose of our research though, we need

you to select from the many levels that we'll give you special access to, and figure out how to finish at least one of the tasks it includes. We hope that by focusing on the puzzles, and using your problem-solving skills, you'll be able to give us more useful comments.

We will be asking you to think about particular aspects of the game, and we'll start with the characters. We already know that most players tend to choose the same character every time they play because they see some similarity to themselves. This time, besides adding some new faces, we've also enabled upgrades to characters at each level – and that's what we'd like to get your reactions to.

In our first tests of this game, we realized that there were some problems. We've now taken out the more complex rules which should mean new players are less confused. Co-operation with international team members is possible, although initial tests have suggested that after a few hours of playing, the messaging function fails. So, you can let us know about that.

You might be wondering about how we'll use your feedback. Of course it will inform changes to the game, and these come at a price. You'll be helping us figure out just how much to set aside. We'll be revealing the release date soon, and some of you might be lucky enough to see your quotes on the posters! Our sequel is already in development and I'm sure we'll welcome your thoughts on that one, too!

Now listen again.

Listening Part 3

Listen to two cousins talking about a documentary about learning. Match the people (**the girl, the boy, or both**) to the opinions below. The first one (0) has been done for you. You now have 30 seconds to look at the task.

- F:** Our teacher showed us a documentary yesterday about how people learn. I found out some really interesting things.
- M:** Oh yeah?
- F:** Yeah, for example, although listening to music improves your mood, it takes up processing space in your brain. That must mean there's less capacity to focus on what you're studying, right?
- M:** All that stuff about putting classical music on to help you learn is nonsense! I always thought so.
- F:** And you know how you love going over the important sections of your notes with a highlighter pen?
- M:** Yeah. That's to emphasize the main points. It definitely helps fix them in my brain.
- F:** It makes it look as if you've done loads of homework, you mean. The thing is, you do it without really thinking about what you're reading. You're not connecting up all the different things you've learned. Nothing's really going in.
- M:** Hmm. Anyway, talking of homework, there is something I'd love scientists to back me up on – I can't help feeling that we'd be better off relaxing than studying when we're at home.

- F:** They'd say it's the fact that you're not at school that's important. That applying something you've learnt in the classroom in a different situation is a way of ensuring you really understand what you've been taught. Even something practical helps, like reading the back of food packets to see if the content's as healthy as it claims to be. Surely you do that?
- M:** I get all the learning I need just from the lessons. What else did you find out?
- F:** Well, they also talked about how your studying is distributed. It's not something that was new to me, but it's interesting all the same.
- M:** What does that mean – distributed?
- F:** Well, instead of trying to learn something all at once, you should do a little each day or each week.
- M:** Space it out more, you mean? Mm, that makes sense. I once tried to learn 500 new words in a week. Now I know why it didn't work! What about taking breaks?
- F:** Yeah, they're important, although it depends what you do in them. Until now I've always spent mine checking social media.
- M:** Me too! It takes my mind off the homework project or whatever I'm working on.
- F:** Well, looking at a screen is what they call a low-energy activity, and it does nothing to re-energize or refresh you. You should do something more high energy, like go for a walk. I'm going to start doing that.
- M:** Well, you'll be on your own! Was there anything in the documentary about how we learn in the classroom?
- F:** Yeah, there was a point that was interesting – about students who ask questions in class and those who don't. To me, you only ask questions if you need more support.
- M:** Because clever students understand the first time round, you mean?
- F:** Yeah.
- M:** But questions are about more than needing things to be explained, you know. You've got to take some responsibility and not just let the teacher do all the work.
- F:** That's what the documentary said, too. I'm not convinced, though. Still, there were some good points made in the programme.
- M:** Yeah, lots to think about.

Now listen again.

Listening Part 4

Listen and choose the correct answer (A, B, or C).

Question 1

A girl is talking to her brother. What is the students' end-of-term performance?

- A A stage musical
B An orchestral concert
C A classical ballet
- F: Hi Tim! How are rehearsals going?
M: Not bad. But everyone needs to learn their timings before the performance. Yesterday's practice was a bit messy!
F: And how are your main cast members doing?
M: Considering this is new to them, really well. We went over the steps today and they seem to have got them.
F: That's good. If they know those already, they can put all their effort into getting the lyrics right, now.
M: That's true – and from what I saw today, they certainly need to do that!

Now listen again.

Question 2

A father is talking to his daughter. What does the girl think about her new teacher?

- A She knows about a broad range of subjects.
B She pays attention to the students' opinions.
C She is encouraging when the work is difficult.
- M: How was your new maths teacher today?
F: She's nice. She won't be taking computer club though, like our old teacher did – it's not her field.
M: I'm sure they'll find someone else to do that.
F: I hope so. We did some new maths problems though, and I had to whisper to ask Sam to help me.
M: Were you supposed to be working on your own?
F: Yes, because she said they were at our level – but next time we're allowed to work in groups, so she got what we were saying.
M: Ah, that's good.

Now listen again.

Question 3

A head teacher is talking to his students. What surprised him about their charity event?

- A Its goals
B Its organization
C Its advertising
- M: I just wanted to tell you how proud I was last night when I attended your charity event. It was so unlike anything I'd been to before in that you had no seating plans or guest speakers. I was interested to hear some of you say that your intention was to make people aware of this local charity,

and to avoid pressuring the guests for money. Anyway, congratulations to you all, and I hope that you now feel confident enough to invite more than your friends and family to similar events in the future.

Now listen again.

Question 4

Two students are talking about clothes shopping. What does the boy dislike most about clothes shopping?

- A trying to find the right thing
B travelling into town
C the cost of the products
- M: How was your weekend?
F: Excellent, thanks! I got some money for my birthday last week, so I went into town to go shopping for clothes with Mum.
M: That's my idea of a nightmare, spending hours going from shop to shop looking for something that fits. Why bother with all that when you can usually buy it online for less? Plus you've got to fight your way through all the crowds on the Tube to get there. No thanks!

Now listen again.

Question 5

Two classmates are talking about a cookery course. The boy is taking the course to learn to ...

- A cook for other people
B invent new recipes
C prepare meals cheaply
- F: I heard you've joined the after-school cookery club.
M: Yes. I think it'll be really useful for when I'm a university student counting every penny.
F: So what will you be making?
M: Well, we'll start with some classic dishes – you know Spaghetti Bolognese, things like that, but then we move on to a few less familiar ones. I'm eager to have a go at those, although I'm not sure how they'll go down with my folks!
F: Oh, I'm sure there won't be any leftovers. Knowing you, you'll be an expert in no time.

Now listen again.

Answer Keys and Model Answers

Speaking Module – model answers

The model answers below have been prepared by an assessor to show examples of good responses. However, many different answers are possible.

Speaking Part 1

Students' own answers.

Speaking Part 2 – Voicemail 1

Hi Stephanie. It's Holly. You know the school concert last week? Well, when I wasn't singing I took loads of photos, but there's something wrong with my phone and I've lost them all. I'm so upset about it. I know you took some, too. Could you share them with me online? I'd love to see them. Thanks.

Speaking Part 2 – Voicemail 2

Hi Rebecca. Thanks for offering to let me have the novel you're reading. What's it called? Is it specially written for teenagers? Reading is a good way to improve your English, but you can't remember every new word. Maybe you should only try to learn the words you think are useful. Also, it can be useful to write the new words in a notebook so you can remind yourself about them from time to time.

Speaking Part 3

Hello. I'd like to talk about two ideas for getting more students interested in learning about science. First of all, I think it would be good to organize a class trip to the science museum. The museum tells you about the history of science and it covers lots of different areas of science. The museum staff organize special visits for students and they explain things in really interesting ways. I know all this because my sister went on a class trip to the museum and she said it was really exciting. My other idea is to organize a day in a laboratory and to set up experiments for the students to do. Students generally prefer to be active and do things with their hands, rather than just sit and listen. So, those are my two ideas.

Speaking Part 4

Students' own answers.

Listening Module – answer key

Listening Part 1

1 C 2 B 3 C 4 C 5 B

Listening Part 2

1 C 2 B 3 B 4 A 5 B

Listening Part 3

1 Boy 2 Girl 3 Both 4 Boy 5 Girl

Listening Part 4

1 A 2 B 3 B 4 A 5 C

Reading Module – answer key

Reading Part 1

1 B 2 B 3 A 4 C 5 A 6 B

Reading Part 2

1 B 2 A 3 C 4 A 5 C 6 C

Reading Part 3

1 E 2 G 3 A 4 C 5 F 6 D

Reading Part 4

1 A 2 B 3 C 4 B

Writing Module – model answers

The model answers below have been prepared by an assessor to show examples of good responses. However, many different answers are possible.

Writing Part 1 – Email

Hi Pablo

Thanks for your email. I think a day out for the whole class is a great idea. We've all been studying really hard, so it's time for some fun. Plus, it will give us all a chance to say goodbye to each other before we have to go home.

I think the beach is better than the museum. It's summer, so it's good to be out in the sunshine. Besides, we can play games together like beach volleyball without worrying about making too much noise!

How about going next Saturday when classes have finished? We should meet quite early – I suggest 8.00 a.m. – to give us the whole day to enjoy ourselves.

I hope this is useful.

Luis

Marking

Writing Part 2 – Essay

'Some people think using technology makes teenagers less sociable. Do you agree?'

Nowadays, most teenagers spend a lot of time online. This has worried many adults, who see technology as taking over teenagers' lives, and their concern is supported by several studies.

However, while I agree that too much technology can have a negative impact, I do not think that it has made teenagers less sociable. Instead, using technology provides teenagers with more opportunities to connect with each other. For example, they can use it to talk to friends or relatives living in different countries, or to share photos and videos with one another. Most teenagers love to chat, and technology provides a way of doing this.

Of course, it is essential for teenagers to spend time away from technology, not only to enjoy face-to-face time with friends and family, but also to ensure they don't neglect to study, exercise, and rest.

As long as it is used sensibly, I think that technology enables teenagers to socialize more, rather than less.

Writing Part 2 – Article

What music means to me

Last year, I formed a band with a couple of my classmates. It's been the best thing I've ever done. Music is now the most important thing in my life.

I'm the singer and lead guitarist, and my bandmates play bass guitar and drums. We all have a go at song writing. I think I'd describe our sound as somewhere between rock and pop. That's what we like listening to, and when we play live, our audience seems to enjoy it, too.

Right now we're busy rehearsing for our school's end-of-year show. It's going to be amazing! I used to get really nervous performing in front of an audience, but with practice I've become a lot more confident, and hearing the crowd singing along to our music is the best feeling ever. This year, I'm hoping the whole school will be joining in on the chorus!

The Listening and Reading modules are marked by computer.

The Speaking and Writing modules are marked by trained assessors using specially developed marking criteria.

Students are assessed on their performance across each individual module.

Speaking

Students are assessed according to four analytical criteria:

Task fulfillment: This refers to how well the student has answered the question, including addressing prompts, expanding on points, and the appropriacy of the response for the listener.

Pronunciation and fluency: This refers to the ability to use features of spoken language such as stress, intonation, and the pronunciation of individual sounds and the ability to organize utterances coherently and cohesively.

Grammar: This refers to the ability to use a range of structures, and how accurate the response is, taking into consideration the effect and frequency of errors, and whether they tend to occur in less or more complex structures.

Lexis: This refers to the ability to use a range of lexis (for example, lower frequency words, collocations, phrases, idioms etc.), and how precisely the range is used.

Writing

Students are assessed according to four analytical criteria:

Task fulfillment: This relates to how well the student has answered the question, including addressing prompts, expanding on points, and the appropriacy of the response for the target reader.

Organization: This relates to the coherence and cohesion of the response, including paragraphing and topic sentences, and cohesive devices such as linkers, reference, and substitution.

Grammar: This refers to the ability to use a range of structures (for example, tenses, subordination, conditionals, etc.), and how accurate the response is, taking into consideration the effect and frequency of errors, and whether they tend to occur in less or more complex structures.

Lexis: This relates to the ability to use a range of lexis (for example, lower frequency words, collocations, phrases, idioms etc.), and how precisely the range is used.

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looking at the moon through a telescope/AstroStar). (portrait of teenage
girl/TAGSTOCK1). (young man portrait/Gareth Boden). (Happy smiling male
college student, isolated on white background/Rido). (portrait of pretty Asian
woman/Takayuki)

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