

## READING

The Reading exam has six parts. You get one mark for each correct answer. You have 45 minutes to complete all the parts.

- In **Part 1**, there are five short texts. These are usually signs, short messages or notes. There are five questions. You need to choose one option (A, B or C).
- In **Part 2**, there are eight short texts and five descriptions of people. You need to match these descriptions to five of the texts. There are three texts you do not need to use.
- In **Part 3**, there is one long text in which the writer expresses an opinion. There are five questions. You need to choose one option (A, B, C or D).
- In **Part 4**, there is one long text with five sentences removed. You need to choose the correct option from eight sentences to complete each gap. There are three sentences you don't need to use.
- In **Part 5**, there is one text with six gaps. You need to choose the correct word (A, B, C or D) to complete each gap.
- In **Part 6**, there is one text with six gaps. You need to decide what the correct word is to complete each gap, but you are not given any options.

- 1** Look back at the Reading and Language in Use pages in Units 1–10. Find one activity that practises each part of the exam (1–6).

## PART 1

In **Part 1**, read each short text carefully and decide what kind of text it is. Look for important words, for example *choir practice*, *party*.

Read the questions and options. Be careful – don't just look for similar words. You need to understand the meaning of the whole sentence.

- 2** Read the two texts carefully. Then answer the questions about each text.

**From:** Mrs Parker <nparker@ophs.sch.uk>

**To:** Music students

**Subject:** Music Club

Mr Lute is away this week, so choir practice will take place in Room 12 with Mrs Barton at 4 pm as usual.

Thank you.

Mrs Parker  
School secretary



**1** What kind of text is it? \_\_\_\_\_

**2** Who is it from and to? \_\_\_\_\_

**3** What is the main function? \_\_\_\_\_

- 3** Read the two Part 1 questions. Look at the underlined words and find similar words and phrases in the texts.

- 1** **A** Mr Lute isn't at school this week.  
**B** Choir practice will happen with Mrs Parker.  
**C** The time of the music lesson has changed.
- 2** **A** The invitation says that the party finishes at 12 pm.  
**B** According to the invitation, guests must bring food and drink.  
**C** Anyone can come to the party.

- 4** Now read the texts again carefully and choose the correct answers (A, B or C) in Exercise 3. Why aren't the other answers correct?

## PART 2

In **Part 2**, read the descriptions of the people first and think about the main ideas. Then read the eight short texts and look for ideas in the texts that match the ideas in the descriptions.

Be careful! You may find the same word in a text and a description, but it doesn't always mean that they contain the same idea. Always read the whole sentence.

**5** Read about three students who want to have fun and improve their mental health. Then answer questions 1–6 with the names of the students.



- 1** Tyrone has recently been thinking more about his personality. He's looking to express his emotions in a creative way working with a few others. He is happy to spend a little money.



- 2** Ava is looking for a short course to do at weekends after lunch with other teenagers to help control her anxiety. She does not have money to pay for it.



- 3** Lucas has become interested in finding ways to make himself feel positive and healthy. He's free until lunchtime at weekends and his parents are happy to contribute towards the cost.

**Which teenager**

- 1** wants to do something to manage stress?
- 2** doesn't mind paying a bit to do an activity?
- 3** has family support to help them pay?
- 4** would like to learn ways of improving their mood?
- 5** has been exploring their own identity?
- 6** is interested in doing something on Saturday or Sunday afternoon?

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**6** Now read the texts about fun and mental health on page 43. Decide which tip (A–H) would be the most suitable for each student (1–3).

- 1** \_\_\_\_\_ **2** \_\_\_\_\_ **3** \_\_\_\_\_

**7** Find words or phrases in the texts that have similar meanings in the student descriptions.

*'Tyrone has recently been thinking more about his personality' 'encourages young people to explore their feelings, their identity and relationships'*

## PART 3

In **Part 3**, the text expresses opinions or attitudes – either those of the author or of another person.

The first four questions usually ask you about specific information. The last question will ask you about the whole text.

**8** Quickly read two paragraphs from a Part 3 text. What type of text is it and what is it about?

For years, people have been posting videos of popular tourist destinations to keep memories and to connect with family and friends. Travel agents know this and have started advertising holidays in the same way. However, it's social media influencers with their thousands of followers who have had the biggest effect on the destinations people visit.

There is no doubt that social media has changed the way we see travel and that this can have both good and bad results. So, if we understand the issues and take care to avoid them, social media is a fantastic way to help us decide where to go.

**9** Look at questions 2 and 3 and options A–D quickly. Which question asks about an opinion? Choose the correct answer (A–D) for each question.

**2** What does the writer say about how tourist destinations are advertised?

**A** Social media followers help make destinations more attractive.

**B** People mainly hear about new travel destinations through friends.

**C** Travel hasn't been impacted by influencers in a big way.

**D** Influencers have copied how travel agents advertise holidays.

**3** What does the writer think about how social media can help people to choose a travel destination?

**A** It doesn't help them at all.

**B** It only helps in a good way.

**C** It can help in both good and bad ways.

**D** It mostly leads to bad choices.

**10** Read question 5, which asks you about the whole text. Choose the answer (A–D) which you think fits best according to the text. Then read the whole text on page 21 to check your answer.

**5** Which summary best describes the text?

**A** The text says that most people still ask for friends' opinions when deciding on holidays, rather than use social media.

**C** The writer states that social media only shows perfect holiday experiences without any negative aspects and doesn't show the reality.

**B** Social media influencers don't really impact travel destinations, because travel agents are the main resource for planning holidays.

**D** Social media influences holiday decisions, as it can teach us about the world helping us to make better travel choices.

## PART 4

In **Part 4**, think carefully about the type of information needed in each gap. Read the sentences before and after the gaps. Do they contrast the information before the gap or add more details?

**11** Read through sentences A–E. Find three phrases that introduce contrasting information. Find one phrase that gives extra information.

**12** Three sentences have been removed from the text below. For each question, choose the correct answer. There are two extra sentences which you do not need to use.

Motion capture has, in the past, been an expensive way for Hollywood to make animated characters look realistic using special sensors and cameras. (1) \_\_\_\_ Rokoko, a Danish company, has designed a suit called the Smartsuit Pro. It is different from traditional methods, as it can capture an actor's movements wherever they are and without cameras. (2) \_\_\_\_ This is an advantage for projects without a lot of money.

The Smartsuit Pro is a full-body suit containing 19 sensors that follow your movements. The sensors send the data to a computer in real time. Rokoko's suit is almost as precise as traditional and more expensive methods of motion capture. (3) \_\_\_\_ Film-makers can use it to quickly test out an early version of a character and make changes without having to leave their desks.

**A** In addition to this, the suit is much cheaper.

**B** It is also easy to set up and use.

**C** However, the suit they produce is still very accurate.

**D** On the other hand, it costs a lot more money.

**E** But a new small business is looking to change this.

## PART 5

In **Part 5**, look at each gap carefully and think about what tense or form of the word you might need. Do you know any collocations or phrasal verbs that use the words before or after the gaps?

**13** Read the text below quickly. Think about what word or type of word might fit each gap.

**14** For each question, choose the correct answer.



### Drinking tea around the world

For many people around the world, tea isn't (1) \_\_\_\_\_ a drink, it's a way of life. However, there are many different types of tea and many different ways of drinking it.

Tea (2) \_\_\_\_\_ from China where it was first used as a medicinal drink. It wasn't until the 17<sup>th</sup> century that it became (3) \_\_\_\_\_ in Britain and today it is considered the national drink. Over 165 million cups of tea are drunk in Britain each year!

People still drink a lot of tea in China, with oolong, jasmine and gunpowder being some of the most well-known types. In India, chai tea is considered to be the national drink, with the black tea infused with spices being (4) \_\_\_\_\_ to most guests. How do you drink tea in your country?

- |                    |                   |                     |                  |
|--------------------|-------------------|---------------------|------------------|
| <b>1</b> A just    | <b>B</b> always   | <b>C</b> now        | <b>D</b> still   |
| <b>2</b> A became  | <b>B</b> came     | <b>C</b> discovered | <b>D</b> brought |
| <b>3</b> A general | <b>B</b> popular  | <b>C</b> full       | <b>D</b> liked   |
| <b>4</b> A used    | <b>B</b> produced | <b>C</b> drunk      | <b>D</b> offered |

## PART 6

In **Part 6**, make sure you read the text after you have completed it to ensure it makes logical and grammatical sense. Check that your spelling is correct.

**15** Think about what prepositions can join with *get* and *look* to make phrasal verbs. What does each phrasal verb mean?

**16** For each question, write the correct answer. Write one word in each gap.

### School holidays

by Ada Morris

What do you do in your school holidays? Some people work and some people go away.

I have (1) \_\_\_\_\_ most tiring holidays because I have to look (2) \_\_\_\_\_ my younger sister. She's only six, so she likes going to the park. Even though she's a lot younger than I am, we get (3) \_\_\_\_\_ really well. That's because we both have a lot of energy and the same sense of humour.

I'd (4) \_\_\_\_\_ to go away in the school holidays rather than stay at home, though. Ideally, I'd like to travel around Europe for a few weeks with my friends.



## OPTIMISE YOUR READING EXAM

### Remember to ...

- ☐ read all the instructions carefully.
- ☐ check you understand the general meaning of the text.
- ☐ read and understand the whole question or text – don't just match similar words.
- ☐ use your time well. If you can't answer a question, leave it and return to it later.

## WRITING

The Writing exam has two parts. You have 45 minutes to complete two tasks.

- In **Part 1**, you read an email with notes. Then you write a response to it in about 100 words. Make sure you answer all the notes.
- In **Part 2**, you have a choice of two tasks. You can write either an article or a story in about 100 words.

Each task carries equal marks. Marks are given for these things.

- **Content:** Does your answer include a response to all the notes? Is the information relevant?
- **Communication:** Is your answer clear? Is the style appropriate? Does it begin and end in an appropriate way?
- **Organisation:** Are your ideas in a logical order? Are they connected with linking words, e.g. *and*, *but* and *because*?
- **Language:** Is your use of vocabulary, grammar, spelling and punctuation generally correct? Is there a good variety of words, phrases and structures?

## PART 1

In **Part 1**, read the question and the four notes carefully. You must respond to all the notes in your email. Spend about five minutes planning your answer and 15 minutes writing and checking it.

### 1 Read Part 1 of the Writing exam below and answer the questions.

- 1 What type of message do you have to write?
- 2 Who are you writing to?
- 3 Which notes do you need to respond to?
- 4 How many words should you write?

Read this email from your English friend Darrell and the notes you have made.  
Write your **email** to Darrell using **all the notes**.  
Write about **100 words**.

To: Alex

Subject: Race next Friday

Hey Alex,

Remember the charity race I told you about? I can't do it because I've hurt my leg! I fell off my bike yesterday. I don't think my leg's broken, but it's difficult for me to walk. I'm not sure what to do about it.

Could you run in the race for me please? I know you're a good runner and it's only 200 metres. It starts next Friday at 3 pm.

Thanks so much,  
Darrell

A  
B  
C  
D

### 2 Look at notes 1–4 and then match them to A–D in the email.

- 1 Reply
- 2 Terrible!
- 3 Suggest ...
- 4 Where?

### 3 Read two answers to Part 1 of the exam. Which is better? Why? Think about content, communication, organisation and language.

A

Hey Darrell,  
I'm sorry to hear that. That's terrible about your leg and it's a shame you can't run in the charity race. I hope it doesn't hurt too much. Yes, I'm quite a good runner, so I can run in the race for you on Friday. Where is it?  
I think you should rest your leg when you can. If you walk too much, then it won't get better! You could put some ice on it if it's really painful. If it still hurts next week, you should go to the doctor.  
Take care!  
Alex

B

Dear Darrell,  
Sorry you hurts your leg. That's terrible. You can go to the doctor for your leg, if it hurts a lot.  
I like running and I can run 200 metres. I'll run in the race on Friday, OK?  
Get better soon!  
Bye bye  
Alex

## PART 2

In **Part 2**, you need to choose only ONE of the tasks.

When you write your **article**, make sure you include all the necessary information in the prompts.

When you write your **story**, you must include the sentence you are given.

Remember to use a range of structures and tenses and an appropriate style. Include a relevant title for your article or story. It should be interesting for the reader. Sometimes, starting an article with an opening question is a good way to engage the reader. Spend about five minutes planning your answer and 15 minutes writing and checking it.

## Question 1

You see this announcement on a website for young people learning English.

## Articles wanted!

## HOW DO YOU RELAX?

Write an article telling us what you like to do to relax.

Do you think it's important to spend a lot of time relaxing? Why?

The best articles will be published next month.

Write your **article**.

## Question 2

## A story

Your English teacher has asked you to write a story.

Your story must begin with this sentence.

*It was midnight, so why was the phone ringing?*

Write your **story**.

**4** Read Question 1 for Part 2 of the exam. Complete the sentences.

- 1 I'm writing an \_\_\_\_\_.
- 2 I'm writing about \_\_\_\_\_.
- 3 The three things I need to answer are: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**6** Now write your article in about 100 words.

**7** Read Question 2 for Part 2. Does the sentence go at the start or end of the story?

**8** Read the story. Find one example of the: past simple, past continuous, present continuous, past perfect simple and past perfect continuous.

*The surprise phone call*

*It was midnight, so why was the phone ringing? I had been working hard all day and I was trying to sleep, so I was annoyed too. 'Who is calling me so late?' I thought. I had left my phone in the living room so I needed to get out of bed to answer it.*

*'Hello?' I answered. At first, I couldn't hear anything. Then I heard a noise. 'Hello?' I said again, a bit angrily.*

*'Hello! Happy birthday!' the person shouted, happily.*

*It was my sister calling from another country – it was already morning where she was.*

*I'd completely forgotten it was my birthday!*

**9** Now write your story. Write about 100 words. Use as many tenses as you can.

## OPTIMISE YOUR WRITING EXAM

## Remember to ...

- |                                                                             |                                                                                        |
|-----------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| <input type="radio"/> read all the instructions carefully.                  | <input type="radio"/> organise your writing clearly.                                   |
| <input type="radio"/> plan your ideas before you start writing your answer. | <input type="radio"/> write your answers on the answer sheet.                          |
| <input type="radio"/> include all the points in the question.               | <input type="radio"/> leave five minutes to check your writing at the end of the exam. |

## LISTENING

The Listening exam has four parts. The exam is 30 minutes long. There is one mark for each correct answer. You need to write your answers on the question paper first. You will have six minutes at the end of the exam to write them on your answer sheet.

The audio for each part of the exam is played twice.

- In **Part 1**, you listen to seven short extracts. You need to choose one picture for each extract (A, B or C).
- In **Part 2**, you listen to six short separate extracts. There are six questions. You need to choose one option (A, B or C).
- In **Part 3**, you listen to one long extract, such as a radio advertisement or recorded message. You need to complete six gaps in a page of sentences or notes
- In **Part 4**, you listen to an interview. There are six questions. You need to choose one option (A, B or C).

## 1 Read the sentences about the listening exam. Choose the correct option.

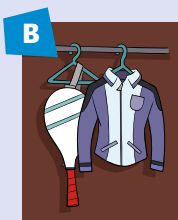
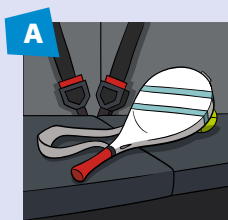
- 1 The exam is about **six** / **30** minutes long.
- 2 You get **one mark** / **two marks** for each correct answer.
- 3 You **should** / **shouldn't** write your answers on the question paper before you write them on the answer sheet.
- 4 You hear each part **once** / **twice**.

## PART 1

In **Part 1**, first listen to get a general idea. Who is talking? Where? What about? Then listen for more specific information. Be careful! The speakers often mention all three pictures.

## 2 Look at the pictures from a Part 1 question. What can you see in each picture?

In picture A, there's a tennis racket on the back seat of a car.



## 3 OE.01 Listen to the extracts. Answer the questions.

- 1 Who is speaking?
- 2 What are they talking about?
- 3 Where are they?
- 4 Do they talk about all three pictures?

## 4 OE.01 Where is the girl's tennis racket? Listen again and choose the correct picture A, B or C.

## PART 2

In **Part 2**, read the questions and options carefully.

Underline any important words, including words like *always*, *all*, *main*, *very* and *only*. These may be very important. Remember that the speakers won't always use the words in the questions.

## 5 OE.02 Look at two Part 2 questions. Then listen. Can you hear words or phrases with a similar meaning to the underlined words and phrases in the questions?

For each question, choose the correct answer.

- 1 You will hear two friends talking about a show at the theatre.

Why didn't the boy go?

- A He doesn't like musicals.      B He was tired.      C He didn't get a ticket in time.

- 2 You will hear two friends talking about being in a band.

The girl suggests the boy should

- A listen to more types of music.      B go on a TV programme.      C practise alone more.

## 6 OE.02 Listen again and choose one answer for each question. Why are the other options incorrect?

### PART 3

In **Part 3**, write the exact words or number(s) that you hear (one or two words or numbers).

Before you listen, think about what word(s) could complete the sentences, or if you might need to write a number, date or time instead.

Be careful! You may hear information that you do not need.

Remember to check your spelling. It doesn't matter if you make a spelling mistake with most words, as long as the reader can understand the word. If the spelling of the word is dictated in the audio, then you need to spell it correctly to get the mark.

## 7 Look at some sentences from a Part 3 task. What kind of information do you need to complete each gap (a number, a name, etc.)?

The types of celebration offered are parties and (1) \_\_\_\_\_.

The cost of hiring the Stanlow Room on a Saturday is (2) £ \_\_\_\_\_.

The website address is (3) www. \_\_\_\_\_ .co.uk.

The phone number is (4) \_\_\_\_\_.

## 8 OE.03 Listen and complete the notes. Then listen again and check your answers.

### PART 4

In **Part 4**, you will hear speakers express opinions and attitudes. Read through the options (A–C) before you listen the first time.

Then, try to understand the main ideas. What are the speakers talking about? Do they agree with each other? The second time, listen for more detailed information.

## 9 OE.04 Read options A–C and underline the important words. Listen and decide what the speakers are talking about. Then listen again. For each question, choose the correct answer.

You will hear an interview with a student called Jenny.

1 What does Jenny think about the quantity of maths homework?

- A Students have the right amount to prepare them for exams.
- B Students have too much to prepare them for exams.
- C Students don't have enough to prepare them for exams.

2 Jenny feels that group work is

- A an efficient way of learning.
- B not suitable for students who prefer to work on their own.
- C only useful when you do a project.

## OPTIMISE YOUR LISTENING EXAM

### Remember to ...

- ☐ read all the instructions and questions carefully before you listen.
- ☐ keep calm if you can't answer a question the first time you listen. Try again the second time.
- ☐ make notes on the exam paper the first time you listen.
- ☐ report your answers carefully onto the answer sheet at the end of the exam. You will have six minutes to do this.

## SPEAKING

The Speaking exam has four parts. You take the exam with another student or sometimes with two other students.

- In **Part 1**, the examiner asks you personal questions.
- In **Part 2**, you each describe a photograph on your own.
- In **Part 3**, you talk with your partner about some pictures related to a situation and try to reach a decision together.
- In **Part 4**, you answer some questions about topics related to the discussion in Part 3. You may be asked to answer on your own, or to discuss with your partner.

## PART 1

In **Part 1**, the examiner asks you for some personal information.

You also answer questions on personal topics, for example, your likes and dislikes; your hobbies and interests; studying English; holidays; your family and friends, etc.

### 1 Watch Part 1 of the video. Choose the questions you hear.

- A Tell us about your school. \_\_\_\_
- B Where did you go on your last holiday? \_\_\_\_
- C Do you like your teacher? \_\_\_\_
- D Tell us something about someone in your family. \_\_\_\_
- E Who do you live with? \_\_\_\_
- F What did you do on your last birthday? \_\_\_\_

### 2 Match responses 1–5 to one of the questions (A–F) in Exercise 1.

- 1 **Anfisa:** Umm ... I tell about my mum. Her name is Lana. She's 50 years old ... err ... and she does her business. \_\_\_\_
- 2 **Teresa:** I was in Germany ... err ... in a boarding school and I was new, so yeah, I was like, I didn't have many friends, but like, the girls there like, made an effort and they baked me something, so it was nice, but ... \_\_\_\_
- 3 **Anfisa:** On my last holiday, I went to Greece. Err ... we went with my parents ... to the sea at hotel ... and we spent a really great time. \_\_\_\_
- 4 **Teresa:** I go to a German school so I study German, and it's not a really big school, like we don't have any sports centre or anything ... \_\_\_\_
- 5 **Teresa:** I live with my family. I have two brothers. We live together. One is 27 and the other one is 15. \_\_\_\_

### 3 Look at the responses in Exercise 2 again and answer the questions.

- 1 Can you correct any mistakes in Anfisa's answer in 3?
- 2 What other types of information could Anfisa give in 1 and Teresa give in 4?
- 3 Watch the video again to check your ideas for question 2.

In the exam, you get a mark for pronunciation. This includes:

**individual sounds** (e.g. /æ/ in *cat*)

**word and sentence stress** (e.g. *table*, nice to *meet* you)

**intonation** (e.g. *How are you?*)

### 4 Watch the video again, paying attention to Anfisa and Teresa's pronunciation. Is it easy to understand what they say? Give each student a mark from 1–4 (1 = not at all; 2 = not always; 3 = most of the time; 4 = always).

## PART 2

In **Part 2**, you talk about a photograph for one minute. The examiner will tell you when to stop.

Describe the photograph in detail. Imagine you're describing the photograph to someone who can't see it. Say what you can see, where things are, what people are doing, etc.

- 5** Work in pairs.  
 Student A: look at photograph A.  
 Student B: look at photograph B.  
 Spend one minute making notes about your photograph.

- 6** Now show your notes to your partner. Look at your partner's photograph. See if you can add any more ideas to their notes.

In the exam, you get a mark for grammar and vocabulary.

Use verbs in the correct tense and form (e.g. *she's writing*; *I can see a kitchen*).

Use a variety of adjectives (e.g. *she has light-brown curly hair*).

Use prepositions to say where people and things are (e.g. *on the table*; *in the background*).

- 7**  Read Anfisa and Teresa's descriptions of their photographs. Think of one word to complete each gap. Then watch the video. Did you use the same words?



## Anfisa

I can see a girl doing her (1) \_\_\_\_\_. I think she's (2) \_\_\_\_\_ in the kitchen, and, um, I think **she tries to write** something. So, I think she uses the (3) \_\_\_\_\_ because I can see an iPad near her. I think it's an (4) \_\_\_\_\_ because the kitchen's **quite white**, so it's the (5) \_\_\_\_\_ there. So, I think she's **in home**, 'cause she (6) \_\_\_\_\_ her home clothes, a red T-shirt. Er, maybe she's (7) \_\_\_\_\_ doing it for long 'cause she has like water here, so she drinks sometimes. Maybe her **mum does something** behind her because I can see someone's (8) \_\_\_\_\_ and some vegetables and things.

## Teresa

In the photograph I can see a group of people. They are ... I think they are like 15 or 16 years old and they are eating pizza. And I also can see some juice, I think it's (1) \_\_\_\_\_ juice. It's really ... you can see a lot (2) \_\_\_\_\_ light so I think they are having (3) \_\_\_\_\_. And they are in a really (4) \_\_\_\_\_ house (5) \_\_\_\_\_. I can see some (6) \_\_\_\_\_ behind so I guess it's like a two-floor house. And they are like, erm ..., they are sitting (7) \_\_\_\_\_ a (8) \_\_\_\_\_ and I can see a television so maybe it's the, **the salon** ... and, um ..., maybe because, err ..., they are like, maybe they are **in the school break** and they've decided to have **some good time, go to house**, like relax and eat some pizza or maybe **they're in the weekend** and they're gonna do something and first they are having lunch together.

- 8** Look at the words and phrases in **blue** and **bold** in the students' answers. Can you find and correct the grammar and vocabulary mistakes?



## PART 3

In **Part 3**, the examiner describes a situation to you, and gives you some pictures with ideas to help you.

Look at the pictures and talk about them with your partner for 2–3 minutes.

Don't just give your own ideas – ask for and respond to your partner's ideas too.

Try to reach an agreement but not too early.

Remember to talk about all the pictures first.

### 9 Read the instructions for Part 3. Complete them with the words below.

camp could interesting students there

I'm going to describe a situation to you.

Some (1) \_\_\_\_\_ are going on a school summer (2) \_\_\_\_\_. Here are some activities they could do (3) \_\_\_\_\_. Talk together about the different activities they (4) \_\_\_\_\_ do together at the summer camp and decide which would be the most (5) \_\_\_\_\_.

All right? Now, talk together.

### 10 Work in pairs. Look at the pictures. Make notes about the different activities you can see. Which do you think would be the most interesting? Why?

### 11 Watch the video and note down words and phrases that Anfisa and Teresa use to talk about the activities. Did you have any of the same ideas?

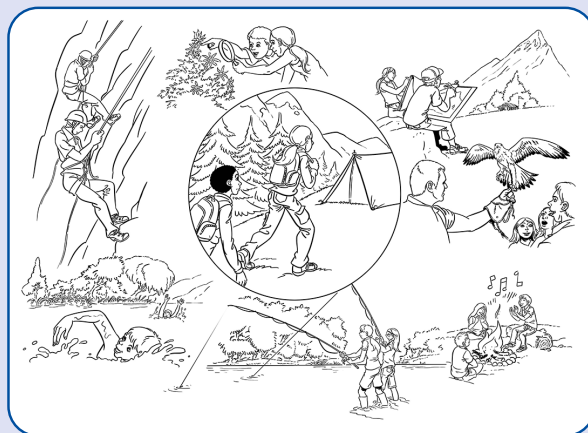
In the exam, you get a mark for interaction.

Listen carefully to your partner. Make sure you both speak.

Ask your partner about their ideas.

Give your opinion on your partner's ideas.

You can agree or disagree.



### 12 Watch the video again. Answer the questions about Anfisa and Teresa.

- Who starts the discussion and how does she start it?
- Which student interrupts the other more often?
- Do they agree or disagree on the following activities? a) swimming b) drawing c) looking at animals
- Do they come to a final decision at the end? If so, what is their decision? If not, how could they reach an agreement?

### 13 Look at some of the things that Anfisa and Teresa said in the Part 3 task. Match the sentences (1–5) to the functions (A–E).

- ... I think we are like two hours from the lake, so I think that's a little bit difficult. \_\_\_\_\_
- Maybe they can also do fishing if there is lake. \_\_\_\_\_
- I think that's a great idea, actually. \_\_\_\_\_
- I think that's exciting because they get some knowledge and get to know the nature. \_\_\_\_\_
- ... but at the same time it's quite dangerous. \_\_\_\_\_

- |                       |                 |
|-----------------------|-----------------|
| A Giving a reason     | D Disagreeing   |
| B Making a suggestion | E Contradicting |
| C Agreeing            |                 |



## PART 4

In **Part 4**, you and your partner answer some questions related to the topic from the collaborative task in Part 3. The examiner may ask you or your partner a question individually, or you may be asked to talk together.

Answer the questions with more than one sentence. Share your opinions and give examples.

Use a variety of words and phrases to express likes, dislikes and opinions.

#### 14 Read the questions. Then watch the video and make notes of the students' answers.

- 1 Does your school organise trips or summer camps?
- 2 What do you need to take with you when you go on a summer camp or school trip?
- 3 Is it better to go on trips with friends or family?
- 4 What kind of activities would you like to do on a summer camp?
- 5 Which is more fun: going on a summer camp in the countryside or doing a school trip in a city?

In the exam, you get a mark for what you say, how fluently you speak and how you organise your ideas.

Answer all the questions logically and give examples.

Try not to pause too often. If you need time to think, use filler words and phrases, e.g. *well, ..., let me think*.

Connect your ideas with linking words, e.g. *because, and, but, so*.

You may need to answer a question individually, or the examiner may ask you to discuss your answer with your partner. When you answer the question together, remember to ask your partner questions and keep the conversation going.

#### 15 Look at the table and decide if Anfisa and Teresa did these things well. Watch the video again and make notes on how they could improve. Then compare your notes with a partner.

|                               | Anfisa | Teresa |
|-------------------------------|--------|--------|
| Spoke clearly                 |        |        |
| Used linking words            |        |        |
| Gave examples                 |        |        |
| Used filler words and phrases |        |        |
| Asked their partner questions |        |        |

### OPTIMISE YOUR SPEAKING EXAM

#### Remember to ...

- ☐ listen to all the examiner's instructions carefully.
- ☐ speak clearly.
- ☐ speak in complete sentences and use linking words.
- ☐ listen to and interact with your partner.
- ☐ give reasons and examples to support your ideas.
- ☐ ask the examiner or your partner to repeat anything you don't understand (*Sorry, can you say that again, please?*).