

Test 3 answer key

Reading

- Part 1

1 B    2 A    3 A    4 A    5 C

Part 2

6 F    7 A    8 H    9 B    10 D

Part 3

11 C    12 B    13 A    14 B    15 D

Part 4

16 E    17 A    18 D    19 H    20 B

Part 5

21 D    22 B    23 B    24 D    25 A    26 C

Part 6

27 so    28 every / each    29 if / when(ever)    30 why    31 about    32 There
- Further feedback available in the downloadable resources

Writing

Question 1  
Sample answer A

Dear teacher,

I'm writing you to answer your last email. I think it's a good idea to invite a well known person, it will be better to invit a scientist because I'm very interesting in mathematics, science and biology. I would like to ask him what is the most difficult part of his job. I think to entertain the visitor after the talk, we must organize a litle reception with some food and col drink, some students will be able to take some photos with him.

I hope my email can help you.

Ama

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The target reader is fully informed about the four points in the task.
Communicative Achievement	5	The email is written using a formal register, which is appropriate for the task scenario of a student writing to a teacher. The tone is consistently polite, <i>Dear teacher; I think it's a good idea to; I hope my email can help you,</i> and there is language of suggestion and opinion, <i>it will be better to invit a scientist because; we must organize a litle reception.</i> The reader's attention is held and straightforward ideas are communicated.
Organisation	4	Although there are some long sentences which are punctuated with commas rather than separated by full stops, the letter is generally well-organised. The structure follows the order of the input material and refers back to it when addressing each point, <i>it's a good idea to invite a well known person, it will be better to; I would like to ask him; I think to entertain the visitor after the talk.</i> There are very few linking words used, <i>because; with; and,</i> but the text has a clear overall structure.
Language	4	Everyday vocabulary which is suitable for the task, is used appropriately, <i>mathematics; science; biology; reception; photos.</i> There is some range of tenses used and a good degree of control over some more complex structures, <i>it will be better to invit a scientist; what is the most difficult part of his job; we must organize a litle reception with some food; students will be able to take.</i> There are some errors, <i>invit; I'm very interesting; litle; col drink,</i> but these do not impede communication.

Sample answer B

Dear Miss Jones,

I hope you are well, I received your e-mail. I think that it will be better to invite a scientist because the last time we have been with an actor and also we can get new knowledge.

I would like to ask about how can we produce electrical energy with the recycable materials (glass, paper...) within spend a lot of money. I suggest that we can make a scientist fair and there we can show the easy ways to result our environment problems and safe our world as well show what we are studying.

Kind regards,

Gerson Smith

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The target reader is fully informed. Although there is no direct reference to the first point, the email is positive and the benefits of having a speaker are explained, <i>we can get new knowledge</i> .
Communicative Achievement	4	The email is written using an appropriate tone. The polite and semi-formal register is suitable for an email to a teacher from a student, <i>Dear Miss Jones; I hope you are well; Kind regards</i> . There are examples of functional language to express opinions and give reasons, <i>I think that it will be better; I suggest that we can make a scientist fair and there we can show...as well as show what we are studying</i> , and the reader would consider the information in the email.
Organisation	3	The email is connected and coherent, despite a few punctuation slips, <i>I hope you are well, I received your e-mail</i> . There are instances where the long sentences would benefit from commas to separate some of the information, for example the final sentence. There are examples of a few linking words and simple cohesive devices used to connect the ideas through the text, <i>because; the last time; also; and; as well</i> , and the paragraphs work well.
Language	3	Everyday vocabulary related to school, science and the environment is used appropriately, <i>knowledge; produce electrical energy; materials; scientist fair; environment problems; studying</i> . There is an attempt to use a range of grammatical forms, but these are not always successful due to word choices or incomplete ideas, <i>I received your e-mail; we have been with an actor and also we can get; within spend a lot; the easy ways to result our environment problems and safe our world as well show</i> . Some of the errors are examples of more complex structures having been attempted, rather than more simple ones.

Question 2

Sample answer A

Computer games are a common free-time activity that most teenagers enjoy doing. I personally don't like them, but most of my friends love them. For me, they are a waste of time. They can seriously damage a persons eyesight and make it anti-sociable, of course if that person spends too much time playing them. But, they also have positive sites. Computer games are great way of having stronger reflexes. For people from a non-English speaking countries they help them learn English more fastly, because most computer games are in English. Overall, computer games are a part of today's world and we should accept them as a free-time activity.

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The target reader is fully informed about all the points in the task.
Communicative Achievement	5	The article is written in an appropriately informative tone, and a neutral register is used consistently through the text. There is a good mix of personal and general information, <i>I personally don't like them; For me, they are; Computer games are a great way of having; For people from a non-English speaking countries</i> , and the ideas in the article are well balanced between positive and negative views. The reader's attention is held with ease.
Organisation	5	The text is generally well organised and although there is only one paragraph, the ideas are clearly linked and connected. The text is cohesive due to the structured way the ideas have been organised, moving from personal ideas to general ones, and concluding with a general overview. There is a variety of linking words and cohesive devices including relative pronouns and comparative structures, <i>I personally...but most of my; them; They; and; that person; But they also have; they help them; because; Overall</i> .
Language	4	Everyday vocabulary which is suitable for the topic of computer games and related issues is used appropriately, <i>free-time; waste of time; damage; eyesight; stronger reflexes</i> . There is a variety of sentence patterns and some good control of some more complex grammatical structures, <i>most teenagers enjoy doing; They can seriously damage a persons eyesight; are a great way of having; we should accept them as</i> . There are some errors, but these are often due to attempting more complex language, <i>and make it anti-sociable; positive sites</i> , and the meaning is still communicated.

Sample answer B

Playing computer games is so popular thouse days. My friends are enjoying playing computer games, so and I.

The good things about playing computer games is that with playing your concentracion and logic is improving. Alsou you have good fun with your friends.

The bad things is that playing computer games people waist they time insted to do something more usefull. Also siting in fron of computer damages the eyes.

At the end there are more bad things about computer games because your bodye become more lazye seating front of the computer and your eyes a damaging.

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The target reader is fully informed about all points in the task.
Communicative Achievement	3	The article has been written in an appropriate style for a magazine. The positives and negatives of playing computer games are clearly described, <i>The good things; The bad things</i> , and personal opinions are given in the conclusion, <i>there are more bad things about computer games</i> . The article communicates straightforward ideas, which are easily understood by the reader.
Organisation	3	The article has a coherent structure due to the paragraphs which use simple cohesive devices to clearly introduce the different aspects of the task, <i>Playing computer games; The good things; The bad things; At the end</i> . Although the sentences are quite simple, they are connected with simple linking words, <i>and; Also; because</i> . However, they are not always successful, <i>so and I; Alsou</i> .
Language	3	Everyday vocabulary linked with computer games and health is used generally appropriately, <i>popular; concentracion; logic; improving; good fun; damages the eyes</i> . Simple grammatical forms, such as the present tenses are used with a good degree of control, <i>Playing computer games is so popular; My friends are enjoying playing; with playing your concentracion and logic is improving; there are more bad things about computer games</i> . The errors, mainly spelling, are noticeable, but they do not impede communication, <i>concentracion; Alsou; waist they time insted; usefull; siting in fron; because; bodye; lazye</i> .

Question 3

Sample answer A

It was my first time in the jungle and I was so excited. I have been always loved travelling, finally it has happend! Was I scared? No way!!! I was filled with desire to see all that animals, and birds, and plants that I saw in my books.

The most interesting meeting that day, was the collision with the monkey. We met her ocasionelly. She was sitting and feeding her baby, when we came into her territory. She looked at us, then she looked at her baby, and I had the felling that she understood, we didn't want to hurt her. Keeping silence, we stepped back to the jungle. It was amasing day!

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The target reader is fully informed as the story follows on logically from the prompt sentence.
Communicative Achievement	5	The story holds the reader's attention due to the use of short sentences in the first paragraph, <i>Was I scared? No way!!!</i> , and the description of the monkey in the second paragraph, <i>she looked at us, then she looked at her baby</i> . Straightforward ideas are communicated and the story has a clear beginning, middle and an end.
Organisation	5	The narrative has a clear sequence of events, which are linked with a variety of cohesive devices connected with time, <i>finally; that day; She was sitting... when we came; then; It was amasing day</i> . The use of commas isn't always accurate, <i>that day, was; baby, when; understood, we</i> , but the overall structure of the text and the variety of cohesive devices and linking words used is generally good.
Language	4	There is a range of everyday vocabulary connected to a jungle setting, <i>travelling; animals; birds; plants; monkey; territory</i> . There is an attempt to use a range of grammatical structures, <i>I was filled with desire to see; The most interesting meeting; She was sitting and feeding her baby, when we came; I had the felling that she understood; we stepped back</i> , but this is not always successful, <i>I have been always loved travelling</i> . There are a few errors, mainly with spelling, <i>happend; all that animals; ocasionelly; felling; keeping silence; amasing</i> , but these do not impede communication.

Sample answer B


It was my first time the jungle and I was so excited. Let me tell you my story...

Before we arrived at the airport close to the jungle, we met our guide. His name is Pete. When we landed, we instantly drove to our staying place. The second day we went to the jungle itself. We discovered a lot of animal shelters and brought a baby monkey back to their parents. After that, we went back 'home'. The last day was a little boring in the morning. That problem was solved by building a hut in the jungle. It was alot of fun. Then, we went back home.

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The target reader is fully informed as the story follows on logically from the prompt sentence.
Communicative Achievement	3	The story is a simple narrative which provides details of a trip to the jungle. There is some description of particular events, <i>we instantly drove; We discovered; building a hut</i> , and some explanation of how the characters felt, <i>was a little boring; It was alot of fun</i> . Straightforward ideas are presented in an appropriate story format.
Organisation	3	Despite the number of short sentences, the story is connected and coherent. There is a range of simple cohesive devices which help to sequence the narrative, <i>Before; When; The second day; After that; The last day; in the morning; Then, we went back home</i> , resulting in a clear story progression with a beginning, middle and an end.
Language	3	Everyday vocabulary relating to the jungle is used appropriately, <i>guide; animal shelters; monkey; building a hut</i> . The grammar is quite simple, but accurate, mainly using simple past tenses, <i>Before we arrived...we met; landed; drove; went; discovered; brought; was; was solved</i> . There are a few minor errors, <i>His name is Pete; staying place; their parents; a lot</i> , which do not impede communication.

Listening

- Part 1  
1 B    2 C    3 B    4 B    5 A    6 C    7 A
- Part 2  
8 B    9 B    10 C    11 C    12 B    13 A
- Part 3  
14 8.15 / quarter past 8 / quarter past eight    15 entrance    16 palace  
17 Wakizi    18 diving    19 sun(-)cream
- Part 4  
20 A    21 B    22 A    23 B    24 C    25 C



Further feedback available in the downloadable resources

Transcript

Test Three. There are four parts to the test. You will hear each part twice. We will now stop for a moment. Please ask any questions now, because you must not speak during the test.

PART 1    Now look at the instructions for Part One  
For each question, choose the correct answer. Look at question one.

Question 1    One. Why was the man late?  
Woman:    What happened? I was getting worried.  
Man:        Sorry I'm so late. You know I've been having problems with my car. Well, it broke down completely last night so the bus was my only way of getting here, but it took ages.  
Woman:     Did the rain make the journey difficult?  
Man:        Actually that wasn't it. We were moving along quite fast until we got to the traffic lights in the town centre. I don't think they were working properly, and there were long delays before we got moving again.  
Woman:     Oh well, you're here now.  
Now listen again.  
[repeat]

Question 2    Two. Why is the main road closed today?  
Woman:     ... and in today's local news, the main road in and out of town is closed so traffic is slow. It's best to avoid the area if you're driving. But if you're on foot, it's worth going to have a look at what's going on. They're filming a movie, and people can come and watch. There'll be a really good atmosphere in fact, just like the weekend when the charity bike race came through town. And remember, there's a street party next weekend, and the road will be closed for that too.  
Now listen again.  
[repeat]