


Test 3 answer key

Reading

- Part 1
- 1 B 2 C 3 B 4 A 5 C
- Part 2
- 6 G 7 C 8 A 9 E 10 H
- Part 3
- 11 A 12 D 13 A 14 D 15 B
- Part 4
- 16 B 17 H 18 D 19 F 20 A
- Part 5
- 21 C 22 B 23 C 24 D 25 C 26 B
- Part 6
- 27 used 28 have 29 so 30 if / when / whenever / provided
31 will 32 your



Answer key
with extra
explanations in
Resource bank

Writing

Question 1
Sample answer A

Hello Eden,

Of course I still want to go cycling with you on Tewsdays evening. I think I prefer to cycle in the forest because it's so calm and quite.

It is a great idea to take food with us so we can take a lunch break. I'll bring some sandwiches, you could bring some fruit and drinks.

I would really like to watch a movie but I can't because I promised my mom to clean my room after we went cycling. But still thanks for the invitation.

I'll see you Tuesday I'm really looking forward to go cycling.

Bye

Emma

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The target reader is fully informed as all four points in task have been covered, <i>Of course I still want to go; the forest because it's so calm; a great idea to take food; I would really like to watch a movie but I can't because ...</i>
Communicative Achievement	4	The style of the text is appropriate for an informal email to a friend. There is reference to the previous correspondence and the tone is friendly, positive and polite, <i>Hello Eden; Of course I still want to go; It is a great idea; I would really like to; thanks for the invitation; Bye</i> . Straightforward ideas are communicated and the target reader's attention is held.
Organisation	4	The text is generally well organised and coherent. The email makes good use of paragraphs and there is some use of linking words and cohesive devices to connect the ideas through the text, <i>the forest because it's; so; I'll bring some ... you could bring some; but; after; I'll see you Tuesday</i> .
Language	4	There is some range of vocabulary, which is suitable for the task, <i>calm; lunch break; sandwiches; fruit and drinks; movie; promised; clean my room; invitation</i> . There is some range of grammatical forms, which are used with a good degree of control, <i>I'll bring some; you could bring some; I would really like to watch; I can't because I promised; I'm really looking forward</i> . There are a few errors, but these do not impede communication, <i>Tewsdays; I prefer; quite; we; after we went; to go cycling</i> .

Sample answer B

hi, Eden. Yes, I still want to go cycling with you. I was really looking forward to it so, i still want to go off course!

I prefer to go trough the forest, because i think it's a little more adventurous, but, the lake is OK too.

I think we should! If we would go trough te forest we need enough energy to cycle, we need to bring some water or other drinks too!

I would really like watching a film afterwards, but unfortunately i can't. on Tuesday it's my grandma's birthday, so i can't. Sorry! But maybe we can watch a film another time? See you then!

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The target reader is fully informed as all four points in the task have been developed, <i>Yes, I still want to go; the forest ... it's a little more adventurous; bring some water or other drinks too; on Tuesday it's my grandma's birthday.</i> Although there is no direct mention of food in relation to the third point, it is clear that they think it is a good idea to bring some.
Communicative Achievement	5	The email is written in an appropriate style, and suitable opening and closing phrases and a polite friendly tone are used, which help to hold the reader's attention. Appropriate functional language to apologise and to express opinions are also used and straightforward ideas are communicated, <i>hi, Eden; I was really looking forward to it; the lake is OK too; I think we should!; Sorry! But maybe we can watch a film another time; See you then.</i>
Organisation	4	The text is generally well organised and coherent. The ideas are separated into paragraphs and each one is clearly introduced by referring back to the input material, <i>Yes, I still want to go; I prefer to; I think we should; I would really like.</i> There are also some examples of simple linking words to connect the ideas within and between sentences, <i>cycling ... it; because; but; too; unfortunately; so; another time.</i>
Language	3	The vocabulary is used in generally appropriate ways to express the writer's ideas and opinions, <i>looking forward; adventurous; energy; water or other drinks; unfortunately; birthday; maybe.</i> The text is mainly written using simple grammatical forms, but these are used with a good degree of control, <i>I was really looking; I prefer to go; I think it's a little more; we need enough energy to cycle; so i can't; maybe we can watch a film another time.</i> Errors are noticeable, but they do not affect how well the message is understood, <i>trough; i; If we would go; would really like watching.</i>

Question 2

Sample answer A

I don't think it's important to talk to someone every day, to keep a good relationship. Some people need more attention than others and in it's important to know that. It doesn't exist right or wrong, but there's no doubts that if you see your friend every day you will be closer to her/him than if you don't.

However I believe that once the relationship was created and you care enough about the other, it's easy to keep chatting online or by mobile phone.

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The target reader is fully informed. Even though the text is quite short, both questions in the task have been answered.
Communicative Achievement	3	The text communicates straightforward ideas in a generally appropriate way for an article. The writer gives their own opinion on the topic and there is some language of explanation, <i>I don't think; it's important to know that; there's no doubts that; I believe.</i> However, the length of the text limits the opportunity to develop the topic in more detail.
Organisation	4	The text is generally well organised and coherent. There is a variety of linking words and some cohesive devices used to connect the ideas through the text, <i>some people need ... more than others; and; important to know that; but; if you see ... than if you don't; However; it's easy.</i>
Language	4	Everyday vocabulary which is related to the task is used generally appropriately, <i>relationship; attention; exist; doubts; closer; created; care enough; easy.</i> There is a range of simple and some complex grammatical forms, particularly in the construction of longer sentences, which are used with a good degree of control, <i>it's important to know that; if you see your friend every day you will be closer to her/him than if you don't; once the relationship was created and you care enough about the other, it's easy to.</i> There are some errors, but these do not impede communication.

Sample answer B

Friends

For start with, in my opinion to be in touch with friends every day is very important for me, because you can talk about you problems and friend maybe help you for that situation, or something more.

For mine more important to meet my friends face to face, because he/she can tell something bad and you will support him in any minute. And for me to talk and to see emotions of a person live much better than chatting online.

If people in quarrel, I think it is better to solve the problem in face to face, but not chatting online.

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The target reader is fully informed as both questions in the task have been answered and there is some development of the topic.
Communicative Achievement	3	The text communicates in a generally appropriate way for an article. There is an appropriate title, the tone is neutral and the writer gives their own opinions on the topic and communicates straightforward ideas, <i>in my opinion; is very important for me; meet my friends face to face; And for me; I think it is better to ...</i>
Organisation	3	The text is connected and coherent and the ideas are separated into paragraphs. There are some examples of basic linking words and simple cohesive devices, such as referencing words, within sentences, <i>For start with; because; and; that situation; much better than; but.</i>
Language	3	There is some original everyday vocabulary used appropriately, <i>in touch with; problems; situation; support; emotions; quarrel; solve the problem</i> , but there is also a lot of language which has been repeated from the input material. The simple grammatical forms, such as verb and preposition collocations as well as some simple verb forms, are used with a good degree of control, <i>to be in touch with; you can talk about; you will support him; much better than; it is better to solve the problem.</i> Errors are noticeable, but meaning can still be determined.

Question 3

Sample answer A

I didn't know anybody and I felt quite embarrassed. My friend Lucia promised she would come later, but she was too busy with her cooking lesson to keep her promise. Suddenly a girl came to say hello and asked me to follow her. I did it and we started dancing together.

Later we had something to drink, and I realised she came from my own city.

She moved from Milan to Siena two months ago and she was trying to meet new friends ... as me. Everything happened two years ago and we are still good friends.

Lucia also sometimes joins us, but only if she is not busy with her cooking course!

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The target reader is fully informed. Although the prompt sentence hasn't been copied out, it is clear that the story follows on from it.
Communicative Achievement	5	The target reader's attention is held due to the development of the story and the interaction between the characters. Some features of story writing are used, such as a clear sequence to the narrative, some language of description and the feelings of the narrator are clearly expressed, <i>I felt quite embarrassed; Later ... and I realised; she was trying to meet new friends ... as me.</i> The final sentence provides a clever conclusion to the story.
Organisation	4	The text is generally well organised and there is a clear connection between the sentences and the story as a whole. For example, Lucia's cooking lesson is repeated to provide a repeated theme through the text. There are some examples of linking words and other cohesive devices, such as narrative tenses, which are used with some success, <i>promised she would come later, but she was too busy ... to keep her promise; Suddenly; Later; she moved from Milan to Siena two months ago; Everything happened two years ago.</i>
Language	4	There is some range of vocabulary used which is relevant to the context, <i>friend; promised; busy; cooking lesson; follow; dancing; realised; joins us.</i> The writer has used a range of simple and some more complex grammatical forms with a good degree of control, <i>she was too busy ... to keep her promise; came to say hello and asked me to; we started dancing; she was trying to meet; we are still; sometimes joins us, but only if she is not.</i> There are some errors, but they do not impede communication.

Sample answer B

By the time I arrived, there were already lots of people at the party. I was going to find my friend Lotte. But I didn't find her. When I was walking outside to search her she called me. 'hey can you please come to the stairs? and hurry!' said Lotte. So i was hurrying when I found her. She was crying. I asked her what's wrong and she said she felt from the stairs. her leg was bleu and there was blood. So I called 911 and we went to the hospital. Her parents came and I had to go to my house. The next day i went to her house. Lotte has broken her leg, but she has no pain now. So it's a little bit okay now!

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	4	The writer has used some features of a story, such as a clear sequence of events, some description and direct speech, to communicate straightforward ideas to the reader, <i>When I was walking outside ... she called me; she felt from the stairs; there was blood; we went to the hospital; The next day.</i>
Organisation	3	The text is connected and coherent. There is some attempt to use punctuation and a range of narrative tenses to sequence the events, and these attempts are partially successful, <i>I was going to find my friend Lotte. But I didn't find her; Lotte has broken her leg, but she has no pain now.</i> Basic linking words and a limited number of other cohesive devices are used throughout the text to connect the short sentences, <i>But; When; So; and; The next day.</i>
Language	3	Everyday vocabulary is used reasonable appropriately, <i>search; hurry; crying; wrong; blood; hospital; broken her leg; pain.</i> However, some vocabulary is repeated through the text, <i>find/found; stairs; called; house.</i> Short sentences are quite accurately constructed using simple grammatical forms, but there are errors when a range of tenses are attempted, <i>i was hurrying when I found her; I asked her what's wrong; she felt from the stairs; has broken her leg; it's a little bit okay now.</i>



Answer key
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Listening

Part 1

1 C 2 A 3 A 4 C 5 A 6 C 7 B

Part 2

8 A 9 A 10 B 11 B 12 A 13 C

Part 3

14 moon 15 210 seconds / secs 16 poet 17 (music) studio
18 13(th) October / Oct 19 delhar

Part 4

20 B 21 A 22 B 23 C 24 B 25 B

Audioscript

Test Three. There are four parts to the test. You will hear each piece 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. What did the man do yesterday?
Woman: Did you go into town yesterday?
Man: Yes. I wanted to take a jacket back to the shop 'cos it didn't fit. There was a huge queue though, so I decided to go back later and went off to do something at the bank. But it had closed by the time I got there, so I couldn't do that, either! I did manage to stop at the bookshop and get a novel I wanted, on the way back. The queue at the clothes shop was still no better, so I'll try tomorrow.
Now listen again. [repeat]

Question 2 Two. How did the woman travel back from her holiday?
Man: Hi – how was your trip?
Woman: Lovely, thanks! And getting round the city by bus was so easy; we saw lots of interesting things.
Man: When did you get home?
Woman: Not until 3 a.m.! There was a storm, so all flights were delayed for hours. We just had to sit and wait!
Man: Oh no! And I suppose getting home by train would take ages.
Woman: Actually the journey's not that long and the station wasn't far from our hotel. But the trains were affected too. The journey went pretty quickly after we'd taken off.
Man: That's good.
Now listen again. [repeat]