

Test 2 answer key

Reading

Part 1

1 A    2 C    3 B    4 C    5 C

Part 2

6 D    7 F    8 B    9 H    10 G

Part 3

11 A    12 C    13 B    14 D    15 B

Part 4

16 H    17 A    18 F    19 D    20 G

Part 5

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

Part 6

27 from    28 up    29 because / as / since    30 there    31 more    32 one



Further feedback available in the downloadable resources

Writing

Question 1

Sample answer A

Dear Mr Smith,

It is great idea to have a party for our final Englis lesson of the term. All studens will be surprised!

I think we can go to the park because I think it will be great to do our party outsaid. Also we can make a picknik!

Of course! I can suggest lots of fun activities for practising English during our party.

I can make sandwides and find good music for dance.

See you soon,

English class

Subscale	Mark	Commentary
Content	4	All content is relevant to the task. The target reader is on the whole informed. Three of the content points have been included, but no activities to practise English have been suggested, so the third point has been omitted.
Communicative Achievement	5	The email has been written using appropriate opening and closing salutations, <i>Dear Mr Smith</i> ; <i>See you soon</i> , and the tone of the email is enthusiastic, <i>It is great idea</i> ; <i>Of course!</i> There are some examples of functional language, <i>I think we can go to the park because</i> , and the target reader's attention is held.
Organisation	5	The text is generally well-organised and there is some appropriate use of paragraphs, each one focusing on a separate idea. Each idea has a supporting comment and a link is made which refers back to the original email, <i>It is great idea</i> ; <i>I think we can go to the park</i> ; <i>Of course! I can suggest</i> . There is some use of linking words, <i>a party</i> ; <i>because</i> ; <i>our party</i> ; <i>Also</i> ; <i>and</i> , and although they are quite simple, they are accurately used.
Language	4	Everyday vocabulary is used appropriately for the task, <i>great idea</i> ; <i>surprised</i> ; <i>picknick</i> ; <i>good music</i> . The grammatical structures tend to be quite simple, but are used accurately, <i>have a party for</i> ; <i>I think we can go</i> ; <i>I think it will be great</i> ; <i>I can suggest lots of</i> . There are a few spelling errors <i>Englis</i> ; <i>studens</i> ; <i>outsaid</i> ; <i>picknick</i> ; <i>sandwides</i> , but these do not impede.

Sample answer B

Dear Mr Smith,

I think it's a good idea to organise party, because I think, all children like partys and many other things connected with this word.

About place where we can organise it, I'll choose park, because in park we can play some games, make a picnic. And in there, we all will breath with fresh air and listen to birds songs. Well, if it is English party, we can make some English competition or something else.

Oh, and If we will make a picnic, I can bring some food or drinks, like sandwiches and lemonade.

See you soon,

Nastya

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	3	The email contains suitable opening and closing salutations, <i>Dear Mr Smith; See you soon</i> , and the overall tone of the email is polite but there are some informal expressions, normally used in speaking, used to link the ideas, <i>I think it's a good idea to; Well, if it is; Oh, and If we will make</i> . Straightforward ideas are communicated and there is some functional language used to explain and make suggestions, <i>because I think; I'll choose park</i> .
Organisation	3	The text is connected and coherent and the paragraphs are used quite well to separate the information. There are some simple linking words, <i>because; and</i> , and a few cohesive devices are used to refer back to things already mentioned or to introduce a new idea, <i>many other things; About place where; there; Well; or something else; like</i> .
Language	3	The vocabulary is appropriate for the task, <i>play some games; make a picnic; fresh air; birds songs; competition; sandwiches; lemonade</i> . The grammar is quite accurate but also quite simple, mainly using the present tense and simple future tenses, <i>all children like; where we can organise it; we can play; we all will breath...and listen to</i> . Simple conditional clauses are also used, <i>if it is English party, we can make some; If we will make a picnic, I can bring</i> . Errors, such as missing articles, <i>to organise party; About place</i> , do not impede communication.

Question 2  
Sample answer A

It's great having friends who go to a different school. Maybe you would think that you don't see them so much as you see your friends of school. But, when you see your friends from another school you have an excellent time, you do amazing things. The most important thing is that they still are your friends doesn't matter what.

Nowadays, you can easily keep in touch with your friends from another school because of all the electronic divices we have now. So you can chat them everyday.

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 addressed and answered in full.
Communicative Achievement	5	The article is written in an appropriate style. It is informative and offers general opinions about the topic, which is suitable for a wide audience. Addressing the reader directly, <i>Maybe you would think that; when you see your friends; you can easily keep in touch</i> , is a good technique for articles as it includes them in the article and holds their attention until the end.
Organisation	5	The text is generally well organised and the views expressed are coherent and balanced, presenting both points of view, <i>Maybe you would think that you don't see them...But, when you see your friends</i> . The text is quite short, only 88 words, and this limits the opportunities to use a greater range of cohesive devices and linking words.
Language	4	Everyday vocabulary is generally used appropriately to express the writer's views, <i>excellent time; amazing things; electronic divices; chat</i> . There is a range of grammatical structures attempted, but this is not always successful, <i>you would think that you don't see them so much as you see; doesn't matter what; you can chat them</i> . Due to the limited length of the response, there is not much opportunity to demonstrate a greater range of language.

Sample answer B

In my opinion having friends who go to other schools is great because when you go to parties you can hang out with other people and thats really cool!

No, it's not very difficult to keep in touch with friends if I don't see them at school because with social media everything it's easier. I have lots of friends that go to a different school and I really like to hang out with them when I can. Plus that friends can present you their friends and so, like that, you end having lots of them. I love having friends.

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 addressed and answered.
Communicative Achievement	4	The article is written in an engaging way, including personal information which holds the reader's attention. There is language of opinion and explanation, <i>In my opinion; thats really cool!; No, it's not; and so, like that</i> , and straightforward ideas are communicated.
Organisation	4	The text is generally well-organised and the two questions are covered in separate paragraphs. There is some use of linking words, <i>because; and; Plus</i> , and some cohesive devices to refer to ideas previously mentioned are also used, <i>who; that; them; their</i> . The sentences often contain more than one clause, making the sentences appear to be more complex.
Language	3	<p>The vocabulary is suitable for the task and there are some appropriate phrases, <i>In my opinion; parties; hang out; cool; social media; easier</i>. However some vocabulary is repeated throughout the text, <i>friends; school</i>. The grammar is generally accurate, but the structures are quite simplistic and more complex constructions have been taken from the input material.</p> <p>There are some errors, but these do not impede communication <i>thats; everything it's easier; that friends can present you their friends; you end having lots</i>.</p>

Question 3

Sample answer A

Ben and his father got off the plane and left the airport. Ben was very delighted with their trip to Germany. Because he had been dreaming to go there for a lol of time. On their way to home they visited a café and ate delicious and unforgettable steak. with baked potatoes. When they came home, their mother was doing the washig up, Ben's little brother was playing with toy cars and his sister was trilying to repair her doll. They were very happy to see Ben and father. After they had lunch, Ben started telling about his holidays. He also showed a lot of pictures and his family liked it very much.

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 story communicates straightforward ideas relating to a holiday. Narrative tenses are used to show the sequence of events, <i>Ben was very delighted with their trip...he had been dreaming to go there; when they came home, their mother was doing</i> . The story is quite simple but there is an attempt to hold the reader's attention through description, <i>delighted; delicious; unforgettable</i> .
Organisation	4	The story is generally well-organised through the use of narrative tenses and cohesive devices to sequence the events in the story, <i>On their way to; When; After; also</i> . There are a few errors with punctuation, <i>to Germany. Because; steak. with</i> , but these don't affect the flow of the text too much. The ideas are connected through the text through the use of simple linking words and referencing pronouns, <i>and; they; his</i> .
Language	4	Everyday vocabulary, including adjectives, is used appropriately, <i>very delighted; dreaming; baked potatoes; toy cars; repair her doll</i> . The grammatical structures include a range of tenses and have been used with a good degree of control, <i>had been dreaming; visited; was doing; They were very happy; started telling</i> , particularly the sentence which describes what everyone was doing when they came home. There are a few minor spelling errors, <i>lol of time; way to home; delicious; unforgettable; washig; trilying</i> , but these do not impede.

Sample answer B

They had amazing holidays together. It was their tour of Europe. They were in Germany, France, Great Britain and USA. Ben and his father visited different museums, art galleries. They were walking in the streets connected with some historical events. They practiced English a lot. Family also made a lot of photoes for their album. Ben visited concerts of his favourite bands and singers and made photoes with them. It was really great expiarence. After this amazing trip they were very tired and wanted to sleep a lot.

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The target reader is fully informed. Even though the prompt sentence does not appear in the response, it is clear that the story follows on from it.
Communicative Achievement	4	The story is told in a very straightforward way. It lists a series of events which Ben and his father did while on holiday. There is some description of how they felt, <i>It was really great expiarence</i> . The story concludes with an appropriate ending, <i>After this amazing trip they were very tired and wanted to sleep a lot</i> .
Organisation	3	The text is composed of a series of quite short sentences and although it is coherent, there is a lack of linking words which makes the story read more like a list of events rather than a connected piece of writing, for example, <i>It was their tour of Europe. They were in Germany, France, Great Britain and USA</i> . The sentences tend to begin in the same way, using <i>They</i> .
Language	4	Everyday vocabulary is used appropriately, <i>amazing; tour; museums; art galleries; historical events; album; concerts</i> . The sentences construction is accurate, although quite simple and although the past tense is used, there is no variety of past tenses used. Due to the short sentences, there is little opportunity to show a greater range. There are a few errors, but these do not impede communication, <i>made a lot of photos; concerts of his favourite; It was really great expiarence</i> .



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Listening

Part 1

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

Part 2

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

Part 3

14 30 / thirty    15 witton    16 pots    17 tablets    18 quiz    19 posters

Part 4

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

Transcript

Test Two. 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. Which book does the girl recommend to the boy?

Boy:    Have you read any good books recently?  
Girl:    I've just read a great biography about a wildlife photographer. Some of his experiences were just amazing and now I'm reading a historical novel, which takes place in a castle – it's based on a true story.  
Boy:    Do you think I'd like either of them?  
Girl:    I know you like photography but I think a book I read last month about a famous chess player is more your kind of thing. It's also a biography, and I know you're not a fan of novels, especially about history.

Now listen again.  
[repeat]

**Question 2**    Two. How does the girl usually get to school?

Boy:    You're at a new school, aren't you? How do you get there?  
Girl:    I used to ride my bike to my old school but I can't do that now. There are too many busy roads, so my mum doesn't like me doing it. Now I walk there most days even though it's quite a long way, so it takes a while. On Fridays, I always get the bus home because I have football practice after school, and it's always dark when it's finished.

Now listen again.  
[repeat]

**Question 3**    Three. Which is the girl's favourite photo?

Boy:    Can I see your photos, Jo?  
Girl:    Sure! This is a waterfall I visited. I was really impressed by it, but it started to rain and that kind of spoiled my picture. Then this one of a harbour's interesting ... actually I think, out of all of them, I prefer it because of the light on the boats. And this photo of a river's got beautiful colours, hasn't it? Shame it's a bit dark.

Boy:    Actually, I think they're all pretty good. You're a great photographer.  
Girl:    Thanks

Now listen again.  
[repeat]