

Test 4 answer key

Reading

Part 1

1 B 2 B 3 B 4 C 5 C

Part 2

6 F 7 D 8 H 9 A 10 C

Part 3

11 D 12 A 13 B 14 A 15 C

Part 4

16 G 17 D 18 B 19 A 20 F

Part 5

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

Part 6

27 to 28 who 29 what 30 the 31 too 32 if / whether



Further feedback available in the downloadable resources

Writing

Question 1

Sample answer A

Hello Jo,

Thank you, you are also good at geography.

About what you asked, I think that it's better if we choose deserts, because there are lots of cool animals we could talk about.

We could explain some interesting facts about the animals we find, just to improve in our mark.

I'm sorry but that day I can't go to your house because it's my dad's birthday and I have to get him a present, but you could come to my house on Wednesday

Well I should get going, I have piano lessons and my mother is waiting for me

Write me soon

Mariana

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The target reader is fully informed about all four points in the task.
Communicative Achievement	5	The email communicates straightforward ideas in an appropriate register, <i>Hello Jo; Well; Write me soon</i> , and some personal information has been included to make the email sound natural, <i>you are also good at geography; my dad's birthday; I have piano lessons and my mother is waiting</i> . The points are suitably developed using a range of functional language, <i>I think; We could; I'm sorry; you could</i> .
Organisation	4	The email has a good overall structure, following the order of the original email and each point is clearly introduced, <i>Thank you; About what you asked; We could explain; I'm sorry but</i> . The ideas are connected with linking words and simple cohesive devices, <i>because; just to improve; but that day; and; Well</i> .
Language	5	The vocabulary is suitable and used appropriately for the task, <i>cool animals; facts; piano lessons</i> . The grammatical structures are used with a good degree of control and there is some range, <i>I think that it's better if we choose; we could talk about; I can't go to your house because; I have to get him; I should get going; my mother is waiting</i> . Errors are minimal, <i>improve in our mark</i> .

Sample answer B

Dear Jo,

Thank you! I am very happy that you like doing the presentation with me.

I think that telling the class about rivers it is going to be a better idea because there are more rivers than deserts and if we tell the class about rivers we can also tell them about the animals that live in them.

About your question we could decorate the class with fishes and make a game about rivers.

Sorry but I can't go on Tuesday evening to your house but we can meet on Wednesday afternoon. That is good for you?

Bye,

Camr

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The target reader is fully informed about four points in the task.
Communicative Achievement	4	The email is written in a suitable friendly and polite tone, and each point is developed appropriately using language of suggestion and explanation, <i>I am very happy; because there are more rivers than deserts and...; we could</i> . The use of an apology and a question in the final point is good, as it takes into account the feelings of the reader, <i>Sorry, but I can't go; That is good for you?</i>
Organisation	3	The email is connected and coherent. The use of paragraphs is good and there is some use of linking words throughout the text, <i>because; and; also; them; About; but</i> . There is one quite long sentence which could be split into two to make the information easier to understand.
Language	3	The vocabulary is suitable for the topic and is generally used appropriately, <i>animals; question; decorate; fishes; game</i> , but there is some repetition of the input vocabulary, <i>rivers; tell</i> . The grammatical structures are quite simple, but generally accurate, <i>I think that telling; more rivers than deserts; animals that live in them; we could decorate; I can't go on Tuesday; but we can meet on Wednesday</i> . There are a few errors but these do not impede communication, <i>that you like doing; it is going to be; That is good for you?</i>

Question 2

Sample answer A

Good morning! I would like to tell you how our young people spend their free time. The most popular activity between teenagers are watch movies, but there are many kinds of films, for example, if it's a drama, you'll be cry or it'll make you sad. If it's a comedy, you'll have a great mood. People like watch movies because sometimes they fall in love with characters and producers of the film don't show all routine of life. They show happy and successful life about celebrities or rich people. So I think it involves people in the world of movies and films.

Have a great day!

Anastasia

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The target reader is fully informed about the activities people enjoy doing.
Communicative Achievement	3	The article communicates straightforward ideas in generally appropriate ways, <i>Good morning!; Have a great day!</i> , are more often used in speech rather than written work and would not normally appear in an article. However, the body of the text focuses on the task and describes what young people enjoy and gives reasons to explain why, <i>People like watch movies because sometimes they fall in love with characters; They show happy and successful life</i> .
Organisation	4	The text is generally well-organised. The topic is introduced, <i>I would like to tell you about</i> , and the article develops the ideas well. There is some use of linking words to connect the ideas, <i>but; for example; or; because; So</i> , and different feelings about films are explained and contrasted, <i>if it's a drama, you'll be cry or it'll make you sad. If it's a comedy, you'll have a great mood</i> .
Language	4	Everyday vocabulary is used appropriately to discuss the topic of activities and films, <i>watch movies; many kinds of films; drama; comedy; great mood; fall in love; characters; producers; routine; successful; celebrities; rich; involves</i> . The grammatical structures are generally accurate, but quite simple, <i>I would like to tell you; there are many; if it's a comedy, you'll have; producers of the film don't show</i> . Errors do occur when more complex language is attempted, but these do not affect communication, <i>between teenagers are watch movies; if it's a drama, you'll be cry; People like watch movies</i> .

Sample answer B

Hi! I am Rodrigo Daualos and I'm from Argentina. In my country the football is one of the most popular sports in the country.

People from any age can play it and it is so interesting. It is not only a sport because we can do it like a game, because inside all of the football there are many mini-games inside that are really funny.

All the people in the world can play it. From young children up to grandparents because the football is for everyone.

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The target reader is fully informed about the activities young people do.
Communicative Achievement	3	The article is written in a generally appropriate way, the use of <i>Hi</i> is more often used in speech, but straightforward ideas are communicated, <i>football is one of the most popular sports; People from any age can play it; All the people in the world can play it; football is for everyone</i> . However, the text is quite short, only 86 words, and this limits the opportunity to develop the ideas further.
Organisation	3	The text is connected and coherent through the use of simple linking words, <i>and; because</i> , and some simple cohesive devices are attempted, <i>It is not only a sport; From young children up to grandparents</i> . The paragraphs are effective, but the length of the text limits the opportunity to use more diverse linkers.
Language	3	The vocabulary is appropriate for the task, <i>football; from any age; play; interesting; sport; game; mini-games; funny; grandparents</i> . The grammatical structures are quite simple, but generally accurate, <i>is one of the most popular sports in my country; People from any age can play it; there are many mini-games; from young children up to grandparents</i> . The length of the text limits the opportunity to show more range of structures.

Question 3
Sample answer A

It was Jack's birthday and he was feeling very happy. Suddenly he realised that his best friend still wasn't here. He started to worry because his friend is never late. My friends started supporting me and said to check this note that was on the table. It said to look under my bed. I ran into my bedroom and looked under my bed and there was another note. It said to look in the bathroom. And there was another note. So I was running around my house looking for hints. The last one said to look outside. I opened the door and the first thing I saw was the big present. I opened it and there was the computer game that I wanted for so long but couldn't afford. Then my best friend jumped out of the corner. That was a wonderful surprise. After that I could tell that it was the best birthday I've ever had.

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 communicates straightforward ideas, including the emotions of the characters, <i>he started to worry; a wonderful surprise</i> , and there is a clear narrative sequence of events including surprises and a surprise at the end, <i>Suddenly he realised; I ran into my bedroom; So I was running around the house; The last one said; Then my best friend jumped out of the corner</i> . However, there is a change of perspective. The story prompt states that <i>It was Jack's birthday</i> , but the text changes to a first person viewpoint from the fourth sentence, <i>My friends</i> .
Organisation	5	The narrative sequence is clear and there is a variety of linking words and cohesive devices used to organise the text, <i>Suddenly; this note; It said; another note; So; The last one; the first thing I saw was; Then; After that</i> . However, the change of narrative perspective from third to first person affects the overall cohesion of the text.
Language	5	There is a range of vocabulary which is used appropriately for the task, <i>best friend; worry; late; supporting; check; note; look under; hints; computer game; afford; jumped; wonderful surprise</i> . There is also a range of grammatical structures used with a good degree of control, <i>still wasn't here; started to worry; started supporting me and said to check; I was running around my house looking for hints; I wanted for so long but couldn't afford; it was the best birthday I've ever had</i> . The errors are minimal.

Sample answer B

It was Jack's birthday and he was feeling very happy.

He was feeling very happy because his best friend Tom came to his birthday party and gave to him a present.

Tom put to in the box a PS4 and a small, with brown eyes, black and white puppy. Tom couldn't describe an emotions that he saw, but Jack was amazed and surprised.

After his present, Jack's mom came with birthday cake with candles on it. Jack blew his candles and cut his birthday cake.

After party Tom and Jack went to the cinema to watch movie called "Monster and candy". When film finished Tom and Jack decided to go to the pizza restaurant to eat pizza and drink some milkshakes.

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 communicates straightforward ideas. There is a clear narrative sequence, with a series of events, <i>Tom came to his birthday party; Jack's mom came with birthday cake; Tom and Jack went to the cinema; decided to go to the pizza restaurant</i> , and an appropriate ending. Jack's feelings are also described, <i>very happy; amazed and surprised</i> .
Organisation	3	The text is connected and coherent and there is some use of basic linking words, to show the sequence of events, <i>because; and; but; After; When</i> . Although paragraphs have been used, there is not much linking between each one, for example the puppy is mentioned once but not referred to again, which makes the story not as cohesive as it could be.
Language	3	The vocabulary is generally appropriate for the task, <i>best friend; present; puppy; describe; amazed; surprised; candles; blew; pizza; milkshakes</i> . The grammatical structures are quite simple, mainly simple past tenses, but usually accurate, <i>came to his birthday party; couldn't describe; went to the cinema; decided to go to</i> . There are some errors with word order, <i>gave to him a present; Tom put to in the box a PS4 and a small, with brown eyes, black and white puppy</i> , and although more complex language is attempted, it is not always successful, <i>couldn't describe an emotions; blew his candles; After party</i> .

Listening


- Part 1
1 B 2 B 3 A 4 B 5 B 6 C 7 A
- Part 2
8 C 9 B 10 A 11 A 12 B 13 B
- Part 3
14 sea(-)parrots 15 (the) land 16 (the) winter 17 rabbits
18 80,000 / eighty thousand 19 count
- Part 4
20 B 21 C 22 B 23 A 24 C 25 A

Transcript

Test Four. 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 instrument is the girl going to learn to play?
- Boy: Hi Fran. Last time I saw you, you were thinking about taking up a musical instrument, but you weren't sure which one. Have you decided yet?
- Girl: Well, my sister plays the piano. I'm not sure I'd really want to copy her though. My cousin's just given me his old guitar, so I thought I'd try and teach myself that. I did wonder about the drums, but my mum says they'd be too loud and the neighbours would complain.
- Boy: Sounds good, let me know when your first concert is!
- Now listen again.
[repeat]
- Question 2 Two. Which programme are they going to watch?
- Girl: The soccer game starts soon, doesn't it?
- Boy: You want to watch *that*?
- Girl: Well yeah ... of course I do!
- Boy: I was kind of hoping to watch that programme on classical music. It'd be really useful for my project that's due next week, and Mum'll get mad if you don't let me. And don't forget that last night I let you watch that stupid chat show you love.
- Girl: Um, well as it's for something important, go on then. And what do you mean you *let me*? You love it too ... you know you do!
- Now listen again.
[repeat]
- Question 3 Three. Which picture shows the girl's cousin?
- Boy: Is that your cousin you're standing next to in this photo? The boy in the trainers?
- Girl: Well both boys are wearing trainers. Look ... But yes, that's Jerry on the right.
- Boy: Oh right. Sorry. Wasn't he cold? I mean you said you felt so cold you had no choice but to put on your warm sweatshirt and boots!



Further feedback available in the downloadable resources