


Test 1 answer key

Reading

- Part 1
1 B 2 C 3 A 4 C 5 B
- Part 2
6 G 7 C 8 E 9 B 10 H
- Part 3
11 C 12 B 13 D 14 A 15 C
- Part 4
16 G 17 D 18 A 19 B 20 E
- Part 5
21 A 22 C 23 D 24 A 25 B 26 B
- Part 6
27 It 28 most 29 all 30 forward 31 at 32 if



Further feedback
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downloadable
resources

Writing

Question 1
Sample answer A

Hi, Alex

I'm very glad to work with you. I think we shouldn't choose the rainforest as our topic because I'm not good at this topic. I would like to prepare the science presentation about deserts. In my opinion, it will be interesting.

Sorry, but my parents have gone to another town and I must look after my little brother so we can't start to prepare tomorrow. What about starting in 2 days?

We can prepare the presentation in my house because no one will disturb us.

I would prefer to give our presentation to the class in the afternoon as this is the most convenient time.

Gretta

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 is written in a consistently polite and friendly tone, <i>Hi, Alex; I'm very glad; I would like to</i> . Each point is addressed in an appropriate way and is often expanded. For example, in the second point, an apology is made and an explanation is given, followed by an alternative suggestion, <i>Sorry, but...so we can't...; What about...</i> The reader's attention would be held throughout and they would be able to make decisions based on the information in the email.
Organisation	5	The email is well-organised and coherent. There is good use of paragraphs and the information is clearly divided into separate sections. There is a variety of linking words and cohesive devices used to good effect, <i>our topic; because; this topic; In my opinion; Sorry, but; and; so; What about; in the afternoon as this is the most convenient time</i> . The references to information in the input material make the purpose for writing very clear.
Language	5	There is a range of vocabulary used which is suitable for the task, <i>deserts; interesting; look after; disturb; convenient</i> . The grammatical structures are used with control and a good degree of accuracy, <i>I think we shouldn't choose; it will be interesting; my parents have gone to; I must look after; we can't start to prepare; What about starting; no one will disturb us; as this is the most convenient time</i> .

Sample answer B

Hi!

I don't think it is a good idea that we doing the presentation about the rainforest, we need to do it about a subject which is not so common, so we don't have the same subject as someone else.

Sorry, but tomorrow I can't, I'm going to my grandpa & grandma to help with gardening.

I suggest that we prepare it at my place, so we can work quietly and concentrated.

I prefer it in the morning, so we are not nervous about it in the afternoon.

Anna

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	4	The register is appropriate for an email to a friend and straightforward ideas are communicated. Each point in the task has been responded to and reasons or explanations have been given to support the writer's opinion.
Organisation	3	The text is connected and coherent. Each sentence focuses on one of the points in the task and there is some evidence of linking words within sentences, <i>so; but</i> , and simple cohesive devices, <i>it; which</i> . Although paragraphing is clear, each one consists of only one sentence and there is little use of linking words at the beginning of each one to link them through the text. There are some errors with punctuation, particularly where commas are used to separate sentences rather than full stops, <i>about the rainforest, we need to; I can't, I'm going to</i> .
Language	3	Everyday vocabulary is used generally appropriately, <i>common; gardening; quietly; nervous</i> . Simple grammatical forms, such as the present simple and continuous and simple modal verbs, are used with a good degree of control, <i>we need to do it; so we don't have; I'm going to; so we can work; so we are not nervous about it</i> . There are some errors, <i>that we doing; concentrated</i> , but these do not impede communication.

Question 2

Sample answer A

Is shopping boring?

Most people like shopping, but other consider it to be a terrible waste of time. I like shopping for the ability of purchasing different useful things. I also like comparing sales in different shops. It helps me to decide where can I save more money. However, the process of shopping seems me to be too boring. Even fashionable shops don't entertain me at all if they have big queues there.

In my opinion, shopping centres should open more shops. Then queues will not be so enormous.

In conclusion, shopping is quite an amusing hobby, though it has some disadvantages. Shopping centres would be more entertaining if they will be improved.

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The target reader is fully informed as all questions in the task have been covered.
Communicative Achievement	5	The text is written in a suitable register for an article and the target reader's attention is held. Straightforward ideas, such as expressing personal opinions <i>I like shopping; I also like comparing; seems me to be too boring</i> , and making suggestions about how the experience of shopping could be improved are communicated clearly, <i>shopping centres should open more shops</i> .
Organisation	4	The text is generally well-organised, despite some minor errors with punctuation, <i>open more shops. Then; an amusing hobby, though</i> , and good use is made of paragraphs to focus on specific aspects of the task. There is some use of linking words to connect ideas within sentences, <i>but; also; if; though</i> , and the paragraphs are linked with cohesive devices, <i>However; Even; In my opinion; In conclusion</i> .
Language	5	There is a range of everyday, topic-specific vocabulary used appropriately, <i>purchasing; process of shopping; boring; fashionable; queues; enormous; amusing</i> . There are also some examples of some less common phrases, <i>a terrible waste of time; comparing sales</i> . There is a range of simple and some more complex grammatical structures used with a good degree of control, <i>It helps me to decide; don't entertain me at all if they have</i> , and although the final sentence has an error, the meaning is still clear, <i>would be more entertaining if they will be improved</i> . There are some errors with word order, <i>where can I save; seems me to be</i> , but these do not impede.

Sample answer B

I like too much shopping, I like searching new things and clothes with some friends of mine or my boyfriend. I go with them every week-end in Novara to my favourite shops. But some of them are too expensive for me and for normal people, so, if I want to buy something that I like, I can't, because of the prices. I think that shopping centres could do more sales, so, there will go more persons to buy, or they could create an innovative shop (different to the others) for attract people. I hope that people think the same!

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The target reader is fully informed as all questions in the task have been covered.
Communicative Achievement	3	The text is written using an appropriate style and register for an article. There is language of personal opinion and suggestion which is used to communicate straightforward ideas.
Organisation	3	Although the text only contains one paragraph, the ideas are connected and coherent through the use of linking words, <i>or; But; and; so; because</i> . There is also some use of simple cohesive devices, such as relative pronouns to avoid repetition of nouns, <i>them; there; they; think the same</i> .
Language	3	Everyday vocabulary related to the topic of shopping is used generally appropriately, <i>clothes; favourite shops; prices; sales; create an innovative shop</i> . The text is mainly written in the present tense, which is generally used correctly, and there are a few examples of simple modal verbs, <i>could do; will go; could create</i> , and a conditional, <i>if I want to buy something that I like, I can't, because of the prices</i> . There are a few minor errors with word order, <i>I like too much shopping; so there will go more persons</i> , but these do not impede communication.

Question 3

Sample answer A

"...Jack climbed out of the boat and ran as fast as he could to the beach. He was followed by some little and dangerous sharks. When he finally got on the beach, he realized that he is on a abandoned island. The island wasn't too big - ; it was just around 650 kilometers in diameter. It was a tropic island with some coconut trees on it. Suddenly, he saw a boat that crashed on the island's beach. He immediatly ran there, and helped the boat's capitan. The capitan was a poor old lady. After Jack helped her to get out of the boat, the old lady sudenly died, because of the accident. Jack was freaked out, and he tried to build a boat from the coconut trees, to get back home..."

Subscale	Mark	Commentary
Content	5	All the content is relevant to the task. The target reader is fully informed as there is a clear connection between the story and the prompt sentence.
Communicative Achievement	5	The story continues from the prompt sentence in an appropriate style. There is some good use of narrative tenses and descriptive vocabulary, <i>dangerous sharks; tropic island; coconut trees; crashed</i> , which provide extra details and help to hold the reader's attention. Straightforward ideas are communicated and the story has a clear beginning, middle and an end.
Organisation	4	The story is generally well organised despite the fact that it only contains one paragraph. The use of the past tenses provides a structure to the text and cohesive devices link the events well, <i>He was followed by; When he finally; Suddenly; He immediatly; After</i> . Some of the sentences are quite short, but this doesn't affect the structure of the story.
Language	4	There is some good use of everyday vocabulary linked to desert islands, <i>sharks; island; tropic; coconut; freaked out</i> , which help to describe the scene more clearly. There is a range of simple and some more complex grammatical forms used with a good degree of control. For example, <i>He was followed by; he finally got on; he realized; wasn't too big; he saw a boat that crashed; He immediatly ran there; he tried to build a boat</i> . There are some errors with tenses, <i>that he is on</i> and some punctuation slips, <i>coconut trees, to get back home</i> , but these do not impede.

Sample answer B

Jack climbed out of the boat and ran as fast as he could to the beach. He ran without stop in the jungle but the pirates still ran to catch him.

Jack arrived into a cave where he was hided. He stayed there for a few minutes. The pirates wasn't there when he came out from the cave.

Jack was a pirate too so he was going back to the boat while the other pirates tried to find him in the jungle. Jack stole the pirates boat and their golds.

Jack returned to his home with a boat of full gold.

Subscale	Mark	Commentary
Content	5	All the content is relevant to the task. The target reader is fully informed as there is a clear connection between the story and the prompt sentence.
Communicative Achievement	3	The story has a simple narrative with a clear beginning, middle and an end. There is some attempt to create suspense and excitement when describing the action, <i>he ran without stop; he was hided; Jack stole the pirates boat and their golds</i> , and straightforward ideas are communicated.
Organisation	3	Although the text is quite simple, there are some linking words, <i>but; so</i> , and some cohesive devices, <i>him; where; there; when; while; their</i> , which are used to connect the action of the story and to create a logical time sequence. The sentences all have a similar structure, each starting with Jack or <i>he</i> or <i>the pirates</i> , which makes the story slightly repetitive.
Language	3	The vocabulary is appropriate for the task and there are some interesting vocabulary choices, <i>jungle; pirates; cave; golds</i> , which help to create the story. The grammar is generally correct, although it is quite simple. The sentences are quite short and there is some good use of regular and irregular simple past verbs, <i>ran; arrived; stayed; came out; was; tried to find him; stole; returned</i> . There are a few errors with verb forms, <i>without stop; was hided; pirates wasn't there</i> , but these do not impede communication.

Listening

Part 1

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

Part 2

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

Part 3

14 Brokley 15 half past eight / eight thirty / 8.30 16 blue 17 receptionist
18 hall 19 3 / three

Part 4

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

Transcript

Test One. 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. Where does the man think he left his wallet?
Man: Hello, my name's Joe Smith. I'm ringing because I lost my black leather wallet on Monday. I got off the eleven twenty train from Reading and went to the shop at the end of platform two. I bought some sandwiches so I had my wallet then. Afterwards I went to sit in the waiting room. I remember putting my wallet down. I probably left it there because my next train arrived, so I hurried off to get it. If it's handed in, please can you contact me on 07577886.

Now listen again.
[repeat]

Question 2 Two. What is tomorrow's talk at the Nature Society about?
Woman: Do you fancy coming along to tomorrow's Nature Society talk?
Man: Yeah, the last one on rivers and the plants around them was very good, wasn't it?
Woman: Well, you'll like the next topic too. It's something you're interested in.
Man: Ah – so it's about rainforests then?
Woman: I knew you'd think that – actually there's a talk on that next month. This one'll deal with something closer to home – wild flowers in parks and gardens.
Man: Oh, OK. Not as interesting as jungle wildlife but it still sounds worth going to.

Now listen again.
[repeat]

Question 3 Three. What will the woman order for lunch?
Woman: The menu looks good, doesn't it?
Man: Yes. Have you decided what you're going to order? You normally have salad for lunch, don't you?
Woman: Yes, I was thinking I might have the tomato soup, or maybe a toasted cheese and tomato sandwich. They both sound nice and I've heard the bread here's really good. They bake it themselves.
Man: Look, it says everything on the lunchtime menu comes with fresh bread.



Further feedback available in the downloadable resources