

МІНІСТЕРСТВО ОСВІТИ І НАУКИ, МОЛОДІ ТА СПОРТУ УКРАЇНИ  
Державний заклад  
«Південноукраїнський національний педагогічний університет імені К. Д. Ушинського»

**Г. В. Мельниченко**

## **МІЖНАРОДНІ ІСПИТИ З АНГЛІЙСЬКОЇ МОВИ**

**Методичні рекомендації**



**Одеса – 2024**

УДК: 371.27: 811.111: 37.014.24

**М 34**

**Г. В. Мельниченко**

Міжнародні іспити з англійської мови : методичні рекомендації [до практичних занять та самостійної роботи]. ДЗ «Південноукраїнський національний педагогічний університет імені К. Д. Ушинського». Одеса, 2024. 136 с.

Затверджено вченою радою Державного Закладу «Південноукраїнський національний педагогічний університет імені К. Д. Ушинського» (протокол №\_\_ від «\_\_» \_\_\_\_\_ 2024 р.)

Рецензенти:

**Юмрукуз А. А.**, кандидат філологічних наук, доцент, завідувач кафедри західних і східних мов ДЗ «Південноукраїнський національний педагогічний університет імені К. Д. Ушинського».

**Шиліна Н. Є.**, кандидат педагогічних наук, доцент кафедри соціально-гуманітарних наук Державного університету інтелектуальних технологій і зв'язку

Методичні рекомендації містять матеріал до курсу «Міжнародні іспити з англійської мови» і розрахований на студентів третього курсу факультету іноземних мов. Мета посібника – ознайомити студентів з найпопулярнішими сучасними міжнародними іспитами з англійської мови, а також сформувати в них навички підготовки до найбільш затребуваних в умовах сьогодення екзаменів для підтвердження мовного рівня. Методичні рекомендації призначені для аудиторної і самостійної роботи, містять огляд іспитів, питання для семінарських занять, завдання для проектної роботи і списки літератури.

© Мельниченко Г.В., 2024

## CONTENTS

<b>PREFACE</b> .....	4
<b>MODULE I.</b> International English proficiency exams: their types and characteristics .....	5
<b>MODULE II.</b> Cambridge exams: characteristics and tips for preparation....	10
<b>MODULE III.</b> IELTS: characteristics and tips for preparation.....	41
<b>MODULE IV.</b> TOEFL: characteristics and tips for preparation.....	54
<b>APPENDICES</b> .....	59

## PREFACE

Today international language proficiency exams play a crucial role in personal, academic, and professional development. They ensure consistent and globally recognized evaluation accepted by educational institutions, employers, and government agencies, serving as a credible proof of language skills. High scores of these exams can open doors to studying abroad and accessing better educational resources and programs, enhance job prospects and career advancement; are a prerequisite for residency or citizenship applications; can be a rewarding challenge that improves cognitive abilities, communication skills, and cultural understanding.

Such exams as TOEFL, IELTS, DELF, etc. also provide a sense of achievement and confidence in using a foreign language; provide clear goals and structured preparation, which can be motivating and beneficial for language development.

The guidelines are intended for the third-year students pursuing a Bachelor's degree in Secondary Educations (Foreign Languages and Literature) providing a brief outline of the most famous English proficiency exams such as Cambridge, IELTS, and TOEFL; describing their specificity and suggesting some recommendations on preparing for them.

The manual comprises four modules centred around Cambridge, IELTS, and TOEFL exams. Each module consists of theoretical and practical part, contains references for the latest exams materials and suggests issues for project work.

Overall, the structure of the book and the character of the educational material is aimed at equipping students with knowledge of

- the role of international English exams in providing academic mobility for students;
- the areas of application of international testing results;
- the history of development of language exams;
- European standards in the field of foreign languages and their connection to international exams;
- classification of international exams and their correspondence to CEFR levels;
- the structure and format of the exams, as well as the validity period of the test results;
- some strategies necessary for successful passing international exams.

As a result of working on it the students will be able to:

- make an educated choice on which exam to choose;
- prepare themselves or another person for taking international exams at levels A1-B2;
- prepare for taking international exams at levels C1-C2;
- choose effective strategies necessary for successfully passing the exams;
- demonstrate the skills necessary for taking exams at level C1-C2: think logically and flexibly; express their thoughts lexically, grammatically, stylistically, and phonetically correctly and appropriately according to the context and on various social, scientific, and professional topics; communicate with an English-speaking interlocutor, expressing themselves freely and directly; understand a wide range of complex and long texts, recognizing hidden meanings and making generalizations and conclusions; create clear, well-structured, detailed texts of various genres and styles on complex topics, demonstrating mastery of organizational models, means of connection, and unification of text elements.



## MODULE 1.

### Theme 1-2. INTERNATIONAL ENGLISH PROFICIENCY EXAMS: THEIR TYPES AND CHARACTERISTICS

#### Objectives

- 1) to discuss the essence of internationalization of higher education;
- 2) to realize the meaning of international language proficiency exams in context of globalization;
- 3) to know what CEFR means;
- 4) to list and describe CEFR language proficiency levels;
- 5) to objectively assess own language proficiency level;
- 6) to compare prominent features of most recognized language exams.

#### Lecture outline

Issues	Contents						
Inter-nationalization of higher education	- creation of international learning environment for academic mobility encompassing overseas education, scientific research, teaching, creation of joint educational programs, institutional partnership, collaboration, intercultural enrichment, and employing worldwide interchange of people, knowledge, values and services.						
International language proficiency exams in context of globalization	Language certification is becoming a vital prerequisite for success in the global economy, academic environment, scientific space.						
Benefits of obtaining language proficiency certifications	<ul style="list-style-type: none"> <li>- quality and versatility of studies</li> <li>- formation of new educational international standards</li> <li>- competitiveness of graduates and specialists</li> <li>- improvement of English</li> <li>- academic success</li> <li>- professional success</li> </ul>						
CEFR	The Common European Framework of Reference for Languages – is an internationally recognized standard for describing language abilities on all levels (speaking, listening, writing, reading).						
CEFR language proficiency levels	<b>Basic</b>	<b>CEFR</b>	<b>Cambridge English</b>	<b>IELTS</b>	<b>TOEFL IBT</b>	<b>PTE (Pearson)</b>	
		Pre-A1/A0	80-100	Below B1	Below A1	N/A	
		A1	100-120	Below B1	1-39	10-29	
	<b>Independent</b>	A2	120-140	Below B1	40-56	30-42	
		B1	140-160	4.0, 4.5, 5.0	57-86	33-58	
	<b>Proficient</b>	B2	160-180	5.5, 6.0, 6.5	87-109	59-75	
		C1	180-200	7.0, 7.5, 8.0	110-120	76-84	
		C2	200-220	8.5, 9.0	N/A	85-90	
What is CEFR used for?	<ul style="list-style-type: none"> <li>- developing syllables, courses and learning materials</li> <li>- creating and assessing tests and exams</li> </ul>						

	<ul style="list-style-type: none"> <li>- evaluating language learning needs</li> <li>- evaluating language proficiency levels [7]</li> </ul>				
Особливість, структура і формат іспитів та строк дії результатів тестування	<b>Cambridge English</b>	<b>IELTS</b>	<b>TOEFL</b>	<b>PTE</b>	
	<ul style="list-style-type: none"> <li>- developed in the <b>UK</b> by <b>Cambridge Assessment English</b> - a non-teaching department of the University of Cambridge;</li> <li>- for job opportunities, education, migration;</li> <li>- recognised worldwide, especially in Europe;</li> <li>- recognizes and accepts various English <b>accents</b>, including British, American, Australian, and Canadian;</li> <li>-The format: reading and use of English, writing, speaking listening.</li> <li>- <b>Types:</b> YLE, KET, PET, FCE, CAE, CPE</li> </ul>	<ul style="list-style-type: none"> <li>- developed in the <b>UK</b> by the <b>British Council and Cambridge English Language Assessment</b>,</li> <li>- for education, migration.</li> <li>- recognised worldwide, especially in Australia, New Zealand, Canada, USA, UK</li> <li>- recognizes and accepts various English <b>accents</b>, including British, American, Australian, and Canadian;</li> <li>-The format: reading, writing, speaking listening.</li> <li>- <b>Academic</b> (for people who will do a programme of study in English at a university) or <b>General</b> IELTS track (for people who want to work in English or emigrate to an English-speaking country).</li> </ul>	<ul style="list-style-type: none"> <li>- developed in the <b>US</b>, measures ability to use and understand English <b>at university level</b>.</li> <li>- for education, migration.</li> <li>- recognized in North America, but worldwide too</li> <li>- recognizes and accepts various English <b>accents</b>, including British, American, Australian, and Canadian (American is prioritized)</li> <li>-The format: reading, writing, speaking listening.</li> <li><b>Types:</b> TOEFL iBT (computer-based, academic), TOEFL essentials (reading and listening, for everyday needs), TOEFL Junior and TOEFL Primary</li> <li>- suitable for international</li> </ul>	<ul style="list-style-type: none"> <li>by <b>Pearson English Assessments (UK)</b> or Pearson Test of English, and administered by <b>Edexcel</b></li> <li>- for education, migration.</li> <li>- recognized in English-speaking countries</li> <li>- recognizes and accepts various English <b>accents</b>, including British, American, Australian, and Canadian;</li> <li>-The format: speaking and writing, reading, listening.</li> <li>- <b>Academic</b> or <b>General</b></li> </ul>	

	<p>- The maximum score is <b>230</b> points.</p> <p>- A Cambridge certificate is <b>valid forever</b>.</p> <p>It can be taken again (if the result are not satisfactory) as often as one wants</p>	<p>- Universities usually expect students to have a score of at least <b>6.5</b> (level C1) with <b>9.0</b> maximum.</p> <p>- <b>valid for 2 years</b>.</p> <p>It can be taken again as often as one wants</p>	<p>students, for admission to an English language programme, students and workers' visa applications.</p> <p>- You get a score from <b>0 – 120</b>. (a score of around 100 (C1) is required for the US universities).</p> <p>- <b>valid for 2 years</b>.</p> <p>It can be taken again as often as one wants</p>	<p>- The score is <b>10-90</b> points.</p> <p>- <b>valid for 2 years</b>.</p> <p>It can be taken again as often as one wants</p>	
Short history of Cambridge English	<p>1913 – creation of the first exam for non-native speakers of English – the Certificate of Proficiency in English (CPE – now known as C2 Proficiency) by UCLES (University of Cambridge Local Examinations Syndicate, a non-teaching department of the University of Cambridge operating under the brand name Cambridge Assessment)</p> <p>Description: The first Cambridge exam was held in 1913 by 3 candidates and took 12 hours, comprising speaking, writing, reading and listening, translation from English into German or French and back; reading aloud, dictation and 3-hour exam on the English Literature and phonetics.</p> <p>Approach: the grammar-translation teaching approach, aimed at evaluating reading knowledge (rather than the ability to communicate).</p> <p>Achievement: none was awarded a CPE certificate.</p> <p>1914 - 18 candidates and four passing.</p> <p>1928 - 14 candidates</p> <p>1929 - in danger of being discontinued.</p> <p>After 1929 - a number of changes are introduced: cancelling of Phonetics paper, simplification of essay topics. Turn to the communicative approach. [1]</p>				

## QUESTIONS AND TASKS

1. Read the extract from the resume to the article by Gromov I., Kolomiets A., Suprun M., Kolomiets T., Hordiienko Y. "INTERNATIONALIZATION OF HIGHER EDUCATION IN UKRAINE AS AN INTEGRAL COMPONENT OF THE GLOBALIZATION" and point out

- a) the benefits of integration of Ukrainian higher education institutions into the European area of higher education;
- b) educational spheres for Ukraine to actively develop in terms of globalization.

*«Internationalization of education in general and higher education, in particular, is an essential condition for maintaining a high level of competitiveness in the market of educational services of both a separate institution and the national education system in general, especially in a globalizing world. Based on the analysis of the works of foreign and national scientists, the authors conclude that educational globalization is a complex phenomenon that arose and is developing under the influence of political, economic, and cultural globalization factors. The authors of the article clarified the main priorities, goals, methods, tools, and expected results of the internationalization of the higher education system in Ukraine, taking into account modern European trends in the development of the educational services market. The following priorities of the internationalization of the educational services market in Ukraine are defined: strengthening of Ukraine's position in the international arena; readiness of Ukraine to act on the educational services market; activation of the institutional development process of domestic institutions of higher education; development of international educational and scientific activities by establishing permanent strategic partnership relations between the Ukrainian universities and other countries' ones. The article also reveals four main types of educational services export that Ukraine should actively develop: students' mobility, academic mobility, academic partnership, and educational expansion. Increasing the export of educational services to the EU should become the object and subject of a purposeful national policy of the Ukrainian state, focused on solving not only educational, but also economic, social, and political problems. In terms of modern all-European trends in the development of higher education, the authors identify the following issues as the main directions of the higher education system development in Ukraine: modernization and introduction of new educational programs and innovative technologies; creation of appropriate conditions for attracting qualified scientific and pedagogical personnel, including foreign ones; internationalization of the scientific and educational environment; intensification of academic and scientific mobility of students and teachers, the establishment of partnership relations with leading educational institutions of Europe and the world; development and improvement of the foreign language environment.» [5]*

2. Dwell upon the benefits of having an international language proficiency certificate.
3. What is CEFR? What is it used for? How many CEFR levels are there? What skills are assessed?
4. How many language proficiency levels are there?
5. Read the description of language proficiency levels on page 135 (*Description of the levels of proficiency in the Common European Framework of Reference for Languages (CEFR)*). Where are you? What is your weak point?
6. What language proficiency level do you have? Check your English proficiency level following the link  
<https://www.cambridgeenglish.org/test-your-english/>

7. What are the most recognized language proficiency exams? Dwell upon your experience in any of them.
8. Dwell upon the features on Cambridge English, IELTS, TOEFL, PTE or any other one you have heard of dealt with.

### **PROJECT WORK**

1. Pros and cons of standard foreign language proficiency testing.
2. Specialized exams for English teachers: features and challenges.

### **LITERATURE**

1. Cambridge Assessment English. Wikipedia. URL: [https://en.wikipedia.org/wiki/Cambridge\\_Assessment\\_English](https://en.wikipedia.org/wiki/Cambridge_Assessment_English)
2. Council of Europe. Common European Framework of Reference for Languages: Learning, Teaching, Assessment. 2020. URL: <https://www.coe.int/en/web/common-europeanframework-reference-languages>
3. English proficiency test. A complete guide. URL: <https://www.ef.com/wwen/english-tests/>
4. Exam English Ltd. Cambridge English exams – Information and practice tests for IELTS, First (FCE), Advanced (CAE), Preliminary (PET) and other Cambridge exams. Examenglish.com. 2017. Retrieved 18 July 2017, from [http://www.examenglish.com/cambridge\\_esol.php](http://www.examenglish.com/cambridge_esol.php)
5. Gromov I., Kolomiiets A., Suprun M., Kolomiiets T., Hordiienko Y. Internationalization of higher education in ukraine as an integral component of the globalization process. *Scientific Journal of National Pedagogical Dragomanov University*. 2022. Series 9. Current Trends in Language Development. 1(1). P. 56-61. DOI <https://doi.org/10.31392/NPU-nc.series5.2022.spec.1.11>
6. How is language certification changing the job market? English exam centre. URL: <https://www.englishexamcentre.pt/News/How%20is%20Language%20Certification%20Changing%20the%20Job%20Market>
7. Introductory Guide to the Common European Framework of Reference (CEFR) for English Language Teachers. Cambridge University Press, 2013. URL: <https://www.englishprofile.org/images/pdf/GuideToCEFR.pdf>
8. The ultimate guide to English proficiency examinations & English level certificates. 2023. URL: <https://www.englishradar.com/english-exams/the-ultimate-guide-to-english-proficiency-examinations-english-level-certificates/>
9. Villarroel W. R., Estrada S. C. The use of standardized English exams in the internationalization of English as a global language. *Educación del futuro*. Vol. 2, N°2. P. 497-510. Abril – Junio. 2018. DOI: <https://doi.org/10.33262/cienciadigital.v2i2.115>

**MODULE 2.**  
**Theme 3-5. CAMBRIDGE EXAMS:**  
**CHARACTERISTICS AND TIPS FOR PREPARATION**  
**Objectives**

- 1) to summarise the history of an international language proficiency exam;
- 2) to explain the reasons of taking of Cambridge exams for children and dissect their structure and skills assessed;
- 3) to analyze the reasons of taking Cambridge exams for teenagers, adults and advanced students and conclude on their structure and skills assessed;
- 4) to collect information on the exams, predict and assess difficulties that may arise in the process of taking them; list tips and recommendations on overcoming them;
- 5) to be able to assess students' and own language level according to CEFR;
- 6) to differentiate and compare adjacent language levels; to know what language skills you need in order to take each section of the exams;
- 7) to understand how to prepare and get prepared for an exam via recognizing difficulties and knowing preparation tips and exam nuances;
- 8) to know the assessment criteria for each exam section;
- 9) to be ready to pass each section of B2/C1 exam.

**Lecture outline**

Issues	Contents
Short history of Cambridge English	<p>1913 – creation of the first exam for non-native speakers of English – the Certificate of Proficiency in English (CPE – now known as C2 Proficiency) by UCLES (University of Cambridge Local Examinations Syndicate, a non-teaching department of the University of Cambridge operating under the brand name Cambridge Assessment)</p> <p>Description: The first Cambridge exam was held in 1913 by 3 candidates and took 12 hours, comprising speaking, writing, reading and listening, translation from English into German or French and back; reading aloud, dictation and 3-hour exam on the English Literature and phonetics.</p> <p>Approach: the grammar-translation teaching approach, aimed at evaluating reading knowledge (rather than the ability to communicate).</p> <p>Achievement: none was awarded a CPE certificate.</p> <p>1914 - 18 candidates and four passing.</p> <p>1928 - 14 candidates</p> <p>1929 - in danger of being discontinued.</p> <p>After 1929 - a number of changes are introduced: cancelling of Phonetics paper, simplification of essay topics. Turn to the communicative approach. [5]</p>
Cambridge exams for children	<p>Cambridge Exams <b>Young Learners</b> (YLE): assesses the English language skills of children aged 7-12 (primary and low-secondary school); acquaints children with everyday written and spoken English, helps gain confidence, shows parents the progress they have made, encourages a child to learn English from an early age and creates a positive attitude to language tests.</p> <p>Levels:</p> <ul style="list-style-type: none"> <li>- Pre-A1 Starters (years 7-8),</li> <li>- A1 Movers (years 9-10),</li> <li>- A2 Flyers (years 11-12).</li> </ul>

YLE format  
and skills

	<b>LISTENING</b>	<b>READING AND WRITING</b>	<b>SPEAKING</b>
<b>Pre-A1 Starters</b>	20 mins	20 mins	3-5 mins
	Maximum five shields	Maximum five shields	Maximum five shields
	<b>LISTENING</b>	<b>READING AND WRITING</b>	<b>SPEAKING</b>
<b>F1 Movers</b>	25 mins	30 mins	5-7 mins
	Maximum five shields	Maximum five shields	Maximum five shields
	<b>LISTENING</b>	<b>READING AND WRITING</b>	<b>SPEAKING</b>
<b>F2 Flyers</b>	25 mins	40 mins	7-9 mins
	Maximum five shields	Maximum five shields	Maximum five shields

**Skills to demonstrate:**

**Starters:**

- respond to questions on topics such as age, family and their home;
- understand simple expressions of communication such as: ‘Hello’, ‘How are you?’, ‘Thank you’ and respond with expressions such as: ‘Yes, please’, ‘Sorry’, ‘I don’t understand’;
- understand simple sentences about things around them such as: ‘This is a chair’, ‘I like my school’, ‘That’s my pen’;
- understand basic oral and written instructions, e.g.: ‘Open your book’, ‘Read the question’, ‘Listen to me’, instructions on how they should do an exercise in their course book;
- read and write simple words and sentences, e.g. recognise and write the letters of the English alphabet, spell their name and simple words, read short, simple words and names of objects such as animals, toys, clothes; write simple sentences about themselves and their family, etc.

**Movers:**

- ask simple questions and answer them, e.g.: “How much is/are?”, “What’s the matter?”, “I’m good at”; “How are you?” , “What do you like doing”;
- agree or disagree using phrases such as: ‘I think so’, ‘You are right’;
- ask and respond to questions about school activities such as classroom tasks, homework and holidays;
- understand when somebody talks about their family and friends in simple sentences;
- understand instructions given by the teacher in the classroom such as: ‘Take off your coats’, ‘You must do this’;
- understand signs and simple notices, simple stories and shorter texts with the help of pictures;
- write simple sentences, using words given to them;
- write about what they like doing in their free time, using words given to them;
- continue a story or text that has been started or add words that are missing.

**Flyers:**

- introduce themselves and answer basic questions about themselves;
- make and respond to invitations, suggestions, apologies and requests;
- talk briefly about things they have done, such as their favourite holiday;



	<ul style="list-style-type: none"> <li>- talk about a problem in simple terms;</li> <li>- say they do not understand something / cannot do something and ask for help using expressions such as: ‘Could you say that again, please?’;</li> <li>- understand audio and video clips used in the English lesson;</li> <li>- understand simple written English, short notices and spoken directions; longer texts about everyday topics, even if they do not know all the words, and can use a dictionary to help them understand words they do not know.</li> <li>- write a short message on a postcard or email;</li> <li>- write about how they feel, and give reasons why, in simple sentences;</li> <li>- make up a story in English using ideas, pictures or words the teacher gives them;</li> <li>- write short dialogues such as in speech bubbles, picture stories or comics. [7; 13]</li> </ul>																																																
<p>Cambridge exams for teenagers and adults</p>	<p><b>A2 Key (KET) and A2 Key for School</b> are for those who has been well in studies and has elementary level skills in conversation and writing, understands simple texts and utterances on familiar topics.</p> <p><b>B1 Preliminary (PET) B1 Preliminary for school</b> are designed for those who have mastered the basics of English (on the low intermediate level)</p> <p><b>B2 First (FCE) and B2 First for school</b> are designed to testify that the applicant is able to demonstrate all areas of language ability and has skills to live, study and work in English-speaking countries. (Intermediate to Upper-Intermediate)</p>																																																
<p>A2 Key, B1 Preliminary and B2 First format and skills</p>	<table border="1" data-bbox="416 965 1406 1637"> <tr> <td></td> <td><b>LISTENING</b></td> <td colspan="2"><b>READING AND WRITING</b></td> <td><b>SPEAKING</b></td> </tr> <tr> <td><b>A2 Key</b></td> <td>30 mins</td> <td colspan="2">1 hour</td> <td>8-10 mins per pair</td> </tr> <tr> <td></td> <td>5 parts</td> <td colspan="2">7 parts</td> <td>2 parts</td> </tr> <tr> <td></td> <td><b>LISTENING</b></td> <td><b>READING</b></td> <td><b>WRITING</b></td> <td><b>SPEAKING</b></td> </tr> <tr> <td><b>B1 Preliminary</b></td> <td>30 mins</td> <td>45 mins</td> <td>45 mins</td> <td>10-12 mins per pair</td> </tr> <tr> <td></td> <td>4 parts</td> <td>6 parts</td> <td>2 parts</td> <td>4 parts</td> </tr> <tr> <td></td> <td><b>LISTENING</b></td> <td><b>READING AND USE OF ENGLISH</b></td> <td><b>WRITING</b></td> <td><b>SPEAKING</b></td> </tr> <tr> <td><b>B2 First</b></td> <td>40 mins</td> <td>1 hour 15 mins</td> <td>1 hour 20 mins</td> <td>14 mins per pair</td> </tr> <tr> <td></td> <td>4 parts</td> <td>7 parts</td> <td>2 parts</td> <td>4 parts</td> </tr> </table> <p><b>A2 Key shows you can:</b></p> <ul style="list-style-type: none"> <li>- understand simple written information such as signs, brochures, newspapers and magazines;</li> <li>- understand announcements and other spoken material in a slow speech, pointing out the gist, details, attitudes and opinions of dialogues or monologues;</li> <li>- introduce yourself and answer basic questions about oneself;</li> <li>- interact with English speakers who talk slowly and clearly, using everyday expressions and basic phrases, answering and asking simple questions;</li> <li>- use vocabulary and structures correctly on such topics as daily life, personal details, home, food and drink, hobbies and leisure, sport, personal feelings, opinions and</li> </ul>					<b>LISTENING</b>	<b>READING AND WRITING</b>		<b>SPEAKING</b>	<b>A2 Key</b>	30 mins	1 hour		8-10 mins per pair		5 parts	7 parts		2 parts		<b>LISTENING</b>	<b>READING</b>	<b>WRITING</b>	<b>SPEAKING</b>	<b>B1 Preliminary</b>	30 mins	45 mins	45 mins	10-12 mins per pair		4 parts	6 parts	2 parts	4 parts		<b>LISTENING</b>	<b>READING AND USE OF ENGLISH</b>	<b>WRITING</b>	<b>SPEAKING</b>	<b>B2 First</b>	40 mins	1 hour 15 mins	1 hour 20 mins	14 mins per pair		4 parts	7 parts	2 parts	4 parts
	<b>LISTENING</b>	<b>READING AND WRITING</b>		<b>SPEAKING</b>																																													
<b>A2 Key</b>	30 mins	1 hour		8-10 mins per pair																																													
	5 parts	7 parts		2 parts																																													
	<b>LISTENING</b>	<b>READING</b>	<b>WRITING</b>	<b>SPEAKING</b>																																													
<b>B1 Preliminary</b>	30 mins	45 mins	45 mins	10-12 mins per pair																																													
	4 parts	6 parts	2 parts	4 parts																																													
	<b>LISTENING</b>	<b>READING AND USE OF ENGLISH</b>	<b>WRITING</b>	<b>SPEAKING</b>																																													
<b>B2 First</b>	40 mins	1 hour 15 mins	1 hour 20 mins	14 mins per pair																																													
	4 parts	7 parts	2 parts	4 parts																																													



	<p>experiences, health and exercise, language, entertainment and media, people, shopping, places and buildings, clothes, weather, travel and holidays, transport;</p> <ul style="list-style-type: none"> <li>- write short, simple notes.</li> </ul> <p><b>B1 Preliminary shows you can:</b></p> <ul style="list-style-type: none"> <li>- can read and understand details, gist, opinions and attitudes of short texts of signs, newspapers, magazines, etc.;</li> <li>- write letters, emails, articles and stories on everyday subjects, take meeting notes;</li> <li>- understand spoken materials including announcements and discussions about everyday life, showing awareness of opinions and mood in spoken and written English;</li> <li>- respond to utterances, describe, discuss using correctly vocabulary and structures on such topics as buildings, clothes, education, entertainment, environment, food and drinks, medicine and exercise, hobbies and leisure, personal feelings, shopping, sport, travelling, weather, work and jobs, etc.;</li> <li>- demonstrate mastery a wide range of grammar constructions based on your knowledge of more advanced tenses like future continuous, past continuous, past perfect; will and going to for predictions; various types of questions, all types of conditionals, connecting words expressing cause, effect and contrast; modal verbs; reported speech; simple passive constructions; adverbs and degrees of comparison.</li> </ul> <p><b>B2 shows you can:</b></p> <ul style="list-style-type: none"> <li>- communicate effectively face-to-face, expressing opinions and presenting arguments on such topics as communication, competition, culture and customs, daily life, education, entertainment and media, environmental issues, family and friends, fashion, feelings and emotions, food and drink, free time activities, health, medicine and fitness, hobbies and leisure, house and home, money, obligations, places and buildings, relations with other people, science and technology, shopping, social interaction, society, sport, technology, the natural world, time, transport, travel and holidays, weather, work and jobs;</li> <li>- write clear, detailed English, expressing opinions and explaining the advantages and disadvantages of different points of view; write letters, reports, articles, stories, essays, reviews;</li> <li>- understand details, gist, attitudes and opinions in different types of text, such as fiction, newspapers and magazines;</li> <li>- understand a range of spoken materials, such as news programmes, presentations and everyday conversations;</li> <li>- demonstrate mastery a wide range of grammar constructions based on your knowledge of past tenses, used to, would; all ways to express future; modals; imperatives, conditionals; passive constructions; gerund, infinitive and participle; articles, nouns, pronouns and determiners; different types of clauses and conjunctions\adverbs; preparatory subjects (there is and it is); inversion; word order. [1; 2]</li> </ul>
<p>Advanced Cambridge exams for adults</p>	<p><b>C1 Advanced (CAE)</b> is an in-depth, high-level, thorough test of all language skill areas that enables your having better studying and job opportunities.</p> <p><b>C2 Proficiency (CPE)</b> shows that a person has mastered English to an exceptional level and can communicate with the fluency and sophistication of a highly competent English speaker. This is the level that enables studying or working in a very senior professional or academic environment, for example on a postgraduate or PhD programme.</p>

C1 Advanced, C2 Proficiency format and skills		<b>LISTENING</b>	<b>READING AND USE OF ENGLISH</b>	<b>WRITING</b>	<b>SPEAKING</b>
	<b>C1 Advanced (CAE)</b>	40 mins	1 hour 30 mins	1 hour 30 mins	15 mins per pair
		4 parts	7 parts	2 parts	4 parts
		<b>LISTENING</b>	<b>READING AND USE OF ENGLISH</b>	<b>WRITING</b>	<b>SPEAKING</b>
	<b>C2 Proficiency (CPE)</b>	40 mins	1 hour 30 mins	1 hour 30 mins	16 mins per pair
		4 parts	7 parts	2 parts	3 parts
<p><b>C1 Advanced shows you can:</b></p> <ul style="list-style-type: none"> <li>- understand different types of text, such as fiction, newspapers, magazines; books (fiction and non-fiction), promotional materials;</li> <li>- write two different pieces of writing, such as essays, letters/emails, proposals, reports and reviews;</li> <li>- understand a range of spoken materials, such as interviews, radio broadcasts, presentations, talks and everyday conversations;</li> <li>- take part in a conversation by answering and asking simple questions. Your Speaking test will be conducted usually face to face with one or two other candidates and two examiners on such topics as future ambitions, plans and life goals; friends, family and social life; holidays &amp; travel; habits and personalities; free time and leisure activities: art, sports, cooking, reading, films, TV, music, etc.; animals, pets; countries and cities; culture and traditions; school, college and university; careers and work; language learning; the Internet and new technologies, etc.;</li> <li>- demonstrate mastery a wide range of grammar constructions based on your knowledge of all English tenses in the active and passive voice (standard and hard cases); reported speech; all types of compound and complex sentences and connectors; the subjunctive mood; countable and uncountable nouns; participle, infinitive and gerund; prepositions, phrasal verbs; word order and inversion, etc.</li> </ul> <p><b>C2 Proficiency shows you can:</b></p> <ul style="list-style-type: none"> <li>- read texts of different types, length and genres: fiction and non-fiction, non-specialist articles from newspapers, magazines and the internet, identifying details, opinion, attitude, tone, purpose, main idea, implication, structure, cohesion and coherence devices; understanding text structure;</li> <li>- understand spoken text identifying the gist, details, attitude, opinion, etc.; feeling comfortable about a monologue lasting 3–4 minutes and short, themed monologues of approximately 35 seconds each, seeing into information of the highest level, including postgraduate and PhD programmes;</li> <li>- keep up conversation between the interlocutor and another candidate, expressing opinion or speculating about various topics, exchanging ideas, expressing and justifying opinions, agreeing and/or disagreeing, suggesting, speculating, evaluating, reaching a decision through negotiation, etc; speak on your own for a longer time, expressing and justifying opinions on complex or sensitive issues, and dealing confidently with difficult questions;</li> </ul>					

- write different types of text in English – essay, article, essay, letter, report or a review. [3; 4]
--

## QUESTIONS AND TASKS

### THEME 3

1. Dwell upon the history of Cambridge English giving examples of the tasks.
2. What Cambridge exams are designed for children aged 7-12? What is the expediency of them at such an early age?
3. What types of tasks are included in the speaking section of YLE? What knowledge and skills are checked in it?
4. Watch some videos on Pre-A1 Starters, A1 Movers, A2 Flyers speaking section and compare their features. Do the tasks that check the applicants' levels give an objective and appropriate idea of them? (You may want to follow these links:

- <https://www.youtube.com/watch?v=1EJ0047E3vk>,

<https://www.youtube.com/watch?v=H9uu9Zm3WN0>

- [\[- \\[https://www.google.com/search?client=opera&hs=kD2&sca\\\\_esv=e7617bef498b6903&q=speaking+A2+Flyer&spell=1&sa=X&ved=2ahUKEwiMj5qO9dCGAxVaJhAIHQ-\\]\\(https://www.google.com/search?client=opera&hs=kD2&sca\\_esv=e7617bef498b6903&q=speaking+A2+Flyer&spell=1&sa=X&ved=2ahUKEwiMj5qO9dCGAxVaJhAIHQ-\\)\]\(https://www.google.com/search?q=speaking+A1+mover+&client=opera&hs=60M&sca\_esv=e7617bef498b6903&ei=OeBmZoK1H97\_wPAPkObauQM&udm=&ved=0ahUKEwjCtZaX9NCGAxXePxAIHRCzNjcQ4dUDCBA&uact=5&oq=speaking+A1+mover+&gs\_lp=Egxnd3Mtd2l6LXNlcnAiEnNwZWFraW5nIEExIG1vdmVyIDIGEAAAYFhgeMggQABiABBiiBDIIEAAYgAQYogQyCBAAGIAEGKIEMggQABiABBiiBEiyHFCMAViKG3ABeACQAQCYAWGgAfWgqgECMTC4AQPIAQD4AQGYAgqgAtQGwgIKEAAYsAMY1gQYR8ICBhAAGAgYHsICBRAAGIAEmAMAiAYBkAYIkgcCMTCgB-9E&scient=gws-wiz-serp#fpstate=ive&vld=cid:ef5bc5ef,vid:3e7Q97rWW5Q,st:0</a></p></div><div data-bbox=\)](https://www.google.com/search?q=speaking+A1+mover+&client=opera&hs=60M&sca_esv=e7617bef498b6903&ei=OeBmZoK1H97_wPAPkObauQM&udm=&ved=0ahUKEwjCtZaX9NCGAxXePxAIHRCzNjcQ4dUDCBA&uact=5&oq=speaking+A1+mover+&gs_lp=Egxnd3Mtd2l6LXNlcnAiEnNwZWFraW5nIEExIG1vdmVyIDIGEAAAYFhgeMggQABiABBiiBDIIEAAYgAQYogQyCBAAGIAEGKIEMggQABiABBiiBEiyHFCMAViKG3ABeACQAQCYAWGgAfWgqgECMTC4AQPIAQD4AQGYAgqgAtQGwgIKEAAYsAMY1gQYR8ICBhAAGAgYHsICBRAAGIAEmAMAiAYBkAYIkgcCMTCgB-9E&scient=gws-wiz-serp#fpstate=ive&vld=cid:61b77508,vid:qRL6B4ch0l8,st:0</a> ;</p></div><div data-bbox=)

[bCIUQBSgAegQICBAB&biw=852&bih=599&dpr=1.5#fpstate=ive&vld=cid:bf84c9ff,vid:7XwmzGRq0,st:0](https://www.google.com/search?client=opera&hs=kD2&sca_esv=e7617bef498b6903&q=speaking+A2+Flyer&spell=1&sa=X&ved=2ahUKEwiMj5qO9dCGAxVaJhAIHQ-bCIUQBSgAegQICBAB&biw=852&bih=599&dpr=1.5#fpstate=ive&vld=cid:bf84c9ff,vid:7XwmzGRq0,st:0);

<https://www.youtube.com/watch?v=5VM1C4dAFs4> )

5. What types of tasks are included in the reading and writing section of YLE?
6. Read the samples of Pre-A1 Starters, A1 Movers, A2 Flyers reading and writing section and compare their features. Do the tasks that check the applicants' levels give an objective and appropriate idea of them? (Appendix A)

7. Look through the samples of Pre-A1 Starters, A1 Movers, A2 Flyers listening section and say if 20, 25 and 35 minutes correspondently is enough on each level? Why? Why not? (Appendix B)
8. What skills are checked on each level? Does the test assess listening skills reliably and efficiently? Why? Why not?

#### THEME 4

9. Watch some videos on A2 Key (KET) and B1 Preliminary (PET) speaking part and compare their features. Do the tasks that check the applicants' levels give an objective and appropriate idea of them? (You may want to follow these links:

- [https://www.google.com/search?client=opera&hs=5xS&sca\\_esv=5a58adcc29de473b&tbm=vid&q=KET+speaking&sa=X&ved=2ahUKEwi3v7j269qGAXZhv0HHcVJBSkQ8ccDegQIERAF&biw=1022&bih=718&dpr=1.25#fpstate=ive&vld=cid:b45fea42,vid:LwO6OViagCg,st:0](https://www.google.com/search?client=opera&hs=5xS&sca_esv=5a58adcc29de473b&tbm=vid&q=KET+speaking&sa=X&ved=2ahUKEwi3v7j269qGAXZhv0HHcVJBSkQ8ccDegQIERAF&biw=1022&bih=718&dpr=1.25#fpstate=ive&vld=cid:b45fea42,vid:LwO6OViagCg,st:0) ;
- [https://www.google.com/search?q=PET++speaking&client=opera&sca\\_esv=5a58adcc29de473b&biw=1022&bih=718&tbm=vid&ei=SBpsZtitCvn\\_wPAPyMCqoAo&udm=&ved=0ahUKEwjY8Z6g8NqGAXX5PxAIHUigCqQQ4dUDCA0&uact=5&oq=PET++speaking&gs\\_lp=Eg1nd3Mtd2l6LXZpZGVvIglQRVQgIHNwZWFrW5nMgoQABiABBhDGIoFMgoQABiABBhDGIoFMgUQABiABDIGEAAAYBxgeMgYQABgHGB4yBhAAGAcYHjIGEEAAAYBxgeMgYQABgHGB4yChAAGIAEGEMYigUyChAAGIAEGEMYigVI0RRQggtYshJwAHgAkAEAmAFYoAHjA6oBATa4AQPIAQD4AQGYAgagAvkDwgIIEAAAYExgHGB7CAgcQABiABBgNmAMAIAYBkgcBNqAHzyQ&scient=gws-wiz-video#fpstate=ive&vld=cid:e84c4d0a,vid:nG-4Zd89Aqo,st:0](https://www.google.com/search?q=PET++speaking&client=opera&sca_esv=5a58adcc29de473b&biw=1022&bih=718&tbm=vid&ei=SBpsZtitCvn_wPAPyMCqoAo&udm=&ved=0ahUKEwjY8Z6g8NqGAXX5PxAIHUigCqQQ4dUDCA0&uact=5&oq=PET++speaking&gs_lp=Eg1nd3Mtd2l6LXZpZGVvIglQRVQgIHNwZWFrW5nMgoQABiABBhDGIoFMgoQABiABBhDGIoFMgUQABiABDIGEAAAYBxgeMgYQABgHGB4yBhAAGAcYHjIGEEAAAYBxgeMgYQABgHGB4yChAAGIAEGEMYigUyChAAGIAEGEMYigVI0RRQggtYshJwAHgAkAEAmAFYoAHjA6oBATa4AQPIAQD4AQGYAgagAvkDwgIIEAAAYExgHGB7CAgcQABiABBgNmAMAIAYBkgcBNqAHzyQ&scient=gws-wiz-video#fpstate=ive&vld=cid:e84c4d0a,vid:nG-4Zd89Aqo,st:0)

10. What types of tasks are included in the reading section of A2 Key (KET) and B1 Preliminary (PET)?

11. Read the samples of A2 Key (KET) and B1 Preliminary (PET) reading section and compare their features. Do the tasks that check the applicants' levels give an objective and appropriate idea of them? (Appendices C and D)

12. Read the samples of A2 Key (KET) writing section (the sixth part of the reading and writing section.) (Appendix C) What types of tasks does it include and what skills does it require?

13. Look at the sample task from Writing section of B1 Preliminary (PET) (Appendix E). How different is its format from A2 Key (KET) one? Make up a list of tips for the candidates and recommendations for the teachers training them for this part of the exam.

14. Read the instructions to candidates taking A2 Key (KET) listening section. Which requirements would you focus your trainees' attention to?

**TIME** Approximately 35 minutes (including 6 minutes' transfer time)

#### **INSTRUCTIONS TO CANDIDATES**

Do not open this question paper until you are told to do so.

Write your name, centre number and candidate number on your answer sheet if they aren't already there.

Listen to the instructions for each part of the paper carefully. Answer all the questions.

While you are listening, write your answers on the question paper.

You will have 6 minutes at the end of the test to copy your answers onto the separate answersheet. Use a pencil.

At the end of the test, hand in both this question paper and your answer sheet.

**INFORMATION FOR CANDIDATES**

There are five parts to the test. Each question carries one mark. You will hear each piece twice.

For each part of the test there will be time for you to look through the questions and time for you to check your answers.

15. Look through the samples of A2 Key (KET) (Appendix F) and B1 Preliminary (PET) (Appendix G) listening section and try to pass them following the links for the sound file:

- A2 Key (KET) : <https://www.cambridgeenglish.org/exams-and-tests/key/preparation/>
- B1 Preliminary (PET): <https://www.cambridgeenglish.org/exams-and-tests/preliminary/exam-format/>

What difficulties might the candidates come across? Make up a list of tips for the candidates and recommendations for the teachers.

16. Take a mock test of B2 First (FCE) and make up a list of skills you were to apply to pass each section of it, e.g.,

	Speaking	Listening	Reading and use of English	Writing
1	to demonstrate the ability to compare and contrast;	to predict or make an educated guesses;	to get an overall understanding of the context	to achieve coherence and cohesion in various ways;
2	...	...	...	....
3	....	....	....	....
4	....	....	....	....
..				
..				

- [https://www.google.com/search?q=B2+first+mock+test+speaking&client=opera&hs=vhE&sca\\_esv=44ea874260aa60b7&ei=LE9xZtKFNPOD9u8PhaOQkAI&ved=0ahUKEwjSy\\_ iy5-SGAXzgf0HHYURBCIQ4dUDCBA&uact=5&oq=B2+first+mock+test+speaking&gs\\_lp=Egxnd3Mtd2l6LXNlcnAiG0IyIGZpcnN0IG1vY2sgdGVzdCBzcGVha2luZzIFECEY0AEyBRAhGKABMgUQIRigAUiSGFC9CFiLFnABeAGQAQCYAYQBoAHvB6oBAzEuOLgBA8gBAPgBAZgCCqACmwjCAGoQABiwAxjWBBhHwgIGEAAyFhgewgIIEAAYgAQYogTCAGcQIRigARgKwgIEEC](https://www.google.com/search?q=B2+first+mock+test+speaking&client=opera&hs=vhE&sca_esv=44ea874260aa60b7&ei=LE9xZtKFNPOD9u8PhaOQkAI&ved=0ahUKEwjSy_ iy5-SGAXzgf0HHYURBCIQ4dUDCBA&uact=5&oq=B2+first+mock+test+speaking&gs_lp=Egxnd3Mtd2l6LXNlcnAiG0IyIGZpcnN0IG1vY2sgdGVzdCBzcGVha2luZzIFECEY0AEyBRAhGKABMgUQIRigAUiSGFC9CFiLFnABeAGQAQCYAYQBoAHvB6oBAzEuOLgBA8gBAPgBAZgCCqACmwjCAGoQABiwAxjWBBhHwgIGEAAyFhgewgIIEAAYgAQYogTCAGcQIRigARgKwgIEEC)



[EYFcICBRahGJ8FmAMAiAYBkAYIkgcDMi44oAeuOQ&sclient=gws-wiz-serp#fpstate=ive&vld=cid:dc6c7564,vid:WMnk4IEkFMM,st:0](https://www.google.com/search?q=EYFcICBRahGJ8FmAMAiAYBkAYIkgcDMi44oAeuOQ&sclient=gws-wiz-serp#fpstate=ive&vld=cid:dc6c7564,vid:WMnk4IEkFMM,st:0)

- <https://engxam.com/handbook/5-free-practice-tests-b2-first-fce/>

17. Examine the sample answer in the section Speaking Part 2. Analyze the bad and good answer due to such criteria: fluency, range of vocabulary, task achievement, accuracy, cohesion.

**Compare the two photos and say what might be good or bad for the people traveling in these ways.**



**BAD:**

*There is a man riding a bicycle. He has a helm. Um... helm. Hat? Helmhat? Helmet! Yes, he has a helmet. This man is on a motor bicycle. There is a yellow taxi behind him. Um...*

**GOOD:**

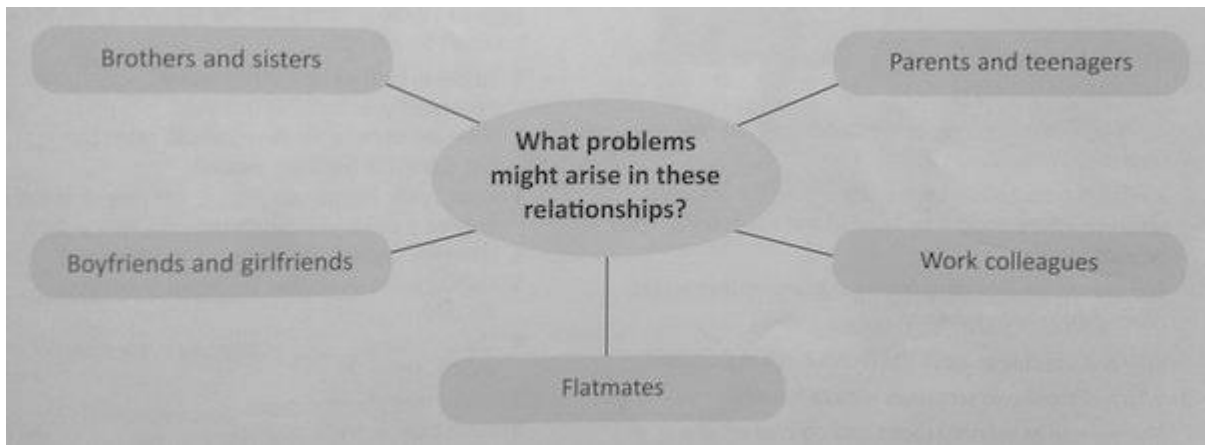
*Both pictures show men on their own. In the picture on the top there's a man on a bicycle while in the other picture he's got a motorbike. In the first photo he's out in the countryside somewhere, maybe in Scandinavia. In contrast, this man is in a city and it looks quite dusty and polluted. Here in the first image, though, we can see it looks clean and the air seems fresh.*



*I think there are good things about traveling by bicycle - it's good exercise and it's very healthy. And cheap! On the other hand, riding a motorbike doesn't give any health benefits and it's much more expensive because you have to buy petrol.*

*What about the downsides of the bicycle? I suppose it isn't very safe because cars don't respect you. But that's the same on the motorbike sometimes. Oh, the bike is quite slow - much slower than the motorbike. That's the really good thing about the motorbike - the speed, and it's easy to find a parking space! [8]*

18. Examine the sample answer in the section Speaking Part 3 (Collaborative). Analyze the bad and good answer due to such criteria: fluency, range of vocabulary, task achievement, accuracy, cohesion.



A- Which one shall we start with?

B- I'll talk about brothers and sisters first. Um... one of the problems I had with my sister is that she spends hours in the bathroom.

A- Oh, I know that one!

B- It's not like a big problem but it was a bit annoying.

A- I totally agree - in my case it was my brother who took these really long baths and made a total mess.

B- Are there any other problems in that relationship?

A- Maybe about money when their parents die. A lot of families fall out over that topic, sadly. But that's depressing. Shall we move on?

B- Sure!

A- Actually, maybe boyfriends have the same problem with their girlfriends. You know, taking so much time in the bathroom.

B- Sorry to interrupt but I think that's a bit of a stereotype. It's not really true in my opinion.

A- I have to disagree with you. Honestly, my girlfriend just disappears into the bathroom for hours. Sometimes I hear the hairdryer.

B- Well, maybe. But I think money can be a big problem in relationships. Some men hate it when their girlfriend has a higher salary. It depends on the culture and background a little bit, but I've seen it quite a few times. And they argue about who should pay for bills and such things.

A- That connects with the next topic - flatmates. It's always tricky to decide who should pay which bills. And who should do which chores, too.

B- That's just what I was thinking. And it's true for brothers and sisters and boyfriends and girlfriends, too. Everyone argues about money and chores!

A- I feel like parents and teenagers is exactly the same... so let's skip it for now and talk about work colleagues?

B- Great idea. [8]

19. Practice your FCE speaking following the link below. Remember the assessment criteria:

CRITERIA	MEANING	ASSESSMENT
Grammar resource	Degree of control of a range of simple and some complex grammatical forms	
Lexical resource	Range of appropriate vocabulary to give and exchange views on familiar and unfamiliar topics	
Discourse management	Production of extended stretches of language with very little hesitation	
	Relevance and focus upon the question	
	Range of cohesive devices and discourse markers	
Pronunciation	Illegibility, word stress, intonation, articulation	
Interactive communication	Initiating, responding, development of the discussion	

<https://www.greenwichcollege.edu.au/cambridge-fce-speaking-task-1>

For better performance use the vocabulary suggested on the site

[https://www.englishrevealed.co.uk/fce\\_vocabulary.php](https://www.englishrevealed.co.uk/fce_vocabulary.php)

20. Read the recommendation on taking Speaking Part 2 (Long Turn). Analyze your mistake in Speaking Part 2 by putting a tick against the one you have made:
- Remember the fluency: speak about two photographs for one minute without interruption and fluently \_\_\_\_\_;
  - Remember the time: don't stop if you don't know what to say: the examiner will ask you to say something else anyway; pauses are considered to be shortcomings of the performance \_\_\_\_\_;
  - Remember the format and technique: compare the photographs, don't describe them in turn \_\_\_\_\_;
  - Remember the format and technique: do two tasks in this section – comparison and answering the questions suggested \_\_\_\_\_;
  - Remember the criteria: fluency, cohesion (use of linkers), pronunciation; impressive topical vocabulary, text integrity (structure of the answer: (1) introduction, (2) picture 1– picture 2 alternate comparison (similarities / differences); (3) answering the question) \_\_\_\_\_;
  - Remember to be attentive while your partner is speaking: you will be asked to make a further comment on their topic related to their photograph \_\_\_\_\_;
21. Read the recommendation on taking Speaking Part 3 (Collaborative). Analyze your mistake made in the previous task:
- Remember preparation opportunities: you will be given 15 seconds to scan the task and outline a possible idea about each of the concepts in the diagram \_\_\_\_\_;
  - Remember the time: you will have 2 minutes to discuss the issues \_\_\_\_\_;
  - Remember the regime of performance: work as a team, be interested in what your partner is speaking, get involved in discussion rather than wait for your turn and



perform a lengthy monologue; say a couple of sentences and then asks a question; be respectful \_\_\_\_;

- Remember paralinguistic means: keep eye contact with your partner, turn your chair to face your partner, smile;
- Remember the balance: don't monopolize the conversation, have equal spans of time to speak, don't be afraid to politely interrupt if your partner takes all the time \_\_\_\_;
- Remember non-exhaustion of the topic: hit 3 to 4 topics in the diagram \_\_\_\_;
- Remember the quality of discussion and language, not agreement of opinions \_\_\_\_;
- Remember the criteria: fluency, cohesion (use of linkers), pronunciation; impressive topical vocabulary \_\_\_\_;
- Remember to be attentive while your partner is speaking: you will be asked to make a further comment on their topic related to their photograph \_\_\_\_;

22. Listen to your peers answering the questions and fill in the table:

### Success criteria B2 First - Students

Grammar and Vocabulary	Yes	No	Comments / Examples
Has your partner used simple grammar?			
Has your partner tried to use some more difficult grammar e.g. conditionals, perfect tenses, modal verbs?			
Has your partner used synonyms?			
Has your partner used enough vocabulary to express his / her ideas?			
Discourse Management	Yes	No	Comments / Examples
Pronunciation	Yes	No	Comments / Examples
Interactive Communication	Yes	No	Comments / Examples
Global Achievement	Yes	No	Comments / Examples

Band	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication	Global Achievement
5	Shows a good degree of control of a range of simple and some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on a wide range of familiar topics.	Produces extended stretches of language with very little hesitation. Contributions are relevant and there is a clear organisation of ideas. Uses a range of cohesive devices and discourse markers.	Is intelligible. Intonation is appropriate. Sentence and word stress is accurately placed. Individual sounds are articulated clearly.	Initiates and responds appropriately, linking contributions to those of other speakers. Maintains and develops the interaction and negotiates towards an outcome.	Handles communication on a range of familiar topics, with very little hesitation. Uses accurate and appropriate linguistic resources to express ideas and produce extended discourse that is generally coherent.
4	<i>Performance shares features of Bands 3 and 5.</i>				
3	Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on a range of familiar topics.	Produces extended stretches of language despite some hesitation. Contributions are relevant and there is very little repetition. Uses a range of cohesive devices.	Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly.	Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.	Handles communication on familiar topics, despite some hesitation. Organises extended discourse but occasionally produces utterances that lack coherence, and some inaccuracies and inappropriate usage occur.
2	<i>Performance shares features of Bands 1 and 3.</i>				
1	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations.	Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, despite some repetition. Uses basic cohesive devices.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Initiates and responds appropriately. Keeps the interaction going with very little prompting and support.	Handles communication in everyday situations, despite hesitation. Constructs longer utterances but is not able to use complex language except in well-rehearsed utterances.

23. Following the first link above, practice all online tests of B2 First (FCE) and report on the score. Get ready for the control test on the B2 First Level.

24. Do a test.

## THEME 5

25. Take a mock test of C1 Advanced (CAE) and make up a list of skills you were to apply to pass each section of it, e.g.,

	Speaking	Listening	Reading and use of English	Writing
1	to demonstrate the ability to compare and contrast;	to predict or make an educated guesses;	to get an overall understanding of the context	to achieve coherence and cohesion in various ways;
2	...	...	...	....
3	....	....	....	....
4	....	....	....	....
..				
..				

- <https://www.youtube.com/watch?v=KrpXCGkwpsQ>
- <https://engxam.com/handbook/practice-tests-c1-advanced-cae/>

26. Group work. Make up a list of 20 advanced word combinations and collocations on the topics below. Exchange the topic lists before the lesson to make your speaking part more impressive:

- sport, e.g. *to work out in the gym, to exercise different muscle groups with dumbbells, to jog on the treadmill, a brisk walk, a personal best, sports area, to do press-ups, to do abdominal crunches, to do squats, to sit up, to do the plank, six-pack abs, to train one's abs, to tone up, to suck a belly in, to require a small time investment, sports facilities, etc.*
- people\personality
- places
- holidays
- education
- advertising
- work
- books and films
- accommodation
- environment
- town\city
- business
- health

27. Practice your CAE speaking following the tasks below. Remember the assessment criteria:

CRITERIA	MEANING	ASSESSMENT
Grammar resource	Degree of control of a range of simple and some complex grammatical forms	
Lexical resource	Range of appropriate vocabulary to give and exchange views on familiar and unfamiliar topics	
Discourse management	Production of extended stretches of language with very little hesitation	
	Relevance and focus upon the question	
	Range of cohesive devices and discourse markers	
Pronunciation	Illegibility, word stress, intonation, articulation	
Interactive communication	Initiating, responding, development of the discussion	

### Part 1 (interview)

#### Recommendations:

- 1) Expand your answer up to two long sentences.
- 2) Use impressive vocabulary.
- 3) Keep talking if you forget a word; don't panic, don't keep silent.
- 4) Be natural, smile, use your facial expression.

- Where are you from?
- What do you do here/there?
- How long have you been studying English?
- What do you enjoy the most about learning English?
  
- Do you consider yourself an introvert or extravert?
- Do you care more about material or spiritual wealth? Why?
- How is watching a film different from reading a book?
- Do you always vote in elections? Why?/Why not?
- Do you prefer to watch a film with your family or alone? Why?
- After English, which language would you like to learn? Why?
- Tell me about an activity that you have always wanted to try.
- When you are tired, what do you do to unplug and unwind?
- Have you got any phobias?
- Are you a creative person?
- Which area of the world would you like to know more about?
- Do you like to keep up to date with the latest news? Why?/why not?
- Which festivals do you like the most in your country? Why?
- Do you think that there are enough green spaces where you live?
- Are you a conscientious person?
- What fashion trend do you dislike most of all? Why?
- What would you like to study just for interest?

- Do you like to play board games? Which ones?
- Are you good at accepting criticism? Why/why not?
- What sport are you good at? Is there a sport or game that you would like to try?
- What is your favourite film? Why?
- What do you think is your biggest weakness?
- Do you feel comfortable speaking in front of lots of people? Why? Why not?
- Would you prefer to be an employer or an employee? Why?
- Do you believe in love at first sight? Why? Why not?
- In there a lot of crime in the area where you live?
- Do you have any allergies? If so, what are you allergic to?

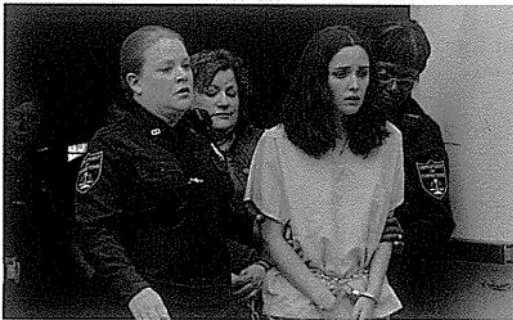
## Part 2 (Individual long turn)

### Recommendations:

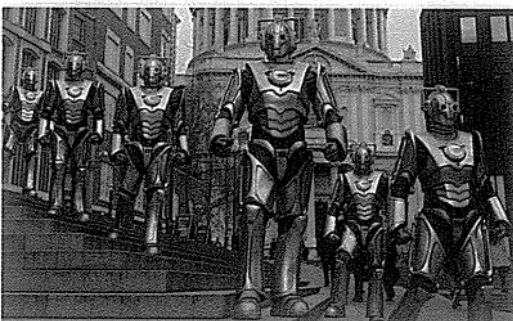
- 1) Talk withing one minute.
- 2) Don't describe the pictures.
- 3) Compare and contrast them by
  - talking about their similarities and differences
  - expressing your opinion (what you think)
  - speculating (what MIGHT be happening or happen)
- 4) Mention one thing about one picture and immediately after – the same point with the other picture.

- What might each TV series be about?
- What might the characters be like?

1A



1B



1C



- Why do these things annoy people?
- What can be done about them?

2A



2B



2C



- What do you think the people's lives are like?
- What do you think the people's personalities are like?

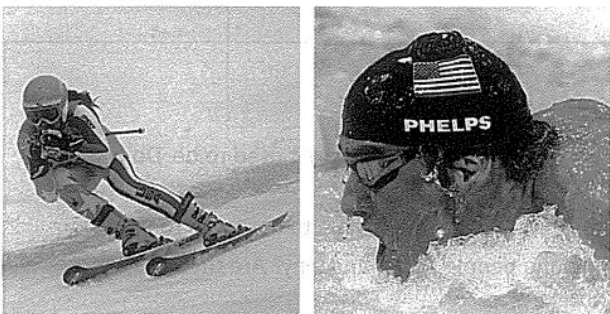
1A



1B



1C



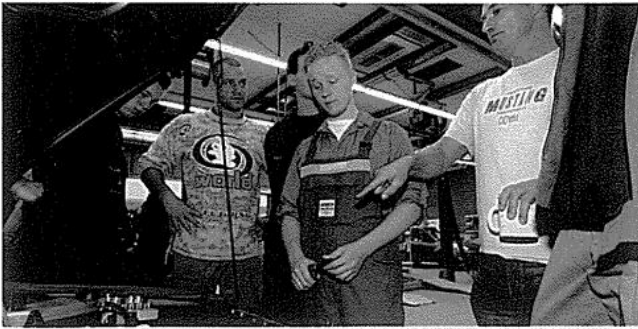


- Why might the people be taking the classes?
- What might be involved in learning each skill?

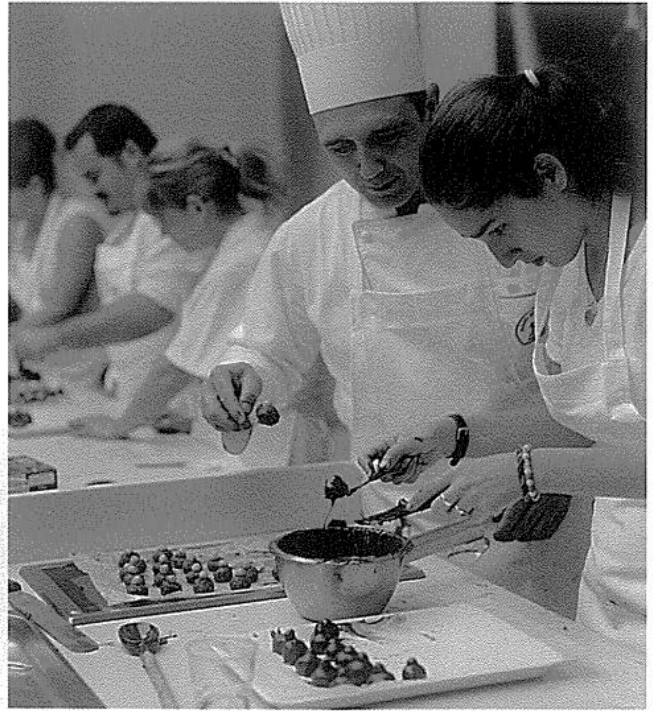
2A



2B

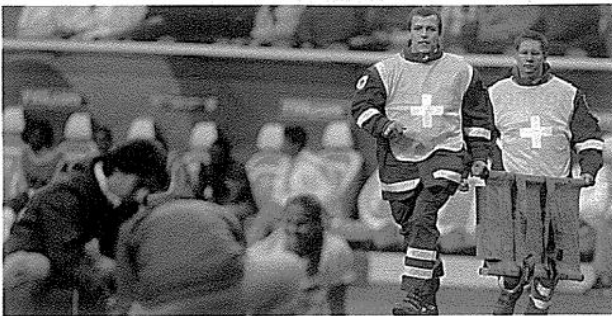


2C



- Why do you think the people are running?
- What do you think the people's lives are like?

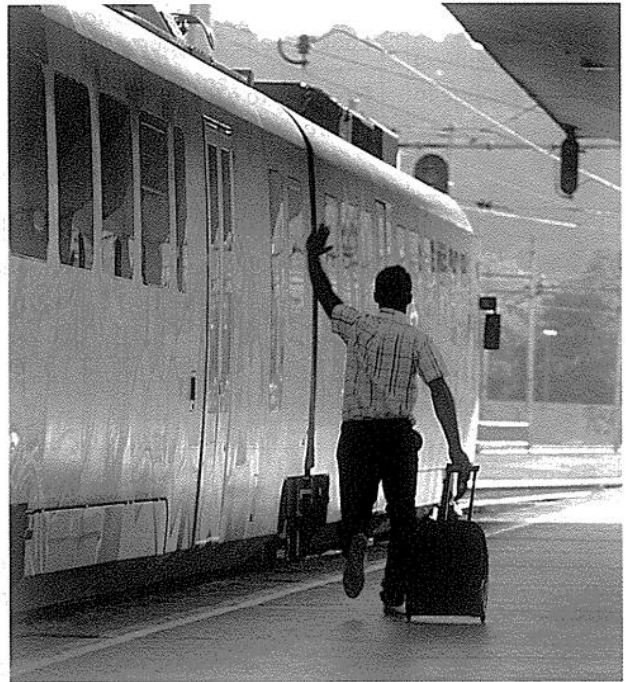
1A



1B



1C



- What do you think the speakers are talking about?
- What do you think the situation is?

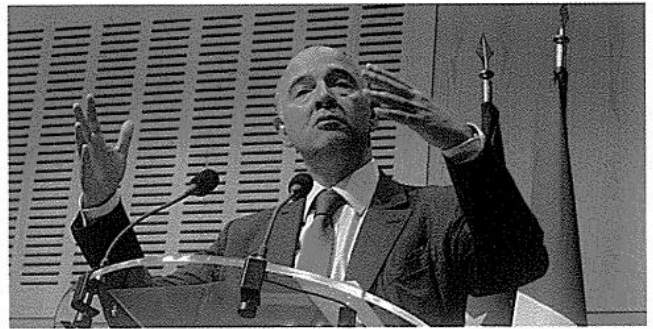
2A



2B

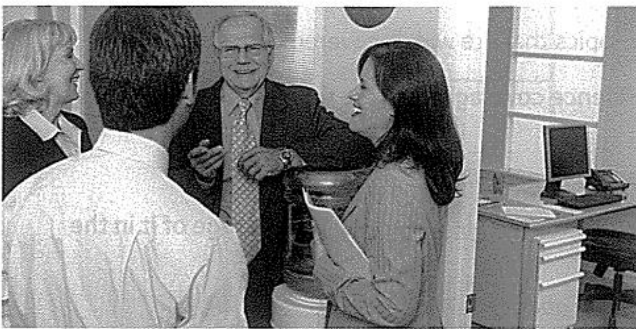


2C



- What kind of people do you think they are?
- What do you think the situation might be?

1A



1B



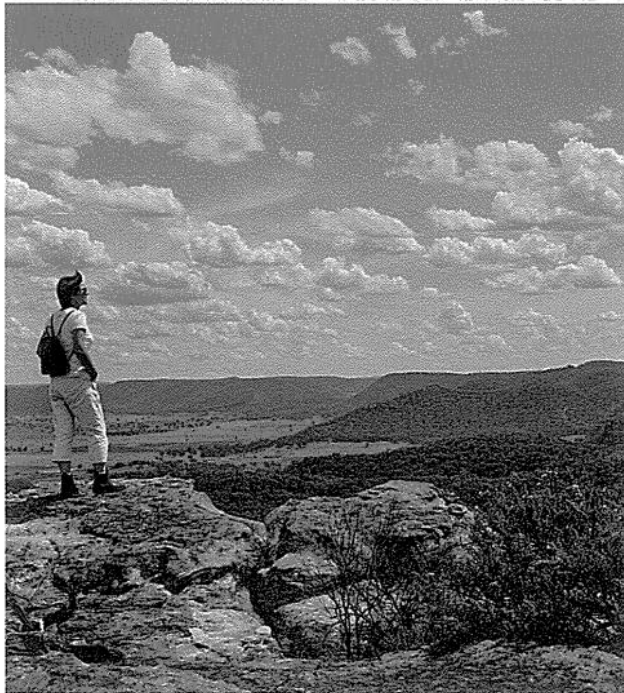
1C





- Why do you think the people might be in these surroundings?
- What kind of people do you think they might be?

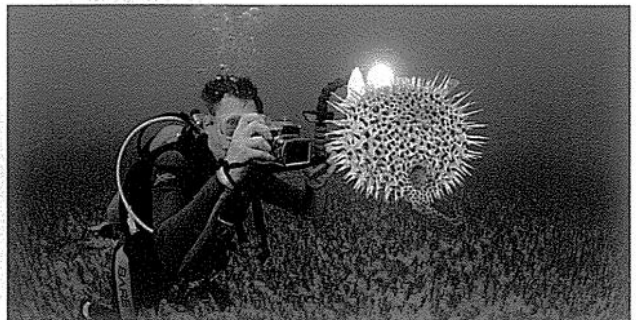
2A



2B



2C

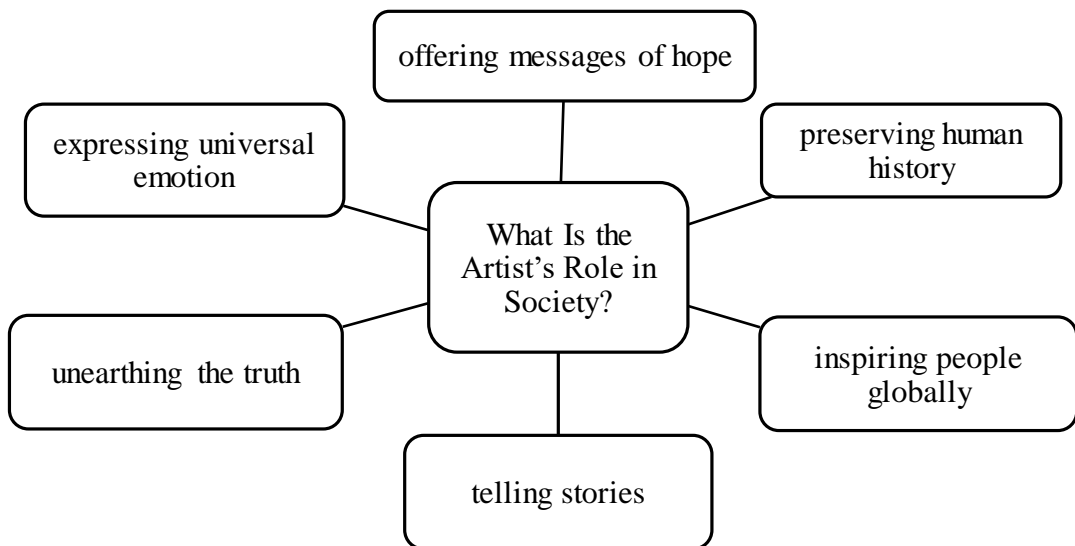
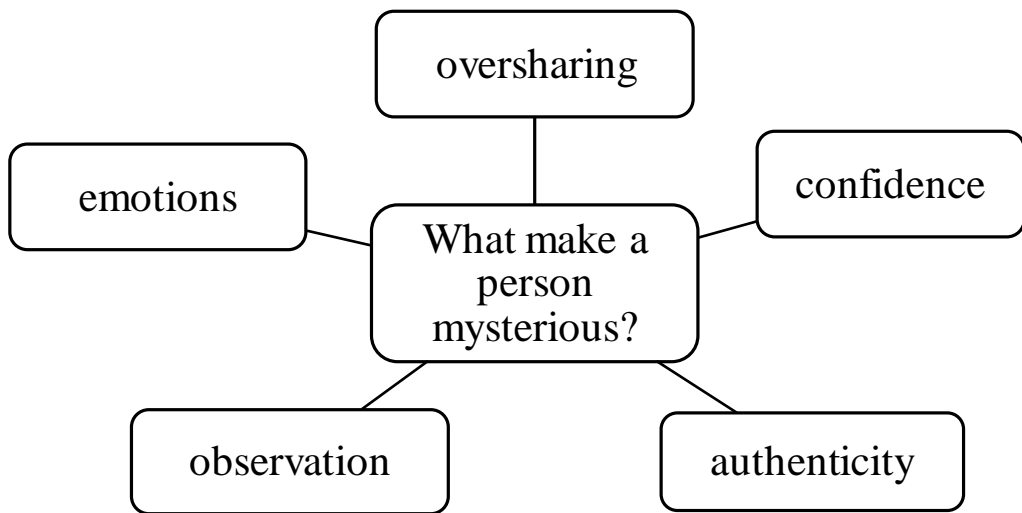
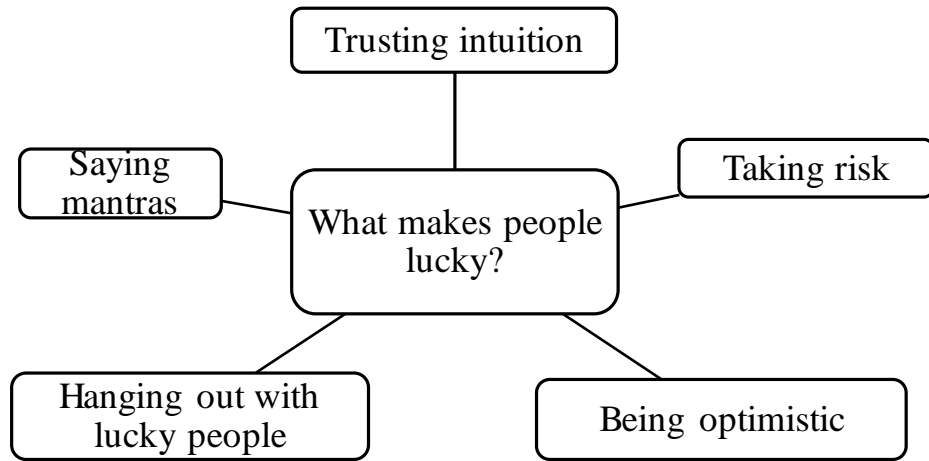


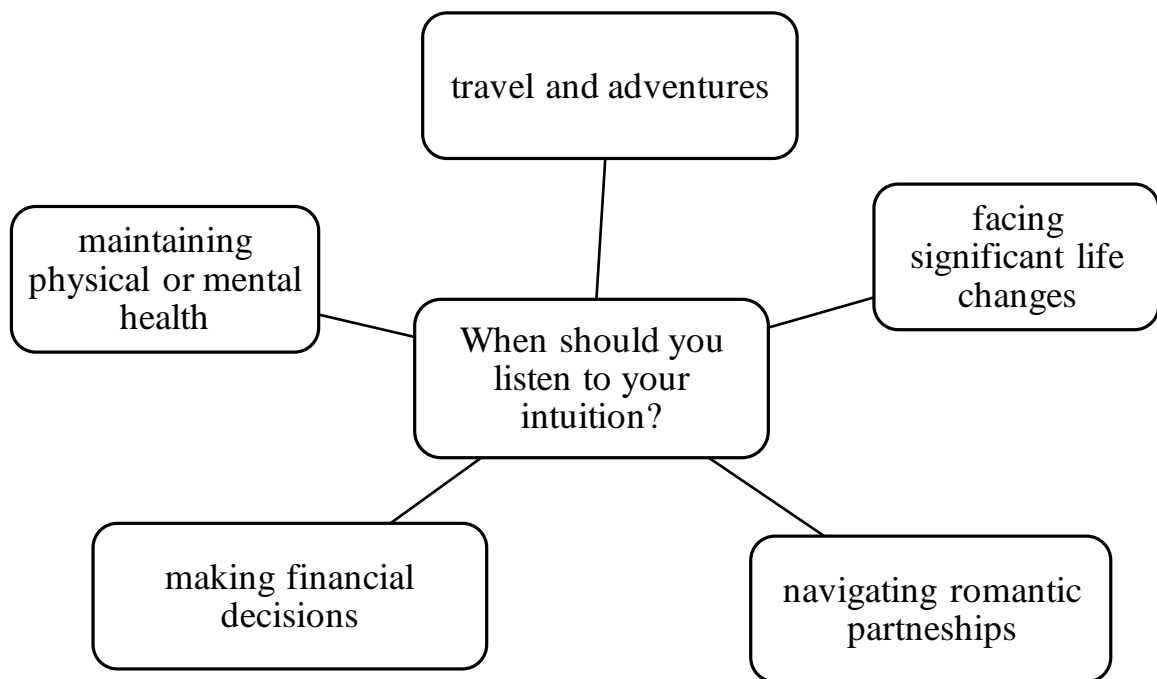
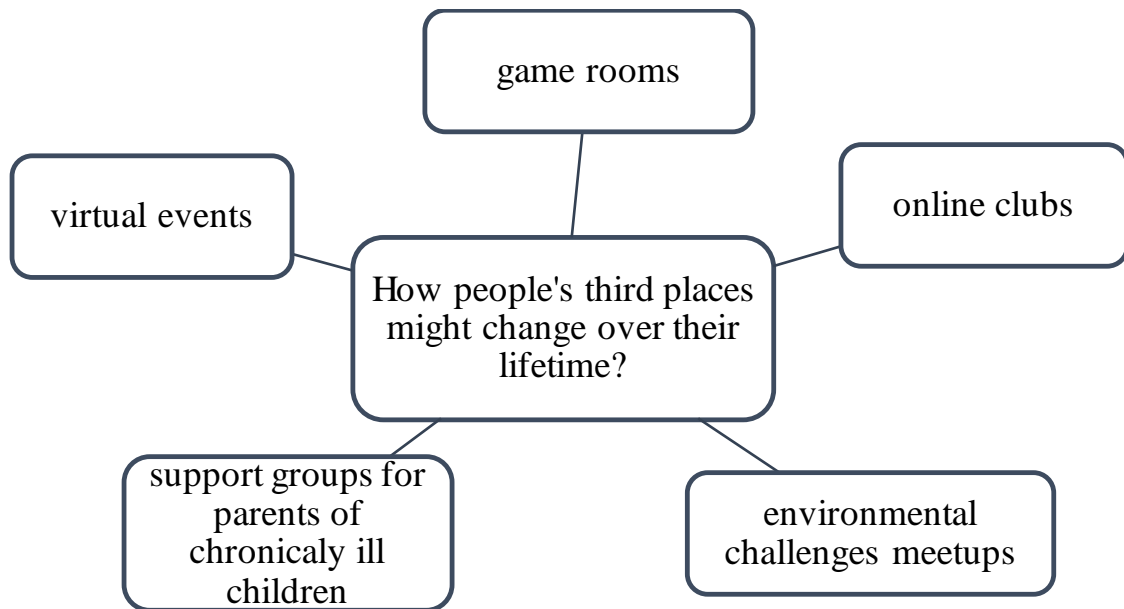
(retrieved from Harrison M. Cambridge English advanced practice tests. Five tests for the 2015 Cambridge English: Advanced exam. Oxford University press. 2014. 128 p.)

### Part 3 (Collaborative part)

#### Recommendations:

- 1) Don't try to discuss all issues, you should try to discuss about three to four points in detail within 2 minutes
- 2) .
- 3) State your opinion about an issue, explain it and ask your partner about their opinion.
- 4) Always use phrase to render your agreement/disagreement; to move from one point to another, to sum up, etc.
- 5) Be interested in what your partner has to say.
- 6) Be ready to politely interrupt your partner if they monopolize the conversation.
- 7) Don't talk more that 20 seconds.





**Part 4 (Discussion)**

**Recommendations:** Remember that you have only 2 seconds to decide what to say, and this one should comprise (1) the main idea of your answer; (2) the reason for it; (3) one example of it.

- In what ways can training change people’s attitudes in the workplace?
- Which is more important to teach people: a sense of team spirit or individual initiative? Why?
- The best form of publicity for a product was once thought to be “word of mouth”. How true is this nowadays?

- How important is it for companies to be aware of environmental issues?
- Are we slaves to consumerism?
- How do we avoid credit card debt?
- How good an idea would it be to build a new tourism development in your area
- Do people overestimate the importance of holidays?
- Are all these new gadgets really necessary?
- Are technological advances always for the best?
- Why is social media so important for businesses?
- Do you think sponsorship has made sport into a business?
- Do you think companies should pay so much money to top sports stars?

[retrieved from Kalantar O. Cambridge C1 (CAE): Guide to Speaking Part 4. May 31, 2024. URL: <https://testprp.com/cambridge-c1-speaking-part-4/>]

25. Examine the guides on CAE writing and do the tasks under them (220-260 words, 90 min):

<b>ESSAY</b>		
<b>Task</b>	<p><i>You have watched a TV programme about scholarship and who should get in in your country. You have made the following notes:</i></p> <p><b>Who should receive scholarship?</b></p> <ul style="list-style-type: none"> <li>• <i>People with exceptional academic performance</i></li> <li>• <i>Foreign exchange students</i></li> <li>• <i>Members of low-income families</i></li> </ul> <p><i>Some of the opinions expressed in the programme:</i></p> <p><i>“Students have to earn their right for free education.”</i></p> <p><i>“Children of parents with low income are usually more diligent learners.”</i></p> <p><i>“Students from abroad should feel welcomed in our country.”</i></p> <p><b>You should write an essay for your tutor discussing two groups of people that should get scholarship. You are free to use any of the opinions from the programme if you like, but you should use your own words whenever possible.</b></p>	
<b>Intro-paragraph</b> 3-5 sentences	<p>-formulate the topic, its purpose -state two points (you also state them in the first sentences of each body paragraph)</p> <p><i>We often hear about ... However, less often do we hear ..... In this essay I will discuss two possible actions that governments could focus on in order to .....</i></p>	<p><i>Tuition fees have never been low — on the contrary, only the chosen few can comfortably afford paying their studying costs. To participate in a scholarship programme has always been every student’s aspiration. Not only does the scholarship spare serious expenses, it also looks good on one’s CV. In the paragraphs below I will explain my opinion on why <u>members of poor families</u> and <u>students with outstanding marks</u> should be getting preferences for scholarship programme participation.</i></p>
<b>Body Para 1</b> - Topical sentence ( <u>opinion 1</u> )	<p><b>Linkers</b></p> <ul style="list-style-type: none"> <li>- <i>To begin with, ...</i></li> <li>- <i>A second option would be....</i></li> <li>- <i>Another reason for not financing sports...</i></li> <li>- <i>On the other hand..</i></li> <li>- <i>In contrast...</i></li> </ul>	<p><i><u>Young people from families with insufficient means</u> are generally unable to pay for their education. As children of financially-sound households are more likely to get into scholarship, as they usually have much better secondary education, it eventually leads to further widening of the wealth gap between the</i></p>

<ul style="list-style-type: none"> <li>- Reasons and examples</li> <li>- Summary or evaluation</li> </ul> <p><b>Para 2</b> Topic sentence (<u>opinion 2</u>) and 2-3 supportive sentences</p>		<p><i>rich and the poor, entailing a number of social and economic issues. For example, weakening protection for labor, and lack of financial inclusion in developing countries are only a few of these days concerns. Such opportunity inequality could be successfully mitigated by lowering the scholarship requirements for the less wealthy.</i></p> <p><u><i>Prospective students with impressive academic records should be encouraged to continue their education by charging for it.</i></u> Considering their mental aptitude and zeal, these young people are very likely to become highly-qualified professionals, potentially making an appreciable contribution to society. Therefore they ought to be eligible for scholarship participation even if they do not meet other, non-academic requirements.</p>
<p><b>Conclusion</b> (2-3 sentences)</p>	<p>It shows how <b>the two key points</b> you have presented <b>compare</b> or <b>relate</b> to each other. It clearly <b>re-states</b> your initial position from the introductory paragraph.</p> <p><i>In summary, either approach would be a step in the right direction. In my view, it would be wise to prioritize ..... because I believe it would help ..... They could then, in turn, influence .....</i></p>	<p><i>Provision of scholarship grants is not an easy task. The decision-making system should be fair and impartial, ensuring that only the most worthy and needy have their academic expenses taken care of by the government. It is only then we can ensure that the programme serves its initial purpose.</i></p>

<b>REVIEW</b>		
<b>Task</b>	<p><i>Send us a review of a book or a film focused on somebody who has made an important contribution to society.</i></p> <p><i>Did you learn anything new about the person's life from the book or film? Did the book or film help you understand why this person made their important contribution?</i></p>	
<b>Title</b>	An interesting title (advisable)	Mandella: Long walk to freedom
<b>Description</b>	An introduction (rhetorical question, Begin with an action or dialogue, describing the setting...) Write what you are going to talk about without details and spoilers.	<p><del>Have you ever been so passionate about anything that you would sacrifice your very best years for it? Would you even put it ahead of your family and friends?</del> In the film "Mandella: Long walk to freedom" we get not only a glimpse of Nelson <u>Mandella's life</u> but rather dive deep into who he was and <u>how he changes the whole country</u></p>

	A summary of the plot	
Discussion and evaluation	<b>Paragraph 1:</b> Describe the first thing mentioned in the task <u>Anything new about his life</u>	<b>While</b> the whole film captivated me throughout, there was one aspect that truly stood out to me. Nelson Mandella and his second wife Winnie had a <b>one-of-a-kind relationship</b> driving each other to continue and grow the <b>anti-apartheid movement</b> in South Africa even after Mr Mandella was <b>captured and imprisoned</b> . It is a testament to their dedication and partnership and something that a lot of us can learn from.
	<b>Paragraph 2:</b> Describe the second thing mentioned in the task <u>Why he made an important contribution</u>	<b>Despite</b> having a strong and <b>driven</b> partner in his wife, I was <b>still astonished</b> by the fact that someone would simply <b>sacrifice themselves</b> and give up a big part of their life to help others, but this biopic made me reconsider. Witnessing a <b>segregated society</b> and all the <b>racial abuse</b> the black community <b>had to endure</b> during apartheid, there was <b>no other opinion</b> for Nelson Mandella than <b>to stand up and fight for equality</b> .
	<b>Conclusion: Recommendation and suggestions.</b> Contain your general <u>impression</u> and your verdict.	All in all, “Mandella: Long walk to freedom” gives some <b>incredible insight into</b> the life of one of the world’s most famous and influential personalities of the 20 <sup>th</sup> century. <b>It would be a shame not to watch</b> it so I highly recommend that you check your favourite streaming service or buy the film as soon as you can and I promise you won’t regret it.

<b>REPORT</b>	
<b>Task</b>	<i>At the college where you study English, you recently organised a special day to raise money for charity. The Principal of the college has asked you for a report about the day. In your report, you should outline <u>what activities were organised</u>, <u>evaluate the success</u> of the day and <u>make suggestions</u> for future fundraising events.</i>
<b>Title</b> - Nothing special	<b>THE CHARITY DAY</b>
<b>Introduction</b> - States the purpose of the report - Prepare the readers - Mention 2(3) key points from the task	<b>Introduction</b> The purpose of this report is to <u>provide information</u> on The Charity Day which took place last Sunday, as well as to <u>evaluate how successful it was</u> and <u>suggest some possible actions</u> for improving it.
<b>- Subheadings</b> - The beginning sentence - The supporting information	<u><b>What was happening there?</b></u> The Charity Day was organised in terms of an effort to reach out to wider parts of society, assisting those who need our help the most. <b>In particular, it was to raise money for parentless children in Chicago, for which the organisers suggested visitors to try numerous activities they might not have a chance to try normally.</b> Activities offered included: <ul style="list-style-type: none"> <li>• horseback riding</li> <li>• curling</li> </ul>

	<ul style="list-style-type: none"> <li>• golf</li> <li>• fencing and others.</li> </ul>
	<p><b><u>What was successful?</u></b></p> <p><b>It made us very happy that all the people who came could find something they liked.</b> <u>Firstly</u>, visitors of all ages kept coming and purchasing tickets allowing them to participate in the games, curling definitely being the most favoured.</p> <p><u>Secondly</u>, abundance of people willing to donate money to the CPC is <u>also</u> a great success since the aim of the performance was to support the CPC as much as possible.</p>
	<p><b><u>Recommendations</u></b></p> <p><u>As far as reaching the day's target is concerned</u>, I must state that the event was the most successful fundraising action at our school this year. <u>However</u>, not everything went well during the day. A possibility of rain was not taken into consideration, and when it began to rain in the morning, just a few people turned up and had fun at the playground of the school. Fortunately, it stopped 20 minutes later and the weather was pleasant for the rest of the day. <u>Therefore</u>, both dry and wet scenarios have to be designed next time.</p>
	<p><b>Conclusion\ Recommendations.</b></p> <p><u>Overall</u>, The Charity Day has been a positive performance, in spite of some problems. <u>If these issues on planning are addressed</u>, it can certainly be regarded as the most significant achievement of the school.</p>

<b>PROPOSAL</b>		
<b>Task</b>	<p><i>Your college currently doesn't provide enough support for students planning to spend time studying in another country. You see this notice in the library.</i></p> <p><i>The college is planning to produce a special course for students planning to spend time studying in another country. The college principal invites students to send a proposal outlining any problems students may face.</i></p>	
<b>Title</b>		
<b>Introduction</b> <b>(2 sentences)</b> <ul style="list-style-type: none"> <li>- <b>state the purpose</b></li> <li>- <b>suggest the summary</b></li> </ul>	<p>The principal aims/objectives of this proposal are to... This proposal is intended to..</p> <p>In this proposal I describe/ evaluate/ present/ assess... a possible theme for the day and activities that could be included</p>	<p>This proposal is intended to outline common issues students have when studying abroad, and suggest ways that a course could help them to deal with these. The final section makes recommendations about what should be included in the course curriculum.</p>
<b>Body of two-three parts (3 sentences each)</b> Subheading 1 Subheading 2		<p><b>Problems when studying abroad</b></p> <p>Interviews were conducted with 20 students who have recently completed a student exchange programme. The majority of students were of the opinion that overcoming</p>



(Subheading 3)	<p>SUGGESTIONS</p> <p>It is recommended that... There should be... It would be advantageous to...</p>	<p>the language barrier in their new country was the biggest challenge and nearly half also said that they experienced culture shock. Other problems cited included unrealistic expectations, loneliness and packing the wrong things being unprepared for a different climate.</p> <p><b>Ways a course could address these problems</b></p> <p>A course could prepare students for culture shock by raising awareness of the phenomenon and describing cultural differences that students may encounter in their host country. To assist the participants with the language, a course could include some useful phrases for the first days after arrival, in addition to some resources for language learning. The course could also include a discussion about combating isolation and adjusting expectations.</p>
<p><b>Conclusion (2-3 sentences)</b></p> <ul style="list-style-type: none"> <li>- make final recommendations</li> <li>- include a final sentence summarising your opinion.</li> </ul>	<p>FINAL RECOMMENDATIONS</p> <p>I would urge you to consider this proposal favourably as ...</p> <p>If these recommendations are implemented, the situation is bound to ... ....Unless these suggestions are implemented, it is unlikely that ....</p>	<p>I would recommend you to consider these recommendations carefully as it might turn the process of studying into adventure and help students gain unforgettable memories.</p> <p>If these recommendations are implemented, young people are bound to feel more prepared for their experience.</p>

Task 1. You have listened to a radio discussion on how to get communities more involved in environmental issues. You have made the notes below:

Ideas for making communities more aware of environmental issues

- *easy recycling system*
- *'clean-up' groups*
- *leaflets*

Some opinions expressed in the discussion:

*'The recycling system is so complicated at the moment. If the council could make it easier to follow, ...'*

*'I think distributing advice leaflets to people's homes is the best system.'*

*'Surely, we need something active to appeal to young people like small groups in schools and colleges.'*

Write an essay for your tutor discussing two of the ideas from your notes. You should explain which idea would be more effective in making communities more aware of



environmental issues, giving reasons to support your opinion. You may make use of the opinions expressed in the discussion, but you should use your own words as far as possible. Write 220–260 words

Task 2. We're putting together a list of must-see or must-avoid sequels. Send us a review of a film sequel you've seen, recently or in the past, to put on the website. How did the sequel relate to the original? Did it live up to expectations or was it even better? Would you watch it again? Write your review in 220–260 words.

Task 3. The manager of a club that you attend regularly has asked members to write a report about their experiences of using the club. In your report you should explain what has been successful in the club, describe any improvements you would recommend and suggest how the club could attract new members. Write your report. Write 220–260 words.

Task 4. Your college has raised some funds through various events and has now asked students to suggest what the money could be spent on. You decide to write a proposal to the principal. In your proposal, you should outline how you think the money should be spent, describe how this could be organised and explain what the benefits to the college or the students would be. Write your proposal. Write 220–260 words.

[retrieved from Chilton H., Edwards L. Formula C1 Advanced. Coursebook. Pearson Education. London, 2021. 135 p.]

26. Following the first link above, practice several online tests of C1 Advanced (CAE) and report on the score. Get ready for the control test on the C1 Advanced (CAE) Level.

- <https://engxam.com/handbook/practice-tests-c1-advanced-cae/>

27. Look at the graphic pointing out key words and phrases. Comment on possible efficacy of such technique in the process of coping with Reading Part 6 task. Can you think of some techniques that might be recommended for Reading tasks Part 5, 7, 8.

#### Which writer

expresses a similar view to writer C on the consequences for companies of employing a large number of freelancers?

A, B, D  37

takes a different view from the others on the desirability of an increase in the number of people becoming freelancers?

38

takes the same view as writer B on the attitude of employed people to freelance work?

A, C, D  39

has a different opinion from the others on the extent to which freelancers are in control of how successful they become?

40

# The world of freelance work

Four writers look at the working life of freelancers

A

Anyone contemplating going freelance should bear in mind that to make a real go of it may well involve working harder than in an employed position. The life doesn't suit everyone and many employed people see freelancers as a totally different breed of worker, doing something that they couldn't do and wouldn't want to. Freelancers can find that they have less free time than they used to and that they take on more than they should out of a reluctance to turn down any offer. Furthermore, they may find themselves working for less money as they go along, as any rise in the number of freelancers in their field can drive fees down as a result of competition - some freelancers will be willing to accept low fees just to get work. There are dangers for companies too: using a large proportion of freelancers can mean that knowledge that is crucial to the company's operations lies outside the company itself.

B

As more and more people join the freelance workforce, it is perhaps time for an appraisal of this development. For the freelancers themselves, this means that a higher proportion of the working population consists of people who are free to decide on their own destinies, surely no bad thing. For companies, the development allows them ever-increasing flexibility, enabling them to adapt to changing circumstances quickly rather than having permanent staff who are underemployed at times. Freelance life, as anyone who does it knows well, is tough in some ways and to do well you need to be highly disciplined and organized, as well as hard-working and reliable - qualities that not everyone has when they are left to their own devices. A lot of employed people don't see things that way at all, tending to assume that freelancers have an easy life in which they can 'pick and choose' what they do, and may choose to do little.

C

An interesting by-product of companies relying on a significant number of freelancers is that a gap can open up between those freelancers and the employed personnel on the premises. This can be problematic, for example with key personnel in a project not on hand immediately if something urgent comes up. On the other hand, the increasing number of freelancers has big advantages for everyone involved, in a wide range of areas including flexible hours, child care arrangements and matching personnel to specific requirements. It is common for employed people to envy freelancers their perceived freedom compared to their own situation but this is largely a myth. To maintain a regular and viable income in freelance work takes effort and the equation is a simple one of effort and reward - your income depends on how hard you are prepared to work.

D

Freelancers often take more responsibility for their work than employed staff, who can become bored and demotivated, and in this regard it can be said that the more freelancers there are out there, the better it is for companies. To ensure the smooth running of this set-up, companies need to manage carefully their relationship with the freelance workforce - a coherent and mutually acceptable attitude needs to be developed for dealing with people who cannot be treated in the same way as permanent employees. For freelancers, making a sustainable career can be a nerve-racking business, as it can largely depend on chance encounters, word-of-mouth information from other freelancers and unexpected approaches from potential clients. It is this high-risk factor that puts many employees off the idea of going freelance.

Att  
Incr  
Company

+ Att  
+ Comp

+ Att

Comp  
+ Incr

Incr  
+ Comp  
Att

27. Following the first link above, practice one to two online tests of C2 Proficient (CPE) and report on the score.

- <https://engxam.com/handbook/practice-tests-online-c2-proficient-cpe/>

## PROJECT WORK

### Theme 3

1. Pre-A1 Starters, A1 Movers, A2 Flyers speaking section: similarities and differences; recommendations for teachers and students (interactive presentation).
2. Pre-A1 Starters, A1 Movers, A2 Flyers reading and writing sections: similarities and differences; recommendations for teachers and students (interactive presentation).
3. Pre-A1 Starters, A1 Movers, A2 Flyers listening section: similarities and differences; recommendations for teachers and students (interactive presentation).

#### Theme 4

4. A2 Key (KET) and B1 Preliminary (PET) speaking section: similarities and differences; recommendations for teachers and students.
5. A2 Key (KET) and B1 Preliminary (PET) reading and writing sections: similarities and differences; recommendations for teachers and students.
6. A2 Key (KET) and B1 Preliminary (PET) listening section: similarities and differences; recommendations for teachers and students.
7. B2 First (FCE) speaking section: format, tips and recommendations, general mistakes, extracts of the tasks (interactive presentation).
8. B2 First (FCE) listening section: format, tips and recommendations, general mistakes, extracts of the tasks (interactive presentation).
9. B2 First (FCE) reading and use of English section: format, tips and recommendations, general mistakes, extracts of the tasks (interactive presentation).
10. B2 First (FCE) writing section: format, tips and recommendations, general mistakes, types of written tasks: review, article, letter, report, story, essay (interactive presentation).

#### Theme 5

11. C1 Advanced (CAE) speaking section: format, tips and recommendations, general mistakes, extracts of the tasks (interactive presentation).
12. C1 Advanced (CAE) listening section: format, tips and recommendations, general mistakes, extracts of the tasks (interactive presentation).
13. C1 Advanced (CAE) reading subsection: format, tips and recommendations, general mistakes, extracts of the tasks (interactive presentation).
14. C1 Advanced (CAE) use of English subsection: format, tips and recommendations, general mistakes, extracts of the tasks (interactive presentation).
15. C1 Advanced (CAE) writing section: format, tips and recommendations, general mistakes, types of written tasks: review, proposal, report, letter, essay (interactive presentation).
16. C2 Proficient (CPE): overview of the sections and interactive tasks for illustration.

#### LITERATURE

1. B1 Preliminary exam format. Cambridge English language assessment. URL: <https://www.cambridgeenglish.org/exams-and-tests/preliminary/exam-format/>
2. B2 First exam format. Cambridge English language assessment. URL: <https://www.cambridgeenglish.org/exams-and-tests/first/>
3. C1 Advanced. Cambridge English language assessment. URL: <https://www.cambridgeenglish.org/exams-and-tests/advanced/>
4. C2 Proficiency. Cambridge English language assessment. URL: <https://www.cambridgeenglish.org/exams-and-tests/proficiency/>
5. Cambridge English Exams – The First Hundred Years: A History of English Language Assessment from the University of Cambridge, 1913-2013. URL: <https://nashformat.ua/products/cambridge-english-exams-the-first-hundred-years-a->

history-of-english-language-assessment-from-the-university-of-cambridge-1913-2013-902623

6. Cambridge English Language Assessment. Exams and test. Cambridge English qualifications. URL: <https://www.cambridgeenglish.org/exams-and-tests/qualifications/>
7. Cambridge English: Young Learners. Wikipedia. URL: [https://en.wikipedia.org/wiki/Cambridge\\_English:\\_Young\\_Learners](https://en.wikipedia.org/wiki/Cambridge_English:_Young_Learners)
8. FCE exam tips. Cambridge B2 First Speaking Test Part 2. URL: <https://www.fceexamtips.com/first-speaking-part-2>
9. FCE exam tips. Part 3 of the speaking test. Useful phrases with examples. URL: <https://www.fceexamtips.com/first-speaking-part-3>
10. Handbook. Free language resources for Cambridge English Language exams divided into CEFR levels. Useful exam tips, articles, grammar and exercises. URL: <https://engxam.com/handbook/>
11. Harrison M. Cambridge English advanced practice tests. Five tests for the 2015 Cambridge English: Advanced exam. Oxford University press. 2014. 128 p.)
12. Kalantar O. Cambridge C1 (CAE): Guide to Speaking Part 4. May 31, 2024. URL: <https://testprp.com/cambridge-c1-speaking-part-4/>
13. YLE Handbook for teachers. Cambridgeenglish.org URL : <https://www.cambridgeenglish.org/images/357180-starters-movers-and-flyers-handbook-for-teachers-2021.pdf>



**MODULE 3.**  
**Themes 6. IELTS:**  
**CHARACTERISTICS AND TIPS FOR PREPARATION**

**Objectives**

- 1) to understand benefits of having IELTS certificate;
- 2) to know who the exam is developed and run by;
- 3) to compare Academic and General IELTS exams;
- 4) to describe the structure of the exam and skills each section assesses;
- 5) to understand advantages and disadvantages of IELTS in comparison with Cambridge exams;
- 6) to know some strategies and tips to pass IELTS successfully.

**Lecture outline**

Issues	Contents			
General facts	<ul style="list-style-type: none"> <li>- stands for the International English Language Testing System;</li> <li>- aimed at people who want to study in an English-speaking environment, work in or emigrate to an English-speaking country, or get a job in your own country where English proficiency is required;</li> <li>- developed and run by the British Council in partnership with IDP Education and Cambridge Assessment English [2]</li> </ul>			
Types of IELTS	Academic: for academic environment	General: for practical and everyday language		
	Ensures entering university, obtaining student visas, and demonstrating your English proficiency to professional organisations.	Assess your English proficiency level in the workplace and is frequently beneficial in demonstrating your level when applying for a new position in an English-speaking company		
Structure	LISTENING	READING	WRITING	SPEAKING
	40 mins (30+10 transference)	60 mins (20 min x 3 texts)	60 mins (20+40 min)	14 mins per pair (10-15 min)
	Assesses how well you understand ideas, opinions, specific information, follow development of an argument	Assesses how well you understand general sense, the main idea, specific information, author's implications and opinions.	Assesses how well you write various genres of texts (essays, letters, descriptions of diagrams, tables, instructions, charts, graphs, schemes, etc); how accurately you organize your ideas and how wide your vocabulary and grammar range is.	Assess how well you can express your opinions, describe issues from everyday life and your personal experience; talk coherently and fluently at a stretch; how accurately you organize your ideas and how wide your vocabulary and grammar range is.

	<ul style="list-style-type: none"> <li>-multiple choice</li> <li>- plan \ map \ diagram labelling</li> <li>- sentence and flowchart completion</li> <li>- short answer</li> <li>- matching</li> </ul>	<ul style="list-style-type: none"> <li>-multiple choice</li> <li>- matching headings</li> <li>- matching sentence endings</li> <li>- matching information</li> <li>-short answer</li> <li>- summary, note, table, flow-chart, diagram label completion</li> <li>-true-false-not given tasks</li> </ul>	<ul style="list-style-type: none"> <li>- description of line \ bar graphs, pie charts, tables, processes, maps;</li> <li>- opinion, advantage \ disadvantage, cause and solution, evaluation essays</li> </ul>	<ul style="list-style-type: none"> <li>- introduction and simple questions on familiar topics</li> <li>- individual long turn on the exam card topic with prompts</li> <li>- two-way discussion on a complex topic</li> </ul>
Disadvantages of the exam	<ol style="list-style-type: none"> <li>1. Valid for only 2 years.</li> <li>2. Limited test dates, which often entitles long expectation for the exam.</li> <li>3. Insufficient time for writing.</li> <li>4. Insufficient time before listening.</li> <li>5. Unfamiliar topics.</li> <li>6. Recordings played only once.</li> </ol>			

### QUESTIONS AND TASKS

1. What types of IELTS exams do you know? What is the difference between them?
2. What are some disadvantages of the exam? How crucial are they for you?
3. How does IELTS differ from other language exams in structure? Is it harder or simpler?
4. Look at the Speaking Part cards below. Answer the questions considering recommendations given below:

Part 1	Part 2	Part 3
<ul style="list-style-type: none"> <li>- use a wide range of cohesive devices;</li> <li>- be fluent, don't hesitate or stop while answering</li> <li>- answer using full sentences</li> <li>- answer withing 1-2 sentences;</li> <li>- avoid meaningless fillers and hesitation devices;</li> <li>- use a wide range of grammar and vocabulary;</li> </ul>	<ul style="list-style-type: none"> <li>- use effectively given time (1 min) for preparation taking notes on the topic. The best way is to divide your sheet into 4 parts (due to the number of the issues) and fill in each with your ideas;</li> <li>- you do not have to cover all issues on the card;</li> <li>- avoid meaningless fillers and hesitation devices;</li> <li>- organize your long turn (2 minute) using proper structure (introduction, issue 1 – issue 2 – issue 3 – issue 4);</li> <li>- if you don't not know what to say on the card, you are to</li> </ul>	<ul style="list-style-type: none"> <li>- organize your answers properly; (1) express your opinion; (2) give the reason for your opinion (3); give an example;</li> <li>- use a wide range of grammar and vocabulary;</li> <li>- keep your answer withing approximately 3 extended sentences;</li> <li>- avoid meaningless fillers and hesitation devices.</li> </ul>



<p>- use appropriate posture, gestures and emotions, make eye contact.</p>	<p>(1) say about it honestly and talk on something associated (i.e., if you are to talk about a Chinese festival you find extremely bright, you may talk about a festival in YOUR country or any other country); (2) you can invent some facts or a story: examiners are not going to check the truth, they are interested in your communicative skills (i.e., if you are to talk about the law that you find particularly unfair, and you cannot think of any, invent such law!).</p>	
--	--	--

**Speaking Part 1.**  
**Music and Travel**

1. Where was the last place you visited on holiday?
2. Would you like to go back there again?
3. What kind of tourist destinations do you usually prefer?
4. Has a foreign visitor ever stayed at your home?

**Outdoor activities**

1. Do you like outdoor activities?
2. What outdoor sports do you like?
3. How much time do you spend outdoors every week?
4. What types of outdoor activities are popular in your country?

**Speaking Part 2. What is the important invention before the age of computer?**

**You should say:**

What is the invention?  
 Why do you think it is very important?  
 What are the advantages and disadvantages of the invention?

**Speaking Part 3. Follow-up**

1. What is the significant impact of modern inventions on life?
2. Do you think it's necessary to develop modern invention in the countryside?

**Follow-up.** In groups create hard questions and examine your peers pointing out their mistakes.

5. Do Reading Task 1 “Bilingualism in children” and
  - (a) say what difficulties you came across when working on it;
  - (b) summarize on the skills and abilities checked in the tasks;
  - (c) compare it with CAE Reading section tasks;
  - (d) make up a list of strategies you would recommend to examinees.

## Bilingualism in Children

### A

One misguided legacy of over a hundred years of writing on bilingualism<sup>1</sup> is that children's intelligence will suffer if they are bilingual. Some of the earliest research into bilingualism examined whether bilingual children were ahead or behind monolingual<sup>2</sup> children on IQ tests. From the 1920s through to the 1960s, the tendency was to find monolingual children ahead of bilinguals on IQ tests. The conclusion was that bilingual children were mentally confused. Having two languages in the brain, it was said, disrupted effective thinking. It was argued that having one well-developed language was superior to having two half-developed languages.

### B

The idea that bilinguals may have a lower IQ still exists among many people, particularly monolinguals. However, we now know that this early research was misconceived and incorrect. First, such research often gave bilinguals an IQ test in their weaker language – usually English. Had bilinguals been tested in Welsh or Spanish or Hebrew, a different result may have been found. The testing of bilinguals was thus unfair. Second, like was not compared with like. Bilinguals tended to come from, for example, impoverished New York or rural Welsh backgrounds. The monolinguals tended to come from more middle class, urban families. Working class bilinguals were often compared with middle class monolinguals. So the results were more likely to be due to social class differences than language differences. The comparison of monolinguals and bilinguals was unfair.

### C

The most recent research from Canada, the United States and Wales suggests that bilinguals are, at least, equal to monolinguals on IQ tests. When bilinguals have two well-developed languages (in the research literature called *balanced bilinguals*), bilinguals tend to show a slight superiority in IQ tests compared with monolinguals. This is the received psychological wisdom of the moment and is good news for raising bilingual children. Take, for example, a child who can operate in either language in the curriculum in the school. That child is likely to be ahead on IQ tests compared with similar (same gender, social class and age) monolinguals. Far from making people mentally confused, bilingualism is now associated with a mild degree of intellectual superiority.

### D

One note of caution needs to be sounded. IQ tests probably do not measure intelligence. IQ tests measure a small sample of the broadest concept of intelligence. IQ tests are simply paper and pencil tests where only 'right and wrong' answers are allowed. Is all intelligence summed up in such right and wrong, pencil and paper tests? Isn't there a wider variety of intelligences that are important in everyday functioning and everyday life?

### E

Many questions need answering. Do we only define an intelligent person as somebody who obtains a high score on an IQ test? Are the only intelligent people those who belong to high IQ organisations such as MENSA? Is there social intelligence, musical intelligence,

military intelligence, marketing intelligence, motoring intelligence, political intelligence? Are all, or indeed any, of these forms of intelligence measured by a simple pencil and paper IQ test which demands a single, acceptable, correct solution to each question? Defining what constitutes intelligent behaviour requires a personal value judgement as to what type of behaviour, and what kind of person is of more worth.

#### **F**

The current state of psychological wisdom about bilingual children is that, where two languages are relatively well developed, bilinguals have thinking advantages over monolinguals. Take an example. A child is asked a simple question: How many uses can you think of for a brick? Some children give two or three answers only. They can think of building walls, building a house and perhaps that is all. Another child scribbles away, pouring out ideas one after the other: blocking up a rabbit hole, breaking a window, using as a bird bath, as a plumb line, as an abstract sculpture in an art exhibition.

#### **G**

Research across different continents of the world shows that bilinguals tend to be more fluent, flexible, original and elaborate in their answers to this type of open-ended question. The person who can think of a few answers tends to be termed a convergent thinker. They converge onto a few acceptable conventional answers. People who think of lots of different uses for unusual items (e.g. a brick, tin can, cardboard box) are called divergers. Divergers like a variety of answers to a question and are imaginative and fluent in their thinking.

#### **H**

There are other dimensions in thinking where approximately 'balanced' bilinguals may have temporary and occasionally permanent advantages over monolinguals: increased sensitivity to communication, a slightly speedier movement through the stages of cognitive development, and being less fixed on the sounds of words and more centred on the meaning of words. Such ability to move away from the sound of words and fix on the meaning of words tends to be a (temporary) advantage for bilinguals around the ages four to six. This advantage may mean an initial head start in learning to read and learning to think about language.

### **Questions 1-3**

**Complete the sentences.**

**Choose NO MORE THAN THREE WORDS from the passage for each answer.**

1. For more than \_\_\_\_\_, books and articles were wrong about the intelligence of bilingual children.
2. For approximately 40 years, there was a mistaken belief that children who spoke two languages were \_\_\_\_\_.
3. It was commonly thought that people with a single \_\_\_\_\_ were more effective thinkers.

### **Questions 4-9**

**Reading Passage has eight paragraphs, A-H.**

**Choose the correct heading for paragraphs B-G from the list of headings below.**



## List of Headings

- I. No single definition of intelligence
- II. Faulty testing, a wrong conclusion
- III. Welsh research supports IQ testing
- IV. Beware: inadequate for Selling intelligence
- V. International research supports bilingualism
- VI. Current thought on the advantage bilinguals have
- VII. Early beliefs regarding bilingualism
- VIII. Monolinguals ahead of their bilingual peers
- IX. Exemplifying the bilingual advantage

<b>Example</b>	Paragraph A	vii
<b>4</b>	Paragraph B	-
<b>5</b>	Paragraph C	-
<b>6</b>	Paragraph D	-
<b>7</b>	Paragraph E	-
<b>8</b>	Paragraph F	-
<b>9</b>	Paragraph G	-

## Questions 10-13

**Do the following statements agree with the information given in the Reading Passage? Write**

- TRUE if the statement agrees with the information  
FALSE if the statement contradicts the information  
NOT GIVEN if there is no information on this

10. Balanced bilinguals have more permanent than temporary advantages over monolinguals.
11. Often bilinguals concentrate more on the way a word sounds than on its meaning.
12. Monolinguals learn to speak at a younger age than bilinguals.
13. Bilinguals just starting school might pick up certain skills faster than monolinguals.

Do Listening section. What difficulties have you come across and what do you recommend to overcome them?

## Section 1. Questions 1-10

**Questions 1-5. Choose the correct letter, A, B or C**

### Example

Thomson has just been

- ✓ **A** writing reports on the pupils.
- B** reading about the pupils' progress.
- C** speaking to a class of pupils.

1. The camping trip will be held
  - A** the following month.
  - B** from the 24<sup>th</sup> to the 26<sup>th</sup>.

- C over a five-day period.
2. Jamie's complaint about last year's trip was that
- A the camp wasn't big enough.
  - B he was unhappy while at the camp.
  - C he had problems finding the camp.
3. The campsite is located
- A in the Lake District.
  - B in Carlisle
  - C beside Lake Brant.
4. Jamie thinks the forests will be good for children who
- A are used to nature.
  - B live in cities.
  - C like sports.
5. Each child will pay
- A less than £4 a night.
  - B approximately £5.
  - C more than £10.

### Questions 6 – 10

Complete the sentences below.

Write ***NO MORE THAN THREE WORDS AND/OR A NUMBER*** for each answer.

- 6 After they arrive, the children will have a \_\_\_\_\_ at 8 o'clock.
- 7 On Saturday morning the children will get up at \_\_\_\_\_.
- 8 During the "talk back" session the children can \_\_\_\_\_.
- 9 On Sunday the children will go on a day trip to visit \_\_\_\_\_.
- 10 At 6 o'clock on Sunday the children will be on the \_\_\_\_\_.

### Section 2. Questions 11-20

Complete the sentences below

Write ***NO MORE THAN THREE WORDS AND/OR A NUMBER*** for each answer.

- 11 The man is the \_\_\_\_\_ of Student at Services at Radstock.
- 12 The \_\_\_\_\_ are all enrolled as students at the university.
- 13 The student discount cards allow students to save up to \_\_\_\_\_ per cent when eating out.
- 14 Students interested in joining a club can sign up on weekdays between \_\_\_\_\_ o'clock.
- 15 The man advises the students to \_\_\_\_\_ and enjoy themselves.

### Questions 16 – 20

Answer the questions below.

Write ***NO MORE THAN THREE WORDS AND/OR A NUMBER*** for each answer.

- 16 What kind of difficulties might people experience?

- 
- 17 What is the problem that the man mentions?

---

18 How often do drop-in sessions take place?

---

19 How long do drop-in sessions usually last for?

---

20 Who runs the workshops on personal development?

---

**Section 3 Questions 21-30**

**Questions 21-22**

Choose the correct letter, **A**, **B** or **C**.

21. Simon's main problem is that he  
A disagrees with some of the sources  
B can't find some of the sources  
C doesn't know what sources to read.
22. Which author has Simon found most useful?  
A Whitaker  
B Johnson  
C Bradman

**Questions 23 – 25**

Complete the table below

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

**HISTORY OF SCIENTIFIC METHOD**

<b>Era</b>	<b>Location</b>	<b>Details</b>
Early 1600s BC	Egypt, Babylon	Use of examination, 23 _____, treatment and prognosis.
5 <sup>th</sup> century BC	Ancient Greece	Widespread, although many still believed in the power of 24 _____; Plato was influential.
Middle Ages, before 25 _____	Muslim world	Stress on experimentation.

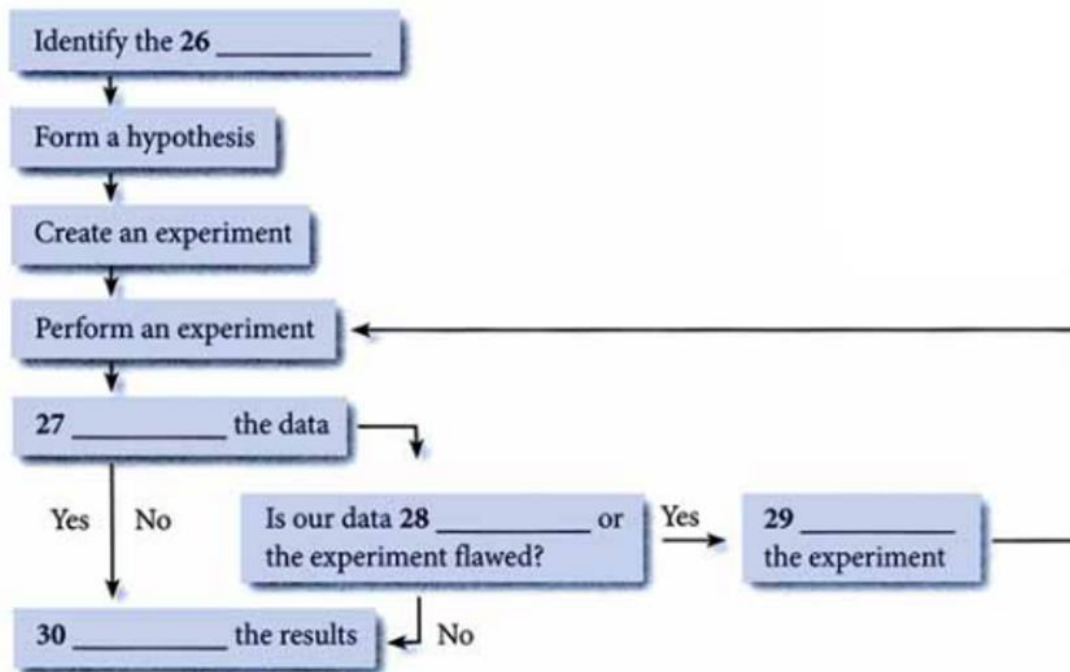
**Questions 26-30**

Complete the chart below.

Write **NO MORE THAN ONE WORD** for each answer.



## STEPS IN THE SCIENTIFIC METHOD



### SECTION 4 Questions 31-40

#### Questions 31-33

Answer the questions below

Write **NO MORE THAN THREE WORDS** for each answer.

31 In which part of London is the Tate Modern?

---

32 What did the building the Tate Modern is in use to be?

---

33 Work by whom is displayed on level 2 of the Tate Modern?

---

#### Questions 34 – 40

Complete notes below

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

- Tate St. Ives

Location: Cornwall

Built on site of: 34 \_\_\_\_\_

Housed in: 35: \_\_\_\_\_

Opening date: 1993

Exhibits 36: \_\_\_\_\_, including St Ives School

- Tate Britain

Location: Westminster

Opening date: 37 \_\_\_\_\_

Built on site of old prison

Founder: Sir Henry Tate

Exhibits 38: \_\_\_\_\_ and modern art

- Tate Liverpool  
Opening date: **1988**

Exhibits displays from Tate Collection and **39** \_\_\_\_\_

Housed in **40** \_\_\_\_\_

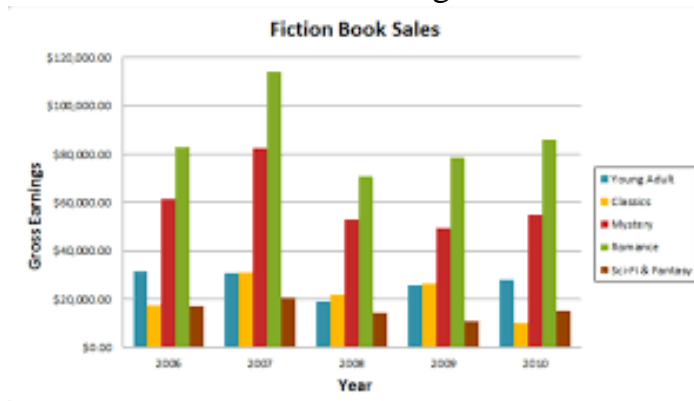
[retrieved from Mann M., Taylore-Knowles S. IELTS for academic purposes. 6 Practice tests. McGraw-Hill Education, 2009. 146 p.]

6. Go through the table demonstrating vocabulary for describing trend in graphs and tables.

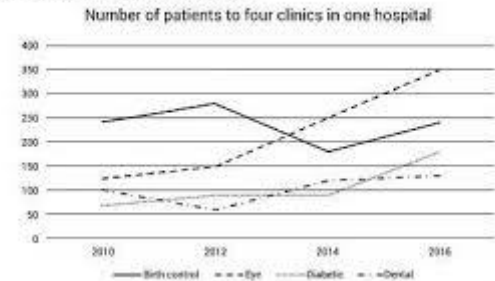
значно зростати, підніматися вгору, збільшуватися	<b>increase / rise significantly</b>	This significantly increased the number of men in the army, reaching a peak of about 1,500,000 in September 1794, although the actual fighting strength probably peaked at no more than 800,000.
швидко піднятися на високий рівень,	<b>rocket/soar</b>	In October, the figures rocket / soar to 2,600 copies.
стрімко досягти максимуму злетіти вгору	<b>reach a peak</b>	The sales increased gradually, reaching a peak of approximately 25,000 copies in April.
плавно зростати, підніматися вгору, збільшуватися	<b>increase / rise slightly</b>	The figures for Pretty Cuo increased slightly in the final year.
значно зменшитися, спадати, знижуватися	<b>decrease significantly</b>	In December the sales decreased significantly reaching a low of 1,500 books.
стрімко знизитися, впасти	<b>plummet / plunge</b>	The property values had plummeted / plunged by 2008.
плавно спадати, зменшуватися, знижуватися	<b>decrease slightly</b>	In Colombia the area under cultivation increased slightly in 2011.
досягнути мінімуму	<b>reach a low</b>	The profits of Richmond Blue saw a dramatic fall and reached a low of 2 million in 2010.
коливатися	<b>fluctuate</b>	In the last 6 months of 2018, this number fluctuated between 20 and 35 people.
залишатися незмінним	<b>remain stable</b>	the indexes of Coffee Day and Short Street Coffee remained stable...
зменшитися вдвічі	<b>halve</b>	In the past eight years, the elephant population in Africa has been halved.
поступово знижуватися, погіршуватися, зменшуватися	<b>drop/dip / show a downward trend/decline</b>	Stock prices dropped after the company's announcement.
сильно зростати	<b>grow/surge</b>	House prices surged between 2015 and 2021.
покращитися після падіння	<b>recover</b>	Profits are expected to recover in the current financial year.
різко	<b>sharply / dramatically</b>	The number of bike commuters increased sharply between 2019 and 2021.
повільно, поступово	<b>gradually / steadily</b>	The income decreased gradually over the years, falling from 20% to 12%.
значно	<b>considerably / significantly</b>	The number of people fluctuated considerably at the beginning of the described period.

трохи, плавно, незначно	<b>slightly / insignificantly / marginally</b>	However, their values dropped insignificantly.
приблизно	<b>nearly / roughly/ around</b>	The sales declined reaching a low of nearly 50 copies.

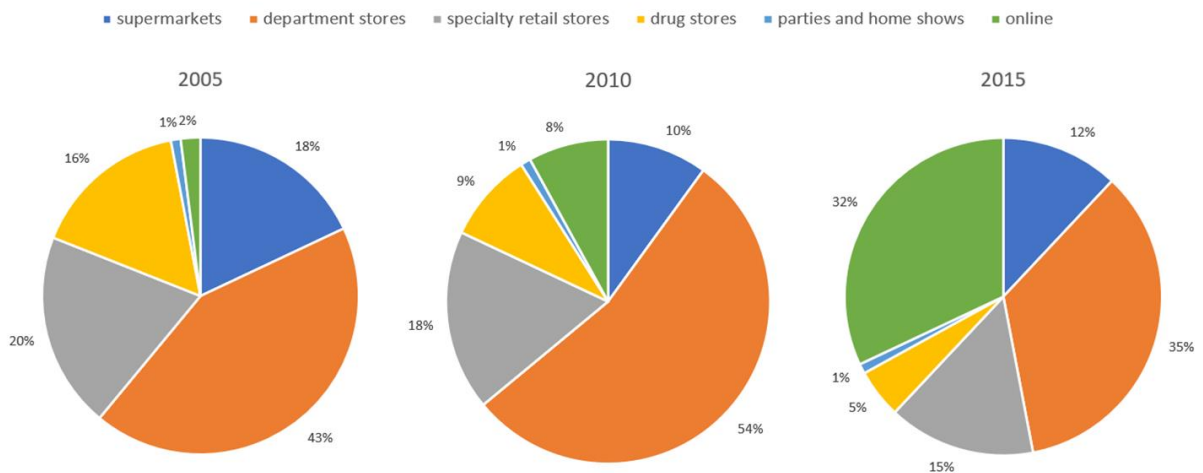
Write several sentences using some of them and the graphs below:



The line graph shows the average number of weekly patients visiting four clinics of a hospital from 2010 to 2016.



The pie charts compare various means of purchasing beauty products from 2005 to 2015.



7. Go through the example of a Reading Task of an English Proficiency exam for a University of Vienna. There is one feature that differs it from IELTS reading task – True-False-Not Given. Spot it and comment upon its advisability.

### Reading Task

Read the text about “Creative job speed dating”. First decide if the statements 1-10 are true (T) or false (F) and put a cross (x) in the correct box. Then identify the sentence in the text which supports your decision. Write the first four words of the sentence in the space provided. There maybe more than one correct answer. Write down only one. The first one (0) has been done for you.

#### JOBS: CREATIVE JOB SPEED DATING

“OK ladies and gentlemen, let’s begin, you have 5 minutes starting now.”

We were seated at a long black table in a 16th-floor suite at Sofitel Vienna Stephansdom. The five pairs engaged in conversation, asking questions, writing notes on carbon paper.

As freelancers, most people in the creative industry rely greatly on networking, but not everyone has the time or energy to go to event after event, hoping to strike up a helpful conversation. CJSD aims to make this easier. Some were sceptical about the idea at the Sofitel event in June, but then again, how bad could it be?

I “dated” a food editor for Woman Magazine, an editor at a corporate publishing start-up, Managing Editor of the business magazine Format, a consultant at a corporate branding company and a recently unemployed advertising salesman, all in 25 minutes.

The worst that can happen is that you spend a few minutes talking to someone you’ll never work with. And the best case scenario can be a new job or project, or simply inspiration. So far, the “speed dating” events have drawn between 20 and 80 people.

Creative Job Speed Dating (CJSD) is the brainchild of interior and set designer Rikki Wieland, and fashion and advertising photographer Michael Dürr. They had invited mostly members of the press and PR community to this third session.

Some call it “working the room” – roaming around, introducing yourself and striking up conversations. While perhaps pushy, this is a necessary evil as a creative freelancer. In the CJSD setting, it is not crass to brag about ideas or projects you are proud of.

The idea grew out of Dürr’s birthday party in early 2013, where he had set up a room for traditional speed dating. While guests did seem to enjoy themselves and it served as a fast track for his friends and colleagues to get to know each other, those who were spoken for felt wary about joining in.

Even asking professionally “personal” questions like “how much does that cost?” or “how much does your company rely on ad revenue?” is normal, even expected.

But they had plenty of reasons to talk, and so the idea for quickie “dating” for creative professionals was born.

In the “waiting room”, invitees said they actually got pitches for projects and ways to cooperate, simply because that’s what they were there for.

The classic idea behind speed dating is a series of brief encounters: encapsulated life stories, informing, and perchance enticing the conversation partner in all of 5 minutes.

In September and October the team will be inviting fashion professionals to a Vienna-fashion-week-themed event, and in October it’s all about art, as Vienna is taken over by the VIENNAFAIR. So if you’re a designer, makeup artist, or fashion photographer – keep checking CJSD’s Facebook page for future dates and venues.

		T	F	First four words
0	Rikki Wieland and Michael Dürr invented “Creative Job Speed Dating”.		x	CJSD is the brainchild
1	At a private event, Dürr had arranged a romantic speed dating.			
2	CJSD allows you to talk to five different people in less than half an hour.			
3	“Creative Job Speed Dating” at Sofitel Vienna Stephansdom was the first of its kind.			
4	All freelancers have a lot of free time and can easily attend a lot of events.			
5	The Sofitel event took place in autumn.			
6	The risk you take when attending a “Creative Job Speed Dating” event is not very high.			

7	As a creative freelancer you have to be pushy.			
8	It is taboo to ask questions about money.			
9	All invitees hope to find an employment.			
10	There will be more CJSJ events in Vienna.			

8. Listen to the presentations on IELTS Writing Section. Task 1. Choose one writing task out of the ones suggested by your peers at the end of each presentation. Following the strategies and recommendations mentioned, write a text of about 150 words (see Project Work section below, Task 4).

9. Listen to the presentations on IELTS Writing Section. Task 2. Choose one writing task out of the ones suggested by your peers at the end of each presentation. Following the strategies and recommendations mentioned, write a text of about 250 words (see Project Work section below, Task 4).

### **PROJECT WORK**

1. IELTS speaking section: format, tips and recommendations, general mistakes, extracts of the tasks (interactive presentation).
2. IELTS listening section: format, tips and recommendations, general mistakes, extracts of the tasks (interactive presentation).
3. IELTS reading subsection: format, tips and recommendations, general mistakes, extracts of the tasks (interactive presentation).
4. IELTS writing section: format, tips and recommendations, general mistakes, types of written tasks: line \ bar graphs, pie charts, tables, processes, maps; opinion, advantage \ disadvantage, cause and solution, evaluation essays.

### **LITERATURE**

1. Mann M., Taylore-Knowles S. IELTS for academic purposes. 6 Practice tests. McGraw-Hill Education, 2009. 146 p.
2. What is IELTS? All You Need to Know About IELTS. URL: <https://takeielts.britishcouncil.org/take-ielts/what-ielts>



**MODULE 4.**  
**Themes 6. TOEFL:**  
**CHARACTERISTICS AND TIPS FOR PREPARATION**

**Objectives**

- 1) to recognize advantages of having a TOEFL certificate;
- 2) to know who the exam is developed and run by;
- 3) to compare Cambridge and TOEFL exams;
- 4) to describe the structure of the exam and skills each section assesses;
- 5) to understand advantages and disadvantages of TOEFL in comparison with Cambridge exams;
- 6) to know some strategies and tips to pass TOEFL successfully.

**Lecture outline**

Issues	Contents
General facts	The test is mostly taken by students applying to universities in the United States, but it is also accepted by some universities outside the United States, i.e. the UK, Ireland, New Zealand, Australia, and others. [1]
Types of TOEFL exams	TOEFL iBT (the only test that measures all four academic English skills – reading, listening, speaking and writing – everything students need in classroom. It was originally designed to confirm English level of foreign students applying to study in US universities). TOEFL Essentials TOEFL Junior TOEFL Primary TOEFL PBT
Owned by	Education Testing Service (ETS), the largest nonprofit educational measurement organization, based in Princeton, New Jersey
Structure and features	
Reading	20 questions for 36 minutes to read three academic texts, totaling around 2100 words Question types: <ul style="list-style-type: none"> <li>- Vocabulary Questions</li> <li>- Rhetorical Purpose Questions</li> <li>- Inference Questions</li> <li>- Sentence Simplification Questions</li> <li>- Insert Text Questions</li> <li>- Factual Information Questions</li> <li>- Negative Factual Information Questions</li> <li>- Reference Questions</li> <li>- Fill in a Table Questions</li> <li>- Organization Questions [2]</li> </ul>
Writing	2 essays: <ul style="list-style-type: none"> <li>- based on extracting the main ideas from a discussion of the provided text or audio</li> <li>- you argue your own reasoning on a given topic</li> </ul>
Listening	28 questions, 41 minutes for 3 lectures and 2 conversations It implies listening for: <ul style="list-style-type: none"> <li>• basic comprehension</li> </ul>



	<ul style="list-style-type: none"> <li>• understanding the speaker's attitude and degree of certainty</li> <li>• connecting information</li> </ul>		
Speaking	Task 1: Independent	about 1 minute	Social issues
	Task 2: Integrated (Reading and Listening)	about 3 minutes	Student life
	Task 3: Integrated (Reading and Listening)	about 3 minutes	Academics
	Task 4: Integrated (Listening)	about 3 minutes	Combination of the previous two tasks
[4]			

## QUESTIONS AND TASKS

1. What do you know about the history of TOEFL exam?
2. What kinds of TOEFL language exams do you know? What are the differences between them?
3. What is the structure of TOEFL iBT?
4. What skills is the exam based upon?
5. Practice the reading task of the exam, check your achievement with a key, following the link. What struck you as unusual about the format of the Reading Section?  
[https://www.bestmytest.com/sites/default/files/pdf/bestmytest\\_toefl\\_reading\\_practice\\_test.pdf](https://www.bestmytest.com/sites/default/files/pdf/bestmytest_toefl_reading_practice_test.pdf)

6. Read Writing 1 task and answer the questions below:

### **Writing Practice Set 1 (Integrated): Passage, Lecture, and Question Directions:**

Give yourself 3 minutes to read the passage.

*In an effort to encourage ecologically sustainable forestry practices, an international organization started issuing certifications to wood companies that meet high ecological standards by conserving resources and recycling materials. Companies that receive this certification can attract customers by advertising their products as “ecocertified.” Around the world, many wood companies have adopted new, ecologically friendly practices in order to receive ecocertification. However, it is unlikely that wood companies in the United States will do the same, for several reasons.*

*First, American consumers are exposed to so much advertising that they would not value or even pay attention to the ecocertification label. Because so many mediocre products are labeled “new” or “improved,” American consumers do not place much trust in advertising claims in general.*

*Second, ecocertified wood will be more expensive than uncertified wood because in order to earn ecocertification, a wood company must pay to have its business examined by a certification agency. This additional cost gets passed on to consumers. American consumers tend to be strongly motivated by price, and therefore they are likely to choose cheaper uncertified wood products. Accordingly, American wood companies will prefer to keep their prices low rather than obtain ecocertification.*

*Third, although some people claim that it always makes good business sense for American companies to keep up with the developments in the rest of the world, this argument is not convincing. Pursuing certification would make sense for American wood companies only if they marketed most of their products abroad. But that is not the case—American wood businesses sell most of their products in the United States, catering to a very large customer base that is satisfied with the merchandise.*

**Directions:** Read the transcript

Narrator Now listen to part of a lecture on the topic you just read about.

Professor *Well, despite what many people say, there's good reason to think that many American wood companies will eventually seek ecocertification for their wood products. First off, consumers in the United States don't treat all advertising the same. They distinguish between advertising claims that companies make about their own products and claims made by independent certification agencies. Americans have a lot of confidence in independent consumer agencies. Thus, ecologically minded Americans are likely to react very favorably to wood products ecologically certified by an independent organization with an international reputation for trustworthiness.*

*Second point—of course it's true that American consumers care a lot about price—who doesn't? But studies of how consumers make decisions show that price alone determines consumers' decisions only when the price of one competing product is much higher or lower than another. When the price difference between two products is small—say, less than five percent, as is the case with certified wood—Americans often do choose on factors other than price. And Americans are becoming increasingly convinced of the value of preserving and protecting the environment.*

*And third, U.S. wood companies should definitely pay attention to what's going on in the wood business internationally, not because of foreign consumers, but because of foreign competition. As I just told you, there's a good chance that many American consumers will be interested in ecocertified products. And guess what, if American companies are slow capturing those customers, you can be sure that foreign companies will soon start crowding into the American market, offering ecocertified wood that domestic companies don't.*

**Directions:** Give yourself 20 minutes to plan and write your response. Your response is judged on the quality of the writing and on how well it presents the points in the lecture and their relationship to the reading passage. Typically, an effective response will be 150 to 225 words. You may view the reading passage while you respond.

**Response time:** 20 minutes

**Question:** Summarize the points made in the lecture, being sure to explain how they cast doubt on specific points made in the reading passage. [4]

**Questions to consider:**

- 1) Which points made in the reading does the professor disagree about?
  - that...
  - that...
  - that...
- 2) Correlate the points stated in the reading part with the ones made by the professor:

Points made in the reading	Counterpoints made in the lecture

7. Read Writing 2 task card and answer the question below:

**Writing Practice Set 2 (Independent): Question**  
**Directions:** Read the question below. Give yourself 30 minutes to plan, write, and revise your essay. Typically, an effective response will contain a minimum of 300 words. **Reading Time:** 30 minutes  
**Question:** Do you agree or disagree with the following statement?  
  
*Television advertising directed toward young children (aged two to five) should not be allowed. Use specific reasons and examples to support your answer.*  
  
 Use specific reasons and examples to support your answer.

- What difficulties might an examiner come across when doing this task?
8. Following the link ([https://www.examenglish.com/toefl/toefl\\_listening.htm](https://www.examenglish.com/toefl/toefl_listening.htm)) do the listening part of TOEFL and report on the results obtained. What difficulties did you come across and how to cope with them?
  9. Following the link (<https://global-exam.com/blog/en/toefl-speaking-online-training/>) try and practice Speaking part of the exam. What difficulties did you come across and how to cope with them?
  10. Follow the link (<https://www.youtube.com/watch?v=qKspcmSn9hw>) for a sample of a speaking part with answers. What skills are assessed in this part? Assess the answers of the examiner you hear.

## PROJECT WORK

1. TOEFL speaking section: format, tips and recommendations, general mistakes, extracts of the tasks (interactive presentation).
2. TOEFL listening section: format, tips and recommendations, general mistakes, extracts of the tasks (interactive presentation).
3. TOEFL reading subsection: format, tips and recommendations, general mistakes, extracts of the tasks (interactive presentation).
4. TOEFL writing section: format, tips and recommendations, general mistakes, types of written tasks.

## LITERATURE

1. English proficiency test. A complete guide. TOEFL. URL: <https://www.ef.com/wwen/english-tests/toefl/>
2. How to get a high TOEFL Reading score. URL: [https://www.bestmytest.com/toefl/reading?gad\\_source=1&gclid=EAIaIQobChMI9NDP8JGkhwMVKmdBAh1CJgfKEAAYBCAAEgIy1PD\\_BwE](https://www.bestmytest.com/toefl/reading?gad_source=1&gclid=EAIaIQobChMI9NDP8JGkhwMVKmdBAh1CJgfKEAAYBCAAEgIy1PD_BwE)
3. Kaplan's TOEFL iBT Prep Plus, 2020-2021 4 Practice Tests + Proven Strategies + Online + Audio (Kaplan Test Prep). Kaplan Test Prep, 2021. 324 p.
4. TOEFL speaking: guidelines, format and exercises example. URL: <https://global-exam.com/blog/en/toefl-speaking-online-training/>



APPENDIX A

**SAMPLES OF YLE READING AND WRITING PART**

[retrieved from Pre A1 Starters, A1 Movers and A2 Flyers Sample papers. For exams from 2018. Cambridge Assessment English. Cambridge. United Kingdom. 2018. 98 P.]

Pre-A1 Starters

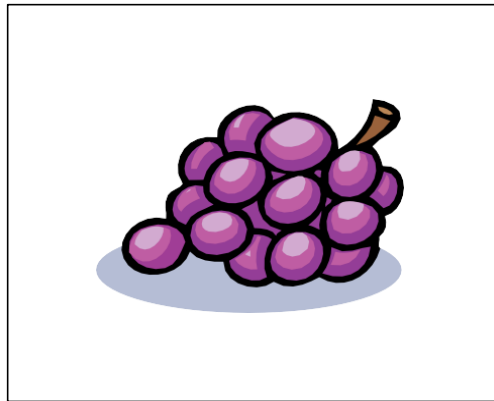
Part 1

– 5 questions –

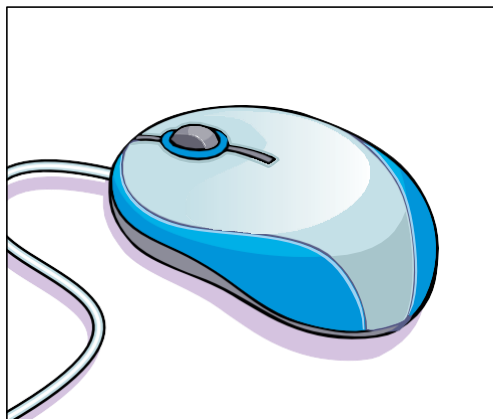
**Look and read. Put a tick (✓) or a cross (X) in the box. There are two examples.**

**Examples**

These are grapes.



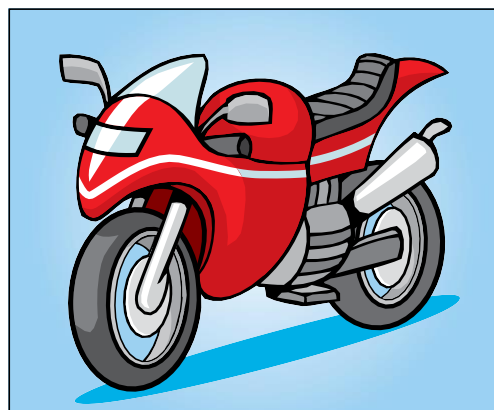
This is a house.



**Questions**

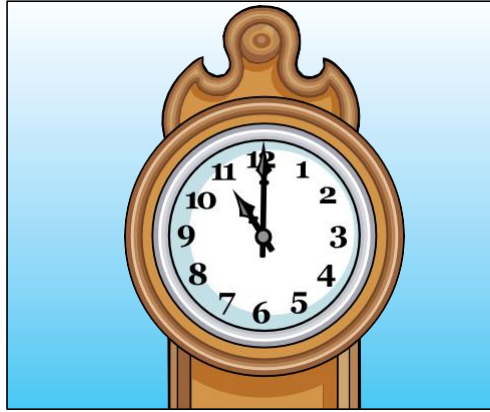
1

This is a helicopter.



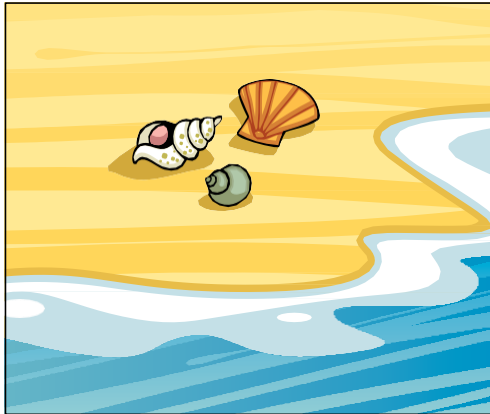
2

This is a clock.



3

These are shells.



4

This is a sock.



5

These are chairs.





Part 2  
- 5 questions -

- Look and read. Write yes or no.



**Examples**

There are two armchairs in the living room. The big window is open.

yes  
.....  
no  
.....

**Questions**

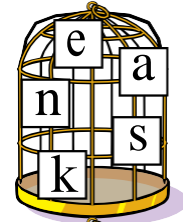
- 1 The man has got black hair and glasses. ....
- 2 There is a lamp on the bookcase. ....
- 3 Some of the children are singing. ....
- 4 The woman is holding some drinks. ....
- 5 The cat is sleeping under an armchair. ....

Part 3  
- 5 questions -

Look at the pictures. Look at the letters. Write the words. Example



s n a k e

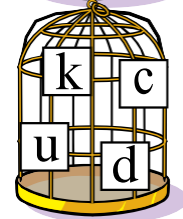


Questions

1



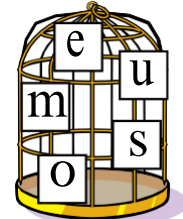
-----



2



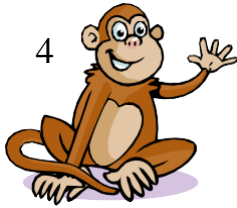
-----



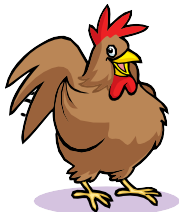
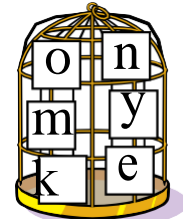
-----



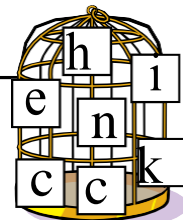
4



-----



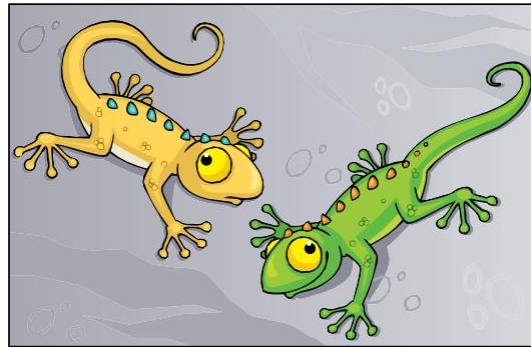
-----



Part 4  
– 5 questions –

Read this. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.

Lizards


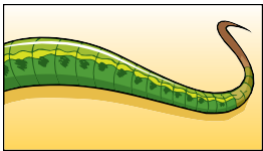
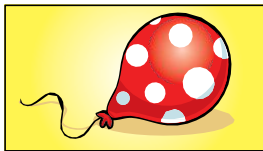


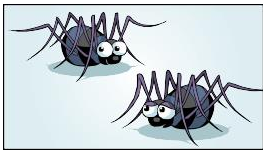




Lots of lizards are very small ..... **animals** ..... but some are really big.

Many lizards are green, grey or yellow. Some like eating (1).....and some like eating fruit.

A lizard can run on its four (2)..... and it has a long (3)..... at the end of its body.

Many lizards live in (4)..... but, at the beach, you can find some lizards on the (5)..... . Lizards love sleeping in the sun!

Example			
			
animals	tail	balloon	trees
			
legs	spiders	teacher	sand

Part 5

– 5 questions –

Look at the pictures and read the questions. Write one-word answers.



**Examples**

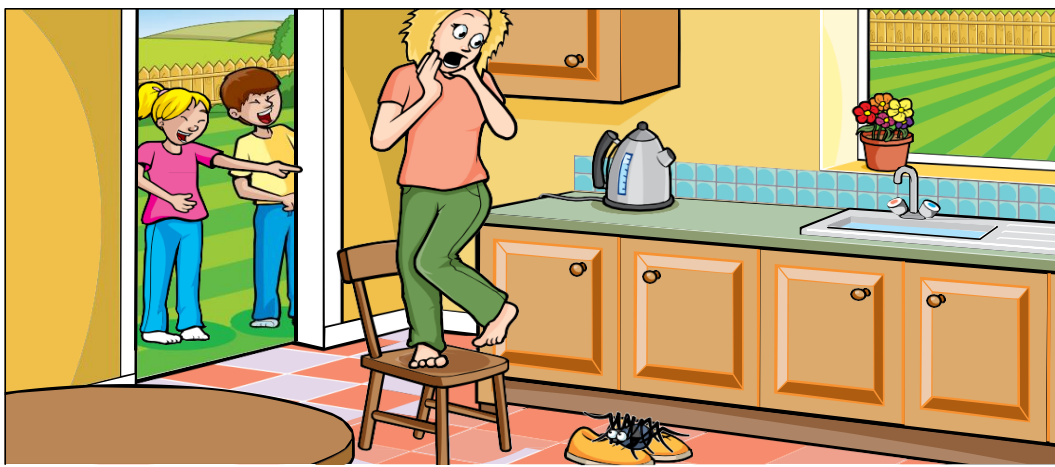
Where are the people? in the kitchen

How many children are there? two

**Questions**

2. What are the children playing with? some toy .....





- 1 What is Mum standing on?
- 2 Where is the spider?
- 3 Who is pointing?
- 4 Where are the children?

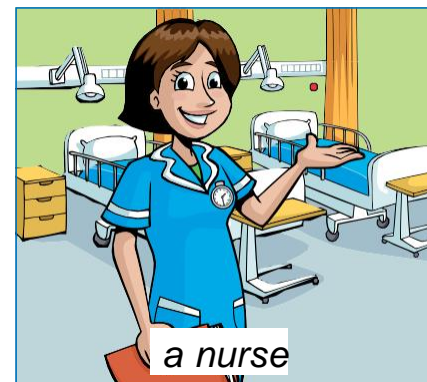
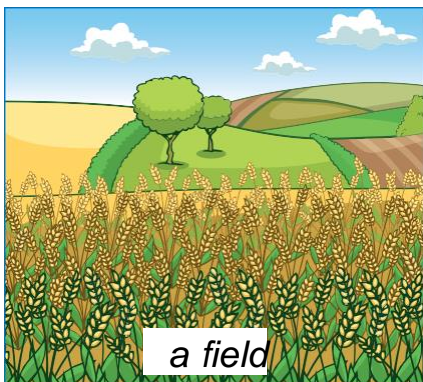
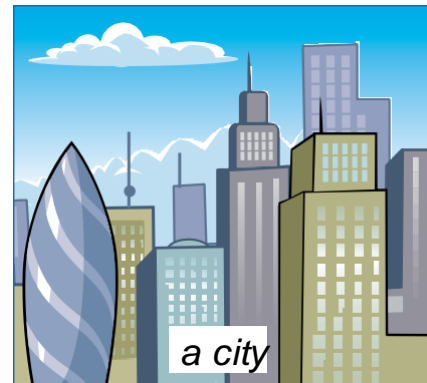
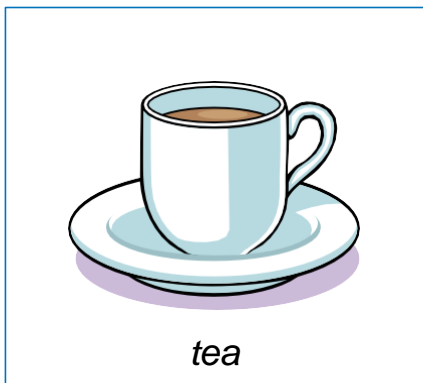
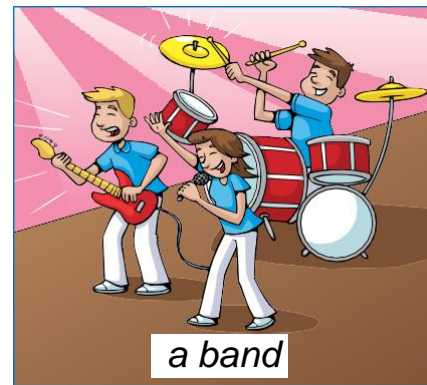
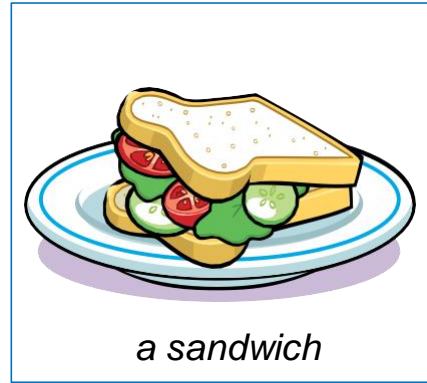
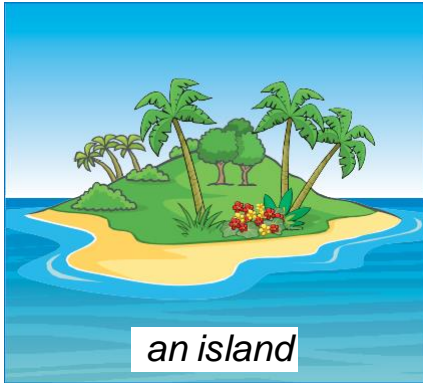
a .....

on Mum's .....

the.....

In the .....

A1 Movers  
Part 1  
– 5 questions –



Look and read. Choose the correct words and write them on the lines. There is one example.



**Example**

The people in this sometimes sing or play guitars.

a band .....

**Questions**

- 1 This person helps people who aren't well in hospital. ....
- 2 Some people put milk or lemon in this drink. ....
- 3 There are lots of cars, buses and people in this busy place. ....
- 4 You can put cheese or meat between bread to make this .....  
.....
- 5 This is part of a farm where you often see vegetable plants. ....  
.....

**Part 2**

– 6 questions –

Read the text and choose the best answer.

**Example**



**Paul:** What did you do last night, Daisy?

- Daisy:**
- (A) I watched television.
  - B I'm watching television.
  - C I don't watch television.

**Questions**

- 1 **Paul:** Did you see the film about pirates?  
**Daisy:** A Yes, so do I.  
B Yes, it was great.  
C Yes, that's him.



**Example**



*library*



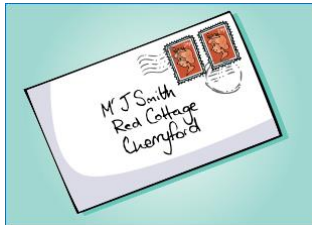
*website*



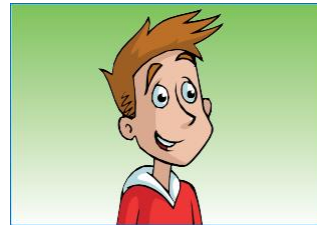
*frightened*



*hopping*



*address*



*surprised*



*cleverest*



*bounce*



*ideas*

**(6) Now choose the best name for the story.**

**Tick one box.**

*Paul's favourite bear*

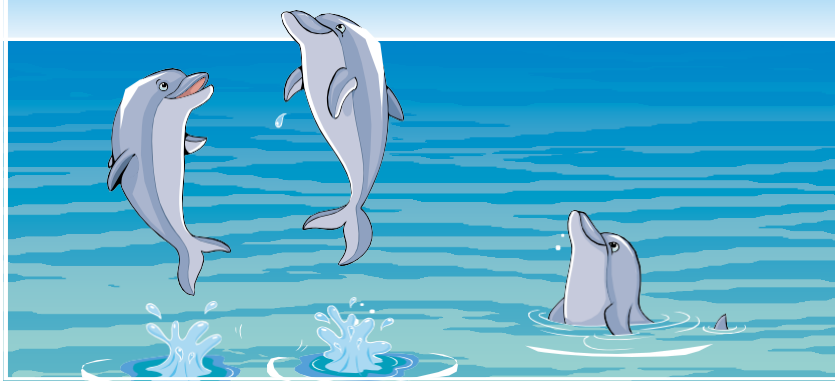
*Jane's new teacher*

*A lesson about animals*

Part 4  
– 5 questions –

Read the text. Choose the right words and write them on the lines.

## Dolphins



*Example*

Dolphins are part ..... of ..... the whale family. They

1 are smaller ..... most whales and they have small teeth.

Dolphins are very clever animals. They learn things very

2 ..... and a dolphin can make noises to 'talk' to another dolphin.

Dolphins live with their families. They like to play in the water and

3 to jump ..... of the water and back in again.

4 A lot of people ..... sail boats say that

dolphins like to be near people. They come very near to boats and

5 sometimes they ..... with the boats for days.

<i>Example</i>	<i>in</i>	<i>of</i>	<i>by</i>
<i>1</i>	<i>then</i>	<i>that</i>	<i>than</i>
<i>2</i>	<i>quick</i>	<i>quickly</i>	<i>quickest</i>
<i>3</i>	<i>out</i>	<i>from</i>	<i>up</i>
<i>4</i>	<i>which</i>	<i>what</i>	<i>who</i>
<i>5</i>	<i>swam</i>	<i>swim</i>	<i>swimming</i>

**Part 5**  
– 7 questions –

**Look at the pictures and read the story. Write some words to complete the sentences about the story. You can use 1, 2 or 3 words.**

*Daisy at the farm*



Daisy's family lived in a flat in the city, but every weekend they drove to the countryside to see Daisy's grandparents. They lived on a farm.

In the car, last Saturday, the family talked about the farm. 'It's so quiet there!' Daisy's mum said.

'I like working outside!' her father said.

'I love helping Grandpa with all the animals,' Daisy said. 'Look! Here we are!'

## Examples

Daisy's home was in ..... the city .....

Daisy's family went to the ..... countryside ..... by car every weekend

## Questions

- 1 Daisy's mother liked the farm because it was a ..... place.
- 2 Daisy enjoyed working with ..... on the farm.



They were surprised when they saw six noisy trucks on the farm. And when they got out of the car, it started to rain. It was cold, too.

‘Oh dear!’ Daisy’s mum said. ‘It’s very noisy here today.’

‘And I can’t work outside in this rain,’ Daisy’s father said.

‘Well, you two can sit and have tea with Grandma,’ said Daisy. ‘But I have to help Grandpa with the cows and sheep!’

- 3 There were some ..... outside the house when they drove into the farm.
- 4 Daisy’s dad didn’t want to ..... in the wet weather.
- 5 Daisy told ..... to go and have tea with her grandmother,





*Daisy worked all afternoon in the cold, wet weather. She gave the cows their dry grass, washed some sheep and carried vegetables.*

*After dinner, Daisy was tired but happy. 'The best farmer in your family isn't your dad or your mum. It's you, Daisy!' her grandfather said.*

*'That's good because I want to be a farmer like you one day, Grandpa,' Daisy answered!*

6 Daisy was ..... after all her work outside.

7 Grandfather said Daisy was the ..... in her family!

**Part 6**  
– 6 questions –

**Look and read and write.**



**Examples**

The dog is playing in some .....<sup>water</sup>.....

What's the mother wearing? .....<sup>a purple shirt</sup>.....

**Complete the sentences.**

1 The boy on the bike is wearing grey .....

2 One dog is brown and one dog is .....

**Answer the questions.**

3 What's the girl in the black skirt doing?

.....

4 Where are the flowers?

.....

**Now write two sentences about the picture.**

5 .....

6 .....

## A2 Flyers

### Part 1

– 10 questions –

**Look and read. Choose the correct words and write them on the lines. There is one example.**

<i>This person can fly to the moon in a rocket.</i>	<i>an astronaut</i>
1. <i>This is made from fruit and you can put it on your bread with a knife</i>	.....
2. <i>Players in this game throw, catch and hit the ball on a sports field.</i>	.....
3. <i>These have pictures on them and you can write on the back and send them to friends when you're on holiday.</i>	.....
4. <i>It is this person's job to write about news in a newspaper.</i>	.....
5. <i>You buy these and put them on your envelopes before you post them.</i>	.....
6. <i>This person flies a plane and usually wears a uniform.</i>	.....
7. <i>People like reading these because they have stories with pictures or photos on their pages.</i>	.....
8. <i>You can play this game inside on ice or outside on a field.</i>	.....
9. <i>Some people like this in their tea or coffee and they put it in with a spoon.</i>	.....
10. <i>People don't usually play this game in teams. They use a small, hard white ball.</i>	.....
<p><i>an astronaut   a pilot   golf   sugar   a journalist   basketball</i> <i>stamps   salt   jam   hockey   magazines   letters</i> <i>a photographer   postcards   baseball</i></p>	



### Part 2

– 5 questions –


**Katy is going to go with her Aunt Emma to her office today. Katy is asking Emma some questions about her work. What does Emma say?**

**Read the conversation and choose the best answer. Write a letter (A–H) for each answer.**


**You do not need to use all the letters. There is one example. Example**


	<b>Katy:</b> Emma, is it time to go to your office?
	<b>Emma:</b> ..... E .....

## Questions

1  **Katy:** *Do you always walk to work?*


 **Emma:** .....


2  **Katy:** *How many people work there?*


 **Emma:** .....

3  **Katy:** *Where do you eat your lunch?*

 **Emma:** .....

4  **Katy:** *Can I play on the computer in your office?*

 **Emma:** .....

5  **Katy:** *What time do you come home?*

 **Emma:** .....

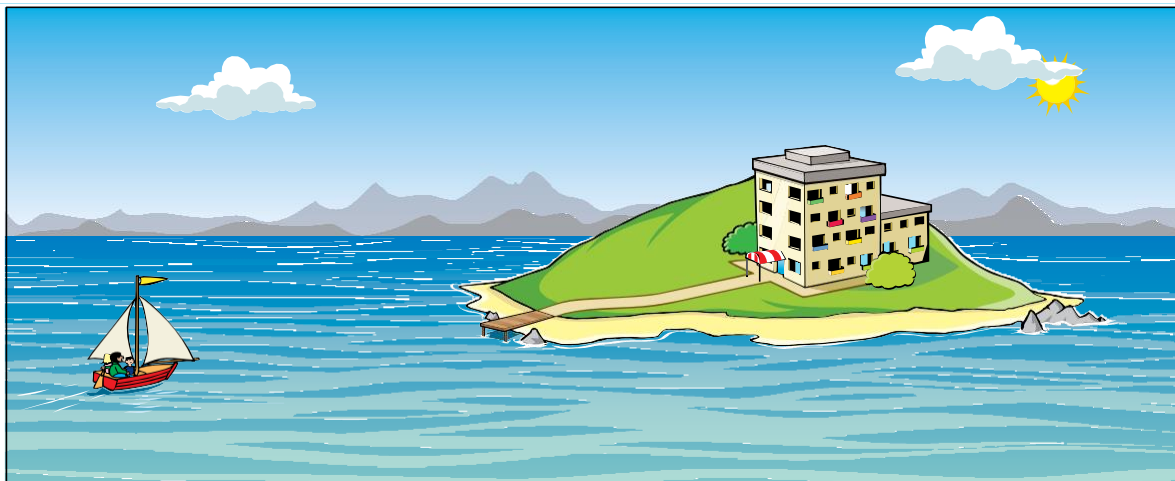


- A Sometimes I sit at my desk and sometimes I go out.*
- B Yes, everyone did this time.*
- C OK, but only when I am in a meeting.*
- D No, there aren't many cafés near the office.*
- E Yes it is. I don't want to be late.*
- (example)**
- F Usually when I've finished everything that I've got to do.*
- G I take the bus if it's raining.*
- H Only a few. It's a small business.*

### Part 3

– 6 questions –

**Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.**



<i>example</i>				
island	fridge	pushed	restaurant	missing
ready	pepper	sky	storm	cut

Last weekend, Harry and his parents went to a small hotel on an ..... *i s l a n d* ..... in a lake. On Saturday afternoon the hotel cook went by boat to the town to see a friend. But then suddenly a (1)..... came, with rain and strong winds, and he couldn't sail back to the hotel.

At six o'clock everyone in the hotel went to the (2) ..... to have dinner, but it was closed. 'What's the matter?' Harry's mum asked the waiter. 'The dinner isn't (3) ....., ' he said, 'because there is no-one to cook.'

So Harry's parents decided to do something. They went into the kitchen where they looked in the (4) ..... and in the cupboards. They found some flour, tomatoes, cheese and vegetables.

Dad made pizzas and Mum (5) ..... the vegetables into small pieces for a salad.

'That smells good,' said the waiter.

Harry ate a piece of pizza. 'And it tastes very good!' he said. Everyone loved the dinner and thanked Harry's parents.

**(6) Now choose the best name for the story.  
Tick one box.**

- Harry buys pizza
- Lunch on a boat
- The new cooks



Part 4

– 10 questions –

*Read the text. Choose the right words and write them on the lines.*



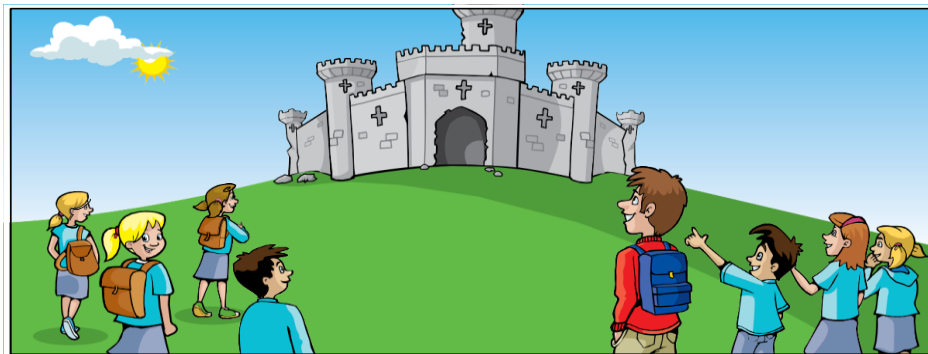
In (1) ..... **many** ..... countries there are four seasons in the year. These are called spring, summer, autumn and winter. (1)..... season is about three months long and then a new season comes. In the north of our planet summer usually (2) ..... in June. It is the warmest time of the year and it sometimes does not get dark (3) ..... 10 o'clock at night. In September it gets colder and the trees (4)..... their leaves. This season is called autumn. Winter comes in December (5)..... it is usually very cold and a lot of countries have snow. On some winter days, it gets dark at about 4 o'clock (6) ..... the afternoon so the days are very (7) ..... and the nights are long. In March the weather gets warmer and plants and flowers start to grow (8) ..... This season is called spring. In the south of the planet the countries have the (9).....seasons, but they happen at different times. (10)..... the year. They have summer in December and winter in June.

<b>Example</b>	<i>many</i>	<i>much</i>	<i>any</i>
1	<i>Each</i>	<i>Other</i>	<i>All</i>
2	<i>began</i>	<i>begins</i>	<i>beginning</i>
3	<i>until</i>	<i>for</i>	<i>during</i>
4	<i>lost</i>	<i>loses</i>	<i>lose</i>
5	<i>which</i>	<i>when</i>	<i>where</i>
6	<i>at</i>	<i>in</i>	<i>on</i>
7	<i>shorter</i>	<i>short</i>	<i>shortest</i>
8	<i>after</i>	<i>again</i>	<i>already</i>
9	<i>both</i>	<i>same</i>	<i>more</i>
10	<i>of</i>	<i>up</i>	<i>with</i>

Part 5  
– 7 questions –

Look at the picture and read the story. Write some words to complete the sentences about the story. You can use 1, 2, 3 or 4 words.

Mr Park's class visit a castle



Paul's class at school are studying castles in history. So last week their history teacher, Mr Park, took them to visit an old castle on a hill next to the sea. They went by bus and stopped at the bottom of the hill.

Mr Park pointed to the castle at the top of the hill and said, 'There is no road up there so we have to walk.'

The children were tired and thirsty when they arrived at the castle. But Mr Park had juice for all of them. It was very interesting because Mr Park showed them all the different parts of the castle and explained its history.

On the way down the hill Paul's friends said, 'Let's have a race.' So Paul and his friends started to run.

'Stop running!' shouted Mr Park. But the boys ran faster and faster and then Paul fell over and hurt his leg. It wasn't broken, but he couldn't walk very well.

Mr Park saw a farmer on his horse in a field. He went to speak to him and the farmer let Paul ride his big brown horse down the hill to the bus.

'Sorry we didn't listen to you on the hill,' Paul said to Mr Park, 'but we listened in the castle. It was great! Can we come again?'

**Examples**

The children are learning about castles in history at school.

Mr Park is Paul's history teacher.

**Questions**

- 1 Mr Park and the children went in a ..... to a castle.
- 2 The castle that they visited was near ..... and on a hill.
- 3 Mr Park gave everyone ..... when they arrived at the castle.
- 4 The children looked at the ..... of the castle.
- 5 Some of the children had ..... on the way down the hill.
- 6 Paul ..... because he fell over when he was running.
- 7 Paul went back to the bus on a.....!

Part 6  
– 5 questions –

*Read the diary and write the missing words. Write one word on each line.*



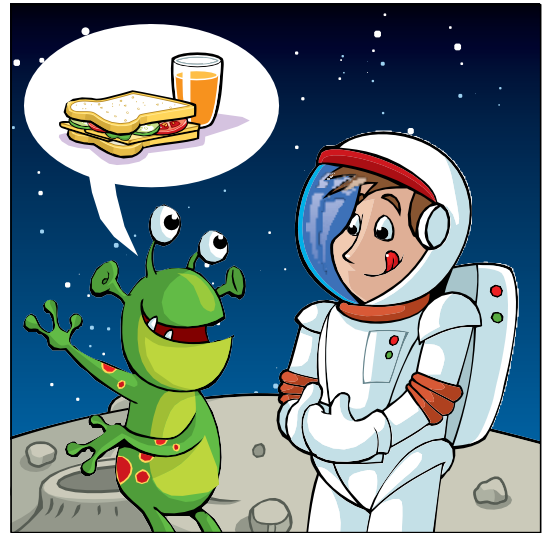
**Example**

We are ..... **having** ..... a great time on this holiday. Today

- 1 we've been ..... visit the pyramids. My teacher told
  - 2 me about them in our Geography ..... and she showed us some
  - 3 pictures of them, but in the pictures they looked much smaller
  - 4 ..... they are. We went inside
  - 5 one and I ..... lots of photos with my camera.
- We are going to go and see some camels tomorrow. I am very excited
- 5 ..... I have always wanted to ride one. Mum doesn't want to go
- near them. She says camels are usually not very friendly.

Part 7

Look at the three pictures. Write about this story. Write 20 or more words.



.....

.....

.....

.....

[retrieved from Pre A1 Starters, A1 Movers and A2 Flyers Sample papers. For exams from 2018. Cambridge Assessment English. Cambridge. United Kingdom. 2018. 98 p.]

APPENDIX B  
**Pre-A1 Starters**  
**Part 1**

– 5 questions –

**Listen and draw lines. There is one example.**

Sue

Ann

Lucy

Nick

Jill

Dan



**Pat**

**Part 2**

– 5 questions –

**Read the question. Listen and write a name or a number. There are two examples.**

**Examples**

What is the new girl's name? ..... Kim ..... How old is the new girl? ..... 8 .....





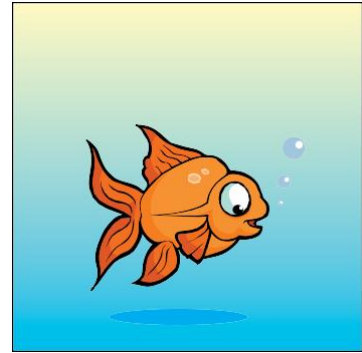
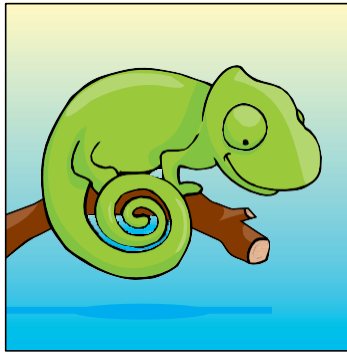
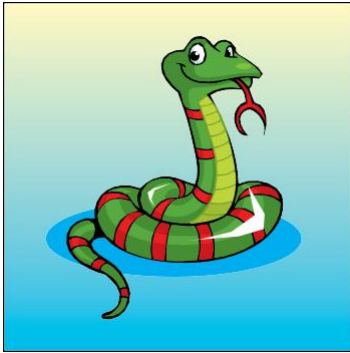
**Questions**

- 1 What is Kim's family name? .....
- 2 Where does Kim live? in ..... Street
- 3 What number is Kim's house? .....
- 4 What is the name of Kim's horse? .....
- 5 How old is Kim's horse? .....

**Part 3**  
– 5 questions –

**Listen and tick (✓) the box. There is one example.**

What animal has Alex got in his bedroom?

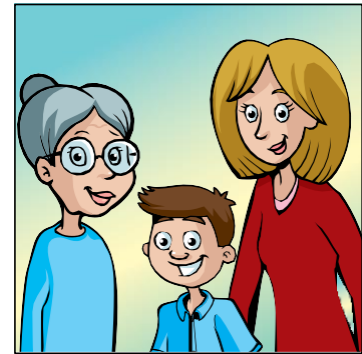
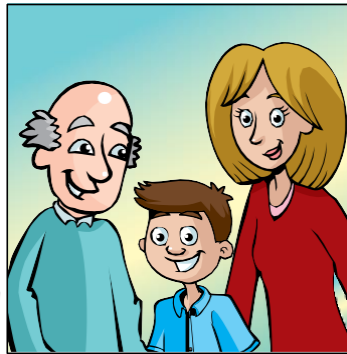


A

B

C

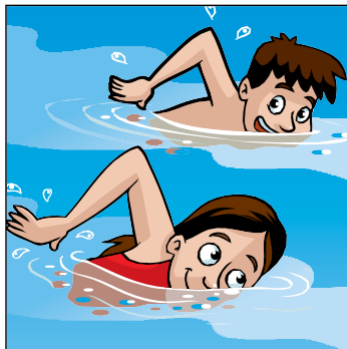
1 Which picture are May and Sam looking at?



A

B

C



2 What are Mrs Good's class doing this afternoon?

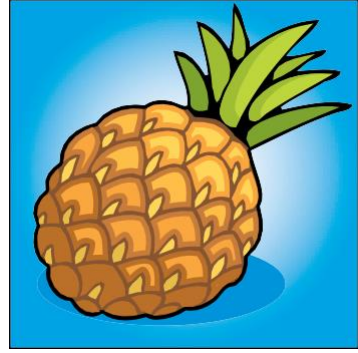
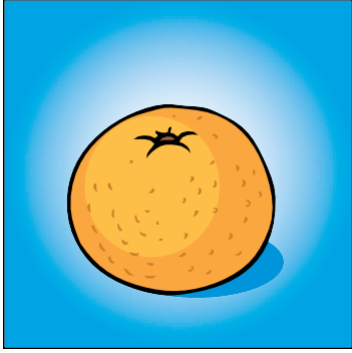
A

B

C



3 What is Mum's favourite fruit?



A  B

C

4 Which dog is Anna's?



A  B

C

5 What is Lucy wearing?



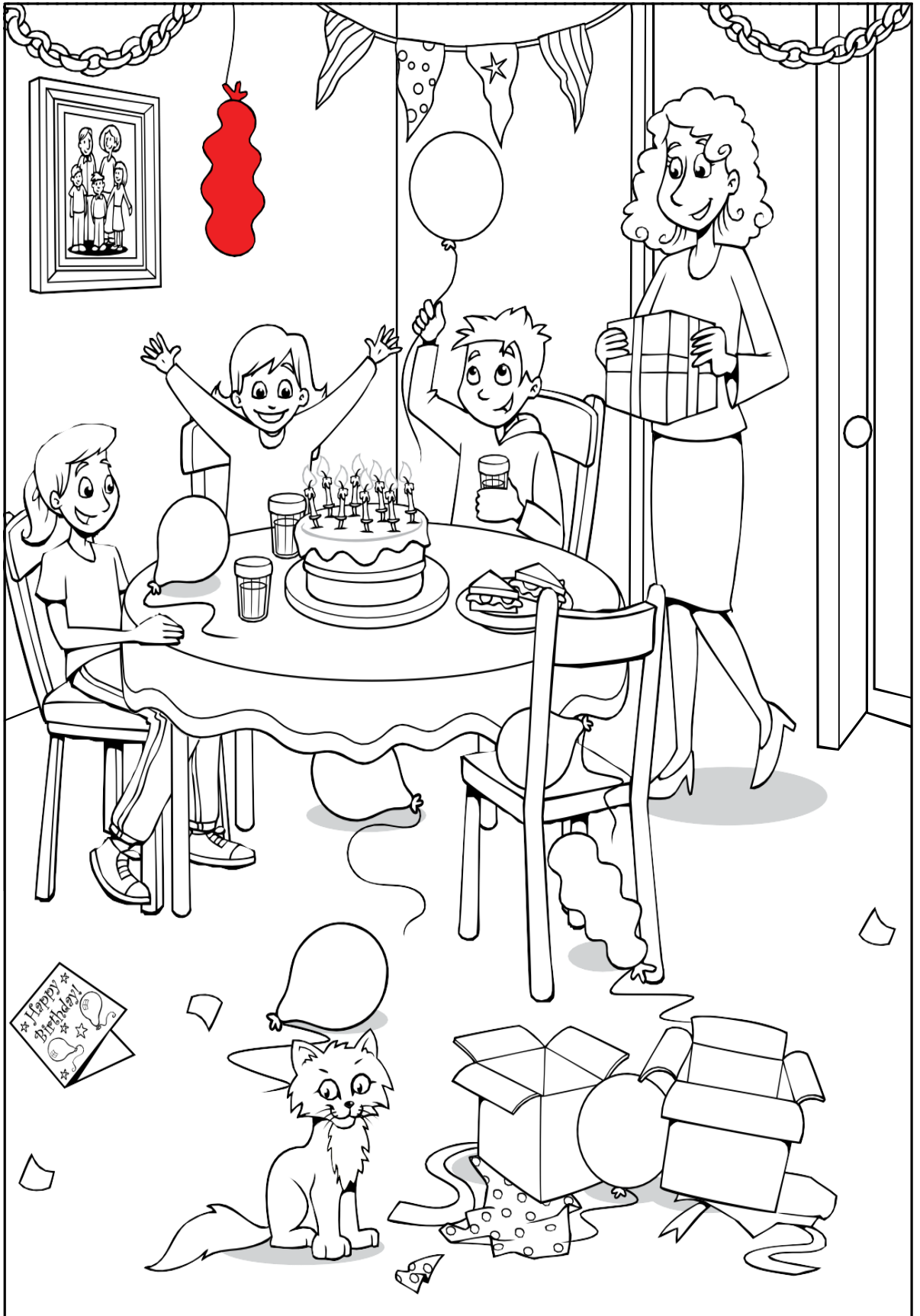
A

B

C

Part 4  
– 5 questions –

Listen and colour. There is one example.



## PreA1 Starters Listening Tapescript

### Part 1

**R** Look at Part 1. Look at the picture.

**Listen and look.**

**There is one example.**

**PAUSE 00'03"**

**Mch** Here's a photo of me and my friends in the park, Miss Box.

**F** Oh yes! Who's that? The boy with the cats.

**Mch** His name's Pat. He's holding one cat in his arms! Pat loves animals.

**F** That's good.

**PAUSE 00'03"**

**R** Can you see the line? This is an example.

**Now you listen and draw lines.**

**PAUSE 00'03"**

**[REPEAT FROM HERE]**

**R One**

**F** There's a girl here, too. She's behind the pear tree!

**Mch** Yes. She's funny. Her name's Lucy.

**F** And what's Lucy doing behind that tree?

**Mch** Sorry! I don't know. Playing a game?

**PAUSE 00'05"**

**R Two**

**Mch** And there's Jill. She's got some bread in her hand.

**F** Is she giving it to the ducks?

**Mch** Yes! Jill loves ducks.

**F** Me too!

**PAUSE 00'05"**

**R Three**

**F** That's a great kite!

**Mch** Yes, that's Dan's kite.

**F** Is Dan the boy in the red T-shirt?

**Mch** Yes, that's right.

**PAUSE 00'05"**

**R Four**

**F** One person is reading. What's her name?

**Mch** The girl with the book?

**F** Yes.

**Mch** That's my friend Ann. Reading is Ann's favourite hobby.

**PAUSE 00'05"**

**R Five**

**F** And what's that boy's name? The boy on the bike.

**Mch** That's Nick. Nick's in my class at school.

**F** Oh! He's got a nice bike!

**Mch** I know! It's new. He loves it.

**PAUSE 00'05"**

**R** Now listen to Part 1 again.

**PAUSE 00'03"**

**[REPEAT PART 1 WITH ONLY 00'03"**

**PAUSES]**

**That is the end of Part 1.**

**PAUSE 00'05"**

### Part 2.

**Look at the picture.**

**Listen and write a name or a number. There are two examples.**

**PAUSE 00'03"**

**Fch** Hello. I'm new in class.

**M** What's your name, please?

**Fch** Kim.

**M** Is that K-I-M?

**Fch** Yes. Kim.

**PAUSE 00'03"**

**M** How old are you, Kim?

**Fch** I'm 8 today.

**M** 8 today? Happy birthday!

**Fch** Thank you.

**PAUSE 00'03"**

**Can you see the answers? Now you listen and write a name or a number.**

**PAUSE 00'03"** **[REPEAT FROM HERE]**

**R One**

**M** What's your family name, please?

**Fch** It's Wall. W-A-L-L.

**M** Wall? (ha, ha) That's my name, too.

**Fch** Is it?

**M** Yes.

**PAUSE 00'10"**

**R Two**

**M** Where do you live, Kim?

**Fch** In Sun Street.

**M** Sun Street?

**Fch** Yes. S-U-N. It's behind the zoo.

**M** Oh yes.

**PAUSE 00'10"**

**R Three**

**M** What number's your house?

**Fch** It's 15.

**M** 15. Oh, is it that house with the big garden?

**Fch** Yes, it is. And it's got a pink door!

**PAUSE 00'10"**

**R Four**

**M** What have you got in your bag?

**Fch** Apples for my horse. I go to see him with my friend.

**M** What's your horse's name?

**Fch** Tiger. That's T-I-G-E-R.

**M** Tiger?!

**Fch** Yes, it's a funny name for a horse but I like it.

**PAUSE 00'10"**

**R Five**

**M** How old is your horse?

**Fch** He's seven.

**M** Seven?

**Fch** Yes. And he can run and jump.

**M** Great!

**PAUSE 00'10"**

**R Now listen to Part 2 again.**

**PAUSE 00'03"**

**That is the end of Part 2.**

**PAUSE 00'05"**

**Part 3.**

**Look at the pictures.**

**Now listen and look.**

**There is one example.**

**PAUSE 00'03"**

**R What animal has Alex got in his bedroom?**

**PAUSE 00'03"**

**Fch** Mum, Alex has got an animal in his bedroom.

**F** What is it? A fish?

**F** OK. But please don't ask for a snake!

**PAUSE 00'03"**

**R Can you see the tick?**

**Now you listen and tick the box.**

**PAUSE 00'03"**

**[REPEAT FROM HERE]**

**R One. Which picture are May and Sam looking at?**

**PAUSE 00'03"**

**Fch** This picture's nice, Sam. Who's in it?

**Mch** Mum, my grandpa and my cousin, Tom.

**Fch** Where's your dad and your grandma?

**Mch** They're not in this picture, May.

**PAUSE 00'05"**

**R Two. What are Mrs Good's class doing this afternoon?**

**PAUSE 00'03"**

**M** Where are your class this afternoon, Mrs Good? At their swimming lesson?

**F** No, they're in the playground.

**M** Are they playing football?

**F** Not today. They're taking photos for our class book.

**PAUSE 00'05"**

**R Three. What is Mum's favourite fruit?**

**PAUSE 00'03"**

**Mch** Mum, can we have this coconut?

**F** Well, they're very nice but I can't open them.

**Mch** What about these oranges?

**F** OK. They're my favourites. And let's have this pineapple too.

**PAUSE 00'05"**

**R Four. Which dog is Anna's?**

**PAUSE 00'03"**

**Mch** Is that your dog, Anna?

**Fch** No, my dog's dirty.

**Mch** Is it young?

**Fch** Yes. My brother's dog is that old one.

**PAUSE 00'05"**

**R Five. What is Lucy wearing?**

**PAUSE 00'03"**

**F** (shouting up the stairs) Lucy, your skirt's on the bed. **Fch** Thanks, Mum but I don't want it. I'm wearing my jeans.

**Fch** No, a lizard. Can I have one?

**Fch** Yes. It's great!

**PAUSE 00'05"**

**R** Now listen to Part 3 again.

**PAUSE 00'03"**

**[REPEAT PART 3 WITH NO PAUSE AFTER THE QUESTION BUT THE SAME 00'05" PAUSE AFTER EACH DIALOGUE]**

**That is the end of Part 3.**

**PAUSE 00'05"**

**Part 4.**

**Look at the picture.**

**Listen and look.**

**There is one example.**

**PAUSE 00'03"**

**M** Look! It's the girl's birthday today.

**Fch** I can see lots of balloons! I've got my pencils here. Can I colour one?

**M** Yes! A balloon is next to the photo of the family. Colour that one, please.

**Fch** OK. What colour?

**M** Make the balloon next to the photo, red.

**PAUSE 00'03"**

**R** Can you see the red balloon next to the photo? This is an example.

**Now you listen and colour.**

**PAUSE 00'03"**

**[REPEAT FROM HERE]**

**R** One

**M** Colour the balloon in the small boy's hand now.

**Fch** Sorry? The balloon in the boy's hand?

**M** Yes. Have you got a yellow pencil?

**Fch** Yes, I have.

**M** Great! Colour it with that pencil, then.

**PAUSE 00'15"**

**R** Two

**M** And can you see a balloon between the boxes?

**Fch** Yes!

**M** Well done! Colour that balloon now, please.

**Fch** What colour for the balloon between the boxes?

**F** And your new T-shirt?

**M** Would you like to colour it pink?

**Fch** Yes!

**PAUSE 00'15"**

**R** Three

**M** Now colour the balloon under the table.

**Fch** The balloon under the table? OK!

**M** You can choose the colour!

**Fch** Green! I love that colour!

**M** Me too!

**PAUSE 00'15"**

**R** Four

**M** There's a balloon on the chair. Find that one, please.

**Fch** I can see it.

**M** Good. Make that balloon brown.

**Fch** OK! I'm colouring that balloon, the one on the chair, now.

**M** Great!

**PAUSE 00'15"**

**R** Five

**Fch** And which balloon can I colour now?

**M** The one behind the cat. Colour that balloon!

**Fch** Can I make it orange?

**M** Yes. Thank you!

**PAUSE 00'15"**

**R** Now listen to Part 4 again.

**PAUSE 00'03"**

**[REPEAT PART 4 WITH ONLY 00'10" PAUSES]**

**R** That is the end of the Starters Listening test. [MUSIC]

# A1 Movers Listening

## Part 1

– 5 questions –

*Listen and draw lines. There is one example.*

Kim

Ben

Nick

Sally

Jane

Paul

Mary



## Part 2

– 5 questions –

*Listen and write. There is one example.*



### Going to the zoo

Going to zoo today by:

1 Name of zoo:

2 Number of different kinds  
of animals:

3 Can give food to:

4 Animal food in store  
next to:

5 Food on train:

train

Jungle .....

.....

.....

.....

..... and lemonade

Part 3  
– 5 questions –

*Mrs Castle is telling Sally about the people in her family and about their different hobbies. Which is each person's favourite hobby?  
Listen and write a letter in each box. There is one example.*

*her parents*



H

*her uncle*



*her son*



*her cousin*



*her brother*



*her daughter*







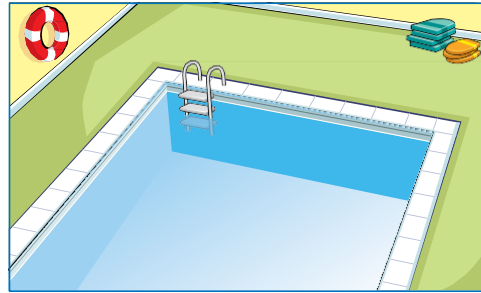
*A*



*B*



*C*



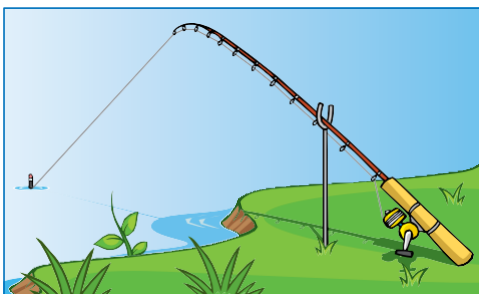
*D*



*E*



*F*



*G*



*H*

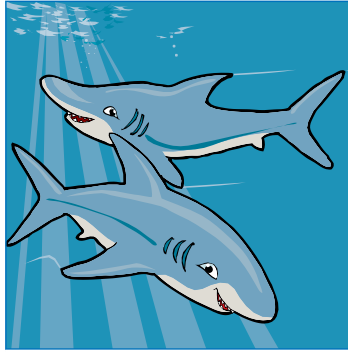
**Part 4**  
**- 5 questions -**

*Listen and tick (✓) the box. There is one example.*

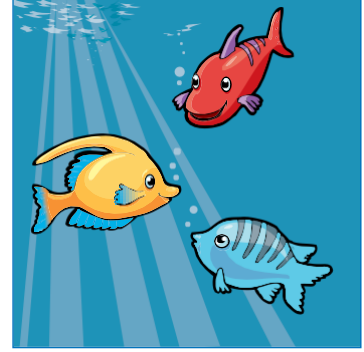
*What is the DVD about?*



A



B



C

1 *Who is Vicky's piano teacher?*



A



B



C

2 *What clothes does Nick want to wear at school today?*



A



B



C

3

Where did Peter find the shell?



A

B

C

4

What is Daisy doing now?



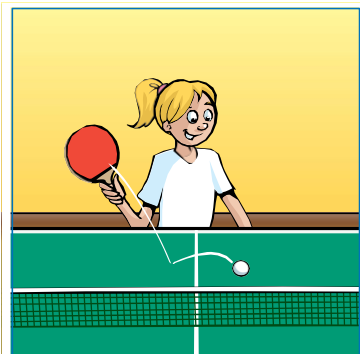
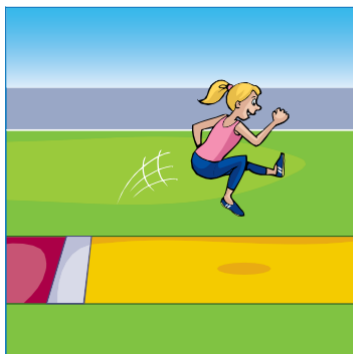
A

B

C

5

What sport did Anna get a cup for?



A

B

C

Part 5

- 5 questions -

Listen and colour and write. There is one example.



## A1 Movers Listening Tapescript

### Part 1.

Now look at the picture.

Listen and look.

There is one example. PAUSE

00'03"

**Fch** Look, Grandpa. My friend's family are in the garden.

**M** What's your friend's name?

**Fch** It's Sally. Can you see her? She's got glasses.

**M** Is she opening a present?

**Fch** That's right. It's her birthday today.

PAUSE 00'03"

**R** Can you see the line? This is an example.

Now you listen and draw lines.

PAUSE 00'03"

[REPEAT FROM HERE]

**R** One

**M** That boy's carrying the birthday cake. It's very big.

**Fch** That's Nick.

**M** He's not walking very carefully with it.

**Fch** I know. Oh dear!

PAUSE 00'05"

**R** Two

**M** Is that boy your friend's brother?

**Fch** Which boy?

**M** He's sitting on the mat.

**Fch** Oh, yes. And he's playing with a toy truck.

**M** That's right.

**Fch** That boy's name's Ben. He's Sally's cousin.

PAUSE 00'05"

**R** Three

**M** I know that man. Look at his hat.

**Fch** You mean the man with the sandwiches?

**M** Yes. He's called Paul.

**Fch** He's got lots.

**M** Yes. People get hungry at parties.

PAUSE 00'05"

**R** Four

**M** And is that your friend's mum?

**Fch** The woman who's cleaning the table?

**M** Yes.

**Fch** That's right. Her name's Mary.

**M** That table's very dirty.

**Fch** Yes. That's because it's always outside.

PAUSE 00'05"

**R** Five

**M** Look at that woman!

**Fch** Where?

**M** She's putting something in the tree.

Oh, that's Aunt Jane. She's putting some lamps there for this evening.

**M** What a nice party!

PAUSE 00'05"

**R** Now listen to Part 1 again.

PAUSE 00'03"

[REPEAT PART 1 WITH ONLY 00'03"

PAUSES]

That is the end of Part 1.

PAUSE 00'05"

### Part 2.

Listen and look.

There is one

example.

PAUSE 00'03"

Come quickly, children. The train's waiting to take us to the zoo.

**Mch** Great, Mrs White. It's exciting going to the zoo.

**F** Yes. And I love going by train.

**Mch** Me too.

PAUSE 00'03"

Can you see the answer? Now you listen

and write. PAUSE 00'03"

[REPEAT FROM HERE]

**R** One

**Mch** Is the zoo called 'Jungle' something?

**F** That's right. It's Jungle Hill.

**Mch** Jungle what?

**F** Hill. That's H-I-double L.

**Mch** OK.

PAUSE 00'08"

**R** Two

**Mch** Are there hundreds of different animals at the zoo?

Not so many. It says in this book there are 89 different kinds of animals.



**Mch** 89?

**F** Yes. And they all have to have food every day.

**PAUSE 00'08"**

**R** **Three**

**Mch** Are there tigers?

**F** Yes.

**Mch** Can we give food to them?

**F** No, we can't. But we can give food to the parrots.

**Mch** Great. I love parrots. They're very funny.

**PAUSE 00'08"**

**R** **Four**

**Mch** Where can we buy food for them?

**F** At the zoo store.

**Mch** Where's that?

**F** Next to the café.

**Mch** Next to the café? OK. I'd like to go and do that.

**PAUSE 00'08"**

**R** **Five**

**Mch** Can we eat at the zoo?

**F** You've got your lunch with you, I think.

**Mch** Yes, my mom gave it to me.

Well, you can eat that at the zoo and then in the evening, on the train, we can buy burgers and lemonade.

**Mch** Burgers and lemonade. Great! My favourites.

**PAUSE 00'08"**

**R** **Now listen to Part 2 again. PAUSE 00'03"**

**[REPEAT PART 2 WITH ONLY 00'05" PAUSES]**

**That is the end of Part 2.**

**PAUSE 00'05"**

**Part 3**

**Listen and look. There is one example.**

**PAUSE 00'03"**

**R** **Mrs Castle is telling Sally about the people in her family and about their different hobbies. Which is each person's favourite hobby?**

**PAUSE 00'03"**

**Fch** Hello, Mrs Castle.

**F** Hello Sally ... Oh I'm tired. I went to see my parents today. They never stop talking! They told me all about their new sailing boat! They love going to different places in it. It's their favourite hobby!

**PAUSE 00'03"**

**R** **Can you see the letter H? Now you listen and write a letter in each box.**

**PAUSE 00'03"**

**Fch** What does your son like doing, Mrs Castle? He's in my class at school, I think.

**F** That's right! He loves movies ... but not watching them on TV ... At the cinema. He often goes with his friends. He likes funny films most. Do you?

**Fch** Not always ...

**PAUSE 00'03"**

**F** I've got a daughter too.

**Fch** I didn't know that!

**F** Well, she's three years older than you. We bought her some new skates for her birthday. She's really good, but she enjoys cooking most of all!

**Fch** Wow!

**PAUSE 00'03"**

**F** My uncle enjoys being outside more than inside! He catches me a fish for dinner every weekend! That's his favourite hobby. He lives near a river now. He moved there last year.

**Fch** Wow!

**F** Yes. He likes it there. It's easier for him to get to his favourite place really quickly now.

**PAUSE 00'03"**

**Fch** Have you got any brothers or sisters?

**F** I've got a brother.

**Fch** What's his favourite hobby? Walking in the mountains?

I know you do that sometimes ...

**F** No. He loves dancing. He's got lots of great music at home. He goes to classes on Saturday evenings, too!

**PAUSE 00'03"**

**F** I've got a cousin, too. I really like him. He makes me laugh. He loves sport.

**Fch** Does he?

**F** Yes. He can swim really well ... on his back or his front.

He goes to the pool in Hall Road. Do you go there sometimes?

**Fch** Yes, I do.

**PAUSE 00'03"**

**R** Now listen to Part 3 again. **PAUSE 00'03"**

**[REPEAT PART 3]**

**That is the end of Part 3.**

**PAUSE 00'05"**

**Part 4.**

**Look at the pictures.**

**Listen and look.**

**There is one example.**

**PAUSE 00'03"**

**R** What is the DVD about? **PAUSE 00'03"**

**Fch** Dad, come and watch this DVD with me.

**M** What's it about?

**Fch** It's a story about the sea.

**M** What – sharks and fish and things?

**Fch** No, it's about a boy and some dolphins.

**PAUSE 00'03"**

**R** Can you see the tick?

**Now you listen and tick the box.**

**PAUSE 00'03"**

**[REPEAT FROM HERE]**

**R** One. Who is Vicky's piano teacher? **PAUSE 00'03"**

**Fch** Oh, look. There's my piano teacher.

**Mch** The man with the moustache?

**Fch** Yes. And he's very thin.

**Mch** Is he nice?

**Fch** Yes. Very.

**PAUSE 00'03"**

**R** Two. What clothes does Nick want to wear at school today?

**PAUSE 00'03"**

**Mch** Mum, we can go to school in funny clothes today. You know, like a pirate or something.

**F** Great. What do you want to wear, Nick?

**Mch** I want to wear those clown clothes from my birthday.

**F** They're dirty. I know. Get your dad's white coat and you can be a doctor.

**Mch** OK. (reluctantly)

**PAUSE 00'03"**

**R** Three. Where did Peter find the shell? **PAUSE 00'03"**

**F** This shell's beautiful, Peter. You can find lots of beautiful shells on the beach.

**Mch** Yeah, and sometimes you find them near waterfalls.

**F** That's right.

**Mch** Yeah. But I found this one in a different place. In a big forest. Isn't that great?

**F** Wow, I am surprised.

**PAUSE 00'03"**

**R** Four. What is Daisy doing now? **PAUSE 00'03"**

**F** Is Daisy getting dressed? We must go.

**M** She's eating her breakfast.

**F** Oh, that's good.

**M** Yes. I woke her up when you were in the bathroom.

**PAUSE 00'03"**

**R** Five. What sport did Anna get a cup for? **PAUSE 00'03"**

**Fch** Mum, Anna got a cup today for sport.

**F** Did she? She's very good at skating. Was it for that?

**Fch** No it was for table tennis.

**F** That's great.

**Fch** Yes. And her sister got one for the long jump, too.

**PAUSE 00'03"**

**R** Now listen to Part 4 again. **PAUSE 00'03"**

**[REPEAT PART 4 BUT WITH NO PAUSE AFTER THE QUESTION; ONLY A PAUSE OF 00'03" AFTER THE DIALOGUE]**

**That is the end of Part 4.**  
**PAUSE 00'05"**



**Part 5.**

**Look at the picture.**

**Listen and look.**

**There is one example.**

**PAUSE 00'03"**

**M** Can you colour this mountain picture now?

**Fch** Yes! Those children went for a swim in the lake, I think.

**M** That's right. The girl's got a wet towel in her hand.

Colour that please.

**Fch** OK.

**M** Make it orange.

**PAUSE 00'03"**

**R** Can you see the orange towel? This is an example.

**Now you listen and colour and write.**

**PAUSE**

**00'03"**

**[REPEAT**

**FROM**

**HERE]**

**R One**

**M** Now, I'd like you to colour the rock. Can you see it?

**Fch** Yes. It's on the ground.

**M** That's right. Colour it with your blue pencil, please.

**Fch** OK! ... I can see a lizard on it!

**M** Yes! Me too!

**PAUSE 00'15"**

**R Two**

**Fch** Can I colour a cloud now?

**M** All right. Colour the cloud that's got the sun behind it.

**Fch** Can I colour it pink?

**M** Yes. That's a very good idea.

**Fch** Great!

**PAUSE 00'15"**

**R Three**

**Fch** I love the panda! The girl looks really surprised to see it!

**M** Yes, she does! I'd like you to colour a leaf now.

**Fch** The one in the panda's mouth?

**M** No. Colour the one at the top of the picture. It's on the tree. Make it red.

**Fch** OK.

**PAUSE 00'15"**

**R Four**

**Fch** Can I do some writing too?

**M** Yes. I'd like you to write the word 'Windy'!

**Fch** Where? On the kite?

**M** Yes please! Kites like that kind of weather!

**PAUSE 00'15"**

**R Five**

**M** And now, colour the boy's sweater.

**Fch** All right. Can I colour it yellow?

**M** That's a nice colour but I'd like you to make it brown, please.

**Fch** Oh! OK.

**M** Thank you! Well done!

**PAUSE 00'15"**

**R** Now listen to Part 5 again. **PAUSE 00'03"**

**[REPEAT PART 5 WITH ONLY 00'10"**

**PAUSES]**

**That is the end of the Movers Listening test.**

**[MUSIC]**

# A2 Flyers Listening

## Part 1

– 5 questions –

*Listen and draw lines. There is one example.*



*William*

*David*

*Sally*

*Sarah*

*Harry*

*Richard*

*Jane*

**Part 2**

*- 5 questions -*

*Listen and write. There is one example.*



**The Space Club**

*Meetings at:* ..... **GSU qm** ..... *on Tuesdays*

*Children learn about:* (1) *the* .....

*Sometimes they look at:* *the* (2).....

*Children should bring:* *a* (3).....

*If it's cloudy, children watch:* (4).....

*Person who sometimes talks to club:* *Mr* (5).....

**Part 3**  
– 5 questions –

*Where did Uncle Robert get each of these things?*

*Listen and write a letter in each box. There is one example.*



*Painting*

**E**

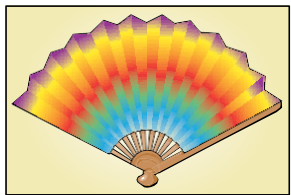
*Drums*



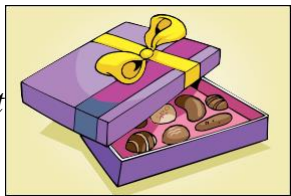
*Swan*



*Fan*



*Chocolat*

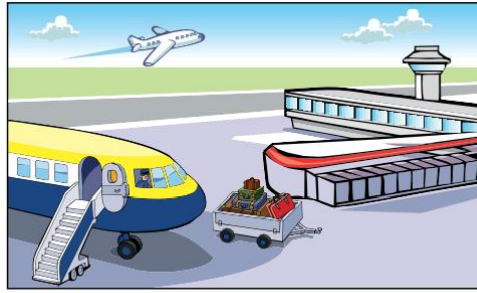


*Gloves*





*A*



*B*



*C*



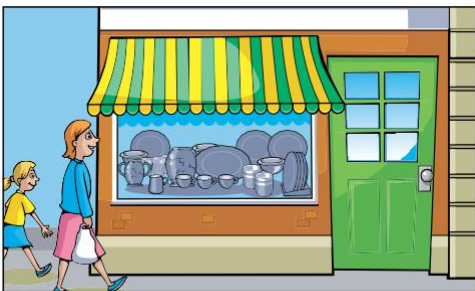
*D*



*E*



*F*



*G*



*H*



**Part 4**  
– 5 questions –

**Listen and tick (✓) the box. There is one example.**

What was Grandma's favourite job?



**A**



**B**

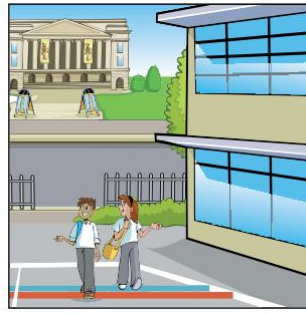


**C**

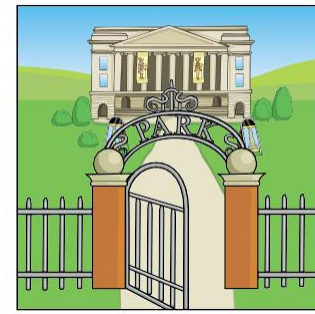
1 Which museum is Jack's grandma going to work in?



**A**



**B**



**C**

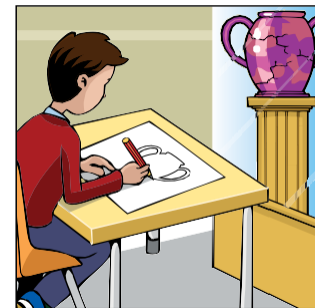
2 What does Jack enjoy doing most in museums?



**A**

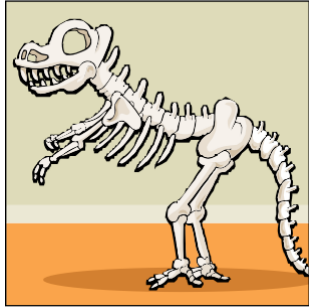


**B**



**C**

3 What is the most interesting thing in the museum?



A

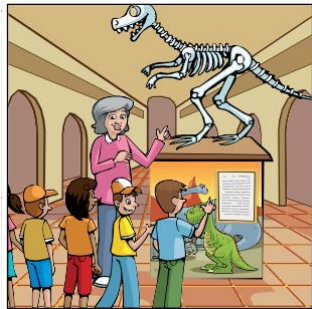


B



C

4 *What is Jack's grandma going to do in the museum?*



A



B

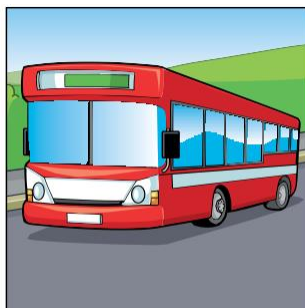


C

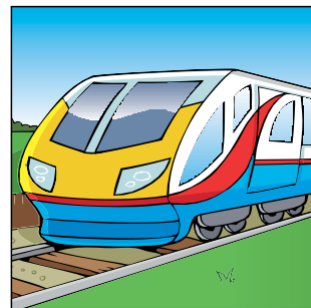
5 *How will Jack's grandma get to work?*



A



B



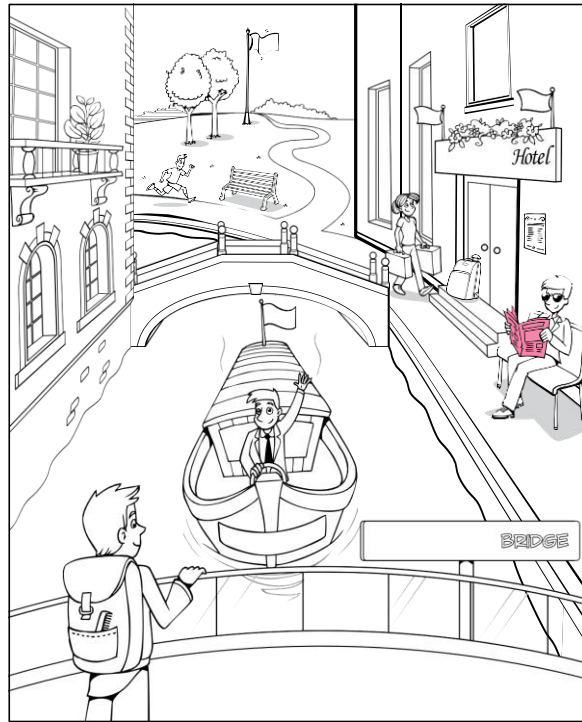
C



## Part 5

– 5 questions –

*Listen and colour and write. There is one example.*



### A2 Flyers Listening Tapescript

**Part 1. Listen and look. There is one example.**

**PAUSE 00'03''**

**Fch** I took this photo by the lake last Saturday, Grandma.

**F** It looks lovely. Do you know any of these people?

**Fch** Yes, I do. The man who's reading the newspaper is William.

**F** He's wearing a nice hat.

**Fch** He is, isn't he? Grandpa knows him, I think!

**PAUSE 00'03''**

**R** Can you see the line? This is an example.

Now you listen and draw lines.

[REPEAT FROM HERE]

**Fch** Look at that boy!

**F** The one with the striped sweater?

**Fch** It's Sarah. She's got a puppy with her, look. She works at Mom's office.

**PAUSE 00'05''**

**Fch** Can you see the boy who's waving his arms?

**F** Oh yes, he looks very angry.

**Fch** Yes, he does. That's Harry. The other boy's taken his volleyball away!

**F** Oh dear.

**Fch** It's OK. They're brothers!

**R** Now listen to Part

1 again. **PAUSE**

[REPEAT PART 1 WITH ONLY 00'03''

PAUSES]

That is the end of Part 1.

**PAUSE 00'05''**

**Part 2.**

**Listen and look. There is one example.**

**PAUSE 00'03''**

**Fch** Yes. That's Richard. His dad teaches me geography.

**F** At your school?

**Fch** Yes. I think he's drinking lemonade. He's always thirsty.

**PAUSE 00'05"**

**F** Who's that girl on the bike?

**Fch** The one with the short blonde hair? **F** No, not her. The one who's laughing.

**Fch** Oh, that's Sally. She's my best friend. **F** That's nice.

**Fch** Yes, we often do our math homework together.

**PAUSE 00'05"**

**Fch** Do you know my cousin David?

**F** Is he in the photo too?

**Fch** Yes. Look at his red belt.

**F** Oh, I see. Is that his toy helicopter? **Fch** Yes, it's new. It's excellent. He loves it.

**PAUSE 00'05"**

**F** Do you know the woman who's giving bread to the swans?

**Fch** No, but I know the other woman behind her.

**F** Oh, do you? What's her name?

**M** No Michael. But the club has some very interesting DVDs. So we watch those on nights like that.

**Mch** Oh good! I'll enjoy that!

**M** And a friend of mine from the university sometimes comes to talk about space in the future. His name's Mr Bailey.

**Mch** How do you spell his surname?

**M** B-A-I-L-E-Y. He's very famous! He's written lots of books.

**PAUSE 00'05"**

**R** Now listen to Part 2 again. **PAUSE 00'03"**

**[REPEAT PART 2]**

**That is the end of Part 2.**

**PAUSE 00'05"**

**M** Now, listen, boys and girls, I want to tell you about an interesting club here at school.

**Mch** What is the club?

**M** It's called The Space Club. It's at 6.30 on Tuesday evenings.

**Mch** Oh, I think I'd like to come to that.

**PAUSE 00'03"**

**R** Can you see the answer? Now you listen and write. **PAUSE 00'03"**

**[REPEAT FROM HERE]**

**Mch** What do people do at this club?

**M** Well, they can learn about the stars, and they can make new friends, too.

**Mch** Oh ... that sounds great!

**M** And sometimes they go out when it's dark. They look at the moon when there are no clouds in the sky.

**Mch** Do people have to bring anything to the club meetings? Pens and paper?

**M** No, but it's a good idea to bring a torch. It'll be dark outside and they must be careful when they go out.

**Mch** And what happens if it's a cloudy night and you can't see anything? Do the children watch TV programmes?

building was six hundred years old! You could buy all kinds of things there. I might give it to your grandmother.

**PAUSE 00'03"**

**Fch** What's your favourite thing here?

**M** Well, I heard some really great music at a theatre I travelled to. Later, at the airport, I found a shop that sold drums. They were just like the ones a man played in the concert.

**Fch** So you bought them!

**M** Yes. I love them but your aunt says they're too noisy!

**PAUSE 00'03"**

**M** And this is a birthday present for your mother. I had a meeting in a nice town in the middle of a forest last week. There's a little store there full

### Part 3.

**Listen and look. There is one example.**

**PAUSE 00'03''**

**R** Where did Uncle Robert get each of these things?

**Fch** You've got some lovely things in this room, Uncle Robert. Where did you get that painting?

**M** The one of the mountain? Well, in my job, I have to go to lots of different places. I found it in a market that I visited last year. It wasn't expensive. I was quite surprised.

**Fch** It's so beautiful!

**PAUSE 00'03''**

**R** Can you see the letter E? Now you listen and write a letter in each box.

**PAUSE 00'03''** [REPEAT FROM HERE]

**Fch** Those gloves look very warm, Uncle Robert. Who gave you those?

**M** I can't remember but I got them when I had to visit a factory. Someone gave them to me when I left. I don't wear them because they're too small.

**Fch** Can I have them?

**M** Sure!

**PAUSE 00'03''**

**Fch** And wow! That fan looks like a rainbow! When did you buy that?

**M** When I was working in a castle. The

many years but I didn't like it much.

**Mch** Weren't you a nurse too?

**F** That was only for a short time when I was very young.

**Mch** Did you like doing that?

**F** Yes, but I think I enjoyed working in the chemist's in my village most of all.

**PAUSE 00'03''**

**R** Can you see the tick?

Now you listen and tick the box.

**PAUSE** [REPEAT FROM HERE]

**R** One. Which museum is Jack's grandma going to work in?

of interesting things! It's made of glass! Be careful with it.

**Fch** Don't worry! Mum loves swans! I'm sure she'll like it.

**PAUSE 00'03''**

**Fch** Why haven't you opened this box of chocolates? Are they a present, too?

**M** Yes! I was waiting for you to arrive! I had some in my favourite café in London. They tasted so good! These are the same. They're for you. I got them from the hotel where I stayed last night.

**Fch** Wow! Thanks!

**PAUSE 00'03''**

**R** Now listen to Part 3 again. **PAUSE 00'03''**

[REPEAT PART 3]

That is the end of Part 3.

**PAUSE 00'05''**

### Part 4.

**Listen and look. There is one example.**

**PAUSE 00'03''**

**R** What was Grandma's favourite job?

**PAUSE 00'03''**

**Mch** You've had many different jobs, haven't you, Grandma?

**F** Yes, Jack. I was a secretary for

**F** It's a very exciting museum. You can learn a lot about history there.

**Mch** Are there any dinosaurs?

**F** No. The most interesting thing in the museum is a boat that sailed all round the world 400 years ago.

**Mch** Wow! What else?

**F** Well, there are a lot of old gold and silver things. Some of them are 1,000 years old!

**PAUSE 00'03''**

**R** Four. What is Jack's grandma going to do in the museum?

**PAUSE 00'03''**

**PAUSE 00'03"**

**F** I've got a new job now, Jack. In a museum. I'm going to start today!

**Mch** So where is this museum? Is it the one next to my school?

**F** No, not that one.

**Mch** I know! Is it that big one opposite the hospital?

**F** No, it's the one in the park.

**Mch** Wow! My class is going to visit that museum next month!

**PAUSE 00'03"**

**R Two. What does Jack enjoy doing most in museums?**

**PAUSE 00'03"**

**Mch** I enjoy visiting museums.

**F** That's good. Do you like drawing the things that you can see there?

**Mch** Yes, but I like finding out about different things most of all. There's always something interesting to read.

**F** I agree.

**Mch** I'd like to pick things up and hold them too, but you can't do that in every museum, can you?

**F** No, that's right, Jack.

**PAUSE 00'03"**

**R Three. What is the most interesting thing in the museum?**

**PAUSE 00'03"**

**Fch** I went to a city like this on vacation last year. There were lots of high buildings next to the river there, too!

**M** Oh! Well, would you like to colour some of this picture?

**Fch** Sure! There's a man on a seat. Can I colour his newspaper?

**M** All right. Make it pink!

**Fch** Fine!

**PAUSE 00'03"**

**R Can you see the pink newspaper? This is an example. Now you listen and colour and write.**

**Mch** But what are you going to do there? Are you going to work in the shop there?

**F** No. I wanted to sell food to people who are visiting.

**Mch** That's a nice job.

**F** Yes, but they asked me to do something different ... I'm going to show children who visit the museum interesting things and explain the history to them.

**Mch** That's excellent. You're very clever, Grandma!

**PAUSE 00'03"**

**R Five. How will Jack's grandma get to work? PAUSE 00'03"**

**Mch** Are you going to take the bus to the museum every day?

**F** No, it's sometimes too slow.

**Mch** What about a taxi? That's very quick.

**F** Yes, but it's too expensive.

**Mch** So what will you do?

**F** I'll take the train. That's the best way to get there.

**PAUSE 00'03"**

**R Now listen to Part 4 again.**

**PAUSE 00'03"**

**M** Of course! The boy who's looking over the bridge has got a backpack on his back.

**Fch** Yes ... Do you want me to colour that, then?

**M** Only its pocket, nothing else. Make it orange. I love that colour.

**Fch** So do I. All right! I can do that.

**PAUSE 00'15"**

**R Four**

**M** I'd like you to write something else now. We need a name for the hotel, too.

**Fch** OK. That's a good idea.

**M** Well, there's a board above its double doors. Can you see it? It's got plants on it. Write it there.

**PAUSE 00'03" [REPEAT FROM  
HERE]**

**R One**

**Fch** What else would you like me to colour?

**M** How about a suitcase? You could colour one of those.

**Fch** Which one? The one on the ground by the entrance to the building?

**M** Yes, please.

**Fch** OK. How about making that blue?

**M** Good idea! Use that colour.

**PAUSE 00'15"**

**R Two**

**M** I'd like you to write something here too, please.

**Fch** OK. I hope it's not a long word!

**M** Don't worry! Write a name on the front of the boat for me.

**Fch** OK. What do you want me to call it?

**M** 'Sunny' ... like the weather! **Fch** That's an excellent name. OK!

**PAUSE 00'15"**

**R Three**

**Fch** Can I do some more colouring? I'm quite good at that.

**Fch** All right.

**M** We'll call it 'Star' hotel – lots of famous people stay there!

**Fch** OK! That sounds good. I'll write that now.

**M** Thank you.

**PAUSE 00'15"**

**R Five**

**M** And perhaps you should colour one of the flags before we finish.

**Fch** The one at the back of the boat?

**M** I don't think so. Colour the one in the park, by the path, please.

**Fch** What colour?

**M** You've got a yellow pencil, I think. Use that one!

**Fch** OK. There! I've finished.

**M** Great!

**R** **Now listen to Part 5 again.**

**APPENDIX C**  
**A2 Key (KET) reading and writing**  
Part 1

**Questions 1-6**

For each question, choose the correct answer

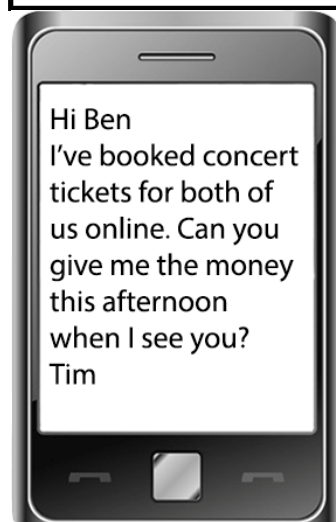
1

**For Sale**  
**Women's bicycle (small)**  
11 years old - needs new tyres  
Phone Debbie  
- 0794587454



- A The bicycle that's for sale was built for a child.
- B Some parts of the bicycle must be changed.
- C Debbie is selling the bike because she's too big for it now.

2



Hi Ben  
I've booked concert tickets for both of us online. Can you give me the money this afternoon when I see you?  
Tim

- A Tim thinks Ben should look on the concert website.
- B Tim hopes that Ben will be able to come with him.
- C Tim wants to know if Ben can pay him back today.

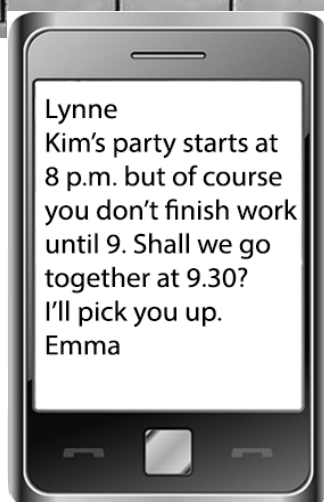
3



**ADVENTURE PARK**  
Half-price tickets for groups of 12 or more  
Ask at entrance

- A You get into the park by going this way.
- B It is more expensive to go here alone.
- C You will have fun if you come with friends.

4



Lynne  
Kim's party starts at 8 p.m. but of course you don't finish work until 9. Shall we go together at 9.30?  
I'll pick you up.  
Emma

- A Emma knows that Lynne can't be at the party when it starts.
- B Emma wants to go to the party a bit later than Lynne.
- C Emma wants to go out with Lynne but not to the party.



5



6



- A The ice cream shop is open for only 2 hours.
- B Two ice creams will cost the same as one.
- C You can get free ice creams all afternoon.

Why did Sophie write this message?

- A to check if Anna has completed her homework
- B to let Anna know what they did in class today
- C to ask Anna to contact her about the homework

### Part 2

#### Questions 7-13

For each question, choose the correct answer

	<b>Tasha</b>	<b>Danni</b>	<b>Chrissie</b>
7 Who writes both a magazine and a blog?	<b>A</b>	<b>B</b>	<b>C</b>
8 Who says that studying and writing a blog at the same time can be hard?	<b>A</b>	<b>B</b>	<b>C</b>
9 Who answers questions from other people who read her blog?	<b>A</b>	<b>B</b>	<b>C</b>
10 Who plans to stop writing her blog soon?	<b>A</b>	<b>B</b>	<b>C</b>
11 Who didn't have many people reading her blog in the beginning?	<b>A</b>	<b>B</b>	<b>C</b>
12 Who asks a member of her family to help her write her blog?	<b>A</b>	<b>B</b>	<b>C</b>
13 Who says writing a blog is easier than some other types of writing?	<b>A</b>	<b>B</b>	<b>C</b>

## Young blog writers

**Tasha**



Last year I wrote for my college magazine, which I found really difficult, but I don't think it's hard to write a good blog. Mine is about things from daily life that make me laugh. My older brother also has a blog, but we're writing about different subjects. We don't discuss what we're planning, but we read each other's blogs sometimes. I like giving advice to people who write in asking for it – it's good to know I've helped.

**Danni**



I started writing my popular film blog because I love movies. I like it when readers send me articles by email about a film they've seen, and I put these on my blog for everyone to read. I'm still at college, so I'm careful about spending too long on my blog, which is difficult as writing well takes time. I don't think I'll write it for much longer. I'm busy, and it's time to do something new.

**Chrissie**



I began writing on a school magazine. I stopped after a few years, but I missed it, so I started my own – I'm still writing it now! The blog's new for me, and I write about daily life. I get ideas from friends or my sister when I can't decide what to write about – we always think of something interesting, sad or serious. At first, almost nobody visited my site, but now more do, I've had some lovely comments.

## Part 3

### Questions 14-18

For each question, choose the correct answer

- 14 What is Alice Watson's job now?  
A dancer  
B teacher  
C dress-maker
- 15 Demi had her first ballet lessons  
A at a very young age.  
B at the National Ballet Company.  
C from her mother.
- 16 Jack helped his wife and daughter by  
A moving to a larger house.  
B letting them use the living room for dancing.  
C making a place for them to practise in.

- 17 What was the best thing about the *Swan Lake* show for Demi?  
A It was her first show with the company.  
B All her family were there.  
C She was wearing a new dress.
- 18 Hannah says that Demi  
A will be a star one day.  
B is her favourite granddaughter.  
C dances better than Alice did.

### A family of dancers

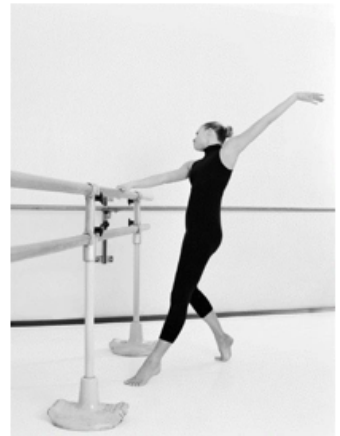
The women in the Watson family are all crazy about ballet. These days, Alice Watson gives ballet lessons, but for many years, she was a dancer with the National Ballet Company. Her mother, Hannah, also had a full-time job there, making costumes for the dancers.

Alice's daughter Demi started learning ballet as soon as she could walk. 'I never taught her,' says Alice, 'because she never let me.' Now aged sixteen, Demi is a member of the ballet company where her mother was the star dancer for many years.

Alice's husband, Jack, is an electrician. They met while he was working at a theatre where she was dancing and got married soon after. 'When Demi started dancing, the house was too small for her and Alice to practise in so I made the garage into a dance studio. Now the living room is nice and quiet when I'm watching television!' he says.

Last month, Demi was invited to dance in the ballet *Swan Lake*. Of course, Alice and Hannah were in the audience and even Jack was there, which made it very special for Demi. Jack says, 'I'm not that interested in ballet myself but it's fantastic seeing Demi taking her first steps with Alice's old company!' Demi was wearing a dress that Hannah made for Alice many years before.

'It was very exciting for all of us,' says Hannah. 'Demi's way of dancing is very like Alice's. I know I'm her grandmother, but I think she has a great future!'



Part 4

**Questions 19-24**

**For each question, choose the correct answer**

**William Perkin**

William Perkin was born in London in 1838. As a child he had many hobbies, including model making and photography. But it was the **(19)** of chemistry that really interested him. At the age of 15, he went to college to study it.

While he was there, he was **(20)** .....to make a medicine from coal. This didn't go well, but

when he was working on the problem, he found a cheap **(21)** ..to make the colour purple.

At that **(22)** .....it was very expensive to make clothes in different colours. William knew he

- |           |                   |                  |                   |
|-----------|-------------------|------------------|-------------------|
| <b>19</b> | <b>A</b> class    | <b>B</b> subject | <b>C</b> course   |
| <b>20</b> | <b>A</b> thinking | <b>B</b> trying  | <b>C</b> deciding |
| <b>21</b> | <b>A</b> way      | <b>B</b> path    | <b>C</b> plan     |
| <b>22</b> | <b>A</b> day      | <b>B</b> time    | <b>C</b> hour     |
| <b>23</b> | <b>A</b> brought  | <b>B</b> turned  | <b>C</b> opened   |
| <b>24</b> | <b>A</b> began    | <b>B</b> arrived | <b>C</b> became   |

Part 5

**Questions 25-30**

**For each question, choose the correct answer**

Write **one** word for each gap.

<b>0</b>	you
----------	-----

**Example:**

From:	Maria
To:	John

I hope (0).....are well. I'm having a great holiday here in Thailand. Our hotel is very nice and there are a lot of good restaurants near it.  
Yesterday morning, we went to (25) .....lovely beach. We had to leave before lunch because it was very hot. We went to a party (26).... the evening in the centre (27)..... the town. Everyone had a good time and we got back at midnight. Tomorrow, we want to (28) ..... on a boat trip or (29) ...tennis.  
I'll show you my photos (30) .....I get back.

See you soon, Maria

Part 6

**Question 31**

You want to go swimming on Saturday with your English friend, Toni. Write an email to Toni.

In your email:

- ask Toni to go swimming with you on Saturday
- say where you want to go swimming
- say how you will travel there.

Write **25 words** or more.

**Write the email on your answer sheet.**

Part 7

**Question 32**

Look at the three pictures.

Write the story shown in the pictures. Write **35 words** or more.



**Write the story on your answer sheet.**

APPENDIX D

**B1 Preliminary (PET) reading**

[retrieved from Cambridge English Language Assessment. B1 Preliminary Exam Format. URL : <https://www.cambridgeenglish.org/exams-and-tests/preliminary/exam-format/>]

Part 1

**Questions 1-6**

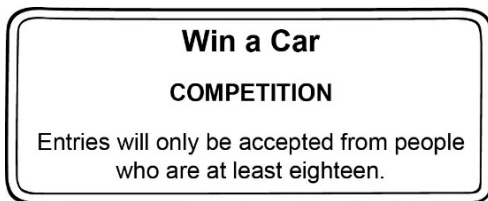
For each question, choose the correct answer

**Part 1**

**Questions 1 – 5**

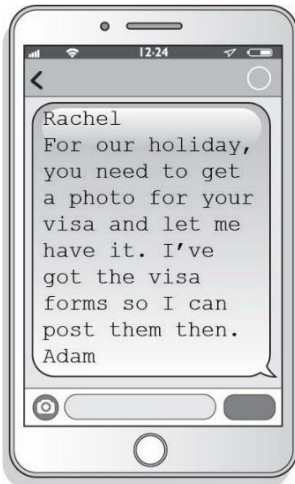
For each question, choose the correct answer.

1



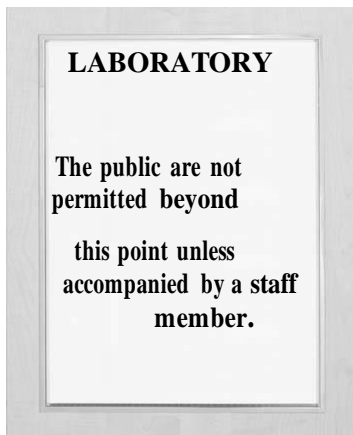
- A The competition is open to people over a certain age.
- B There is a maximum age limit for this competition.
- C Only eighteen-year-olds are allowed to enter this competition.

2



- A Adam is telling Rachel to post something for him.
- B Adam is telling Rachel to find out how to do something.
- C Adam is telling Rachel to give him something he needs.

3



- A Members of staff must be accompanied if they wish to pass this point.
- B Members of the public can't go through unless they are visiting someone working here.
- C Members of the public may go further if a company employee goes with them.



4

Jane,  
Mum's leaving really  
early tomorrow, so  
could you wake me at  
7 when you leave for  
work? I mustn't be  
late for college again!  
Tom

- A Tom wants to persuade Jane to take him to college tomorrow morning.
- B Tom would like Jane to do him a favour tomorrow morning.
- C Tom is reminding Jane they have to get up early tomorrow morning.

5

**FREE COPIES OF  
ADVERTISEMENTS ON  
THIS BOARD ARE AVAILABLE  
FROM THE CAREERS CENTRE**

- A The Careers Centre will give you a copy of any advertisement on this board.
- B This board is used to advertise the work done by the Careers Centre.
- C If you ask the Careers Centre, you can advertise for free on this board.

## Part 2

### Questions 6 – 10

For each question, choose the correct answer.

The people below all want to visit a city market.

On the opposite page there are descriptions of eight markets.

Decide which market would be the most suitable for the people below.

6



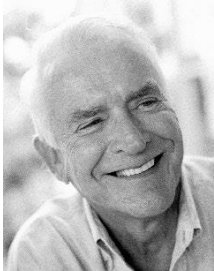
Jenny wants to buy locally-produced food traditional to the area. She needs somewhere convenient to eat, and as she's sightseeing in the city, the market shouldn't be far from local attractions.

7



Matt wants a market where he can get something to wear at reasonable prices, and something hot to eat. He's also keen on music, and likes finding rare recordings by different bands.

8



Sammie wants to visit a market after spending the day in the city. He would like to photograph a historic place, and buy a painting by someone unknown.

9



Alexia is looking for a really special necklace for her grandmother's birthday. She'd like to spend the whole day at the market, and wants to avoid the cold by staying inside.

10



Ella is looking for objects from other countries for her friends. She'd like to choose a second-hand book to read on the journey home, and wants a snack at the market, too.

## City Markets

### **A Beckfield Market**

This market's world-famous for second-hand camera equipment and books on photography. As well as an amazing range of cameras, we have old pictures of local places of interest for you to buy, and of course the stall owners are happy to give you advice for free! Don't miss our hot soup stall in cold weather.

### **C Camberwall Market**

There's lots to see in this interesting indoor market, so it's open from morning until late, in a fantastic modern setting. Find everything from rare gold and silver jewellery to designer clothes – although the prices aren't cheap, the quality's excellent. After shopping, enjoy a meal in a nearby restaurant.

### **E**

#### **Oldford Lane**

Situated in the historic city centre, you'll find a wide range of jewellery and clothes. Arrive early to avoid disappointment – bargains are found in the morning, and the stalls pack up after lunch. If the weather's good, enjoy watching the world go by, although it gets very busy in the tourist season.

### **G Teddingley Market**

Situated under historic city walls, in this busy market you'll find a huge selection of great-value new and second-hand clothes. There are also stalls offering unusual albums by international singers, often hard to find in shops. Our world-food area allows you to taste food from abroad, cooked in front of you by international chefs.

### **B Rosewell Hill**

Our market's in an amazing building that's hundreds of years old. Visitors find our late-night opening hours convenient, and there are always performers entertaining the crowds. We've recently opened more stalls specializing in pictures both from well-known artists and also those beginning their careers.

### **D Cobbledown Road**

A small market that's open in all weathers. Come and find something really fantastic – treat yourself or someone special! We have a wide selection of jewellery and musical instruments, produced locally by highly-skilled people, and home-made cakes to enjoy.

### **F Purford Market**

Close to museums and art galleries, this is the place to buy something for lunch, as well as fresh fruit and special breads. Try the region's famous cheese – the producers are there with advice on different types. Eat on the seats situated around the market, watching the colourful scene and enjoying music from local bands.

### **H Frome Place**

Stalls open during normal daytime shopping hours so, depending on the weather, there's plenty to entertain you the whole day. Try our sandwich bar if you're hungry, and look for an old copy of something by a favourite author. We also have gifts from all over the world.

### Part 3

#### Questions 11 – 15

For each question, choose the correct answer.

#### Artist Peter Fuller talks about his hobby

There's a popular idea that artists are not supposed to be into sport, but mountain biking is a huge part of my life. It gets me out of my studio, and into the countryside. But more importantly, racing along as fast as you can leaves you no time to worry about anything that's going on in your life. You're too busy concentrating on not crashing. The only things you pay attention to are the pain in your legs and the rocks on the path in front of you.

I'm in my sixties now, but I started cycling when I was a kid. In the summer my friends and I would ride our bikes into the woods and see who was brave enough to go down steep hills, or do big jumps. The bikes we had then weren't built for that, and often broke, so I used to draw pictures of bikes with big thick tyres that would be strong enough for what we were doing. They looked just like modern mountain bikes. However, it wasn't until many years later that someone actually invented one. By the 1980s, they were everywhere.

At that time I was into skateboarding. I did that for a decade until falling off on to hard surfaces started to hurt too much. Mountain biking seemed a fairly safe way to keep fit, so I took that up instead. I made a lot of friends, and got involved in racing, which gave me a reason to train hard. I wanted to find out just how fit and fast I could get, which turned out to be fairly quick. I even won a couple of local races.

In the end I stopped racing, mainly because I knew what it could mean to my career if I had a bad crash. But I still like to do a three-hour mountain bike ride every week. And if I'm out cycling in the hills and see a rider ahead, I have to beat them to the top. As I go past I imagine how surprised they would be if they knew how old I am.

- 11 Peter enjoys mountain biking because
- A it gives him the opportunity to enjoy the views.
  - B he can use the time to plan his work.
  - C he is able to stop thinking about his problems.
  - D it helps him to concentrate better.

12 What does Peter say about cycling during his childhood?

- A He is sorry he didn't take more care of his bike.
- B His friends always had better quality bikes than he did.
- C His bike wasn't suitable for the activities he was doing.
- D He was more interested in designing bikes than riding them.

- 13 Peter says he returned to cycling after several years
- A because he had become unfit.
  - B so that he could enter races.
  - C in order to meet new people.
  - D to replace an activity he had given up.
- 14 How does Peter feel about cycling now?
- A He is proud that he is still so fast.
  - B He is keen to do less now that he is older.
  - C He regrets the fact that he can no longer compete.
  - D He wishes more people were involved in the sport.
- 15 What would be a good introduction to this article?

A

For Peter Fuller, nothing matters more than mountain biking, not even his career. Here, in his own words, he tells us why.

B

Artist Peter Fuller takes mountain biking pretty seriously. Here he describes how it all began and what he gets out of it.

C

In this article, Peter Fuller explains how he became an artist only as a result of his interest in mountain biking.

D

After discovering mountain biking late in life, Peter Fuller gave up art for a while to concentrate on getting as good as possible.

#### Part 4

#### Questions 16 – 20

Five sentences have been removed from the text below.

For each question, choose the correct answer.

There are three extra sentences which you do not need to use.

## A new life

I used to work as a college lecturer in the north of England, running photography courses. It wasn't a bad job and I really liked my students, but I began to feel tired of doing the same thing every day.

16

I'd always loved travelling, so one weekend I typed 'international volunteering' into an internet search engine. At the top of the results page was the opportunity to go and stay on an island in the Indian Ocean, thousands of miles away, and help to protect the beaches and the sea life. 17 I had some diving experience, and the more I talked about it, the more I wanted to do it. So I contacted the organisation. One week later they offered to send me to the island and I accepted. 18 After all, the volunteer job was only for two months during the summer holidays. I thought after I'd finished, I'd come home.

As soon as I got to the island, I was sure I'd done the right thing. My first dive was incredible.

19

I felt so lucky to be able to experience that every day.

In fact I loved it so much that I never came home! I've now been on the island for ten years and I have a permanent job. I'm working as a marine educator, teaching volunteers about the sea life and taking them snorkelling and diving. My desk is a picnic table 10 metres from the best beach on the island. Of course not everything about my new life is perfect. 20 However, I can't imagine going back to my old life.

- A That's why I knew it was a terrible plan.
- B I had trained in icy water in the UK so the crystal clear warm water felt amazing.
- C They always ask lots of questions.
- D I work far harder than I used to.
- E I began joking to friends about sending in an application.
- F Afterwards, some people were surprised by my decision but I wasn't too worried.
- G I decided I needed a break.
- H I needed to explain that first.



## Part 5

### Questions 21 – 26

For each question, choose the correct answer.

#### The Coconut Tree

The coconut tree is thought to be one of the most valuable trees in the world. It is mostly found by the sea where there is a hot and wet **(21)** . The coconuts often fall into the sea and float on the water until they **(22)** ...another beach, where more trees then begin to grow. Holiday makers often see the coconut tree as no more than an attractive sun umbrella that provides **(23)** ..... . However, this amazing tree has hundreds of **(24)** ..... and more are still being discovered.

People have made houses, boats and baskets from the coconut tree's wood and leaves for centuries. Even today, if you take a **(25)** ..... in your cupboards, you will find coconut oil in products as **(26)** ..... as medicine and desserts.

- |    |               |             |           |             |
|----|---------------|-------------|-----------|-------------|
| 21 | A temperature | B condition | C climate | D weather   |
| 22 | A reach       | B go        | C travel  | D arrive    |
| 23 | A cloud       | B shade     | C dark    | D cold      |
| 24 | A uses        | B jobs      | C roles   | D things    |
| 25 | A scene       | B sight     | C look    | D view      |
| 26 | A opposite    | B separate  | C strange | D different |

## Part 6

### Questions 27 – 32

For each question, write the correct answer.

Write **one** word for each gap.

#### The Natural History Museum

This is one of my favourite places to visit. I've learned a huge amount about animals and plants **(27)** .....the time I've visited. I've even seen bits of rock from the moon!

The building's really beautiful and it's easy to find your way around. There are hundreds of interesting things on display, but **(28)** ..... you like dinosaurs the best time **(29)** ..... see them is during term-time. I've been twice in the school holidays and the queue was **(30)**.....long that I wasn't able to visit that part **(31)**.....the museum. You'll probably want something to eat while you're there. You can take **(32)** ..... own picnic and eat in the museum garden, or try one of the two museum cafés.

APPENDIX E  
**B1 Preliminary (PET) writing**  
Part 1

You must answer this question.

Write your answer in about 100 words on the answer sheet.

**Question 1**

Read the **email** from your English-speaking friend Sandy and the notes you have made.

The image shows a screenshot of an email interface. At the top, it says "EMAIL". Below that, the "From:" field contains "Sandy" and the "Subject:" field contains "Your visit!". The main body of the email contains the following text:  
Hi,  
I'm so excited that you're coming to stay with me for a week!  
On your first evening here, there's a rock concert in our town. Would you like to go to the concert or would you prefer us to relax at home?  
Also, shall we go climbing in the mountains while you're here?  
Let me know if you have any questions.  
See you soon  
Sandy

Handwritten notes with arrows pointing to specific parts of the email are as follows:  
- "Me too!" points to "I'm so excited that you're coming to stay with me for a week!".  
- "No, because ..." points to "Also, shall we go climbing in the mountains while you're here?".  
- "Say which I prefer" points to "Would you like to go to the concert or would you prefer us to relax at home?".  
- "Ask Sandy ..." points to "Let me know if you have any questions."

Write your **email** to Sandy using **all the notes**.

**Part 2**

Choose **one** of these questions.

Write your answer in about 100 words on the answer sheet.

**Question 2**

You see this notice on an English-language website.

The image shows a notice on a website with a grey header that says "Articles wanted!". Below the header, the text reads:  
**FILMS**  
What kind of films do you enjoy?  
Do you prefer watching them at the cinema or at home? Why?  
**Write an article answering these questions and we will put it on our website!**

Write your **article**.

**Question 3**

Your English teacher has asked you to write a story.

Your story must begin with the sentence:

*As the plane flew lower, Lou saw the golden beaches of the island below.*

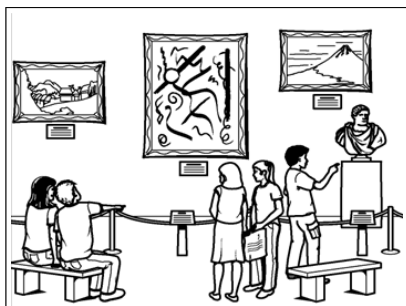
Write your **story**.

APPENDIX F  
A2 Key (KET) listening  
Part 1

Questions 1 – 5

For each question, choose the correct answer.

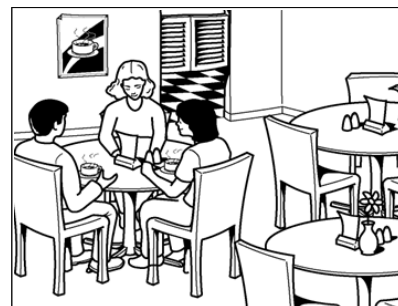
1 Where will Claire meet Alex?



A

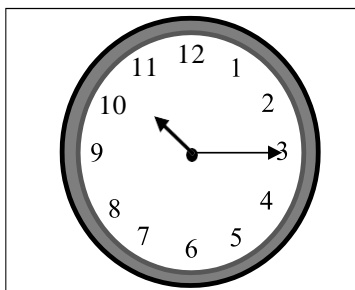


B

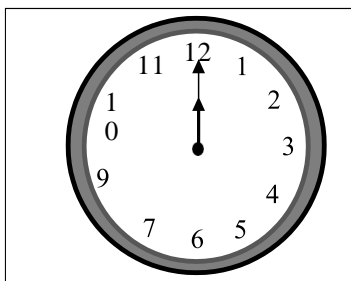


C

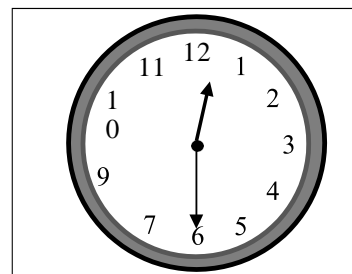
2 What time should the man telephone again?



A



B

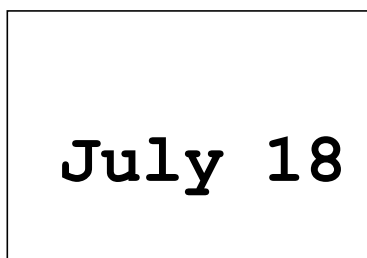


C

3 When are they going to have the party?



A

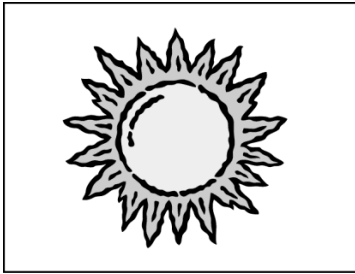


B

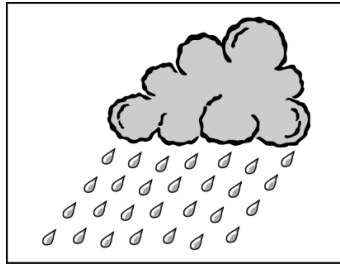


C

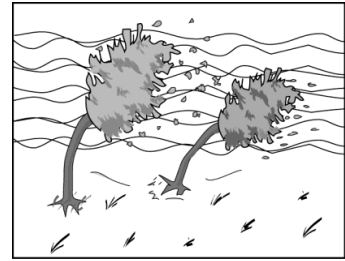
4 What was the weather like on the picnic?



A



B

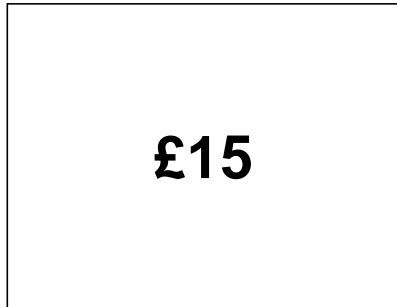


C

5 How much are the shorts?



A



B



C

## Part 2

Questions 6 – 10

For each question, write the correct answer in the gap. Write **one word** or a **number** or a **date** or a **time**.

You will hear a teacher talking to a group of students about summer jobs.

**Jobs for students with  
*Sunshine Holidays***

Work in:	Children's summer camps
Dates of jobs:	(6) 15th June – 20th _____
Staff must be:	(7) _____ years old
Staff must be able to:	(8) _____
Staff will earn:	(9) £ _____ per week
Send a letter and:	(10) _____

**Part 3**

**Questions 11 – 15**

For each question, choose the correct answer.

---

You will hear Robert talking to his friend, Laura, about a trip to Dublin.

- 11 Who has already decided to go with Robert?  
A family members  
B colleagues  
C tennis partners
- 12 They'll stay in  
A a university.  
B a guest house.  
C a hotel.
- 13 Laura must remember to take  
A a map.  
B a camera.

- C a coat.
- 14 Why does Laura like Dublin?
- A The people are friendly.
- B The buildings are interesting.
- C The shops are beautiful.
- 15 Robert's excited about the trip to Dublin because
- A he can't wait to go to the music festival.
- B he loves the food there.
- C he wants to go to a new art exhibition.

#### Part 4

#### Questions 16 – 20

For each question, choose the correct answer.

---

- 16 You will hear a woman talking to her friend about why she's bought a motorbike. Why did she buy it?
- A It's fast.
- B It was cheap.
- C It'll be easy to repair.
- 17 You will hear two friends talking about going to University. What subject is the man going to study?
- A history
- B geography
- C chemistry
- 18 You will hear two friends talking about a photograph. What's the photograph of?
- A a sports stadium
- B a zoo
- C a school playground
- 19 You will hear a woman talking to a friend on the phone. Why's she upset?
- A Her train was delayed.
- B She's lost her wallet.
- C She's broken her glasses.
- 20 You will hear a woman talking to her friend, David, about something she's bought. What has she bought?
- A some clothes
- B some food
- C some games

#### Part 5

#### Questions 21 – 25

For each question, choose the correct answer.

You will hear Simon talking to Maria about a party. What will each person bring to the party?



**Example**

0 Maria  B

**People**

21 Barbara

22 Simon

23 Anita

24 Peter

25 Michael

**Food**

A bread

B cake

C cheese

D chicken

E fish

F fruit

G ice cream

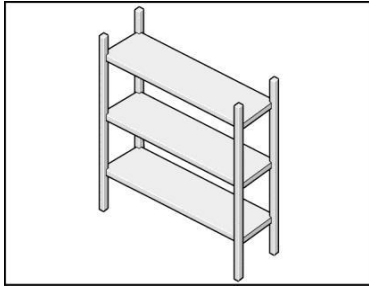
H salad

APPENDIX G  
B1 Preliminary (PET) listening  
Part 1

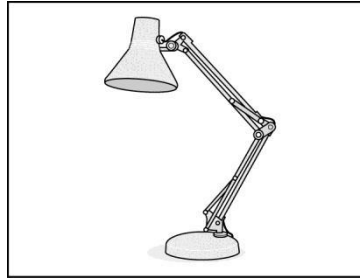
Questions 1 – 7

For each question, choose the correct answer.

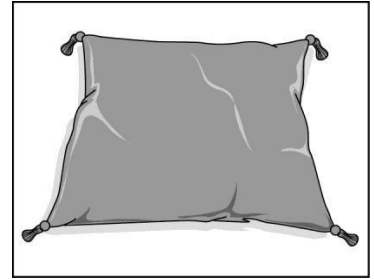
1 What did the girl buy on her shopping trip?



A

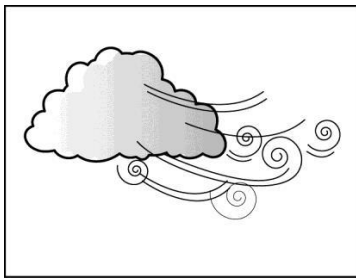


B

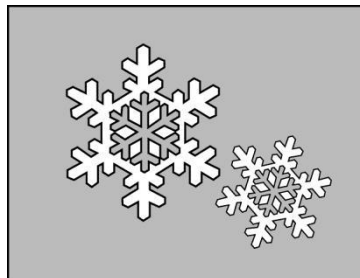


C

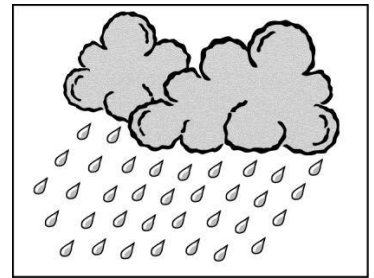
2 Why did the plane leave late?



A



B



C

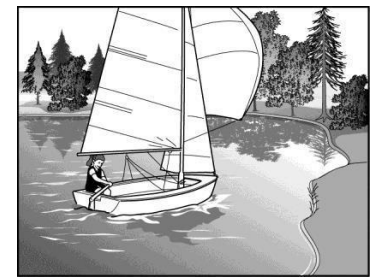
3 What activity does the woman want to book for the weekend?



A

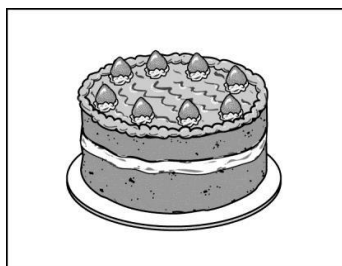


B

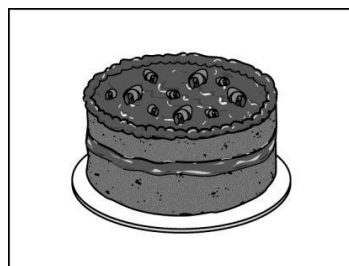


C

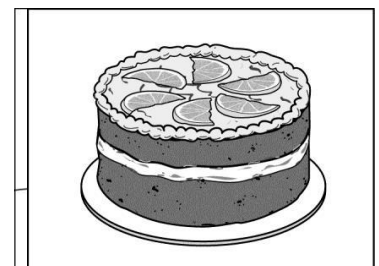
4. Which cake will the girl order?



A



B



C

5. How much must customers spend to get a free gift?

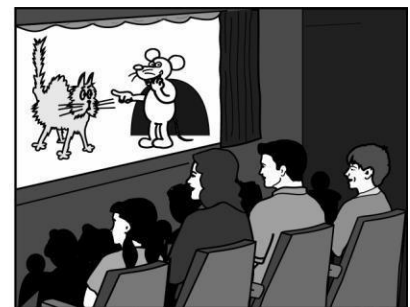
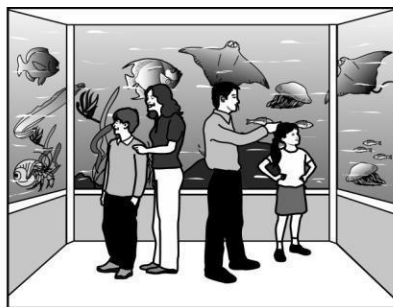


A

B

C

7. What did the family do on Sunday?



A

B

C

8. Which programme is on first?



A

B

C

## Part 2

### Questions 8 – 13

For each question, choose the correct answer.

8 You will hear two friends talking about a new clothes shop. What does the girl say about it?

- A The staff are helpful.
- B It only has the latest fashions.

- C Prices are reduced at the moment.
- 9 You will hear two friends talking about a pop band's website. They think the site would be better if
- A its information was up to date.  
 B it was easier to buy concert tickets.  
 C the band members answered messages.
- 10 You will hear a woman telling a friend about an art competition she's won. How does she feel about it?
- A upset that the prize isn't valuable  
 B excited that the judges liked her picture  
 C disappointed that she can't use the prize
- 11 You will hear two friends talking about the girl's flatmate. The girl thinks that her flatmate
- A is too untidy.  
 B talks too much.  
 C plays music too loud.
- 12 You will hear two friends talking about a football match. They agree that their team lost because
- A the players weren't confident enough.  
 B they were missing some key players.  
 C the players didn't do the right training.
- 13 You will hear two friends talking about a tennis match they played. The boy wants the girl to
- A help him to get fitter.  
 B practise with him more often.  
 C enter more competitions with him.

**Questions 14 – 19**

For each question, write the correct answer in the gap. Write **one** or **two words** or a **number** or a **date** or a **time**.

You will hear a radio presenter called Anita talking about her holiday in Cuba.

**ANITA'S HOLIDAY IN  
CUBA:**

In the National Gardens, the (14).....was the thing that attracted most people.  
 On the swimming trip, electronic armbands kept the (15).....away.  
 On the day in the countryside, Anita almost fell off a (16).....  
 In the capital city, Anita saw a (17).....in a theatre.  
 Anita enjoyed visiting a farm where (18).....is produced.  
 Anita bought some (19).....as gifts.

## Part 4

### Questions 20 – 25

For each question, choose the correct answer.

You will hear an interview with a woman called Vicky Prince, a champion swimmer who now works as a swimming coach.

- 20** Vicky first went in for competitions because
- A** she had joined a swimming club.
  - B** her parents were keen on swimming.
  - C** her swimming teacher encouraged her.
- 21** As a teenager, Vicky's training involved
- A** exercising on land as well as in the water.
  - B** going without meals during the day.
  - C** travelling to a pool once a day.
- 22** What did Vicky find hard about her training programme?
- A** She couldn't go on school trips.
  - B** She lost some of her friends.
  - C** She missed lots of parties.
- 23** What helped Vicky to do well in the national finals?
- A** She was not expected to win.
  - B** She trained harder than usual.
  - C** She wanted to take a cup home.
- 24** As a swimming coach, Vicky thinks she's best at teaching people
- A** to deal with failure.
  - B** to improve their technique.
  - C** to get swimming qualifications.
- 25** Why has Vicky started doing long-distance swimming?
- A** She needed to get fit again.
  - B** She thought it would be fun.
  - C** She wanted to do some travelling.

	A1	A2	B1	B2	C1
<b>Listening</b>	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.
<b>Reading</b>	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.
<b>Spoken Interaction</b>	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to every day life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.
<b>Spoken Production</b>	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed description on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.
<b>Writing</b>	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages relating to matters in areas of immediate needs. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a widerange of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind.

Мельниченко Галина Володимирівна

МІЖНАРОДНІ ІСПИТИ З АНГЛІЙСЬКОЇ МОВИ : МЕТОДИЧНІ  
РЕКОМЕНДАЦІЇ  
[ДО ПРАКТИЧНИХ ЗАНЯТЬ ТА САМОСТІЙНОЇ РОБОТИ]

Авторська редакція

Підписано до друку 25.07.2024. Формат 60x90 1/16.

Печать офсетна. Папір типографський №3.

Тираж 100 екз.

Поліграфічний центр «Магістр»

м. Одеса, вул. Мечнікова, 36, тел.: 732-19-82

Свідоцтво про реєстрацію №2670316784 від 16.02.2000