



# Practice Test 3

## READING AND USE OF ENGLISH **PART 1**

For questions 1 – 8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Example:

0   A   familiar                      B   successful                      C   accustomed                      D   suitable

0	<b>A</b>	B	C	D
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### The origin of tennis

Wimbledon and the US, French and Australian Open tennis tournaments are (0) \_\_\_\_\_ to millions of sports fans every where. But when and where did this popular sport begin?

(1) \_\_\_\_\_ to some history books, the modern form of tennis first started in 19th-century Britain, when a British army officer (2) \_\_\_\_\_ on the equipment and the rules for lawn tennis in 1874. Of course the game is much older than that, but historians disagree about its exact (3) \_\_\_\_\_.

Some say tennis was invented by the ancient Egyptians and there is some historical (4) \_\_\_\_\_ to suggest tennis was played in ancient times. Other historians think tennis first appeared in 11th-century France, where the game usually took (5) \_\_\_\_\_ outside and the hands were used to hit the ball.

As the game became better-known, it (6) \_\_\_\_\_ to other countries, and the hand was (7) \_\_\_\_\_ with the racquet. The English king, Henry VIII, played an indoor (8) \_\_\_\_\_ of the game in one of his palaces. From that time on, tennis has grown into the worldwide sport we know and love today.

- |   |            |              |               |               |
|---|------------|--------------|---------------|---------------|
| 1 | A Writing  | B Concerning | C Regarding   | D According   |
| 2 | A decided  | B put        | C made        | D took        |
| 3 | A opening  | B origins    | C background  | D beginning   |
| 4 | A evidence | B proof      | C information | D truth       |
| 5 | A place    | B part       | C account     | D hold        |
| 6 | A grew     | B widened    | C travelled   | D spread      |
| 7 | A replaced | B switched   | C introduced  | D transformed |
| 8 | A edition  | B version    | C sort        | D type        |

**TIPS**

Remember to read through the whole text before you look at the multiple-choice options. As you do so, you will be thinking of a word that can complete the gap and getting a sense of the overall meaning. You might want to lightly pencil in any word that you guess fits.

When you are deciding on the correct option, make sure you read the whole sentence with the gap in it and consider all four options.

**Question 5:** Sometimes you can discount an option because it doesn't fit grammatically, but on other occasions, all the options after a particular word – in this case the word *take* – are possible in English. However, only one fits with the meaning in the text. Remember that people *take part* and events *take place*.



# Practice Test 3

## READING AND USE OF ENGLISH PART 2

For questions 9 – 16, read the text below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning (0).

Write your answers **IN CAPITAL LETTERS**.

Example: 0 

0	O	F
---	---	---

### Child stars

This week saw the modelling debut (0) OF Cassie Andrews, daughter of the famous fashion model Dana. Cassie appeared at a fashion show in Paris and was an instant success with the press and public. But the (9) MOST interesting part of the story is that Cassie is only ten years old. Is this a bit (10) TOO young for a child to begin a career in modelling? Some people think (11) SO.

There are many sad stories about child stars (12) WHO/ THAT started acting or modelling at a very young age and experienced terrible problems (13) AS a consequence. The teenage years are a difficult time for anyone, but if you (14) ARE followed everywhere by journalists who photograph everything you do, the pressure can be too much.

But there are a (15) FEW success stories. Shirley Conrad made several hit films before her twentieth birthday and then had a complete change of career. She moved into the world of politics and eventually became one of (16) THE first women to be elected to parliament. She often said that her early experience with acting gave her the confidence to go into politics.



### TIPS

As with Part 1, you should read the whole text through before you decide on the answers. Remember that all the missing words are simple ones that you know well. For each gap, look at the words that come before as well as after the gap and think about what type of word would fit – is it a preposition, relative pronoun, auxiliary verb, etc? Never fill a gap with more than one word.

**Question 11:** You know many words that often follow *think*: you can think *about* or *of* something/someone and think *that* something is true. But none of these fit the gap here because the gapped sentence is about something said earlier and the word you need ends the sentence.

**Question 15:** Be careful you don't rush to put in a word because the answer looks easy. If you don't read carefully, you might fill this gap with *some* or *many* because you didn't notice the little word *a* before the gap.

READING AND USE OF ENGLISH **PART 3**

For questions 17 – 24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits the gap in the same line. There is an example at the beginning (0).

Write your answers **IN CAPITAL LETTERS**.

Example: 0   

D	I	S	A	D	V	A	N	T	A	G	E	D						
---	---	---	---	---	---	---	---	---	---	---	---	---	--	--	--	--	--	--

**Lighting the room with water bottles**

In the Philippines, many (0) DISADVANTAGED people cannot afford electricity. So something as simple as lighting your home is nearly (17) IMPOSSIBLE.

**ADVANTAGE**  
**POSSIBLE**

Now people are hoping to solve this problem with an amazing new (18) INVENTION. It involves using an ordinary plastic water bottle filled with a(n) (19) MIXTURE of filtered water and a small amount of bleach.

**INVENT**  
**MIX**

*Liter of Light*, the (20) ORGANISATION that promotes the method, hopes to provide lighting to one million homes in the Philippines. The ‘lights’ are (21) EASILY installed by cutting a hole in the roof the same (22) WIDTH as the bottle. The water-filled bottle is then inserted in the hole and sealed with glue. Although it only works during the day, the water bottle provides light to homes that would otherwise be dark inside.

**ORGANISE**  
  
**EASY**  
**WIDE**

People who were previously (23) UNABLE to pay for indoor lighting will now be able to spend more time inside the home. It is relatively (24) INEXPENSIVE to install the water bottles, costing less than a pound, so everyone can afford it.

**ABLE**  
  
**EXPENSE**

**TIPS**

For Part 3, the word at the end of the line must always be changed in some way. Read the surrounding sentence to decide what changes you need to make to the stem word. Should you make the word an adjective, a noun, a plural, a negative, etc?

For two of the answers here you need to keep the stem word as it is and just add a prefix. Which are they? One word needs a change which is not a prefix or suffix – which one? Think about how to add a suffix to a stem word ending in e or y, such as questions 20 and 21. Do you keep these letters, remove them or put another letter in their place?



# Practice Test 3

## READING AND USE OF ENGLISH **PART 4**

For questions 25 – 30, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **two** and **five** words, including the word given. Here is an example (0).

**Example:**

- 0 A friendly taxi driver drove us into town.

**DRIVEN**

We <sup>WERE</sup>  
DRIVEN INTO TOWN BY a friendly taxi driver.

The gap can be filled by the words 'were driven into town by', so you write:

**Example:** 0 WERE DRIVEN INTO TOWN BY

Write **only** the missing words **IN CAPITAL LETTERS**.

- 25 Going camping appeals to Rudy.

**KEEN**

Rudy IS KEEN ON going camping.

- 26 We had no difficulty in finding your house.

**DIFFICULT**

It <sup>WAS NOT/</sup>  
WASN'T DIFFICULT TO FIND your house.

- 27 Nobody but Henry gave her a birthday present.

**ONLY**

Henry was THE ONLY ONE/PERSON TO give her a birthday present.

- 28 It might rain, so don't forget your umbrella if you go out!

**CASE**

If you go out, take <sup>AN/YOUR</sup>  
UMBRELLA IN CASE IT rains!

- 29 Would you like to see a film tonight?

**FEEL**

How do you FEEL ABOUT SEEING a film tonight?

- 30 'You're too young to go to the theatre on your own,' said Frank's father.

**OLD**

Frank's father told him <sup>HE WAS NOT/</sup>  
WASN'T OLD ENOUGH to go to the theatre alone.

### TIPS

**Question 25:** You've probably learnt a list of adjectives + prepositions + *ing*, eg, *interested in*, *scared of*, *enthusiastic about*. Which preposition comes after *keen*? And which verb usually goes before adjectives like *interested* and *keen*?

**Question 27:** Be careful when the verb changes tense in the second sentence. In the lead-in sentence, it's in the past – *gave*, but it's *give* in the second, so you can't put the word *who* before it. What can you put?

**Question 30:** Remember to put the verb in the correct tense for reported speech. When you use a negative, you can put it in a contracted form, eg *did not* = *didn't*, but remember all contractions except *cannot* count as two words.



# Practice Test 3

## READING AND USE OF ENGLISH PART 5

### Questions 31 – 36

You are going to read an extract from a novel. For questions 31 – 36, choose the answer (A, B, C or D) which you think fits best according to the text.

## Leaving home

When I went to university at the age of eighteen, I think it was a relief to both of us. We had grown apart; she had grown old, and I had grown up. We were like strangers to each other, and it was clear we were not getting on as we once had, when there had been six of us in the house and, as the baby of the family, I had enjoyed everyone's attention. But then my four older brothers and sisters had spread their wings, only rarely returning to visit at Christmas and occasionally in summer. Having flown the coop, they brought back to their little brother stories of the outside world, amazing tales of the fabulous lives they led far away in the big city, so different from our little nest they had left so empty.

We lived in an old but grand house on the top of a small hill outside a village in the countryside. We were not rich and not poor. My father had left us some money in his will, and this was enough to keep us in some comfort, financially if not emotionally. I had been too young to even attend his funeral, and his absence caused me less emotional discomfort than it did for the rest of the family. But somehow I failed to appreciate my mother as much as I should have and certainly caused her more sadness than her other children. She spent the middle years of her life bringing us up alone; alone in every sense of the word, as there were no uncles, aunts or cousins nearby. She had to try very hard just to keep in touch with distant family members who had spread across the world over the years.

line 29 I thought at the time that my mother had exhausted herself with her efforts with my siblings and had very little left to give to me. She had produced four fine young adults who were well on the way to making successes of their lives, but at some point – and I set the date as the day Judith, my youngest sister, left – it seemed to me that she had stopped making that effort, and she had just stopped caring for me. Somehow, I thought, she perhaps felt she had done enough, that I would learn from example and didn't need any personal guidance. From that day it was just the two of us in the huge old house on the hill, I grew further and further away from her until I couldn't leave for university quickly enough.

So off I went, without a backwards look or a wave goodbye, with few regrets – on either side, as far as I was concerned.



I assumed my mother would appreciate the solitude she had never had, having married young. I now know she was heartbroken to be abandoned by her youngest child and I was never to be so deeply loved again. But I had grown tired of being the baby of the family and was only interested in my future as an adult and not my past as a child. In reality, I was neither. This ignorance about myself and other people was just one example of my general immaturity. I knew everything, or so I thought – the one sure sign that someone has a lot to learn and a lot of growing up to do. I don't know how anyone put up with me. Indeed, as an adult, I find it impossible to stand this sort of thing in others. Of course, my older and wiser brothers and sisters saw the situation much more clearly and were careful to protect my mother from the worst of my behaviour, which really amounted to not calling her, not attending family gatherings at Christmas and being generally distant. I spent my university years, and several years after, avoiding those closest to me, something which I bitterly regretted in later life.

### TIPS

**Question 31:** You know you should read through the whole text quickly before you look at the questions, and doing this will help you with the first question here. The questions follow the order of the information in the text, so you can find the answer to question 31 in the first paragraph, but the information you need can also be found at the beginning of the third paragraph.

**Question 36:** Always read the stem question and the answer options carefully. The key word in this question is *now*. Option B mentions bad treatment, but was this from them to him? Don't choose an option if it is not supported by the text. We know the writer wasn't close to his relatives in the past, but is he still distant from them now? If the text doesn't give us the answer, we don't know.

- 31 How many people were left living at home when the author left?  
A five  
**B one**  
C two  
D six
- 32 In the first paragraph, what does the writer mean by 'flown the coop'?  
**A left home**  
B found jobs  
C got married  
D bought a house
- 33 What is the situation with the author's mother and father?  
A His father lives apart from the family.  
B They are divorced.  
**C His mother is a widow.**  
D His mother asked his father to leave.
- 34 What does the word 'siblings' mean in line 29?  
A children  
B family  
C parents  
**D brothers and sisters**
- 35 How did the author think his mother felt when he left home?  
A He thought she wouldn't enjoy being alone.  
B He knew it would break her heart.  
**C He supposed she wouldn't mind him leaving.**  
D He didn't care how she felt.
- 36 How does the author now feel about his family?  
**A He wishes he had behaved better towards them.**  
B He realises how badly they treated him.  
C He isn't close to them anymore.  
D He maintains a distance from them.





# Practice Test 3

## READING AND USE OF ENGLISH PART 6

### Questions 37 – 42

You are going to read an article about a new way to teach poetry. Six sentences have been removed from the article. Choose from the sentences **A – G** the one which fits each gap (**37 – 42**). There is one extra sentence which you do not need to use.

## Teaching poetry through hip-hop

*Teachers by day, performance artists by night, these teachers have discovered an inspiring new way to teach an old subject.*

Most of us would agree that the majority of school kids aren't too interested in poetry. It's a little bit boring, difficult to understand and even harder to write. However, we all know school kids are more enthusiastic about modern music. Two teachers at London's Kingsbury High have developed a way to use the poetic characteristics of modern music, in particular hip-hop lyrics, to engage students in learning poetry.

Sam Berkson and Chris Beschi are both teachers at Kingsbury High who also give poetry readings in the evenings at local entertainment venues. Together, the two teachers perform poetry in a hip-hop style for all of the students in Year 9, using poems from the school syllabus. **37 E** From this reaction it is clear that the students are engaged by the teachers' technique.

The two teachers believe that kids view poetry as boring, hard to understand, and out of touch with their reality. Their technique involves creating a link between poetry and the kids' lives through things they're into, such as hip-hop. The teachers show them this connection. **38 B** Before long, hopefully, students will want to go beyond an appreciation of it and want to create it as well.

Berkson and Beschi focus on poetry that has themes which relate to London's urban scene. Students at Kingsbury High come from diverse backgrounds and thus have a wide range of (possibly conflicting) interests. **39 G** Through poetry that relates to their shared lives, students can learn to express their feelings about their surroundings.

Of course, there are many ways for young people to express themselves and their feelings creatively, such as through art or other forms of creative writing. These may even be preferred by some students. But it's good for students to be made aware of poetry, one of the oldest forms of self-expression, at the same time. Often, students are pressured to excel at other school subjects, such as maths and science. **40 C** However, the skills acquired from learning poetry and performing it in front of the class are equally valuable. They allow students to communicate better and believe in themselves.

Berkson and Beschi admit that their teaching method doesn't work for everyone. This applies more to the teachers than to the students. Some teachers may have the ability to analyse and explain poetry to a class, but they will run into problems when they try to teach students how to write and perform it if they are not poets themselves. **41 F**

Probably one of the most important things students can gain from this method is confidence. Many students at Kingsbury High lack a certain amount of inner strength. **42 D** Through writing their own poetry and reading it aloud, students can learn how to command a crowd with the power of their voice and their ideas. And that's a lesson that extends well beyond the classroom.



- |   |  |
|---|--|
| <b>A</b> Because of that, they have many things in common which allow them to work well together. | <b>E</b> The audience response is very loud when they have finished!                               |
| <b>B</b> Once they see that, they are more likely to appreciate poetry.                           | <b>F</b> For this reason, it needs a special kind of teacher, so the method does have limitations. |
| <b>C</b> These are typically considered 'useful subjects'.  | <b>G</b> However, they all share the experience of living and growing up in London.                |
| <b>D</b> They often lack the confidence to be leaders.  |  |

**TIPS**

You should read the text first to get an overall idea of its meaning, ideas development and structure. When you're deciding which sentence fits a gap, make sure it fits with both what comes before it and what comes after it in the text.

When you're looking at the seven sentences **A – G**, pay special attention to the reference words such as *them, they, this, that* and *these*. Nearly all the sentences here contain one or more of these words. Work out what they refer to.

**Question 37:** You can try and guess what information/ideas will be included in the sentence which fills this gap. The sentence before the gap tells you that the teachers perform and the sentence after the gap tells you that the students are engaged because of *this reaction*. The sentence that fills the gap must be about the students' positive response.

**Sentence C:** You can work out that there must be at least two examples of *useful subjects* in the text immediately before Sentence C.



# Practice Test 3

## READING AND USE OF ENGLISH **PART 7**

### Questions 43 – 52

You are going to read a newspaper article about different places where people have eaten. For questions 43 – 52, choose from the people (A – D). The people may be chosen more than once.

### Which person (or people)

didn't experience good food until they grew up?

43 D

liked the atmosphere?

44 C

liked the building?

45 A

didn't care that the food wasn't extraordinary?

46 C

probably ate the most expensive meal?

47 A

describes the wonderful flavour of the food?

48 D

had a social experience while eating?

49 C

felt guilty when they were eating?

50 A

ate a kind of food that is extremely popular nowadays

51 B

had a meal in a car?

52 B

### TIPS

For this part, you should read the questions first and underline the key information you will be looking to find. For example, if you underline *good food* and *grew up* in question 43, you will focus on finding someone who didn't enjoy good food as a child.

**Question 50:** In order to answer questions like this, you have to think about the meaning of the text and the meaning of the question rather than looking for specific words or synonyms. In the first text, Bruce talks about the fish's friends watching him with their *accusing eyes*. This means he felt guilty while he was eating.

# My place for food

We asked four food writers about the most memorable place they have eaten in.

## A Bruce

I once ate at an underwater restaurant in a luxury five-star hotel. It was in one big room, and you reached it by going down in a lift from the ground floor of the hotel. The walls, floor and ceiling were all made of glass, and behind the glass there was just the sea. You were entirely surrounded by water, and in the water there were thousands of brightly-coloured tropical fish swimming around. It was like being in the middle of a giant aquarium. It's an engineering miracle, really, and it must have cost a lot to build, which is why the prices were so high, I suppose. Of course, the menu included some fantastic seafood, but it felt a little strange sitting there eating your fish while his friends swam around you, watching you with their accusing eyes! I could imagine what they might say to each other about me as every mouthful went down. I ate very quickly and took the lift back upstairs!



## C Lena

I'm lucky because I lived in London a few years ago, where you can find any kind of food you want. There are thousands of restaurants with all sorts of cuisines from all over the world.

But my favourite place to eat was actually a little café on the corner near my house. The food was nothing special, no different from anywhere else. The place was even a bit dirty and needed to be painted, especially the bathroom, but I knew everyone in there, so it was like a little community. You went in, saw a familiar face and had a chat while your food came. I generally popped in for breakfast – eggs, bacon, toast and a cup of tea. Not very healthy, I know, but it was the feeling of being with friends I liked the best.



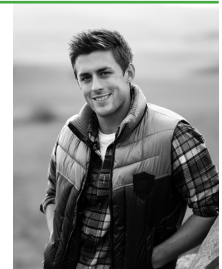
## B Melanie

One of the most memorable meals I've had was actually fast food. This was years ago, before all those American chains started to appear all over the UK, so it was quite new to me. I was driving across the United States for a summer break, all the way from one side of the country to the other. We were in Texas and went through a small town in the middle of the night, and the only place to eat that was open was a 24-hour drive-through restaurant. We'd never even heard of anything like that before. You stopped and gave your order into a microphone outside the restaurant. Then you drove round the corner of the building to collect your food at a little window. It was like an adventure. We told everyone all about it when we got home.



## D Dave

When I was growing up, my mother used to cook terrible meals, and we never went out to eat, so I never really enjoyed eating. In those days in my country, people weren't very adventurous with food, and in general I found it tasteless and uninteresting. That's why I prefer foreign cuisine now, particularly Italian. I loved it from the first time I tried it. I was on a trip to Italy, just sightseeing and relaxing before I started my first job after university, when I discovered Luigi's, a small traditional restaurant in the hills above Pescara. I couldn't believe how tasty everything was. The whole family was involved in the business, either cooking or serving, or just growing the vegetables and fruit in their fields. The meat came from the butcher in the same village. Every dish was freshly cooked and full of wonderful-tasting ingredients.





# Practice Test 3

## WRITING **PART 1**

You **must** answer this question. Write your answer in **140 – 190** words in an appropriate style.

- 1 In your English class you have been talking about young people working. Now your teacher has asked you to write an essay for homework.

Write your essay using **all** the notes and giving reasons for your point of view.

**Some teenagers have part-time jobs while they are still in school.  
Is this a good or a bad thing for the teenagers?**

### Notes

Write about:

- 1 earning pocket money
- 2 less time for studying
- 3 ..... (your own idea)

*Students' own answers*

### TIPS

For Part 1, being able to support your opinion with reasons and examples is another skill you will need to write an effective essay. The two prompts you are given help to guide and develop the essay and always clearly relate to the question or statement you need to deal with. You also need to think of a third idea of your own which is distinct from the two prompts given. Try brainstorming ideas for different topics because it is very useful practice for this. Remember that if you miss out any of the three essay prompts, you will be penalised.

## WRITING PART 2

Write an answer to **one** of the questions **2 – 5** in this part. Write your answer in **140 – 190** words in an appropriate style.

- 2** Your school is having a story-writing competition and you decide to enter. Your story must begin with this sentence:

*When Mary woke up, she didn't expect her day to be so difficult.*

Your story must include:

- an appointment
- an accident

Write your **story**.

- 3** Your teacher has asked you to write a review for the school magazine of a book you have read recently. Review the book, giving your opinion and saying whether or not you would recommend it.

Write your **review**.

- 4** You have seen this announcement in your local newspaper.

How does technology like the Internet and mobile phones affect the way we live today? We are looking for articles about the effect of modern technology on our lives.

Write your **article**.

- 5** Question 5 always consists of a question on the set text. Only answer question 5 if you have studied the set text. Here is an example of the kind of question you might be asked:

Your English class has had a discussion about the book you have read and now your English teacher has asked you to write an article for the school magazine. Write about an important event in the book. How does the event affect the main character?

Write your **article**.

*Students' own answers*

### TIPS

**Question 2:** Before you write your story, take a little time to think of answers to some question words: *Who is Mary? Where is she when she wakes up? What difficulties did she have to face during the day? How did she deal with them? What happens in the end?* You can make short notes so you remember what to include. Use your imagination – the story can be as strange and surprising as you like. Try and use interesting adjectives, adverbs and expressions and remember to use time expressions, past forms and to link your ideas together.

**Question 3:** Don't choose this question if you can't remember much about any particular book. If you do have a book in mind, you should do three things: briefly describe what it is about, say what you think of it and whether others should read it. You can write the title and author of the book as a heading. Of course, it doesn't have to be a book you read in English. If the book is a novel, don't just retell the story; you should give your personal response. If you hated the book, say so and say why!

**Question 4:** It's important to plan an article. Make a short list of ways modern technology affects our lives for good or bad. Apart from the Internet and mobile phones, you could talk about the impact of new medical, energy or transport technology if you know anything about such things. Join the points you make with words and phrases such as *The Internet not only ... but also ...*, *As well as ...*, *having a mobile means you can ...*

You should give your article a title and try and get the reader interested in what you have to say from the beginning. You can use questions and address the reader directly, eg, *Have you ever stopped to think about what the world was like when your grandparents were your age?* You might want to use examples and anecdotes to liven up your writing, eg, *Yesterday I used Skype to talk to and see my aunt in Australia and my sister in London at the same time – and it was free!*

**Question 5:** Follow the instructions carefully. You won't do well if you write about an important event in the book and don't mention how the event affects the main character. In this article, you must address both questions in order to have a successful article.



# Practice Test 3

## LISTENING PART 1

### Questions 1 – 8

You will hear people talking in eight different situations. For questions 1 – 8, choose the best answer (A, B or C).

- 1 You hear a man talking on the radio about the weather.  
What does he say to people who might be travelling?  
A All roads are closed across the country.  
B People can travel if they really want to.  
C Driving might be difficult but not impossible.
- 2 You hear two people having a conversation while they are waiting for a bus.  
What problem do they have?  
A They are not sure what the time is.  
B The bus is late.  
C The girl has lost her watch.
- 3 You hear a voicemail message which a woman leaves for one of her colleagues at work.  
What does she tell her colleague?  
A The Belfast office will definitely send the information.  
B The work can be completed on time if she gets some help.  
C She can't possibly finish the work by the right date.
- 4 You hear two schoolchildren discussing one of their teachers.  
What do they say about her?  
A She has started to be nice to her students.  
B She is very strict with everyone.  
C She is fair to all their classmates.
- 5 You hear two people talking about their friend.  
What happened to him?  
A He was seriously injured in a fall.  
B He escaped unhurt from a dangerous situation.  
C He has recovered after an accident.
- 6 You hear a travel agent talking about holidays.  
What does the person say about choosing a holiday?  
A They can give you good advice.  
B It's difficult to choose a luxury holiday.  
C They have the best selection of modern holidays.
- 7 You hear two teenagers talking.  
What does the girl say about school?  
A She is too tired to do her exams.  
B She will have a rest in the summer holidays.  
C She has too much work to do.
- 8 You hear a couple talking about a film they have just seen together.  
What do they say?  
A They both think the film was too long.  
B The woman doesn't like films about boats.  
C The man prefers films about people and animals.



### TIPS

**Question 1:** Read the options carefully.

A: You will hear some information about roads and closures, but is it the roads that are closed?

B: To be the correct answer, the wording in the option must reflect what you actually hear. Does the speaker say people are only allowed to travel if they really want to?

C: Can people still drive despite bad conditions?

**Question 3:** Sometimes there will be more than one phrase or sentence that points you in the direction of the correct answer. Is the speaker 100% sure that Belfast will send the information or that she won't finish the work on time? If there is any doubt about either of these things, then the correct answer has to be something else.





# Practice Test 3

## LISTENING PART 2

### Questions 9 – 18

You will hear a radio programme about the problems facing young people today. For questions 9 – 18, complete the sentences with a word or short phrase.

### Young people and the world today

The lack of  9 in the economy can cause young people problems.

According to the speaker, being a teenager is never  10

The speaker says that going to university is now  11 than it used to be.

The alternative to going to university is getting a(n)  12

The speaker advises young people to discuss their  13 with their parents.

In most countries, more people are  14 than ever before.

In spite of the bad economic situation, the  15 of young people are feeling confident about the years ahead.

Africa has always had problems with  16

In some countries in Africa, young people are sometimes forced into  17 by the government.

In some places in the world, the law cannot  18 child workers.

### TIPS

Although you should read through the questions and guess what word or type of word(s) might complete the sentences, don't write anything in the gaps until you listen. Remember that you only write words that you hear in the text; don't try to paraphrase using your own words to fill the gaps.

The word(s) you fill the gap with have to fit so the sentence makes grammatical sense, so for question 11 you're listening for a comparative word or phrase and for question 15 the answer can't be a number or a percentage.

## LISTENING PART 3

## Questions 19 – 23

You will hear five people talking about their favourite place. For questions 19 – 23, choose from the list (A – H) what each speaker says. Use the letters only once. There are three extra letters which you do not need to use.

A I go to this place to listen to really loud music.

Speaker 1 **F** 19

B My favourite place is exciting but impersonal.

Speaker 2 **C** 20

C I go to this place to be completely alone.

Speaker 3 **B** 21

D I enjoy meeting strangers in my favourite place.

E Nobody else knows I go there.

Speaker 4 **E** 22

F The most important thing about the place I go to is the feeling of freedom.

Speaker 5 **G** 23

G My favourite place is a meeting point for a group of friends.

H My favourite place is special because I get lots of exercise there.

## TIPS

For Part 3, use the 30 seconds you have before you hear the first speaker to read through the questions so you know what you are listening for. As you listen to each speaker, try and decide which of the eight statements is a paraphrase of something you hear that speaker say. Don't make a final decision until you've heard a speaker twice. Remember that no statement is true for more than one speaker.

Remember that *all* the information in each of the statements A – H must be true for a particular speaker, so if a speaker mentions escaping from their troubles, but *not* by being alone in a special personal space, then statement C isn't the right match. Perhaps no speaker actually says the word *problems*, but does give an example or two of specific problems they get away from by being completely by themselves. This may be the person you're looking for to match with C.

**Speaker 4:** You might think that this matches statement D because he is with strangers in his favourite place, but does he say he *enjoys* meeting them?



# Practice Test 3

## LISTENING PART 4

### Questions 24 – 30

You will hear a radio interview with Neil Stanton, a fiction writer from Blackpool. For questions 24 – 30, choose the best answer (A, B or C).

- 24 What reason does Neil give for why he's a fiction writer?  
A It's a glamorous way to make a living.  
B He had early success as a writer.  
C He enjoys the endless possibilities.
- 25 How does Neil say he gets his best ideas for stories?  
A by visiting faraway places  
B by spending time with other people  
C by spending time by himself
- 26 After deciding on an idea, how does Neil begin planning a story?  
A He starts with the ending in mind.  
B He writes about the people in the story.  
C He writes a description of the plot.
- 27 What aspect of writing gives Neil the most trouble?  
A His stories are often too long at first.  
B He finds it difficult to make all parts of a story interesting.  
C He has trouble thinking of a conclusion.
- 28 What kind of characters does Neil say are his favourite?  
A those who make a lot of noise  
B those who do the unexpected  
C those who are very productive
- 29 What books does Neil say he enjoys reading these days?  
A books about the subject he studied  
B books which are similar to his own stories  
C books about times gone by
- 30 What does Neil advise first-time writers to do?  
A Don't worry about the finer details at first.  
B Spend a lot of time on the details.  
C Go back and fix mistakes straight away.

### TIPS

The correct option for each question will be a rephrasing, a report or a summary of what is said. To help you focus, use the minute you have to look at Part 4 to underline the key words in the stem questions and options. For question 24, you might underline the words *why*, *glamorous*, *early success* and *endless possibilities*.

Be careful of 'word spotting' – that is choosing an answer because you hear a word from an option in the text. You will hear Neil say *glamorous*, but listen for the context – perhaps Neil says that being a fiction writer just seems glamorous to others or that it is glamorous but that's not his reason for choosing it as a career. Remember that the correct option is usually a paraphrase of something in the text rather than a repetition.

Make sure you listen carefully to the whole of each section (Neil's responses to the questions) before you decide on your answer; in this Practice Test, the key information you need to get the right answer is often towards the end of the section.

**SPEAKING** PART 1

2 minutes (3 minutes for groups of three)

This part is always the same. See page 34 of Test 1.

Select one or more questions from the following category, as appropriate.

**Future plans**

- What will you do when you leave school? ..... (Tell us about your plans.)
- Do you want to go to university or get a job?
- Do you want to do something else before going to university/getting a job? ..... (What?)
- What would you like to study at university? ..... (Why?)
- What job do you think you will do? ..... (Why?)
- Do you want to work/study in your country or another country? ..... (Where? Why?)

*Students' own answers*

**TIPS**

After you've given your name, said where you're from and what you like about living there, for Practice Test 3 you'll be asked one or two questions about your study and work plans. It's up to you to give more than a short, simple answer. Give reasons for your answers or if you're undecided, say why and give some possibilities of what you might do. If you only say one or two words, the examiner can't give you a good mark.



# Practice Test 3

## SPEAKING PART 2

4 minutes (6 minutes for groups of three)

1 Education  
2 The environment

Interlocutor

In this part of the test, I'm going to give each of you two photographs. I'd like you to talk about your photographs on your own for about a minute, and also to answer a short question about your partner's photographs.

See photos  
A and B on  
page 180.

(Candidate A), it's your turn first. Here are your photographs. They show **students at school and university**.

I'd like you to compare the photographs and say **what the differences are between studying at school and studying at university**.

All right?

Candidate A

(Speak for approximately 1 minute.)

Interlocutor

Thank you. (Candidate B), **do you think it's a good idea to go to university after school?**

Candidate B

(Reply for approximately 30 seconds.)

Interlocutor

Thank you.

See photos  
C and D on  
page 181.

Now, (Candidate B), here are your photographs. They show **some environmental problems**.

I'd like you to compare the photographs and say **what environmental problems modern technology can cause**.

All right?

Candidate B

(Speak for approximately 1 minute.)

Interlocutor

Thank you. (Candidate A), **why do you think there are so many environmental problems today?**

Candidate A

(Reply for approximately 30 seconds.)

Interlocutor

Thank you.

*Students' own answers*

### TIPS

When you're comparing your two photos, don't worry if you don't know or can't remember a particular word you want to say. Maybe you start a sentence like this, *Well, here we can see a factory with lots of smoke coming from a ...* and you can't remember the word *chimney*. It's fine if you say, *Oh, I've forgotten the word for that thing sticking up in the sky, but anyway there's a lot of pollution*. The important thing is to keep going.

After you've compared the photos, remember to give your answer to the question written above the photographs. The question is connected with the photos, so even though you have no experience of studying at university, for example, you can still say something using what you see in the photo, eg, *I imagine you'd have more opportunities to discuss things with your teacher in small groups at university*.

## SPEAKING PARTS 3 AND 4

8 minutes (11 minutes for groups of three)

## Museums and art galleries

## PART 3

Interlocutor

Now, I'd like you to talk about something together for about two minutes.  
(3 minutes for groups of three)

See written  
prompts on  
page 182.

Here are some reasons why many teachers take their students to museums and art galleries on school outings and a question for you to discuss. First you have some time to look at the task.

Now, talk to each other about **whether it's a good idea for students to go to museums and art galleries on school outings.**

Candidates

(Discuss for approximately 2 minutes – 3 minutes for groups of three.)

Interlocutor

Thank you. Now you have about a minute to decide **which two things are the most important for teachers to think about when they choose a museum or art gallery for a school outing.**

Candidates

(Reply for approximately 1 minute – for pairs and groups of three.)

Interlocutor

Thank you.

## PART 4

Interlocutor

Select any of the following questions, as appropriate:

- **Why do people visit museums and galleries?**
- **Do you think museums and galleries are just for tourists, or do they have another purpose?**
- **What kind of galleries and museums are most important? ..... (Why?)**
- **Do you think a country should spend a lot of money on museums and galleries? ..... (Why?/Why not?)**
- **Do you think the things in museums and galleries should be sold if the country needs money?**
- **Are galleries and museums just for art, or should there be other things in them, too? ..... (What things?)**
- **Do you think visitors to galleries and museums should have to pay to get in? ..... (Why?/Why not?)**

Select any of the following  
prompts, as appropriate:

- **What do you think?**
- **Do you agree?**
- **And you?**

Thank you. That is the end of the test.

*Students' own answers*

## TIPS

Part 3 is a discussion between you and your partner, so you don't just take turns to talk about the written prompts – you share your thoughts and opinions about the written prompts related to the question. You're having a conversation about why teachers take their students on school outings to museums and galleries. You are free to say what you like on the subject, but try to justify your views on the different ideas about museums and art galleries outlined in the written prompts. Remember to leave time to answer the second question and give reasons for your choice.

The questions in Part 4 ask you to give your opinions and support them with reasons. Don't just answer in short sentences, eg, *People visit museums to learn about the past.* Introduce what you are going to say, eg, *I suppose there are different reasons – maybe it depends on your age – school kids might only go because they're forced to by their school for example ...*

Maybe you'll be asked a question that you've never thought about before. You'll always have something to say if you remember to talk about your own personal experience and what happens in your country before giving an opinion. You can also ask your partner what they think.