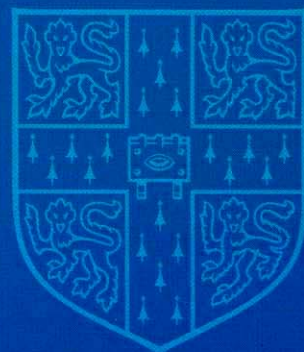


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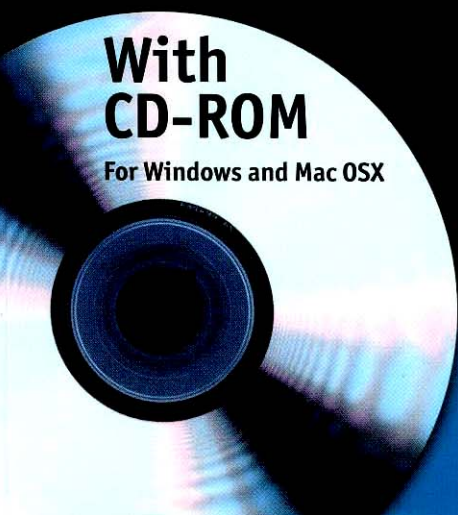


UNIVERSITY of CAMBRIDGE
ESOL Examinations

KEY ENGLISH TEST

Extra

WITH ANSWERS



With
CD-ROM

For Windows and Mac OSX



Cambridge Books for Cambridge Exams ●●●

OFFICIAL EXAMINATION PAPERS FROM



UNIVERSITY *of* CAMBRIDGE
ESOL Examinations

KEY ENGLISH TEST *Extra*

WITH ANSWERS



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INTRODUCTION

Who is this book for?

Cambridge Key English Test Extra is for anyone preparing to take the Cambridge ESOL Key English Test (KET). It can be used at home or in class with a teacher.

What is in this book?

Cambridge Key English Test Extra includes four KET past papers from Cambridge ESOL. Each of the four tests includes a Reading and Writing test, a Listening test and a Speaking test. Before each part of each test, there are tips and exercises to help students prepare fully. There are also detailed notes giving information about KET, including what each paper consists of and how the exam is marked (see 'A Guide to KET' on page 6). The book is accompanied by an audio CD.

Cambridge Key English Test Extra is available in two editions: one with answers and one without. The 'With Answers' edition contains the answers to all the tasks and questions, including authentic sample answers for the Writing test, as well as complete recording scripts of the audio CD. It also includes a CD-ROM containing the same four Reading and Writing, and same four Listening tests that appear in the book, enabling students to practise for the computer-based KET. Both editions also contain specimen answer sheets which can be photocopied and used for practice.

How can I use this book?

Cambridge Key English Test Extra is organised by test paper. You can use the book in any order you wish. For example, if you would like to practise for the Listening test, you can go directly to that section in each test.

You should do the extra exercises that go with each part of each test before doing the actual tests themselves. These exercises highlight the problem areas of each test and give you suggestions on how to deal with them.

In the Reading and Writing tests, sample answers to the Writing components are supplied with the examiner's band scores in the 'With Answers' edition. Tips will advise you on how to improve your writing skills, telling you what you should and shouldn't do. You can then compare your answer with the sample answers.

You should always do the Listening tests without looking at the script. However, after you have finished the test, you can use the script to confirm what you have understood.

It is best to practise the Speaking test with a partner. However, the book gives you exercises to practise by yourself and tips to help you think about how to improve.

A GUIDE TO KET

The KET examination is part of a group of examinations developed by Cambridge ESOL called the Cambridge Main Suite. The Main Suite consists of five examinations which have similar characteristics, but are designed for different levels of English language ability. Within the five levels, KET is at Level A2 (Waystage) in the *Council of Europe's Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. It has been accredited by the Qualifications and Curriculum Authority in the UK as an Entry Level 2 ESOL certificate in the National Qualifications Framework.

Examination	Council of Europe Framework Level	UK National Qualifications Framework Level
CPE Certificate of Proficiency in English	C2	3
CAE Certificate in Advanced English	C1	2
FCE First Certificate in English	B2	1
PET Preliminary English Test	B1	Entry 3
KET Key English Test	A2	Entry 2

KET is a popular exam with candidates who are learning English out of personal interest and for those who are studying for employment reasons. It is also useful preparation for higher level exams, such as PET (Preliminary English Test) and other Cambridge ESOL examinations.

KET is an excellent first step, helping you to build your confidence in English and measure your progress. If you can deal with everyday basic written and spoken communication (for example: read simple articles, understand signs and notices, write simple notes and emails), then this is the exam for you.

Topics

These are the topics used in the KET exam:

Clothes	People	Shopping
Daily life	Personal feelings, opinions and experiences	Social interaction
Entertainment and media	Personal identification	The natural world
Food and drink	Places and buildings	Transport
Health, medicine and exercise	School and study	Travel and holidays
Hobbies and leisure	Services	Weather
House and home		Work and jobs
Language		

KET content: an overview

Paper	Name	Timing	Content	Test Focus
Paper 1	Reading/ Writing	1 hour 10 minutes	Reading: Five parts which test a range of reading skills with a variety of texts, ranging from very short notices to longer continuous texts. Writing: Four parts which test basic writing skills.	Assessment of candidates' ability to understand the meaning of written English at word, phrase, sentence, paragraph and whole text level. Assessment of candidates' ability to produce simple written English, ranging from one-word answers to short pieces of continuous text.
Paper 2	Listening	30 minutes (including 8 minutes transfer time)	Five parts ranging from short exchanges to longer dialogues and monologues.	Assessment of candidates' ability to understand dialogues and monologues in both informal and neutral settings on a range of everyday topics.
Paper 3	Speaking	8–10 minutes per pair of candidates	Two parts: In Part 1, candidates interact with an examiner. In Part 2, they interact with another candidate.	Assessment of candidates' ability to ask and answer questions about themselves and about factual, non-personal information.

Paper 1: Reading and Writing

Paper format

The Reading component contains five parts. The Writing component contains four parts.

Number of questions

There is a total of 56 questions: 35 in Reading and 21 in Writing.

Sources

Authentic and adapted-authentic real-world notices, newspaper and magazine articles, simplified encyclopaedia entries.

Answering

Candidates indicate answers either by shading lozenges (Reading), or by writing answers (Writing) on an answer sheet.

Timing

1 hour 10 minutes.

Marks

Each item carries one mark, except for question 56 (Reading and Writing Part 9), which is marked out of 5. This gives a total of 60 marks, which is weighted to a final mark out of 50. This represents 50% of the total marks for the whole examination.

Preparing for the Reading component

To prepare for the Reading component, you should read the type of English used in everyday life; for example, short newspaper and magazine articles, advertisements, tourist brochures, instructions, recipes, etc. It is also a good idea to practise reading short communicative messages, including notes, emails and cards. Remember, you won't always need to understand every word to be able to do a task in the exam.

Before the exam, think about the time you need to do each part and check you know how to record your answers on the answer sheet (see page 165).

Reading			
Part	Task Type and Format	Task Focus	Number of Questions
1	Matching. Matching five prompt sentences to eight notices (plus one example).	Reading real-world notices for the main message.	5
2	Three-option multiple choice sentences. Six sentences (plus an integrated example) connected by topic or storyline.	Reading and identifying appropriate vocabulary.	5
3	Three-option multiple choice. Five discrete three-option multiple-choice items (plus an example) focusing on verbal exchange patterns. Matching. Five matching items (plus an integrated example) in a continuous dialogue, selecting from eight possible responses.	Understanding functional language. Reading and identifying the appropriate response.	10
4	Right/Wrong/Doesn't Say OR Three-option multiple choice. One long text or three short texts (maximum length 230 words) adapted from authentic newspaper and magazine articles. Seven three-option multiple-choice items or seven Right/Wrong/Doesn't Say items (plus an integrated example).	Reading for detailed understanding and main idea(s).	7
5	Multiple choice cloze. A text adapted from an original source, for example an encyclopaedia entry/ newspaper or magazine article. Eight three-option multiple-choice items (plus an integrated example).	Reading and identifying appropriate structural words (auxiliary verbs, modal verbs, determiners, pronouns, prepositions, conjunctions, etc.).	8

Preparing for the Writing component

To prepare for the Writing component, you should take the opportunity to write short messages in real-life situations, for example to your teacher or to other students. These can include invitations, arrangements for meetings, apologies for missing a class, notices about lost property, etc. They can be handwritten or sent as email.

Before the exam, think about the time you need to do each part and check you know how to record your answers on the answer sheet (see page 166).

Writing			
Part	Task Type and Format	Task Focus	Number of Questions
6	Word completion. Five dictionary-type sentences (plus an integrated example). Five words to identify and spell.	Reading and identifying appropriate vocabulary, and spelling.	5
7	Open cloze. Text type that candidates could be expected to write, for example a short letter or a postcard. Ten spaces to fill with one word (plus an integrated example) which must be spelled correctly.	Reading and identifying appropriate words with a focus on structure and/or vocabulary.	10
8	Information transfer. One or two short authentic texts (notes, adverts, etc.) to prompt completion of a text (form, notice, diary entry, etc.). Five spaces to fill with one or more words or numbers (plus an integrated example).	Reading and writing down appropriate words or numbers with a focus on content and accuracy.	5
9	Guided writing. Either a short text or rubric to respond to. Three points to communicate in writing.	Writing a short message, note or postcard of 25–35 words.	1

Part 6

This part is about vocabulary. You have to produce words and spell them correctly. The words will all be linked to the same topic, for example jobs or food. You have to read a definition for each one and complete the word. The first letter of each word is given to help you.

Part 7

This part is about grammar and vocabulary. You have to complete a short gapped text of the type you could be expected to write, for example a note and reply, or a short letter. You must spell all the missing words correctly.

Part 8

This part tests both reading and writing. You have to use the information in one or two short texts, for example a note, email or advertisement, to complete a document such as a form, notice, diary entry, etc. You will need to understand the vocabulary used on forms, for example *surname*, *date of birth*, etc. You will need to write only words or phrases in your answers, but you must spell and use capital letters correctly.

Part 9

You have to write a short message (25–35 words). You are told who you are writing to and why, and you must include three content points. To gain top marks, all three points must be included in your answer, so it is important to read the question carefully and plan what you are going to write. Before the exam, practise writing answers of the correct length. You will lose marks for writing fewer than 25 words, and it is not a good idea to write answers that are too long.

Mark Scheme for Writing Part 9

There are five marks for Part 9. Minor grammatical and spelling mistakes are acceptable but to get five marks you must write a clear message and include all three content points.

Mark	Criteria	
5	All three parts of the message clearly communicated. Only minor spelling errors or occasional grammatical errors.	
4	All three parts of the message communicated. Some errors in spelling, grammar and/or punctuation.	
3	All three parts of the message attempted. Expression may require interpretation by the reader.	Two parts of the message clearly communicated. Only minor spelling errors or occasional grammatical errors.
2	Only two parts of the message communicated. Some errors in spelling and grammar. The errors in expression may require patience and interpretation by the reader.	
1	Only one part of the message communicated.	
0	Question unattempted, or totally incomprehensible response.	

Paper 2: Listening

Paper format

This paper contains five parts.

Number of questions

25

Task types

Matching, multiple choice, gap-fill.

Sources

All texts are based on authentic situations, and each part is heard twice.

Answering

Candidates indicate answers either by shading lozenges (Parts 1–3), or by writing answers (Parts 4 and 5) on an answer sheet.

Timing

About 30 minutes, including 8 minutes to transfer answers.

Marking

Each item carries one mark. This gives a total of 25 marks, which represents 25% of the total marks for the examination.

Preparing for the Listening test

The best preparation for the Listening Test is to listen to authentic spoken English for your level. Apart from understanding spoken English in class, other sources include: films, TV, videos and DVDs, songs, the internet, clubs, and other speakers of English such as tourists, guides, friends and family.

You will hear the instructions for each task on the recording and see them on the exam paper. There are pauses in the recording to give you time to look at the questions and to write your answers. You should write your answers on the question paper as you listen. You will have eight minutes at the end of the test to transfer your answers to the answer sheet (see page 167). Make sure you know how to do this and that you check your answers carefully.

Part	Task Type and Format	Task Focus	Number of Questions
1	Three-option multiple choice. Short neutral or informal dialogues. Five discrete three-option multiple-choice items with visuals (plus an example).	Listening to identify key information (times, prices, days of week, numbers, etc.).	5
2	Matching. Longer informal dialogue. Five items (plus an integrated example) and eight options.	Listening to identify key information.	5
3	Three-option multiple choice. Informal or neutral dialogue. Five three-option multiple-choice items (plus an integrated example).	Taking the role of one of the speakers and listening to identify key information.	5
4	Gap-fill. Neutral or informal dialogue. Five gaps to fill with one or more words, or numbers (plus an integrated example). Recognisable spelling is accepted, except with very high-frequency words, e.g. 'bus', 'red', or if spelling is dictated.	Listening and writing down information (including spelling of names, places, etc. as dictated on recording).	5
5	Gap-fill. Neutral or informal monologue. Five gaps to fill with one or more words, or numbers (plus an integrated example). Recognisable spelling is accepted, except with very high-frequency words, e.g. 'bus', 'red', or if spelling is dictated.	Listening and writing down information (including spelling of names, places, etc. as dictated on recording).	5

Paper 3: Speaking

Paper format

This paper contains two parts. The standard format for Paper 3 is two candidates and two examiners. One examiner acts as an assessor and does not join in the conversation. The other is also an assessor (called the interlocutor) and he/she manages the conversation by asking questions and setting up the tasks (see Paper 3 frames on pages 125–129).

Task types

Short exchanges with the examiner and an interactive task involving both candidates.

Timing

8–10 minutes per pair of candidates.

Marks

Candidates are assessed on their performance throughout the test. There are a total of 25 marks in Paper 3, making 25% of the total score for the whole examination.

Preparing for the Speaking Test

Take every opportunity to practise your English with as many people as possible. Asking and answering questions in simple role plays provides useful practice. These role plays should focus on everyday language and situations and involve questions about daily activities and familiar experiences. It is also a good idea to practise exchanging information in role plays about things such as costs and opening times of, for example, a local sports centre.

Part	Task Type and Format	Task Focus	Timing
1	Each candidate interacts with the interlocutor. The interlocutor asks the candidates questions. The interlocutor follows a frame to guide the conversation, ensure standardisation and control level of input.	Language normally associated with meeting people for the first time, giving information of a factual, personal kind. Bio-data-type questions to respond to.	5–6 minutes
2	Candidates interact with each other. The interlocutor sets up the activity using a standardised rubric. Candidates ask and answer questions using prompt material.	Factual information of a non-personal kind related to daily life.	3–4 minutes

Assessment

You are assessed on your own individual performance and not in relation to the other candidate. Both examiners assess you – the assessor awards marks according to: Grammar and Vocabulary, Pronunciation and Interactive Communication. The interlocutor awards a mark for overall performance.

Grammar and Vocabulary

This refers to the candidate's ability to use vocabulary and structure. It also covers the ability to paraphrase to convey meaning.

Pronunciation

This refers to the intelligibility of speech. Having an accent from the candidate's first language is not penalised if it does not affect communication.

Interactive Communication

This refers to the candidate's ability to take part in the interaction appropriately. Hesitation while the candidate searches for language is expected and is not penalised so long as it does not strain the patience of the listener. Candidates are given credit for being able to ask for repetition or clarification if necessary.

Further information

The information in this practice book is designed to give an overview of KET. For a full description of all of the Cambridge Main Suite exams, including information about task types, testing focus and preparation, please see the relevant handbooks which can be obtained from Cambridge ESOL at the address below or from the website: www.CambridgeESOL.org.

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TEST 1

PAPER 1 Reading and Writing (1 hour 10 minutes)

Reading PART 1

TIP

Read the example and the notice that goes with it. Read the sentences numbered 1–5 and underline the important words.

Before you try to answer the questions in Part 1, read the example and the notice that goes with it carefully. Remember to cross out the example letter so you don't use it again by mistake!

Read sentences 1–5 and underline all the important words.

Now read the notices A–H and answer these questions.

Question 1

Which notices have telephone numbers in them?

Question 2

If you don't have cash, what else can you use to pay for something?

Question 3

Which notices have the words 'no' or 'not' in them?

Question 4

Which notices have an amount of money in them?

Question 5

What is another way of saying 'lower prices'?

Now answer questions 1–5 in Part 1.

PART 1

QUESTIONS 1–5

Which notice (A–H) says this (1–5)?

For questions 1–5, mark the correct letter A–H on your answer sheet.

Example:

0 You do not have to pay here.

Answer:

0	A	B	C	D	E	F	G	H
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1 If you need a job, try telephoning this number.

A

JANE MUIR HAIRDRESSERS
Appointments are not always needed.

B

We do not take traveller's cheques
or credit cards.

2 You should pay with cash here.

C

FOUND!

Handbag with £50 cash
See Sonia at reception

D

**CLEANER
WANTED**

Will pay £6 per hour
Call: 333456

3 Sometimes you don't have to book here.

E

CITY COLLEGE

Free haircuts by student hairdressers
Book on 017982

4 If you find what this person is looking for, you
will get some money.

F

VISIT CRYSTAL'S

Our watches are the cheapest in town.

G

Harry's Fruit Farm

Summer jobs for students
Cash paid for all jobs

5 This shop has lower prices than the other shops
near to it.

H

LOST!

GOLD WATCH
£50 for its safe return
Phone 619342

TIP

Read the instructions and look at the picture before you start. This will tell you the topic of the sentences.

Look at the words before and after the gap before you choose your answer.

The example and five sentences are about the same topic or they tell a short story. Before you start, look at the instructions and the picture.

Think about these questions:

- 1 What are the sentences about?
- 2 What is the picture of?

Before you choose the word that fits in the gap, look at the words before and after the gap. The word you choose from the A, B and C choice must fit with these. Think about these questions:

Question 6

Which word from the A, B, C choice fits with 'most' and 'sport'?

Question 7

Which word from the A, B, C choice fits with 'she' and 'about'?

Question 8

Which word from the A, B, C choice fits with 'Gloria' and 'on'?

Question 9

Which word from the A, B, C choice fits with 'she can' and 'some money from playing football'?

Question 10

Which word from the A, B, C choice fits with all the words before and after the gap?

Before you write your answers on the answer sheet read the sentences again with your answers filled in the gaps. Think carefully about the meaning of the sentences.



PART 2

QUESTIONS 6–10

Read the sentences about playing a sport.

Choose the best word (A, B or C) for each space.

For questions 6–10, mark A, B or C on your answer sheet.

Example:

0 Gloria playing sport very much.

A decides B wants C likes



Answer:

0	A	B	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

6 Gloria thinks football is the most sport she plays.

A favourite B interesting C nice

7 When Gloria plays, she about everything else and just thinks about football.

A leaves B forgets C loses

8 After school, Gloria on her football boots and plays with her friends.

A runs B changes C puts

9 When Gloria is older, she hopes that she can some money from playing football.

A earn B bring C take

10 One day Gloria wants to play football for her in the World Cup.

A country B nationality C group

TIP

Think about who is speaking, who they are speaking to, where they are and what they are doing.

Look at each of the five sentences numbered 11–15 (not the options A–C). Imagine you are the speaker.

Read these questions and answers for sentence 11:

- Who are you? (a person on the phone)
- Who are you speaking to? (the caller)
- Where are you? (at home)
- What are you doing? (answering the phone)

Answer the same questions for sentences 12–15.

Now choose the best answer, A, B or C, for questions 11–15.

PART 3

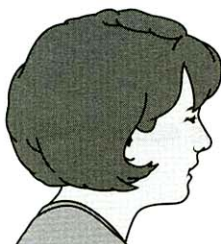
QUESTIONS 11–15

Complete the five conversations.

For questions 11–15, mark A, B or C on your answer sheet.

Example:

0



How old are you?



A Sixteen.

B Fine, thanks.

C How do you do?

Answer:

0

A

B

C

11 Hello. This is 245-6780.

A I'll call again later.

B Thank you for your help.

C I'd like to speak to John, please.

12 I'm going to have a party on Saturday.

A Who will come?

B Where to?

C How often is it?

13 What do I do at the traffic lights?

A That's right.

B Turn left.

C You can't.

14 I'll take these grapes, please.

A Can I help you?

B They're over there.

C Would you like a bag?

15 What colour will you paint the room?

A I hope it was right.

B We can't decide.

C It wasn't very difficult.

TIP

First read the instructions and example to get an idea of the topic.
Then read everything on the page before you answer the questions.

Read the instructions and example only and answer these questions.

- 1 Who is speaking?
- 2 What is their relationship?
- 3 What are they talking about?

- 4 Which sentence, A–H, goes in the example gap?
- 5 Who does the car belong to?

First, read the sentences on the left, then the sentences A–H, and answer these questions:

- 1 Does Frank know how to drive the car?
- 2 Has Clare had lessons or taken a test?
- 3 What is Frank going to do now?
- 4 What does Frank invite Clare to do?
- 5 Who will be in the car with Frank and Clare?

Now answer questions 16–20.

QUESTIONS 16–20

Complete the conversation between two friends.

What does Frank say to Clare?

For questions 16–20, mark the correct letter A–H on your answer sheet.

Example:

Clare: Is this car yours, Frank?

Frank: 0

Answer:

0	A	B	C	D	E	F	G	H
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Clare: Can you drive it?

Frank: 16

Clare: Oh, I'd like to learn too, then I can get a car.

Frank: 17

Clare: Lessons are expensive, and then there's insurance and petrol too. Mum says I can learn next year.

Frank: 18

Clare: I'd love to. Where are you going to go?

Frank: 19

Clare: But who's going to drive? It's dangerous if you are!

Frank: 20

Clare: Okay, but please drive slowly.

A That's right. There are so many things to do.

B Don't worry. My dad will be there.

C Yes. We can both go.

D Well, why don't you?

E Not far, we'll be back in ten minutes.

F That's good. I'm going out in our car now. Do you want to come?

G It's not mine. It's Dad's.

H I can, but I need more practice.

TIP

Read the whole text first, before you read the questions. You do not have to understand every word in the text to answer the questions.

Read the text about the TV newsreader, Sean Murphy. This article is about the things Sean Murphy usually does in a working day. Some important words to know are the ones that tell us about time and what Sean Murphy does first and what he does next.

Look at the article again and underline all the words and phrases that tell you when and how often things happen in Sean's day.

Now look at questions 21–27.

Which questions ask about the different things that happen at different times in Sean's day?

Underline the words and phrases in those questions that ask you about when and how often things happen in Sean's day.

Now answer questions 21–27.

Remember, if you cannot find the information in the text, the answer is probably 'Doesn't say'.

PART 4

QUESTIONS 21–27

Read the article about Sean Murphy.

Are sentences 21–27 'Right' (A) or 'Wrong' (B)?

If there is not enough information to answer 'Right' (A) or 'Wrong' (B), choose 'Doesn't say' (C).

For questions 21–27, mark A, B or C on your answer sheet.

Sean Murphy

Sean Murphy reads the late news on British television at 11 o'clock each evening.

'This is a good time for a news programme because we can report the early news from America and the late news from Europe. I still arrive home before midnight because the journey from the Television Centre to my home in north London only takes six minutes. My family are all asleep when I get in, but I usually make a drink of hot milk and read a book for about an hour.

'I always get up to have breakfast with my three children before they catch the school bus. Then I take the newspapers and go back to bed for a short time. Later on, I go for a swim – newsreaders spend too much time sitting down! I sometimes go running. I've done the London Marathon twice. That's a race of over 40 kilometres. I finished each time, but I wasn't among the first!

'I start work after lunch at two o'clock, when I go to my office. The rest of the day is spent planning the programme, but I always try to go home for an hour to see my children before they go to bed.'



Example:

0 The late news begins at 11 o'clock every evening.

A Right B Wrong C Doesn't say

Answer:

0	A	B	C
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21 Sean Murphy lives in London.

A Right B Wrong C Doesn't say

22 Sean's wife gives him a hot drink when he arrives home after work.

A Right B Wrong C Doesn't say

23 Sean takes his children to school in the morning.

A Right B Wrong C Doesn't say

24 Sean likes to go swimming with his colleagues from work.

A Right B Wrong C Doesn't say

25 Sean has won the London Marathon.

A Right B Wrong C Doesn't say

26 Sean's working day begins in the afternoon.

A Right B Wrong C Doesn't say

27 Sean usually leaves the office for an hour during the evening.

A Right B Wrong C Doesn't say

TIP

Read the whole text first. Before you try to answer the questions, try to guess the word that goes in the gap.

Read the instructions, look at the title and picture, then read the text but do not look at questions 28–35.

When you read the article about London's Tower Bridge, think about what kind of word will go in each space. Can you guess some of the words?

Part 5 tests grammar. Before you do Part 5 for this test, answer the questions and look at the tips below.

Question 0

Which verb goes before 'visited' to make the present perfect tense?

Question 28

Remember, after the verb 'can' you use the infinitive form of a verb.

Question 29

Which adverb tells you the same machine being used today was also used in the past in 1894?

Question 30

Which adverb can go before 'busier' to make it stronger?

Question 31

Which modal verb can go in this space, before 'to open'?

Question 32

Which of these prepositions fit with the words 'was' and 'the middle'?

Question 33

This word tells us that the bus was on the bridge at the same time as it started to open.

Question 34

This sentence tells us how things are now.

Question 35

A bridge has two ends but in the text 'end' is singular. Which of the three adjectives, A, B or C, is the best word for this space?

Now answer questions 28–35.

PART 5



QUESTIONS 28–35

Read the article about London's Tower Bridge.

Choose the best word (A, B or C) for each space.

For questions 28–35, mark A, B or C on your answer sheet.

London's Tower Bridge

Many tourists (0) visited Tower Bridge. It is the only bridge over the river Thames that can open and (28) ships pass under it. Tower Bridge was built in 1894 and (29) uses the same machines to lift up the two halves of the bridge. In earlier times, the river was (30) busier than now and the bridge (31) to open over a thousand times a year. Today, it only opens twice a week.

In 1952, a big red bus was (32) the middle of the bridge (33) it started to open. The driver only just got to the other side in time! Of course, now (34) are lights at (35) end and the traffic must wait for them to go green.

Example:

0 A have B did C are

Answer:

0	A	B	C
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

28 A lets B let C letting

29 A ever B yet C still

30 A much B too C very

31 A should B had C was

32 A to B between C in

33 A because B when C if

34 A there B here C they

35 A every B each C all

TIP

All the words in this part are on the same topic. Think of all the words you know about the topic.

Before you answer questions 36–40, think of all the ‘holiday’ words you know. Put them in this table. The words already in the table are to help you get started.

Now answer questions 36–40.

Read the first line of the instructions. It tells you the topic of all the words. In this test the words are ‘holiday’ words.

How many of these words did you think of and put in the table before you answered the questions?

places	clothes	transport	things to take with you	things to do on holiday
hotel pool	sun hat swimsuit	plane car	luggage ticket	swim read

PART 6

QUESTIONS 36–40

Read the descriptions of some holiday words.

What is the word for each one?

The first letter is already there. There is one space for each other letter in the word.

For questions 36–40, write the words on your answer sheet.

Example:

0 If you go on a camping holiday, you may sleep in this. t _ _ _

Answer:

0	tent
---	------

36 This is where you lie in the sun and go swimming. b _ _ _ _

37 You can pack all your holiday clothes in this. s _ _ _ _ _

38 Without this you cannot go to some countries. p _ _ _ _ _

39 This is what you use to dry yourself after you go swimming. t _ _ _ _

40 You need to put a stamp on this to send it to a friend. p _ _ _ _ _