

ACTION PLAN

- 1 You will have some time to read the questions before you hear the conversations. Use this time to think about what is being tested.
- 2 You may find it useful to underline the most important words in the questions.
- 3 Try to answer the questions when you hear the conversations for the first time.
- 4 Finalise your answers when you hear the conversations for the second time and answer any questions you didn't answer the first time.
- 5 If you're still not sure about the correct answer after you've heard the conversation twice, make a guess.
- 6 At the end of the whole test, you have time to transfer your answers to the answer sheet. Make sure you do this carefully.



02

Follow the exam instructions, using the advice to help you.

You will hear three different extracts. For questions 1 - 6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

Extract One

You hear two neighbours, Adam and Juliet, talking about living in Montreal, Canada.

- 1 What attracted Adam to living in Montreal?
 - A the change in weather from winter to summer
 - B the feeling of close community evident there
 - C the value inhabitants place on tradition
- 2 What do they both say about accommodation in Montreal?
 - A The frequency with which people move house is above average.
 - B Central apartments are rarely available for purchase.
 - C Renting is a comparatively inexpensive option.

Advice

- 1 Listen to the whole conversation before you answer either of the questions about it.
- 2 The word 'both' is important in question 2 - both Adam and Juliet must say this.

Extract Two

You hear two students, a girl called Soraya and a boy called Halim, talking about an essay they have to write on the topic of plastic.

- 3 What is Soraya doing?
- A acknowledging the benefits of plastic as a material
 - B assessing the accuracy of information written about plastic
 - C clarifying reasons for a change in people's attitudes to plastic
- 4 What does Halim say about the documentary he saw?
- A It failed to offer a balanced argument.
 - B It exaggerated the conclusions it drew.
 - C It omitted some significant points.

Extract Three

You hear a psychologist, Dr Jane Blake, and a journalist, Ed Regas, discussing the teenage years.

- 5 According to Dr Blake, what mistake do some parents make?
- A They misinterpret their teenagers' behaviour.
 - B They want to protect their children for too long.
 - C They fail to recognise that their children's needs have changed.
- 6 Which aspect of adolescence particularly interests Ed Regas?
- A the role played by gaming in teenagers' lives
 - B teenagers' abnormal sleep patterns
 - C the influence of peers on teenagers

FOLLOW-UP

Which point did you find most useful in the Action plan?

Advice

- 3 Question 3 focuses on function. What does each of the other Part 1 questions focus on – gist, detail, opinion, etc.? Before you listen, think carefully about what the first word in each option in question 3 means.
- 4 Think of other ways of expressing the opinions in the options. This may help you recognise the correct answer when you hear it.
- 5 Remember to read the context sentences before the questions. Here you are told that Dr Blake is a woman because her first name is given so you need to listen for what the woman says. In the conversation each person uses the other's first name at the beginning to help you establish and remember who is who.
- 6 Which word is most important in question 6 and why?

ACTION PLAN

- 1 You should read the introduction and the title so that you understand the context and the topic.
- 2 You will have time to read the questions before you listen. Read the questions very carefully.
- 3 Think about what sort of word could fill each gap. For example, is it a verb or a noun? If so, what form is it in?
- 4 Remember that you will hear the answers in the same order as the questions.
- 5 You will hear a word or phrase in the recording that is the same as a word on the question paper. This helps you know when to listen for the answer to the next question.
- 6 The answers must be short – often just one word, and no more than three words.
- 7 Don't make any grammatical changes to what you hear.
- 8 If you are not sure about an answer, make a logical guess.
- 9 At the end of the test, you will have time to transfer your answers to the answer sheet. As you do this, check your spelling and grammar and make sure that what you have written makes sense in the context.



04

Follow the exam instructions, using the advice to help you. You will hear a citrus fruit grower, called Ben Tyrell, giving a presentation to students. For questions 7 – 14, complete the sentences with a word or short phrase.

CITRUS FRUIT FARMER

Ben has an organic farm, so he relies primarily on (7) to assess the health of his trees.

If the (8) of a tree are the wrong colour, the tree usually requires fertiliser.

When to give trees fertiliser is determined principally by the (9)

To control fungi on the fruit, Ben uses (10) as an organic fungicide.

Ben only worries about weeds if they are growing near his (11) system.

The (12) of the fruit is the last criterion to check before picking begins.

The only tool fruit pickers use is (13), otherwise fruit may be damaged.

Ben uses the phrase '(14) ' to describe what he aims to teach school children.

FOLLOW-UP

Did you remember to check that the word(s) you wrote fitted grammatically and fitted the meaning of the sentence?

Advice

- 7 Ben mentions 'synthetic pesticides', 'observation' and 'protection of young trees'. Which is the correct answer and why?
- 8 Two parts of a tree are mentioned: what are they? Which one tells Ben the tree needs fertiliser?
- 9 Which word is very important in this question and why?
- 10 Two things that can control fungi are mentioned but remember, you are listening for what Ben uses.
- 11 Why is it wrong to include 'setup' in your answer here?
- 12 Think carefully about the order in which things happen when a question includes a word like 'last'.
- 13 Check the spelling of this answer carefully.
- 14 Remember to write the term exactly as you hear it on the recording.

ACTION PLAN

- 1 You will have some time to read the questions carefully and think about possible answers.
- 2 You might find it useful to underline key words in the questions or statement introducing the options to help you focus on what you have to listen for.
- 3 When you listen to the recording for the first time try to answer as many questions as you can.
- 4 If you miss a question: leave it blank and concentrate on listening for the answer to the next question.
- 5 When you listen to the recording the second time, finalise your answers. Answer any questions you have missed.
- 6 Do not leave any answers blank. It is better to guess than to not answer at all.
- 7 At the end of the test, you will have time to transfer your answers to the answer sheet. Make sure you do this carefully.



06

Follow the exam instructions, using the advice to help you.

You will hear an interview with two trainee teachers, called Amy and John, about students using smartphones in school. For questions 15 – 20, choose the answer (A, B, C or D) which fits best according to what you hear.

- 15 Amy would like schools to teach students
- A to be aware of advertising on smartphones.
 - B about the effects of overuse of smartphones.
 - C how to avoid being distracted by smartphones.
 - D to decide for themselves when to use smartphones.
- 16 Amy and John both say that some parents
- A aren't consistent in applying rules about using smartphones.
 - B buy smartphones for quite young children.
 - C fail to set a good example of smartphone use.
 - D don't know which sites their children use on their smartphones.
- 17 John approves of students using smartphones in class in order to
- A take photos of their work.
 - B look up information.
 - C record a conversation.
 - D use the calculator.

Advice

- 15 Listen carefully to find out what Amy's opinion is, not other teachers' opinions.
- 16 The word 'both' is very important here. Make sure you hear both speakers give the same opinion.
- 17 Think carefully about the meaning of 'approves' and listen for a paraphrase of this in the recording.

- 18 What happened when smartphones were banned in one school?
- A The police spent less time on smartphone thefts.
 - B Teachers spent more time on the content of lessons.
 - C Students soon accepted the situation.
 - D Most parents welcomed the decision.
- 19 John mentions workplaces to point out that company rules regarding smartphone use
- A vary according to the type of work done.
 - B should be reviewed regularly.
 - C are difficult to enforce.
 - D acknowledge that phones are valuable tools.
- 20 What does Amy conclude about the debate on the topic of using smartphones in schools?
- A It shows parents and teachers hold very different views from each other.
 - B It is being used to hide more serious matters.
 - C It reflects significant changes in society.
 - D It will soon seem outdated.

Advice

- 18 Listen to everything Amy says about this. A speaker may talk about a question over several turns.
- 19 In this sort of question the answer is implied. Think about what point is John making when he talks about the workplace.
- 20 All of these ideas are suggested in the recording, but only one is Amy's conclusion.

FOLLOW-UP

Which questions did you find easiest and why?

ACTION PLAN

- 1 You will have some time to read the questions and options for both tasks before you start listening. As you read, try to think about words and phrases a speaker might use to express the ideas in a different way.
- 2 Don't forget that you have to answer the questions in both tasks.
- 3 If you are not sure of an answer the first time you hear the recording, don't worry. When you listen for the second time, you may be able to find the answer more easily because you will already have answered eliminated some options.
- 4 Listen to the whole of each speaker's monologue before you choose your two answers, as the information you need can come at the beginning, middle or end of the extract.
- 5 You will probably hear different words used to express the ideas in the options, so listen for paraphrases.
- 6 At the end of the test, you will have time to transfer your answers to the answer sheet. Do this very carefully.



07

Follow the exam instructions, using the advice to help you.

You will hear five short extracts in which young writers are talking about one of their books winning a competition.

TIP

Before you listen, think about possible paraphrases of the options in both tasks.

TASK ONE

For questions 21 – 25, choose from the list (A – H) how each person felt when they entered the competition.

TASK TWO

For questions 26 – 30, choose from the list (A – H) the main consequence for each person of winning the competition.

When you listen you must complete both tasks.

- A hopeful of winning the cash prize
- B terrified at making a speech
- C convinced they would not win
- D amused by the reactions of friends
- E unhappy with the competition rules
- F worried about coping with failure
- G impressed by the other books
- H determined to learn from the experience

Speaker 1 21Speaker 2 22Speaker 3 23Speaker 4 24Speaker 5 25

- A offers from overseas publishers
- B a change in writing style
- C opportunities to travel
- D contact with readers
- E difficulties finding inspiration
- F media intrusion
- G increased sales of previous work
- H a boost to confidence

Speaker 1 26Speaker 2 27Speaker 3 28Speaker 4 29Speaker 5 30**Advice**

21 and 26 Remember that the answers to both tasks can be the same letter.

22 and 27 Remember that the answer to Task Two may come before the answer to Task One.

23 and 28 Think about whether Speaker 3 is mainly positive or negative in her attitude.

FOLLOW-UP

Did you try to do both tasks during your first listening or did you concentrate on Task One during the first listening? Different people do this task in different ways and there is no one correct way. You just have to find what works best for you. Which questions did you find most challenging and why?