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WRITING TEMPLATES

LETTER/EMAIL

LETTER/EMAIL

THANK YOU INVITATION REQUEST APOLOGY PERSUASION COMPLAINT APPLICATION DESCRIPTION

FORMAL LETTER

Recipient's address
Sender's address
Date

Greetings

Introduction

Main Body: Paragraph 1

Main Body: Paragraph 2

Conclusion

Sign-off

INFORMAL LETTER

Sender's address

Greetings

Introduction

Main Body: Paragraph 1

Main Body: Paragraph 2

Conclusion

Sign-off

FORMAL EMAIL

To:
Subject (or) From:
From (or) Subject:

Greetings

Introduction

Main Body: Paragraph 1

Main Body: Paragraph 2

Conclusion

Sign-off

INFORMAL EMAIL

To:
Subject (or) From:
From (or) Subject:
Greetings

Introduction

Main Body: Paragraph 1

Main Body: Paragraph 2

Conclusion

Sign-off

GREETINGS & SIGN-OFFS

FORMAL

If you know the recipient's name:
Dear **Mr Johnson**,
Yours **sincerely**,
John Peterson

If you **don't** know the recipient's name:
Dear **Sir or Madam**,
Yours **faithfully**,
John Peterson

INFORMAL

Dear Mary,
Love, / Take care, / etc.
Jane

SAMPLE WRITING TEST

Option 1 Formal Writing Task 1 – Allow 30 minutes for this task.

Write a letter to the local bus company to ask them to improve the bus service in your area.

You could write about:

- what problems people using the bus service face
- how the poor service affects people's everyday lives
- what you would like the bus company to do
- why you think the area would benefit from an improved bus service.

OR

Option 2 Formal Writing Task 1 – Allow 30 minutes for this task.

Your local council wants to replace the public park with a parking facility. Write an article for a local newspaper explaining the benefits of keeping the public park open.

You could write about:

- who ~~uses~~ the park
- what benefits people get from the park
- what the impact of closing the park would be
- suggestions on how the park could be saved.

Write 100 – 150 words.

(12 Marks)

ELT PUBLISHING

Informal Writing Task 2 – Allow 30 minutes for this task.

Your classmate recently helped you with an important school project. Write an email to your classmate to thank them for their help.

You could write about:

- what the topic of the project was
- how your classmate helped you with the project
- what you learnt from working together
- how you could return the favour.

Write 150 – 200 words.

(12 Marks)

You will be assessed on:

- content
- use of conjunctions, adjectives and vocabulary
- use of appropriate tenses
- legibility of writing
- word order

SAMPLE WRITING TEST

MODEL ANSWERS

Option 1 Formal Writing Task 1 – Allow 30 minutes for this task.

Write a letter to the local bus company to ask them to improve the bus service in your area.

You could write about:

- what problems people using the bus service face
- how the poor service affects people's everyday lives
- what you would like the bus company to do
- why you think the area would benefit from an improved bus service.

Customer Service Manager
Hillside Bus Company
27 Main Road
Hillside HS7Q

Dear Sir or Madam,

42 Brook Lane
Hillside HS7P
8 January 20XX

SUPER COURSE

ELT PUBLISHING

I am a local resident and I am writing to request improvements to the bus service in our area. Many passengers find the current service unsatisfactory, as it negatively affects their daily lives.

The most common problem is that buses are often late and overcrowded, especially in the morning. This makes it difficult for passengers to get to work, school or appointments on time. Consequently, some people are forced to use more expensive transport, such as taxis, or walk long distances, which is inconvenient and sometimes unsafe.

I would be grateful if the company could increase the number of buses during rush hours and improve the timetable so that buses run on schedule. A better service would make daily travel easier, improve the quality of life in the community, and encourage more people to use public transport.

Thank you for your attention to this matter. I look forward to your reply.

Yours faithfully,
Anna Green

SAMPLE SPEAKING TEST

PART 1

This is Part 1 of the Speaking Examination. (Approximately 1.5 minutes)

I am now going to ask you some questions. Please reply in full sentences:

1. Tell me about a relative you are close to, and what makes your relationship special.
2. What three places would you recommend to visitors to your country? Why?
3. If you could learn an art form, would you choose painting or sculpture? Why?
4. What three team sports do you like and why?
5. How do you like celebrating your birthday?

Note: In Speaking Part 1, questions are asked by the interlocutor and **are not shown in written form**. Learners will be able to see the situations in Part 2 and the scenarios in Part 3 in writing.

Additional prompts allowed:

In Part 1, the interlocutor may ask additional questions to probe or clarify e.g. to extend the learner's answer if they have just given very short answers or to check that they have understood what the learner has said. The questions may be rephrased slightly to ensure that in questions where there are two parts, the learner responds fully.

The interlocutor may also give an example if it is clear that the learner is struggling to think of ideas. For example, in question 5, the interlocutor may prompt the learner by asking where they usually celebrate their birthday, who they celebrate with, what kind of food they have, or what they like doing on that day. Interlocutors should be aiming to guide the learner towards language structures expected at this level.

ELT PUBLISHING

PART 2

This is Part 2 of the Speaking Examination. (Approximately 3.5 minutes)

The interlocutor chooses **two situations** per learner, making sure that a mix of situations are used across the learners being examined.

Please listen carefully and tell me what you would say in these situations:

(The interlocutor may repeat or rephrase the question, if necessary.)

Situation 1: You are on a bus, and a person behind you is talking loudly on their phone. Explain to them why their behaviour is a problem and persuade them to lower their voice. What would you say?

Situation 2: You arrive in class and realise you have forgotten your textbook at home. Explain the situation to your teacher and ask if you can sit with a classmate and share their book. What would you say?

Situation 3: You and your friends are watching a film at home and want to order pizza. Call a pizzeria to place your order and ask how long the delivery will take. What would you say?

SAMPLE SPEAKING TEST

MODEL ANSWERS

PART 1

Question 1

Tell me about a relative you are close to, and what makes your relationship special.

I'm very close to my aunt Sophia because we have similar interests. We both love travelling, and because Aunt Sophia travels a lot, she often shows me interesting photos from her trips. We talk a lot about the places she visits, and I really enjoy learning from her. Sometimes she brings me small souvenirs from different countries, which shows that she thinks of me when she travels. What makes our relationship special is that she inspires me to explore the world and try new things.

Question 2

What three places would you recommend to visitors to your country? Why?

I live in Greece, so the first place I would recommend to visitors is, of course, the Acropolis. I believe everyone should see it once in their lifetime. Another destination worth going to is Meteora near Kalambaka. Meteora is a group of huge, steep rocks with very old monasteries on top. The view from up there is spectacular. Lastly, I would suggest they visit a Greek island like Santorini. Its white houses and the blue sea make it a beautiful and unique place.

Question 3

If you could learn an art form, would you choose painting or sculpture? Why?

I would choose painting because it is very creative and it would help me express my ideas through colours and shapes. I could paint landscapes, people or even abstract things that show how I feel. It's also easy to start since I'd only need some brushes, paint and paper. I think painting would be a great way to relax and develop my imagination. Finally, it's very rewarding to look at something you've created yourself.

Question 4

What three team sports do you like and why?

My favourite team sports are handball, water polo and beach volleyball. Handball is really fast, and I like running and scoring goals. Water polo is a bit harder, but it's fun to play in the pool with friends. Beach volleyball is very dynamic. It's also a nice way to spend time outdoors while staying active. I love these three sports because they keep you fit and are always exciting to play.

Question 5

How do you like celebrating your birthday?

I like celebrating my birthday with my friends by having a small party in the garden. We decorate the place with lights and balloons, and play music. There's always pizza, snacks and a birthday cake made by my mum. During the party, we dance, take funny photos, and sometimes play games, too. I love celebrating my birthday this way because it feels special and we create happy memories together.

PRACTICE TEST

3

SUPER LISTENING COURSE

Instructions to learners

ELT PUBLISHING

- Listen to the instructions.
- Use black or blue ink. Do not use a pencil.
- You must **NOT** use a dictionary.
- Record your answers on the mark sheet.
- Total marks available: **31**
- You have **35 minutes** to finish the examination.

nocn

PART OF nocn GROUP

LISTENING

PART 1

Listening Transcripts on p. 190

You will hear ten sentences twice. Choose the best answer in each situation.

Now read the answers. You have two minutes to read the answers.

Now listen to the recording and select the best answer.

1. a. Yes, it's the latest model.
b. You can call me later.
c. I think it's in the bathroom.
2. a. True, they only serve tea.
b. I agree, it tastes amazing.
c. No, I don't drink coffee.
3. a. I lost my suitcase.
b. You didn't carry it.
c. That would be helpful.
4. a. I'd love to. It's so good!
b. I heard it on the radio.
c. I don't know this song.
5. a. Yes, it was a comfortable flight.
b. No, we arrived on time.
c. I'm afraid of planes.
6. a. You always forget things.
b. I should buy a new coat.
c. Good point, it might get cold.
7. a. I don't need any help.
b. I get a lot of homework.
c. I'll have a look in a minute.
8. a. Yes, she is waiting for me.
b. Yes, I met her at the library.
c. Yes, I will see her tomorrow.
9. a. They look perfect on you.
b. I hate shopping for clothes.
c. I bought them for you.
10. a. Sure, sounds great.
b. Of course I will go.
c. Yes, I've been there.

TIP If you're unsure about an answer, choose the option that seems most appropriate. You can also make your choice by eliminating the options that seem incorrect. Either way, **make sure you answer every question**. Don't leave any blanks.

SUPER COURSE
ELT PUBLISHING



LISTENING

PART 2

Listening Transcripts on p. 190

You will hear two conversations. You will hear them twice.

You have two minutes to read the questions and answers for both conversations.

Now listen to Conversation 1.

Conversation 1

1. Who is speaking?

- a. Carol and John.
- b. Claire and John.
- c.** Claire and Shaun.

2. What time does the bus leave?

- a. 5:45am.
- b.** 6:15am.
- c. 6:45am.

3. What does the boy not do regularly?

- a.** Cycle.
- b. Jog.
- c. Swim.

4. What does the boy feel bad about?

- a. Having too much fun with friends.
- b. Going shopping instead of training.
- c.** Forgetting his friend's birthday.

5. The coach says the competition will be:

- a.** A learning experience.
- b. A challenging experience.
- c. An exhausting experience.

Now listen to the conversation again and check your answers.

TIP Some questions focus on **numbers**, such as **times**, **dates**, **prices** or **quantities** (e.g. Conversation 1 – Question 2). Before listening, think about **how the numbers in the options are said in English**. All the options may be mentioned in the recording, but **only one is correct**.

Now listen to Conversation 2.

Conversation 2

1. Why did Ms Reynolds complain to the manager?

- a.** She was unhappy with the service.
- b. Her order was delayed.
- c. She was dissatisfied with the product.

2. Ms Reynolds entered the shop:

- a. Before the assistant answered the phone.
- b.** While the assistant was on the phone.
- c. After the assistant had finished the call.

3. What was the assistant talking about on the phone?

- a. A faulty product.
- b.** New products.
- c. A lack of products.

4. What does the assistant say about Ms Reynolds?

- a. She doesn't deserve an apology.
- b. She waited for five minutes.
- c.** She can be a difficult customer.

5. What does the manager decide to do?

- a.** Employ more staff on busy days.
- b. Apologise to Ms Reynolds.
- c. Open the shop earlier at weekends.

Now listen to the conversation again and check your answers.

LISTENING

PART 3

Listening Transcripts on p. 191

You will hear two broadcasts. You will hear them twice.

You have two minutes to read the questions and answers for both broadcasts.

Now listen to Broadcast 1.

Broadcast 1

1. What is the broadcast about?

- a. A young person's achievements.
- b. Challenges of homeschooling.
- c. A student's life at university.

2. Why did Michael's parents decide to homeschool him?

- a. Because he struggled in primary school.
- b. Because he was a very fast learner.
- c. Because they were both teachers.

3. At what age did Michael begin college?

- a. Six.
- b. Eight.
- c. Ten.

4. Why did Michael enter the Guinness World Records?

- a. He learnt to read early.
- b. He attended many universities.
- c. He finished university at a very young age.

5. What was impressive about Michael's teaching job at the age of twenty-two?

- a. He worked at his old university.
- b. He was younger than his students.
- c. He combined it with his studies.

6. Which statement about Maeghan is true?

- a. She has a brother and a sister.
- b. She is as famous as Michael.
- c. She is very smart.

Listen to the broadcast again and check your answers.

Now listen to Broadcast 2.

Broadcast 2

1. According to the broadcast, Middle Eastern food sellers:

- a. Sell hot dogs.
- b. Make sandwiches.
- c. Bake their own pitta bread.

2. What advice does the presenter give the listeners?

- a. To avoid eating hot dogs.
- b. To try hot sauce on their sandwiches.
- c. To order pitta bread with pickles.

3. Bagels are described as:

- a. Round with a hole in the centre.
- b. The same size as a loaf of bread.
- c. Middle Eastern in origin.

4. What is the address of the first Russ & Daughters bakery?

- a. 197 East Houston Street.
- b. 179 East Hudson Street.
- c. 179 East Houston Street.

5. What does the presenter say about New York pizza?

- a. It is served with just a little cheese.
- b. It is similar to pizza in Italy.
- c. It is an inexpensive lunch option.

Listen to the broadcast again and check your answers.



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SUPER READING COURSE

Instructions to learners

- Use black or blue ink. Do not use a pencil.
- You may **NOT** use a dictionary.
- There are 31 questions in this examination.
- You must attempt all the questions.
- Record your answers on the mark sheet.
- Total marks available: **31**
- You have **60 minutes** to finish the examination.

READING

TEXT 1

Ready, set, bark!

1 William 'Bill' Berloni has loved animals since his childhood, but as a young man, he wanted to become an actor. At the age of 20, he was given an unexpected opportunity. A local opera and theatre company was putting on a play that required a dog in several scenes. Berloni was offered a role but only if he agreed to find and train a dog for the show.

2 3 So, Berloni adopted a dog from the local animal shelter, began training it and realised he loved the experience. This changed everything. Soon after, he founded Theatrical Animals, an agency that prepares animals – most of them dogs – for acting roles. Now, a few decades later, Berloni's dogs have appeared in numerous films and TV adverts.

4 5 All Theatrical Animals dogs are rescued from animal shelters. Berloni looks for certain qualities in his potential dog actors: the ability following commands, travel well and remain calm even under stress caused by crowds or bright 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24

10 11 12 13 14 15 16 17 18 19 20 21 22 23 24

10 While not all Berlonis adopted dogs become actors after their training, they are all given forever homes. That means they will always be loved and taken care of, whether they are acting or not.

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READING

SUPER COURSE
ELT PUBLISHING

1. **What job was Berloni initially interested in?**
 - a. Opera singing.
 - b.** Acting.
 - c. Dog training.
2. **Why did Berloni adopt the first dog?**
 - a. To train it for a show.
 - b. To become a dog trainer.
 - c. To rescue it from the shelter.
3. **Why did Berloni start Theatrical Animals?**
 - a. There wasn't another talent agency like it.
 - b. He was unemployed.
 - c.** He enjoyed working with dogs.
4. **Theatrical Animals has been in business:**
 - a. Since the day Berloni adopted his first dog.
 - b.** For a few decades.
 - c. Since Berloni was a child.
5. **Where do Berloni's dogs live after their training?**
 - a.** In adoptive homes.
 - b. In the shelter.
 - c. At the theatre.
6. **What word is a synonym of 'qualities' on line 16?**
 - a. Manners.
 - b. Looks.
 - c.** Characteristics.
7. **Which line has a spelling error?**
 - a.** Line 5. **opportunity**
 - b. Line 9.
 - c. Line 11.
8. **There is a grammar mistake on:**
 - a. Line 4.
 - b. Line 13.
 - c.** Line 16. **to follow**
9. **Which word is missing from line 18?**
 - a.** Lights.
 - b. Smells.
 - c. Sounds.
10. **There is a punctuation error on:**
 - a. Line 6.
 - b. Line 19.
 - c.** Line 22. **Berloni's** – missing apostrophe

TIP Some questions ask you to **find a spelling mistake** (e.g. Question 7). Here are some common ones:

- **wrong letter**
seperately → *separately*
- **double letters**
efcient → *efficient*
- **missing letter**
remebered → *remembered*
- **extra letter**
hikeing → *hiking*
- **wrong letter order**
acheived → *achieved*

READING

TEXT 2

The nomads of Mongolia

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Approximately 40% of the population of Mongolia still live in a similar way to that of their ancient ancestors; they are nomadic herders. They raise animals for a living and move to new regions several times a year to find grass for their herds. These migrant communities keep sheep and camels, and are especially known for their expertise in breeding and training horses.

Mongolia's nomadic families live in tents called gers or yurts, which are easy to put up and take down. Traditionally, they stay in one location for three to four months before packing up and relocating with their animals. They typically set up camp many kilometres from the nearest town or village, often without the convenience of running water or electricity.

However, despite their unique lifestyle, the nomads of Mongolia are slowly adapting to modern life. For instance, some herders now choose to settle near towns or cities where they can access markets and services more easily.

This is not the only change. While horses used to be their main means of transport, many herders now use motorcycles, which are faster and more practical for long-distance travel. In addition, most nomadic families now own mobile phones. The growing use of solar panels, which convert sunlight into electricity, has made it possible for them to charge their phones, even in remote areas.

As a result of these changes, nomadic people's contact with the rest of Mongolian society is gradually increasing and, no doubt, their way of life will continue to evolve.



READING

11. Why do Mongolia's nomadic herders move from place to place?

- To maintain their family tradition.
- b.** To look for food for their animals.
- To explore new places.

12. Traditionally, nomads remain in the same place for:

- One to three months.
- b.** Three to four months.
- One to four months.

13. Where do Mongolia's nomadic families typically put up their tents?

- Near villages.
- In cities.
- c.** Far from towns.

14. Which form of transport has become more common among Mongolian nomads?

- Camel.
- Horse.
- c.** Motorcycle.

15. How is the relationship between nomadic people and the rest of Mongolian society changing?

- a.** Nomadic people are interacting more with the rest of Mongolian society.
- Nomadic people do not get on well with the rest of Mongolian society.
- Nomadic people avoid contact with the rest of Mongolian society.

16. There is a spelling mistake on:

- Line 10.
- Line 11.
- c.** Line 15. **unique**

17. A grammatical mistake has been made on:

- Line 9.
- Line 23.
- c.** Line 28. **continue**

18. Name the punctuation used on line 17.

- Colon.
- b.** Full stop.
- Exclamation mark.

19. In the text, which is the best word to replace 'own' on line 21?

- Buy.
- b.** Have.
- Use.

20. Which word would best fill the gap on line 22?

- a.** Convert.
- Divide.
- Separate.

TIP Some questions ask you to **name a punctuation mark**

(e.g. Question 18). Here are some common ones:

- full stop (.)
- comma (,)
- apostrophe (')
- quotation marks (" ")
- exclamation mark (!)
- question mark (?)
- colon (:)
- semicolon (;)

READING

TEXT 3

The typewriter

The typewriter was one of the most important inventions of the 19th and 20th centuries, (22) transforming the workplace and changing the structure of society. Before its appearance, educated women from middle-class families usually stayed at home or worked as private tutors or nannies, while working-class women worked as seamstresses, domestic servants or in factories. Office jobs at that time were reserved only for men.

(23) However, as businesses grew due to industrial expansion and new technologies, the need for office workers increased. Companies realised they had to employ educated women in offices as typists or secretaries. Nevertheless, women were paid only half of what men earned and were not allowed to reach higher positions.

Even so, the typewriter played a significant role in helping the women's rights movement. (24) It enabled educated women to write books, articles, pamphlets and speeches, spreading ideas about gender equality and women's rights more quickly. Over time, women fought for better pay, fair treatment and leadership roles in offices.

(25) Issues like unequal pay and limited career advancement still exist today, but there is no doubt that the typewriter had a strong positive impact on women. It gave many middle-class women their first chance to enter the workforce dynamically, and empowered them to demand more rights and freedom.

ELT PUBLISHING

21. What is the text about?

- a. Different uses of the typewriter.
- b. The invention of the typewriter.
- c. The impact of the typewriter.

22. Which of these is not a job that middle-class women had before the typewriter?

- a. Private tutor.
- b. Secretary.
- c. Nanny.

23. Why did companies start hiring educated women?

- a. They realised that women were good at business.
- b. The growth of businesses created more office jobs.
- c. They wanted to promote gender equality.

24. According to the text, what contribution did the typewriter make to the women's rights movement?

- a. It allowed women to spread ideas.
- b. It increased the number of women's protests.
- c. It helped women to become political leaders.

25. Which of the following is no longer a challenge today?

- a. Salary differences between men and women.
- b. Limited promotion opportunities for women.
- c. Women's exclusion from office jobs.

READING

TEXT 4

Capoeira

(31) Capoeira is a Brazilian martial art with origins dating back to the 1500s. It was first (26) developed as a form of self-defence, and involves very fast, flowing, dance-like movements (31) using kicks, flips and complex footwork to avoid or approach your opponent.

(27) Capoeira shares many similarities with other martial arts. One of the main similarities is that it requires great strength, balance and flexibility. Another one is that it is played by two people at a time and has a belt system to indicate level of skill, as in judo or karate.

(28) However, capoeira is also different in many ways. For one thing, it is usually played to live music, so capoeiristas are expected to learn to play several simple instruments. Moreover, (29) while there are various styles of capoeira, most do not allow any type of physical contact, and if there is any, it should remain light. Although accidents may happen, capoeira is about coming close to your opponent without actually hitting or kicking them.

(30) Capoeira was declared an important part of Brazil's culture and traditions by UNESCO in 2014, and since then, the popularity of the sport has continued to grow dramatically outside its borders. In addition to the estimated 6 million capoeiristas in Brazil, the martial art is now practised, both recreationally and professionally, in over 152 countries around the globe.

26. For what reason was capoeira originally practised?

- a. For fun.
- b.** For protection.
- c. For exercise.

27. The word 'skill' in paragraph 2 could be replaced by:

- a. Talent.
- b. Practice.
- c.** Ability.

28. What makes capoeira different from other martial arts?

- a. It requires more physical flexibility.
- b.** It is normally performed to music.
- c. It is only practised professionally.

29. The text suggests that capoeira:

- a.** Is not violent.
- b. Is performed solo.
- c. Has no rules.

30. What happened in 2014?

- a. Capoeira clubs opened in over 152 countries.
- b. Capoeira experienced a significant drop in popularity.
- c.** Capoeira was officially recognised as part of Brazil's cultural history.

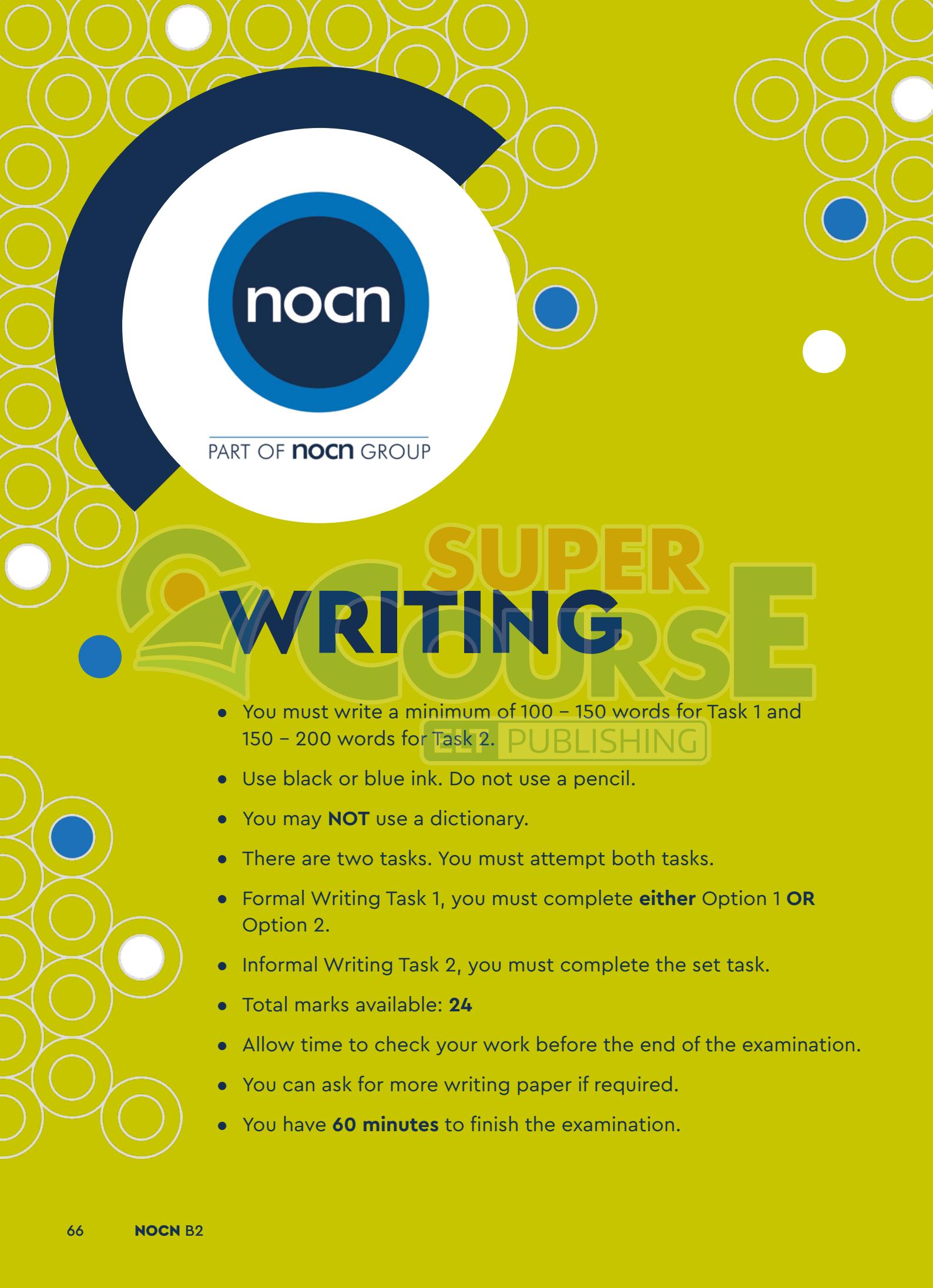
31. Which fact about capoeira is not mentioned in the text?

- a. It is an old martial art.
- b. It involves fast movements.
- c.** It is played in a circle.



nocn

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SUPER WRITING COURSE

- You must write a minimum of 100 – 150 words for Task 1 and 150 – 200 words for Task 2.
- Use black or blue ink. Do not use a pencil.
- You may **NOT** use a dictionary.
- There are two tasks. You must attempt both tasks.
- Formal Writing Task 1, you must complete **either** Option 1 **OR** Option 2.
- Informal Writing Task 2, you must complete the set task.
- Total marks available: **24**
- Allow time to check your work before the end of the examination.
- You can ask for more writing paper if required.
- You have **60 minutes** to finish the examination.

WRITING

Option 1 Formal Writing Task 1 – Allow 30 minutes for this task. Model answer on p. 156

You recently travelled by train but there was a delay, so you decide to write a letter of complaint to the manager of the train company.

You could write about:

- when you took the train and from which station
- how the delay affected your plans
- how you felt
- what you would like the company to do.

TIP Make sure that your writing is **clear and easy to read**:

- **Avoid writing too long or overly complex sentences** as they may confuse the reader.
- **Keep your handwriting neat** to help the examiner assess your work.

OR

Option 2 Formal Writing Task 1 – Allow 30 minutes for this task. Model answer on p. 157

Write a report for your school newspaper about the environmental club you attended at your school last year.

You could write about:

- how often the club met
- what activities the club offered
- what you learnt at the club
- whether you would recommend any changes.

ELT PUBLISHING

Write 100 – 150 words.

Informal Writing Task 2 – Allow 30 minutes for this task. Model answer on p. 158

Write an email to your friend asking them to take part in a cooking competition with you.

You could write about:

- where and when the competition will take place
- what you are planning to cook
- what you have to do to prepare for the competition
- how you feel about the competition.

Write 150 – 200 words.

You will be assessed on:

- content
- use of conjunctions, adjectives and vocabulary
- use of appropriate tenses
- legibility of writing
- word order



noCN

PART OF **noCN** GROUP

SUPER SPEAKING COURSE

ELT PUBLISHING

SPEAKING

PART 1

TIP Speak slowly and **pronounce words clearly**.

Don't use memorised answers, as this can sound unnatural and affect your fluency and confidence.

This is Part 1 of the Speaking Examination. (Approximately 1.5 minutes) Model answers on p. 173

1. What activity or hobby would you like to try in the future? Why?
2. Tell me three things you do to relax when you are stressed. Which one is the most helpful?
3. Where would you like to live ten years from now?
4. What three qualities make someone a good leader? Explain.
5. What would you like to change about your school / place of work?

Note: In Speaking Part 1, questions are asked by the interlocutor and **are not shown in written form**. Learners will be able to see the situations in Part 2 and the scenarios in Part 3 in writing.

Learners are expected to reply in **full sentences**.

For detailed instructions regarding the Speaking Examination, see the Sample Speaking Test on p. 16.

PART 2

TIP In Part 2, in formal situations, **introduce yourself** at the beginning of your response when you're speaking to someone you don't know (e.g. Situation 1).

This is Part 2 of the Speaking Examination. (Approximately 3.5 minutes) Model answers on p. 173

Situation 1: You locked your bicycle outside your friend's house and it was stolen. You go to the police station to report the theft. Describe your bicycle and give an account of what happened. What would you say?

Situation 2: You booked a table at a restaurant, but you arrived late and your table was given to someone else. Explain to the waiter what caused the delay and convince them to give you another table. What would you say?

Situation 3: Your friend wants to improve their English speaking skills and has asked for your advice. Talk to your friend and suggest ways they could practise speaking. What would you say?

Situation 4: You have decided to paint your bedroom, as it has not changed since you were a child. You would like your cousin to help you. Phone your cousin and persuade them to help you paint your bedroom. What would you say?

The interlocutor chooses **two situations** per learner, making sure that a mix of situations are used across the learners being examined. Learners are expected to give a minimum of **four sentences** to respond to each situation, including at least one complex sentence.

For detailed instructions regarding the Speaking Examination, see the Sample Speaking Test on p. 16.

SPEAKING

PART 3

TIP In Part 3, **listen carefully to the interlocutor**, maintain eye contact and **respond to their ideas**. Show that you understand their point of view and can build on it.

This is Part 3 of the Speaking Examination. (Approximately 5 minutes) Model answers on p. 174

Scenario 1: A friend has been invited to a fancy dress party, but they don't know what to wear. Make some suggestions about what they could wear and where they could get the costume. You will have two minutes to prepare for the conversation. You may make notes. I will play the role of your friend.

Scenario 2: You want to get a part-time job, but your teacher thinks it might affect your schoolwork. Convince your teacher that you will manage both responsibilities well. You will have two minutes to prepare your arguments. You may make notes. I will play the role of your teacher.

Scenario 3: You agreed to babysit your neighbour's children on a specific day, but you've realised you have a doctor's appointment at the same time. Explain to your neighbour why you can't look after their children and suggest a solution. You will have two minutes to prepare for the conversation. You may make notes. I will play the role of your neighbour.

Scenario 4: You and your friend are discussing what to do together at the weekend. You want to attend a food festival, but your friend prefers to go to the cinema. Persuade your friend to join you at the food festival instead. You will have two minutes to prepare your arguments. You may make notes. I will play the role of your friend.

The interlocutor chooses **one scenario** per learner, making sure that all scenarios are used across the learners being examined.

*There should be a minimum of **six exchanges**.*

For detailed instructions regarding the Speaking Examination, see the Sample Speaking Test on p. 16.

EXTRA WRITING TASKS

Complaint – formal

21. Write an email to a takeaway restaurant to complain about a problematic order you received recently.

You could write about:

- what you ordered and when
- what was wrong with the order
- how this caused inconvenience
- what you want the takeaway restaurant to do.

22. You recently went on a holiday organised by a travel agency. Write a letter to the manager of the travel agency to complain that your holiday did not match the description on their website.

You could write about:

- what was advertised on the website
- what was different in reality
- how this affected your holiday
- what you expect the travel agency to do.

Application – formal

23. You have seen an advertisement for a part-time job at a local bookshop. You are a student, and the extra money would be useful for you. Write a letter to Ms Anderson, the manager, to apply for the position.

You could write about:

- where you saw the advertisement
- why you want to work in a bookshop
- what skills and qualities make you suitable for the job
- what days and hours you can work.

24. You want to apply for a scholarship to study at a college in another country. Write a letter to the college to apply for the scholarship.

You could write about:

- why you would like to study at this college
- what makes you a suitable candidate for the scholarship
- why you need the scholarship
- your future plans after completing your studies.

EXTRA WRITING TASKS

Review – formal

41. You recently went to a sports event in your area, and a local sports website has asked you to send them a review. Write a review of the event.

You could write about:

- what kind of sports event it was
- what the atmosphere was like
- what you enjoyed the most
- if you would attend the event again.

42. You recently went to a summer camp, and a local magazine has asked you to write about it. Write a review of the summer camp.

You could write about:

- where the summer camp is
- what activities were offered
- how good the staff were
- what you enjoyed the most.

Review – informal

43. You recently watched a series you liked very much. Write an informal review of the series.

You could write about:

- what type of series it is
- what the series is mainly about
- why you enjoyed the series
- if you would recommend it to others.

44. You recently visited a new café. Write an informal review for their chat forum.

You could write about:

- what food and drinks you ordered
- what you liked about the café
- the atmosphere of the café
- if you would go back.

GLOSSARY

PRACTICE TEST 1

LISTENING

PART 1

Questions

p. 24

do well τα πάω καλά

give sb a call παίρνω κπ τηλέφωνο

try on δοκιμάζω (ρούχο)

Recording

p. 186

exhibition έκθεση

hear from sb έχω νέα από κπ

storm καταλγίδα

the other day τις προάλλες

traditional παραδοσιακός

PART 2

Conversation 1

Questions

p. 25

brand μάρκα

ceramics κεραμικά είδη

challenging απαιτητικός, δύσκολος

clay πηλός

handmade χειροποίητος

pleasure ευχαρίστηση

pot (πήλινο) δοχείο, αγγείο

potter αγγειοπλάστης

professional επαγγελματίας

treasure θησαυρός

Recording

p. 186

aluminium oxide οξείδιο του αλουμινίου
(υλικό κεραμικής)

anywhere between κάπου μεταξύ

artistic φιλότεχνος, που έχει καλλιτεχνική φύση

as if σαν να, λες και

certainly σίγουρα

consider doing sth σκέφτομαι να κάνω κτ

covered in sth καλυμμένος με κτ

creativity δημιουργικότητα

endless ατελείωτος

fascinating συναρπαστικός

Go for it! Κάν' το! Τόλμησέ το!

have to do with sth σχετίζομαι, έχω σχέση με κτ

honestly ειλικρινά

material υλικό

possibility δυνατότητα

pottery club εργαστήρι κεραμικής

powder σκόνη, πούδρα

require απαιτώ, χρειάζομαι

rewarding που προσφέρει ικανοποίηση

serious about doing sth αποφασισμένος να

κάνω κτ

silicon διοξείδιο του πυριτίου (υλικό κεραμικής)

still παρ' όλα αυτά

unique μοναδικός

various ποικίλος, διάφορος

Conversation 2

Questions

p. 25

bottle opener ανοιχτήρι

crafts τέχνες

decorative διακοσμητικός

household items είδη για το νοικοκυριό
(οικιακής χρήσης)

housework items είδη για τις δουλειές του
σπιτιού (καθαριότητας)

key ring μπρελόκ

liberty ελευθερία

pick sb up πηγαίνω να πάρω κπ (με όχημα)

recommend συνιστώ, προτείνω

Roman Ρωμαϊκός

Recording

p. 186

a couple of κάνα δυο, λίγα

be fond of sth μου αρέσει κτ

certainly βεβαίως, ασφαλώς

chopping board σανίδα κοπής

collect dust το «τρώει» η σκόνη, μένει
αχρησιμοποίητο

cruise κρουαζιέρα

ever since από τότε, έκτοτε

WRITING: MODEL ANSWERS

PRACTICE TEST 5

p. 99

Option 1 Formal Writing Task 1 – Allow 30 minutes for this task.

You are a volunteer at a local shelter for stray dogs. Write a letter to your school to invite students to the shelter.

You could write about:

- the shelter's activities
- how the students can help during their visit
- what the students will gain from their visit
- why we should support dog shelters.



SUPER COURSE

34 Bold Road
Liverpool L2 5AB
England
13 October 20XX

ELT PUBLISHING

Dear Mr Bennett,

I am a volunteer at the local shelter for stray dogs. I am writing to invite students from our school to visit the shelter and learn more about the work we do there.

The shelter provides care for abandoned and lost dogs, including feeding, grooming and trying to find them new homes. During the visit, students would be able to assist staff with daily tasks, such as walking the dogs and meeting their daily needs.

This visit would allow students to learn about animal welfare and gain practical experience in looking after animals. Supporting dog shelters is important as it improves the lives of abandoned animals and helps raise awareness about responsible pet care.

Please let me know if our school would be interested in organising such a visit. I hope many students will be keen to take part in this enjoyable and meaningful activity.

Yours sincerely,
Emma Carter

PRACTICE TEST 5

p. 99

Option 2 Formal Writing Task 1 – Allow 30 minutes for this task.

You write a blog for an environment platform. Write a blog about the importance of forests.

You could write about:

- why forests are important for people
- how forests help wildlife
- why forests are being destroyed
- how young people can help preserve forests.

The Vital Role of Forests

Protecting Forests Means Protecting Our Future

Posted by Ben Stewart

7 January, 10am

Forests are among Earth's most valuable natural resources, but they are disappearing at an alarming rate. Understanding why forests matter is essential if we want to protect the environment and create a better future.

Forests play a vital role in people's lives by providing clean air and reducing the effects of climate change. They are also home to many species of wildlife, which find food and shelter there. However, human activities such as agriculture and urban development are destroying forests. Large areas are cleared to make space for farms, roads, and buildings, with serious consequences for the planet.

For this reason, it is important for young people to take action. They can help preserve forests by taking part in tree-planting projects, reducing paper waste and supporting environmental organisations. Although these actions may seem small, they can have a positive impact.

In conclusion, forests are essential for both people and wildlife, and protecting them for future generations is a shared responsibility.

WRITING: MODEL ANSWERS

PRACTICE TEST 5

p. 99

Informal Writing Task 2 – Allow 30 minutes for this task.

Write an email to your friend telling them about a celebration you attended.

You could write about:

- what the occasion was
- where and when the celebration took place
- what happened during the celebration
- how the celebration made you feel.

To: Robert Davis
From: Mary Fischer
Subject: A festival to remember!

Hi Robert,

I hope you're doing well! I wanted to tell you about a summer festival I recently went to in our town. It was organised to celebrate the arrival of summer and took place in the middle of June in a large park near the river.

The festival included lots of fun activities that suited the season. There was live music playing, and people sat on the grass listening and relaxing. Many families brought picnic blankets, and there were stalls selling cold drinks, ice cream and grilled food. Some visitors played beach-style games like volleyball and Frisbee, while others walked around and chatted with friends.

The atmosphere was amazing! People enjoyed the long daylight, the fresh air and the warm weather. In the evening, lights were turned on around the park, which made the area look lovely.

I really enjoyed the festival because it was peaceful and welcoming. It was great to see people of all ages spending time together outdoors. The event made me feel relaxed and happy. I wish you could have been there, too. It would have been even more fun!

Take care,
Mary

SPEAKING: MODEL ANSWERS

PRACTICE TEST 1

SPEAKING PART 1

p. 37

Question 1

We usually hang out at the local park or basketball courts. We like skateboarding and playing basketball together. But sometimes we just sit on a bench and chat. Most of the time, we talk about our hobbies or problems. If it rains, we gather at someone's house, play board games and order pizza.

Question 2

The thing I love most about my mobile phone is its camera. It takes great photos, even at night. I also like its screen because it's really big and I can watch videos without getting tired. Finally, I love the case. It's bright purple, which is my favourite colour.

Question 3

Everyone should try moussaka. It's a traditional Greek dish, similar to lasagna, but made with potatoes instead of pasta. It has layers of minced meat, potatoes and aubergines, with a tasty béchamel sauce on top. This combination of ingredients makes moussaka rich in flavour.

Question 4

Farmers are important because they provide us with food. They work hard to grow crops, which are essential for our diet. Builders are vital, too. They build homes and offices for everyone. They also help repair buildings to keep us safe. Additionally, rescue workers, such as firefighters and ambulance teams, are crucial because they save lives. They are trained to handle emergencies and help people in dangerous situations.

ELT PUBLISHING

Question 5

I'd like my classroom to be more cheerful and welcoming. For this reason, I'd paint the walls in brighter colours and add some plants. These changes would also create a calmer atmosphere and help students focus better. Another change I'd suggest is adding better technology, such as a smart board for interactive activities. This would make lessons more interesting and engaging.

SPEAKING PART 2

p. 37

Situation 1

Hi, it's me. I am so sorry, but I'm going to be late! I'm still on the bus. There's been an accident ahead and the road is blocked. I have no idea how long it's going to take, but I'll call you as soon as we start moving again.

Situation 2

I'm sorry, but this is my lunchtime – not a convenient time for me to talk. I've noticed that I receive calls from your company around this time quite frequently. I would be grateful if you could avoid calling during this time of day. Anyway, I'm not interested in purchasing household products at the moment. Thank you!

Situation 3

Well, the trip to Switzerland sounds great, but there's no way I can make it. I simply can't afford it. The thing is, I'm saving for a new laptop because the one I have isn't working properly. I can't do both, I'm afraid. I hope you all have a fantastic time, and I can't wait to hear all about it when you get back!

Situation 4

I prefer the red jumper because it suits me perfectly. The colour and design are exactly what I'm looking for, and it will go with the clothes in my wardrobe. Besides, it's on sale, so it's a great bargain. Thank you for the suggestion anyway.

SPEAKING PART 3

p. 38

Scenario 1

Interlocutor: Hello, this is Brand Bags Customer Service. How can I help you?

Learner: Good morning! I have just received a leather bag that I ordered from your website last week and I have a complaint to make.

Interlocutor: What's the problem?

Learner: Unfortunately, when I opened the package, I saw that the bag was scratched.

Interlocutor: Sorry to hear that. What's the purchase number, please?

Learner: Just a moment. Let me check ... It's CT805. It was in the name of Anastasia Dimou.

Interlocutor: Right. I found it. Could you please send us a photo of the bag as it was delivered?

Learner: OK. I can do that now. I'll send it to the email address I see on your website.

Interlocutor: Yes, please. So, what would you like us to do for you?

Learner: Could I ask for a replacement, please?

Interlocutor: Let me see if there's another bag available ... Yes, there is. Please return the one you received, on our charge, and we will send you the replacement. You'll find the postal address on our website. Is there anything else?

Learner: Uh, just one thing. How long will it take to arrive?

Interlocutor: It will take about a week. Is that all right with you?

Learner: Sure! Thank you very much!

Interlocutor: You're welcome! Have a nice day.

Scenario 2

Interlocutor: Hello! So, what did you want to talk to me about?

Learner: You know that soup kitchen where I volunteer, right?

Interlocutor: Yes, you serve food to homeless people. What about it? I thought you liked it!

Learner: I actually enjoy it a lot! I've learnt so many new skills and met some interesting people, too!

SPEAKING: MODEL ANSWERS

Interlocutor: What's the matter then?

Learner: Well, we're looking for more volunteers to help us, and I thought of you. I think you'd really like it!

Interlocutor: I'm not so sure ... What would I be expected to do there?

Learner: It's easy! Sometimes we prepare the food – we chop vegetables, for example, or cook simple dishes. We also serve the tables and clean up afterwards. Some of us do the washing-up after people have finished eating.

Interlocutor: That doesn't sound too difficult.

Learner: No, it isn't. Plus, you'll be helping others. So, it's worthwhile!

Interlocutor: I guess you've got a point. How many times a week would I volunteer there?

Learner: It's usually twice a week for a couple of hours each time. But you can do more or less, depending on your schedule.

Interlocutor: OK. I'll think about it and let you know soon.

Scenario 3

Interlocutor: So, did you enjoy the film?

Learner: Oh, definitely! It's probably one of the best films I've ever seen!

Interlocutor: Really? I didn't like it. I found it boring ...

Learner: What? You can't be serious. That film deserves an award!

Interlocutor: Oh, come on! What did you find so great about it?

Learner: First of all, the plot was fascinating. There was a lot of suspense and the ending was totally unexpected. Don't you agree?

Interlocutor: To be honest, I wasn't that surprised by the ending.

Learner: But what about the actors? Both main characters were awesome, especially in the action scenes. And the rest of the cast played their roles excellently. There was nothing boring about that!

Interlocutor: I suppose you're right. I did like the acting.

Learner: The music was wonderful, too! Fast and dynamic. Especially in the car chase scene. It made it so exciting!

Interlocutor: Perhaps, but I'm not that fond of car chases and action films.

Learner: Ah, that explains it, then! Anyway, above all, of course, I loved the special effects. They were probably computer-generated, but it wasn't easy to tell. They looked so realistic. I thought they were incredible!

Interlocutor: True. I guess it's a good enough film if you like the genre.

Scenario 4

Interlocutor: Hi! How's it going?

Learner: Great! Have you got a moment?

Interlocutor: Sure. What is it?

Learner: You know that camera you bought? The digital one that can also take amazing videos?

Interlocutor: Yes. What about it?

Learner: I was wondering if I could borrow it for a few days.

Interlocutor: What? Oh, I don't know ... I've only just bought it and haven't even used it yet.

Learner: Come on! Please! I'm going on a hiking trip with my parents and my brother. I was hoping to take some cool videos of all of us together. I could also take some photos of landscapes and birds.

Interlocutor: Why don't you use your phone?

Learner: It's old, and it takes terrible photos! And the videos are of poor quality ... You remember my phone, don't you?

Interlocutor: Yes. I see what you mean. It's not great.

Learner: Exactly! So, will you lend me your camera now? I promise I'll be extra careful with it! I'll keep it in its case when I'm not using it and I'll always have it around my neck, so I won't lose it. Please!

Interlocutor: Look, I'm generally not happy about lending my stuff to people. But ... if you promise to take special care of it, I'll give it some thought.

PRACTICE TEST 2

SPEAKING PART 1

ELT PUBLISHING

p. 53

Question 1

On Sundays, I usually start the day with a volleyball match with my team. It's very important to me, so I never miss it. After that, I often hang out with my friends. We might go for a walk, ride our scooters or just relax together. In the evening, I sometimes have to finish my homework. If I have any time left, I like watching a few short videos before I go to bed.

Question 2

I spend most of my money at Internet cafés, where I play games online. I also like buying accessories for my PC to make gaming more fun. Another thing I enjoy spending money on is snacks and drinks when I'm out with friends. It makes our time together even more enjoyable. Sometimes, we get hungry, especially when we're out for hours, so it's nice to have something to eat.

Question 3

Last week, I lost my keys. On my way home from school, I had to run to catch the bus. When I got home, I realised my keys weren't in my pocket anymore. I think they fell out while I was running and I didn't notice until I got to the door. I then had to wait outside for two hours until my brother came back.

LISTENING TRANSCRIPTS

PRACTICE TEST 3

Part 1

p. 56

1. Have you seen my phone anywhere?
2. The new café has excellent coffee.
3. Would you like me to carry that suitcase for you?
4. Why don't we listen to this song again?
5. Was the flight delayed?
6. Don't forget to bring your coat.
7. Can you help me with this homework question?
8. Did you see Maria yesterday?
9. Do you like my new jeans?
10. How about going to the leisure centre after class?

Part 2 – Conversations

p. 57

Conversation 1

Claire: Hey, (1) Shaun. When are you leaving for the swimming competition?

Shaun: Hi, (1) Claire! On Saturday – and so early! I have to wake up at five forty-five in the morning because (2) the bus leaves at six fifteen.

Claire: You must be excited!

Shaun: I'm not sure 'excited' is the right word. I'm definitely feeling more nervous than excited. It's not the Olympics, of course, but this competition is important. What if I don't do well?

Claire: Come on! You've been practising extremely hard for a long time. Every morning, you're at the pool for at least an hour before school starts, and then you do extra workouts in the afternoon. I don't know what more you could do. You push yourself every single day and you should be proud of everything you've done!

Shaun: Thanks, Claire. You're right. (3) I'm always swimming, jogging or working out at the gym. I don't have any free time anymore, not even for a bike ride. You and I haven't

done anything fun together since we went shopping last month!

Claire: Exactly! (4) You even missed David's birthday party on the 30th.

Shaun: (4) Oh, no! How could I forget that? Now I feel terrible! It's just that I've been putting so much time and effort into training that everything else has slipped my mind. But the other swimmers have been working hard, too. I'm worried the competition will be tough and I might mess up. I don't want my coach to be disappointed.

Claire: Just do your best and no one will be disappointed, even if you come last. Keep in mind this is only your second big competition. It makes sense that you're anxious.

Shaun: (5) My coach keeps telling me it'll be an amazing learning experience, no matter what happens. But I can't help feeling nervous about the whole thing.

Claire: That's completely normal! But think positive thoughts! You won the city championship earlier this year, and the regionals are the next step. You'll be great!

Conversation 2

Manager: Could I speak with you for a few minutes before you go? There's something I'd like to discuss. It shouldn't take long.

Assistant: Of course, Mrs Abbott. Is everything all right?

Manager: Actually, I received a complaint from one of our regular customers, Ms Reynolds. (1) She was quite dissatisfied with the service, or lack of service, she received today.

Assistant: Really? I don't remember having an issue with Ms Reynolds today.

Manager: Apparently she came in around ten thirty to pick up an order she'd placed earlier in the week. (2) She said that you were on the phone, and that she couldn't get your attention.

Assistant: (2) Oh, yes! She came in while I was on the phone. Just a few seconds earlier, a customer had called asking a load of questions. (3) I was busy telling them all about our new products, so I couldn't get off the phone right away. By the time I finished the call, Ms Reynolds had vanished.

Manager: Yes. She said she waited for over five minutes, and then gave up and decided to come back later.

Assistant: I'm sure it was less than five minutes. You know how Ms Reynolds can be – (4) she's not always the easiest customer to deal with. That said, I completely understand her frustration, but there wasn't much I could do in that particular situation. Either way, I'll make sure to apologise to her the next time I see her.

Manager: That's a good idea; she'd appreciate that. And you're right, the shop gets busier earlier at weekends now. (5) Maybe it's time I hired another person to help out on those days.

Assistant: That would make life a lot easier! Then maybe Ms Reynolds would have less to complain about.

education and got additional degrees in chemistry and computer science. Afterwards, at just twenty-two, he was offered a teaching position at Middle Tennessee State University, which he had previously attended. (5) It was especially impressive because most of Michael's students were older than him.

Michael's achievements brought him public attention. As a teenager, he became well known after appearing on TV quiz shows like *Who Wants to Be a Millionaire?* where he won a large sum of money. Yet despite his fame, he stayed modest and focused on his studies.

(6) Intelligence seems to run in the family, since Michael's sister, Maeghan, also graduated from college early. However, her successes didn't get the same attention as her brother's.

Broadcast 2

Welcome to the *International Food* show. Today, I'm going to talk about my top three affordable food options in New York City.

Number one: Middle Eastern food. While hot dogs might be New York's most famous street food, don't miss the Middle Eastern sandwiches. These sandwiches provide a taste of countries such as Lebanon, Egypt and Jordan, where grilled meat served on pitta bread is very popular. (1) The sellers at the Middle Eastern stands will prepare a sandwich with your choice of vegetables, pickles and sauces. My advice? (2) Get the hot sauce for an extra spicy flavour.

Number two: Bagels. These were originally brought to the city by Eastern European immigrants. They're smaller than a loaf of bread and (3) round with a hole in the middle. The Russ & Daughters bakery have been selling high-quality bagels since 1914. The company now has several locations including (4) the original shop at 179 East Houston Street, but you can also find bagels in bakeries, cafés and grocery stores across the city.

Number three: Pizza. New York City pizza is different from the real thing in Italy as it has loads of melted cheese. Plain cheese is popular, but there are dozens of toppings to choose from. (5) If you're looking for a cheap lunch, a slice of New York City pizza is the perfect option!

That's all for today. Join me next week to hear about food in Amsterdam.

Part 3 – Broadcasts

p. 58

Broadcast 1

Michael Kearney was six months old when he spoke his first words. By the time he was ten months old, he could already read. Early on in primary school, (2) his parents decided to homeschool him so he could learn at his own pace. It later proved to be the right decision for an exceptional learner like him.

(3) At just six years old, Michael finished secondary school and started college with a focus on geology. At the age of eight, he was already studying anthropology at university. Two years later, at ten, he graduated with a bachelor's degree and (4) entered the Guinness World Records as the youngest person ever to receive a university degree.

But Michael didn't stop there. He continued his