

Test 1 Training Reading Part 1

In this part you:

- **read** five different short texts, e.g. signs, messages, labels, emails and notices
- **choose** which option (A, B or C) means the same as the short text

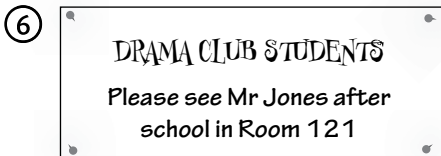
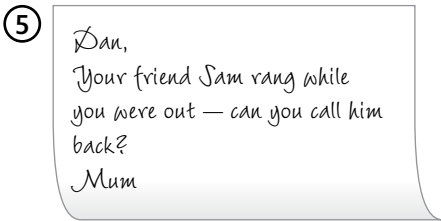
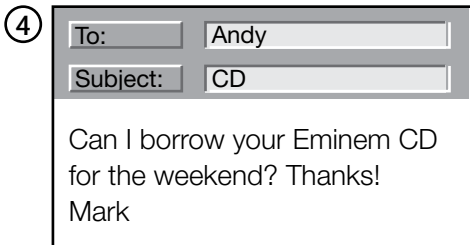
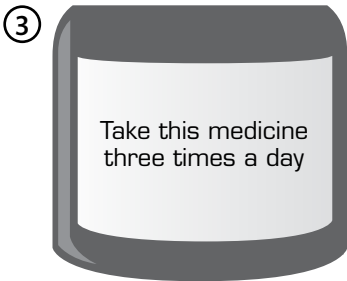
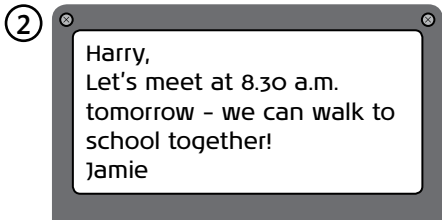
Focus Short texts

1 We see short texts everywhere in our daily lives. Match the short texts 1–6 with the correct text type a–f.

Tip! Look carefully at each short text. Use all the clues to work out what type of text it is: the words used, the headings and the layout.

Text types

- a a note **text 5**
- b a sign
- c an email
- d a text message
- e a notice
- f a label



2 Compare your answers with a partner. Do you agree? Where might you see each text?

Grammar Imperatives

3 Match the imperatives in bold in each sentence with where you might see them.

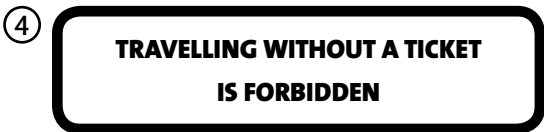
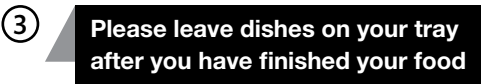
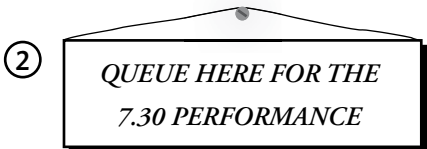
- | | |
|---|-----------------------|
| 1 Turn off your mobile. | a in a tall building |
| 2 Cyclists – turn left here. | b on a classroom wall |
| 3 Push to open. | c on a food packet |
| 4 Press button to call lift. | d in the street |
| 5 Heat in microwave for 3 minutes. | e on a door |

Tip! Look carefully at the imperatives in Part 1 short texts to understand what they are instructing readers to do.

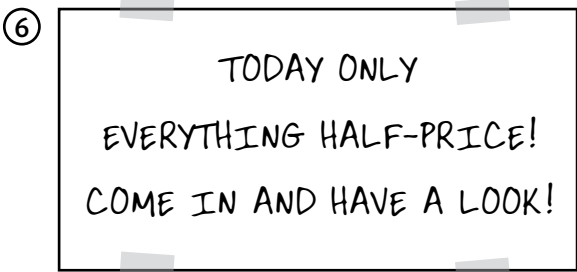
Focus Context

4 Match the texts with the places where you might see them (their context).

Tip! Be careful – there are more places in the list than you need.



- a outside a post office
- b on a train
- c outside a theatre
- d at a swimming pool
- e on a road
- f in a shop window
- g on a packet of food
- h in a library
- i on a medicine bottle
- j in a café
- k outside a doctor's surgery
- l in a park



5 In pairs, talk about the places you didn't use in exercise 4. Write a sign for each place and ask your partner to guess the place.

Test 1 Exam practice

Reading • Part 1

Questions 1 – 5

Look at the text in each question.
What does it say?
Mark the correct letter **A**, **B** or **C** on your answer sheet.

Tip! Look carefully at each option – A, B or C – before making your choice. Your answer must match with what the short text says.

Example:

0

Hi Jon. Your friend Mark came to the house earlier to see if you were in. Can you ring him back before 5.30 tonight? He's going to football practice then.
Mum

Mum is texting Jon to

A

 tell him to contact his friend.

B

 remind him that it's football practice tonight.

C

 ask if he'll be home before 5.30.

Answer:

0

A

B

C

1

AFTER-SCHOOL MUSIC LESSONS
BEGINNING AGAIN TONIGHT!
FIRST CLASS IN ROOM 452 –
COME ALONG!

A

 There are first-class music lessons in Room 452 tonight after school.

B

 If you want to begin music lessons after school, go to Room 452 tonight.

C

 To be the first to attend music classes in school, go to Room 452.

2

To: Mr Smith's students

Subject: Film club

This Friday, Film Club is showing the English film *Highway*, based on the book we are studying this term. It's free – just turn up early to get a seat!

A

 Students should book to see *Highway* at Film Club on Friday.

B

 You won't get into Film Club on Friday unless you take some money.

C

 If you're in Mr Smith's class, it's a good idea to attend Film Club on Friday.

Advice
1 first class = the first class of the term

3

Hi Jake,
I've just read some of
the book Ben lent me. He
couldn't put it down but
I didn't finish it - I lost
interest. Have you read it?
Sam

Sam is contacting Jake to

- A say he disagreed with Ben's opinion about the book.
- B ask what he thought of Ben's book.
- C tell him how good Ben's book was.

4

Michaela
John's party starts at 6
tonight, so Dad and I will
pick you up at 5.30.
Be ready!
Shaz

Shaz is texting Michaela to

- A ask her for a lift to the party.
- B explain the travel arrangements to the party.
- C tell her what time she'll see her at the party.

5

LAKESIDE POOL
NON-SWIMMERS SHOULD STAY
IN THE SHALLOW END WHILE
WAVE MACHINE IS OPERATING

While the wave machine is working

- A people who can't swim should leave the water.
- B people should go to shallow water to enjoy the waves.
- C people shouldn't go into deeper water if they can't swim.

Advice

3 Who is writing to whom? What about? Did Sam enjoy the book? What about Ben? Has Jake read the book yet?

Test 1 Training Reading Part 2

In this part you:


- **read** five descriptions of people and eight short texts on a variety of subjects
- **match** what each person requires with information in one of the eight texts

Focus Reading for detail

1 Maria is looking for an e-friend. Read her email, then close your book and try to remember as much information as you can about her.

From: Maria

Hi! My name is Maria, and I'd like to send my e-friend emails and letters through the post and get some back! I love going to the pool in my town, and I enjoy other sports too, but I find shopping a bit boring. I create a lot of my own cartoons, but I'm not very good at it, so I'd like to write to someone who is!



2 Look at the emails below from two girls called Katie and Jennie. Underline information in the two texts which matches with information about Maria.


From: Katie



Hi! I'm **Katie** and I spend a lot of my free time in the town centre with my friends, buying clothes. I'm also in my school's swimming and basketball teams, and I draw a lot of cartoons – I want to send some of them to be published in the school magazine, but my teacher says I need more practice first. I check my email and reply every day, but I'm not good at writing letters, I'm afraid!

From: Jennie

Hello! I'm called **Jennie**, and my hobby is making cartoons out of my own artwork – I've already had some of them published in a teenage magazine! I love sending long letters to friends, and I email a lot. I spend the rest of my spare time doing different watersports, which I really love. A lot of my friends go to the shopping mall every Saturday but I'm too busy for that – and I'm not keen on it, anyway.



Tip! Read and underline the key facts about each person before you read the eight short texts.

Remember! Knowing about **synonyms** (words that mean the same thing) and **word families** can help in Part 2, e.g. watersports: *swimming, going to the pool, sailing, windsurfing.*

- 3 Which girl would Maria be more interested in writing to – Katie or Jennie? Why? Compare the information you underlined with a partner.
- 4 What kind of person would you look for as an e-friend? What kind of things would you say about yourself? Compare your ideas with a partner.

Test 1 Exam practice


Reading • Part 2

Questions 6 – 10


The people below all want to find a place to go for a skiing holiday. On the next page there are reviews of eight ski centres. Decide which centre would be the most suitable for the following people to go to. For questions 6–10, mark the correct letter (A–H) on your answer sheet.

Tip! Try to remember as much as you can about each person’s description before you start looking for a matching text. This can save you time.


- 6




Maria’s an intermediate-level skier who wants individual lessons, at a reasonable price, to get to advanced level. Maria and her family want somewhere peaceful, with a cinema to go to in the evenings.
- 7




Dan and his family want somewhere that’s not crowded, so they don’t spend time waiting for ski lifts. Dan’s a beginner and wants classes with other teenagers. He’d like to do other sports, too.
- 8



Jane and her brother want to improve their advanced skiing techniques, and have classes in other snow sports. Jane loves animals, and she’d like to see some during her holiday.
- 9



Karl’s family are good skiers, and want somewhere with a guide to take them off skiing through the mountains. Karl wants to stay somewhere with great food, where he can also swim.
- 10



Tadeusz and his 12-year-old brother are beginners. They want to travel to the ski slopes together without their parents, and ski in the same class. They’d like a lively ski centre near a town.

Advice

6 Which two centres offer individual lessons at a reasonable price? Which one of these offers a cinema? What’s another word for **peaceful**? And why is D no good for Maria?

7 Which centres offer other sports? Dan and his family don’t want somewhere crowded or to wait for ski lifts – so why are B and H no good?

Eight Ski Centres

A Eadensberg

This centre’s good for skiers of all abilities, with reasonably-priced lessons for individuals wishing to improve quickly. Be prepared to wait at the lifts, though! It’s some distance from the town, too, so there’s little evening entertainment – but there are classes in ice skating, snowboarding and swimming.

C Chambrix

Learn to ski for the first time – and make fast progress at any level. Young people’s group lessons are for mixed ages, and there are low-cost one-to-one lessons too. When skiing’s finished, there are great restaurants, and a multi-screen movie theatre! Apart from these, the centre’s rather quiet, and some distance from town.

E Zeelunds

The hotels here have lifts that quickly take you to the slopes. There are group classes for teenagers, although slopes are not challenging enough for advanced skiers. Transport to the town can be difficult, but try the activities on offer in the centre – skateboarding, swimming, cinema or ice skating.

G Davrano

This small centre’s great for all serious skiers. There are also experienced guides who’ll take groups or individuals off the marked slopes to ski through the mountains – if your skiing’s good enough! Or why not try the centre’s wildlife-watching trips? The centre’s also well known for its fantastic restaurants, but there’s little other entertainment.

B Nansville

This ski centre offers separate classes for teenagers and children, and has instructors trained to ski cross-country with groups – apart from beginners! Several hotels offer good cooking and indoor pools, and there’s also a skateboard park and children’s zoo. Under-18s must be accompanied on lifts, which are sometimes crowded.

D St Barone

The hotels in this quiet centre have ski lifts right outside, so no problems getting to the slopes – and no queues! The centre has good classes for teenagers to ski together, up to intermediate level, although one-to-one lessons are costly. For the evenings there are fantastic restaurants and a great cinema.

F Palanta

This busy centre is close to town, with its cinemas, shops and internet cafés. Younger skiers are taught in groups of any age up to intermediate level, so teenage family members can ski together. And there’s a minibus to collect young skiers from hotels and take them safely to ski lessons without mum or dad!

H Morland

Adults, teenagers and younger children have their own groups or one-to-one classes here whatever their level, although parents must accompany under-18s on lifts – go early to avoid crowds! There’s instruction in snowboarding and skating, too. And in the evenings take a horse-riding trip through the snow!

In this part you:

- **read** a text based on fact
- **decide** if statements about the text are correct or incorrect

Grammar Present and past simple passive

1 Circle the correct passive form in each sentence.


- 1 School uniform *is worn / are worn* by all the pupils on Sports Day.
- 2 Our sports clothes *is kept / are kept* in our lockers.
- 3 We *isn't allowed / aren't allowed* to wear jeans on Sports Day.
- 4 Parents *is always invited / are always invited* to come and watch Sports Day.
- 5 My sports prize *is displayed / are displayed* in the living room!
- 6 Sport *is chosen / are chosen* by a lot of pupils as their favourite after-school activity.

Tip! Understanding the meaning of sentences in Part 3 may depend on understanding grammar such as the passive.

Remember!

We use the passive when the action or event is more important than who did it.
*Students **are requested** to leave mobile phones at home.*
 We don't need to know who does the action.
*The library **is being painted** this week. (= Somebody is painting the library this week.)*

2 Complete the second sentence to make the passive form of the first sentence.

- 1 Our history teacher gave us a lot of homework last week.
We a lot of homework by our history teacher last week.
 - 2 Our maths teacher didn't ask us to hand in our work today.
We to hand in our work by our maths teacher today.
 - 3 My brother and I didn't feel well at school yesterday, so our dad collected us.
My brother and I from school by our dad yesterday.
 - 4 I took this photo as part of a project for art.
This photo as part of a project for art.
 - 5 My class grew these tomatoes in the school garden.
These tomatoes in the school garden.
 - 6 Mr Smith is a new teacher – he didn't teach me last year.
I by Mr Smith last year.
- 



Focus Reading for meaning

3 Tick (✓) the sentence (a or b) with the same meaning as the first sentence.

Example *I enjoy science more than any other lesson at school.*

a Science is my favourite class. ✓ **b** I like all my lessons at school, including science.

- 1 I wish I could wear my own clothes at school, instead of my uniform.
a I really hate my school uniform. **b** I'd prefer not to wear my uniform to school.
- 2 I have no idea at all how to do this homework.
a This homework is giving me no problem at all. **b** I need some help with this homework.
- 3 I won't get you a ticket for the school concert unless you call by six o'clock.
a Phone me before six if you want me to get you a ticket. **b** If I don't hear from you by six, I'll get you a ticket.
- 4 Everyone missed the programme except Jack.
a Everyone apart from Jack watched the programme. **b** Jack was the only one who watched the programme.

Tip! It's important to identify phrases and sentences that have the same meaning.

Test 1 Exam practice

Reading • Part 3

Questions 11 – 20

Look at the sentences below about a visit to a school by a robot.
Read the text on the opposite page to decide if each sentence is correct or incorrect.
If it is correct, mark **A** on your answer sheet.
If it is not correct, mark **B** on your answer sheet.

Tip! Underline the phrases in the text to prove to yourself that your answers are right.

- 11 Jake says that people at the school he attends enjoy studying science.
- 12 Visitors from outside Jake’s school often talk to the students during Science Days.
- 13 Jake and his classmates were told in advance that a robot was coming to the school.
- 14 Jake and his classmates were surprised at the actions that Gizmo the robot could perform.
- 15 The robot was developed very quickly by the company that created him.
- 16 Jake’s classmates thought that Gizmo was very polite.
- 17 The robot looked as if it realised when there was someone in front of it.
- 18 Jake and his classmates were able to have a discussion with Gizmo.
- 19 Jake’s headmaster felt that the day achieved what he had hoped.
- 20 Jake now wants to own a robot exactly like Gizmo.

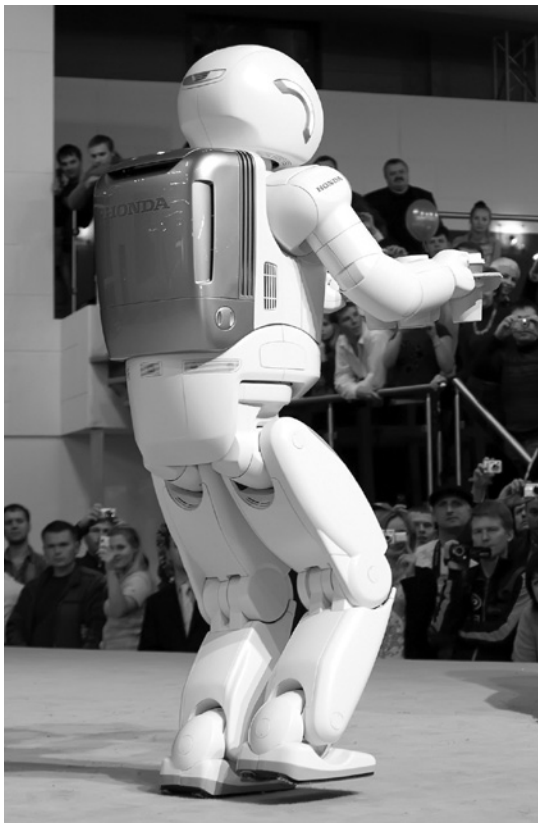
Advice

11 What does Jake say about ‘people my age’ and people at the school he attends?

13 Did the students know what was planned for them on the last Science Day?

15 How long did it take the company to develop Gizmo?

A SPECIAL VISITOR



By Jake Matthews, aged 14

I know some people my age don't really like doing science at school. But I go to a big high school where science subjects are really popular amongst the students. We frequently have special days called Science Days at the school, which are organised by our headmaster and all the teachers. On these days, people working in science are invited to come and tell us about their jobs. On the last Science Day we had no idea what was planned for us – but a real working robot came to spend the day with us at school! It was fantastic!

The robot's name was Gizmo. We were told he was one of the most advanced robots in the world, and we quickly realised he was no ordinary machine. He could do lots of amazing things like walking up and down stairs, waving and even dancing to rock music! He was about the same size as us, with long arms and legs, but apart from that not at all similar to a real person – instead of a face, for example, he had a helmet like a spaceman's. It was very exciting to come face to face with the latest technology!

The company that Gizmo belongs to said it actually took them as long as 20 years to make him, but they think that within another 20 years, he will be as common a sight in homes as a microwave oven. Everyone at my school liked the way Gizmo behaved, as he always said *please* and *thank you*, and even fetched our drinks and snacks! He also seemed to know that he needed to stop when one of the students walked in front of him.

The funny thing about Gizmo, though, was that he could do so many things, but when we tried to make conversation with him, he didn't say anything at all. The company that developed the robot hope they can make one that will do complicated things like having discussions, but they think it's some years away.

The whole day with Gizmo was a success. Now lots of us feel we want to go into careers in science and technology – which was just the result our headmaster had wanted. He said the day had been worth all the hard work to arrange it. As for me, I want to become a scientist and learn to make a robot – even better than the one that paid a visit to my school!