



# Optimise your exam performance

**Steve Taylore-Knowles**



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What are they trying to test?



Image © Evelyn Merkli, CC BY-NC 2.0

What are they trying to test?

How can I give myself the best chance?



Image © Evelyn Merkli, CC BY-NC 2.0

# What are they trying to test?


scanning, skimming, making deductions,  
expressing preferences, giving reasons, ...

the key language skills and functions that are  
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**exam  
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## How can I give myself the best chance?

underline key words, cross off incorrect answers,  
think carefully about pronouns, ...

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## How can I give myself the best chance?

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**exam  
strategie  
s**



# Terminology

**Cambridge Assessment English**

**B1 Preliminary (for Schools)**

Part 1

You **must** answer this question.

Write your answer in about **100 words** on the answer sheet.

Question 1

Read this email from your English teacher Mrs Lake and the notes you have made.

**EMAIL**

From: Mrs Lake

Subject: End of year party

Dear Class,

I'd like our class to have a party to celebrate the end of the school year.

We could either have a party in the classroom or we could go to the park. Which would you prefer to do?

What sort of activities or games should we do during the party?

What food do you think we should have at the party?

Reply soon!

Anna Lake

Great!

Explain

Suggest ...

Tell Mrs Lake

Write your **email** to Mrs Lake using **all the notes**.

Part 1

You **must** answer this question.

Write your answer in about **100 words** on the answer sheet.

Question 1

Read this email from your English-speaking friend Sandy and the notes you have made.

**EMAIL**

From: Sandy

Subject: Your visit!

Hi,

I'm so excited that you're coming to stay with me for a week!

On your first evening here, there's a rock concert in our town. Would you like to go to the concert or would you prefer us to relax at home?

Also, shall we go climbing in the mountains while you're here?

Let me know if you have any questions.

See you soon

Sandy

Me too!

No, because ...

Say which I prefer

Ask Sandy ...

Write your **email** to Sandy using **all the notes**.

# **B1 Preliminary – new format from January 2020**

**Paper 1: Reading**

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**Paper 2: Writing**

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**Paper 3: Listening**

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**Paper 4: Speaking**

# B1 Preliminary – new format

Writing/talking time  
= 2 hrs 12 mins

## Paper 1: Reading

6 parts – 45 minutes – 32 marks (1 mark per question)

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## Paper 2: Writing

2 parts – 45 minutes – 40 marks (20 marks per question)

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## Paper 3: Listening

4 parts – 30 minutes (approx.) – 25 marks (1 mark per question)

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## Paper 4: Speaking

4 parts – 12 minutes (approx.) – 25 marks

# B1 Preliminary – old Reading & Writing

**Reading** – decide if each statement is correct/incorrect

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**Writing** – sentence transformations

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**Writing** – short communicative message (35-45 words)

# Sentence transformations

## Key word transformation

- Be careful when the word you are given is *despite* or *spite*.
- With *spite*, you need to add *in* and *of*. With *despite*, it's a common mistake to add *of*. You don't need it.

**4** Complete the second sentence so it has a similar meaning to the first sentence, using the word given. Do not change the word given. Use two to five words, including the word given.

- 1 Despite being scared of heights, my sister wanted to go sky-diving! **EVEN**  
My sister wanted to go sky-diving \_\_\_\_\_  
scared of heights.
- 2 Although bungee jumping looks dangerous, I'm keen to have a go. **DESPITE**  
I'm keen to have a go at bungee jumping \_\_\_\_\_  
that it looks dangerous.
- 3 Alysha fell over in the snow but she still had a great time. **SPITE**  
Alysha had a great time \_\_\_\_\_ over in the  
snow.
- 4 I climbed to the top diving board despite feeling really nervous. **ALTHOUGH**  
I climbed to the top diving board \_\_\_\_\_ really  
nervous.
- 5 We knew the water was freezing but we still went in. **DESPITE**  
We still went in \_\_\_\_\_ the water was freezing.
- 6 Although it was windy, they landed the hang-glider safely. **OF**  
They landed the hang-glider safely \_\_\_\_\_  
wind.

# Sentence transformations

develop understanding of lexico-grammar

---

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# Sentence transformations

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appear on B2 First exam

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# B1 Preliminary – Reading – Part 1

4

 1.08 Read the texts. For each question, choose the correct answer.

1

- A People who rent these rooms must wash their own clothes.
- B People who rent these rooms have to cook their own food.
- C People who rent these rooms have to buy their own furniture.

2

- A Natasha must make an appointment to see the rooms.
- B Natasha should tell Adriana when she can see the rooms.
- C Natasha needs to go and read the advertisement for the rooms.

3

- A Natasha wants to tell Adriana which bedroom lamps to buy for the rooms.
- B Natasha wants to check if she needs to buy bedroom lamps for the rooms.
- C Natasha wants to ask Adriana to see if there are any bedroom lamps in the rooms.

4

- A Adriana wants her mum to send something to her.
- B Adriana wants her mum to buy something for her.
- C Adriana wants her mum to keep something for her.

5

- A Guests have to bring food to the party.
- B Guests should say if they are coming to the party.
- C Guests can invite other friends too.



2

Natasha,  
I was walking past the noticeboard when I saw the perfect accommodation advert! When are you free to see the rooms?  
Adriana

3



4



5



# B1 Preliminary – Reading – Part 1

4



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5



# B1 Preliminary – Reading – Part 1

## EXAM SKILL

### Understanding text type

- If you understand what type of text you are reading (a notice, an advertisement, etc.), it helps you understand what the text says.
- Look at the design of the text to help you choose the correct type. Does it look like something on a noticeboard or something on a phone screen, etc.?

# B1 Preliminary – Reading – Part 1

## EXAM SKILL

### Understanding instructions

- Short messages often ask or tell people to do things.
- Look for verbs in the imperative and for phrases such as *please, could you ..., will you ..., you should ..., etc.*

1

**ACCOMMODATION AVAILABLE**

Two furnished bedrooms in local family flat available. All meals and cleaning, but not laundry, included.

2

Natasha,  
I was walking past the noticeboard when I saw the perfect accommodation advert! When are you free to see the rooms?  
Adriana

3



4



5

## House-warming Party

**7:30 pm Thursday!**

Refreshments provided but numbers are limited because of space, so please let us know if you can make it.

Natasha & Adriana



# B1 Preliminary – Reading – Part 1

## OPTIMISE YOUR EXAM

### 3-option multiple choice

- With multiple-choice questions, you often need to recognise different ways of saying the same thing.
- Read through the answers A–C first and underline the key words. Think of ways they could be written differently, then read through the texts to check.

1

**ACCOMMODATION AVAILABLE**

Two furnished bedrooms in local family flat available. All meals and cleaning, but not laundry, included.

4



1.08 Read the texts. For each question, choose the correct answer.

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- A People who rent these rooms must wash their own clothes.
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4



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- C People who rent these rooms have to buy their own furniture.

# B1 Preliminary – Reading – Part 2

Match 5 descriptions of people to eight short texts

READING 11

## Summer Camp

**Our guide to unusual ways to spend your summer!**

**A Robotics Camp**  
Robotics Camp is fun and educational, all at the same time! Students choose to work alone or in pairs to build and program a robot. With sessions for different levels of ability, you'll learn how to use the right software and how to construct your robot. Please note that students are not allowed to keep any of the materials used at the camp.

**E Camp Jam**  
From songwriting to playing as a band, Camp Jam will guide you every step of the way. You'll perform live and make recordings that are yours to keep. Not only that, but we'll also teach you all you need to know about getting more fans and surviving in the music industry.

**B Camp BizSmart**  
At Camp BizSmart, we'll give you all kinds of tips about starting and running your own business. You'll get experience in working with successful people and working in teams. You'll graduate from camp with your own business plan ready to go! One recent visitor said she had learnt more in a week here than in a year at her school!

**F Plantation Farm Camp**  
We all need a break from our smartphones, and Plantation Farm Camp offers exactly that. With no electricity, the camp allows young people to get away from the pressures of their online lives and make friendships that last a lifetime. By growing and preparing your own food, you'll connect with nature and with each other.

**C Kids' Culinary Academy**  
Kids' Culinary Academy is perfect for young people who either want to learn the basics or develop their skills. Each day is a new adventure in learning about a different type of cuisine. It is easy to enrol and our excursions in the local area include trips to well-known food destinations, as well as other tourist attractions.

**G Camp Can-Aqua**  
Camp Can-Aqua is the perfect place to learn water sports. Students select different activities each day to develop their own individual skills. You'll also get the chance to go on a three-day canoe trip, where you'll learn to rely on those around you. Older students can attend leadership camps, where they may get a certificate in important skills!

**H Hollywood Stunt Camp**  
You need to be fit for Hollywood Stunt Camp! You'll need all your energy as you learn how to fall, fight and jump off a building! Professionals will take you all the way from the basics to appearing in a short movie. The camp ends with a stunt show, where you can show off what you've learnt!

**3** 3.15 **Decide which camp would be the most suitable for the people below.**







- 1 Ricardo enjoys performing and likes writing too. He loves telling jokes! However, he's not very keen on music and doesn't want to go camping. \_\_\_\_
- 2 Natasha really likes cooking and loves being outdoors. She's not interested in sightseeing, and wants a camp where she can forget about social media while she's there. \_\_\_\_
- 3 Marcus likes adventure and going on trips. He loves trying new things, but likes to choose what he does. He'd like to get a qualification at the end of the camp. \_\_\_\_
- 4 Maria doesn't want to do anything that looks dangerous. She loves music and is keen on performing. She'd like a camp where she can learn about a future career and take something home at the end. \_\_\_\_
- 5 Dylan loves cooking and eating, and wants to learn more about food preparation and places that particular foods come from. He needs to stay in touch with his family using social media while he's at camp. \_\_\_\_

**4 Find words and phrases in the text which match these definitions.**

- 1 people who are good at something and do it as a job: \_\_\_\_\_
- 2 people who know a lot about a subject: \_\_\_\_\_
- 3 teaching you something: \_\_\_\_\_
- 4 the most important things you need to learn first: \_\_\_\_\_
- 5 knowledge and skill from doing something: \_\_\_\_\_
- 6 join a course or become a student at a place: \_\_\_\_\_
- 7 help someone learn something: \_\_\_\_\_
- 8 complete a course, often at college or university: \_\_\_\_\_

THINK | RESEARCH | CULTURE | LEARN | **ME**

Which camp from the text would you like to go to and why?



**EDUCATION**

# B1 Preliminary – Reading

## – Part 2



**EXAM** SKILL

### Scanning

- Scanning is a way of reading to find specific information.
- Don't read every word. Move your eyes quickly over the text and look for the information you need.
- Don't just look for a particular word or phrase. Look out for other ways that an idea might be expressed.

# B1 Preliminary – Reading – Part 3

text

+ 5 x 4-option multiple choice  
(same as the old Part 4)

JOBZONE

READING 1

## What do they do all day?

This week: forensic artists

**Karen Jacobs works as a forensic artist.**

**Karen, what is a 'forensic artist'?**  
**What do you do all day?**

In simple words, I draw people! For example, the police contact me when a witness sees someone commit a crime. I listen to the description of the criminal and **turn** the description **into** a picture.

**So, forensic artists help catch criminals?**

In a way, yes! Do you know who Lois Gibson is? She's in the Guinness Book of World Records as the world's most **successful** forensic artist. Her pictures help **catch** lots of criminals – over 1,300 of them so far!

**Do you only draw criminals?**

No, I also draw historical figures. I do lots of work for TV programmes and museums. At the moment, I'm working on a TV documentary about ancient Egypt. We're making drawings and 3D models of the pharaohs. It's **fascinating**.

**Do you use a pencil and paper?**

Yes, but we also use computers. These days, technology is developing very quickly. It's really useful, and there are some great computer programs we can use. When a witness says that a person wears glasses, for example, we can **bring up** on screen different styles of glasses for the witness to choose from.

**What skills do you need for your job?**

Forensic artists do need good drawing skills, of course, but they also need good people skills. We often work with people who are **upset**, so we help them remember clearly and give us enough detail. Perhaps the witness says the criminal has curly hair. We try to find out exactly what they mean by 'curly'. For example, is 'wavy' a better word? A forensic artist also needs to be an **expert** in different hairstyles!

**What do you know about faces?**

Faces obviously change as we **get older**. But this is interesting: the face of a shy person changes differently to the face of a lively, sociable person! And do you know which part of your face continues to grow all through your life? Your nose!





**4** 1.01 Read the text again. For each question, choose the correct answer.

- 1 What does Karen Jacobs do regularly?  
A She helps Lois Gibson solve crimes.  
B She meets criminals and draws them.  
C She listens to police officers describing criminals.  
D She draws pictures of criminals and people from the past.
- 2 Karen says she sometimes uses modern technology to  
A find pictures that match someone's description.  
B find pictures of real people online.  
C design different types of glasses.  
D have video calls with witnesses.
- 3 Good people skills help a forensic artist to  
A draw more artistic pictures.  
B learn about different hairstyles.  
C communicate better with witnesses.  
D not get upset while they're working.
- 4 What advice might a forensic artist give to someone interested in the job?

A Find out what criminals often look like, then make all your drawings look like that.

B Make sure you visit a library to read about the history of hairdressing.

C Try to be lively and sociable so that criminals are happy to tell you what they know.

D Learn about how faces change and find out how technology can help you.

**5** Complete the sentences with highlighted words or phrases from the text.

- 1 When you \_\_\_\_\_ something \_\_\_\_\_ on a computer screen, you make it appear.
- 2 A \_\_\_\_\_ is someone who sees something happening, such as an accident or a crime.
- 3 If someone is \_\_\_\_\_, they're very good at something.
- 4 An \_\_\_\_\_ is a person who knows a lot about a subject.
- 5 When you \_\_\_\_\_ something \_\_\_\_\_ something else, you make the first thing become something different.
- 6 'To \_\_\_\_\_' is an informal way of saying 'to become older'.
- 7 If something is \_\_\_\_\_, it's extremely interesting.
- 8 Someone who is \_\_\_\_\_ is sad, angry or annoyed.



**THINK**

RESEARCH | CULTURE | LEARN | ME

Choose a person you know and think about how their appearance might change in the future. Describe them as they might be in ten years' time.

# B1 Preliminary – Reading – Part 3

## JOBZONE

### What do they do all day?

READING 1

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**Karen, what is a 'forensic artist'? What do you do all day?**

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# B1 Preliminary – Reading – Part 3

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**B** Make sure you visit a library to read about the history of hairdressing.

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THINK

RESEARCH | CULTURE | LEARN | ME

Choose a person you know and think about how their appearance might change in the future. Describe them as they might be in ten years' time.



# B1 Preliminary – Reading – Part 3

## EXAM SKILL

### Identifying synonyms

- The text might use different words and phrases to express the idea in the question.
- Underline key words and phrases in the question and look for synonyms (words and phrases that mean the same) in the text. For example, Exercise 3, question 5, option D says *Once a month*. The text might say *monthly* or *every four weeks*.

# B1 Preliminary – Reading – Part 3

## EXAM SKILL

### Skimming

- Skimming is reading quickly to get the general meaning of a text.
- When you skim, move your eyes quickly over the text without going back. Focus on the general idea and don't worry about words you don't understand.

**3** Read the text quickly and then choose T (True) or F (False) for the statements.

- 1 Forensic artists usually draw pictures of people they know very well. **T / F**
- 2 Their pictures often help the police do their job. **T / F**
- 3 They sometimes draw people from a long time ago. **T / F**
- 4 Computer programs can help them get the picture right. **T / F**
- 5 To a forensic artist, 'curly hair' and 'wavy hair' are exactly the same thing. **T / F**
- 6 Forensic artists rarely draw faces. **T / F**

# B1 Preliminary – Reading – Part 4

## NEW TASK

Text

5 removed sentences

3 distractors

# THE HYPERLOOP


Los Angeles

## Turning sci-fi travel into reality!

by Ben Hudson, aged 13

Have you ever dreamt of travelling really fast, like people do in science-fiction films? In sci-fi, spaceships fly across the universe at the speed of light. (1) \_\_\_\_ Although humans have flown in **supersonic** planes that go faster than the speed of sound, today most planes can't travel that fast, and trains and cars are even slower.

As part of our class project on travel and transport, I've found out about a really exciting new means of transport called the Hyperloop. It's solar powered, **environmentally friendly**, safe, **affordable** – and fast! The inventor of the Hyperloop is Elon Musk. He thinks it will **revolutionise** travel for all of us. (2) \_\_\_\_ There's still lots of work to do, but they have already started to build it. The first Hyperloop may cost around €5 **billion**. That sounds like a lot, but Musk has been involved in other successful projects and he's already experienced in raising millions of dollars.



So how will the Hyperloop work? Imagine a long tube connecting two cities. The **passengers** will sit in a specially designed capsule, and there will be three capsules per train. Magnets will push the train down the tube at a speed of up to 1,200 kilometres per hour. That's almost the speed of sound! (3) \_\_\_\_


Travelling by Hyperloop, it will only take about 30 minutes to go, for example, from Los Angeles to San Francisco in the USA. That's half the time it **currently** takes by plane. (4) \_\_\_\_ It's only designed for journeys of 1,600 kilometres maximum. For longer journeys, taking a plane will still take less time.

I'm looking forward to hearing more about the Hyperloop. (5) \_\_\_\_ Who knows? Maybe we'll all travel by Hyperloop when we're older!

**OPTIMISE YOUR EXAM**

**Gapped text**

- Read the text quickly to get a general idea of what it's about. Ignore the gaps.
- Then carefully re-read the sentences in the text before and after each gap. Pay particular attention to the vocabulary, tenses and pronouns used.
- Look at the removed sentences and, for each one, ask if it logically fits in each gap.
- Decide whether the verb tenses and the pronouns in the sentences make sense in the context.

**6**  1.14 Read the text again. Five sentences have been removed from the text. For each question, choose the correct answer. There are three extra sentences which you do not need to use.

A Today, the fastest trains in the world only travel at about half that speed.  
B I really hope it's a success!  
C In real life, however, flying so quickly is impossible.  
D He tried to persuade other people that it was safe.  
E This is the fastest way to travel here on Earth at the moment.  
F However, the Hyperloop won't take us to the other side of the world.  
G Flying will still be more comfortable, however.  
H Scientists have been working on the Hyperloop idea for several years.

**7 Write a highlighted word or phrase from the text to match each definition.**

- 1 not expensive \_\_\_\_\_
- 2 a thousand million \_\_\_\_\_
- 3 a shorter way of saying 'science fiction' \_\_\_\_\_
- 4 people who travel on transport \_\_\_\_\_
- 5 not bad for the environment \_\_\_\_\_
- 6 at the moment \_\_\_\_\_
- 7 faster than the speed of sound \_\_\_\_\_
- 8 completely change \_\_\_\_\_

**THINK** | RESEARCH | CULTURE | LEARN | ME

What do you think of the Hyperloop?  
Which cities in your country would you connect with the Hyperloop?

# B1 Preliminary – Reading

## – Part 4

### THE HYPERLOOP

Los Angeles

Turning sci-fi travel into reality!

by Ben Hudson, aged 13

Have you ever dreamt of travelling really fast, like people do in science-fiction films? In sci-fi, spaceships fly across the universe at the speed of light. (1) \_\_\_\_ Although humans have flown in supersonic planes that go faster than the speed of sound, today most planes can't travel that fast, and trains and cars are even slower.

As part of our class project on travel and transport, I've found out about a really exciting new means of transport called the Hyperloop. It's solar powered, environmentally friendly, safe, affordable – and fast! The inventor of the Hyperloop is Elon Musk. He thinks it will revolutionise travel for all of us. (2) \_\_\_\_ There's still lots of work to do, but they have already started to build it. The first Hyperloop may cost around €5 billion. That sounds like a lot, but Musk has been involved in other successful projects and he's already experienced in raising millions of dollars.

So how will the Hyperloop work? Imagine a long tube connecting two cities. The passengers will sit in a specially designed capsule, and there will be three capsules per train. Magnets will push the train down the tube at a speed of up to 1,200 kilometres per hour. That's almost the speed of sound! (3) \_\_\_\_



Travelling by Hyperloop, it will only take about 30 minutes to go, for example, from Los Angeles to San Francisco in the USA. That's half the time it currently takes by plane. (4) \_\_\_\_ It's only designed for journeys of 1,600 kilometres maximum. For longer journeys, taking a plane will still take less time.

I'm looking forward to hearing more about the Hyperloop. (5) \_\_\_\_ Who knows? Maybe we'll all travel by Hyperloop when we're older!

OPTIMISE YOUR EXAM

#### Gapped text

- Read the text quickly to get a general idea of what it's about. Ignore the gaps.
- Then carefully re-read the sentences in the text

# B1 Preliminary – Reading

## – Part 4

6



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- A Today, the fastest trains in the world only travel at about half that speed.
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I'm looking forward to hearing more about the Hyperloop. (5) \_\_\_\_ Who knows? Maybe we'll all travel by Hyperloop when we're older!

### OPTIMISE YOUR EXAM

#### Gapped text

- Read the text quickly to get a general idea of what it's about. Ignore the gaps.
- Then carefully re-read the sentences in the text before and after each gap. Pay particular attention to the vocabulary, tenses and pronouns used.
- Look at the removed sentences and, for each one, ask if it logically fits in each gap.
- Decide whether the verb tenses and the pronouns in the sentences make sense in the context.

**6**  1.14 Read the text again. Five sentences have been removed from the text. For each question, choose the correct answer. There are three extra sentences which you do not need to use.

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- 5 not bad for the environment \_\_\_\_\_
- 6 at the moment \_\_\_\_\_
- 7 faster than the speed of sound \_\_\_\_\_
- 8 completely change \_\_\_\_\_



#### THINK

RESEARCH | CULTURE | LEARN | ME

What do you think of the Hyperloop?  
Which cities in your country would you connect with the Hyperloop?

# B1 Preliminary – Reading

## – Part 4



**EXAM** SKILL

### Understanding linking words and phrases

- Linking words and phrases such as *for example*, *because*, *in other words*, *also*, *so*, *of course*, etc. help us understand the logic of a text more easily.
- It's important that you know what they mean or refer to. For example, *because* introduces a reason and *so* introduces a result. If a sentence starts with *Instead*, you should ask yourself: 'Instead of what?'



# B1 Preliminary – Reading

## – Part 4

### EXAM SKILL

#### Understanding tenses

- When you read a text, it's important to look at the verb tenses because they give information about time and the sequence of events. Look out for contractions with auxiliary verbs.
- With gapped text tasks, the verb tense in the removed sentence doesn't need to be in the same tense as the sentences before and after, but it does need to make logical sense. It might help you to draw a small timeline to order events.

# B1 Preliminary – Reading

## – Part 4

### OPTIMISE YOUR EXAM

#### Gapped text

- Read the text quickly to get a general idea of what it's about. Ignore the gaps.
- Then carefully re-read the sentences in the text before and after each gap. Pay particular attention to the vocabulary, tenses and pronouns used.
- Look at the removed sentences and, for each one, ask if it logically fits in each gap.
- Decide whether the verb tenses and the pronouns in the sentences make sense in the context.

# B1 Preliminary – Reading

## – Part 4

OPTIMISE YOUR **EXAM**

### Gapped text

- When you've completed the text with the removed sentences, read the full text again, including the missing information.
- Ask yourself if the text makes logical sense.
- As a final check, look at the three sentences you didn't choose. Check that they couldn't fit logically in any of the gaps.

# B1 Preliminary – Reading – Part 5

**SAME AS OLD PART  
5 BUT SHORTER**

Multiple choice cloze

6 questions

## Part 5

### Questions 21 – 26

For each question, choose the correct answer.

#### This car runs on chocolate!

Scientists have built a 300kph racing car that uses chocolate as a fuel! The project is (21) ..... to show how car-making could (22) ..... environmentally friendly. The car meets all racing car (23) ..... apart from its fuel. This is a mixture of waste chocolate and vegetable oil, and such 'biofuels' are not (24) ..... in the sport yet. It has to be mixed with normal fuel so that all parts of the car keep working.

Carrots and other root vegetables were used to make some parts inside and outside the car. Even the mirrors are made from potatoes! The sides of the car (25) ..... a mixture of natural materials from plants as well as other recycled materials.

The project is still young, so the scientists have not yet found out how 'green' the car is. They are planning many experiments to compare its (26) ..... against that of normal racing cars.

21 A intended B wished C decided D insisted

22 A develop B move C become D arrive

23 A levels B standards C grades D orders

24 A allowed B let C ruled D agreed

25 A store B involve C collect D contain

26 A operation B performance C display D technique

## OPTIMISE YOUR EXAM

### Multiple-choice cloze

- Sometimes the missing word is part of a collocation. Look at the words on both sides of the gap to work out what phrase is missing.
- Say the phrase using each of the four possible answers. Perhaps you have heard the collocation before. Which word sounds the best? Choose that word as your answer.

## OPTIMISE YOUR EXAM

### Multiple-choice cloze

- Sometimes the correct answer depends on small differences in meaning between the possible choices.
- Read the words around the gap carefully to understand which particular meaning is correct.

# B1 Preliminary – Reading

## – Part 6

### NEW TASK

Open cloze  
6 questions

---

#### Part 6

#### Questions 27 – 32

For each question, write the correct answer.  
Write **one** word for each gap.

#### Our new skatepark! by Jack Fletcher

Is there a great skatepark in your town? We've now got the (27) ..... fantastic skatepark ever, and it's all because of my friends and me!

Our old skatepark was full of broken equipment, so none of us ever went there. But we all agreed that (28) ..... we had a better skatepark in our town, we'd use it. And teenagers might come (29) ..... other towns to join us, too.

So I set up an online questionnaire to find out (30) ..... local people wanted. I asked them whether we should improve our old skatepark (31) ..... build a completely new one. People voted to build a new one.

Then we held some events to get money to pay for it. In the end we collected half the cost, and the local council paid the rest. It (32) ..... finally finished last month. So come and try it – you'll have a great time!

# B1 Preliminary – Reading

## – Part 6

### OPTIMISE YOUR EXAM

#### Open cloze

- Remember that this task usually tests grammar.
- Think very carefully about verb tenses, verb patterns, prepositions, articles, and quantifiers.

# B1 Preliminary – Reading

## – Part 6

OPTIMISE YOUR **EXAM**

### Open cloze

- Auxiliary verbs are often tested in this type of task. When you look at each gap, think about tenses, questions, negatives and the passive voice to see if you need an auxiliary.



# B1 Preliminary – Reading

## – Part 6

OPTIMISE YOUR EXAM

### Open cloze

- If there's a verb immediately before the gap, ask yourself if you need to write a particle to make a phrasal verb.
- If there's a particle (*off, up, etc.*) immediately after the gap, ask yourself if you need to write a verb to make a phrasal verb.



## REMEMBER

- If you aren't sure which particle to use in phrasal verbs, remember that particles aren't random. They contain meaning – usually a metaphorical meaning.
- For example, *up* sometimes means 'more' or 'increase' (e.g. *speed up*, *turn up the volume*) and sometimes means 'collect' (e.g. *pick up*, *pack up*).
- *Up* and *in* sometimes mean 'arrive' or 'appear' (e.g. *turn up*, *show up*, *check in*, *drop in*).
- *Off* is sometimes connected to the idea of 'departing' or 'leaving' (e.g. *set off*, *take off*, *drop off*).
- *Down* is sometimes connected to the idea of 'failing' and 'stopping' (e.g. *close down*, *break down*).
- *Out* is sometimes connected to the idea of something 'removed from where it was' or 'with nothing left' (e.g. *take out*, *go out*).

# B1 Preliminary – Reading

## – Part 6

**2** Find and underline where a word is missing from each sentence. Write the missing word in each gap.

- 1 We had swimming for a while before we saw all the rubbish in the lake. \_\_\_\_\_
- 2 The beach is a mess because people been leaving litter all along it. \_\_\_\_\_
- 3 When they going to start cleaning up the rivers around here? \_\_\_\_\_
- 4 What you think the biggest challenge for the environment is? \_\_\_\_\_
- 5 Too many plastic bottles being used every day around the world. \_\_\_\_\_
- 6 The council done a good job of cleaning up our town. \_\_\_\_\_

# B1 Preliminary – Reading

## – Part 6

**3** Write an auxiliary verb in each gap and then ask and answer the questions in pairs.

- 1 \_\_\_\_\_ you ever been somewhere and been surprised by the amount of pollution?
- 2 How \_\_\_\_\_ you feel when you see people drop litter in the street?
- 3 Why \_\_\_\_\_ some people seem to care very much about their environment?
- 4 What \_\_\_\_\_ you think we can do to reduce the amount of rubbish we produce?

# B1 Preliminary – Writing

2 writing tasks

Both approximately 100 words

# B1 Preliminary – Writing – Part 1

Email with notes

---

Candidates reply

## Question 1

Read this email from your English-speaking friend Sandy and the notes you have made.

**EMAIL**

**From:** Sandy

**Subject:** Your visit!

Hi,

I'm so excited that you're coming to stay with me for a week!

*Me too!*

On your first evening here, there's a rock concert in our town. Would you like to go to the concert or would you prefer us to relax at home?

*Say which I prefer*

Also, shall we go climbing in the mountains while you're here?

*No, because ...*

Let me know if you have any questions.

*Ask Sandy ...*

See you soon

Sandy

Write your **email** to Sandy using **all the notes**.



**1 In pairs or groups, answer the questions.**

- Describe the photos. What occasion do you think it might be?
- What was the last family party you went to? Describe it.

**EXAM SKILL**

**Making suggestions**

- When you write an email, you sometimes need to make suggestions to the person you're writing to if they have asked for your ideas or advice.
- Use words and phrases such as *Maybe/Perhaps you should/could ...*, *How/What about -ing ...?*, *If I were you, I'd ...*, *One thing you could do is ...*, *Don't forget to ...*

**2 Read Grace's email and Nick's notes. Decide if the statements are T (True) or F (False).**



Tell Grace Describe

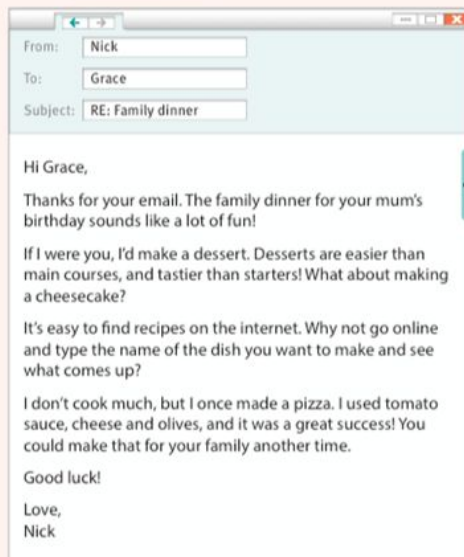
Fun!

Suggest ...

In his reply, Nick should ...

- say that the dinner sounds like fun. T / F
- say what course Grace should make. T / F
- tell Grace how to cook a dish. T / F
- describe something he once cooked. T / F

**3 Read Nick's reply. Find four places where he makes suggestions and write the phrases he uses.**



- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**OPTIMISE YOUR EXAM**

**An email**

- If you have to make suggestions in your email, make notes about the things you are going to suggest before you start writing.
- Then think of reasons for each suggestion. For example, if you are going to suggest someone makes a dish from your country, the reasons might be because it's spicy/unusual/traditional, etc.

**4** Look at this writing task and complete the sentences with your own ideas.

Read this email from your friend Freya and the notes you have made.

From: Freya  
Subject: Class party

Hi  
Our class is having a party next weekend and I have to make some food for it!  
I could make something simple or try to do something more adventurous!  
What do you think?  
Do you think people would prefer something sweet or something healthy?  
Can you suggest something from your country I could make?  
Love,  
Freya

Great!

Tell Freya

Give opinion

Suggest ...

Write your **email** to Freya using **all the notes**.

- 1 Freya should make something **simple / more adventurous** because \_\_\_\_\_.
- 2 People would prefer something **sweet / healthy** because \_\_\_\_\_.
- 3 I suggest Freya makes \_\_\_\_\_, because \_\_\_\_\_ and \_\_\_\_\_.

**5 Plan** Make a paragraph plan.

Part	Purpose	Useful phrases	My notes
First line	greet the person you are writing to	Dear ..., Hi ...	
Paragraph 1	write about the first note on the email	... sounds great! ... sounds like a lot of fun!	
Paragraph 2	write about the second note on the email	I think you should ... I suggest you ...	
Paragraph 3	write about the third note on the email	I think that ... You should ...	
Paragraph 4	write about the fourth note on the email	What about -ing ...? Why don't you ...?	
Closing expressions 1	wish them luck, ask them to reply, say goodbye	Good luck! Write soon! Bye for now!	
Closing expressions 2	express friendship	Love, Lots of love, Best wishes,	
Your name	first name		

**6 Write** Write your email to Freya in an appropriate style. Use all the notes. Write about 100 words.

**7 Check** Before you hand in your email, complete this checklist.

Checklist

- |   |   |
|---|---|
| <input type="checkbox"/> I've written an informal email.                | <input type="checkbox"/> I've written about all four notes in the exam task and developed them further. |
| <input type="checkbox"/> I've followed my paragraph plan.               | <input type="checkbox"/> I've checked my spelling, grammar and punctuation.                             |
| <input type="checkbox"/> I've started and ended my email the right way. |   |



Use an informal greeting with your friend's first name.

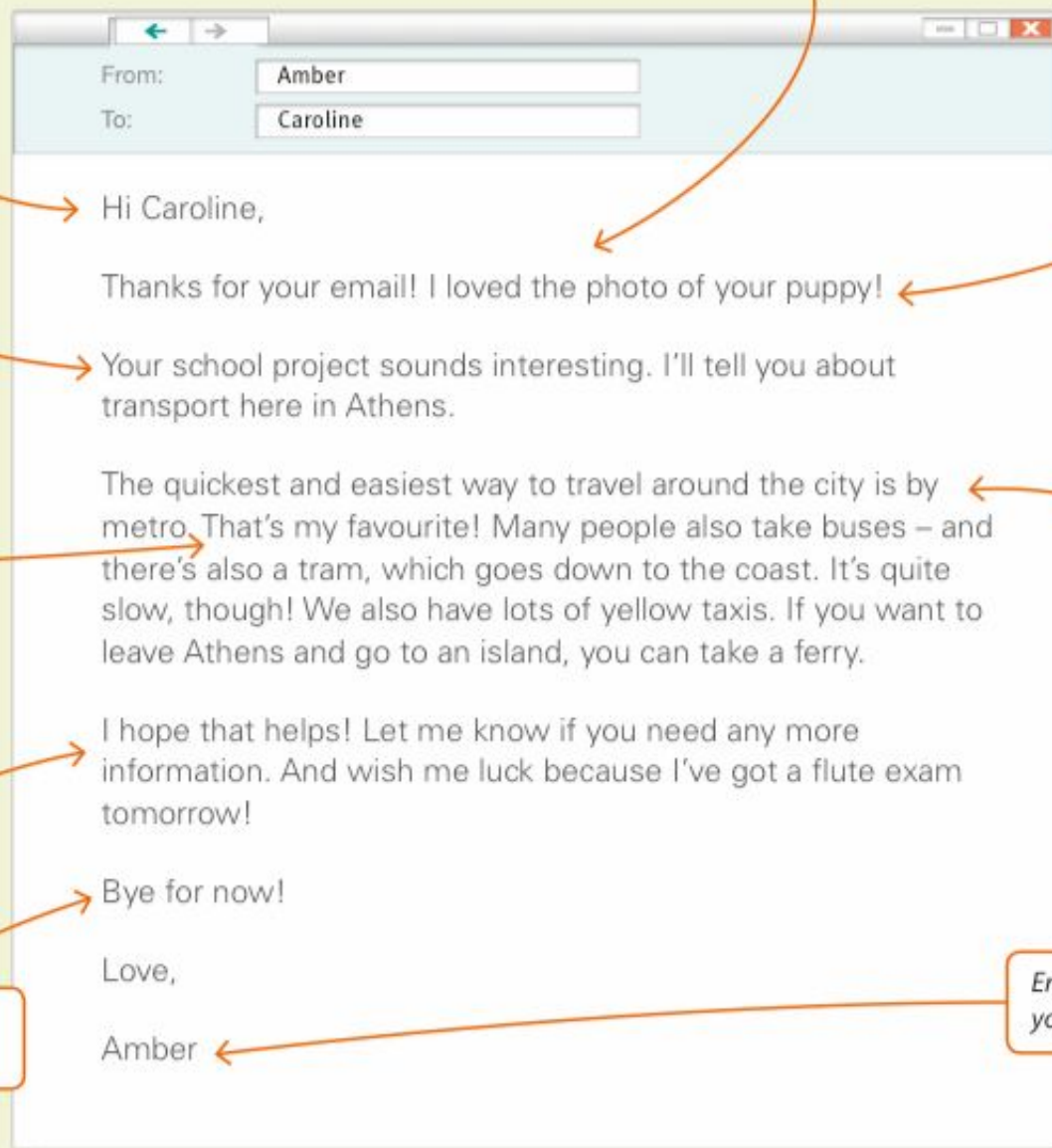
Don't start giving information immediately. Be polite and refer to something that has happened to or is connected to your friend. Use your imagination. Here, the writer imagined that Caroline attached a photo of her new puppy to the email.

Introduce your answer to the questions in the second paragraph.

Give your personal opinion if the question asks for it.

Mention something about your life to finish the email.

Use informal closing expressions.



Use informal language, including contractions and exclamation marks where appropriate.

Give details in the third paragraph.

End the email with your first name.

# B1 Preliminary – Writing – Part 1

## OPTIMISE YOUR EXAM

### An email

- With some notes, you can use the same words in the note. For example, if the note says *Great!*, you could write *That's great news!* You can also express the same idea with a synonym, for example: *That's fantastic news!*
- With other notes, you can't use the same words because they're instructions. For example, *Tell Maria, Explain, Suggest ...*

Read this email from your English-speaking friend Sandy and the notes you have made.

**EMAIL**

**From:** Sandy

**Subject:** Your visit!

Hi,

I'm so excited that you're coming to stay with me for a week!

*Me too!*

On your first evening here, there's a rock concert in our town. Would you like to go to the concert or would you prefer us to relax at home?

*Say which I prefer*

Also, shall we go climbing in the mountains while you're here?

*No, because ...*

Let me know if you have any questions.

*Ask Sandy ...*

See you soon

Sandy

# B1 Preliminary – Writing – Part 2

## Part 2

Choose **one** of these questions.

Write your answer in about **100 words** on the answer sheet.

---

### Question 2

You see this announcement in your school English-language magazine.

#### Articles wanted!

#### WHAT MAKES YOU LAUGH?

Write an article telling us what you find funny and who you enjoy laughing with.

Do you think it's good to laugh a lot? Why?

The best articles answering these questions will be published next month.

Write your **article**.

### Question 3

Your English teacher has asked you to write a story.

Your story must begin with this sentence.

*Jo looked at the map and decided to go left.*

Write your **story**.

Choice of article or story

# B1 Preliminary – Writing – Part 2 – article

## EXAM SKILL

### Using the right style

- In an article, use a style that's suitable for the reader and for the topic. Decide whether you need to be formal or informal. For informal articles, for example, you can use contractions, exclamation marks, personal examples and a more 'conversational' style.
- An article may have an interesting title that encourages a person to read it.
- Another way to get the reader's attention is to start with a question. For example, *What do you think makes a house a home?*

# B1 Preliminary – Writing – Part 2 – article

## EXAM SKILL

### Describing how to do something

- In an article, you sometimes have to give instructions to the reader on how to do something.
- Use a variety of phrases and structures. For example, you can use the imperative: *Think of an interesting topic.* / *You have/need to* (e.g. *You need to speak clearly.*) / *You should* / *Remember to* / *Don't forget to* / *It's important to*, etc.

Give your article a title.

## HOW TO PLAN THE PERFECT HOLIDAY

Ask your readers a question to interest them.

Have you ever had a terrible holiday? With a little planning, I believe you can make sure that you have a wonderful time instead!

Give your opinion where appropriate.

Use exclamation marks to create an informal style.

Use a connecting phrase to introduce your points in order.

First of all, only pack the things you need. Most of us take too much luggage on holiday. Just take one bag each and it'll make your life easier.

Use imperatives to give advice in an informal way.

Use a connecting phrase to introduce your next point.

Apart from packing, you need to think about what you are going to do on holiday. Why not plan activities that all the family will enjoy, such as going on a boat trip or visiting a theme park?

Use different ways of making suggestions, such as questions.

Use a good connecting phrase to introduce our final point.

Finally, don't forget to relax and enjoy it. Don't plan too many activities and remember to spend some time doing nothing!

Give examples where appropriate.

Give your story a title.

## The Audition

If you are given the first sentence, you can't change it in any way.

Greg knew he was late so he started running. This was an important audition, and he didn't want to miss it. He wanted to get the main part in the school play.

Don't start writing until you've worked out the plot. Here, the writer noted this down before starting on the second sentence: late for important audition – main part in school play – just gets there in time – does audition – gets the part – very happy.

When he arrived at the school hall, he was hot and tired. 'You're late, Greg,' said Mr Serhan angrily. 'I've been waiting.'

Where appropriate/ necessary, show who said something.

Try to include some direct speech in your story if you can. Use speech marks. Remember that direct speech is usually informal.

Use verbs such as tell and ask for indirect speech.

Mr Serhan told Greg about the part, and asked him to act in a scene. Greg, who was a bit nervous, listened carefully. Then he started acting.

Use adverbs such as carefully, angrily, etc. to give more detail.

'You're a very good actor, Greg,' said Mr Serhan. 'If you can promise not to be late again, you've got the part.'

Use appropriate tenses such as past simple, past continuous and past perfect, and a range of grammatical structures, such as relative clauses.

If you have a conversation in direct speech, start each speaker on a new line. Even though it's a new line, it's still part of the same paragraph.

'I promise! I won't let you down!' said Greg. He was the happiest boy in the world.



# B1 Preliminary – Listening

Some parts swapped around

One task type removed (decide if 6 statements are correct/incorrect)

One new task

# B1 Preliminary – Listening

Same as old Part 1

7 short monologues  
or dialogues


3-option m/c  
(pictures)

Part 1

Questions 1 – 7

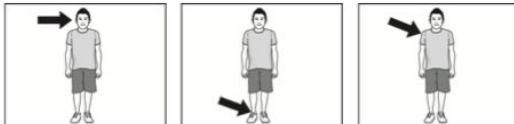
For each question, choose the correct answer.

1 What will the boy bring for the barbecue?




A B C

2 Which part of the boy's body hurts now?



A B C

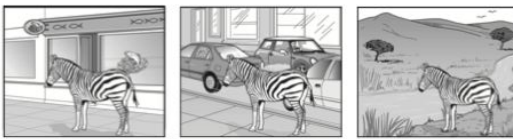
3 What will the visitors see last?



A B C


2

4 Where did the police catch the zebra?




A B C

5 What did the girl do yesterday?




A B C

6 Which computer game does the girl like most?



A B C

7 Which sport did the boy do for the first time on holiday?



A B C

3

Turn over ►

# B1 Preliminary – Listening – Part 2

## NEW TASK

6 discrete short dialogues

---

3-option m/c

(question or sentence completion)

3



1.19 For each question, choose the correct answer.

- 1 You will hear two friends talking about a holiday they went on.  
What did the girl think about it?  
A The tour guide knew a lot.  
B She met lots of other young people.  
C People at the resort were very friendly.
- 2 You will hear two friends talking about a hotel they stayed at.  
The man felt that the hotel  
A was too big.  
B was too far from the beach.  
C was very expensive.
- 3 You will hear two friends talking about a TV programme they saw.  
The girl says she would like to  
A watch the next programme in the series.  
B visit the place in the programme.  
C learn more about the place in the programme.
- 4 You will hear two friends talking about going on a school trip.  
The boy is looking forward to  
A having a day away from school.  
B finding out more about a topic.  
C travelling there with his schoolmates.
- 5 You will hear a girl telling her friend about a camping trip.  
What problem did she have on the trip?  
A She took too many things with her.  
B She couldn't find the campsite.  
C She lost all her money.
- 6 You will hear two friends talking about their summer holidays.  
The boy's family is planning to go  
A to a place they have been to before.  
B to a place that might be dangerous.  
C somewhere close to home.

# B1 Preliminary – Listening – Part 2

## EXAM SKILL

### Listening for attitude and opinion

- The listening question may ask you how someone feels or what their opinion of something is.
- Remember that you're listening for ideas, not specific words. For example, someone who is 'disappointed' might say *I thought it would be a lot better than it was.*

**2** Read the statements and choose the correct word or phrase to complete each sentence.

I really enjoyed our holiday together! It was really quiet so there was plenty of space in the pool.

- 1 This person **liked** / **didn't like** the fact that there weren't many other people.

Yes, I was surprised there weren't many people there. It's a shame we didn't have the chance to make many new friends.

- 2 This person **liked** / **didn't like** the fact that there weren't many other people.

I got a lot out of the tours. It was worth visiting the local area and finding out about it.

- 3 This person **enjoyed** / **didn't enjoy** the tours.

There wasn't much the guide didn't know, was there?


- 4 This person thinks the guide knew **a lot** / **very little**.

# B1 Preliminary – Listening – Part 3

Gap-fill

6 questions

(one or two words, number, date, time)

**3**  2.12 You are going to listen to someone talking about food world records. For each question, write the correct answer in the gap. Write one or two words or a number or a date or a time.

## FOOD WORLD RECORDS

The largest cheeseburger weighed 913.54 kg and contained over 18 kg of (1) \_\_\_\_\_.

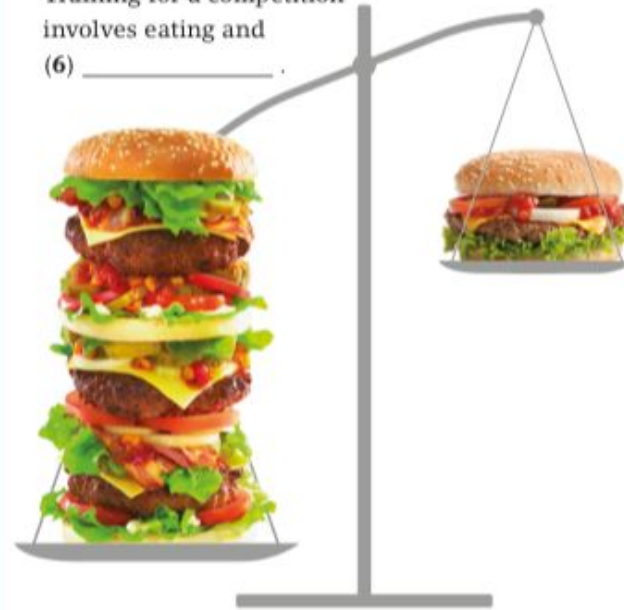
The burger took four hours to cook and the bun took (2) \_\_\_\_\_.


The record for burger eating is 12 burgers in (3) \_\_\_\_\_.

Making the burger (4) \_\_\_\_\_ makes it easier to eat.

Before grilling, (5) \_\_\_\_\_ is 110 g.

Training for a competition involves eating and (6) \_\_\_\_\_.



**4**  2.12 Listen again and check your answers.

# B1 Preliminary – Listening

## – Part 4

### Old Part 2

Interview

6 questions


3-option m/c

OPTIMISE YOUR EXAM

#### 3-option multiple choice (interview)

- Remember that the questions are in the same order as the answers that you will hear.
- If you miss an answer, don't get stuck on that question. Move quickly onto the next one, or you'll miss the answer to that one too. You'll hear the listening task again, so don't worry if you miss an answer the first time.

4

 1.12 Listen to the interview again and choose the correct answers.

- 1 Why did Leyla first become interested in houses?  
A She moved to another country.  
B She trained as an architect.  
C She saw a programme on TV.
- 2 How did she feel when she stayed in a yurt?  
A surprisingly comfortable  
B a little afraid  
C excited
- 3 People sometimes build houses underground in Tunisia to keep  
A safe at night.  
B cool during the day.  
C warm during the winter.
- 4 Stilt houses are popular in areas where there is  
A a problem with animals.  
B a lack of space.  
C heavy rain.
- 5 In the future, Leyla would like to  
A visit houses in more countries.  
B build her own unusual home.  
C study other types of buildings.

# B1 Preliminary – Speaking

Similar to the old format with  
some minor changes



# Preliminary – Speaking – Part 1

Respond to questions, giving factual or personal information:  
personal details, daily routines, likes, dislikes, etc

The interlocutor speaks to the candidates in turn  
(approx 2 minutes)

# Preliminary – Speaking – Part 1

## EXAM SKILL

### Talking about yourself

- Speaking exams often include personal questions, so you need to be able to talk about yourself and your life, family, friends, studies, etc.
- At the start of the speaking exam, the examiner will ask you about facts such as *What's your name?*, *How old are you?* and *Where do you live?* You can give short answers to these questions: *My name is Sam Lopez. / I'm 14. / I live in Moscow.*
- For other questions, you need to say more and give full answers. For example, if the question is *How would you describe your personality?*, don't just say *I'm friendly*. You have to give longer answers to show you can speak English well.

# Preliminary – Speaking – Part 1

## EXAM SKILL

### Talking about other people

- If you can't answer a question with a lot of information about yourself, talk about someone you know, e.g. *I'm not very competitive, but my brother's a keen cyclist and he gets really upset if he doesn't win a race.*
- In an exam you may need to talk about your friends and family, so think about any vocabulary you may need. For example, if a friend does an interesting sport which you don't know the name of, ask your teacher what it's called in English or find out online.

▶ Watch the video again. Underline the phrases in the *Phrase expert* box that you hear on the video.

### PHRASE EXPERT

I never ..., but (my best friend) does. | I don't think I've ever ..., but (my best friend) has. | Take my (brother/sister), for example | I / (S)he ... all the time | I / (S)he absolutely loves / quite likes / can't stand ... | I'm / (S)he's a keen (athlete / gymnast).

# Preliminary – Speaking – Part 1

## EXAM SKILL

### Talking about habits

- Make sure you can say how often you do something. You can use words and phrases such as *all the time, usually, quite/fairly often, not very often, rarely* and *never*.
- If you want to be more exact, you can use phrases such as *once a week, twice a month, three times a year, etc.*
- Remember to explain why you do (or don't do) an activity frequently.

# Preliminary – Speaking – Part 2

Old Part 3

BUT

candidate's photos

'not necessarily' on the same topic

(approx 1 minute per candidate)

OPTIMISE YOUR EXAM

## Extended turn (photos)

- Start by describing the most important details. What is it a photo of? Start by saying *This is a photo of (a girl in her bedroom / a boy playing tennis)*.
- Say as much as you can about the main subject of the photo. Then describe other objects, such as what is in the foreground or background.

- 6 Look at the photo. It shows someone at home after school. Take turns to describe the photo.



# Preliminary – Speaking – Part 2

## EXAM SKILL

### Saying where things are

- We often need to talk about where different objects are in a photo.
- Use expressions such as *on the left/right* and *at the top/bottom of the photo*. Be careful to use the correct prepositions.
- Objects near the camera are *in the foreground*. Objects far away from the camera are *in the background*.

# Preliminary – Speaking – Part 2

## EXAM SKILL

### Describing situations and actions

- Be careful with tenses. Use the present simple to describe the general situation and the people and places that you can see in the photo, e.g. *The restaurant has a lot of tables.*
- Use the present continuous to say what's happening in the photo, e.g. *They're eating in a restaurant. Everyone is laughing and talking.*
- Try to use one or two adverbs to describe how people are doing things, e.g. *The waiter is serving the food carefully.*

# Preliminary – Speaking – Part 2

## EXAM SKILL

### Expressing uncertainty

- If you're not sure what's happening in a photo, don't worry! You don't need to be certain. Guessing information about the people and the situation will give you a lot more to say about the photo.
- To show that you're not certain, use words and phrases like *perhaps*, *I think ...* or *it looks like ...*, e.g. *It looks like they're on a school trip. Perhaps they're learning about history.*
- You can also use modal verbs to express uncertainty, e.g. *might*, *may* or *could*.

### PHRASE EXPERT

I'm not sure, but ... | I guess/imagine/  
suppose ... | It looks like/as if ... | They  
seem to be ... | Maybe/Perhaps they're ...  
They could/might/may be ... | It's possible  
that ... | It could be that ... | It isn't clear  
whether they're ... or ...



# Preliminary – Speaking – Part 3

Old Part 2

Collaborative task  
(approx 4 minutes)

OPTIMISE YOUR EXAM

## Discussion (pictures)

- If you don't understand what your partner says, don't panic! Ask *Do you mean ...?* or ask them to repeat what they said.
- If you don't know the word for something in the pictures, use other words to describe it, e.g. *It protects your head when you're cycling.*
- You can also ask the examiner to repeat a question or instruction if you don't understand it.

## 7 In pairs, do the task.

A boy is leaving his school because his family is moving to another town. The students in his class want to buy him a present. They know he likes skateboarding, cycling and football. Talk together about the different presents they could give him and then decide which one is best.



# Preliminary – Speaking – Part 3

## EXAM SKILL

### Making suggestions

- We often use modal verbs and conditional forms to make suggestions, e.g. *They could choose X. / X might be a good idea. / X would be useful.* We can add *perhaps* or *maybe* too, e.g. *Perhaps they could choose ...*
- We can also make suggestions by asking questions, e.g. *What do you think about ...? / How about ...?*

# Preliminary – Speaking – Part 3

## EXAM SKILL

### Discussing alternatives

- It's important to talk about all the pictures in the task, saying what's good and bad about them, e.g. *A tie is very smart, isn't it?*
- A way to make sure you mention all the options is to compare and contrast them. You can do this using comparatives (e.g. *better than*) or words and phrases like *both, whereas, however, on the one hand/on the other hand*, e.g. *On the one hand, trainers are more comfortable than formal shoes. On the other hand, they're not as smart.*

# Preliminary – Speaking – Part 3

## EXAM SKILL

### Negotiating agreement

- When you have discussed each option, you need to try to reach a decision with your partner.
- You can do this by asking a question such as *So which one do you think we should choose?* Then say whether you agree or not. Remember to explain your choice.
- Remember that there are no right and wrong answers – it doesn't matter which option you choose. The important thing is to show how good your English is!

# Preliminary – Speaking – Part 4

## General conversation

**BUT** now based on topic of collaborative task,  
not photos

(approx 4 minutes)

### OPTIMISE YOUR EXAM

#### General conversation

- Try giving your opinion in the form of a question. For example, instead of *I think ...*, say *Do you think/agree that ...?*

#### 7 In pairs, ask and answer these questions.

- 1 Do you get enough pocket money each week? What's the right amount of money for someone your age?
- 2 Do you prefer going to shops or buying things online? Why?
- 3 What would you like to buy right now if you could afford it?
- 4 Do you like going shopping with your family? What about with your friends?
- 5 Do you like buying presents for other people? Do you find it easy to decide what to get them?
- 6 Have you ever bought something and then regretted buying it?

# Preliminary – Speaking – Part 4

## EXAM SKILL

### Listening and responding

- In a discussion, listen carefully when someone else speaks.
- Then respond to what they say to show that you've understood. Good phrases for responding include *Really?*, *That's interesting!* and *That sounds like fun.*
- You can then go on to give your own ideas.

## EXAM SKILL

### Asking questions

- In a discussion, listen carefully to your partner and ask them questions about what they say.
- *Wh-* questions (*who, what, where, why, when* or *how*) keep the conversation going better than questions where the answer is just *yes* or *no*.



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