



# Language Test Familiarisation Materials



## Contents

Introduction.....	5
Reading Task 1 .....	6
Reading Task 2 .....	8
Reading Task 3 .....	10
Reading Task 4 .....	12
Reading Task 5 .....	14
Reading Task 6 .....	16
Listening Task 1 .....	18
Listening Task 2 .....	19
Listening Task 3 .....	20
Listening Task 4 .....	22
Listening Task 5 .....	24
Writing Task 1 .....	26
Writing Task 2 .....	28
Writing Task 3 .....	30
Key for example tasks .....	32



## Introduction

This booklet gives information about how to do the language tasks in the European Survey on Language Competences (ESLC). It is not intended as practice material and is not intended as an indicator of the level of the material you will see in the survey.

The Reading test has six different task types, the Listening test has five different task types and the Writing test has three different task types. Examples of all these task types are provided in this document, together with instructions on how to complete the tasks.

For each task in the Reading and Listening test, the first question has been answered for you as an example. Please note that there will **not** be an example in the test.

### Doing the paper-based Reading and Listening test

- Write each of your answers **in the box** in the answer column **on the question paper**.
- Use a **pencil**.
- Answer **all** of the questions, even if you are not sure of the answer.
- If you make a mistake, erase your answer and write a new answer **in the box**.
- Do not write more than one answer to any question.

For the **Reading test**, you do not have to do the questions in order. You can move backwards and forwards through the test as you please. There is a time limit of 30 minutes for the whole test but there is no time limit for any individual task.

For the **Listening test**, the CD will be played by the administrator. All Listening texts will be played twice. You have to do the questions in order. You will be given time to read the questions before you listen. You will also have time to check your answers after each task. The test will take a maximum of 30 minutes.

### Doing the paper-based Writing test

- Write all of your answers **on the question paper** on the page opposite the task.
- Use a **pen** or a **pencil**.
- Write an answer for **all** of the tasks, even if you are not sure what you should write.
- Follow the instructions carefully. Make sure you write about all the points you are asked to write about.

You do not have to do the questions in order. You can move backwards and forwards through the test as you please. The time limit for the Writing test is either 30 minutes or 45 minutes. However, there is no time limit for any individual task.

The word limit is there to show you approximately how many words you need to write for each task. You do not need to write exactly that number. If you write a lot less than the word limit, you may not have completed the task appropriately. If you write a lot more than the word limit, you may not have time to complete the other tasks.

## Reading Task 1

### Instructions

For this task, you read a text and answer some questions about the text. You choose the correct answer to each question from a set of pictures. The options are different for each question. For example, if you think the answer to question 1 is B, clearly write **B** in the box next to number 1 in the **Answers** column on your question paper. Then move on to the next question.

### Example task

#### Questions 1–4

You will read an email about plans for a party.

For the next 4 questions, answer A, B or C.

---

**From:** Daniella  
**To:** everyone  
**Subject:** party

Hi everyone!

I'm having a party for my birthday on Saturday. The party will be at my house and will begin at 11am.

We are going to have a barbecue for lunch and my Dad is going to do the cooking. We have already bought all the food and drink. Please bring a swimming costume so you can swim in the pool before lunch.

After lunch we're going to have a volleyball competition. I've got some great prizes for the winners!

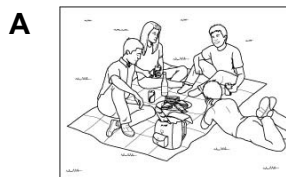
In the evening my brother will play his guitar and we can all sing our favourite songs.

love Daniella

Answers

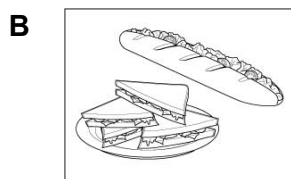
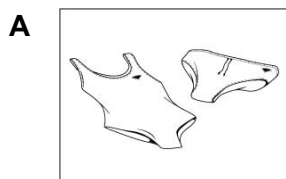
1 For her birthday lunch, Daniela is planning a

1



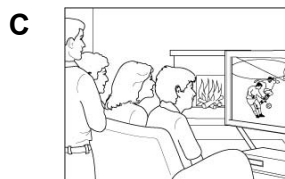
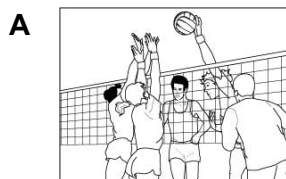
2 The guests need to take

2



3 After lunch everyone will

3



4 In the evening there will be

4



## Reading Task 2

### Instructions

For this task, you read a text and answer some questions about the text. You choose the correct answer to each question from a set of written options. The options are different for each question. For example, if you think the answer to question 1 is B, clearly write **B** in the box next to number 1 in the **Answers** column on your question paper. Then move on to the next question.

### Example task

#### Questions 1–4

You will read a notice about a club.

For the next 4 questions, answer A, B or C.

---

Tired of computers?

**Then why not join our new Nature Club!**

Every week we go for a walk in the forest. You can learn about the birds and trees and take photos.

You need to wear good walking shoes and to bring your camera. We will stop at a cafe to buy a drink and a snack at lunchtime.

We meet at 10 a.m. on Saturdays outside the Star Cinema.

But hurry! We only have space for 20 students and there are already 12 people in the club. Make sure you get one of the last 8 places!



**Answers**

1 What can you do in Nature Club?

- A play games on a computer
- B take photographs
- C go to see a film at the cinema

1

2 What do you need to take?

- A strong shoes
- B a drink
- C some food

2

3 When does Nature Club happen?

- A on Saturday morning
- B on Saturday afternoon
- C on Saturday evening

3

4 How many students belong to Nature Club now?

- A 8
- B 12
- C 20

4

## Reading Task 3

### Instructions

For this task, you read a text and answer some questions about the text. You choose the correct answer to each question from a set of written options. The options are the same for each question. For example, if you think the answer to question 1 is C, clearly write **C** in the box next to number 1 in the **Answers** column on your question paper. Then move on to the next question.

### Example task

#### Questions 1–6

You will read a magazine article about learning a new language.

For the next 6 questions, answer A, B or C.

---

## A new language

*Three English people talk about how they learnt a new language.*

### A Jon (Welsh)

My dad's a teacher and we moved to Wales two years ago. Everyone in the town we live in speak Welsh as their first language, so I was keen to be able to have a conversation with them. I was worried about using the language learning software because I'm not good at using a computer, but it uses pictures and sounds to help you. It's totally different from learning a language in a classroom.

### B Sami (Chinese)

I went to China to teach English at a university near Shanghai. I couldn't speak a word when I arrived and wasn't planning to stay long, so thought I would manage. I also believed people would speak English but was surprised how little the people I met knew. Learning written Mandarin, the language spoken in most of China, is as hard as it looks. Speaking is a little bit easier and, once you start to make an effort, you learn words quite quickly.

### C Daniel (Spanish)

I'm hoping to travel around South America when I leave college and so I decided I should really work hard at learning Spanish. I'd bought some books but found they weren't very good. Then I heard about some classes. I went along and found they were really relaxed with only three other students. I really liked the teacher - she was great. She would write short stories for us and we would learn new vocabulary and grammar.

**Answers**

- |          |                                                                                       |          |                                |          |        |
|----------|---------------------------------------------------------------------------------------|----------|--------------------------------|----------|--------|
| <b>1</b> | Which person mentions getting on very well with his teacher?                          | <b>1</b> | <input type="text" value="C"/> |          |        |
| <b>A</b> | Jon                                                                                   | <b>B</b> | Sami                           | <b>C</b> | Daniel |
| <b>2</b> | Which person mentions wanting to be able to chat to people in their own language?     | <b>2</b> | <input type="text"/>           |          |        |
| <b>A</b> | Jon                                                                                   | <b>B</b> | Sami                           | <b>C</b> | Daniel |
| <b>3</b> | Which person mentions having had problems with another method of learning a language? | <b>3</b> | <input type="text"/>           |          |        |
| <b>A</b> | Jon                                                                                   | <b>B</b> | Sami                           | <b>C</b> | Daniel |
| <b>4</b> | Which person mentions not thinking it necessary at first to learn a new language?     | <b>4</b> | <input type="text"/>           |          |        |
| <b>A</b> | Jon                                                                                   | <b>B</b> | Sami                           | <b>C</b> | Daniel |
| <b>5</b> | Which person mentions being anxious about the method of learning they'd chosen?       | <b>5</b> | <input type="text"/>           |          |        |
| <b>A</b> | Jon                                                                                   | <b>B</b> | Sami                           | <b>C</b> | Daniel |
| <b>6</b> | Which person mentions finding speaking not as hard as writing?                        | <b>6</b> | <input type="text"/>           |          |        |
| <b>A</b> | Jon                                                                                   | <b>B</b> | Sami                           | <b>C</b> | Daniel |

## Reading Task 4

### Instructions

For each question in this task, you match one of seven notices or labels to a picture of the situation. The pictures are numbered 1–5. The notices are labelled A–G. There are two extra notices that do not match any of the pictures. For this task do not use any letter more than once. For example, if you think the answer to question 1 is B, clearly write **B** in the box next to number 1 in the **Answers** column on your question paper. Then move on to the next question. Remember, only choose each letter once.

### Example task

#### Questions 1–5

You are in England and you see these notices.

For the next 5 questions, choose the answer (A–G). Use each letter once only.

1



2



3



4



5



### Answers

1

2

3

4

5

**A** **Wet floor – take care!**

**B** **Ice on road – Drive carefully**

**C** **Car Wash £10**

**D** **Please leave your bag at library entrance**

**E** **Wash your hands**

**F** **Please put your luggage above your seat**

**G** **You must wear a seat belt**

## Reading Task 5

### Instructions

For each question in this task, you match one of eight notices or labels to a sentence which means the same thing. The sentences are numbered 1–6. The notices are labelled A–H. There are two extra notices that do not match any of the sentences. For this task do not use any letter more than once. For example, if you think the answer to question 1 is D, clearly write **D** in the box next to number 1 in the **Answers** column on your question paper. Then move on to the next question. Remember, only choose each letter once.

### Example task

#### Questions 1–6

You are at the railway station and you see these notices.

For the next 6 questions, choose the answer (A–H). Use each letter once only.

---

	<b>Answers</b>
1 You must have a ticket to go past here.	1 <input style="width: 30px; height: 20px; border: 1px solid black;" type="text" value="D"/>
2 If you want to travel every day, Monday to Friday, this ticket is cheaper.	2 <input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/>
3 You may have to let someone else sit here.	3 <input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/>
4 You can only buy your ticket here if you have cash.	4 <input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/>
5 People who are travelling can eat something here.	5 <input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/>
6 This is not a good place to leave your bags.	6 <input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/>

**A**

**These ticket machines take  
coins and notes only.  
No credit cards**

**B**

**These seats are for people  
who have trouble standing  
– please move if necessary.**

**C**

**Sorry - restaurant is closed on  
today's London-Glasgow train**

**D**

**Passengers only through  
this gate  
Have your ticket ready**

**E**

**Station Café open all day  
(opposite ticket office)**

**F**

**Please do not leave  
luggage here**

**G**

**Save money:  
buy a weekly travel ticket here**

**H**

**Please take all your bags with  
you when you leave the train**

## Reading Task 6

### Instructions

For this task, six sentences have been removed from a text. The sentences are labelled A-G. The gaps in the text are numbered 1–6. You match the correct sentence to each gap. There is one extra sentence which you do not need to use. For this task do not use any letter more than once. For example, if you think the sentence which fits in gap 1 is D, clearly mark **D** in the box next to number 1 in the **Answers** column on your question paper. Then choose the sentence which fits in the next gap. Remember, only choose each letter once.

### Example task

#### Questions 1–6

You will read an article about a theatre critic.

Six sentences have been removed from the text below. Read the text and choose the sentence (A-G) which fits each gap. There is one extra sentence which you do not need to use.

---

## Mrs Hart – amateur theatre critic

Elisabeth Hart went to the theatre fifty-five times last year, and wrote pages of notes on each visit. However, she's not a professional theatre critic. She's an ordinary member of the public on the judging panel of this year's National Theatre Awards.

Mrs Hart was one of four theatre-lovers chosen to judge all new drama productions last year. [...1...] Mrs Hart thinks it a good system. 'It's important to have amateurs taking part in the decisions,' she says. 'It stops the awards appearing to have been fixed like some others. And if a play wins an award, the public knows that it's been approved by people with no axe to grind.'

Mrs Hart's extremely enthusiastic about the theatre. 'The year before last I went to over thirty plays,' she says. [...2...] It began with an application form left on a foyer shelf by the Theatre Society, which organises the awards. She filled it in, added a sample review, and was selected from several hundred applicants.

'They were looking for people with a wide taste in theatre,' she explains. 'I always enjoyed acting in plays when I was young, and I regularly bought cheap standing tickets for productions.' Being a judge was hard work, though. [...3...] 'But I never got sick of it. Even the plays I didn't like always had some redeeming qualities.'

She could never sit back and relax, though, because she had to make notes on everything. [...4...] 'It wasn't just the actors we were judging, but also costume design, direction, lighting and script – twelve categories in all. But I still enjoyed it. It felt like an enormous privilege.'

[...5...] 'That didn't happen at all. It was all very civilised and friendly,' says Mrs Hart. 'We were listened to and our votes were all equal. I wasn't treated differently at all.'

[...6...] 'It's bursting with talent on all fronts, from playwriting to direction, and there are plenty of innovative productions.'



**Answers**

- |                                                                                                                        |                                         |
|------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| <b>A</b> Having to take this approach meant that she couldn't let her concentration slip at any time.                  | <b>1</b> <input type="text" value="D"/> |
| <b>B</b> In this situation there's surely a danger of the professional critics dominating the discussions.             | <b>2</b> <input type="text"/>           |
| <b>C</b> Regular theatre-goers usually disagree with some of their judgements, of course, and Mrs Hart's no exception. | <b>3</b> <input type="text"/>           |
| <b>D</b> They were part of a panel that also included five professional theatre critics.                               | <b>4</b> <input type="text"/>           |
| <b>E</b> Her appointment was therefore something of a dream come true.                                                 | <b>5</b> <input type="text"/>           |
| <b>F</b> The experience has left Mrs Hart optimistic about the theatre's future.                                       | <b>6</b> <input type="text"/>           |
| <b>G</b> In one week alone, her duties involved her reviewing as many as seven plays.                                  |                                         |

## Listening Task 1

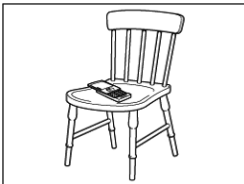
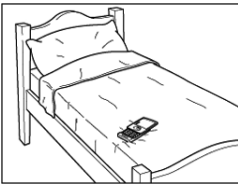
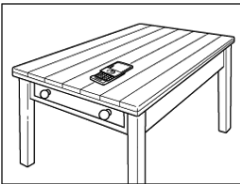
### Instructions

In this task you will hear people talking in five different situations. Each situation will be repeated before the next one is played. For each situation, there is a question and a set of pictures on the question paper. You will also hear the question and have time to look at the pictures. For each question, choose the correct answer (A, B or C) from the set of pictures. For example, if you think the answer to question 1 is A, clearly write **A** in the box next to number 1 in the **Answers** column on your question paper. Then move on to the next question.

### Example task

#### Question 1

You will hear people talking in different situations. For each question answer A, B or C.

			Answers		
1	Where did the boy leave his mobile phone?		1 <input type="text" value="A"/>		
A		B		C	

### Tapescript

M: Where's my mobile phone?

F: Well, it isn't here on the kitchen table. When did you last have it?

M: I phoned Amy while I was sitting on my bed. After that I brought it in here.

F: Look on that chair over there.

M: There it is. Thanks Mum.

## Listening Task 2

### Instructions

In this task you will hear people talking in five different situations. Each situation will be repeated before the next one is played. For each situation, there is a sentence telling you what the situation is about, a question and a set of written options. You will also hear the situation and the question and have time to read the options. For each question, choose the correct answer (A, B or C). For example, if you think the answer to question 1 is B, clearly write **B** in the box next to number 1 in the **Answers** column on your question paper. Then move on to the next question.

### Example task

#### Question 1

You will hear people talking in different situations. For each question answer A, B or C.

---

		<b>Answers</b>
<p>1 At a train station, you overhear two people talking.</p> <p>Why is the woman annoyed?</p> <p><b>A</b> She doesn't want to travel by car. <b>B</b> She doesn't know why there's a delay. <b>C</b> She won't get to her appointment on time.</p>	<p>1 <input style="width: 30px; height: 20px; border: 1px solid black;" type="text" value="B"/></p>	

### Tapescript

M: Delays as usual.

F: Yes, I've been waiting half-an-hour. It's lucky I don't have any important meetings today, but I should let somebody know. Someone said there's a problem with the engine, someone else that the driver's ill.

M: Well, I asked at the office - apparently there's a problem on the track.

F: Oh this is ridiculous! They must know what's happened - why can't they just announce it, then at least we'd know what to do.

## Listening Task 3

### Instructions

In this task you will hear one or more people talking. The listening passage will be played twice. There are a number of questions about what you hear. For each question, choose the correct answer (A, B or C). For example, if you think the answer to question 1 is C, clearly write **C** in the box next to number 1 in the **Answers** column on your question paper. Then move on to the next question.

### Example task

#### Questions 1–6

You will hear part of an interview with a girl called Sally Myers whose first book has recently been published.

For the next 6 questions, answer **A**, **B** or **C**.

	<b>Answers</b>
<p>1 Why did Sally decide to write her first book?</p> <p><b>A</b> people said her stories were good <b>B</b> her family bought her a diary <b>C</b> her penfriend suggested it</p>	<p>1 <input type="text" value="C"/></p>
<p>2 Why didn't Sally's Dad want her to send her book to a publisher?</p> <p><b>A</b> He thought it needed some more work. <b>B</b> He had given her help to write it. <b>C</b> He didn't want Sally to be upset if they weren't interested.</p>	<p>2 <input type="text"/></p>
<p>3 Sally sent her book to a company which</p> <p><b>A</b> published books of a similar type. <b>B</b> published her favourite stories. <b>C</b> published books only on the internet.</p>	<p>3 <input type="text"/></p>
<p>4 How did Sally feel when the company phoned her mum?</p> <p><b>A</b> very excited <b>B</b> extremely surprised <b>C</b> anxious about the future</p>	<p>4 <input type="text"/></p>
<p>5 Sally says that, as a result of her book,</p> <p><b>A</b> she now has more money. <b>B</b> she has lost some of her friends. <b>C</b> she is in contact with new people.</p>	<p>5 <input type="text"/></p>
<p>6 What does Sally say about her next book?</p> <p><b>A</b> It will be quite different from her first one. <b>B</b> It will be written for older readers. <b>C</b> It will be about something all children experience.</p>	<p>6 <input type="text"/></p>

## Tapescript

- Int: Sally Myers is a thirteen-year-old writer whose first book was published last year. Sally, tell us about that book.
- Sally: Well, I loved writing. I'd had a diary for a couple of years. I wrote about my day, poems, stories, stuff like that. But I never showed people what I wrote. Then, because my penfriend was moving to a new city with her family - just like I'd done the year before - I wrote down some advice for her - things which had helped me. She thought it was great and said I should write a little book about it for other kids. So I did.
- Int: Did anybody help you?
- Sally: Not with the writing. I only showed it to my Dad after it was finished. He thought it was good, but he tried to stop me sending it to any publishers. He thought I'd feel disappointed if they didn't like it. So, I sent it to just one company to see what they'd say.
- Int: How did you know which company to choose?
- Sally: I did a search on the internet and found that some publishers only did, like, stories about animals, so I didn't bother with them. I just emailed the one that already published that sort of book. The next morning my parents got a phone call from them. They wanted to publish mine.
- Int: That must have been amazing!
- Sally: Yeah. Mum was really calm and businesslike on the phone but as soon as she put it down she was, like, jumping up and down with excitement. She'd told me that this kind of thing just never happened, and I'd believed her, so I was too shocked to feel anything at first. Then my Dad started worrying about what would happen next. But everything was OK in the end.
- Int: Has being an author changed you?
- Sally: I don't really think so. I just go to school, hang out with the same friends, take care of my pets, do regular things. People think I make lots of money, but it's not true. But I do get letters from kids who've read my book and that's cool.
- Int: Tell us what your next book's going to be about.
- Sally: It's about moving from primary school to secondary school, which most kids in this country do when they're eleven. It's such a big change. The last year at primary school, lots of kids start to get nervous about the move. My book will help them realise that everybody goes through this: there's no need to feel frightened.

## Listening Task 4

### Instructions

In this task you will hear two people talking. The listening passage will be played twice. There are a number of statements about what you hear. For each question, decide if the statement is True or False. For example, if you think the answer to question 1 is No, clearly write **No** in the box next to number 1 in the **Answers** column on your question paper. If you think the answer to question 1 is Yes, clearly write **Yes** in the box. Then move on to the next question.

### Example task

#### Questions 1–6

You will hear two friends, Martha and David talking about an adventure activity centre.

For the next 6 questions answer Yes or No.

---

	<b>Answers</b>
1 Martha and David have both been to activity centres before.	1 <input type="text" value="No"/>
2 Martha and David think the activities are expensive.	2 <input type="text"/>
3 Only Martha would like to do a climbing course.	3 <input type="text"/>
4 Martha and David agree that the centre is a good place for surfing.	4 <input type="text"/>
5 Only David needs to do beginner lessons for horse-riding.	5 <input type="text"/>
6 Both Martha and David think the evening activities may be boring.	6 <input type="text"/>

## Tapescript

- Martha: What's that you're looking at David?
- David: Oh, hi Martha. It's some information about an adventure activity centre in Delford. I've always wanted to go on an adventure course like this.
- Martha: Me too. My mum never let me go because she thought they were dangerous.
- David: Well maybe we could go together this time.
- Martha: Maybe. How much does it cost?
- David: It's £450 for a week. That includes food and everything. But still it's a lot of money.
- Martha: It's more than I thought. But I've got a bit of money in the bank. What activities do they do, anyway?
- David: It's in the mountains so there's climbing. I'm afraid of heights but I think I should see what it's like.
- Martha: You can always do something else if you don't like it. But I'm sure I'll love it.
- David: You can do surfing too. There are some excellent beaches near there.
- Martha: They're very safe too, aren't they?
- David: That's right. The other thing I'd like to do is horse-riding. I used to do that when I was younger. I was quite good.
- Martha: Oh we'll be in different classes. I've never done it before. What's there to do in the evening?
- David: Well nothing very exciting because there are kids from 12 to 16 there.
- Martha: Mmm. Well we can always watch TV or whatever.
- David: Well I'll find out if there are still places left.
- Martha: OK.

## Listening Task 5

### Instructions



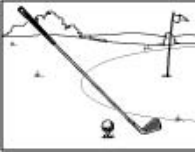
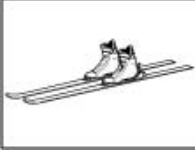

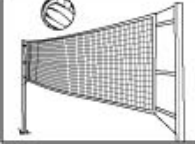

In this task you will hear two people talking. They will talk about five people. The listening passage will be played twice. For each question, match the people to the correct picture (A - G). There are two extra pictures that do not match any of the people. For this task do not use any letter more than once. For example, if you think the answer to question 1 is D, clearly write **D** in the box next to number 1 in the **Answers** column on your question paper. Then move on to the next question. Remember, only choose each letter once.

### Example task

#### Questions 1–5

You will hear two friends talking about a sports afternoon. Which sport did each person do?

For the next 5 questions, choose the answer (A-G). Use each letter once only.

People		Answers	Sports	
1	Sam	1 <input type="text" value="D"/>	A	
2	Jane	2 <input type="text"/>	B	
3	Paul	3 <input type="text"/>	C	
4	Susan	4 <input type="text"/>	D	
5	Anne	5 <input type="text"/>	E	
			F	
			G	



## Tapescript

Girl: Did you go to the sports afternoon last Friday?

Boy: Yes, we had a great afternoon. We all did a new sport.

Girl: Really! Did you and Sam try horse-riding?

Boy: No, we didn't. There's a dry ski-slope there so we went skiing instead.

Girl: Really? Did Jane do that too?

Boy: She didn't want to actually. She played volleyball with some other people. She was tired after the game.

Girl: What about Paul and Susan?

Boy: Well, Paul wanted to try basketball, but they don't do that on Fridays - so he did golf. And Susan did very well. She played in a football team and got two goals!

Girl: Great... Did anyone play table-tennis?

Boy: Anne didn't really want to do anything, but she had to play something - so she had a game of that.

Girl: Well, I hope I can go next time.

## Writing Task 1

### Instructions

In this task, there is a picture and a set of instructions. The instructions ask you to write about three different things, using the picture as a guide. Read the instructions and write your text on the opposite page. Follow the instructions carefully.

### Example task



Write your friend an email and send this photo from your holiday. Tell your friend about three things in the photo:

- where the people are
- the weather
- what the people are doing.

Write 20–30 words.

A series of 25 horizontal dotted lines spanning the width of the page, intended for writing or drawing.

## Writing Task 2

### Instructions

In this task, there is a sentence describing a situation and a set of instructions. The instructions ask you to write about two or three different things. Read the instructions and write your text on the opposite page.

### Example task 2.1

You are on holiday. Write your friend an email saying:

- where you are
- who you are with
- what the weather is like.

Write 20–30 words.

### Example task 2.2

You now live in a new house. Write an email to a friend about the house.

Tell your friend:

- where your house is
- which room you like best and why.

Write 20–35 words.



## Writing Task 3

### Instructions

In this task, there is an introduction followed by a piece of text taken from the internet, a newspaper or magazine, or an email or letter. This text gives you the information you need to include in what you write. There are also short instructions afterwards that describe the type of text you will write, for example, email, letter of application, etc. Read the instructions and write your text on the opposite page.

### Example task 3.1

This is part of an email you receive from a friend.

In your next email, please tell me about your favourite TV programme. Why do you like watching it? What's it about?

Write an email to your friend, answering your friend's questions.

Write 80–100 words.

### Example task 3.2

You see this advertisement in a local newspaper and you decide to apply for the job.

**Sales staff needed**  
in our gift and souvenir shops for 3 months this summer.

Tell us why you would be good at:

- working in a busy shop
- communicating with tourists
- selling our gifts and souvenirs.

Some knowledge of English essential.

Write to Mrs Cooper.

Write your **letter of application**. Write 120–180 words.



## Key for example tasks

Reading Task 1:

1. B
2. A
3. A
4. B

Reading Task 2:

1. B
2. A
3. A
4. B

Reading Task 3:

1. C
2. A
3. C
4. B
5. A
6. B

Reading Task 4:

1. B
2. D
3. E
4. G
5. F

Reading Task 5:

1. D
2. G
3. B
4. A
5. E
6. F

Reading Task 6:

1. D
2. E
3. G
4. A
5. B
6. F

Listening Task 1:

1. A

Listening Task 2:

1. B

Listening Task 3:

1. C
2. C
3. A
4. B
5. C
6. C

Listening Task 4:

1. No
2. Yes
3. No
4. Yes
5. No
6. Yes

Listening Task 5:

1. D
2. F
3. C
4. B
5. E