

End-of-term Test 2

Specific Competences Test: Speaking

Specific Competence 2: Presentation

1 Imagine you are listening to a radio programme called *Feeling good*, and the presenter is asking listeners to send a voice message describing what activities they do that make them feel good. Create a voice message to describe an activity you do that makes you feel good and explain how the activity changes the way you feel.

a Think and plan

First, make some notes on the lines below.

- What activity makes you feel good?

- What does the activity involve? (*Where do you do it? How do you do it? Who do you do it with?*)

- How do you usually feel before you do it?

- How do you feel while doing it?

- How do you feel after the activity?

b Practise your voice message with a partner. Remember to make eye contact and speak slowly and clearly. Be honest, but respectful when giving feedback to your partner. Help each other with your English, but remember that it doesn't need to be perfect.

c Now present your voice message. Talk about an activity you do that makes you feel good.

/10

Specific Competence 3: Spoken Interaction

2 **Work in pairs. Decide who is Student A and who is Student B. Imagine you are friends speaking on a call to each other. One of you has a problem with your schoolwork and the other offers to help. In your conversation:**

- Student A: Greet Student B.
 Student B: Greet Student A.
 Student A: Explain a problem that you have.
 Student B: Suggest a way you can help with Student A's problem.
 Student A: Accept or reject Student B's solution.
 Student B: End the call.

Remember: Ask for clarification if necessary and summarize the key points very briefly at the end to check you both understand and agree.

/5

Specific Competence 4: Mediation

3 **Imagine your friend has just sent you the advert below. You love fashion and send a voice message to your friend in your own language. In your message:**

- thank your friend for sending the advert.
- suggest going and make arrangements to go together.
- express enthusiasm about going to the event.

Attention Fashion-lovers!

What: Charity fashion show
 Where: Town Hall
 When: 10am Saturday 19th June to 10am Sunday 20th June
 Why: to raise money for children in need
 Contact details: reggie@fashionista.com

/5

Total:

/20

How do you feel about the test?



happy



unsure



disappointed



something else?

Test score

The best thing about your test is _____.

You can improve by _____.

For more practice go to:

- your Student's Book, page _____.
- your Workbook, page _____.
- your Active Learning Kit, section _____.

End-of-term Test 2

Specific Competences Test: Listening, Reading, Writing

Specific Competence 1: Listening

1  10 Listen. Tick (✓) the correct answer.

What situation is this?

- A an exam
- B a school lesson
- C a meditation class
- D a medical exam

/1

2  10 Listen again. Answer the questions.

1 What should be on the ground?

2 What should you ask yourself when you are feeling anxious or worried?

3 What will happen to negative emotions as you keep breathing?

4 When you are expressing gratitude, what should you do mentally as you breathe out?

/4

3  10 Listen again. Complete the sentences with one or two words. Use the exact words you hear.

1 During the process, you should close _____.

2 You should take a moment to see how you _____.

3 You should _____ your breathing and imagine any negative emotions disappearing.

4 As you breathe in, you should say the name of a _____ or thing you are thankful for.

5 You can _____ the gratitude exercise when you need to during exam preparation.

/5

4  10 Listen again to check your answers.

Listening total:

/10

Specific Competence 1: Reading

5 Read the text quickly. Tick (✓) the correct answers.

- 1 What is the best title for the text?
 - A Fundraising made easy
 - B Fighting for justice
 - C Launching campaigns

- 2 Who would be interested in reading the text?
 - A People who want to give money.
 - B People who have taken part in fundraising before.
 - C People who are thinking about fundraising for the first time.

- 3 What is the purpose of the text?
 - A to explain why raising money is necessary
 - B to suggest ideas for ways to raise money
 - C to predict how successful fundraising events will be

/3

As responsible and caring citizens, we can all make a difference to the world. Sometimes we have to take action to make things change in society. This might mean that we fight for equality in our schools or at work. We could try to reduce poverty or raise awareness about people who need our help. Or, we may want to launch a campaign to save our green spaces. However, all campaigns for change need money. But you don't have to figure everything out on your own. Here's some inspiration for some fun ways to raise money.

A Art exhibition
Organize an art exhibition in your school or community centre. This will allow local artists to show off their creativity. You can raise money by asking people to pay to see the exhibition. You could also sell some works of art.

B Book sale
You could ask people to donate any old books they don't want. The books must be in good condition so that people will want to buy them. You'll be surprised at how many great books you can come across at a book sale!

C Give something up
Would you be willing to give something up that you really love? It doesn't have to be forever. It could be for a day or a week. It might be eating chocolate, watching your favourite TV show or any other activity you love. Reach out to friends and family and ask them to donate some money or take part with you.

D Joke-a-thon
This must be the funniest way to raise money. Organize a show where you and your friends tell jokes all night. You can sell tickets for the performance.

E Country walk
Get together with other people in your community who love walking. Decide where you'll walk, and how many kilometres you'll walk. You can ask people to donate a certain amount of money per kilometre.

These are just some fun ways to raise money. For more ideas, check out [Fundraising ideas](#) on our website.

6 Read again. Answer the questions.

- 1 The text mentions two ways you can raise money by organizing an art exhibition. What is one of them?

- 2 How can you get books to sell for a book sale?

3 What is eating chocolate an example of in the text?

4 Which fundraising idea will definitely make people laugh? Say why.

5 The text mentions two things you must figure out before you go on a country walk. What is one of them?

6 You can't organize any of the events in the text. What can you do to find other ideas?

/6

7 Scan the text. Decide which idea(s), A, B, C, D or E, the sentences below refer to. Where there are two answers, you must write both letters.

1 This event takes place outside.

2 People can buy things to take home at these events.

_____ and _____

3 You could perform at this event.

4 You might find some unexpected things at this event.

5 This idea suggests you stop doing something that you enjoy.

/6

8 Read the text again to check your answers.

Reading total:

/15

Specific Competence 2: Writing

9 Imagine you have had a class discussion about the use of AI at school. Your English teacher has asked you to write an opinion essay answering the question: *‘Should governments pass a law to stop students using AI at school?’*

a Think and plan

- What do you understand by the words ‘pass a law’?

- What is your opinion? Do you think governments should pass a law to stop students using AI at school?

- What evidence can you think of to support your opinion? Think of one or two strong points.

- What further evidence can you think of to support your opinion? Think of one or two more strong points.

- What will you have in the conclusion? Restate your opinion clearly and relate it to your main points.

b Write

Now write your essay on the lines below. Write 150–180 words.

Make sure you:

- react to the question and state your opinion in Paragraph 1
- give clear evidence for your opinion in Paragraphs 2 and 3
- restate your opinion and summarize the evidence in Paragraph 4
- use some fixed phrases to structure your essay
- check your spelling and grammar

Specific Competence 3: Interaction

10 Imagine you are calling a friend to make arrangements for the weekend. Complete the dialogue with appropriate language for phone calls and making arrangements. Complete each sentence with two words. Contractions (*I'm, can't, don't, what's, etc.*) count as two words.

You: Hi Orla, ¹ _____ Luca.
Orla: Oh, hi Luca. ² _____ you doing?
You: I'm fine, thanks. Are you ³ _____ Saturday night or are you busy?
Orla: On Saturday night, I'm going out for a pizza. Do you want ⁴ _____ me?
You: Sure! That sounds great. Do ⁵ _____ seeing a film after that?
Orla: I'm sorry, but I have to be home early on Saturday night.

/5

11 Imagine you meet a friend in the street. Put the words in the correct order to make the questions you ask each other.

Sonia: Hi, Ibrahim. Would ¹ _____ ?
(that / me / help / like / bag / you / with / to)
You: That's kind of you. It's so heavy. Thanks.
Sonia: I'm going swimming later. Why ² _____ ?
(go / don't together / we)
You: That's an interesting idea, but it's too cold for me to go swimming.
Sonia: I suppose it is a bit cold. By the way, thanks for inviting me to your party. Do
³ _____ ? *(bring / to / I / anything / need)*
You: No, you don't. But I'm going shopping tomorrow for the party. Would
⁴ _____ ? *(mind / with / coming / you / me)*
Sonia: Of course. Where ⁵ _____ ? *(meet / we / should)*
You: Let's meet outside the supermarket at six o'clock.
Sonia: Great. See you tomorrow.

/5

Interaction total:

/10

Specific Competence 4: Mediation

12  10 Imagine your friend is feeling very anxious at the moment because it is almost exam time. She has asked you for advice. Listen to the recording from page 1 again and make notes. Write a short message to your friend in your own language and:

- tell your friend it's normal to feel anxious about exams.
- explain the gratitude exercise from the recording and suggest your friend try it.

/5

Test total:

/50

How do you feel about the test?



happy



unsure



disappointed



something else?

The best thing about your test is _____.

You can improve by _____.

For more practice go to:

- your Student's Book, page _____.
- your Workbook, page _____.
- your Active Learning Kit, section _____.

Test score 

Specific Competence 3: Spoken Interaction

2 Work in pairs. Decide who is Student A and who is Student B. Imagine you have just met at a friend’s birthday party. You want to get to know each other better. You ask each other about your tastes and preferences. Practise two conversations using the information below and appropriate expressions for talking about tastes and preferences.

Student A: Ask Student B about the kind of music they like listening to. Find out why they like this kind of music. Then, express how you feel about the kind of music Student B talks about.

Student B: Student A asks you about your taste in music. Listen to Student A’s questions and answer them politely. Then ask them if they enjoy the same kind of music or a different kind.

Student B: Ask Student A about their taste in food. Find out what kind of food they like and don’t like. Then, express how you feel about the food Student A talks about.

Student A: Student B asks you about your taste in food. Listen to Student B’s questions and answer them politely. Then ask them if they enjoy the same kind of food or a different kind.

Remember: Ask open- questions beginning *How ...?* and *What ...?*. Try not to ask too many *yes/no* questions.

/5

Specific Competence 4: Mediation

3 Imagine you have received the email below from an English-speaking friend who is on holiday in Auckland, New Zealand. You want to tell your English class about your friend’s news. Choose *three* things that you think are most interesting and tell your classmates about them. Your English teacher prefers you to speak only in English in class.

Hi!

How are you? We’re on holiday in Auckland at the moment. It’s a great place and not too touristy. Yesterday, we went to a theme park called Rainbow’s End. There are so many amazing, thrilling rides. My favourite was the *Fearfall!* It was so fast – you fall from really high at 80 km per hour! Then we went to an Indian restaurant called *Paradise*. The food was so hot, but delicious!

Today, we went to the top of the Sky Tower. It’s 328 metres high and you get stunning views from up there. After that, we went to Muriwari Beach. It was strange because it’s got black sand! It was a great place to swim. We had lunch, then we went to Auckland Museum. I learned about traditional Maori life.

Tomorrow, we’re going for a relaxing walk around the city. I’ll send some photos!

Best,
Jay

/5

Total:

/20

How do you feel about the test?



happy



unsure



disappointed



something else?

Test score



The best thing about your test is _____.

You can improve by _____.

For more practice go to:

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End-of-year Test

Specific Competences Test: Listening, Reading, Writing

Specific Competence 1: Listening

1 12 Listen. Tick (✓) the correct answers.

1 This is ...

- A a survey.
- B an interview.
- C a TV game show.
- D an announcement.

2 The teams are from ...

- A Stockport and Tyrone.
- B Madrid and Los Angeles.
- C Stockport and Madrid.
- D Tyrone and Los Angeles.

/2

2 12 Listen again. Answer the questions.

1 How many brothers and sisters does person one have?

2 Where was person two born?

3 Which team answers the question about person three?

4 In which area of technology is person four important?

/4

3 12 Listen again. Complete each sentence with one or two words. Write the exact words you hear.

1 Person one has worked as a model, photographer and _____.

2 Person two has been a huge _____ as an actor.

3 Person three's biggest _____ was writing a book when he was only 15.

4 Person four _____ many awards for her work.

/4

4 12 Listen again to check your answers.

Listening total:

/10

Specific Competence 1: Reading

5 Read the text quickly. Tick (✓) the correct answer.

What is the main idea of the text?

- A to suggest ways we can decrease food waste at home
- B to complain about businesses that waste food
- C to highlight the negative effects of food waste on the environment
- D to give information about a new law to reduce food waste in Spain

/1

Food Waste

In many countries throughout the world, food waste is a serious problem. Did you know that we waste around 30% of all food that is produced? In Spain, 1.2 million tonnes of food are wasted each year. As a result, on 20th March 2025, the Spanish parliament passed a law to reduce food waste.

Spain is not alone in this challenge. Governments around the world have set themselves the same goal. They aim to reduce the amount of food wasted by 50% by 2030. In order to deal with this issue, the Spanish Ministry for Agriculture, Fishing and Food will create a National Food Waste Plan. It will give recommendations to all businesses that buy and sell food. It will show them what they can do to reduce waste.

There will be clear instructions for supermarkets and restaurants. These instructions will include selling food at a discount rather than throwing it away. If food is near the date someone must eat it by, the seller will have to decrease the price. They will have to do the same for 'ugly' food, or food that doesn't look perfect. If necessary, they must give food they can't sell to people in need or animals.

Also, restaurants must allow customers to take any food they haven't eaten with them. They must do this without charging the customer. They should also use bags or boxes that the customer can use again or recycle. Furthermore, the law suggests that restaurants offer customers smaller amounts of food.

Hopefully, these things will make a difference to the amount of food waste in Spain. However, it is not just businesses that waste food. A lot of food is wasted at home, so we all must reflect on how much food we throw in the bin. If we all figured out how much we waste, we could reduce the amount of food that is thrown away.

6 Read again. Complete the collocations from the text. Then write a sentence of your own using each collocation.

- 1 _____ a law

- 2 _____ a goal

- 3 _____ waste

- 4 _____ a difference

/4

7 Read again. Answer the questions.

1 What happened on 20th March 2025? Use a passive structure.

2 In Paragraph 2, it says: 'It will show them what **they** can do to ...'. Who does *they* refer to?

3 Find and underline a rhetorical question in the text.

4 In Paragraph 4, it says: '... the customer **can** use again or recycle.' Does *can* mean *are able to*, *have the possibility to* or *have permission to*?

5 In Paragraph 5, it says: 'However, it is not just businesses **that** waste food.' What word could replace *that* without changing the meaning?

6 Find and underline a second conditional sentence in the text.

7 Change the sentence you found in 6 to a first conditional sentence.

/7

8 Read again. Complete the gaps.

The new law gives recommendations to shops and supermarkets. For example, they will first
1 _____ of any food they don't sell. If no one buys it, they will 2 _____. Also, if
customers don't finish a meal, restaurants will 3 _____ the food with them. They will put the food
in bags or boxes.

/3

9 Read the text again to check your answers.

Reading total:

/15

Specific Competence 2: Writing

10 Imagine you see the job advert below. You want to apply for a role as a volunteer and decide to write an email.

Volunteer at Green Street Food Bank

Green Street Food Bank is looking for four volunteers. Are you kind, caring and generous, but also hard-working and determined to help others? Do you like working in teams to help others? Then, why not become a volunteer?

We need people who can:

- take orders for food
- organize food into boxes
- help people who come to pick up their food boxes

Send an email to Jamal Hunter at jamal@GSFB.com telling us why you would be a good volunteer. Remember to tell us about any experience you have!

a Think and plan

- First, read the advert and underline the key words to help you understand what the job is.

- What personal qualities do you have that are appropriate for this job? Can you think of situations where you showed these qualities?

- Have you ever worked with people before? If so, what did you do?

- Is there any other information you need to include? (e.g. when you are free for an interview, which days/times you prefer to work)

b Write

Now write your email on the lines below. Write 150–180 words.

Make sure you:

- begin and end your email with appropriate formal phrases (e.g. *Dear Mr Hunter, Yours sincerely,*)
- use tenses properly
- include ideas relevant to the job
- avoid repetition by including synonyms
- check your spelling and grammar

/10

Specific Competence 3: Interaction

11 Imagine you and a friend are making arrangements to do something together at the weekend. Complete the dialogue with key phrases for making arrangements, accepting and rejecting offers and suggestions. Complete each sentence with two words. Contractions (*I'm, can't, don't, what's, etc.*) count as two words.

Friend: Hi Niamh. Are you ¹ _____ Saturday night?

You: Yes, I am.

Friend: Why don't we go to the rock concert?

You: ² _____ be great. I love rock concerts!

Friend: Would you like me to pick you up?

You: ³ _____ offering, but my dad will drop me off.

Friend: That's fine. Why ⁴ _____ we meet outside?

You: Good plan! I'm really ⁵ _____ to it!

Friend: Me too! I can't wait!

/5

12 Imagine you are a shop assistant. You talk to five different customers. Complete the mini-dialogues using appropriate key language for talking in shops, and the words and ideas in brackets.

1 Customer A: Excuse me, is there a discount on these jeans?

You: Yes, _____. (half)

2 Customer B: I'll take these shoes.

You: Great. _____? (a bag)

3 Customer C: I've got everything now, so I'd like to pay.

You: _____? (cash or card)

4 Customer D: Ten pounds? Here you are.

You: Thank you. Would _____? (a receipt)

5 You: Hello. _____ or are you just looking? (help)

Customer E: I'm just looking, thanks.

/5

Interaction total:

/10

Specific Competence 4: Mediation

13  12 Imagine your uncle, who is a teacher, is organizing a quiz for his class. He isn't sure what kind of quiz to do, so he asks you for suggestions. You want to suggest *Guess who?*. Listen to the recording from page 1 again and then explain the quiz to your uncle in your own language. Explain:

- what the game is called
- how you play it
- what kind of questions he can ask

/5

Test total:

/50

How do you feel about the test?


 happy


 unsure


 disappointed


 something else?

The best thing about your test is _____.

You can improve by _____.

For more practice go to:

- your Student's Book, page _____.
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Test score