Skills Tests Units 1–10 A Answer Keys & Audio Scripts

Unit 1

Everyday English

1. b
2. a
3. a
4. c
5. a

Listening

1. family members
2. personalities
3. a and c
4. b and d
5. a and c
6. a and c

Audio Script

**Sarah** Hi Tom. I love that photo on your desktop, the one with the people laughing and throwing their arms in the air. They look like they might be students from your class. Are they students?

**Tom** No, they aren’t. Actually, it’s a picture of Ben and Chris, my two younger brothers, and of Emily, my older sister. Yeah, it’s one of my favourite photos. We were on holiday at the time, at a funfair.

**Sarah** They seem friendly and easy-going.

**Tom** Well, Emily is. But that’s not how I usually describe my brothers. Lazy, stubborn, those are the words I usually use … they seem to spend most of their time trying to annoy me. They’re always arguing and shouting and getting emotional. I know I shouldn’t say this, but Ben’s horrible. He thinks he’s better than everybody else.

**Sarah** Oh dear, they sound difficult to live with. But Emily seems nice.

**Tom** Oh, yes, yes, she is. She’s the type of person who’s always helpful, and who never likes to talk about herself or say how good she is at things. She’s really great. We get on really well together, and she finds Ben and Chris just as annoying as I do. We have that in common!

**Sarah** She looks stunning.

**Tom** Oh, OK. Well, yes, I suppose she is. She’s really trim and slender, you know, and quite tall. She had long hair when she was young, but not now, as you can see. It looks really different from what it was like not that long ago. In fact, she looks like a boy, in my opinion. But, well, she’s blonde-haired and green-eyed, so I can see why you describe her like you do. To me, though, she’s just my sister!

**Sarah** Of course she is. It’s a really great photo. And, do you know, I think she looks a bit like you …

Reading

1. c
2. a
3. d
4. a
5. c

Writing

Students’ own answers

Challenge!

1. a
2. c
3. b
4. b
5. d
6. b
7. a
8. b

Unit 2

Everyday English

1. fancy
2. Let’s
3. sounds
4. regret
5. shall

Listening

B and D

1. d
2. a
3. b
4. c

Audio Script

**Presenter** Welcome to *Young Writers*. These days, more and more young people are blogging about their travel experiences. In the studio today, I’m talking to two young travel bloggers, Ben Smith and Lucy Hales, and I’m going to ask them how they started travel writing and what advice they have for new bloggers. Ben, when did you start writing?

**Ben** Well, when I was at school I used to read books all the time but I never thought I could be a writer. At that time, I was more interested in adventure stories than travel books. Then, after I left school, I started writing – short stories at first, but they weren’t very good. Then I got to know people who had been to places that were off the beaten track, and who had written about their journeys. And, since I’d decided to take a year off before starting university, well, I thought it was a good idea to go travelling in Patagonia in the far south of South America, and to write a blog about it.

**Presenter** What about you, Lucy?

**Lucy** Well, I’d just left school, and I was studying American literature at university when I took part in a writing workshop with a famous Argentinian travel writer. He told us all about his travels in the Amazon rainforest in Brazil. I had already written lots of poems, and then I started writing short stories, but I had never thought of travel writing before then. I couldn’t wait for the summer holidays. As soon as they started, I booked a flight to Chile in South America, and travelled along the coast and through the national parks, writing a blog about my experiences. Lots of people started following my blog, and soon it was really popular. That’s how I got started.

**Presenter** OK. So, do you have any advice for young travel bloggers, Ben?

**Ben** Well, yes. My advice is to plan to write every day. Get up in the morning and start writing everything that’s in your head. That’s the best thing to do. Every time something funny or interesting happens, write it down.

**Presenter**  And you, Lucy, what do you suggest doing?

**Lucy**  Well, while I was travelling, I used to carry a small notebook around with me all the time. And every time I thought of something or saw something I wrote about it. So, my advice is to always be ready to write about your experiences and write something every day.

**Presenter**  OK. Thanks for coming into the studio, guys. Later in the show …

Reading

1. T
2. T
3. F
4. F
5. F
6. F
7. F
8. T
9. F
10. F

Writing

Students’ own answers

Challenge!

1. a
2. a
3. c
4. a
5. a
6. c
7. c
8. b
9. a
10. c

Unit 3

Everyday English

1. news
2. guess
3. amazing
4. Well
5. pleased
6. deserve
7. wrong
8. look
9. awful
10. sorry

Listening

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | skiing | ice skating | surfing | snowboarding | windsurfing | canoeing |
| **Jo** |  | ✓ |  |  |  | ✓ |
| **Paul** | ✓ |  |  | ✓ | ✓ |  |

1. T
2. F
3. F
4. F
5. T

Audio Script

**Jo** What’s the most exciting sport you’ve ever tried, Paul?

**Paul** The most exciting? Er … well, I’ve always lived near the mountains, so I’ve been quite lucky really because I learnt to ski and climb when I was really young and I’m a pretty good snowboarder, actually. I’ve even won competitions. But the biggest thrill I’ve ever had was when I tried windsurfing. I had a go at it on holiday in Portugal last year.

**Jo**  So you really enjoyed it?

**Paul**  Yeah. It was amazing. But I fell off the board all the time, of course. I don’t think I was very good at it. To be honest, I got a bit cross about spending so much time in the water. But I’d love to give it another go. The problem is that I’ll have to wait for my next holiday. I don’t live anywhere near the sea. What about you, Jo? Which adventure sports have you tried?

**Jo**  Oh, well, I love being outdoors, just like you, and I’ve always enjoyed watching skiing and snowboarding on TV. In fact, I even went to a World Cup skiing race last year. But I’ve never tried them. I went ice skating once. I was terrible at that. I was petrified of falling over and just stood there on the ice. But there is one sport that I’ve got quite good at and that’s canoeing.

**Paul**  Canoeing? Well, I’m shocked. I had no idea you’d tried that.

**Jo**  Well, yes. My mum is a brilliant canoeist, and she taught me the sport. I’m quite good at it now – not great – I haven’t won any competitions or anything – but I’m getting better.

**Paul**  Really? So, how long have you been canoeing?

**Jo**  Well, as long as I can remember. I hadn’t even started primary school when I got in a canoe for the first time. But I suppose I’ve been doing it seriously for about two years. I belong to a club now and I go training twice a week. I don’t suppose I’ll become an Olympic champion, but I love it, and it’s really healthy and keeps me fit.

**Paul**  I’m sure it does.

**Jo**  The only problem is that training can be really hard work. I often get backache, you know, from constantly pushing the blade into the water. But, anyway, that’s the price you pay for doing the sport you love. And I really love it. I haven’t found anything else that’s as much fun.

Reading

1. c
2. c
3. a
4. c
5. a

Writing

Students’ own answers

Challenge!

1. c
2. b
3. d
4. d
5. d
6. a
7. b
8. b
9. a
10. d

Unit 4

Everyday English

1. view
2. reckon
3. agree
4. right
5. see
6. sure
7. point
8. ask
9. far
10. concerned

Listening

B

1. b
2. a
3. a
4. c

Audio Script

**Interviewer**  Hello and welcome to *The World Today*. I’m chatting to environmental campaigner Josh Hughes, who became famous a few years ago for organizing the Save the Whales campaign. Nowadays, he represents Protect the Oceans, a new protest group, which, as the name suggests, aims to make sure that we don’t destroy marine habitats. Welcome to the studio Josh.

**Josh**  Hello. It’s good to be here.

**Interviewer**  So, what exactly is your organization all about?

**Josh**  We have two aims. First of all, as you stated in your introduction, we are a protest group which believes in taking action to highlight the way that pollution and over-fishing is harming our oceans. In the coming months, we’re going to organize marches and demonstrations to raise awareness of the problem, and we’ve already started an online petition so that young people can express their concerns. Once we have 100,000 signatures, we’re going to send the petition to world leaders.

**Interviewer**  OK. So, what’s the other aim of the organization?

**Josh**  Well, one of the problems with campaigning on environmental issues is that most people simply don’t know how badly our actions are affecting the world’s ecology. That’s why we’re an educational organization, too. In fact, I’d say that this is the most important part of our project. We’ll be holding talks, workshops and seminars for the general public throughout this year, and we hope to educate people, and children in particular, about marine mammals and the fragile ocean environment.

If people become more knowledgeable, then we will have achieved our main aim. However, we’re also going to try to persuade people to take part in our protest, knowing that their actions can promote change.

**Interviewer**  So, you’re hoping to turn more people into environmental campaigners?

**Josh**  That’s right. What we need now is action.

**Interviewer**  OK. So, imagine that you’ve convinced me to join your protest. What can I do?

**Josh**  Oh, there are lots of ways of getting involved. There’s the online petition, of course, and you’ll find details of where and when we’re going to go on demonstrations on our website. But you can also join our school letter-writing campaign. We’re encouraging schools to write to government officials and request that they take action to address the problems. And you can raise money for Protect the Oceans by planning charity events – like a sponsored run, for example.

**Interviewer**  OK. Well, thank you for coming in to talk to us, Josh. Good luck with your campaign.

Reading

1. F
2. T
3. F
4. T
5. F
6. F
7. T
8. T
9. F
10. T

Writing

Students’ own answers

Challenge!

1. c
2. b
3. a
4. b
5. b
6. b
7. c
8. d
9. a
10. c

Unit 5

Everyday English

1. a
2. c
3. a
4. c
5. b

Listening

A, D and E

1. F
2. F
3. T
4. F
5. T
6. T
7. T

Audio Script

**Robin** **(presenter)**  In today’s programme we’re looking at cyber-bullying, which involves using technology, like mobile phones and the internet, to bully or harass another person. Worryingly, it’s something that many teenagers have to deal with on a daily basis. In fact, believe it or not, one in three under-eighteens has been a victim of this offence. Our reporter Susie Lowe has been investigating cyber-bullying for us. What can you tell us, Susie?

**Susie**  Well, as you say, Robin, this is a growing problem in our society and one that has to stop. I’ve just returned from an international conference where they discussed different types of cyber-bullying, as well as the consequences for both victims and bullies.

**Robin**  What different types are there?

**Susie**  Well, if you’re mean enough to want to hurt someone, technology offers plenty of opportunities. Bullies might send threats to someone by email or text, spread rumours about someone by sending texts to their friends, or they might leave a horrible message about someone on a social networking site.

**Robin**  That sounds awful. Who would want to do that? They must be really stupid.

**Susie**  I agree. And, more seriously, there are lots of cases where people have pretended to be another person online in order to hurt them, or have even broken into their email or social network account and sent damaging messages.

**Robin**  So, if I were the victim of a cyber-bully, what effects might this have on me?

**Susie**  Well, as you can imagine, if you are bullied, it can lead to anxiety, depression, and in severe cases, even suicide. Most victims don’t tell their parents or friends because they’re embarrassed about it, or afraid of what the bullies will do, and this can make the situation worse. And, of course, messages that are posted on the internet stay there, so the pain of being a victim never goes away.

**Robin**  And what about cyber-bullies? I guess many bullies don’t realize they’re committing an offence. They probably just think it’s funny.

**Susie**  Absolutely. Cyber-bullies may not realize how serious the consequences of their behaviour could be for their own future, and their victims’ futures. The things teens post online now may reflect badly on them later when they apply for university or for a job. Cyber-bullies can lose their mobile phone or online accounts for cyber-bullying. Also, cyber-bullies and their parents may face legal charges for abusing people this way. It’s not funny. It’s very serious. And you mustn’t do it.

**Robin**  Well, thanks for that, Susie. You’ve given us food for thought. I suppose the message is, if you’re a victim, tell someone about it, and if you’re thinking of bullying someone on the internet, don’t. Don’t think for one moment that you won’t be caught and punished.

Reading

1. a
2. a
3. d
4. b
5. a

Writing

Students’ own answers

Challenge!

1. would be
2. necessity
3. have passed
4. were surfing
5. mustn’t
6. make
7. can’t
8. on

Unit 6

Everyday English

1. but
2. Although
3. whereas
4. However
5. On the other hand

Listening

1. creative
2. art
3. difficult
4. really enjoys
5. b
6. c
7. c

Audio Script

**Presenter**  Hello and welcome to *Jobs Today*. I’m interviewing Danny Wilcocks, who has been employed by a leading advertising agency for over twelve years. Hi, Danny.

**Danny**  Hi.

**Presenter**  So, tell us about your job. What exactly do you do?

**Danny**  Well, in any marketing agency, there are lots of different types of jobs. Some people are recruited to work as account managers, for example. It’s their job to deal with clients and to decide on the best type of advertising campaign for the clients’ businesses. Others, like me, are taken on to be creative. These jobs include being a copywriter or an art director. Copywriters have to think of slogans and things like that. They do all the writing. In my department, I work with three other art directors and we’re responsible for producing photographs and illustrations, all the visual things you find in advertising.

**Presenter**  OK. So, why did you decide to get into this line of work?

**Danny**  Er … that’s a good question. Erm, to be honest, I don’t think working in advertising is something that I dreamed of doing when I was a kid at primary school. I probably wanted to drive a train or something like that back then. But I’ve always been keen on drawing and painting. In fact, I had some of my pictures exhibited in an art gallery when I was seventeen, and I studied art at university.

So, I guess that was why I was persuaded to get into advertising during my last year at university. It seemed like a way of earning a living and continuing to do art.

**Presenter**  Do you like your job, and, if so, what’s good about it?

**Danny**  It’s quite a demanding and stressful job. You’re only as good as your last campaign and we’re under a lot of pressure to come up with ideas and designs very quickly. But that doesn’t mean I don’t enjoy it. On the contrary, it’s great fun and I love every minute. I can’t think of a better job. The best thing is when a campaign is successful. For example, recently, we were asked to produce some funny cartoon stories which were used as part of an advertising campaign for a local bicycle company. Not many bikes were being sold by the company at the time, and they were really worried. But the public loved our campaign and started buying bikes. We were really pleased because the company might have been closed down if our campaign had failed.

**Presenter**  I can see why that must give you a lot of satisfaction. OK. My final question. So, what exactly do you …

Reading

1. F
2. F
3. F
4. T
5. F
6. F
7. F
8. T
9. F
10. T

Writing

Students’ own answers

Challenge!

1. a
2. b
3. b
4. c
5. b
6. b
7. c
8. a

Unit 7

Everyday English

1. satisfied, D
2. sorry, E
3. Would, C
4. wonder, A
5. grateful, B

Listening

smell

1. b
2. b
3. c
4. c

Audio Script

**Presenter** In *Out and About* this week, our reporter Becky Sharp met up with the head chef of The Corner Restaurant in London. She asked him which of the senses were most important to him in his job. Here’s Becky’s report.

**Becky**  Well, here I am at The Corner Restaurant in North London, which is a tiny, cosy little place in a very quiet side street. In fact, it’s so far off the beaten track that I got lost twice on the way here! However, despite its location, it has one of the best reputations for fine food in this part of the capital and it’s packed with customers every night. And this is Dougal Black. He’s the head chef and he’s bought the restaurant! So, you’re the boss in and out of the kitchen?

**Dougal**  That’s right.

**Becky**  Let’s talk about senses. Now, I have to say that my sense of smell is working overtime right now. I didn’t realize how many wonderful aromas could come out of a kitchen at the same time. Someone told me that you would be baking here this morning, so I guess that’s what’s making my nose twitch like a mouse.

**Dougal**  Absolutely. It’s our baking day – when we prepare cakes, breads and biscuits. And, I agree, the smell’s fantastic – but I guess, if you’re asking about which sense is the most important, I’d have to say that it’s taste – and my tongue rather than my nose that’s most precious to me.

**Becky**  Well, I guess that makes sense. You have to make sure food isn’t too salty or too spicy, right?

**Dougal**  Yes, when we’re busy and cooking lots of sauces, I walk round with a spoon and dip into each one. I have to differentiate between what’s just right and what needs the addition of more ingredients.

**Becky**  It sounds like a demanding thing to do.

**Dougal**  Well, not any more. It used to be when I started out, but it’s something you learn as a chef. When I was a trainee, I was told to cook four sauces at the same time on the cooker and sit and spend hours tasting them. That’s what I did, on my days off at home, and, well, hard work pays off whatever your job. It’s all about experience, you see.

**Becky**  So, if I hang around until lunchtime, what will I be able to try?

**Dougal**  Oh, please stay! Lucy, one of our assistant chefs, is cooking today. I’ll get her to make something special for you. And if you’re really lucky, we’ll let you sample some of her cakes once they’ve cooled down.

Reading

1. c
2. b
3. b
4. c
5. d

Writing

Students’ own answers

Challenge!

1. poorly
2. isn’t needed
3. would be
4. necessity
5. has caused
6. ability
7. fly / are flying
8. amazingly
9. is created
10. situation

Unit 8

Everyday English

1. begin, 2
2. sum, 5
3. move, 3
4. talk, 1
5. example, 4

Listening

1. on weekday evenings
2. clothes
3. b
4. c
5. b
6. a

Audio Script

**Interviewer**  Hello. Please come in and take a seat. Amanda, isn’t it?

**Amanda**  That’s right. Amanda Jeffers.

**Interviewer**  OK. Well, I wish you’d contacted us last month, Amanda, because we actually had four part-time vacancies available then: one in menswear, one in cosmetics and two in the women’s clothes department. However, we’re still looking for one more sales assistant in womenswear. Do you think you might be interested in working there?

**Amanda**  Oh, yes. I’ve always been interested in fashion, so I’d be happy to work there.

**Interviewer**  OK. Well, we would have been able to offer you work on Saturdays and Sundays if you’d applied last month. That’s what we usually offer, you see – two full days of work on Saturdays and Sundays. But what we need now is someone to work during the week – as we open late on Thursdays and Fridays, we’ll need someone to work those evenings who doesn’t mind getting home at ten. I don’t know whether you’d be happy to do that.

**Amanda**  Well, if I’m honest, I was hoping for weekend work, but I suppose working a couple of nights will be OK. I’ll have to check with my parents though.

**Interviewer**  That’s fine. Right, I’d better ask you a few questions. First of all, I’d like to ask you why you’re applying for this job.

**Amanda** Well, I’m still at school, but I’m looking to gain experience in the workplace. In the future, if I do well in my exams, I’d like to study fashion and design at university, so I think it’ll be a useful experience for me to work in a large clothes shop.

**Interviewer**  Fine. We often have some difficult customers in our shop. What would you do if a customer returned to the shop and complained about something she’d bought?

**Amanda**  Oh, OK. Um … I think it’s important to be very polite. I’d try to find out exactly what was wrong with the item of clothing. But I wouldn’t return the money straight away. I’d politely find out if there really was something wrong with it.

**Interviewer**  OK. Great. Well, the hours are 4.30 p.m. to 9.30 p.m. You’ll earn €12 an hour from 4.30 p.m. to 6.30 p.m., and after that, the pay rate jumps to €15 an hour. We’ll also pay travel expenses if you have to travel far. Does that sound OK with you?

**Amanda**  Yes, definitely. It sounds very generous. But I won’t be claiming any expenses as I’ll cycle here. I live quite close by, you see.

**Interviewer**  Great. So, when can you start?

Reading

1. F
2. T
3. T
4. T
5. T
6. F
7. T
8. T
9. F
10. T

Writing

Students’ own answers

Challenge!

1. b
2. a
3. a
4. b
5. a
6. c
7. b
8. c
9. b
10. d

Unit 9

Everyday English

1. clear
2. sure
3. do
4. switch
5. got

Listening

1. hand power
2. abroad
3. b
4. b
5. a
6. c

Audio Script

**Tom**  Have you ever heard of Trevor Bayliss?

**Amy**  Who?

**Tom**  Trevor Bayliss. He’s the man who invented the wind-up radio. Actually, that’s not the only thing he’s invented. He has a house and a workshop somewhere in England and that’s where he works most of the time, inventing new gadgets. But he’s probably most famous for the wind-up radio.

**Amy**  OK. Well, I can’t say I know anything about him or his radio. How come you’re such an expert all of a sudden? Are you studying him as part of your engineering degree?

**Tom**  I wish I was. No, I was sitting in the dentist’s waiting room the other day and I came across this article about him in a magazine. It was fascinating.

**Amy**  Well, I can see you’re dying to tell me about him. So, how did Trevor Bayliss come up with the wind-up radio? And what is a wind-up radio, anyway?

**Tom**  OK. Well, about twenty years ago, he was sitting at home watching a TV programme about AIDS in Africa. The report said that one of the problems that doctors and aid workers faced was that a lot of poor people in Africa didn’t have electricity, so they didn’t have a radio or TV, which meant that neither governments nor aid agencies could pass on important information about the disease. Trevor immediately realized that he could solve this problem. He started working on inventing a radio which didn’t need electricity from a battery, or from the mains.

**Amy**  And that’s when he designed the wind-up radio?

**Tom**  Yes. It’s called a wind-up radio because it has a handle which you wind up by hand. This generates enough electricity to play the radio for a few hours. When the radio runs out of power, you just wind it up again. It’s really simple, inexpensive and incredibly convenient. It means you have to do a bit of work, but you can use it anywhere, even if you’re miles away from a plug socket!

**Amy**  Well, it does sound like a good idea, I have to say. Perhaps I should buy you one for Christmas.

Reading

1. b
2. b
3. b
4. c
5. d

Writing

Students’ own answers

Challenge!

1. c
2. c
3. a
4. b
5. b
6. a
7. c
8. d

Unit 10

Everyday English

1. with, E
2. just, C
3. add, B
4. totally, D
5. case, A

Listening

photography, painting

1. a
2. a
3. c
4. b

Audio Script

**Interviewer**  Hello and welcome to *Art World*. In today’s programme I’m talking to Louise Willis, the world famous artist who is about to show some of her artwork in a new exhibition at the London Gallery. Hello Louise.

**Louise**  Hello.

**Interviewer**  So, tell us about the exhibition.

**Louise**  Well, it’s a retrospective. Most of the paintings shown are paintings produced in the late 1990s, at a time when I didn’t have the success that I have now.

**Interviewer**  So, we won’t be able to see any of your new work?

**Louise**  I’m afraid not. This is a very creative and inspirational time for me. I’ve been working on a number of interesting projects and finished a new painting only last week. But you’ll have to wait until next year before any of my latest paintings are put on show.

**Interviewer**  OK. Well, I’m sure we’ll look forward to that. Tell us a little bit about how you got started as an artist. Was painting your first love?

**Louise**  I suppose so. Of course, I learnt to draw at art college and I tried installation art, but, even then, I longed to paint most of the time. Ever since leaving college I’ve devoted all my time and effort to painting. I know that’s unusual and perhaps even a bit limiting. Most artists prefer to diversify a little and try a few other things. But it’s my choice. Some of my best friends from my college days have become dedicated sculptors and designers, but I’ve never been tempted. It’s a calling, I think, being a painter.

**Interviewer**  Well, when you produce work of such vision and originality, I think we can all be thankful that you have decided to concentrate on painting. Can I ask you what inspires you to paint the most?

**Louise**  Ah, that’s a good question. I suppose I should tell you about a few of my favourite artists – Picasso, Monet, Rubens ... But, actually, none of my favourite painters has really influenced my art. It’s everyday life that moves me most, and somehow photography captures moments in people’s lives much better than a sculpture or a painted portrait. So, I tend to draw inspiration from that source.

**Interviewer**  That’s interesting – because, of course, you are a well-known photographer, too. You’ve had your work published in many magazines.

**Louise**  Yes, that’s true. And I love the art form.

**Interviewer**  That’s all we have time for, I’m afraid. Thank you for your time, Louise. I look forward to seeing the exhibition in London.

Reading

1. F
2. F
3. T
4. T
5. F
6. T
7. F
8. F
9. F
10. F

Writing

Students’ own answers

Challenge!

1. a
2. d
3. c
4. c
5. d
6. c
7. a
8. c