

Achievement tests answer key

ACHIEVEMENT TEST 1

1 1 c 2 a 3 b 4 a 5 c

2 1 F 2 T 3 T 4 F 5 T

3 Students' answers should include:

- information about the club: location, times, days, etc.
- explanation of why Ben would enjoy it
- suggestion of what to bring

Marks scheme:

5 – Message clearly communicated; minor spelling or grammar errors

4 – Message communicated; some spelling and grammar errors and awkward expressions

3 – Attempted to communicate message; contains some impeding spelling and grammar errors

2 – Response is unclear and requires interpretation by the reader; errors in spelling and grammar

1 – Response is very unclear; message only partly communicated

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

5 1 used 2 was given 3 so many 4 of losing

5 is visiting/are visiting

ACHIEVEMENT TEST 2

1 1 F 2 T 3 T 4 F 5 F

2 1 b 2 c 3 a 4 a 5 c

3 For marks scheme, see Test 1 Answer key.

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

5 1 announcement 2 recording 3 helpful 4 advertise

5 musician

ACHIEVEMENT TEST 3

1 1 Scientists 2 food chain 3 crops 4 landscape

5 blue, yellow (in any order)

2 1 a 2 c 3 b 4 c 5 a

3 Students' answers should include ideas about:

- houses in the future
- energy sources in the future
- transport in the future

For marks scheme, see Test 1 Answer key.

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

5 1 bus stop 2 whiteboard 3 football 4 sunflower

5 classroom

ACHIEVEMENT TEST 4

1 1 c 2 b 3 a 4 a 5 c

2 1 a 2 b 3 a 4 c 5 b

3 Students' answers should include:

- basic information about the film
- a short summary of the plot
- why he/she liked it

For marks scheme, see Test 1 Answer key.

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

5 1 could be 2 whose books 3 suggested 4 in

5 can't/cannot

ACHIEVEMENT TEST 5

1 1 a 2 b 3 c 4 a 5 b

2 1 b 2 a 3 c 4 a 5 b

3 Students' answers should include:

- a description of his/her plans
- reasons for wanting to do them
- hopes/dreams for the future

For marks scheme, see Test 1 Answer key.

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

5 1 if/whether 2 because of 3 out of 4 so that 5 had

Achievement tests audioscripts

ACHIEVEMENT TEST 1

Janine: Hi everyone! My name's Janine and I'd like to tell you about my family's first camping trip! Mum and Dad used to go camping a lot when they were younger. Dad still had their old tent and he said he really wanted to see if it was still in good shape. My sister was less keen, as she wanted to go shopping with her friends that weekend. But Mum was just happy to go somewhere to relax and so was I!

The first problem, though, was that Dad found out that the old tent had a big hole in it. So he went to buy another. The man in the shop showed him one which was very simple to put up, with plenty of room for six people – even though there were only four of us. Dad came home with it and put it straight into the car, while the rest of us packed clothes and food.

The campsite looked absolutely beautiful in the sunshine when we arrived. There was a lake where we could swim and lots of other teenagers like us, so that was great. And some other parents there came and helped us put up the tent. So far, so good!

We were halfway through our meal outside the tent when we heard a loud noise – a thunderstorm! Dark clouds appeared and drops of rain started falling. We looked at each other, then picked up as many things as we could and ran into the tent before the rain poured down on us.

After the storm, we came out to look around. My jacket was lying in a pool of water, but it soon dried in the sun. My sister's book was so wet that she couldn't open the pages, so Dad said he'd buy her a new one. Luckily, Mum had left her bag in the car. And the tent was fine, too!

After that, Dad wasn't sure about going camping again – and he couldn't get a refund from the shop because we'd already used the tent. But then a friend of his offered to buy it from him, so that's what happened – even though I really wanted him to keep it. So, no more camping for us – for a while, at least!

ACHIEVEMENT TEST 2

Nathan: Hi Holly! I saw your paintings and stuff in the school art exhibition yesterday – really cool! I didn't know you could paint like that!

Holly: Oh, thanks, Nathan – that's nice of you. To be honest, though, I wasn't absolutely sure it was my best work ever. That's what you're supposed to put in an exhibition, after all.

Nathan: Well, I don't know about that. Everything I saw there looked amazing – the customised clothes, the art from recycled material ... they looked really professional.

Holly: Mm, you're right. But I'm surprised you don't do more creative stuff, Nathan. I mean, your mum's an artist and your dad's an architect. Not many people are fortunate enough to have that kind of help at home.

Nathan: I know and I am interested. It's just that it's not what I want to do for a job. I know Mum's found it quite hard to find work in the arts sometimes and I don't want a career like that. So I'm concentrating more on my science studies.

Holly: Well, I think you can do anything if you try hard enough. And there are things out there that you could do if you wanted to.

Nathan: So, are you hoping to have a job doing something creative when you leave school?

Holly: Well, I was thinking about studying design at college, but it's a big decision and I'd like to consider other options, too, like fashion, photography ... anyway, there's plenty of time yet!

Nathan: Yeah, you're right!

ACHIEVEMENT TEST 3

Now, I'm sure you all know what a bee looks like! There are generally a few of them around in summer! But have you ever wondered what our lives would be like if all the bees suddenly disappeared? Farmers are certainly already noticing there are not so many around and scientists are worried about the drop in the numbers of bees.

The reason that bees are so important is that they are actually an essential part of our food chain. The reason is that we need bees to visit different plants and start a process that we call pollination. This helps plants to produce new seeds. It's a process that all plants need for growth, but it's especially important for crops to grow properly – because we need those to eat. So, without the bees, we would have a big problem. And if farms couldn't grow food in the fields any more, there would be huge changes in the landscape of the countryside. It just wouldn't look the same at all. So, what can we do to help the bees? Well, one thing is to fill your garden with the kind of plants that bees love. They seem to like all colourful flowers, but bees can't actually see colours in the same way that we do. So although you might think that red would be the brightest and best colour to attract bees, in fact blue is much better, followed by yellow. So, plant flowers with those colours in your garden and you'll be helping bee numbers to increase!

ACHIEVEMENT TEST 4

1

Boy: Hi! What are you doing?

Girl: I'm just looking at these photos. My cousin James sent them from the music festival. Look!

Boy: Oh, yes – lots of selfies ... And the weather looks great! And ... wow, isn't that a really famous band behind him?

Girl: Yes, I think it is. I think he's changed the images, though – made them look even better than they actually are.

Boy: But if he's got the software, then it's possible. The wonders of technology!

Girl 1: Absolutely!

2

Boy: Come and try this pasta dish I'm making, Sophie. There – what do you think?

Sophie: Mmmm! It's easy to boil pasta for too long and make it all soft and disgusting – but this is just right. It tastes like there's something missing, though ... some salt, maybe.

Boy: Oh, I forgot – I'll put a bit in. I was so worried about burning the garlic when I was making the sauce.

Sophie: Yeah, it tastes horrible then, doesn't it? But not in your dish!

Boy: Really? Thanks!

3

Jack: Hi, Abbie! I haven't seen you in the city centre for ages!

Abbie: Hi, Jack. Yeah, we've moved away to the countryside.

Jack: Right. So how's that going?

Abbie: Well, it was strange at first to be without shops, cinemas and cafés ... But I'm beginning to see the advantages now. For one thing, it's so dark at night, you can actually see the stars – I'm becoming an expert!

Jack: And I bet it's cooler on hot days. It's like an oven here in the city sometimes.

Abbie: But at least there's somewhere to go swimming or play basketball – I haven't got that where I'm living.

Jack: Hmm, that's a shame.

4

Woman: OK, everyone, our project this week is all about magazine adverts. Have a look at these images I've brought in. Then in pairs, you're going to tell us about what their purpose is – what message are they trying to send? I'm sure you'll find some really attractive pictures – there'll be lots of those! And you might find some you don't like so much, that aren't so good or successful. But don't forget what it is you've got to talk about! Right, start preparing ...

5

Boy: I came to live in Sydney, Australia with my family 6 years ago. I felt quite homesick at first, but now I think it's amazing! We used to live near a beach before we moved here. The weather was always freezing, so I never managed to go sailing or learn to surf like I have here. And when we have visitors from home, we take them to see all the famous buildings there are here. I'm not as interested as they are, but maybe I will be – when I'm an adult!

ACHIEVEMENT TEST 5

Interviewer: Hello everyone, and welcome to *Schools in Focus*! Today I'm with Oliver Jones and Amelia Mason. Their schools sent them to different companies on work experience for two weeks. Let's ask them what they found out about the world of work. Welcome, both of you.

Oliver and

Amelia: Thanks.

Interviewer: Amelia, let's turn to you first. You went to work in a newspaper office, didn't you?

Amelia: Yes, my local newspaper – it was very busy! I thought they might just ask me to do dull things like make tea all week. But in fact I worked with journalists and went out to cover different news stories – like one about a cinema that's closing in our town. Lots of teenagers were interested in that, so I produced a short article, saying what I thought about it. The newspaper asked me to do it – then they published it!

Interviewer: And I understand you really helped one journalist there?

Amelia: Oh, yes! Everything's done on screen in newspaper offices now, of course and photos are all taken digitally and added to stories. I even got one added to my article! And journalists mostly do their own research for their articles. Anyway, one journalist urgently needed to check some facts for an article he was writing. So, I offered to do it – I looked things up on a teen website I often use – it's very reliable. He was really grateful – and so was the editor! They said I'd handled things really well.

Interviewer: Great! Now, turning to you, Oliver. Your work experience was quite different to Amelia's, wasn't it?

Oliver: Yes, I went to work in the local park, with the gardeners there. I think my parents always hoped I'd go to university and become a doctor or a lawyer ... but I've always loved growing things and my dream is to have a job doing that. And once my parents realised that's what I wanted, they've really encouraged me.

Interviewer: And what were the gardeners like that you worked with?

Oliver: Oh, great! I learnt so much from them. They took their time with me. And they didn't mind explaining things several times if I didn't understand! I really admired the gardeners for the work they did. I found it hard to organise myself, sometimes, though, so that I'd got all the tools with me that I needed. But I'm going to try my best and get as far as I can in gardening.

Interviewer: But some people say work experience for school students isn't useful – it's a waste of time.

Oliver: Well, I don't agree with that. Even if you don't discover exactly what career you want to do in the future, you can see what it's like to have a job. And the workplace is very different from school! You may even discover which qualifications you'll need, that kind of thing. It encourages you to keep going. And that's really important.

Interviewer: Oliver and Amelia – thanks.