Course Companion

A2 Key and B1 Preliminary (KET, PET) · Cambridge English · A2 Key (KET)

Every topic handout in one volume

全部专题讲义合集

exercises.lol

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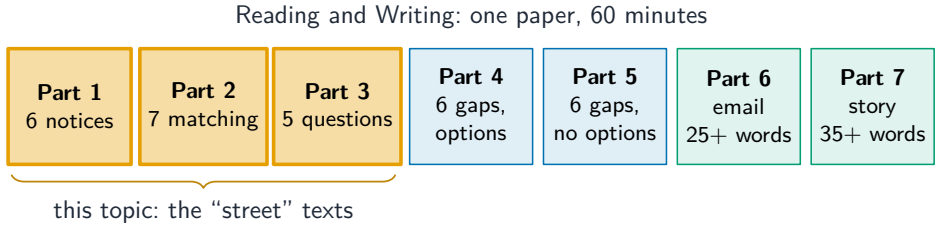
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RW.1-3 · Key reading: messages and short texts

A2 Key and B1 Preliminary (KET, PET) · Cambridge English · A2 Key (KET)

What this topic covers

A2 Key (KET) 剑桥 A2 入门考试 starts with Reading and Writing Part 1–3: short, real-world texts. Notices, text messages, signs, and one longer text with multiple-choice questions.



The Reading and Writing paper

- **Part 1**: six short notices or messages; choose what each one says (A, B or C).
- **Part 2**: three short texts on the same topic – usually three people writing about it. Seven questions; for each question, choose the text (A, B or C) that says it.
- **Part 3**: one longer text with five 3-option questions.
- Memory hook: Parts 1–3 are the **street** 街道, not the library. Everything is a sign, a note or a message – read it like you read a shop window.
- Always check the current format in the official Cambridge handbook 官方手册; these notes teach the strategy, not the rulebook.

Part 1: read the notice like a detective

Six tiny texts: a sign, a note, a message. Each has three options, and **two of them are traps**.



A notice says a lot in a few words: ask what it tells you to do, or not to do, and where

- The trap options usually **repeat words** from the text but twist the meaning. The correct answer **says the same thing in different words** 同义转述.
- Example: *"Mum: Sam found your football in our garden. He's keeping it at his house for you."* – A) Sam has lost your football. B) Sam is looking after your football. C) Your football is in our garden. → **B**. A says the opposite. C repeats the word *garden*, but the ball has moved on; that is the trap shape. B shares almost no words with the note and says exactly what it means.
- Strategy 策略: read the text, say its meaning in one Chinese sentence, then find the option that matches your sentence – not the option that matches the words.

Mum:

Sam found your football in our **garden.** He's keeping it at his house for you.

Say the meaning in one Chinese sentence, then match the meaning, not the words.

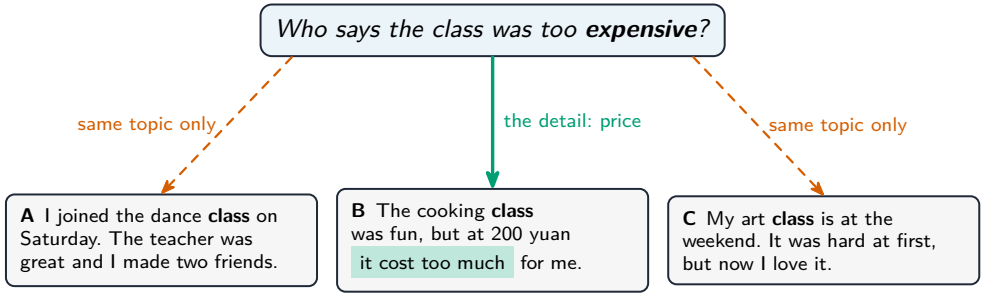
A	Sam has lost your football.	✗ says the opposite
B	Sam is looking after your football.	✓ same meaning, new words
C	Your football is in our garden.	✗ repeats "garden", but the ball has moved

The trap shape: option C copies a word from the notice, option B copies the meaning

Part 2: which text says it?

Three short texts about one topic – usually three people (A, B and C) writing about the same thing: their hobbies, a journey, a club. Seven questions; each question names a detail, and exactly one text contains it.

- **Skim the three texts first**: one line each – who is A, who is B, who is C, and what does each one say? Then the questions tell you what to hunt 寻找.
- **The question is the target, not the topic.** *Who says the class was too expensive?* – all three may mention the class; only one mentions the price. Match the detail, not the topic.
- △ The trap texts **share the words** of the question. If two texts say *weekend*, the answer is the one that says what the question actually asks about the weekend. Read to the end of the sentence.
- Memory hook: each question is a photograph 照片; only one text is the place it was taken.

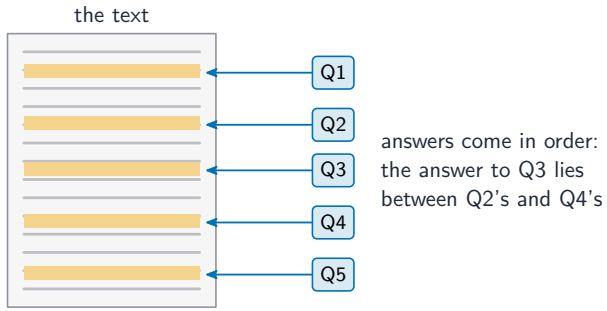


match the detail, not the topic: all three say *class*, only B talks about the price

Match the detail, not the topic: every text mentions the class, only one mentions the price

Part 3: the longer text

One text, five questions, in order.



The questions follow the text

- The questions follow the text order – question 2's answer comes after question 1's answer in the text. Use the order as a map 地图.
- Find the part of the text, read two lines before and after, then choose.
- △ Don't answer from your own knowledge 常识. The text is the truth, even when it's about pandas and you know everything about pandas.
- If a question asks about the writer's **purpose** 写作目的 or **feeling**, find the feeling words (*amazed, disappointed, relieved*), not the facts.

Watch out: traps for Chinese speakers

- △ **Translating word by word kills time.** 60 minutes for 7 parts is tight. Read for meaning in chunks 语块, not word by word.
- △ **The word-match trap is designed for you.** If an option copies the text's exact words, be suspicious 怀疑的: Cambridge rewords correct answers and copies wrong ones.
- △ **Don't leave blanks.** No negative marking – a guess beats a gap.
- △ **Answer on the answer sheet as you go.** There is no transfer time in Reading & Writing. The answer sheet is the exam; the question paper is scratch paper 草稿纸.

Try it

Work through the three parts in order, like the real paper. Cover the answers first.

■ Part 1: four short texts

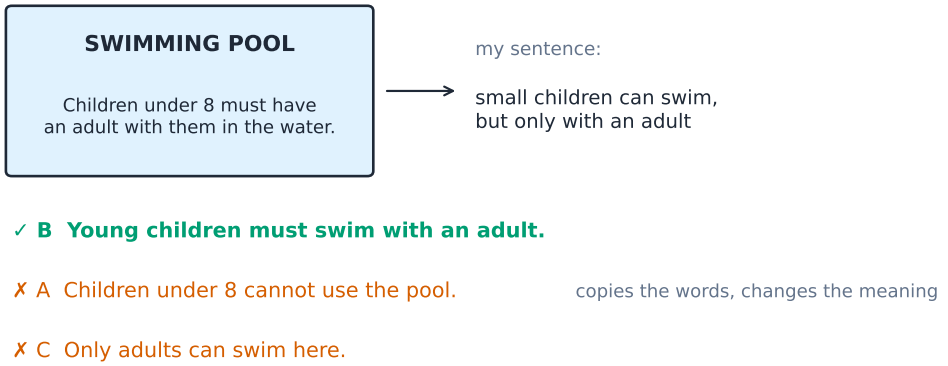
1. *"Tom – the library closes at 5 today, not 6. Bring my book back before then, or I can't renew it. – Ana"* Ana wants Tom to – A) return the book after 5. B) return the book before the library closes. C) renew the book himself.

2. Same note. The library today – A) opens at 5. B) closes earlier than usual. C) is closed all day.

3. *SWIMMING POOL – Children under 8 must have an adult with them in the water.* A) Children under 8 cannot use the pool. B) Young children must swim with an adult. C) Only adults can swim here.

4. *"Jo – my bus is stuck in traffic, so I'll be 20 minutes late. Don't wait for me, start the film! Kim"* A) Kim will arrive after the film has started. B) Kim wants Jo to wait at the bus stop. C) Kim will see the film another day.

Answers. 1 **B** (*before then* = before the library closes). A repeats "5" but reverses the meaning: the word-match trap. 2 **B** (*at 5, not 6* = earlier than usual). 3 **B**. A is the trap a careless reader falls into: children under 8 *can* swim, with an adult. 4 **A** (*start the film* without her = it starts before she arrives). B repeats *bus* and *wait*, both twisted.



Question 3: say the meaning first, then find the option that says it

■ Part 2: who says it?

Three friends write about their weekend.

- **A** (Mia): *"I stayed home on Saturday and watched a film with my brother. I wanted to go to the match, but the tickets were too expensive. On Sunday I cleaned my room – very boring!"*
- **B** (Leo): *"My cousins visited, so on Saturday we all went to the football match. We had great seats near the front. Afterwards we ate pizza, but I was too tired to finish mine."*
- **C** (Zoe): *"I watched the match on TV with my dad. We never go to the stadium because it's too far from our flat. On Sunday I went swimming with my best friend."*

Which person (A, B or C)…

1. went to the match?
2. talks about the price of tickets?
3. did some sport at the weekend?

4. did a job at home?
5. did not finish a meal?

Answers. 5 **B** – Mia *wanted* to go and Zoe watched on TV; the word *match* is the bait twice. 6 **A** – *too expensive* is the price. 7 **C** – swimming. Leo *watched* a sport; watching is not doing. 8 **A** – cleaning a room is a job at home, even a boring one. 9 **B** – *too tired to finish mine.*

	A Mia	B Leo	C Zoe
5 went to the match	wanted to	✓	on TV
6 price of tickets	✓		
7 did some sport		watched	✓
8 a job at home	✓		
9 did not finish a meal		✓	

red: the text uses the question's words but not its detail

Questions 5–9: one tick per row; the red notes are texts that only share the words

Part 3: the longer text

My first job

Last summer I got my first job, at my uncle's fruit shop. I worked there every Saturday morning from eight to twelve. At first I only carried boxes from the van into the shop, and by eleven o'clock my arms always hurt. After three weeks, my uncle let me work at the till. I was nervous because I'm not very good at maths, but the till does the sums for you! The best part was talking to the customers. An old man came in every week and bought exactly six bananas – never five, never seven. I never found out why. I earned £20 each Saturday. I spent some of it on a new phone case and saved the rest for a concert in September. I can't wait to go back next summer. I just hope the boxes will be lighter.

1. What did the writer do in the first weeks? A) work at the till B) carry boxes C) serve customers
2. Why was the writer nervous about the till? A) Maths is difficult for the writer. B) The customers were unfriendly. C) The till was broken.
3. What does the writer say about the old man? A) He always bought the same thing. B) He was the writer's grandfather. C) He explained why he liked bananas.
4. What did the writer do with the money? A) spent all of it on a phone B) kept some of it for later C) gave it back to the uncle
5. How does the writer feel about next summer? A) worried about the maths B) pleased to work at the shop again C) keen to find a different job

Answers. 10 **B** (*At first I only carried boxes*). 11 **A** – *not very good at maths* said in new words. 12 **A** – *exactly six bananas* every week. C is the trap: *I never found out why.* 13 **B** – *saved the rest.* A repeats *phone* but *some of it* is not *all.* 14 **B** – *I can't wait to go back.* The boxes are a joke, not a worry about maths. Notice that the five answers came in text order.

text order

10 B *"At first I only carried boxes from the van into the shop"*

11 A *"I was nervous because I'm not very good at maths"*

12 A *"bought exactly six bananas, never five, never seven"*

13 B *"I spent some of it ... and saved the rest for a concert"*

14 B *"I can't wait to go back next summer"*

Questions 10–14: the evidence lines come in text order

Check yourself

Answer first, then read the explanation.

1. An option copies the text's exact words. – **Be suspicious.** Correct answers are reworded.
2. Part 2: the question asks *who went with a friend*, and two texts mention friends. – **Read the detail, not the topic word.** Only one text says what the question asks; the other just shares the word.
3. Part 3, question 3 – **its answer sits between answers 2 and 4 in the text.** The order is a map.
4. A question asks how the writer **felt**. – **Find the feeling words**, not the facts.
5. Blank answer at the end? – **Guess.** No negative marking; a guess beats a gap.

Vocabulary card meanings

A2 Key (KET): The Cambridge English exam for basic everyday use, formerly called KET. street: A public road in a town, with buildings along it. official handbook: The exam board's own book of rules for candidates. paraphrase: Saying the same idea again in different words. strategy: A planned way of tackling a task. hunt: A

careful search for one particular piece of information. map: A drawing that shows where places are. knowledge: Everyday facts a person already knows, apart from a school subject. chunks: Groups of words that are learned and used together. suspicious: Feeling that something may be untrue or unsafe. scratch paper: Rough paper used for working, not handed in as the answer.

RW.4-5 · Key cloze: vocabulary and grammar in context

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What this topic covers

Parts 4 and 5 are the **cloze** 完形填空 parts: a short text with gaps. Part 4 gives three word choices per gap (vocabulary); Part 5 gives no choices at all (grammar). Together they are the "vocabulary and grammar in context" engine of A2 Key.

- **Part 4**: six gaps, three options each. It tests **word choice**: collocation 搭配, meaning, phrasal verbs 短语动词.
- **Part 5**: six gaps in a short email – sometimes an email and its reply. No options; you write one word per gap: an article, a preposition, a pronoun, a modal – the small grammar words.
- Memory hook: Part 4 is a **shop** – choose from the shelf. Part 5 is a **kitchen** – cook the word yourself from whatever the sentence gives you.

Part 4: choosing from the shelf

Three options; usually all three are "possible English", but only one fits **this sentence**.



Choosing the right word is like choosing a book from a shelf: check the meaning and the grammar of the gap

- **Collocation is king.** *We _____ a great time.* A) made B) had C) took → **had** (*have a great time* is the fixed pair). The other two are fine words at the wrong party.
- Read the **whole sentence**, not just the gap. The answer often hides three words later: *She is very fond _____ cats.* → **of**. (*fond of* – the shelf only sells the pair.)
- △ If two options feel right, one of them is collocating with a neighbour word you're ignoring. Re-read the gap's neighbours on both sides.

We _____ **a great time.**

made | **had** | took — have a great time: a fixed pair

She is very fond _____ **cats.**

of | with | for — fond of: the shelf sells the pair

All three options are real English. The word next to the gap picks the winner.

Three real words, one fixed pair: the word next to the gap decides

Part 5: cooking the word yourself

No options. One word per gap, and the menu is predictable:

article	a, an, the
preposition	in, on, at, for, with, by
pronoun	it, they, who, which
modal / auxiliary	can, will, do, is, has
linker	and, but, so, because, when, if

ask what job the gap does, then pick from that row

What job does the gap do?

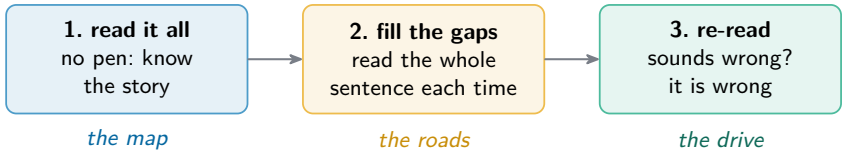
The gap's job	The usual answers
article	a, an, the
preposition	in, on, at, for, with, by
pronoun	it, they, who, which
modal / auxiliary 助动词	can, will, would, do, is, are, has
linker	and, but, so, because, when, if

- The grammar you learned in A1 and A2 **is** the answer key: articles (A2 topic 7), prepositions of time and place, *there is*, question words, modals.
- Example: *I have lived here _____ 2019.* → **since**. *_____ you like tea? Yes, I drink it every day.* → **Do**. The A2 review pays its rent here.
- △ **Spelling counts.** A right word spelled wrong is a wrong word. *whent* gets no mark and no sympathy.

The cloze rhythm

1. **Read the whole text first** without writing anything. Know the story.
2. Then fill the gaps one by one, reading the full sentence each time.
3. Re-read the finished text. If a sentence sounds wrong in your head, it is wrong.

- Memory hook: the first read is the map; the gaps are the roads; the re-read is the drive.



Map, roads, drive

Watch out: traps for Chinese speakers

- △ **The article gaps are yours to lose.** Chinese has no articles, so *a/the* gaps feel invisible. They are not invisible; they are free marks wearing camouflage 伪装.
- △ **One word only.** Part 5 takes exactly one word. *"in the"* in one gap is two words and zero marks.
- △ **Don't invent rare words.** The answer is always a small common word. If your answer is *serendipity*, the gap wanted *so*.
- △ **Follow the answer sheet: it asks for CAPITAL LETTERS.** Write *THERE*, *SINCE*, *WITH*. Capitals also make a spelling mistake easy to see before the examiner sees it.

Try it

Warm-up: four gaps

Last summer, I went to the beach _____ my family. We stayed _____ a small hotel near the sea. The weather _____ perfect, so we swam every day. I have never had _____ a good holiday. I will never forget it.

Answers: **with** · **in/at** · **was** · **such**. (*such a good holiday* – the collocation shelf again. *so* would need *so good a holiday*, and nobody has time for that.)

Part 4: choose the word (six gaps)

Giant pandas

Giant pandas live in the mountains of central China. They (1) _____ most of the day eating bamboo – up to fourteen hours! A panda's body cannot (2) _____ much energy from bamboo, so it has to eat a lot. Baby pandas are tiny when they are (3) _____: about the size of a mobile phone. Today there are more pandas than thirty years ago, (4) _____ people have built special parks for them. Visitors can (5) _____ the pandas at centres such as the one in Chengdu, but they must not (6) _____ the pandas. The keepers do that.

	A	B	C
1	spend	take	stay
2	get	make	bring
3	born	grown	started
4	because	so	but
5	watch	look	notice
6	feed	eat	give

Answers. 1 **A** – *spend time doing* is the fixed pair; you do not *take* or *stay* a day. 2 **A** – *get energy from*. 3 **A** – *when they are born*. 4 **A** – the parks are the reason, so *because*; *so* would make the parks the result. 5 **A** – *look* needs *at*, and *notice* means seeing by chance. 6 **A** – *feed the pandas*. *Eat the pandas* is grammatical and very much against the rules; *give* needs a second object (*give them food*).

Part 5: write the word (six gaps)

Hi Ella,

Thanks (7) _____ your email! I'm so happy you're coming to visit next month. My parents say you can stay (8) _____ us for the whole week. (9) _____ you like animals? There is a great zoo near my house, and we (10) _____ go there on Saturday if you want. Don't forget to bring a warm coat, (11) _____ it is often cold here in March. I can't wait (12) _____ see you!

Love, Mei

Answers. 7 **FOR** (*thanks for*). 8 **WITH** (*stay with someone*). 9 **DO** – a question about likes needs the helper. 10 **CAN** or **COULD** – an offer, followed by a bare verb (**WILL** also fits: *we will go there if you want*). 11 **BECAUSE** (or **AS**, **SINCE**) – the cold is the reason for the coat. 12 **TO** (*can't wait to see*). Count the jobs: two prepositions, one helper, one modal, one linker, one *to*. That is the Part 5 menu.

Check yourself

Answer first, then read the explanation.

1. *We _____ a great time.* – **had**. The collocation decides.
2. *I have lived here _____ 2019.* – **since**. A start line, from A2.
3. Part 5, no options – **one small grammar word**: article, preposition, pronoun, modal, linker.
4. A right word spelled wrong – **no marks**. Spelling counts.
5. *"in the"* in one gap – **illegal**. One word per gap.

Vocabulary card meanings

cloze: A passage with gaps the reader has to fill. collocation: Words that commonly sit side by side. phrasal verbs: A verb plus a small word, often with a new combined meaning. auxiliary: A helper verb such as do, be, or have. camouflage: A disguise that makes something hard to notice.

RW.6 · Key writing: a message of at least 25 words

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What this topic covers

Part 6 of the Reading & Writing paper: write a short **message** 留言 – an email or a note – of **25 words or more**. Sometimes you answer a friend's message; sometimes the task just sets the scene (*You are going to a picnic with your English friend Sam. Write an email to Sam.*). Either way, the task gives you **three things** to do – to say, to ask, to explain, to suggest.

Content	0–5: all three points, clearly
Organisation	0–5: linked and in order
Language	0–5: everyday words, accurate

15 marks; at least 25 words

How the email is marked

- Example task: your friend invites you to a picnic. *Say yes. Say what food you can bring. Ask what time it starts.*
- **How it is marked**: 0–5 marks each for **Content** (all three points, clearly), **Organisation** (linked, in order, with a greeting and an ending) and **Language** (everyday words and simple grammar used correctly). That is 15 marks, the same as Part 7.
- Memory hook: the task is a **menu with three dishes** 三道菜. Serve all three, in order, and the marks follow.
- △ The task says 25 words or more, and a very short answer almost always leaves a point out or says it too thinly. Aim for 30–45 and count.
- The tone is friendly: short forms are welcome (*I'm, can't, let's*). This is the one exam where *I'm* is not just allowed but encouraged.

The menu method

1. **Circle the three jobs** in the task before writing a word.
2. Write **one or two sentences per job**, in order.
3. Open with *Hi / Dear + name* and close with *See you / Best / Write soon* + your name.



A short message by hand: cover the three things the task asks for, and keep each to one or two sentences

A full answer to the picnic task:

> Hi Sam,
> I'd love to come to the picnic! I can bring some fruit and drinks for everyone. What time does it start?
> See you,
> Lin

Three jobs, three sentences – and 26 words, counting *Hi Sam* and *Lin*. That just reaches the line, so give each job one small extra detail:

> Hi Sam,
> Thanks for asking me! I'd love to come to the picnic on Saturday. I can bring some fruit and a big bottle of orange juice for everyone. What time does it start, and where shall we meet?
> See you soon,
> Lin

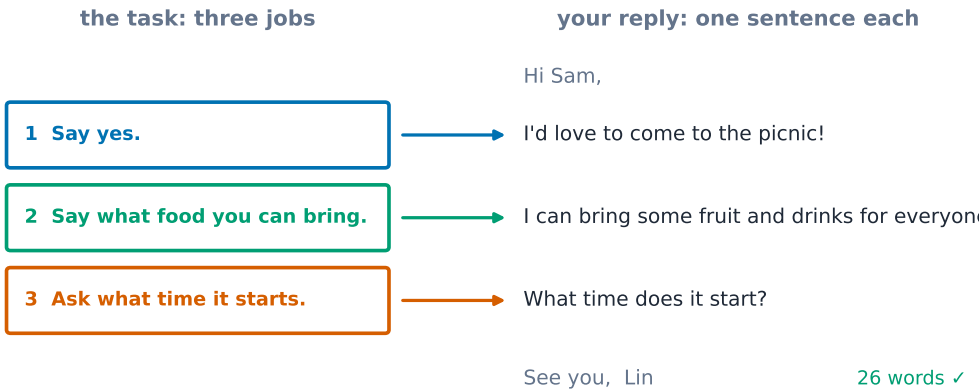
Now it is 43 words, and every extra word does a job: *on Saturday, a big bottle of orange juice, where shall we meet*. The exam rewards **completeness 完整性 over beauty** – a correct boring answer beats a beautiful one that forgot the drinks.

Weak, then strong. The same picnic task, answered badly:

> Hi Sam, yes picnic is good. I bring fruit. See you, Lin

Criterion	What the examiner sees
Content	Point 3 (ask what time it starts) is missing; point 1 is barely there.
Organisation	Greeting and ending are fine, but the ideas are not linked.
Language	*I bring* should be *I can bring* or *I'll bring*; *picnic is good* needs *the* and sounds odd.

Twelve words, one missing point, two errors. The strong version above fixes all three criteria, and none of it is difficult English.



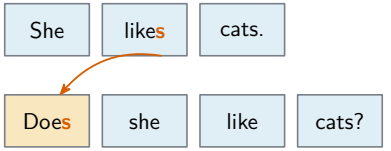
One job, one sentence: the reply is complete before it is long

The bank of useful sentences

Job	The sentence
accept	I'd love to come. / That sounds great!
refuse politely	I'm sorry, but I can't come.
offer	I can bring some drinks. / Shall I bring anything?
ask	What time does it start? / Where shall we meet?
suggest	Let's meet at the gate. / How about the park?
thank	Thanks for your email! / Thank you for inviting me.
say sorry and explain	I'm sorry I can't come – I have a piano lesson.
describe	It's a small red bag with my name on it.
give a time or place	Let's meet outside the cinema at four o'clock.

- Questions are free marks: *What time? Where? Who else is coming?* – one per task, word-for-word from the A1 question machine.

- △ Every question needs its flip: *"What time it starts?"* × → *What time does it start?* Topic A1-9's flip still collects marks.



Does takes the -s: What time does it start?

Watch out: traps for Chinese speakers

- △ **Don't skip a job.** Three jobs = the shape of the marks. One missing job is a missing dish; the examiners notice the empty plate.
- △ **Don't write a novel.** 30–45 words is the sweet spot 最佳点. A 120-word masterpiece spends time Part 7 needs, and long answers grow error trees.
- △ **Register 语域: friendly, not formal.** No *Dear Sir*, no *Yours faithfully*. It's a friend: *Hi Sam – See you – Lin*.
- △ **Check the three classics**: third-person -s (*it starts*), articles (*a picnic, the park*), and verb forms after *can/can't* (*I can bring*). Sixty seconds of checking is worth more than a fourth sentence.

Try it

Three tasks, from guided to on your own. Write each one before reading the model, then count your words.

Task 1 (guided). Your friend Mia writes: *"I'm having a birthday dinner on Friday. Can you come? Tell me what food you like. And could you bring your guitar?"* Cover: yes/no, the food, the guitar.
Model: *Hi Mia, I'd love to come to your birthday dinner! I really like fish and rice, but not spicy food, please. Yes, I'll bring my guitar and play a song for you. See you on Friday! Alex* (37 words; all three dishes served.)

Task 2 (saying no). Your English friend Ben wants to go to the cinema with you on Saturday. Write an email to Ben. *Say sorry you can't go. Explain why. Suggest another day.*
Model: *Hi Ben, I'm sorry, but I can't come to the cinema on Saturday because I have a swimming competition. Are you free on Sunday afternoon? We could see the film then. Lucy* (32 words.) Notice the three different jobs: *I'm sorry* (apologise), *because* (explain), *Are you free…? We could…* (suggest).

Task 3 (on your own, a teacher). You missed your art class yesterday. Write a note to your teacher, Ms Green. *Say sorry. Explain why you were not there. Ask about the homework.*
Model: *Dear Ms Green, I'm sorry I missed the art class yesterday. I had a bad*

cold, so I stayed at home. Could you tell me what homework I need to do? Thank you, Kai (34 words.) *Dear* and *Thank you* fit a teacher; *Hi* and *See you* fit a friend. Same three-job menu, different table manners.

Task 4 (a scene, not a reply). Your English friend Leo is coming to stay with you next weekend. Write an email to Leo. *Say how you feel about his visit. Tell him what you will do together. Tell him what to bring.*

Model: *Hi Leo, I'm really happy you're coming to stay! We'll go to the new water park on Saturday and have a barbecue in my garden on Sunday. Bring your swimming things and a warm jacket, because it's cold at night. See you soon, Ming* (44 words.)

Check yourself

Answer first, then read the explanation.

1. How many jobs in a Part 6 task? – **Three.** Serve all three.
2. Which three things are marked? – **Content, Organisation, Language**, 0–5 each.
3. *"What time it starts?"* – × → **What time does it start?** The flip collects marks.
4. 20 words – **too few**. The task asks for 25 or more; count.
5. *Dear Sir / Yours faithfully* to a friend – × → **Hi Sam / See you**. A friend, not a bank. (To a teacher, *Dear Ms Green … Thank you* is right.)
6. A perfect answer that forgot the guitar – **loses Content marks**. Completeness over beauty.
7. The task says *Suggest another day.* – **a suggestion**, not a question about the weather: *Are you free on Sunday? We could…*

Vocabulary card meanings

message: A short note left for someone who is away. a menu with three dishes: An example of a food list that names three dishes, which may share one course rather than forming three courses. completeness: Having every required part, with nothing left out. sweet spot: The point at which a choice works best.

RW.7 · Key writing: a three-picture story

A2 Key and B1 Preliminary (KET, PET) · Cambridge English · A2 Key (KET)

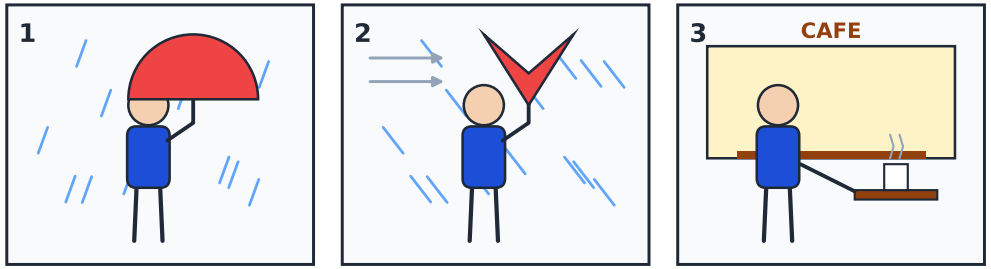
What this topic covers

Part 7: write a short story of **at least 35 words** from **three pictures**. The pictures show a beginning, a middle and an end; you supply the words.

- Look at all three pictures **before** writing: the story is already there – you are narrating 讲述 it, not inventing it.
- Memory hook: the pictures are a **comic 漫画 with no speech bubbles**. You are the bubbles.
- **How it is marked**: 0–5 marks each for **Content** (a story that uses all three pictures), **Organisation** (events in order, joined by connectors 连接词 such as *then*, *suddenly*, *finally*) and **Language** (everyday words and past tenses used correctly). 15 marks in all.
- This is where the A2/B1 grammar pays you back: the **past simple** carries the events, **connectors** carry the time.

The story machine

1. Name the pictures: *a rainy street – a broken umbrella – a warm shop.* Three nouns = your skeleton 骨架.
2. One or two sentences per picture, past simple, in order.
3. Add one feeling and one connector per picture: *suddenly, then, after that, luckily, finally.*



a rainy walk *the umbrella breaks* *a warm cafe*

Three pictures: a beginning, a middle and an end

A model:

It was raining hard, and Tom was walking to school. Suddenly, his umbrella

broke in the wind! He was cold and wet. Luckily, a small café was open, so he went in and had a hot chocolate. He arrived at school late, but happy.

Five sentences, three pictures, one broken umbrella. 44 words – safely over 35.

The tense toolkit for stories

Tool	Job in the story
past simple	the events: *his umbrella broke*
past continuous	the background: *it was raining*
a feeling adjective	*cold, wet, worried, happy*
a connector	*suddenly, then, luckily, finally*

background
past continuous
It was raining.

events
past simple
His umbrella broke.

feeling
an adjective
He was wet and cold.

connector
suddenly, then, luckily, finally

× He goes into the café. (stay in the past)

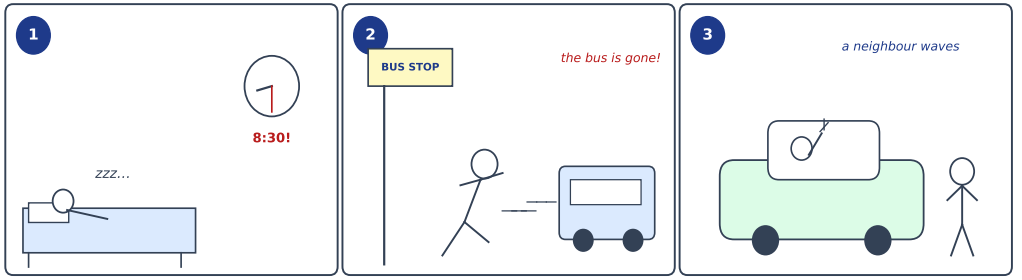
Four tools for the picture story

- △ The whole story lives in the **past**. Don't drift into the present halfway: *"He goes into the café"* × – *He **went** into the café.*
- One background sentence (*it was raining*) upgrades the story from a police report to a film. The B2 narrative cameras work at A2 too.

Watch out: traps for Chinese speakers

- △ **Don't describe; narrate.** *"There is a boy. He has an umbrella."* is a description, not a story. Stories move: *It was raining. His umbrella broke. He found a café.*
- △ **Past tense consistency** 时态一致 is the big mark-loser. Write, then re-read once, checking only the verbs: every event in the past simple.
- △ **The third picture matters.** Students spend so long on picture 1 that picture 3 gets one sad sentence. Budget 时间分配: roughly equal lines per picture.
- △ **Spelling of story words:** *suddenly, finally, luckily* – learn the spellings; they appear in every story you will ever write.

Try it



Three practice pictures for the story: 1 a boy asleep in bed while the clock shows 8:30; 2 the boy running to the bus stop as the bus drives away; 3 a neighbour waving from her car while the boy stands beside it

Author-drawn practice pictures, not official Cambridge artwork. In the exam the three pictures are real drawings; here they are the three panels above. Write 35+ words. Model:

> Jack woke up late and felt terrible. He ran to the bus stop, but the bus was just leaving, and the driver didn't see him. Luckily, his neighbour saw him and drove him to school. Jack was on time – and very grateful 感激的.

That is 42 words: one or two sentences per picture, a feeling (*terrible*, *grateful*), a connector (*Luckily*) and every verb in the past.

Weak, then strong. The same three pictures, written as a description:

> There is a boy. He is in bed. The clock is 8:30. There is a bus. He runs. A woman has a car.

Criterion	What the examiner sees
Content	All three pictures appear, but it is a list of things, not a story: why does he run? What does the woman do?
Organisation	Six short sentences and no connectors, so nothing joins one event to the next.
Language	Everything is in the present (*is*, *runs*, *has*); there are no past tenses at all.

The strong model fixes the same pictures with three changes: past tenses, connectors and one reason per picture (*woke up late*, *the driver didn't see him*, *his neighbour saw him*).

Check yourself

Answer first, then read the explanation.

1. Minimum length? – **35 words.** Over is safe; under loses marks.
2. *"He goes into the café"* in a past story – × → **went**. The story lives in the past.
3. The pictures show rain – **open with the background**: *It was raining.* The film, not the police report.
4. Picture 3 gets one sad sentence – × → **equal lines per picture**. The ending carries marks.
5. *suddenly / finally / luckily* – **learn the spellings**. They appear in every story.

Vocabulary card meanings

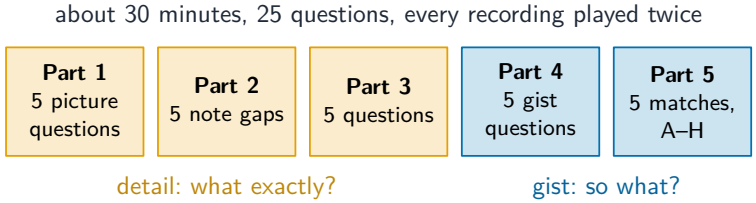
narrating: Telling what happened, in time order. comic: A story told in drawn panels. connectors: Words that join ideas, such as because or but. skeleton: The bare outline that holds a piece of writing up. grateful: Feeling or showing thanks.

L.1-3 · Key listening: visual choices, notes and conversations

A2 Key and B1 Preliminary (KET, PET) · Cambridge English · A2 Key (KET)

What this topic covers

The A2 Key Listening paper: about 30 minutes, five parts, 25 questions, and **every recording plays twice**. On the paper test the last 6 of those minutes are for copying your answers onto the answer sheet, so write clearly on the question paper as you go. Parts 1–3 test detail 细节: what you see, what you write, what you choose.

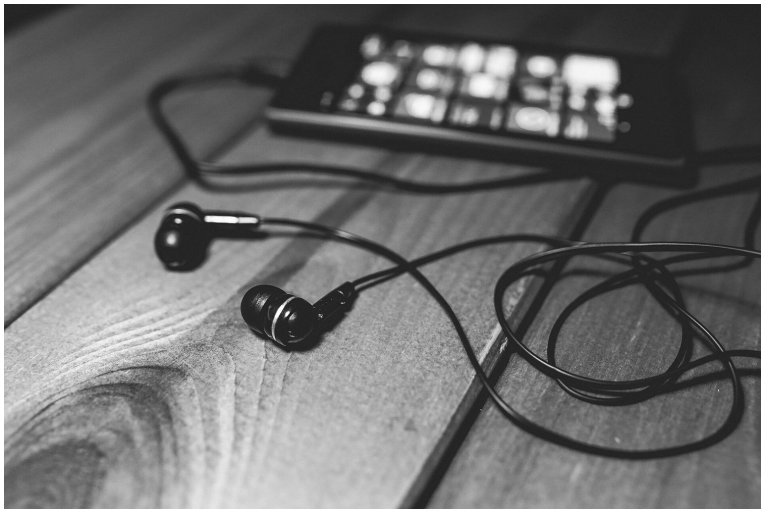


The Listening paper

- **Part 1**: five short conversations, each with a **picture** question – three images, choose the right one.
- **Part 2**: a longer talk; fill **five gaps** in notes with a word, number, date or time.
- **Part 3**: a longer conversation; five 3-option questions.
- Memory hook: listening is a **movie played twice** 放两遍的电影. The first watch is for the story; the second is for the answers.
- The pause before each part is reading time. Use it: **preview 预读 the questions**, always.

Part 1: the picture question

Three pictures differ in one detail: three times, three objects, three places.



In the listening paper you hear each recording twice: read the question and the pictures before it starts

- Before listening, **name the difference** between the pictures: *eight / half past / nine* – the clock question. *bike / bus / car* – the transport question.
- △ **All three options are usually mentioned.** The man says: *"I usually get the half past eight. Today I wanted the eight o'clock train, but I missed it, so I took the nine one."* All three times appear; only one is the answer. The recording is a rumour; the question is the truth.
- The answer words come **reworded**: the picture shows a dog, the voice says *"my pet"*.

What time did the man's train leave?

A



eight o'clock
(wanted, but missed)

B



half past eight
(usual, not today)

C



nine o'clock
(took it: the answer)

Name the difference first: all three times are said, and the correction is the answer

Part 2: the note gaps

Write a word, number, date or time in each gap.



A notice board: the note-gap task asks for the same facts a notice gives (times, prices, places and names)

- The gaps are **predictable**: name, day, time, price, place. The notes tell you what to listen for before the voice says a word.
- △ **Spell the names right.** Names are spelled aloud on the recording: *"It's M-A-R-I-A."* Write letters as they come.
- △ Numbers love traps: *thirteen vs thirty*, *8:15 vs 8:50*. Often the recording mentions one number and then corrects it, or gives two prices for two different things. Wait for the number that answers **your** gap; an earlier number is often bait 诱饵.
- △ **One word, or a number, date or time, per gap.** The answers are short: *Tuesday*, *£4.50*, *MARIA*, *7.15*. If you are writing a phrase, you have probably copied the wrong part of what you heard.

Swimming lessons

Teacher's name: _____ → a name: spell it
Day: _____ → a day
Starts at: _____ → a time
Price: _____ → a price

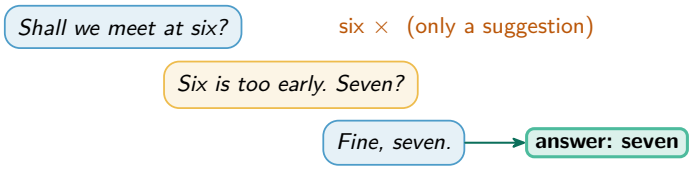
"At 8.15… sorry, no, 8.50." → write **8.50**

Know what each gap wants before the voice starts

Part 3: the conversation

Five questions about a longer conversation, in order.

- The questions follow the conversation order – the same map as reading Part 3.
- Listen for **agreement** 达成一致: the answer is what they *decide*, not what they first say. *"Shall we meet at six?" – "Six is too early. Seven?" – "Fine, seven."* → the answer is seven.
- △ The first suggestion 建议 is usually not the decision. Listening exams run on changed minds.



The answer is what they decide

Watch out: traps for Chinese speakers

- △ **Don't translate while listening.** The recording doesn't wait. Train yourself to hold meaning in English: hear *"the nine one"* and see the clock picture, not the Chinese sentence.
- △ **Numbers, days and months** are the free marks: drill 操练 *thirteen/thirty, Monday…Sunday, January…December* until they're reflexes 条件反射.
- △ **The second listening is for checking, not for starting.** Answer on the first play, confirm on the second. Students who "wait for the second time" discover the second time is for people who already answered.
- △ **Never leave a gap blank.** A guessed word costs nothing; an empty gap costs a mark.

Try it

Teacher-read rehearsal 排练: this page has no recording. Ask your teacher (or a partner) to read each script aloud twice, exactly like the exam, while you cover it – or read it yourself to rehearse the method. The real test is listening, not reading.

Part 1: which picture?

1. What time does Anna's piano lesson start? Pictures: **A** 4.00 · **B** 4.30 · **C** 5.00

Boy: Is your piano lesson at four, like last week? – Anna: No, my teacher's busy until half past four, so it starts at five today. – Boy: Five? OK, I'll meet you after it.

2. How will Tom get to the beach? Pictures: **A** a bike · **B** a bus · **C** a car

Girl: Are you cycling to the beach, Tom? – Tom: I wanted to, but my bike's broken. Dad can't drive me either, so I'm getting the number 7 bus.

Part 2: the note gaps

"Welcome to the Green Park summer club. The club meets every Wednesday – not Tuesday as it said on our website. We start at a quarter past two. Please bring a packed lunch and a hat. The first week costs four pounds fifty, and after that it's three pounds a week. If you have questions, call our helper. Her name is Kerry, that's K-E-R-R-Y."

Green Park summer club	
Day:	(3) _____
Start time:	(4) _____
Bring: a packed lunch and a	(5) _____
Cost of first week: £	(6) _____
Helper's name:	(7) _____

Part 3: the conversation

Lily: Dad, can we go to the new pizza place for my birthday? – Dad: On Saturday? It's always full on Saturdays. – Lily: Then Friday evening? – Dad: I work late on Fridays. What about Sunday lunch? – Lily: OK, Sunday's fine. Can Mia and Jo come? – Dad: Of course. But not the whole class, please! – Lily: Just them. Oh, and I'd like chocolate cake, not lemon. – Dad: Chocolate it is.

1. When will they go to the restaurant? **A** Friday **B** Saturday **C** Sunday
2. How many friends will come? **A** two **B** five **C** the whole class
3. What cake does Lily want? **A** lemon **B** chocolate **C** strawberry

Answers. 1 **C** – four was last week and half past four is the teacher's busy time; *it starts at five today.* 2 **B** – the bike is broken and Dad can't drive. Every picture was mentioned; only one survived. 3 **WEDNESDAY** (the website's Tuesday was the bait). 4 **2.15** (*a quarter past two*). 5 **HAT**. 6 **4.50** – the three pounds is for the weeks after. 7 **KERRY**, letter by letter. 8 **C** – Saturday and Friday are both suggested and rejected; *Sunday's fine* is the decision. 9 **A** – Mia and Jo; *the whole class* is said, but only to be refused. 10 **B** – *chocolate, not lemon*; strawberry is never mentioned, a wrong answer in a different costume.

Check yourself

Answer first, then read the explanation.

1. How many times is each recording played? – **Twice.** First for the story, second for the check.
2. Three pictures show clocks – **name the difference before listening**: eight / half past / nine.
3. *"I wanted the eight o'clock train… took the nine one."* – **nine**. The first number is bait.
4. A Part 2 answer that is a whole phrase – **check it**: the gaps take one word, a number, a date or a time.
5. The name is spelled aloud – **write the letters as they come**: M-A-R-I-A.
6. Blank gap? – **Guess.** An empty gap costs a mark; a guess costs nothing.

Vocabulary card meanings

a movie played twice: An example of a film that is shown two times. preview: A quick look before a careful reading. agreement: Reaching a shared decision with someone else. suggestion: An idea offered for someone else to consider. bait: Something used to tempt a person toward a trap. drill: Repeated practice of one small skill. reflexes: Quick automatic responses that need little thought.

L.4-5 · Key listening: gist and matching

A2 Key and B1 Preliminary (KET, PET) · Cambridge English · A2 Key (KET)

What this topic covers

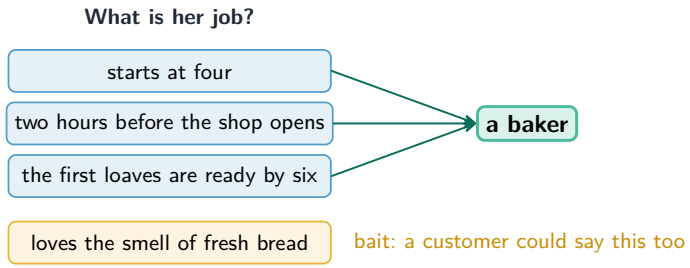
Listening Parts 4 and 5 change the question. Parts 1–3 asked for details; Parts 4–5 ask for the **gist** 主旨 – the main idea, the speaker's feeling, the purpose of the talk – and for **matching** 配对.

- **Part 4**: five short talks or conversations, each with one question: *What is the speaker doing? How does she feel? Why is he calling?*
- **Part 5**: one longer conversation and a matching task – match five items to **eight** lettered options, A–H (e.g. five friends to the activities they choose). One option is used in the example, so two are never used.
- Memory hook: Parts 1–3 ask *what exactly?* Parts 4–5 ask ***so what?*** The answer is the meaning, not the words.

Part 4: the gist question

Each short recording has one question about the big picture.

- The questions are usually: **What is the speaker's job? How does the girl feel? Why is the man calling? What are they talking about?**
- △ The detail words are bait. *"I start at four, two hours before the shop opens, and the first loaves are ready by six. I still love the smell of fresh bread"* – the question is *What is her job?* She is a **baker**: she starts before the shop opens and makes the loaves. The smell alone could come from any customer; it is bait.
- Listen for the **purpose verbs**: *I'm calling to apologise / to invite / to complain / to remind.* The verb after *calling to* **is** the answer.
- Feelings come through tone 语气 and adjectives: *"That's fantastic!"* (delighted), *"I don't believe it…"* (surprised), *"Oh no, not again"* (annoyed).



Add up the clues; drop the bait

Part 5: the matching task

A conversation where people choose things: five friends choosing from **eight** activities (A–H); five guests, eight dishes. The example uses one option and two are left over – nobody chooses them, but somebody probably *mentions* them.

- The extra options are not decoration: they hold the **rejected** choices. *"I wanted the pasta, but they're out of it, so the fish."* → the fish. The pasta stays in the list, waiting for you.
- Strategy: as each person speaks, write a **mark** 记号 by their choice – a tick for chosen, a cross for rejected. Don't write the final letter until they finish speaking.
- △ The rejected options are the answer list's traps. Each rejected dish will sit in the options, waiting for you.

"Tom wanted the pasta, but they're out of it, so the fish.

Anna never eats fish; she'll have the salad."

your notes for Tom

	A chicken	✗	B pasta
✓	C fish		D soup
	E salad		F pizza
	G rice		H curry

at the end: Tom → C

your notes for Anna

	A chicken		B pasta
✗	C fish		D soup
✓	E salad		F pizza
	G rice		H curry

at the end: Anna → E

The crossed option stays in the list. It is the trap, not the answer.

Ticks and crosses while they talk, letters at the end: Tom → C, Anna → E

Watch out: traps for Chinese speakers

- △ **Gist questions punish word-catching.** If you grab *bread* and answer *customer*, the bakery trick worked. Ask yourself: what is the **whole** sentence about?
- △ **Feelings are not facts.** *How does she feel?* is answered by adjectives and tone, not by events. The event is the evidence; the feeling is the answer.
- △ **Matching needs a system.** Ticks and crosses while listening; letters at the end. Students who assign letters mid-sentence meet the correction and lose both marks.
- △ **Don't panic at one missed item.** The parts are independent; a missed gist question is one mark, not a disaster. The next recording starts fresh – so should you.

Try it

Teacher-read rehearsal 排练: no recording here – your teacher reads each text aloud twice, like the exam, and you listen without reading. The transcript is the script, not the task.

■ Part 4: four gist questions

1. A girl says: *"Hi Dad, I'm at the station. The six o'clock train was cancelled 取消, so I'm getting the seven o'clock one. Don't wait for me for dinner."* Why is she calling? A) to buy a ticket B) to give news about her journey C) to invite her father to dinner

2. A man says: *"Good morning, everyone. Before we start, please turn off your phones. We'll walk through the gardens first, then go inside the castle. Please stay together – there are two hundred rooms, and I don't want to lose anyone."* Who is the man? A) a gardener B) a tour guide C) a hotel receptionist

3. A woman says: *"I ordered a blue jacket from your website, and the one that arrived is green. I've sent two emails and nobody has answered. This is the third problem I've had with your shop!"* How does the woman feel? A) annoyed B) excited C) nervous

4. A boy says: *"Hi Grandma, it's Leo. Thanks so much for the book you sent for my birthday. I've already read half of it! Mum says we'll visit you next month."* Why is Leo calling? A) to say thank you B) to ask for another book C) to plan a birthday party

■ Part 5: five friends, eight activities

> *Girl: Mr Davis wants to know what everyone is doing at the activity centre on Friday. – Boy: OK. Sam wanted to go climbing, but he hurt his arm, so he's doing the cooking class. – Girl: Poor Sam! What about Lucy? – Boy: Lucy loves art, so she's chosen painting. – Girl: And Jack? – Boy: Football, as usual. Oh, but there aren't enough people for a team, so he's going cycling instead. – Girl: And Emma? – Boy: She was going to do the boat trip with me, but she gets seasick, so she's going swimming. – Girl: That leaves Ravi. – Boy: He wants the museum tour. He says it's the only activity with a café.*

Options: **A** climbing · **B** cooking class · **C** museum tour · **D** swimming · **E** football · **F** painting · **G** cycling · **H** boat trip

5 Sam _____ 6 Lucy _____ 7 Jack _____ 8 Emma _____ 9 Ravi _____

Answers. 1 **B** – *cancelled… I'm getting the seven o'clock one* is news about the journey. *Dinner* is said, but she is not inviting anyone; nobody mentions buying a ticket. 2 **B** – *before we start, stay together*: a guide's words. *Gardens* is bait for A. 3 **A** – *nobody has answered, the third problem*: the feeling is in the complaint, not in the word *jacket*. 4 **A** – *thanks so much*; the birthday already happened. 5 **B** (climbing was rejected). 6 **F**. 7 **G** (football was said first and rejected). 8 **D** (the boat trip was

the plan, then changed). 9 **C**. Climbing, football and the boat trip were all mentioned and nobody chose them: that is exactly how the leftover options work.

name	rejected (✗)	chosen (✓)	letter
Sam	✗ A climbing	✓ B cooking class	**B**
Lucy		✓ F painting	**F**
Jack	✗ E football	✓ G cycling	**G**
Emma	✗ H boat trip	✓ D swimming	**D**
Ravi		✓ C museum tour	**C**

Questions 5–9: ticks and crosses while they speak; the crossed plans are the traps

Check yourself

Answer first, then read the explanation.

1. Gist question: *How does she feel?* – **Listen for adjectives and tone**, not the events.
2. *"I'm calling to apologise."* – **the purpose verb is the answer**: to apologise.
3. *"I wanted the pasta, but they're out of it, so the fish."* – **the fish**. Rejected options are traps.
4. In matching, assign letters mid-sentence? – **No: ticks and crosses first, letters at the end.**
5. One missed gist question – **one mark, not a disaster.** The next recording starts fresh; so should you.

Vocabulary card meanings

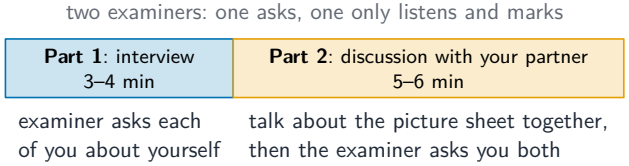
gist: The main idea, without the small details. matching: Pairing each item with the one that belongs with it. mark (notation): A written sign used to show a choice or a correction. cancelled: Called off, so that it will not happen.

S.1-2 · Key speaking: interview and collaborative discussion

A2 Key and B1 Preliminary (KET, PET) · Cambridge English · A2 Key (KET)

What this topic covers

The A2 Key Speaking test: 8–10 minutes, **with a partner** 搭档, and two examiners. One examiner (the interlocutor) asks the questions; the other (the assessor) only listens and marks. It is the friendliest part of the exam – a conversation, not an interrogation 审问.



The Speaking test

Part	Time	What happens
Part 1: the interview	3–4 min	The examiner asks each of you about yourself: name, age, where you live, then two everyday topics such as school, food or free time. It ends with a longer answer: *Please tell me something about…*
Part 2: the discussion	5–6 min	You and your partner look at a sheet of pictures (e.g. five holidays) and **talk together about which ones you like and why**. Then the examiner asks each of you a few questions about the pictures and the topic.

- **No joint decision.** Part 2 asks *Do you like these different…? Say why or why not.* You do not have to agree or choose one together – that is a B1 Preliminary task. You just share your likes and dislikes, with reasons, and react to your partner's.
- **How it is marked**: the assessor gives marks for **Grammar and Vocabulary**, **Pronunciation** and **Interactive Communication**; the interlocutor gives one overall mark (Global Achievement). So all three matter: correct everyday English, clear sounds, and real talking to each other.

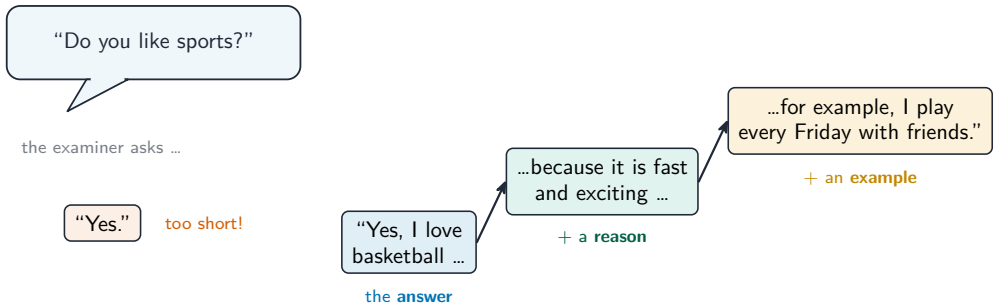
- Memory hook: Part 1 is a **friendly chat** 聊天 with the examiner; Part 2 is **chatting about a photo album with a classmate**. Both are conversations you already have – just in English, with marks.
- The examiners want: clear answers, interaction 互动 with your partner, and everyday vocabulary. They do not want speeches.

Part 1: the interview

Answer in **full sentences**, two or three of them per question.



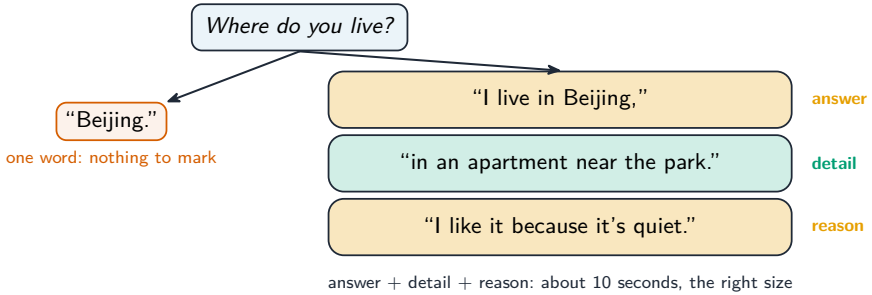
The speaking test starts with simple questions about you: answer, then add one detail



Answer, then add more: a reason and an example make a full turn

- *Where do you live?* – × *"Beijing."* → *"I live in Beijing, in an apartment near the park. I like it because it's quiet."* Answer + detail + reason.
- Memory hook: every answer is a **sandwich** 三明治: the answer, a detail, a reason. *I like football. I play every weekend. It's fun with my friends.*

- Prepare the classics aloud: your name (spelled), your school, your family, your hobbies, your favourite food, your weekend. These are rehearsed 排练过 answers – say them until they're warm.



The answer sandwich: answer, detail, reason

Phase 1 is short; phase 2 wants more. The first questions (*What's your name? How old are you? Where do you live?*) need one clear sentence. The topic questions need the sandwich. The last one – *Please tell me something about your favourite place* – needs three or four sentences:

> My favourite place is my grandmother's flat. It's small, but it has a big window, and you can see the river. On Sundays we cook dumplings together there. I always eat too many, and she always says I'm too thin.

Four sentences: the place, what it looks like, what you do there, a little joke. That is about 40 words – roughly 20 seconds of speaking, which is exactly the right size.

Weak or strong? The question is *What do you usually eat for breakfast?*

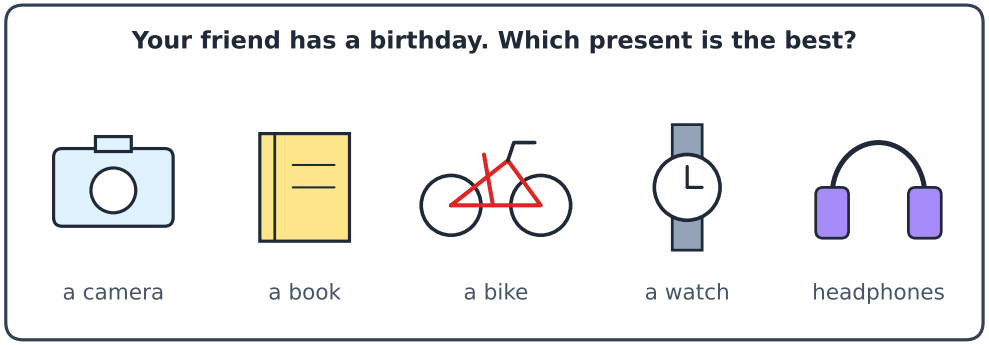
Answer	What the assessor hears
"Eggs."	One word; no grammar or vocabulary to give marks for.
"I eat eggs. Eggs is good. I like eggs."	Three sentences, but one error (*eggs is*) and no new information.
"I usually have eggs and some bread. My mum makes them before school, so it's quick."	Answer, detail, reason; correct *have*, a linker (*so*).

Part 2: the discussion

A sheet of pictures (e.g. five birthday presents), a question, and your partner. You must **talk to each other**, not just to the examiner.

- The examiner says something like: *Here are some pictures of different presents. Do you like these different presents? Say why or why not.*

- Start: *Do you like the camera? / I like the camera, because I take lots of photos – what about you?*
- Agree, disagree, add: *Me too! / Really? I don't like it, because… / That's true, but…*
- △ **Never give a monologue 独白.** The marks are in the interaction: ask your partner's opinion, answer theirs, build on it.
- △ **Disagreeing is free marks.** *"Really? I don't like books very much, because they're boring for me"* shows more English than yes-saying. The exam is one place where polite disagreement pays.
- △ **Talk about several pictures, not one.** Five pictures and two minutes: give each one a sentence or two, then move on: *What about the bike?*



A Part 2 style card: five presents to talk about with your partner

Worked exchange.

- A: *Do you like the headphones?*
- B: *Yes, I love them, because I listen to music every day on the bus. What about you?*
- A: *Not really. They're very expensive. I like the bike, because it's good for your health.*
- B: *Me too, but I can't ride a bike in my city – there's too much traffic. What about the plant?*
- A: *I don't like it very much. It's a bit boring. And I always forget to water plants!*

Every turn answers, gives a reason with *because*, and passes the talk back with a question. Nobody chooses a winner – that's fine. Now cover it and talk about the card with a partner.

After the discussion, the examiner asks each of you. Typical follow-up questions:

- *Which of these presents do you like best? – I like the camera best, because I can take photos of my friends.*
- *Do you like getting books as presents? – Not really. I prefer things I can use outside.*
- *What present did you get for your last birthday? – I got a football from my uncle. I play with it every day.*

These are short Part-1-style questions again: answer, detail, reason.

Watch out: traps for Chinese speakers

- △ **One-word answers are the mark-killer.** *"Yes." "Beijing." "Football."* – three answers, zero sentences. The sandwich, every time.
- △ **Don't recite 背诵 a memorised speech.** Examiners hear it instantly and redirect. Prepare building blocks, not paragraphs.
- △ **Look at your partner in Part 2**, not at the examiner. The discussion is with them; the examiner is just listening in.
- △ **Don't freeze on an unknown word.** Describe around it 迂回表达: *"It's a thing for… you use it to…"* – *paraphrasing* is a marked skill, not a failure.
- △ **Speak clearly and loudly enough: audibility 可听度 comes first.** Pronunciation is one of the marked criteria, but it means *easy to understand*, not a perfect British accent. A clear, loud answer with a Chinese accent beats a quiet mumble every time.
- △ **Don't say "I'm sorry, my English is poor."** It wastes your time and the examiner already knows your level. Just answer.

Say it aloud

Rehearse the interview classics, then run a two-minute discussion with a partner.

- Tell me about your family. – There are four of us. My sister is twelve. We fight about the TV, and I usually win.
- What do you do at the weekend? – I play basketball with my classmates. It's fun, and I'm getting taller. Both matter.
- Please tell me something about your school. – (three or four sentences: where it is, what you like, what you don't like, one detail.)
- Part 2 with a partner: five presents for a teacher – a book, a bike, a camera, a game, a plant. *Do you like these presents for a teacher? Say why or why not.* Give every picture at least one turn. Disagree politely. The plant has feelings too.
- Then answer the examiner: *Which present do you like best for a teacher? Why?*

Check yourself

Answer first, then read the explanation.

1. *Where do you live?* – **Answer + detail + reason.** The sandwich, every time.
2. In Part 2, must you and your partner choose one picture together? – **No.** You say which ones you like and why; choosing together is a B1 Preliminary task.
3. Part 2: your partner says the book is boring. – **Respond to them**: *Really? I like it, because… / Me too, and…* Interaction is the mark.
4. You don't know the word for 植物 – **describe around it**: *a green thing for your desk – you give it water.* Paraphrasing is a skill, not a failure.
5. A memorised two-minute speech – **the examiner redirects instantly.** Blocks, not speeches.
6. Which three things does the assessor mark? – **Grammar and Vocabulary, Pronunciation, Interactive Communication.**
7. *Please tell me something about your favourite food.* – **Three or four sentences**, not one: the food, when you eat it, why you like it, a detail.
8. Quiet mumble vs clear voice – **audibility first.** Speak up.

Vocabulary card meanings

partner: The person you work with in a pair. interrogation: A harsh series of questions, unlike an easy conversation. friendly chat: An easy, informal conversation. sandwich: Food made of a filling between two pieces of bread. rehearsed: Practised aloud before the real performance. monologue: A long speech spoken by one person alone. recite: To say a text from memory, word for word. describe around it: Explaining an idea with other words when the exact word will not come. audibility: How clearly a voice can be heard. plant (zhíwù): A living thing that makes its own food and usually has leaves, including kinds that grow in water rather than in soil.