

Course Companion

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

Every topic handout in one volume

exercises.lol

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R.1-2 · Preliminary reading: notices and needs matching

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

What this topic covers

B1 Preliminary (PET) B1 Reading opens with the same two beasts as A2 Key, one level bigger: **Part 1**, five short notices with three options each, and **Part 2**, five people matched to eight short texts.

- Everything from A2 Key still applies: correct answers are **paraphrased** ; traps repeat the text's words.
- The B1 upgrade: the texts are longer, the paraphrase is deeper, and the distractors are smarter.
- Memory hook: at A2 the trap repeats the words; at B1 the trap **repeats the idea, wrongly**. Read for meaning, or the trap wins.
- Reading is 45 minutes for six parts. Budget: Parts 1–2 are the fast ones – about 10 minutes together.

Part 1: the notice, upgraded

Five short real-world texts: a sign, a message, a timetable note. Three options each.

- The options are now **two-step paraphrases**: the text says “*students must return books before the last week of term*”, the answer says “*books cannot be kept until the holidays*”. Same fact, new clothes.
- △ Watch for **scope** words: *all / most / some / must / can / may*. The trap changes *may* to *must* and hopes you're tired.
- Strategy: as at A2, say the text's meaning in one Chinese sentence, then match the meaning – never the words.

Part 2: eight texts, five people

Five people with needs; eight short texts (courses, hotels, films, museums). Match five.

- The A2 rule grows teeth: wrong texts satisfy **two of three** needs – and at B1, some satisfy **three of four**. Count every requirement , including the quiet ones like “*cheap*” or “*for beginners*” .
- Strategy: write each person's needs as a checklist of three or four items, then tick texts against it. The text with **all** ticks wins.

- △ Two people can never share a text. If two answers point at the same text, one of them is wrong. Re-read both checklists.

Watch out: traps for Chinese speakers

- △ **The deeper paraphrase punishes word-matching harder.** At B1, the correct answer may share **zero** content words with the text. Trust your one-sentence meaning, not your eyes.
- △ **Scope words are the mark-stealers.** *some, most, all, only, except* – underline them in both text and options before choosing.
- △ **Don't drift over time.** Parts 1–2 fund the rest of the paper. Ten minutes, then move; the long texts in Part 3–4 eat whatever you leave them.
- △ **Answer sheet discipline** : Reading has no transfer time. Mark as you go.

Try it

Notice: “*Swimming pool: weekday mornings are for school groups only. Public swim starts at 12. Weekends: open to all from 9.*”

The notice says the public can swim: A) every morning B) weekday afternoons and weekends C) only at weekends. Answer: **B**. A is the scope trap (*mornings* belong to schools), C forgets the weekday afternoons.

Person: “*Jia wants a two-day course, in the evening, for beginners, under 200 yuan.*” – a checklist of four. A text missing **any** one of the four is not her course.

Check yourself

Answer first, then read the explanation.

1. The correct option shares zero content words with the text. – **Fine.** Meaning, not words: the B1 paraphrase.
2. *may* in the text, *must* in the option. – **The scope changed; it's a trap.**
3. A text satisfies three of Jia's four requirements. – **Not the answer.** Checklists don't negotiate.
4. Two people matched to the same text. – **One of them is wrong.** Re-read both checklists.
5. Spending 15 minutes on Part 1. – **Too slow.** Parts 1–2 fund the paper; ten minutes, then move.

Vocabulary card meanings

B1 Preliminary (PET): The Cambridge English exam at an intermediate everyday level, formerly called PET. paraphrased: Rewritten so the words change while the idea stays. distractors: Wrong options written to catch a predictable mistake. requirement: Something that must be included or done. beginners: People who have only just started to learn. checklist: A list of items to tick as each one is

finished. answer sheet discipline: The habit of filling the official answer grid exactly as instructed.

R.3-4 · Preliminary reading: detailed meaning and cohesion

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What this topic covers

Reading Parts 3 and 4 are the long texts. Part 3: one text with five 4-option questions on **detailed meaning** . Part 4: a text with **five sentences removed** – you put them back from a list of eight. That second part is the famous one, and the one students fear most.

- Part 3 is A2's Part 3 grown up: questions in text order, answers paraphrased, feelings and opinions now included.
- Part 4 is a **jigsaw** : the removed sentences are held in place by glue – pronouns, time words, linkers and repeated ideas.
- Memory hook: Part 3 asks *what does it mean?* Part 4 asks *where does it snap in?* Meaning in one, **cohesion** in the other.

Part 3: detailed meaning

Five questions, four options each, in text order.

- The questions now ask about **opinion, attitude and implication** : *What does the writer think about...? What does she suggest?*
- The correct option paraphrases the text; the traps are half-true: right fact, wrong judgement.
- △ “*What does the writer suggest?*” is not “*what does the text say?*” Suggestion lives in *should, might, it's worth, if I were you*. Hunt the modal words.
- Strategy: question → locate the paragraph → read two lines around it → paraphrase it yourself → match. The A2 map still works; the roads are longer.

Part 4: the sentence jigsaw

Five gaps, eight sentences. Three sentences are decoys .

- The glue is visible. Check **both sides** of each gap:
 - **Pronouns** : *he, it, they, this* – the sentence before must contain the person or thing.
 - **Time and order words**: *then, after that, at first, finally*.
 - **Linkers**: *but, however, so, although* – the two sides must contrast or agree as the linker demands.

- **Repeated ideas:** the gap’s neighbours and the sentence must be about the same thing.
- Strategy: fill the easiest gap first. Each placed sentence shrinks the decoy list.

Watch out: traps for Chinese speakers

- **△ The decoys are written to fit grammatically.** Grammar alone can’t solve the jigsaw; **meaning and cohesion** can. A decoy fits the grammar and betrays the logic.
- **△ Pronoun hunting is the highest-value habit.** Every *he/this/it* in a candidate sentence must have an owner in the text before the gap. No owner, no place.
- **△ Implication questions:** the answer is not written in the text – it is *justified* by it. The difference: the text never says it directly, but says everything needed to conclude it.
- **△ Don’t spend ten minutes on one gap.** Place the easy ones, take the best guess on the last, and move. A guess beats a gap, and the clock is a budget.

Try it

Text with a gap: “...*the bakery opens at six. _____. By eight, the queue reaches the corner.*” Candidate: “*The smell of fresh bread fills the street by seven.*” – fits: the time chain (six → seven → eight) and the bakery idea. A decoy about “*My grandfather loved fishing*” fits neither; grandfather, fishing and the queue never meet.

Part 3 style: “*I wouldn’t say the course was easy, but it was worth every evening.*” The writer’s attitude: **positive, with effort** – the *but* carries it.

Check yourself

Answer first, then read the explanation.

1. “*What does the writer suggest?*” – **hunt the modal words**: should, might, it’s worth.
2. A candidate sentence starts with “*He*” – **find the owner** before the gap. No owner, no place.
3. A decoy fits the grammar perfectly – **still wrong if it breaks the logic**. Cohesion over grammar.
4. Part 4’s three extra sentences – **decoys**. Place the easy gaps first and watch the list shrink.
5. “*It wasn’t easy, but worth every evening.*” – the attitude is **positive with effort**; the *but* carries it.

Vocabulary card meanings

detailed meaning: Understanding the small points, not only the main idea. jigsaw: A puzzle picture built by fitting separate pieces together. implication: An idea suggested by a text but not stated outright. pronouns: Words such as she or they that stand in for a noun. decoys: Tempting wrong options placed beside the right one. justified: Supported by a reason or by evidence.

R.5-6 · Preliminary reading: lexical and open cloze

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What this topic covers

Reading Parts 5 and 6 are the clozes at B1: **Part 5**, six gaps with **four** options each (vocabulary and collocation); **Part 6**, six gaps with **no options** (grammar words).

- Part 5 is the A2 shelf with a fourth option and meaner choices: the four words are often near-synonyms, and only one **collocates**.
- Part 6 is the open cloze: articles, prepositions, pronouns, auxiliaries, linkers – the small words, one per gap.
- Memory hook: Part 5 is a **chess opening** – many moves look natural, one is right. Part 6 is still the kitchen: cook the word yourself.

Part 5: the near-synonym minefield

Four options that all mean almost the same thing: *say / tell / speak / talk*.

- **Collocation decides.** *She ____ me a story.* → **told** (*tell a story*). *say* takes the words, *speak* takes languages, *talk* takes *about*.
- Check the preposition after the verb: *listen to*, *depend on*, *good at*. The gap often owns its neighbour.
- **△ Meaning alone is not enough.** All four options “fit” the meaning; the grammar of the company they keep decides. The sentence is a party; the wrong word doesn’t know anyone.

Part 6: the open cloze, B1 edition

Same kitchen as A2 Part 5, with a bigger menu: the grammar words now include the B1 machinery.

The gap’s job	The B1 answers
articles / prepositions	a, an, the / in, on, at, by, for, with
pronouns / relatives	it, they, who, which, that, where
auxiliaries and modals	is, are, was, has, had, would, could
linkers	but, so, because, although, if, when
fixed phrases	<i>there is/are, as soon as, used to</i>

- The relative pronouns join the menu: *the shop ____ I bought it* → **where**. B1’s grammar pays its rent here.

- △ One word per gap, spelled right, capital letter when the gap opens a sentence. The A2 rules never retired.

Watch out: traps for Chinese speakers

- △ **The four-option friendliness is fake.** At A2, two options were obviously wrong. At B1, all four look friendly. Slow down and check collocation.
- △ **Chinese verb-noun pairs don't map.** _____ is *do homework*, _____ is *make a mistake* – the pair must be learned as a pair. The cloze is where unlearned pairs come to collect their debt.
- △ **Read the sentence after the gap too.** The answer often hides in the next line, especially prepositions: “*she insisted _____ going*” – the gap and its after-word decide together.
- △ **Don't leave the *have/has/had* chain broken.** “*I _____ never seen snow*” → **have**. The perfect needs its helper; the gap is often exactly that helper.

Try it

Part 5 style: “*We _____ a lot of photos during the trip.*” A) made B) took C) did D) got → **took** (*take photos*).

Part 6 style: “*The film _____ we watched last night was amazing. I had never seen anything like it.*” → **that/which**. The relative clause from B1 topic 9, collecting marks.

Check yourself

Answer first, then read the explanation.

1. *She _____ me a story.* – **told**. *tell a story*; the collocation decides.
2. *listen _____ music* – **to**. The gap often owns its neighbour.
3. *the shop _____ I bought it* – **where**. The relative joins the menu.
4. *I _____ never seen snow.* – **have**. The perfect needs its helper.
5. *fàn cuòwù* – **make a mistake**. Pairs are learned as pairs; the cloze collects debts.

Vocabulary card meanings

clozes: Passages with gaps that the candidate must fill. near-synonyms: Words close in sense that are still not interchangeable. collocates: Words that regularly appear beside a given word. chess opening: The planned first moves in a game of chess. do homework (*zuò zuòyè*): An example that pairs the verb do with a school task. make a mistake (*fàn cuòwù*): An example that pairs the verb make with an error.

W.1 · Preliminary writing: responsive email

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What this topic covers

B1 Preliminary Writing Part 1: a **responsive email** – about **100 words**, replying to a friend's email. The friend's email contains **four cues**, marked or unmarked: two questions, plus things to react to – an invitation, news, an apology, a suggestion.

- The marks: **content** (all four cues answered), **communicative** tone (friendly, natural), **organisation** (paragraphs, greeting, closing), and **language** (correct and varied).
- Memory hook: the incoming email is a **baton** with **four ribbons** on it. Your reply must touch every ribbon.
- 45 minutes for two writing parts; give the email about 20.

The anatomy of the reply

A reply has four parts, and the anatomy never changes:

1. **Greeting:** *Hi Sam, / Dear Mia,*
2. **React first:** *Thanks for your email! Great news about the competition!* – react before answering; it's what makes it a reply, not a form.
3. **Answer each cue**, one short paragraph or two sentences each, in the email's order.
4. **Close:** *Write soon. / See you Friday! / Best,* + your name.

Model (cue: invited to a weekend trip; asked what to bring, when to leave, and about the weather):

Hi Alex, Thanks for the invite – I'd love to come! A weekend at the lake sounds brilliant. You asked what to bring: I'll pack my sleeping bag and some snacks for the journey, because the village shop is always closed. Tell me if we need anything else. Leaving at eight on Saturday is fine with me; I'm an early bird anyway, so I'll meet you at the station ten minutes before. And don't worry about the rain! Last time it rained we just played cards in the tent, and it was the best part of the trip. See you soon, Lin

Four ribbons touched, 101 words, warm tone. Read it and find the four cues: the reaction, the bringing, the leaving time, the rain.

The reaction bank

Cue type	The response
news	Great news! / That's amazing! / I'm so happy for you.
invitation	I'd love to come. / Thanks for inviting me.
apology	Don't worry about it. / No problem at all.
suggestion	Good idea! / How about we also...?
question	Answer it directly, then add a detail.

- △ The reaction sentence is the cheapest mark on the paper. Students who skip it write a correct, cold robot email. Robots score lower.

Watch out: traps for Chinese speakers

- △ **Answer all four cues.** The mark scheme counts them. A beautiful email answering three cues loses to a plain one answering four.
- △ **Tone: warm and personal.** *I am writing to inform you* × – that's a business letter. *Thanks for your email!* ✓. The register is friendship.
- △ **Chinese letter habits don't travel:** no 「 」-style fixed closing wishes. *Write soon / See you / Best* is the whole wardrobe.
- △ **Don't copy the question sentences into your answer.** *"You asked what I will bring."* × – just bring it: *I'll bring...* Reported speech is for B1 grammar, not for B1 emails.
- △ **Leave two minutes to check:** articles, third-person -s, past-tense verbs. The same three classics as A2, worth the same marks.

Try it

Your friend Ana: *"I can't come to your party on Saturday – I'm so sorry! Something came up. Can we meet next weekend instead? Which day is better for you? And tell me how the party goes!"*

Cues: the apology, the new plan, the day question, the party news. Write ~100 words.

Model (98 words): *Hi Ana, Don't worry at all – we'll miss you, but these things happen! Next weekend works well for me. How about Sunday afternoon? I could come to your place at about three o'clock, and we can finally watch that film you told me about. Saturday is harder for me, because I have football practice until six. Don't be sad about missing the party: I'm planning some really silly games, and my mum is baking a huge chocolate cake. I'll take lots of photos and tell you all the gossip when I see you on Sunday. Write soon! Bo*

Find the four cues in the model: the apology (line 1), the new plan (*Next weekend works*), the day question (*Sunday afternoon*, with a reason *Saturday is hard*), the party news (*games, cake, photos*).

Check yourself

Answer first, then read the explanation.

1. How many cues? – **Four**. Touch every ribbon.
2. First sentence of the reply – **a reaction**: *Great news!* / *Don't worry at all*. Replies react; forms don't.
3. *I am writing to inform you...* – $\times \rightarrow$ **Thanks for your email!** Friendship register.
4. *"You asked which day is better."* – $\times \rightarrow$ **Sunday is better for me**. Answer, don't report.
5. Length – **about 100 words**. Twenty minutes, then Part 2.

Vocabulary card meanings

responsive email: A reply written to answer another person's message. cues: Small signals that show what to do or say next. baton: The stick one runner hands to the next. anatomy: The way the parts of a text are fitted together. robot: A machine built to carry out tasks by itself. zhù xuéí jìnbù (a fixed closing wish): A set Chinese closing that wishes someone progress in their studies.

W.2 · Preliminary writing: article or story

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What this topic covers

Writing Part 2 gives you a **choice** : an **article** for a magazine or website (~100 words, with a title question like “*What’s your favourite place?*”), or a **story** starting from a given sentence.

- Both are ~100 words. Both want organisation, a clear voice, and correct, varied language.
- Memory hook: the article **answers** the reader; the story **moves** the reader. Pick the one you can write better today – there is no prize for choosing the harder one.
- Choose fast: 30 seconds of deciding, not five minutes. The clock is a budget.

The article: answer, with personality

Structure: title question → your answer → two reasons or examples → a closing line, all with personality .

- Open by answering directly: *My favourite place is the school roof at sunset.* Then two reasons: what you see, how it feels. Close with an invitation: *Go there once. You’ll see.*
- △ An article is not an essay . It’s a magazine page: direct, personal, a little lively. *You*-questions are welcome: *Have you ever watched the sky turn pink?*
- The examiners reward a **voice** : an opinion, an example, a small joke. Correct and boring is a C; correct and alive is a B.

The story: the given sentence is your springboard

The task gives the first sentence: “*The door opened slowly, and I couldn’t believe my eyes.*”

- The given sentence is a springboard : continue it, don’t restart it. It sets tense (past), place and mood – inherit all three.
- The story machine from A2 Part 7 works here: background (past continuous), events (past simple), one feeling per paragraph, connectors to move time.
- End with a turn or a feeling: *I never found out who left the key. I never needed to.*
- △ 100 words is short. One scene, one moment, one turn. A story that tries to fit a whole week reads like a timetable.

Watch out: traps for Chinese speakers

- **△ Don't write the** . The template essay – *Nowadays... With the development of... In conclusion...* – is instantly recognisable and quietly penalised . Write like a person with a favourite place.
- **△ Choose one task and commit.** Marking both costs you nothing except the better mark: only one is marked – pick, write, check.
- **△ The article needs the title question answered in line one.** Don't warm up for three sentences; the reader (and the examiner) is impatient.
- **△ The story must stay in the past.** The given sentence is past tense; the story follows it. Drift is the mark-loser, as always.

Try it

Article: “*What's the best season in your city?*” – answer in line one, two reasons, an invitation at the end.

Story: “*When I opened the box, I found something I had lost three years ago.*” – continue: what was it, how did it leave, how does it feel to hold it again.

Check yourself

Answer first, then read the explanation.

1. Article or story? – **The one you write better today.** No prize for difficulty.
2. The article's first line – **answers the title question directly.**
3. The story's given sentence – **inherit its tense, place and mood.**
4. *Nowadays, with the development of...* – $\times \rightarrow$ **write like a person**, not a template.
5. Length – **~100 words, one scene, one turn.** A week in 100 words reads like a timetable.

Vocabulary card meanings

choice (either/or): A selection between exactly two options. personality: The traits that make one person unlike another. voice: The sound a person makes when speaking or singing. springboard: A starting push toward a harder task. inherit: To receive something passed on by an earlier owner. turn (twist): A change of direction in a plot or an argument. template essay (bāgǔ): A rigid essay shape that repeats an empty pattern. penalised: Given a lower mark because a rule was broken.

L.1-2 · Preliminary listening: detail and short-extract meaning

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

What this topic covers

B1 Preliminary Listening opens with **short extracts** : Part 1, seven short recordings with three-option questions (several with pictures); Part 2, six short recordings, each asking for the **meaning** – the speaker’s feeling, opinion, purpose or the main point.

- Everything from A2 listening still applies: played twice, preview the questions, the first number is bait.
- The B1 upgrade: extracts are longer, and Part 2 asks **so what?** – attitude and intention , not just facts.
- Memory hook: Part 1 is the **photo** – one detail, exactly. Part 2 is the **review** – what the speaker really meant.

Part 1: the detail photo

Seven short extracts; each question targets one detail: a time, a place, an object, a reason.

- Preview the question and the options; name the difference before the recording starts (the A2 clock trick, one level faster).
- △ **All three options are mentioned.** The extract corrects itself: *“I wanted the morning train, but I missed it, so I’m on the afternoon one.”* The correction is the answer.
- The pictures differ by one detail; the words come reworded. *a dog* → *“my pet”*; *a bicycle* → *“I cycled”*.

Part 2: what they really meant

Six extracts; each asks for the speaker’s **feeling, opinion, purpose or the main point**.

- Listen for the **evaluation** words: *amazing, disappointed, not bad, a waste of time, worth it*.
- △ The polite no is the classic B1 sound: *“The film was... well, the music was nice.”* – the opinion is negative; the compliment was a cushion . English criticism arrives wrapped in a compliment; unwrap it.

- $\triangle$ “*I expected more*” = disappointed. “*It exceeded my expectations*” = impressed. The expectation verbs carry the attitude; learn to hear them.

Watch out: traps for Chinese speakers

- $\triangle$ **The cushion trap.** Chinese politeness often says the negative directly; English wraps it. “*The food was interesting*” after a strange dish is not praise. Tone and the pause before the word tell the truth.
- $\triangle$ **Numbers and corrections are still bait.** *thirteen/thirty, first the wrong price, then the right one.* Wait for the correction.
- $\triangle$ **Don’t answer from your own opinion.** The question asks what the **speaker** thinks, not what you think. The option you agree with is a trap wearing your face.
- $\triangle$ **Answer on the first play, check on the second.** The second listening is for the unsure, not the unprepared.

Try it

Teacher-read rehearsal: this page has no recording. Your teacher reads each extract aloud twice, exactly like the exam; the printed text is the script, not the task.

Extract: “*The concert? Well, the singer was amazing. The seats were a bit far from the stage, honestly.*” How does he feel about the concert? A) completely positive B) positive, with a complaint C) negative. Answer: **B** – *amazing* plus the cushion complaint.

Detail: “*I wanted the morning train, but I missed it, so I’m on the afternoon one.*” → the **afternoon** train.

Check yourself

Answer first, then read the explanation.

1. All three options mentioned in the extract – **normal at B1**. The correction is the answer.
2. “*The music was nice, honestly.*” (about a bad concert) – **a cushion**: the opinion is negative.
3. “*I expected more.*” – **disappointed**. The expectation verb carries the attitude.
4. The option you personally agree with – **a trap wearing your face**. The speaker’s opinion, not yours.
5. The second listening – **for checking**, not for starting.

Vocabulary card meanings

short extracts: Brief pieces of speech or writing, not a whole text. meaning: What a word or a sentence is communicating. intention: What a speaker or writer is trying to achieve. cushion: A soft pad that makes a seat more comfortable.

L.3-4 · Preliminary listening: notes and longer interviews

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

What this topic covers

The second half of the listening paper: **Part 3**, a talk with **six note gaps** to fill, and **Part 4**, a **longer interview** with six 3-option questions on detail and attitude.

- Part 3 is the A2 note-gap part grown up: a guided tour, a course description, a talk about a club – fill a word or number per gap.
- Part 4 is an interview with a guest: a musician, a student who did something unusual . Questions follow the interview order and dig into attitude.
- Memory hook: Part 3 is a **form** – fill it. Part 4 is a **podcast** – follow the guest's story.

Part 3: the form

Six gaps in notes about a talk: names, dates, prices, places, websites.

- The gaps are signposted by the notes themselves: *Day: ____* tells you a day is coming. Preview and predict.
- △ The spelling rule is absolute: names and websites are spelled aloud; write the letters as they come. *W-E-B-S-I-T-E* arrives letter by letter; the recording waits for no one.
- △ The correction rule applies: “*It costs fifteen – sorry, fifty.*” The sorry is the signal. Numbers self-correct; wait for it.
- △ Plural endings are audible : *three weeks* or *three week* – the -s is part of the answer.

Part 4: the podcast

An interview with six questions, in order, asking detail **and** attitude.

- The attitude questions ask: *How did she feel about...? What does he say about...?* – the cushion trap from Part 2 applies here too.
- The detail questions paraphrase: the guest says “*we slept in tents for two weeks*”; the option says “*they camped*”.
- △ Interviewers ask the question, guests wander. The answer comes when the guest **finally answers**, sometimes after a story. Patience is a listening skill.
- △ Watch the guest's *but*: “*It was exhausting, but amazing.*” The word after *but* is the attitude; the word before it is the bait.

Watch out: traps for Chinese speakers

- **△ The note gaps punish slow writers.** Write the short form while listening (*wk* for week), complete the word at the pause. The recording doesn't wait for your handwriting.
- **△ Interview attitude ≠ your attitude.** *What does the guest say about the journey?* – the guest's word after *but*, not your opinion of tents.
- **△ Websites and emails are dictated** : “*that's travel-now, all one word, dot com*”. Practise writing dictated strings; they come exactly once per sitting.
- **△ Miss one, move on.** The interview continues; a gap you chase is two answers you miss.

Try it

Teacher-read rehearsal: no recording here – your teacher reads the voice aloud twice, like the exam, and you fill the notes by listening. The printed words are the script, not the task.

Notes: “*Course: Photography – Day: _____ · Price: £ _____ · Website: _____*”

The voice: “*It runs on Thursdays... The price? Fifty pounds – no, sorry, fifteen. And it's all on shootsmart, one word, dot com.*” Answers: **Thursdays · 15 · shootsmart.com** – the sorry corrected the price; the website was dictated.

Interview: “*The two weeks in tents were exhausting, but amazing.*” – the attitude is **amazing**. The *but* flipped it.

Check yourself

Answer first, then read the explanation.

1. “*It costs fifteen – sorry, fifty.*” – **fifty**. The *sorry* is the signal.
2. A name spelled aloud – **write the letters as they come**.
3. *three week(s)?* – **the -s is audible and part of the answer**.
4. “*Exhausting, but amazing.*” – the attitude is **amazing**. The word after *but*.
5. A gap you can't fill – **move on**. The interview continues.

Vocabulary card meanings

interview: A conversation built around one person asking questions. unusual: Different from what people normally expect. form: A printed sheet with blank spaces to complete. podcast: An audio programme made to be streamed or downloaded. signposted: Marked so a listener can tell where a talk is heading. audible: Clear enough and loud enough to be heard. camped: Stayed outdoors overnight in a tent or a simple shelter. handwriting: The particular way a person writes letters by hand. dictated: Spoken for another person to write down.

S.1-4 · Preliminary speaking: description, decision and discussion

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

What this topic covers

The B1 Preliminary Speaking test: 10–12 minutes, with a partner, in **four parts**: the interview, the **long turn** (a photo description), the **collaborative task** (a decision with your partner), and the discussion.

- **Part 1**: interview questions about you – the A2 sandwich still applies.
- **Part 2**: each of you describes a photo, alone, for about a minute.
- **Part 3**: you and your partner discuss options and reach a decision.
- **Part 4**: a discussion about the Part 3 topic, with the examiner joining in.
- Memory hook: the four parts are a **meal**: the appetiser (interview), the solo (photo), the cooking together (the decision), and the conversation over coffee (discussion).

Part 2: the photo minute

A colour photo of people doing something. Describe it for about a minute.

- The recipe: **place** → **people** → **action** → **detail** → **guess**. *“In this photo, there’s a kitchen. A woman and a girl are cooking. The girl is mixing something in a bowl. They’re both smiling – they look like they’re having fun.”*
- Use the present continuous for the action (A2’s camera), and *look like / seem / maybe / probably* for your guesses. The photo can’t confirm; you **speculate**.
- △ Don’t just list objects. *“There is a table. There is a bowl.”* is an inventory, not a description. The recipe moves from scene to people to feeling.
- △ Finish with a guess or an opinion. *“I think they’re enjoying it”* is the sentence that turns description into English.

Part 3: the decision

Five or six options (pictures or words) and a task: *“Which two should the school choose?”* – discuss with your partner and decide.

- The machinery: suggest (*How about...?*), respond (*Good idea, but...*), compare (*The library is more useful than...*), decide (*So, we agree on...*).
- △ **The decision must be mutual**. Steamrolling your partner scores worse than a friendly compromise. *“OK, let’s choose yours – the library makes sense.”*

- **△ Don't agree to everything.** “Yes, yes, yes” shows no English. “I see what you mean, but...” shows all of it.

Watch out: traps for Chinese speakers

- **△ The photo description has no template.** “This is a picture of...” then silence is a lost minute. The recipe: place, people, action, detail, guess.
- **△ In Part 3, silence is the only failure.** Anything grammatical beats quiet. When stuck: “What do you think about this one?” – the question machine restarts the conversation.
- **△ Part 4 widens the topic: give reasons.** *Do you like cooking?* – Yes, I do. is thin. *Yes – I cook at weekends, because it's relaxing and the results are edible*. The sandwich again, one level up.
- **△ Watch your partner's signals.** If they haven't spoken, invite them: “What do you think?” Inviting your partner is itself marked – it shows **interaction management**.

Say it aloud

Run a full practice round with a partner.

- Interview: *What do you like doing after school?* – sandwich answers.
- Photo minute: find any photo on your phone (a meal, a street, a game) and describe it for sixty seconds: place, people, action, detail, guess.
- The decision: your class can start one club – music, coding, cooking, basketball, drama. Choose one together. Disagree politely. The drama club overhears everything.
- Discussion: *Do you prefer learning in groups or alone?* – answer, detail, reason.

Check yourself

Answer first, then read the explanation.

1. The photo recipe – **place** → **people** → **action** → **detail** → **guess**.
2. Guessing language – **look like** / **seem** / **maybe** / **probably**. The photo can't confirm; you speculate.
3. Part 3: your partner is silent – **invite them**: *What do you think about this one?* Interaction management is marked.
4. “Yes, yes, yes” to everything – × → **I see what you mean, but...** Disagreement shows the English.
5. Part 4 answers – **the sandwich, one level up**: answer, detail, reason.

Vocabulary card meanings

long turn: A stretch in which one candidate speaks alone. collaborative task: A speaking activity that two candidates do together. decision: A choice that has been

settled. meal: The food eaten at one sitting. appetiser: A small dish served before the main food. solo: A performance given by one person alone. recipe: The steps and amounts used to make a dish. speculate: To offer a possible explanation without full proof. mutual: Felt or done by both sides. steamrolling: Forcing a plan ahead without hearing the other person. compromise: An agreement in which each side gives something up. yǒu kǒu wú xīn (parroting): Saying the words while the mind is not really behind them. edible: Safe to eat. interaction management: How speakers share turns and keep a conversation going.