Course Companion

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

Every topic handout in one volume

全部专题讲义合集

exercises.lol

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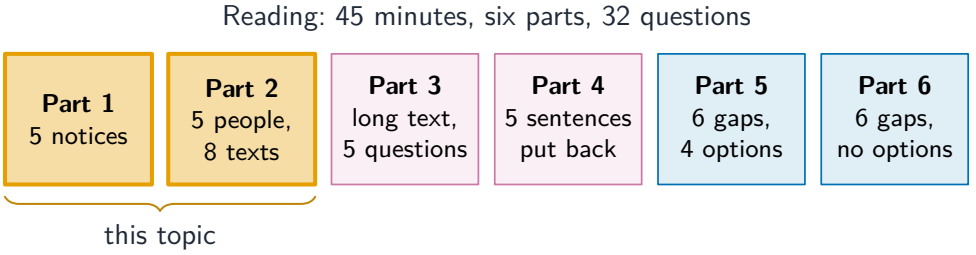
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R.1-2 · Preliminary reading: notices and needs matching

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

What this topic covers

B1 Preliminary (PET) 剑桥 B1 初级考试 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.



The Reading paper

- Everything from A2 Key still applies: correct answers are **paraphrased 改述**; traps repeat the text's words.
- The B1 upgrade: the texts are longer, the paraphrase is deeper, and the distractors 干扰项 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.



Please keep off the grass: in Part 1 match the notice's purpose (a warning, a request, a rule) to the option that says the same

all	**most**	**some**	**none**	how many
must	**should**	**can**	**may**	how strong

text: *students **may** borrow laptops* trap: *students **must** borrow laptops*

Scope words decide the answer

- 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** 范围 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 要求, including the quiet ones like *"cheap"* or *"for beginners"* 初学者.
- Strategy: write each person's needs as a checklist 清单 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.

Ming wants a weekend class for beginners, cheap, near the metro

	weekend classes	for beginners	cheap	near the metro	
A Art club	✓	✓	✓	✗	3/4
B Photo course	✓	✗	✓	✓	3/4
C Pottery class	✓	✓	✓	✓	4/4
D Drawing school	✗	✓	✓	✓	3/4

Three of four looks right and is wrong: count every need, including the quiet ones.

Ming's checklist: three texts score 3 out of 4, and only the one with every tick is the answer

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** 答题卡纪律: 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.
Two more notices. Choose A, B or C.

1. *"Message from Coach Dan: tomorrow's match moves to 4 pm because the pitch is being repaired in the morning. Bring your own water – the café is closed."* A) The match will start later than planned. B) Players can buy drinks at the café. C) The match is cancelled because of the repairs.
2. *"Library: laptops may be borrowed for up to three hours. Please return them to the front desk, not the book box."* A) Laptops must be borrowed for three hours. B) Students can keep a laptop for less than three hours. C) Laptops can be left in the book box.

A mini Part 2. Three people, five texts: two texts are left over.

1. **Lucy** wants a weekend activity to do with her mother. It must be indoors and cost less than 50 yuan each.
2. **Tom** wants to learn something new on a weekday evening, in a small group. He is a complete beginner.
3. **Mei** wants to spend a whole day outdoors with friends, and doesn't mind paying for transport.

- **A. Rock Wall Climbing Centre.** Indoor climbing for all ages; children under 12 climb with an adult. Open every day, 10 am–8 pm. Tickets 45 yuan.
- **B. Night Pottery.** Six Tuesday evenings, eight students at most. You should already know how to use the wheel.
- **C. Green Hills Day Trip.** Saturday coach from the city at 8 am, back at 7 pm. Walk, picnic and swim in the lake. Coach ticket 80 yuan.
- **D. Start-to-Cook.** Thursday evening classes for people who have never cooked before. Groups of six. First lesson free.
- **E. Riverside Cinema Club.** Family films every weekend. All tickets 60 yuan, popcorn included.

Answers. 1 **A** – moved because of morning repairs; C is the trap that repeats *repaired*, but nothing is cancelled. 2 **B** – *up to three hours*; A turns *may* into *must*, and C is the box the notice forbids. 3 **A** – indoor, weekend, 45 yuan; E ticks indoors, weekends and family but fails the price. 4 **D** – B ticks evening and small group but needs experience. 5 **C** – the whole day outside; the coach ticket is the transport she doesn't mind paying for.

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.

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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.

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

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What this topic covers

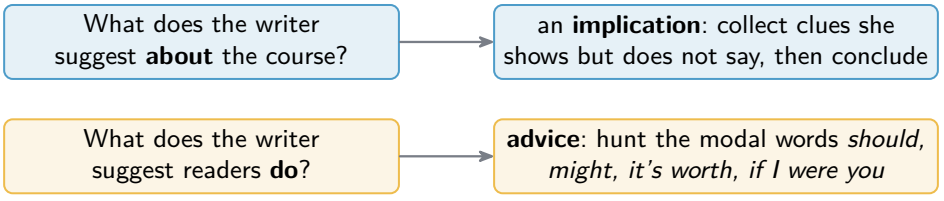
Reading Parts 3 and 4 are the long texts. Part 3: one text with five 4-option questions on **detailed meaning** 细节理解. Part 4: a text with **five sentences removed** – you put them back from a list of eight. That second part is the famous one, and the one students fear most.

- 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 拼图**: 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** 衔接 in the other.

Part 3: detailed meaning

Five questions, four options each, in text order.

- The questions now ask about **opinion, attitude 态度 and implication** 言外之意: *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.
- △ **"Suggest" has two meanings in questions.** *What does the writer suggest **about** the course?* means *what does she show without saying it directly?* – an implication: collect the evidence and conclude. *What does the writer suggest readers **do**?* asks for advice, which 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.

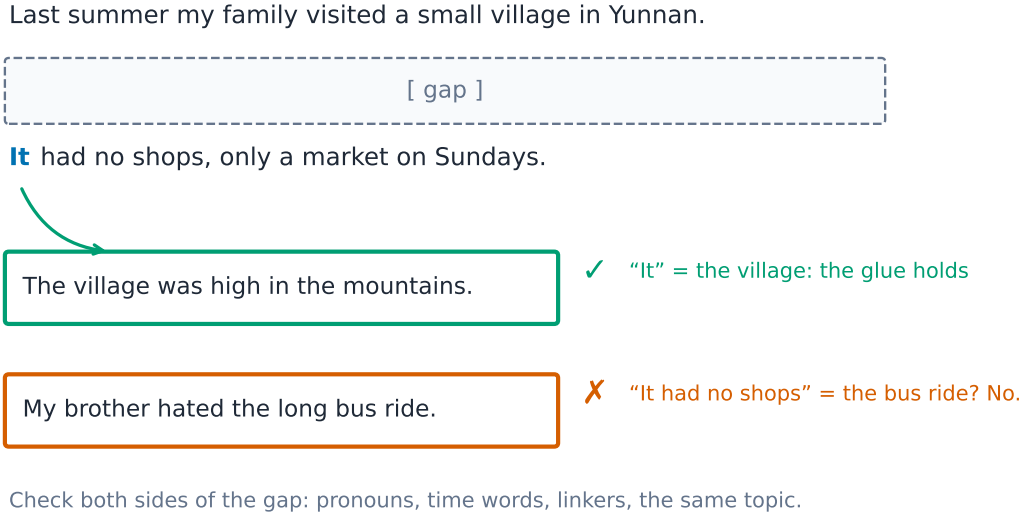


Two kinds of suggest question

Part 4: the sentence jigsaw

Five gaps, eight sentences. Three sentences are decoys 诱饵.

- The glue is visible. Check **both sides** of each gap:
  - **Pronouns** 代词: *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.

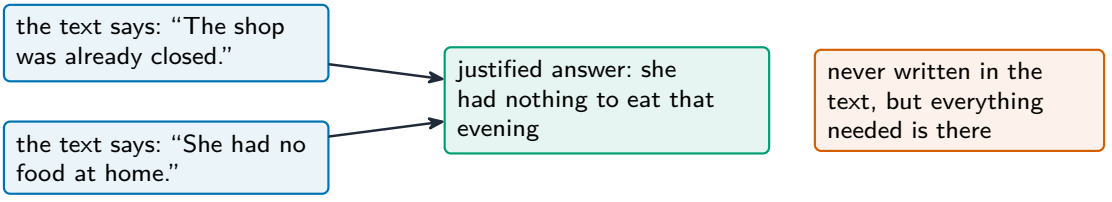


The pronoun after the gap points back: "It" must be the village, so only one sentence fits

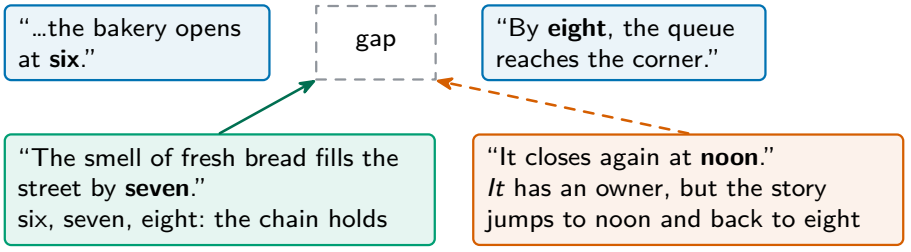
Watch out: traps for Chinese speakers

- △ **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* 有依据 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.



An implication is never written, but everything needed is there



The decoy fits the grammar and breaks the time chain

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. The decoy *"It closes again at noon."* is about the bakery too, and *It* has an owner; but it jumps the story to noon and then back to eight. Real decoys look this close.

A mini Part 4. Three gaps, five sentences: two are decoys.

> Last summer I joined a volunteer project at a wildlife park. (1) _____ I had never worked with animals before, so I was nervous. On my first morning, the keeper gave me a bucket and a map. (2) _____ After a week, I knew every animal's name. The hardest job was cleaning the bird house. (3) _____ But by the end of the summer, I didn't want to leave.

- A. It smelled terrible, and the parrots kept stealing my gloves.
- B. My job was to feed the goats and the rabbits before the visitors arrived.
- C. It was the first time I had spent the holidays away from home.
- D. The keeper told me that the park first opened in 1985.
- E. They were always happy to see me.

A mini Part 3.

I'd always thought of running as something for people who were already fit. When my friend Zara asked me to join her at the Saturday park run, I said yes mainly so she would stop asking. The first week was awful: I walked half of it and finished near the back. Strangely, though, nobody seemed to care how slow I was, and people at the finish clapped for everyone. Six months later I still go every week. I'm not much faster, but I've stopped worrying about that. If you've ever thought about trying it, go – you'll be surprised who you meet.

1. Why did the writer first agree to go running? – A) She wanted to get fit. B) She wanted Zara to stop asking. C) She had enjoyed running at school. D) She wanted to meet new people.
2. What does the writer suggest about the park run? – A) It is only for fit people. B) Slow runners feel welcome there. C) It has made her much faster. D) It is better to run with a friend.

Answers. 1 **C** – *It* is the project, and *the first time… away from home* leads into *so I was nervous.* 2 **B** – the bucket and map lead to the job; feeding the animals explains knowing their names. 3 **A** – *It* is the bird house, and *smelled terrible* explains *hardest job*; *But* then turns to the happy ending. D is about the park but joins nothing; E's *They* has no plural owner before any gap. 4 **B** – *mainly so she would stop asking*; A is her old belief about runners, not her reason. 5 **B** – an implication: *nobody seemed to care how slow I was* and *clapped for everyone.* A is what she used to think, and C is contradicted (*not much faster*).
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 readers do?"* – **advice: hunt the modal words** (should, might, it's worth). *Suggest* ***about*** *X* – **an implication**: collect the evidence.
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

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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 完形填空 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 近义词, and only one **collocates** 搭配.
- 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** 国际象棋开局 – 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.

She ___ me a story. the gap is followed by a person, then a thing

say	+ the words	*say hello, say that it's late*	✗
tell	+ a person + a thing	*tell me a story, tell her the news*	✓
speak	+ a language	*speak English, speak to the manager*	✗
talk	+ about	*talk about the film*	✗

Same meaning, different company: only tell takes a person and then a thing

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.

articles, prepositions	a, the; in, at, by, for, with
pronouns, relatives	it, they; who, which, that, where
auxiliaries, modals	is, was, has, had, would, could
linkers	but, so, because, although, if
fixed phrases	there is, as soon as, used to

The bigger B1 menu

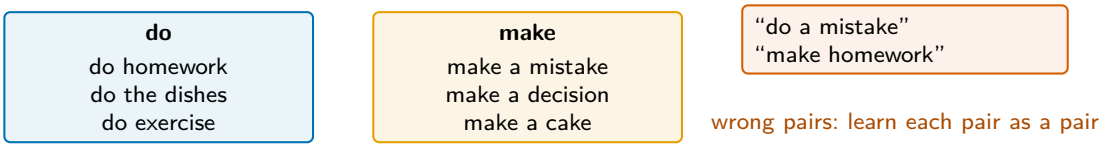
The gap's job	The B1 answers
articles / prepositions	a, an, the / in, on, at, by, for, with
pronouns / relatives	it, they, who, which, that, where
auxiliaries and modals	is, are, was, has, had, would, could
linkers	but, so, because, although, if, when
fixed phrases 固定短语	*there is/are, as soon as, used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

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

- △ One word per gap, spelled correctly; a wrong spelling scores nothing. On the answer sheet, write in CAPITAL LETTERS so every letter is clear. 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.** 做作业 is *do homework*, 犯错误 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.



Verb-noun pairs are learned as pairs

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.

A mini Part 5. Choose A, B, C or D.

> My cousin Leo has always (1) _____ in love with old trains. Last year he (2) _____ part in a project to repair a steam engine. The work wasn't easy, and it (3) _____ up almost all his weekends. But he never (4) _____ up. When the engine finally (5) _____ its first journey, Leo said it was the proudest moment of his (6) _____.

	A	B	C	D
1	been	fallen	got	had
2	took	made	did	joined
3	spent	took	used	lasted
4	gave	put	stopped	let
5	made	did	went	drove
6	life	world	history	past

A mini Part 6. One word in each gap.

Dear Sam,
I'm writing to you (7) _____ the beach! We arrived (8) _____ Tuesday, and the weather has been perfect ever (9) _____. Our hotel is the one (10) _____ has a pool on the roof. Yesterday we went on a boat trip, which was fun, (11) _____ I felt a bit sick. I've never seen (12) _____ many fish!
See you soon, Mia

Answers. 1 **A** *has always been in love* (*fall in love* is the moment, not the state) 2 **A** *take part in* 3 **B** *it took up almost all his weekends* (*take up* time; *spend* needs the person as subject) 4 **A** *give up* 5 **A** *make a journey* 6 **A** *the proudest moment of his life* 7 **from** 8 **on** (days take *on*) 9 **since** (*ever since*) 10 **that/which** 11 **but/although/though** (*which was fun* sets up the contrast) 12 **so** (*so many*)

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** 回信 – about **100 words**, replying to an email. The sender is often a friend, but it can be a teacher, a club leader or an English-speaking family. Next to their email there are always **four notes** 提示点 – short handwritten instructions such as *Yes!*, *Tell Sam*, *Explain why* or *Suggest…*. Each note is one job, and this part is compulsory 必答的: everyone writes it.

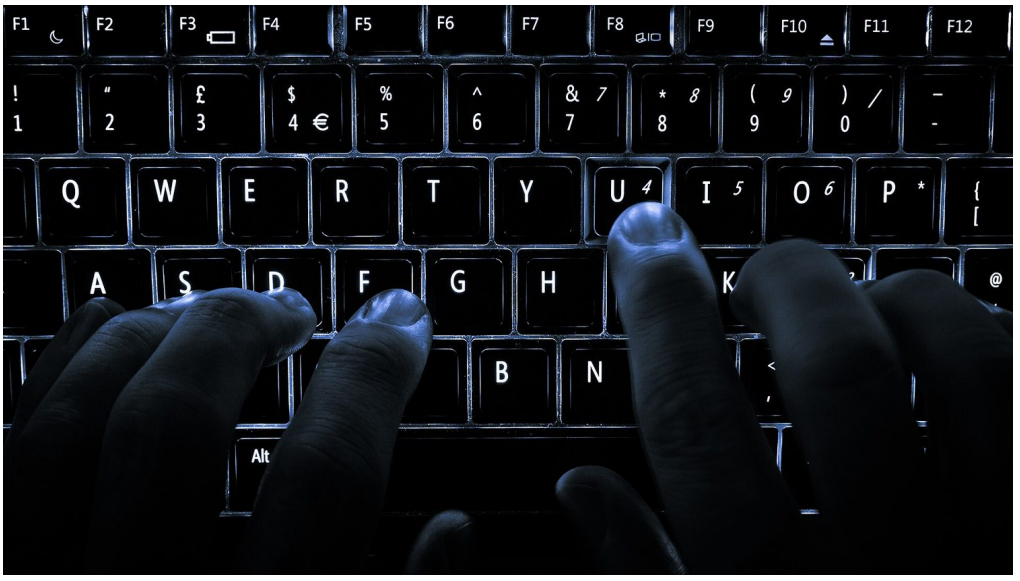


How the email is marked

- **How it is marked**: 0–5 each for **Content** (all four notes dealt with), **Communicative Achievement** (the right tone for this reader: warm for a friend, polite for a teacher), **Organisation** (greeting, paragraphs, linking, closing) and **Language** (range and accuracy). 20 marks.
- Memory hook: the incoming email is a **baton 接力棒 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 结构 never changes:



Writing the email reply: answer every point in the message you received, in the order it asked them

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 note**, one short paragraph or two sentences each, in the email's order.
4. **Close**: *Write soon. / See you Friday! / Best,* + your name.

The task. Alex's email, with the four notes in brackets:

> *We're going to the lake next weekend – do you want to come?* [**Yes!**] *What will you bring?* [**Tell Alex**] *We're leaving at eight on Saturday morning. Is that OK?* [**Say yes and explain**] *The forecast says rain!* [**Don't worry because...**]

Model:

> Hi Alex,
> Thanks for the invite – I'd love to come! A weekend at the lake sounds brilliant.
> For the trip, 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, 99 words, warm tone. Read it and find the four notes: the *yes*,

the bringing, the leaving time, the rain. Notice that Lin never writes *You asked what to bring*: she just brings it.



Every note in Alex's email gets its own part of the reply

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

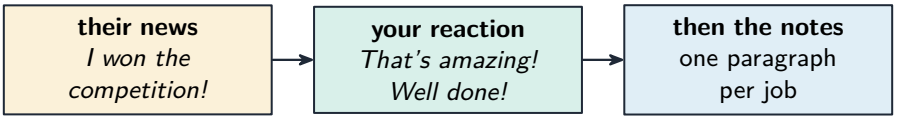
> *Dear Alex, I am writing to inform you that I will come. I will bring sleeping bag. Eight o'clock is OK. Best regards, Lin*

Criterion	What the examiner sees
Content	The rain note is missing, and *Eight o'clock is OK* does not explain anything.
Communicative Achievement	*I am writing to inform you* and *Best regards* belong to a business letter, not a friend.
Organisation	One block, no paragraphs, no reaction before the answers.
Language	*bring sleeping bag* needs *my*; the sentences are all the same short shape.

24 words: far too short, so every criterion suffers.

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.



skip the reaction and the email reads like a cold robot

React first

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

Watch out: traps for Chinese speakers

- △ **Answer all four notes.** Content marks count them. A beautiful email answering three notes loses to a plain one answering four.
- △ **Tone: match the sender.** To a friend, *I am writing to inform you* × – that's a business letter; *Thanks for your email!* ✓. To a teacher, *Dear Mr Hall … Best wishes* ✓, still friendly but no slang.
- △ **Chinese letter habits don't travel**: no「祝学习进步」-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

Task 1 (a friend). Your friend Ana: *"I can't come to your party on Saturday – I'm so sorry! Something came up.* [**Don't worry**] *Can we meet next weekend instead?* [**Suggest...**] *Which day is better for you?* [**Explain**] *And tell me how the party goes!"* [**Tell Ana**]
Notes: the apology, the new plan, the day question, the party news. Write about

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 notes 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*).
Task 2 (a teacher). Your English teacher, Mr Hall, writes to the class: *"At the end of term we want to do something special together. Would you prefer a trip or a party?* [**Say which and why**] *Where could we go, or what could we do?* [**Suggest...**] *I'll need some help to organise it.* [**Offer to help**] *We're thinking of Friday the 20th."* [**Tell Mr Hall about a problem**]
Model (105 words): *Dear Mr Hall, Thank you for your email – a special day is a great idea! I'd prefer a trip, because we have a party every year and a trip would be something new. How about the science museum in the city centre? It has a new space exhibition, and it's only forty minutes away by train, so it wouldn't cost too much. I'd be happy to help. I could find out the train times and ticket prices. I'm afraid I can't come on Friday the 20th, because I have a piano exam that day. Could we go the following Monday instead? Best wishes, Lin*
Same four-note shape, different reader: *Dear* and *Best wishes*, no *gossip*, and *I'm afraid…* to break bad news politely.

Check yourself

Answer first, then read the explanation.

1. How many notes? – **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…* to a friend – × → **Thanks for your email!** Match the reader: Communicative Achievement.
4. *"You asked which day is better."* – × → **Sunday is better for me.** Answer, don't report.
5. Length – **about 100 words.** Twenty minutes, then Part 2.
6. The four marking criteria – **Content, Communicative Achievement, Organisation, Language**, 0–5 each.

Vocabulary card meanings
responsive email: A reply written to answer another person's message. notes: Short written instructions beside the exam email, one job each. compulsory: Something

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everyone must do. 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 xuéxí jìnbù (a fixed closing wish): A set Chinese closing that wishes someone progress in their studies.

W.2 · Preliminary writing: article or story

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

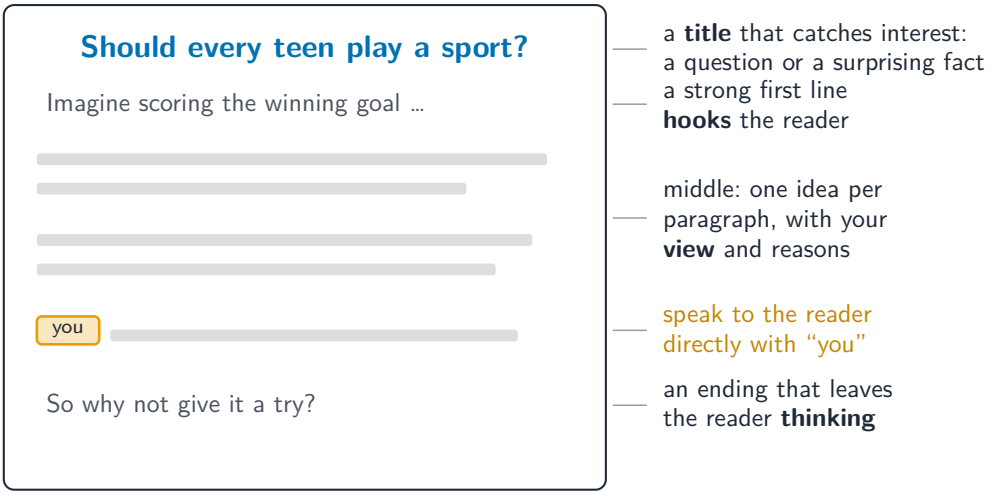
What this topic covers

Writing Part 2 gives you a **choice** 二选一: an **article** 文章 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 about 100 words, and both are marked the same way: 0–5 each for **Content** (did you do what the task asked?), **Communicative Achievement** (does it read like a real article or story for its reader?), **Organisation** (paragraphs, linking, order) and **Language** (range and accuracy). That is 20 marks for this task, the same as the email in Part 1.
- 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 个性.

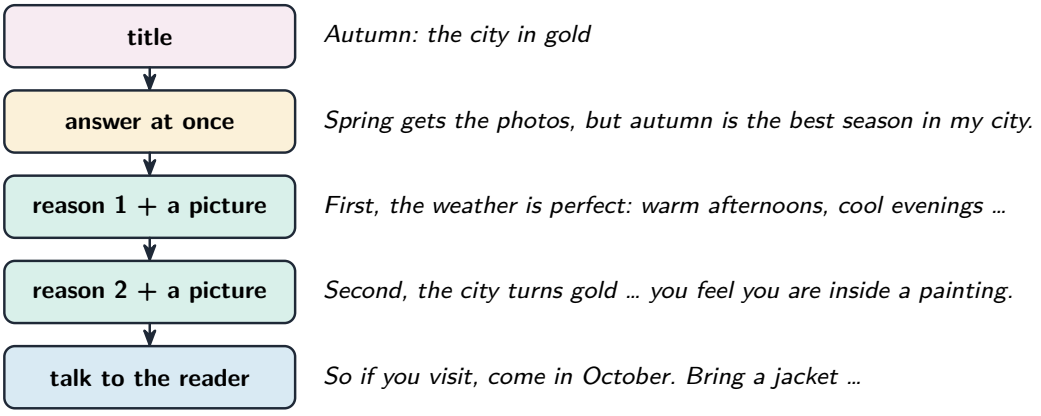


The shape of a lively article: hook the reader, keep them, leave them thinking

- 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 议论文. 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** 声音: an opinion, an example, a small joke. That is what Communicative Achievement means for an article: correct and boring keeps the reader at a distance; correct and alive talks to them.

A model article. Task: *Articles wanted! What's the best season in your city? Why? Write your article in about 100 words.*



about 100 words · no hard grammar needed: a voice, an opinion, things to say

The article's shape, read off the model: answer at once, two pictured reasons, then talk to the reader

> **Autumn: the city in gold**
>
> Spring gets the photos, but autumn is the best season in my city, Beijing. First, the weather is perfect: warm afternoons, cool evenings and, at last, blue skies after the summer rain. Second, the city turns gold. The trees in the parks change colour, and on a Saturday you can walk through the Fragrant Hills and feel you are inside a painting. Autumn is also the season for hot roasted chestnuts, which you can smell from the end of the street. So if you visit, come in October. Bring a jacket, an empty stomach and a camera with plenty of space!

101 words. Line one answers the question; *First* and *Second* carry two reasons, each with a picture the reader can see; the last line talks straight to the reader.

The same task, weaker:

> *Nowadays, with the development of society, more and more people like seasons. In my opinion, the best season is autumn. Because the weather is good. Autumn is good season. In conclusion, autumn is the best season.*

Criterion	What the examiner sees
Content	It answers the question, but the only reason (*the weather is good*) is never explained.
Communicative Achievement	It reads like a memorised essay, not a magazine page; nothing is said to the reader.
Organisation	*Because the weather is good.* is half a sentence; the conclusion just repeats line two.
Language	*Autumn is good season* needs *a*; the words are few and repeated (*good*, *season* ×4).

36 words, so far too short as well. Notice that the strong version uses no difficult grammar at all; it simply has things to say.

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 跳板: continue it, don't restart it. It sets tense (past), place and mood – inherit 继承 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 转折 or a feeling: *I never found out who left the key. I never needed to.*

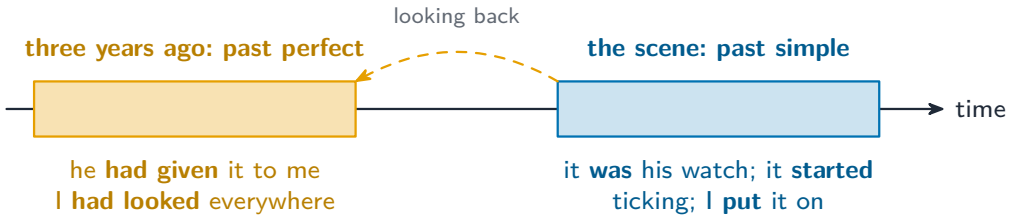
A model story. Task: *Your story must begin with this sentence: "When I opened the box, I found something I had lost three years ago." Write your story in about 100 words.*

> When I opened the box, I found something I had lost three years ago. It was my grandfather's old watch. He had given it to me on my twelfth birthday, and a few weeks later it disappeared. I had looked everywhere – under my bed, in my school bag, even in the washing machine. Now here it was, in a box of old toys that Mum was giving away. The glass was dusty, but when I wound it, it started ticking again. I put it on my wrist immediately. This time, I promised myself, I would never take it off – except in the shower.

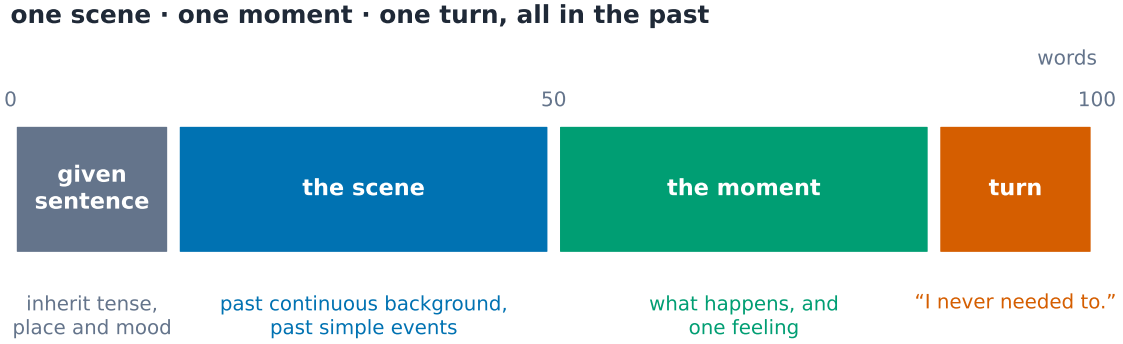
103 words. The past perfect (*had given*, *had looked*) carries the flashback; the past simple (*was*, *started*, *put*) carries the scene; the last line is the turn – and a small joke.

- △ 100 words is short. One scene, one moment, one turn. A story that tries to fit a whole week reads like a timetable.

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Past perfect for the flashback, past simple for the scene



Where 100 words go: one scene, one moment, one turn

Watch out: traps for Chinese speakers

- △ **Don't write the 八股.** The template essay – *Nowadays… With the development of… In conclusion…* – is instantly recognisable and quietly penalised 扣分. Write like a person with a favourite place.
- △ **Choose one task and commit.** Only one answer is marked, so half an article plus half a story is two half-answers. 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.

title: “My favourite place”

template opening	**answer in line one**
“Nowadays, with the development of society, more and more people…”	“My favourite place is the old library by the river, because…”
three sentences before the answer	the reader knows the answer at once

Answer the title in the first line

Try it

Write one of each, about 100 words, in 35 minutes. Then check yours against the four criteria: Content, Communicative Achievement, Organisation, Language.

Article. *Articles wanted! What’s the best way to spend a free afternoon in your town? Tell us where to go, what to do and why. Write your article in about 100 words.* Plan: answer in line one → place and activity, with one picture the reader can see → why it is worth it → a line to the reader.

Story. *Your story must begin with this sentence: “I knew it was going to be a strange day when I saw the dog on the bus.”* Plan: who, where (one sentence of background, past continuous) → what the dog did (two or three events, past simple) → how it ended (a turn or a feeling).

Swap and score. Give your writing to a partner. They give 0–5 for each criterion and write one sentence of advice per criterion. Then rewrite only the weakest part.

Check yourself

Answer first, then read the explanation.

1. Article or story? – **The one you write better today.** No prize for difficulty.
2. The four marking criteria? – **Content, Communicative Achievement, Organisation, Language**, 0–5 each.
3. The article’s first line – **answers the title question directly.**
4. The story’s given sentence – **inherit its tense, place and mood.**
5. *Nowadays, with the development of…* – × → **write like a person**, not a template.
6. Length – **about 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: A writer’s own personal way of saying things. springboard: A starting push toward a harder task. inherit: To receive

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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.

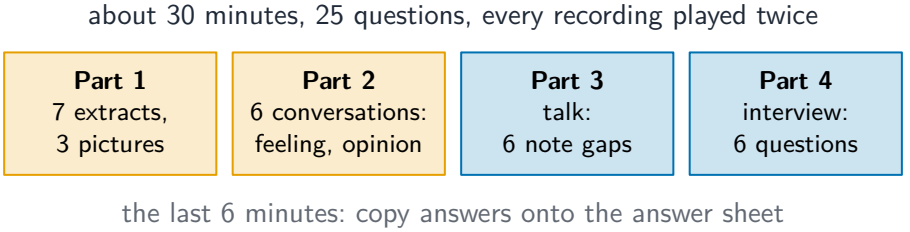
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L.1-2 · Preliminary listening: detail and short-extract meaning

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

What this topic covers

B1 Preliminary Listening opens with **short extracts** 短对话: Part 1, seven short recordings, each with a question and **three pictures**; Part 2, six short conversations, each with a question and three written options about the **meaning** 含义 – a speaker's feeling, opinion or purpose, or what the two speakers agree about.



The Listening paper

- The whole paper takes about 30 minutes, including 6 minutes at the end to copy your answers onto the answer sheet. Every recording is played twice.
- Everything from A2 listening still applies: preview the questions, and the first number is often bait.
- The B1 upgrade: extracts are longer, and Part 2 asks **so what?** – attitude 态度 and intention 意图, not just facts.
- Memory hook: Part 1 is the **photo** – one detail, exactly. Part 2 is the **review** – what the speaker really meant.

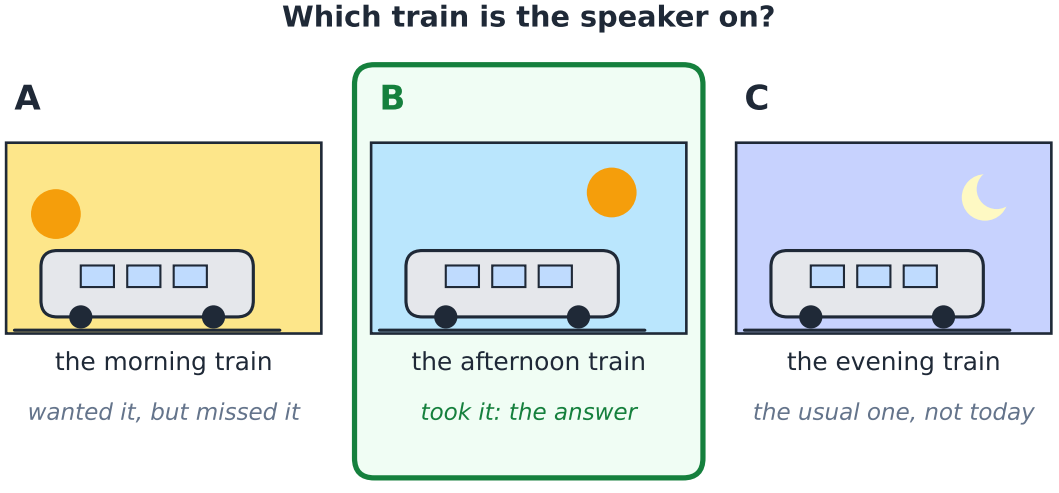
Part 1: the detail photo

Seven short extracts; each question targets one detail – a time, a place, an object, a reason – and you answer by choosing one of three pictures.



Earphones ready: look at the three pictures first and decide what detail separates them before you listen

- 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'd normally go on the evening train. This time I wanted the morning one, 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"*.

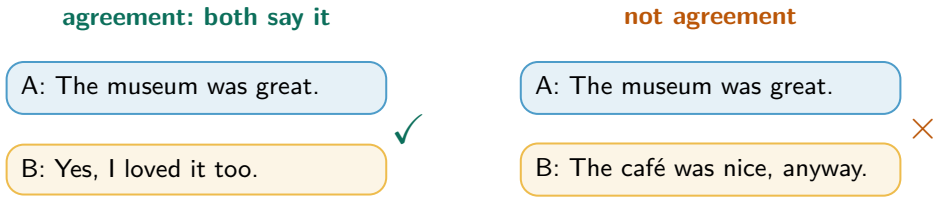


Name the difference first: all three trains are mentioned, and the correction is the answer

Part 2: what they really meant

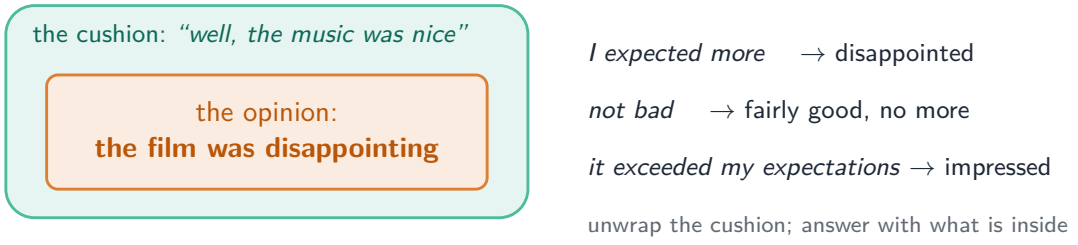
Six short conversations, usually between two people; each asks for a speaker's **feeling, opinion or purpose**, or what the two speakers **agree** about.

- △ In an *agree* question, both speakers must say it. One person liking the museum is not agreement.



Agreement needs both speakers

- Listen for the **evaluation** 评价 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 垫子. English criticism arrives wrapped in a compliment; unwrap it.
- △ *"I expected more"* = disappointed. *"It exceeded my expectations"* = impressed. The expectation verbs carry the attitude; learn to hear them.



Unwrap the cushion to find the opinion

Watch out: traps for Chinese speakers

- △ **The cushion trap.** Learners often take polite words at face value, but English speakers often soften a negative opinion. *"The food was interesting"* after a strange dish is not praise. Tone and the pause before the word tell the truth.
- △ **Numbers and corrections are still bait.** *thirteen/thirty, first the wrong price, then the right one.* Wait for the correction.
- △ **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.
- △ **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.
Part 1: choose the picture. In the exam these are three drawings; here they are described in words.

1. What time does the film start? – A) a clock at 7:10 B) a clock at 7:15 C) a clock at 7:30 *Girl: "Is the film at quarter past seven?" Boy: "No, that was the Saturday show. Tonight it starts at half past. Shall we meet at ten past, so we can get popcorn?"*
2. What did the girl buy? – A) a jacket B) a scarf C) a pair of boots *"I went in for a jacket, but they were all too expensive. The boots were lovely but not in my size, so I came out with this scarf – it was half price."*
3. Where is the boy's phone? – A) in his school bag B) on the kitchen table C) in the car *Mum: "Have you checked your bag?" Boy: "Twice! I thought I'd left it on the kitchen table, but Dad's just called. It's in the car, under the seat."*

Part 2: what did they mean?

1. Two friends talk about a new café. What does the woman think of it? – A) It's too expensive. B) The service is slow. C) The cakes are disappointing. *Man: "So, what did you think of the new café?" Woman: "The place is lovely, and the prices are fine for the town centre. But we waited forty minutes for two coffees! And the cakes were worth the wait, I suppose."*

2. Two students talk about a school trip. What do they agree about? – A) The museum was boring. B) The coach journey was too long. C) The guide was helpful. *Girl: "The museum was better than I expected." Boy: "Really? I found it a bit dull. The guide talked too fast, too. But four hours on the coach – that was the worst part." Girl: "Oh, I know. I couldn't feel my legs."*
3. A boy talks about his football match. How does he feel? – A) proud B) disappointed C) surprised *"We lost three–one, but honestly, we played better than I've ever seen us play. The coach said she'd never been so pleased with us. I'm still smiling."*

Answers. 1 **C** – quarter past was the Saturday show, ten past is the meeting time. 2 **B** – the jacket was too expensive, the boots the wrong size. 3 **C** – the bag and the table are what he *thought*; Dad's call is the correction. 4 **B** – *lovely* and *fine* are positive; forty minutes is the complaint, and the cakes were *worth the wait*. 5 **B** – only the boy found the museum dull, and he criticises the guide alone; both of them hated the coach. 6 **A** – *lost* is bait for B; *better than I've ever seen*, *pleased* and *still smiling* say proud.

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: Something soft said first to make a negative opinion easier to hear.

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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** 访谈 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 each gap with one or two words, or a number, date or time.
- Part 4 is an interview with a guest: a musician, a student who did something unusual 不寻常的. Questions follow the interview order and dig into attitude.
- Memory hook: Part 3 is a **form** 表格 – fill it. Part 4 is a **podcast** 播客 – 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 有路标 by the notes themselves: *Day:* _____ tells you a day is coming. Preview and predict.
- △ When a word is spelled aloud, it must be spelled correctly in your answer: write the letters as they come. *K-O-W-A-L-S-K-I* arrives letter by letter; the recording waits for no one. Other answers are common words, so learn their spellings.
- △ The correction rule applies: *"It costs fifteen – sorry, fifty."* The sorry is the signal. Numbers self-correct; wait for it.
- △ Plural endings are audible 可听见的: *three week***s**, not *three week* – when the -s changes the meaning, it is part of the answer. (*Thursday* or *Thursdays* for "it runs on Thursdays" is the same day, so either is fine.)

what you hear	Course: Photography
"The course lasts three weeks..." plural -s heard: part of the answer	Length: **3 weeks**
"Fifty pounds — no, sorry, fifteen." 'sorry' = wait for the correction	Price: £ ~~50~~ **15**
"shootsmart, one word, dot com" dictated: write it as it comes	Website: **shootsmart.com**

The notes form as the voice fills it: the plural, the correction after sorry, the dictated website

Part 4: the podcast

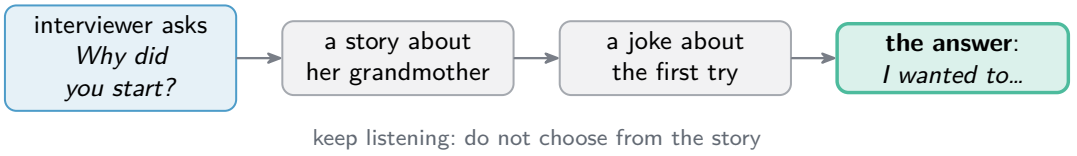
An interview with six questions, in order, asking detail **and** attitude.



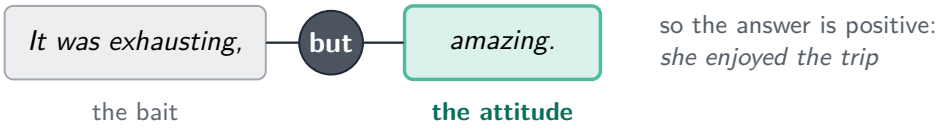
A radio studio: an interview or podcast has a host and a guest, so listen for whose opinion each answer gives

- 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 露营 "*.

- △ 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.



The answer comes when the guest finally answers



The word after but carries the attitude

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 笔迹.
- △ **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** 听写: *"that's travel-now, all one word, dot com"*. Practise writing dictated strings; they come fast, even though you hear them twice.
- △ **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: **Thursday(s) · 15 · shootsmart.com** – the sorry corrected the price; the website was dictated.
A full Part 3: six gaps. Read the notes first and predict each gap: a day? a

number? a thing?

Riverside Summer Art Club

Day: (1) _____ mornings · Room: (2) _____ (next to the library) · Bring: a hat and (3) _____ · Length of course: (4) _____ · Price: £(5) _____ · Teacher's surname: (6) _____

The voice: "Hello everyone, and welcome to the Riverside Summer Art Club. The club meets every Saturday morning from nine until twelve, in Room 14 – that's next to the library, not in the main building. This summer we're painting outdoors, so please bring a hat and plenty of water. The course lasts six weeks, and it costs thirty-five pounds – no, sorry, that's last year's price – it's forty pounds, including all the paint. Our teacher is Maria Kowalski – that's K-O-W-A-L-S-K-I. To join, just fill in the form on our website."

A short Part 4. Lily, 16, cycled 300 kilometres to raise money.

1. Why did Lily do the ride? – A) to get fitter B) to help a hospital C) to please her grandmother
2. What was the hardest part for her? – A) the hills B) the weather C) the distance
3. How does Lily feel now? – A) keen to do another ride B) disappointed with the money C) pleased with the result

Interviewer: "Lily, why did you decide to do the ride?" Lily: "Well, people think it was about fitness, but I'm not really sporty. My grandmother was in hospital last year, and the nurses were wonderful. I wanted to raise money for the hospital." Interviewer: "What was the hardest part?" Lily: "Everyone expects me to say the hills. They were hard, but you always get to the top in the end. It was the rain on day three – cold and wet for eight hours. That nearly made me give up." Interviewer: "And how do you feel now?" Lily: "Tired, honestly! But I'm really pleased we raised more than we'd hoped. Next year? I'm not sure yet – maybe something without a bike."

Answers. 1 **Saturday(s)** 2 **14** 3 **(plenty of) water** 4 **six weeks** – the -s counts 5 **40** – *sorry* cancels thirty-five 6 **Kowalski** – spelled aloud, so it must be exact. 7 **B** – fitness is what *people think*; her grandmother is the reason she cared, but the money was for the hospital. 8 **B** – the hills are the expected answer, and *but* turns away from them to the rain. 9 **C** – *pleased we raised more than we'd hoped*; *I'm not sure yet* rules out A.

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

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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**: a spelled word must be spelled correctly.
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** 个人陈述 (a photo description), the **collaborative task** 协作任务 (a decision with your partner), and the discussion.



10–12 minutes with a partner; you do not have to agree in Part 3

The Speaking test

- **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 try to decide 决定 which is best (you don't have to agree).
- **Part 4**: a discussion about the Part 3 topic, with the examiner joining in.
- **How it is marked**: one examiner talks to you; the other only listens and gives marks for **Grammar and Vocabulary**, **Discourse Management** (longer turns, linked ideas, staying relevant), **Pronunciation** and **Interactive Communication** 互动交流 (starting, responding, keeping the talk moving). The examiner who talks also gives one overall mark.
- Memory hook: the four parts are a **meal** 一顿饭: the appetiser 开胃菜 (interview), the solo 单人表演 (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.



Practise the recipe: in this photo there's a market (place), people are shopping (action), and they probably… (guess)

- The recipe 配方: **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** 推测.
- △ Don't just list objects. *"There is a table. There is a bowl."* is an inventory 清单, 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.



Practise the photo minute: place, people, action, detail, guess

Worked description (about 45 seconds). *"In this photo there's a big room with kitchen cupboards, maybe at a school or a community centre. There's a woman and a little girl. The woman is tying the girl's apron at the back, and the girl is fixing her face mask. They're both wearing masks, so maybe the photo is from 2020 or 2021. There's a table behind them with bottles and some papers. I think they're going to cook together, perhaps in a cooking class, and the girl looks quite excited."* Place, people, action, detail, then two guesses with *maybe* and *I think*. Now cover it and describe the photo yourself, for a full minute.

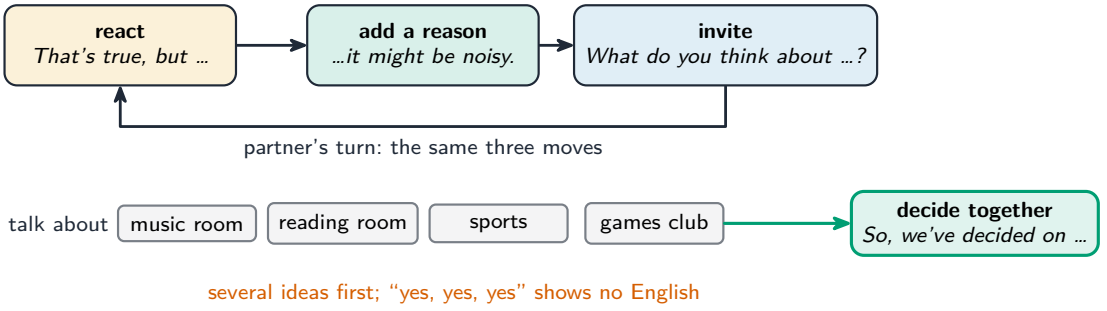
Part 3: the decision

The examiner describes a situation and gives you a sheet of pictures showing several ideas: *"A school wants to give its students more things to do at lunchtime. Talk together about the different ideas and say which would be best."* You talk with your partner for two or three minutes, then try to decide.



A discussion: in Part 3 you and your partner talk through each option before you agree on one

- The machinery: suggest (*How about…?*), respond (*Good idea, but…*), compare (*The library is more useful than…*), decide (*So, we agree on…*).
- △ **Talk about several ideas before deciding, and decide together.** You don't have to agree in the end, but the decision should be mutual 双方的 work: steamrolling 强行推进 your partner scores worse than a friendly compromise 妥协. *"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.



Every turn: react, add a reason, invite. Talk through several ideas, then decide together

A worked Part 3. The lunchtime ideas: a music room, a games club, a quiet reading room, a sports competition, a cooking class, a film club.

A: Shall we start with the music room? I think lots of students would enjoy it, because they could practise with their friends.
B: That's true, but it might be very noisy. What do you think about the reading room?
A: Hmm, it's a good idea for people who want to relax, but I'm not sure many students would go. Most of my friends prefer doing things together.
B: I see what you mean. What about the sports competition? It's more exciting than the reading room.
A: Maybe, but not everyone likes sport. A games club is better for everyone – you can play chess or cards in small groups.
B: Good point. So which one is best, do you think?
A: For me, the games club, because everyone can join.
B: I agree – and it's cheap, too. So, we've decided on the games club.

Why it scores: every turn **reacts first** (*That's true, but… / I see what you mean. / Good point.*) and then adds a reason; each speaker **invites** the other (*What do you think about…? / So which one is best, do you think?*); they **compare** (*more exciting than*, *better for everyone*); they talk about four ideas before choosing; and the last line **decides together**. Those are the Interactive Communication and Discourse Management marks, in plain B1 English.

Watch out: traps for Chinese speakers

- △ **The photo description has no all-purpose template 万能模板.** *"This is a picture of…"* then silence is a lost minute. The recipe: place, people, action, detail, guess.
- △ **In Part 3, long silence is the biggest danger.** A simple sentence 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* 可食用的. 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 is part of **Interactive Communication**.

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?* Interactive Communication 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.
6. The four marks the listening examiner gives – **Grammar and Vocabulary, Discourse Management, Pronunciation, Interactive Communication.**

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. all-purpose template: A ready-made set of sentences used for any task, whatever it asks. edible: Safe to eat. Interactive Communication: How well speakers start, respond and keep a conversation going together.

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