

A. Read the passage and answer the questions.

(10)



### AN UNUSUAL FRIEND

Jane loves animals. When she was a little girl she loved keeping animals in the garden and, sometimes, she brought them into the house too. But her mother did not like the idea. “Get those animals out of here!” she said. “If you want to keep them, use the shed in the garden.”

Jane’s animals were usually small rabbits and birds. But one day Jane’s mother noticed that food was disappearing from the house – especially bread and fruit. So she decided to go to the shed. When she was at the door, she could hear Jane talking inside. Her mother thought she was talking to a friend. First, she saw Jane sitting on the floor. Then, she saw an animal sitting next to Jane. It was a gorilla!

“I found it in the park”, Jane explained. “I talked to it and we became friends! And then it followed me home...”

“Well, you have to phone the police and explain what happened.” “This gorilla escaped from the zoo last week,” her mother said.

Two hours later, the police came with a van from the zoo. The zookeeper said “I can see that the gorilla likes you. But we need to take him back to the zoo. You can visit him when you like.”

1. What did Jane like doing when she was a child?

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2. Why did Jane’s mother go to the shed one day?

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3. Where did Jane find the gorilla?

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4. When did the gorilla escape from the zoo?

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5. What happened to the gorilla in the end?

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B. Complete the dialogue with questions from the box. There are **FIVE EXTRA** options. (10)

**MODIFIED TASK 2023**

A.	Have you ever participated in one?	F.	How often do you take part in competitions?
B.	Would you like some water?	G.	Can you bring me some water?
C.	Why don't you take a rest?	H.	Would you like to come?
D.	What should I do?	I.	What's the matter?
E.	What are you going to do?	J.	Can I help you?

**DIALOGUE 1: Liam, Trent's friend, is not feeling well.**

TRENT: Hi, Liam! You don't look OK. (1) \_\_\_\_\_?

LIAM: I'm not feeling well. I didn't sleep well last night and now I have a headache.

TRENT: (2) \_\_\_\_\_?

LIAM: Yes, I think I should sleep a bit.

TRENT: Here. Take a painkiller too!

LIAM: Thanks! (3) \_\_\_\_\_?

TRENT: Sure! Here you are!

**DIALOGUE 2: Trent and Liam are making plans together.**

TRENT: Listen, I have a karate competition next week. (4) \_\_\_\_\_?

LIAM: No, never. But it sounds exciting!

TRENT: I can invite some friends. (5) \_\_\_\_\_?

LIAM: Yes, I'd love to!

C. Complete the text with the words in the box. (10)

THEIR	BECAUSE	DANGEROUS	OR	THEM
MOST	FAVOURITE	ALSO	BETTER	LOTS OF

**Jane talks about butterflies and bees.**

Butterflies are my <sup>1</sup> \_\_\_\_\_ insects. There are lots of flowers in our garden and the butterflies love <sup>2</sup> \_\_\_\_\_. <sup>3</sup> \_\_\_\_\_ wings are very colourful. The colours

are for camouflage <sup>4</sup> \_\_\_\_\_ protection. I think they are the <sup>5</sup> \_\_\_\_\_ beautiful insects in the garden.

I am <sup>6</sup> \_\_\_\_\_ interested in bees. They are very useful insects <sup>7</sup> \_\_\_\_\_ they make honey. My aunt is a beekeeper. She loves her job. She has <sup>8</sup> \_\_\_\_\_ bees and we eat honey every day. Honey is <sup>9</sup> \_\_\_\_\_ than sugar. Some people are afraid of bees but they aren't <sup>10</sup> \_\_\_\_\_.



D. TENSES: Circle the correct option. (10)

Jane's plans for the holidays!

Yesterday I <sup>1</sup>(DID / WAS DOING) my homework when my mum <sup>2</sup>(COME / CAME) home and we started talking about our holiday plans for the summer. We <sup>3</sup>(ARE GOING TO GO / GO) to Japan! I'm so excited! At this moment, my mother <sup>4</sup>(WORK / IS WORKING) on a special project to protect endangered animals. So we <sup>5</sup>(ARE GOING TO TRAVEL / TRAVELLED) to Japan in January, when she finishes her project.

Unfortunately, my brother <sup>6</sup>(CAN'T / COULDN'T) travel with us because he has <sup>7</sup>(TO STUDY / STUDY) for his exams at university.

In Japan I'd like <sup>8</sup>(VISIT / TO VISIT) the Shinjuku Gyoen National Gardens. I love <sup>9</sup>(RIDE / RIDING) a bike and I know people can ride in this park. My mother also wants to visit a zoo, of course. We <sup>10</sup>(ARE GOING TO TRAVEL / TRAVEL) to Asahiyama and visit the local zoo there.



E. Listen to the passage and circle T or F. (10)



- |  |   |   |
|--|---|---|
| 1. Glenn's got two sisters.                                | T | F |
| 2. The family stayed in a hotel.                           | T | F |
| 3. Glenn liked the snakes in the zoo most.                 | T | F |
| 4. Glenn saw new plants in the parks.                      | T | F |
| 5. Glenn is going to contact his new friend in the future. | T | F |

F. Writing

Choose ONE of the topics below and **write about 60 words**.

1. **A BLOG ENTRY:** Write a **blog entry about your favourite animal**. You may include the following information:

- What is it like?
- What can it do?
- What does it eat?
- Where does it live?
- Why do you like it?

2. **AN EMAIL:** Write an **email to a friend** about the last school trip you went on with your class. You may include the following information:

- Where did you go?
- When did it take place?
- Who did you go with?
- What did you do during the school trip?
- What did you think of the place you visited?

Dear \_\_\_\_\_,

*I'm writing to tell you about the last excursion I went on with my class.*

For examiners' use only – Assessment

<b>Task achievement &amp; readability:</b> Format – Language – Content	_____/5	<b>Comments</b>
<b>Accuracy &amp; range:</b> Grammatical & Lexical	_____/5	
<b>Organization &amp; cohesion:</b> Staging and sequencing: Referencing	_____/5	
<b>Editing:</b> Punctuation, spelling & handwriting	_____/5	
<b>Final Mark:</b>	_____/20	

**Preadolescents 2 - Listening passage**

Hi! I'm Glenn, Jane's best friend and I want to tell you about my last holidays. I went to Australia with my parents and my two brothers. We went to Sydney, a big city on the Tasmania Sea and we stayed in a big house with a garden and a swimming pool. We visited the zoo in the morning and saw a lot of animals. I loved the elephants!

In the afternoons we usually walked around the city or went to the park. I could see new plants and trees that I didn't know before.

I made a new friend in Sydney. His name's Josh and we are going to write over Facebook to keep in touch because we are both fans of nature and our favourite animal is the horse!

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***Contents SEE BELOW***

WEB SAMPLE 2023

**PREADOLESCENTS 2: Go Getter 3**  
**2020: Go Getter 3 and/or Project Explore 2 (NEW)**

Pay special consideration to:		
<b>Go Getter 3</b>	<b>Project Explore 2</b>	
The EXAM LANGUAGE BANK every two units. The EXTRA ONLINE PRACTICE suggested in the WB. The GRAMMAR SUMMARY in the WB. (pp.90-94) The WORD LIST in the SB (pp107-110)	The REVISION every unit. The PROJECTS every unit for writing strategies. The GRAMMAR SUMMARY in the WB. (pp 68-73) The WORDLIST in the WB. (pp 74-79)	
<b>Grammar and Structures</b>	<b>Go Getter 3</b>	<b>Project Explore 2</b>
• <b>Countable</b> and <b>uncountable nouns</b> ; <i>some and any, how much/many...?</i>	<b>0.5</b>	<b>3A- 3B- 3C</b>
• <b>Comparative and superlative adjectives</b> ; <b>short</b> and <b>long</b> adjectives; <b>irregular</b> adjectives: <i>good, bad</i>	<b>2.2</b>	<b>5A</b>
• Comparison with <b>not as.. as</b> (only for <b>recognition</b> purposes)	<b>2.3</b>	<b>5A- 5B</b>
• <b>Adverbs of manner</b> ADJ+LY. <b>Irregular</b> adverbs: <i>fast, good</i>	<b>4.3</b>	<b>6B</b>
• <b>Imperative</b> forms for <b>instructions</b> (affirmative and negative forms)	<b>6.1</b>	<b>3D</b>
• <b>Questions and question words</b>	<b>1.5- 4.1- 5.4- 8.3</b>	<b>2C</b>
• <b>Definite and indefinite articles</b> : The, a/an	-----	<b>5C</b>
• <b>There was/ There were</b>	-----	<b>2A</b>
<b>Tenses</b>		
• <b>Present Simple</b> ; adverbs of frequency	<b>0.1</b>	<b>1A</b>
• <b>Be going to</b>	<b>0.3</b>	<b>4B</b>
• <b>Present Simple and Continuous</b> : contrast. <b>Frequency adverbs</b> ( <i>every day/week, on Fridays/weekdays, at the weekend, always, never, usually, often, sometimes and at the moment, now, right now, today</i> )	<b>1.3</b>	<b>1B- 1C</b>
• <b>Frequency expressions</b> : <i>once/ twice/ four times a week</i>	<b>4.1</b>	<b>1A</b>
• <b>Past simple: to be, regular &amp; irregular verbs- all forms</b> . Questions and short answers. (Check list of irregular verbs on SB p.111)	<b>3.2- 3.3</b>	<b>2A- 2B</b>
• <b>Past time expressions</b> : <i>yesterday, last night/weekend/month/year/Tuesday</i> , expressions with “ago” ( <i>a few minutes ago, an hour/a week/ a year ago</i> )	<b>3.2</b>	<b>2C</b>
• <b>Past Continuous</b> : all forms	<b>4.2</b>	<b>This topic needs to be added.</b>
• <b>Present Perfect</b> to talk about <b>recent events</b> and <b>experience</b> : all forms. Questions with EVER and NEVER.	<b>6.2-6.3</b>	<b>This topic needs to be added.</b>
• <b>Present Perfect: past participle forms</b> .	<b>5.2</b>	<b>The past participle</b>

(Check list of irregular verbs on SB p.111)		<b>form needs to be added to the list.</b>
<ul style="list-style-type: none"> <li><b>Future Simple (WILL)</b> for <b>predictions and spontaneous decisions; future time expressions</b> (<i>one day, when I'm older, in the future, in ten years</i>);</li> <li><b>Phrases</b> to talk about <b>predictions</b>: <i>I think, I don't think, I'm sure, I hope, Maybe... + WILL</i></li> </ul>	<b>8.2 – 8.7</b> <b>Add spontaneous decisions</b>	<b>4A - 4C</b>
<b>Modals</b>		
<ul style="list-style-type: none"> <li><b>Have to</b> for <b>obligation</b> and to express things are <b>necessary</b>. <b>Don't have to</b> vs <b>mustn't</b>.</li> </ul>	<b>5.2</b> <b>Add the contrast DON'T HAVE TO vs MUSTN'T</b>	<b>6C</b>
<ul style="list-style-type: none"> <li><b>Should/ shouldn't</b> for <b>advice</b></li> </ul>	<b>5.3</b>	<b>6A</b>
<ul style="list-style-type: none"> <li><b>Must</b> for <b>obligation</b> and <b>mustn't</b> for <b>prohibition</b>, <b>can</b> for <b>permission</b>.</li> </ul>	<b>This topic needs to be added.</b>	<b>6B</b>

### Questions and question words:

How do you...? By...(Transport) What...like? (description) How often...? How many? How much? (quantity) What's the matter? Why? Who? What? When? How long? (time) Where? Whose?

<b>Vocabulary &amp; topics</b>	
<b>Go Getter 3</b> <ul style="list-style-type: none"> <li>Food &amp; Cooking (6.1) (6.3)</li> <li>Going on holiday (3.1)</li> <li>Good manners &amp; classroom language (8.5)</li> <li>Healthy habits &amp; problems (5.1) (5.5)</li> <li>Household chores (1.1)</li> <li>Life ambitions/plans (8.1)</li> <li>Parts of the house (7.1) &amp; furniture (7.3)</li> <li>Personality adjectives (1.5)</li> <li>Shopping and Shops (2.1)(2.3)</li> <li>The body &amp; Injuries (5.4) (5.5)</li> <li>Types of houses/locations (7.1)</li> <li>Appliances / electronic devices (4.1) Smartphones (4.5)</li> <li>Using technology (4.1)</li> </ul>	<b>Project Explore 2</b> <ul style="list-style-type: none"> <li>City places (5A)</li> <li>Dates and Months (Introd.)</li> <li>Describing people: hair, eyes, face, body, personality. Order of adjectives. (1A)</li> <li>Extreme weather and natural disasters (2C)</li> <li>Food and drink nouns (3A)</li> <li>Life ambitions/plans (4B)</li> <li>Phrasal verbs: (6A)</li> <li>Prepositions of place (5C)</li> <li>Quantities (3B)</li> <li>School and school subjects (1B)</li> <li>Technology/inventions (4B)</li> <li>The internet and computers (4A)</li> <li>Weather (2A)</li> </ul>

### Developing Writing SKILLS

- Linking words:** AND, BUT, BECAUSE, SO
- Connectors and text organizers:**
  - To give your opinion:** In my opinion, I think/ I don't think
  - To give reasons for your opinions:** First of all; What's more; Finally

### Writing Text types

- Emails:** e.g. A holiday email, your shopping habits, an email giving advice, sharing a recipe, making an invitation, about your favourite TV programme,



describing a person/ your house/room, describing a typical dish in your country/your favourite dish/restaurant, about your life ambitions.

- **Ablogpost:** about holidays, your shopping habits, giving advice, sharing a recipe, describing a place, about your favourite TV programme, describing your house/room, describing a typical dish in your country/your favourite dish/restaurant, about your life ambitions
- **Astory:** about events familiar to students/dealt with during the course

## Communication

- **Asking for help:** Can you help me with ..., please? Can you ..., please? **Reacting:** No problem; Yes, of course / I'm sorry, I can't. I'm busy right now. **Offering help:** Can I help you with ...? **Reacting:** Yes, please / No, that's fine, thank you./That's very kind of you.
- **Making requests:** Can you bring me ..., please? Could you give me ...? Can I have ...? **Responding:** Yes, no problem; Yes, of course / Sorry, I/you can't. I'm using it right now.
- **Sympathising**  
**Asking what happened:** You look upset/worried / What happened? / What's wrong?/ What's the matter? **Reacting to bad news:** (I'm) sorry to hear that. /I'm sorry about that. / Oh, that's terrible / That's a shame. / Bad luck!
- **Asking about preferences and responding**  
*Would you like to have a picnic or go for a bike ride? / Would you like tea or tuna? / I'd like to go for a bike ride / I'd like cheese / I'd prefer tuna.*
- **Making, accepting and declining invitations.**  
**Inviting:** Are you free on Sunday? Would you like to hang out? **Accepting:** That sounds fun/great. Thank you / Yes, I'd love to, thanks. **Declining:** I'm sorry, I can't (come). I'm busy on Saturday / Sorry, maybe next time.
- **Making suggestions:** Why don't you/we...? You should ...
- **Agreeing and disagreeing**  
**Agreeing:** I agree (with you) / You're right / That's true. **Disagreeing:** I disagree (with you) / I don't agree (with you) / You're wrong / That's not true / That isn't right / I don't think so.
- **Asking for and giving permission**  
**Asking for permission:** Can I...?/ Could I...? / Could I..., please?/ May I..., please?  
**Giving permission:** Sure. Of course/ No problem. **Refusing permission:** I'm sorry, no. / I'm sorry, but ...