



Task 8 - **deadline 1st March 2013**

Reading and Writing – Part 4

Exam Tips!

What do I have to do?

- ✓ Read an article or a part of a book and answer the questions.
- ✓ There is one example for you.
- ✓ Right-Wrong-Doesn't say – you need to read a text and decide if some sentences are right, wrong, or if there is not enough information to decide.

How do I do it?

- ✓ Read the instructions carefully.
- ✓ Find the part of the text and the question, you need to answer each question, and read it again carefully.
- ✓ Remember, the words in the text and the questions may look the same, but the meaning may be different.
- ✓ In Right/Wrong/Doesn't say questions remember, the information you are looking for might not be there. If you can't find anything, choose C – Doesn't say.

For further practice use materials with following logo:



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ESOL Examinations

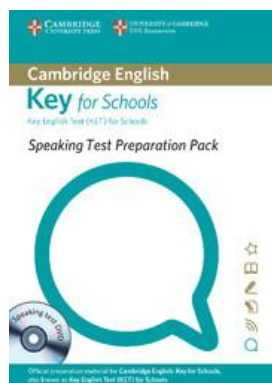
Cambridge English

Official Cambridge exam preparation





Practise your language:



The Speaking Test Preparation Pack for KET for Schools is a comprehensive teacher resource pack from Cambridge ESOL to help teachers who are preparing students to take the Cambridge English: Key (KET) for Schools Speaking test. Written by experienced examiners, **it includes student worksheets with teacher's notes, two sets of candidate visuals for Speaking test practice in class, and a DVD of students taking a Key for Schools Speaking test** so students can see what they will have to do on the day of the test.

CEF Level: A2



Your Space is a three-level course designed to motivate students as they change and grow. The Level 1 Student's Book contains ten visually appealing units and ample material for extra practice and extension including 'Communication' activities with accompanying 'Phrasebook'. Students are encouraged to **notice new language in context** in the 'Language focus' sections, then are given clear guidance to its use in 'Language space'. A ten-page Welcome section for students coming from Primary school reinforces language. 'Get it right!' sections informed by the Cambridge Learner Corpus help students tackle problem areas. A gripping graphic story at the back of book provides enjoyable extended reading. Students can register for free access to the Web Zone: <http://yourspace.cambridge.org/>

CEF Level: A1 – B1



MORE! is a four-level course from a highly respected author team that's bursting with features for lower secondary students. Each level of MORE! contains **80-90 hours of class material**. Key language for each unit is introduced in a photostory and put to use through the 'Language Focus'. There is thorough coverage of grammar via a dedicated section in each unit. The 'Learn MORE through English' pages introduce cross-curricular learning (CLIL) while the 'Learn MORE about Culture' sections explore English speaking countries. Students learn to 'Read MORE for pleasure' with the extra reading pages and the **CD-ROM enables students to practise vocabulary, grammar and skills**.

www.cambridge.org/elt/more

CEF Level: A1 – B1



In and Out – Reading and Writing – Part 4

Read the article about two skunk babies named In and Out.

Are sentences 1-8 'Right' (A) or 'Wrong' (B)?

If there is not enough information to answer 'Right' (A) or 'Wrong' (B), choose 'Doesn't say' (C).

Once there was a family of skunks who lived in a hollow tree. There lived two baby skunks, too. Their names were In and Out.

Now whenever In went out, Out came in, and whenever Out went out, In came in. If In happened to be in and wanted to go out, he would not go out until Out came in. And if Out happened to be in, and wanted to go out, he would not go out until In came in.

One day a big storm blew up, and the mother and father skunks were worried about their children. So they quickly looked around to see whether In was in and Out was out or if Out was in and In was out. Out happened to be in right then, so the mother skunk said to Out, "Out, go out and bring In in, please. I'm worried about him."

Out said, "Sure thing, Mum." So Out went out, and for the very first time Out and In were out at the same time. Just a minute or two later Out came back in, and In came in behind him. For the first time in a long time In and Out were in at the same time.

The mother skunk was amazed. "Out, how did you find your brother so quickly?" she asked.

"Oh, Mum, it was easy," Out said. "*In-instincts!*"

To give you right hints,
Don't think that In stinks,
Those which won
Were Out's instincts!

Example:

0 The skunk family lived in a hole in the tree.

0 A Right

B Wrong

C Doesn't say



- 1 There were two babies in the skunk family.
A Right B Wrong C Doesn't say

- 2 In and Out didn't like each other.
A Right B Wrong C Doesn't say

- 3 The weather was hot and sunny all the time.
A Right B Wrong C Doesn't say

- 4 The mother skunk was upset about her sons.
A Right B Wrong C Doesn't say

- 5 The mother skunk asked her son for help.
A Right B Wrong C Doesn't say

- 6 It was the first time parents could see their sons at the same place.
A Right B Wrong C Doesn't say

- 7 Out spent a long time to find his brother.
A Right B Wrong C Doesn't say

- 8 The mother skunk wanted to celebrate her birthday.
A Right B Wrong C Doesn't say