Oxford Test of English - A2 | Answers 1

A library visit | Separate key and model guide

පළමුව ඔබම උත්සාහ කරන්න. පසුව වෙනම පිළිතුරු පත්‍රයෙන් පරීක්ෂා කරන්න.

Accept accurate equivalent wording. Open responses below are models, not the only possible answers. These are EWS explanations, not an official marking scheme.

A. Reading

1. Thursday.

Why: The opening sentence names Thursday.

2. Outside school.

Why: The meeting place is outside school, not inside the library.

3. A library card and a bottle of water.

Why: Both items appear after Bring.

4. No. It is free.

Why: The text explicitly says that no money is needed.

B. Language

5. walks

Why: A third-person singular subject takes walks in the present simple.

6. in

Why: In describes books inside the bag.

7. visited

Why: Yesterday places the action in the past; visit is regular.

Helper script - keep hidden before the listening attempt

Hello, this is Ms Silva. The library visit is still on Thursday. Please meet at nine thirty, not nine fifteen. We are taking the bus because rain is expected. Bring your library card as planned. The bus journey is free for our class.

CONTACT EWS ACADEMY

WhatsApp: +94 70 310 1101

Email: info@englishwithasmile.lk

Call: +94 777 101 802

Website: www.englishwithasmile.lk

YouTube: youtube.com/@englishwithasmile7

Oxford Test of English - A2 | Answers 1

Listening key, writing model and speaking guidance

C. Listening

8. 9.30 / nine thirty.

Why: The speaker replaces 9.15 with 9.30.

9. By bus.

Why: Rain is expected, so the bus replaces the walk.

10. Their library card.

Why: The card instruction remains unchanged.

11. One possible writing response

Hi Maya, Would you like to visit the library with me on Saturday? Let us meet outside the library at ten in the morning. Please bring your library card. I want to find a story about animals, and we can read together. See you soon! Nimal

Model length: 46 words. Check purpose, every requested point, logical connections and accurate sentences. A relevant alternative is equally acceptable.

12. Possible speaking ideas

I like reading in my room. There is a small desk near the window. It is quiet, so I can understand my book. I usually read there after school.

The model illustrates useful ideas; extend or adapt it to the stated speaking time. Review relevance, development, clear connections, grammar, vocabulary and understandable pronunciation. No official score is awarded by this sheet.

Improve one part and try again

Correct one error, add one useful detail and repeat the response without reading the model. For formal exam timing, task lengths and criteria, use the linked official preparation materials.

CONTACT EWS ACADEMY

WhatsApp: +94 70 310 1101

Email: info@englishwithasmile.lk

Call: +94 777 101 802

Website: www.englishwithasmile.lk

YouTube: youtube.com/@englishwithasmile7

Oxford Test of English - A2 | Answers 2

A cooking club | Separate key and model guide

පළමුව ඔබම උත්සාහ කරන්න. පසුව වෙනම පිළිතුරු පත්‍රයෙන් පරීක්ෂා කරන්න.

Accept accurate equivalent wording. Open responses below are models, not the only possible answers. These are EWS explanations, not an official marking scheme.

A. Reading

1. On Fridays after class.

Why: The first sentence gives the regular meeting time.

2. Fruit salad.

Why: This week the activity is fruit salad.

3. The teacher.

Why: The teacher brings bowls and spoons.

4. Wash their hands.

Why: The instruction uses before you begin.

B. Language

5. an

Why: Apple begins with a vowel sound.

6. cut

Why: Can is followed by the base form.

7. Do you like bananas?

Why: A present-simple question uses Do + subject + base verb.

Helper script - keep hidden before the listening attempt

Good afternoon. The cooking club will meet in Room Six today because the kitchen is being cleaned. Please come at three fifteen. We will finish at four, as usual. You only need to bring a banana today; the school already has enough apples.

CONTACT EWS ACADEMY

WhatsApp: +94 70 310 1101

Email: info@englishwithasmile.lk

Call: +94 777 101 802

Website: www.englishwithasmile.lk

YouTube: youtube.com/@englishwithasmile7

Oxford Test of English - A2 | Answers 2

Listening key, writing model and speaking guidance

C. Listening

8. Room Six / Room 6.

Why: The kitchen is unavailable, so the room changes.

9. 3.15 / three fifteen.

Why: The speaker gives this as the arrival time.

10. A banana.

Why: Apples are already available at school.

11. One possible writing response

Hi Sara, Welcome to our cooking club! We meet on Fridays after class and learn to make simple food. This week we are making fruit salad. Please bring a banana and wash your hands before we start. The teacher will help us. I hope you enjoy the club. Amal

Model length: 49 words. Check purpose, every requested point, logical connections and accurate sentences. A relevant alternative is equally acceptable.

12. Possible speaking ideas

I enjoy fruit salad. I often eat it after lunch on Sundays. My father and I prepare it together. We use bananas, apples and papaya. I like it because it is fresh and easy to make.

The model illustrates useful ideas; extend or adapt it to the stated speaking time. Review relevance, development, clear connections, grammar, vocabulary and understandable pronunciation. No official score is awarded by this sheet.

Improve one part and try again

Correct one error, add one useful detail and repeat the response without reading the model. For formal exam timing, task lengths and criteria, use the linked official preparation materials.

CONTACT EWS ACADEMY

WhatsApp: +94 70 310 1101

Email: info@englishwithasmile.lk

Call: +94 777 101 802

Website: www.englishwithasmile.lk

YouTube: youtube.com/@englishwithasmile7

Oxford Test of English - B1 | Answers 1

Choosing a school project | Separate key and model guide

පළමුව ඔබම උත්සාහ කරන්න. පසුව වෙනම පිළිතුරු පත්‍රයෙන් පරීක්ෂා කරන්න.

Accept accurate equivalent wording. Open responses below are models, not the only possible answers. These are EWS explanations, not an official marking scheme.

A. Reading

1. A vegetable garden.

Why: The class rejected the painting option and chose the garden.

2. Permission would take several weeks.

Why: The delay concerned permission, not the cost of paint.

3. They chose vegetables that could be collected before the end of term.

Why: This avoids needing to maintain the garden through the holidays.

4. Costs and growth.

Why: Both are named in the final sentence.

B. Language

5. will water

Why: This is a real future condition: if + present, then will + base verb.

6. We chose the garden because we could start immediately.

Why: Because introduces the reason for the choice.

7. who

Why: The relative pronoun refers to a person.

Helper script - keep hidden before the listening attempt

We have changed the garden timetable. The Tuesday team cannot attend, so the Thursday team will water on Tuesday instead. Nobody needs to come on Thursday because the caretaker has offered to help that day. Please send your first cost record by Wednesday evening. You can send a photograph of your notes; there is no need to type them.

CONTACT EWS ACADEMY

WhatsApp: +94 70 310 1101

Email: info@englishwithasmile.lk

Call: +94 777 101 802

Website: www.englishwithasmile.lk

YouTube: youtube.com/@englishwithasmile7

Oxford Test of English - B1 | Answers 1

Listening key, writing model and speaking guidance

C. Listening

8. The Thursday team.

Why: The speaker changes the Thursday team's day to Tuesday.

9. The caretaker.

Why: The caretaker replaces the student team that day.

10. Wednesday evening.

Why: This is the deadline for submitting the record, not a watering day.

11. One possible writing response

Hi Ruwan, We decided to start a vegetable garden rather than paint the wall. The science teacher can help us begin now, while permission for painting would take weeks. Some classmates were worried about looking after plants during the holidays. We solved that problem by choosing vegetables we can collect before term ends. Each team will water on a different day, and we will record costs and growth. Would you like to help our team next Tuesday? You could take photographs for our final presentation. Best wishes, Anu

Model length: 88 words. Check purpose, every requested point, logical connections and accurate sentences. A relevant alternative is equally acceptable.

12. Possible speaking ideas

We could collect used books for younger students. It would help children who need reading material. A difficulty might be receiving books that are damaged. We could check each book before accepting it and repair small problems together.

The model illustrates useful ideas; extend or adapt it to the stated speaking time. Review relevance, development, clear connections, grammar, vocabulary and understandable pronunciation. No official score is awarded by this sheet.

Improve one part and try again

Correct one error, add one useful detail and repeat the response without reading the model. For formal exam timing, task lengths and criteria, use the linked official preparation materials.

CONTACT EWS ACADEMY

WhatsApp: +94 70 310 1101

Email: info@englishwithasmile.lk

Call: +94 777 101 802

Website: www.englishwithasmile.lk

YouTube: youtube.com/@englishwithasmile7

Oxford Test of English - B1 | Answers 2

A weekend course | Separate key and model guide

පළමුව ඔබම උත්සාහ කරන්න. පසුව වෙනම පිළිතුරු පත්‍රයෙන් පරීක්ෂා කරන්න.

Accept accurate equivalent wording. Open responses below are models, not the only possible answers. These are EWS explanations, not an official marking scheme.

A. Reading

1. To take better pictures for the school newspaper.

Why: This is her stated purpose.

2. Camera buttons.

Why: Her expectation differs from the tutor's first activity.

3. She was disappointed at first but later understood its value.

Why: The text contrasts her first reaction with later understanding.

4. Careful observation mattered more than expensive equipment.

Why: The favourite photograph was taken on her phone.

B. Language

5. for

Why: For introduces a period of time.

6. to notice

Why: Ask someone is followed by a to-infinitive in this pattern.

7. She did not understand the activity.

Why: Past-simple negatives use did not + base verb.

Helper script - keep hidden before the listening attempt

The outdoor photography session will now be on Sunday morning, rather than Saturday afternoon. Meet beside the park gate at eight. You do not need a special camera; a phone is fine. If you cannot attend, take two photographs near your home and email them to the tutor by Monday. Please explain how the light changes between your pictures.

CONTACT EWS ACADEMY

WhatsApp: +94 70 310 1101

Email: info@englishwithasmile.lk

Call: +94 777 101 802

Website: www.englishwithasmile.lk

YouTube: youtube.com/@englishwithasmile7

Oxford Test of English - B1 | Answers 2

Listening key, writing model and speaking guidance

C. Listening

8. Sunday morning.

Why: This replaces Saturday afternoon.

9. Beside the park gate.

Why: The gate is the meeting place, not the classroom.

10. How the light changes between their two pictures.

Why: Sending pictures alone does not fulfil the whole instruction.

11. One possible writing response

I would like to take a photography course because I help with our school newspaper. I can already use my phone, but my pictures sometimes have distracting backgrounds. I would enjoy an activity in which we photograph one place in the morning and again in the evening. Comparing the pictures could help me understand light. I also hope to learn how to choose a clear main subject. I do not plan to buy an expensive camera immediately. First, I want to improve the way I observe ordinary places around me.

Model length: 90 words. Check purpose, every requested point, logical connections and accurate sentences. A relevant alternative is equally acceptable.

12. Possible speaking ideas

I want to improve my photography. I could practise with my phone and ask friends to comment on my pictures. Each week I would focus on one feature, such as light or background. This would cost little and make improvement easier to notice.

The model illustrates useful ideas; extend or adapt it to the stated speaking time. Review relevance, development, clear connections, grammar, vocabulary and understandable pronunciation. No official score is awarded by this sheet.

Improve one part and try again

Correct one error, add one useful detail and repeat the response without reading the model. For formal exam timing, task lengths and criteria, use the linked official preparation materials.

CONTACT EWS ACADEMY

WhatsApp: +94 70 310 1101

Email: info@englishwithasmile.lk

Call: +94 777 101 802

Website: www.englishwithasmile.lk

YouTube: youtube.com/@englishwithasmile7

Oxford Test of English - B2 | Answers 1

A quieter school library | Separate key and model guide

පළමුව ඔබම උත්සාහ කරන්න. පසුව වෙනම පිළිතුරු පත්‍රයෙන් පරීක්ෂා කරන්න.

Accept accurate equivalent wording. Open responses below are models, not the only possible answers. These are EWS explanations, not an official marking scheme.

A. Reading

1. Noise from group work made concentration difficult.

Why: This complaint led to the new silent area.

2. A complete conversation ban would disadvantage learners needing group discussion.

Why: Student representatives challenged a building-wide ban.

3. Library visits increased.

Why: The passage reports higher visits after one month.

4. No. The librarian calls it progress rather than a final solution and asks for booking suggestions.

Why: The final sentence shows a positive but qualified judgement.

B. Language

5. Although visits increased, group space was still limited.

Why: Although signals the contrast without changing either fact.

6. be booked

Why: A modal passive uses must + be + past participle.

7. The librarian said that she would review the system.

Why: In this past reporting context, will can shift to would; accept an appropriate pronoun consistent with the speaker.

Helper script - keep hidden before the listening attempt

I support the new silent room, but the booking rules need attention. At the moment a group can reserve the same room every lunchtime, which leaves others without a chance. We are not asking for the silent room to become noisy again. We suggest limiting each group to two lunchtime bookings a week during busy periods. The school could try that for a month and compare waiting times before deciding whether to keep it.

CONTACT EWS ACADEMY

WhatsApp: +94 70 310 1101

Email: info@englishwithasmile.lk

Call: +94 777 101 802

Website: www.englishwithasmile.lk

YouTube: youtube.com/@englishwithasmile7

Oxford Test of English - B2 | Answers 1

Listening key, writing model and speaking guidance

C. Listening

8. No.

Why: The speaker explicitly rejects making it noisy again.

9. Two lunchtime bookings per group each week during busy periods.

Why: The proposal concerns weekly group bookings, not two people per room.

10. Compare waiting times before deciding whether to keep the rule.

Why: The speaker proposes evidence from waiting times.

11. One possible writing response

A silent library helps students concentrate, especially when they need to read difficult material or revise for an examination. However, a complete ban on discussion would make collaborative projects harder. Students also learn by explaining ideas to one another. A better approach is to provide separate areas with clear rules: a central quiet room for individual work and bookable rooms for groups. During busy periods, booking limits could give more learners a fair chance. This arrangement supports different learning needs without treating every conversation as a problem.

Model length: 87 words. Check purpose, every requested point, logical connections and accurate sentences. A relevant alternative is equally acceptable.

12. Possible speaking ideas

Individual study allows you to work at your own pace, while group study provides different ideas and explanations. For a difficult project, I would combine them. I would first read independently, then meet the group to compare interpretations and divide the work fairly.

The model illustrates useful ideas; extend or adapt it to the stated speaking time. Review relevance, development, clear connections, grammar, vocabulary and understandable pronunciation. No official score is awarded by this sheet.

Improve one part and try again

Correct one error, add one useful detail and repeat the response without reading the model. For formal exam timing, task lengths and criteria, use the linked official preparation materials.

CONTACT EWS ACADEMY

WhatsApp: +94 70 310 1101

Email: info@englishwithasmile.lk

Call: +94 777 101 802

Website: www.englishwithasmile.lk

YouTube: youtube.com/@englishwithasmile7

Oxford Test of English - B2 | Answers 2

Repair before replacement | Separate key and model guide

පළමුව ඔබම උත්සාහ කරන්න. පසුව වෙනම පිළිතුරු පත්‍රයෙන් පරීක්ෂා කරන්න.

Accept accurate equivalent wording. Open responses below are models, not the only possible answers. These are EWS explanations, not an official marking scheme.

A. Reading

1. To reduce waste.

Why: Repairing items can prevent unnecessary disposal.

2. More sessions would require tools, training and insurance, not just public demand.

Why: The passage identifies practical requirements for expansion.

3. One extra session as a trial.

Why: Weekly sessions were proposed but not immediately adopted.

4. Learn and work alongside volunteers.

Why: They should not simply expect a commercial repair service for free.

B. Language

5. could

Why: This hypothetical condition uses past form + could.

6. Despite high demand, expansion was delayed.

Why: Despite takes a noun phrase here; do not add despite of.

7. collecting

Why: Suggest is followed by an -ing form in this construction.

Helper script - keep hidden before the listening attempt

The trial repair afternoon was useful, although it attracted fewer visitors than expected. That gave volunteers more time to teach each visitor. The most common requests concerned lamps, not phones as we had predicted. Before adding regular sessions, we need someone who can train volunteers to handle electrical items safely. For now, we will continue meeting once a month and publish a list of items we can accept.

CONTACT EWS ACADEMY

WhatsApp: +94 70 310 1101

Email: info@englishwithasmile.lk

Call: +94 777 101 802

Website: www.englishwithasmile.lk

YouTube: youtube.com/@englishwithasmile7

Oxford Test of English - B2 | Answers 2

Listening key, writing model and speaking guidance

C. Listening

8. No; it was lower than expected.

Why: The speaker says fewer visitors attended.

9. Lamps.

Why: Phones were the prediction, not the observed result.

10. A suitable person must be found to train volunteers in safe electrical repairs.

Why: Training is the condition for further expansion.

11. One possible writing response

Our community could organise a monthly repair afternoon for small household items. It could reduce waste and help residents learn useful skills from one another. However, the centre would need trained volunteers and clear safety rules, especially for electrical repairs. I suggest starting with a limited range of simple items and recording the number repaired successfully. Visitors could also comment on what they learned. After three sessions, organisers could review the results and the volunteers' workload before deciding whether a larger programme would be practical.

Model length: 85 words. Check purpose, every requested point, logical connections and accurate sentences. A relevant alternative is equally acceptable.

12. Possible speaking ideas

Repair can reduce waste and may cost less, but it is not always the best choice. An unsafe appliance should not be kept merely because it can still operate. I would compare the repair cost, safety advice and likely future energy use before deciding.

The model illustrates useful ideas; extend or adapt it to the stated speaking time. Review relevance, development, clear connections, grammar, vocabulary and understandable pronunciation. No official score is awarded by this sheet.

Improve one part and try again

Correct one error, add one useful detail and repeat the response without reading the model. For formal exam timing, task lengths and criteria, use the linked official preparation materials.

CONTACT EWS ACADEMY

WhatsApp: +94 70 310 1101

Email: info@englishwithasmile.lk

Call: +94 777 101 802

Website: www.englishwithasmile.lk

YouTube: youtube.com/@englishwithasmile7

Oxford Test of English Advanced - C1 | Answers 1

Measuring the value of green space | Separate key and model guide

පළමුව ඔබම උත්සාහ කරන්න. පසුව වෙනම පිළිතුරු පත්‍රයෙන් පරීක්ෂා කරන්න.

Accept accurate equivalent wording. Open responses below are models, not the only possible answers. These are EWS explanations, not an official marking scheme.

A. Reading

1. That visitor numbers and property prices alone adequately represent the garden's value.

Why: She argues that these indicators may miss its main social purpose.

2. The garden could substantially benefit residents without private outdoor space.

Why: Benefit to a particular group may matter more than a high total.

3. No; she wants it interpreted alongside interviews and observations.

Why: The passage explicitly states that she does not dismiss it.

4. The wider evaluation takes more effort but may give a more meaningful account of the garden's effects.

Why: Less convenient concerns workload; more informative concerns the quality of understanding.

B. Language

5. that

Why: Provided that introduces a condition.

6. Rarely had the council considered who was excluded.

Why: A fronted negative-frequency adverb triggers auxiliary-subject inversion.

7. The garden may improve some residents' health.

Why: The revised claim avoids asserting a universal, certain effect.

Helper script - keep hidden before the listening attempt

Our first survey suggested that the new garden was popular, but we should not confuse the people who answered with the whole neighbourhood. Most replies came from weekend visitors, whereas carers who use the site briefly on weekdays were scarcely represented. I would keep the survey, but supplement it with short interviews at different times. We should also ask non-visitors about barriers, without assuming that everyone wants the same kind of space. The objective is a better-informed decision, not a larger pile of favourable comments.

CONTACT EWS ACADEMY

WhatsApp: +94 70 310 1101

Email: info@englishwithasmile.lk

Call: +94 777 101 802

Website: www.englishwithasmile.lk

YouTube: youtube.com/@englishwithasmile7

Oxford Test of English Advanced - C1 | Answers 1

Listening key, writing model and speaking guidance

C. Listening

8. Carers who use the site briefly on weekdays.

Why: Most responses came from weekend visitors instead.

9. Short interviews at different times.

Why: The speaker proposes broadening the evidence, not discarding the survey.

10. Do not treat favourable responses from a limited group as representative of everyone.

Why: The opening and closing statements both question the interpretation of positive feedback.

11. One possible writing response

Attendance figures offer useful evidence of demand, but they do not establish that a project benefits the people it was intended to serve. A relatively small group may gain substantial support, while a popular event could remain inaccessible to others. Evaluation should therefore combine participation data with interviews, observations and feedback from non-users. These sources can reveal barriers and unintended effects that a total conceals. Although gathering this evidence takes more time, it allows organisers to judge value against the project's purpose rather than equating popularity with success.

Model length: 88 words. Check purpose, every requested point, logical connections and accurate sentences. A relevant alternative is equally acceptable.

12. Possible speaking ideas

Participation totals reveal reach, but they cannot show what learners gained. Experiences provide that detail, although a few positive accounts may be unrepresentative. I would compare attendance across groups, gather short reflections from varied learners and examine who did not participate. The evidence should be interpreted against the activity's intended outcomes.

The model illustrates useful ideas; extend or adapt it to the stated speaking time. Review relevance, development, clear connections, grammar, vocabulary and understandable pronunciation. No official score is awarded by this sheet.

Improve one part and try again

Correct one error, add one useful detail and repeat the response without reading the model. For formal exam timing, task lengths and criteria, use the linked official preparation materials.

CONTACT EWS ACADEMY

WhatsApp: +94 70 310 1101

Email: info@englishwithasmile.lk

Call: +94 777 101 802

Website: www.englishwithasmile.lk

YouTube: youtube.com/@englishwithasmile7

Oxford Test of English Advanced - C1 | Answers 2

Flexible work and invisible expectations | Separate key and model guide

පළමුව ඔබම උත්සාහ කරන්න. පසුව වෙනම පිළිතුරු පත්‍රයෙන් පරීක්ෂා කරන්න.

Accept accurate equivalent wording. Open responses below are models, not the only possible answers. These are EWS explanations, not an official marking scheme.

A. Reading

1. Greater autonomy without damage to teamwork.

Why: The opening explains the intended combination of benefits.

2. They felt pressure to demonstrate commitment.

Why: The text describes an informal expectation, not an explicit contractual requirement.

3. Agreed contact periods, clearer deadlines, or a right to disconnect outside those periods.

Why: Accept any two of the three stated recommendations.

4. A formal policy that may have little practical effect unless behaviour and expectations also change.

Why: The phrase contrasts official permission with employees' actual experience.

B. Language

5. provided

Why: Provided introduces the condition under which the positive statement holds.

6. implementation

Why: The noun implementation fits after the adjective consistent.

7. It would have helped if managers had explained the boundaries earlier.

Why: A past unreal condition uses had + past participle.

Helper script - keep hidden before the listening attempt

I would not withdraw flexible hours simply because the first month was difficult. The difficulty seems to concern expectations rather than the principle itself. If a manager emails at midnight but says no immediate reply is needed, staff may still read urgency into the message. Scheduling that email for the agreed contact period would make the intended boundary more credible. We should review missed deadlines and coordination problems, but also ask whether employees feel able to use the flexibility without being judged less committed.

CONTACT EWS ACADEMY

WhatsApp: +94 70 310 1101

Email: info@englishwithasmile.lk

Call: +94 777 101 802

Website: www.englishwithasmile.lk

YouTube: youtube.com/@englishwithasmile7

Oxford Test of English Advanced - C1 | Answers 2

Listening key, writing model and speaking guidance

C. Listening

8. No.

Why: The first sentence explicitly argues against immediate withdrawal.

9. Schedule the email for the agreed contact period.

Why: This aligns the manager's behaviour with the stated policy.

10. Whether employees feel able to use flexibility without appearing less committed.

Why: The final sentence adds an experiential measure to operational results.

11. One possible writing response

A flexible policy needs shared expectations as well as formal permission. An organisation should agree when staff are normally available and make deadlines explicit, while allowing individuals to arrange work outside those contact periods. Managers can reinforce the boundary by scheduling non-urgent messages rather than sending them late at night. However, a single contact pattern may not suit every role, particularly where customers need support across time zones. Teams should therefore review practical difficulties together and judge the policy by coordination, staff experience and outcomes rather than visible hours alone.

Model length: 90 words. Check purpose, every requested point, logical connections and accurate sentences. A relevant alternative is equally acceptable.

12. Possible speaking ideas

A clear rule can establish an expectation, but people also respond to what respected members actually do. A right to disconnect means little if managers reward immediate replies at night. Nevertheless, a rule gives staff a basis for challenging that pressure. Rules and culture can reinforce one another when leaders model the intended behaviour.

The model illustrates useful ideas; extend or adapt it to the stated speaking time. Review relevance, development, clear connections, grammar, vocabulary and understandable pronunciation. No official score is awarded by this sheet.

Improve one part and try again

Correct one error, add one useful detail and repeat the response without reading the model. For formal exam timing, task lengths and criteria, use the linked official preparation materials.

CONTACT EWS ACADEMY

WhatsApp: +94 70 310 1101

Email: info@englishwithasmile.lk

Call: +94 777 101 802

Website: www.englishwithasmile.lk

YouTube: youtube.com/@englishwithasmile7

Cambridge C1 Advanced | Answers 1

When feedback becomes useful | Separate key and model guide

පළමුව ඔබම උත්සාහ කරන්න. පසුව වෙනම පිළිතුරු පත්‍රයෙන් පරීක්ෂා කරන්න.

Accept accurate equivalent wording. Open responses below are models, not the only possible answers. These are EWS explanations, not an official marking scheme.

A. Reading

1. Students often understood the advice in words but did not know how to apply it.

Why: The interviews reveal a practical transfer problem rather than simple disregard.

2. One priority for revision.

Why: Reducing comments was paired with a specific focus for each learner.

3. To make the reasoning behind revisions visible.

Why: The text explicitly distinguishes this from replacing expert judgement.

4. Students asked for help more specifically.

Why: The improvement concerned how learners identified and discussed difficulties.

B. Language

5. revision

Why: The sentence needs a noun after meaningful.

6. in

Why: Have difficulty in doing something is an accepted construction; difficulty doing is also possible without a preposition.

7. until they had revised

Why: The cleft structure is It was not until ... that; four words preserve the sequence.

Helper script - keep hidden before the listening attempt

The best comment I received was not the longest. It pointed out that my examples did not actually support my main argument. At first I wanted the teacher to supply better examples, but she asked me to explain the connection aloud. That was uncomfortable, yet it showed me where the reasoning broke down. I still welcome corrections to grammar. However, I now find a question that helps me rethink an argument more useful than a page covered in corrections I never act on.

CONTACT EWS ACADEMY

WhatsApp: +94 70 310 1101

Email: info@englishwithasmile.lk

Call: +94 777 101 802

Website: www.englishwithasmile.lk

YouTube: youtube.com/@englishwithasmile7

Cambridge C1 Advanced | Answers 1

Listening key, writing model and speaking guidance

C. Listening

8. The examples did not support the main argument.

Why: The issue was the relationship between evidence and argument.

9. She asked the learner to explain the connection aloud.

Why: She did not supply replacement examples.

10. B.

Why: The speaker still values grammar correction but prioritises feedback that prompts revision.

11. One possible writing response

Feedback becomes valuable when learners use it to make a specific change. Instead of trying to correct every weakness at once, a student can select one priority and explain why it matters. For example, after being told that an essay lacks support, the learner could revise one paragraph by adding evidence and showing how it supports the claim. Discussing the revision with a partner can expose gaps in the reasoning. This process does not eliminate mistakes immediately, but it helps students become more independent editors of their own work.

Model length: 89 words. Check purpose, every requested point, logical connections and accurate sentences. A relevant alternative is equally acceptable.

12. Possible speaking ideas

I think a short conversation can clarify a difficult comment. What do you think? Written comments are easier to revisit, whereas a mark alone tells us little about improvement. Perhaps we could recommend concise written advice followed by a conversation when the next step is unclear.

The model illustrates useful ideas; extend or adapt it to the stated speaking time. Review relevance, development, clear connections, grammar, vocabulary and understandable pronunciation. No official score is awarded by this sheet.

Improve one part and try again

Correct one error, add one useful detail and repeat the response without reading the model. For formal exam timing, task lengths and criteria, use the linked official preparation materials.

CONTACT EWS ACADEMY

WhatsApp: +94 70 310 1101

Email: info@englishwithasmile.lk

Call: +94 777 101 802

Website: www.englishwithasmile.lk

YouTube: youtube.com/@englishwithasmile7

Cambridge C1 Advanced | Answers 2

The purpose of a museum | Separate key and model guide

පළමුව ඔබම උත්සාහ කරන්න. පසුව වෙනම පිළිතුරු පත්‍රයෙන් පරීක්ෂා කරන්න.

Accept accurate equivalent wording. Open responses below are models, not the only possible answers. These are EWS explanations, not an official marking scheme.

A. Reading

1. It centred residents' personal stories rather than a chronological list of dates.

Why: This is the main redesign described at the start.

2. The wider historical context was harder to follow.

Why: Emotional engagement did not guarantee clear context.

3. To show different experiences and allow visitors to consider disagreement in memory.

Why: The curators did not assume that disagreement proved dishonesty.

4. To reveal how accounts depend on whose experience is included, rather than settle every disagreement.

Why: The final sentence sets a limited educational aim.

B. Language

5. representative

Why: An adjective is needed after be fully.

6. into

Why: The fixed expression is take something into account.

7. necessarily mean that someone is

Why: The five-word phrase keeps the original qualification and meaning.

Helper script - keep hidden before the listening attempt

I was initially worried that the new exhibition would become a collection of touching anecdotes. The timeline reassured me, but what mattered most was the way conflicting memories were presented. Instead of asking us to select a winner, the labels explained what each person had been able to observe. I would still like clearer links to the public records. Even so, the exhibition encouraged me to ask better questions about evidence, which is more valuable than leaving with an unqualified sense that I now know the whole story.

CONTACT EWS ACADEMY

WhatsApp: +94 70 310 1101

Email: info@englishwithasmile.lk

Call: +94 777 101 802

Website: www.englishwithasmile.lk

YouTube: youtube.com/@englishwithasmile7

Cambridge C1 Advanced | Answers 2

Listening key, writing model and speaking guidance

C. Listening

8. That the exhibition would be only a collection of touching anecdotes.

Why: This describes the fear before seeing the revised presentation.

9. What each person had been able to observe.

Why: They contextualised the different memories rather than declaring a winner.

10. No. The speaker still wants clearer links to public records.

Why: The positive overall evaluation includes a specific reservation.

11. One possible writing response

Personal stories can make a history exhibition memorable by showing how events affected particular lives. They may encourage visitors to care about a period that otherwise seems remote. However, one moving account cannot represent everyone's experience, and memory can be selective. Curators should therefore connect testimony to a clear timeline, public records and other perspectives. Presenting differences openly need not weaken an exhibition. It can help visitors understand how historical knowledge is constructed and why an engaging story should also be examined critically rather than accepted without question.

Model length: 88 words. Check purpose, every requested point, logical connections and accurate sentences. A relevant alternative is equally acceptable.

12. Possible speaking ideas

Interactive displays may encourage participation, but they need a clear purpose. Why do you favour personal stories? I agree that they could make the history relatable. Perhaps we should prioritise those stories with a small number of interactive tasks, while offering guided tours for visitors who want more context.

The model illustrates useful ideas; extend or adapt it to the stated speaking time. Review relevance, development, clear connections, grammar, vocabulary and understandable pronunciation. No official score is awarded by this sheet.

Improve one part and try again

Correct one error, add one useful detail and repeat the response without reading the model. For formal exam timing, task lengths and criteria, use the linked official preparation materials.

CONTACT EWS ACADEMY

WhatsApp: +94 70 310 1101

Email: info@englishwithasmile.lk

Call: +94 777 101 802

Website: www.englishwithasmile.lk

YouTube: youtube.com/@englishwithasmile7

Cambridge C2 Proficiency | Answers 1

Expertise and public trust | Separate key and model guide

පළමුව ඔබම උත්සාහ කරන්න. පසුව වෙනම පිළිතුරු පත්‍රයෙන් පරීක්ෂා කරන්න.

Accept accurate equivalent wording. Open responses below are models, not the only possible answers. These are EWS explanations, not an official marking scheme.

A. Reading

1. Confidence should not rely on pretending that uncertainty has disappeared.

Why: A calls for acknowledging limits; B rejects the illusion of complete certainty.

2. Clearer communication.

Why: Clarity cannot repair concealment or dismissal of legitimate questions.

3. Publishing every technical detail may overwhelm rather than inform.

Why: B distinguishes relevant explanation from indiscriminate disclosure.

4. No. It calls for accepting scrutiny from people with different expertise.

Why: Its objection is to unrealistic disclosure, not to scrutiny itself.

B. Language

5. address

Why: Address concerns is the natural collocation in this meaning.

6. intelligibility

Why: The noun names the quality of being understandable.

7. to take account of

Why: The four-word expression means consider or include in the reasoning.

Helper script - keep hidden before the listening attempt

I used to equate confidence with a speaker's willingness to give a definite answer. Now I am more reassured when someone distinguishes what is well established from what remains contested. That does not mean that every opinion deserves equal weight. Relevant expertise and reliable methods still matter. Nor am I asking for an endless list of qualifications that makes any conclusion impossible to follow. I want the main reasons, the significant uncertainties and some indication of what would lead the speaker to reconsider. That strikes me as accountability rather than indecision.

CONTACT EWS ACADEMY

WhatsApp: +94 70 310 1101

Email: info@englishwithasmile.lk

Call: +94 777 101 802

Website: www.englishwithasmile.lk

YouTube: youtube.com/@englishwithasmile7

Cambridge C2 Proficiency | Answers 1

Listening key, writing model and speaking guidance

C. Listening

8. A move from valuing definite answers to valuing a clear distinction between established and contested knowledge.

Why: The contrast between used to and now marks the change.

9. No; relevant expertise and reliable methods still matter.

Why: The speaker explicitly rejects that implication.

10. Giving main reasons, important uncertainties and grounds for reconsideration.

Why: These are the features the speaker requests before the final judgement.

11. One possible writing response

Both writers reject the idea that public confidence should depend on absolute certainty. Text A emphasises acknowledging the limits of a conclusion, while Text B cautions that indiscriminate disclosure can obscure rather than clarify. An institution should therefore explain the reasons that matter to a decision, identify significant uncertainties and indicate what evidence could change its position. In my view, this approach is more credible than either an unqualified assurance or an overwhelming technical archive, provided that fuller evidence remains available for informed scrutiny when it is needed.

Model length: 88 words. Check purpose, every requested point, logical connections and accurate sentences. A relevant alternative is equally acceptable.

12. Possible speaking ideas

Simplification is necessary if an explanation is to be usable, but it can distort a conclusion when important conditions disappear. The challenge is not to preserve every detail; it is to preserve the structure of the reasoning and the uncertainties that affect the decision. A concise explanation can do that while offering access to fuller evidence. What matters is whether the audience can understand both the claim and its limits.

The model illustrates useful ideas; extend or adapt it to the stated speaking time. Review relevance, development, clear connections, grammar, vocabulary and understandable pronunciation. No official score is awarded by this sheet.

Improve one part and try again

Correct one error, add one useful detail and repeat the response without reading the model. For formal exam timing, task lengths and criteria, use the linked official preparation materials.

CONTACT EWS ACADEMY

WhatsApp: +94 70 310 1101

Email: info@englishwithasmile.lk

Call: +94 777 101 802

Website: www.englishwithasmile.lk

YouTube: youtube.com/@englishwithasmile7

Cambridge C2 Proficiency | Answers 2

Convenience and the ownership of time | Separate key and model guide

පළමුව ඔබම උත්සාහ කරන්න. පසුව වෙනම පිළිතුරු පත්‍රයෙන් පරීක්ෂා කරන්න.

Accept accurate equivalent wording. Open responses below are models, not the only possible answers. These are EWS explanations, not an official marking scheme.

A. Reading

1. A shorter task does not necessarily give users more control of their attention or time afterwards.

Why: A contrasts duration with control.

2. It has practical value for people managing work, care or limited mobility.

Why: B identifies users for whom convenience offers real benefits.

3. The loss of meaningful alternatives.

Why: The concern is compulsion rather than speed itself.

4. A service should save effort while preserving users' control and meaningful alternatives.

Why: This combines A's concern with control and B's concern with choice.

B. Language

5. deprive

Why: Deprive someone of something is the required construction.

6. unequal

Why: The contrast requires an adjective meaning not equal.

7. had disappeared did I understand

Why: The five-word phrase combines past perfect with inversion after fronted Only when.

Helper script - keep hidden before the listening attempt

The booking app undoubtedly made arranging visits easier for many residents. My objection concerned the assumption that a telephone option was now redundant. A neighbour with limited digital access had to ask someone else to make every booking, which reduced rather than increased her independence. Reinstating a phone line does not require everyone to use it. It recognises that efficiency should be judged across users, not just by the speed of the most confident customer. I would welcome the app and keep a workable alternative, rather than treating one as proof that the other has no value.

CONTACT EWS ACADEMY

WhatsApp: +94 70 310 1101

Email: info@englishwithasmile.lk

Call: +94 777 101 802

Website: www.englishwithasmile.lk

YouTube: youtube.com/@englishwithasmile7

Cambridge C2 Proficiency | Answers 2

Listening key, writing model and speaking guidance

C. Listening

8. The app made arranging visits easier for many residents.

Why: The opening acknowledges a genuine benefit.

9. She depended on someone else to make each booking.

Why: This reduced her independence despite the system's intended convenience.

10. That the speed or success of confident app users proves other booking routes are unnecessary.

Why: The speaker wants efficiency judged across different users.

11. One possible writing response

A faster service can reduce effort without necessarily improving users' control over their time. As Text A suggests, prompts and extra choices may absorb the attention saved elsewhere. Text B adds that convenience has genuine value, particularly for people with demanding responsibilities, but becomes problematic when alternatives disappear. A better service should therefore be judged by its effects on different users, rather than by speed alone. In my view, offering a usable alternative is part of efficient design, since forcing people into an unsuitable system merely transfers the burden to them.

Model length: 91 words. Check purpose, every requested point, logical connections and accurate sentences. A relevant alternative is equally acceptable.

12. Possible speaking ideas

Fewer options can reduce confusion and help people complete a task quickly. However, efficiency for one group may create dependence for another if an essential alternative is removed. I would distinguish unnecessary variation from meaningful choice. A service can streamline its main route while retaining an accessible alternative, and should assess both the organisation's workload and the user's practical independence.

The model illustrates useful ideas; extend or adapt it to the stated speaking time. Review relevance, development, clear connections, grammar, vocabulary and understandable pronunciation. No official score is awarded by this sheet.

Improve one part and try again

Correct one error, add one useful detail and repeat the response without reading the model. For formal exam timing, task lengths and criteria, use the linked official preparation materials.

CONTACT EWS ACADEMY

WhatsApp: +94 70 310 1101

Email: info@englishwithasmile.lk

Call: +94 777 101 802

Website: www.englishwithasmile.lk

YouTube: youtube.com/@englishwithasmile7