

## Test 1

## Audioscripts

## LISTENING PART 1

## Training



2

01 *Woman:* He's short but not very fat, I would say he is quite slim. He has long, straight, blonde hair. Today he's wearing a white T-shirt and shorts.



5

02 *Example*

*Man:* Jane is wearing a pink blouse.

1

*Man:* It might rain.

2

*Man:* Joanne wants to go to the match.

3

*Man:* They love playing hockey.

4

*Man:* Are we going to go out today?

5

*Man:* I think he'll help us.

6

*Man:* I'd prefer to have pizza.

7

*Man:* Are you enjoying the party?

8

*Man:* I'm meeting Sam at the bus stop.



6

03 *Girl:* I want to play tennis tomorrow.

*Boy:* The tennis courts are busy on Saturdays. I'd prefer to play on Sunday.

*Girl:* I'm going to visit my grandmother on Sunday. She hasn't been feeling well since Thursday.

*Boy:* OK. then, but we'll need to get there early.



9

04 *Man:* Where shall we have coffee?

*Woman:* What about the café next to the pharmacy?

*Man:* I went there yesterday with my sister. We could try the one inside the bookshop.

*Woman:* It's a bit expensive, isn't it?

*Man:* Don't worry. I'm paying!

## Exam Practice



## Questions 1–5

05 1 *Where's the girl going this afternoon?*

*Boy:* Are you coming shopping with me and Mom this afternoon?

*Girl:* To buy your new skateboard? I'd love to, but I'm meeting my classmate Susan. We're going to see that new Japanese cartoon.

*Boy:* OK, no problem, Mom can help me choose a skateboard.

*Girl:* And Mom wants to go to the new café in Bridge Street.

*Boy:* Great! They sell fantastic cakes!

2 *Which is the boy's new desk?*

*Boy:* Mum's bought me a desk for my bedroom, Aunt Barbara!

*Aunt:* Yes. She was looking at one online with four drawers. Did she get that one?

*Boy:* Mine's got two drawers on the left and three shelves on the right.

*Aunt:* That's good – you've got lots of books and things. Can I go upstairs and look at it?

*Boy:* Sure!

3 *How will they get to their tennis class?*

*Boy 1:* Are we going to go to our tennis class by bike today? The weather's good.

*Boy 2:* Yes, it's sunny but not too hot. But I've got a problem with my back wheel, so I'd prefer to go by bus.

*Boy 1:* Or we could walk. It's not far.

*Boy 2:* Good idea. My dad says he'll fix my bike next weekend.

4 *Which woman is Laura's new English teacher?*

*Laura:* Mum, you see the woman outside the bookshop? That's my new English teacher.

*Mum:* The woman with long dark hair? She looks like your Aunt Suzanna.

*Laura:* But Aunt Suzanna's got blonde hair! Anyway, it's the other woman, with short dark hair and glasses.

*Mum:* Oh, she looks really friendly!

5 *What might Harry do if it rains on Saturday?*

*Katie:* Hi, Harry, are you going to go running on Saturday to practise for the school race?

*Harry:* Possibly, but it might rain. If it does, I don't want to be outside.

*Katie:* What about playing badminton in the sports hall?

*Harry:* I like badminton, but my friends don't. We all like volleyball, and that's good exercise, too, so I'll think about that.

## PART 2

### Training



2

06 *Girl:* Let's meet after the class. Is four o'clock all right for you?

*Boy:* Yes, fine. No, wait a minute. The class finishes at four, but sometimes the teacher doesn't let us leave until about five past. And it will take a few minutes to get there.

*Girl:* Shall we say quarter past four then?

*Boy:* No, I'm sure I can make it by ten past.



4

07 *Woman:* OK, now, listen everyone because I'm going to give you some important information about the end-of-term dinner. You should know by now that it's on the twenty-eighth of March. Now, we have changed the start time. We told you it would start at seven o'clock, but it will now begin at half past six, as we had to change the time it will end. You may remember it was to end at eleven, but some parents say that is too late, so it will now end at ten thirty. Please tell your parents to pick you up then and no later.

You are a very lucky group because we are not having the dinner at the school this year. It will be at the Oaktree Restaurant. That's O-A-K-T-R-double E. You need to tell us by Friday what you want to eat. You have three main meals to choose from. No salad this year. You can have fish, chicken or vegetable curry with rice. Please send me a text message with your choice. My phone number is oh-double seven-four, oh-five-three, eight-nine-seven.

### Exam Practice



#### Questions 6–10

08 *Woman:* Now, I want to tell you about a new school music club. It'll begin on the fifteenth of September and there will be classes once a week until December the eighteenth.

Let me check the day ... Because there's the sports club on Wednesdays, the music club will be on Thursdays.

It'll be after school. Your last lessons finish at ten to four and you can have a break before the music

club because it starts at twenty past four and ends at five o'clock.

Here's some information about the teacher. His name's Mr Taylor. I'll spell that for you T-A-Y-L-O-R. You don't know him because he's new.

If your parents would like to phone him, he's happy for me to give you his phone number. It's zero-double seven-nine, three-eight-six, five-two-one.

Oh, you need to know where to go for the club. It's going to be in the library. Use the doors next to the art room because the other doors won't be open then.

## PART 3

### Training



2

09 *Woman:* His name is Robert and he is almost seventy years old. He doesn't work now, but he was a dentist when he was younger. He and his wife had three children. The oldest is my mum, Sue. He has six grandchildren now, but I was the first.



4

10 *Girl:* What's your favourite food?

*Boy:* Umm, well, I love spicy food the most. What about you?

*Girl:* I prefer sweet food, like cakes and biscuits.

*Boy:* But you can't eat that for dinner!

*Girl:* Well, fish is my least favourite meal. Apart from that, I'll eat anything.

*Boy:* Really? Fish is one of the things I like best.

### Exam Practice



#### Questions 11–15

11 *Luis:* Charlotte! I've got the computer game called *Green Space*.

*Charlotte:* Where did you find out about it, Luis?

*Luis:* I borrowed a magazine from a schoolfriend and there was an ad for it. I asked my mum and she bought it for me from their website.

*Charlotte:* I really like that game. It's not new, but it's my favourite game because it isn't easy. I play it a lot, which is strange because it's not funny at all! Who are you going to play it with?

*Luis:* Well, my brother's too busy studying, and my cousin Amy only likes board games. But my granddad has lots of time, so I want to play with him. How long do you usually play it for?

*Charlotte:* When I was sick last Wednesday, I played for an hour and a half. Then, on Friday, an hour. And on Saturday, three quarters of an hour! Which part do you like best?

*Luis:* Crossing the river's really good, but the bit I enjoy most is finding something to eat. The part about building a hut's my least favourite.

## PART 4

### Training



3

12 *Example*

*Girl:* My neighbour is called Mrs Payne.

*Boy:* How do you spell that?

*Girl:* P-A-Y-N-E.

1

*Woman:* I live at number sixty-four Brookdale Street. That's B-R-double O-K-D-A-L-E.

2

*Man:* The party is in the Penridge Room. That's Penridge P-E-N-R-I-D-G-E Room R-double O-M.

3

*Man:* What's the name of the town we're going to?

*Woman:* Montclair.

*Man:* How do you spell that?

*Woman:* M-O-N-T-C-L-A-I-R.

4

*Man:* The person meeting you at the airport is Simone Jordan. Her first name is spelt S-I-M-O-N-E and her surname is J-O-R-D-A-N.

5

*Woman:* Our website is www dot tourceylon dot com. That's W-W-W dot T-O-U-R-C-E-Y-L-O-N dot com.



4

13 *Example*

*Boy:* So, when is the party?

*Girl:* It's in two weeks' time, on January the thirteenth.

1

*Girl:* When did you buy your phone?

*Boy:* At the end of August. The twenty-ninth of August, I think.

2

*Girl:* When's your birthday?

*Boy:* It's the third of July.

3

*Boy:* What date is the exam?

*Girl:* Sometime in the middle of May. Let me check. Yes, it's the fourteenth.

4

*Girl:* So, when did you get back from holiday?

*Boy:* About a week ago. Yes, it was September the thirtieth.

5

*Boy:* When does our new class start?

*Girl:* In the new year. The fifth of February.

## Exam Practice



### Questions 16–20

14

16 *You will hear two friends talking about shopping. What did the boy buy yesterday?*

*Female:* I'm glad I got the school book I wanted yesterday.

*Boy:* Yes, my mum had already bought that and a new magazine for me. Everyone thinks the gloves I got yesterday are cool, too.

*Girl:* The T-shirt I liked was really colourful!

*Boy:* But nearly one hundred pounds!

*Girl:* I know. Let's buy some snacks now. We can eat them during break at school.

17 *You will hear a teacher talking to a student called Lyn. Why didn't Lyn come to school yesterday?*

*Lyn:* Mr Jones, could I ask you about the tennis match on Saturday?

*Mr Jones:* Of course, Lyn. You missed class yesterday. Do you feel better?

*Lyn:* Oh, I wasn't ill. We were camping in Switzerland for a week and our flight was cancelled on Sunday. We flew on Monday instead.

*Mr Jones:* Oh, OK. So, next Saturday's really important. If we win, we'll win the championship!

18 *You will hear a boy talking about surfing. How did he learn to surf?*

*Boy:* When I started surfing, I went to the beach with friends and tried and tried, but I didn't seem to improve. Then, I saw that someone was organising lessons, but they

were on Fridays when I play football. In the end, I found a website with a famous surfer showing people the best way to learn. That's what helped me.

19 *You will hear a girl talking about her day at school. Which subject did she like best?*

*Girl:* School was great today. First, we had a lesson about oceans and the average water temperature in each one. But the most interesting lesson was about bees – how they live together and how they develop from eggs to adults. In another lesson, we read part of a novel and, for homework, we can write either a story or an article.

20 *You will hear two brothers talking about last night. Why did they both sleep badly?*

*Jake:* I'm tired this morning. I didn't sleep well.

*Nathan:* Neither did I. Let's ask Dad to turn down the heating in our room.

*Jake:* Yes, that was the problem. I can hear him outside. I thinking he's packing the car so that we are ready to go camping.

*Nathan:* I can hear Mum playing music downstairs. Let's ask her about the heating.

*Jake:* Yeah.

## PART 5 Training



2

15 *Example*

*Woman:* Paul gets up early and likes to be outside. He doesn't like towns and cities.

1

*Woman:* Raquel is good at English. She always wants to know what is happening in the world.

2

*Woman:* Adriana loves science and maths. She has great ideas and is good at making things.

3

*Woman:* Adam likes helping people. He prefers to work at night.



4

16 *Example*

*Woman:* Don't forget Jenny's birthday is on Wednesday. We're going to meet on Tuesday afternoon to go shopping for a card and present for her.

1

*Man:* OK, now, students who come to class on Mondays, you will have your speaking test on Saturday, and not Sunday like the other students.

2

*Man:* If you want to come on the school trip to the zoo next Friday, you need to bring the money in by Tuesday and give it to Mr Wilson.

3

*Woman:* We will have football practice on Monday, Tuesday and Thursday next week because Sunday's match is a really important one.

4

*Man:* I am so excited about the concert. This time next week we'll be there. Oh, no, I mean a week from tomorrow. We have tickets for Tuesday, not Monday.

5

*Woman:* We have a welcome party for all new students on Thursday evening. Please give your name to Ruth by Wednesday if you want to come.

## Exam Practice



### Questions 21–25

17

*Lucas:* Mum, we talked about different jobs in class today and I'm surprised about the jobs some of my friends want to do.

*Mum:* What do you want to do?

*Lucas:* You know I love planes, so I'd like to fly them for my job.

*Mum:* Great idea. What job does Tyler want to do?

*Lucas:* He wants to work at the hospital. His mum's a receptionist there, but he wants to take care of people's teeth!

*Mum:* That's a good job. Ava wants to be a sports coach, doesn't she?

*Lucas:* Not now, she wants to show tourists round different towns.

*Mum:* Oh. And Mark?

*Lucas:* He's always helping his dad repair cars. Remember, his dad's got a garage? And that's what he wants to do.

*Mum:* He'll be good at that. Does Victoria know what she wants to do?

*Lucas:* Yes, to write articles for a newspaper. She wrote a good story about an actor for English last week.

Mum: Great! What about Bobby?

Lucas: He wants to be in plays and work in theatres all over the world.

Mum: He was good in the school play about a hospital.

## SPEAKING PART 1

### Training



1

18 Maria: Hi, I'm Maria.

Jose: Hi, Maria, I'm Jose. Are you Italian?

Maria: Yes, I am, but I came to England with my family last year. I've got a younger sister. She's ten. What about you?

Jose: I'm Spanish. We've just come to England from Madrid. How old are you, Maria?

Maria: I'm fourteen. What about you?

Jose: I'm fourteen, but I'll be fifteen next month.

Maria: My birthday is later on. But that's why we're in the same English class!



3

19 Daniele: What time do you start school in the mornings?

Alex: I start at nine o'clock.

Daniele: You're lucky! We start at eight o'clock!

Alex: What time do you finish?

Daniele: At one o'clock. What about you?

Alex: I stay at school until four o'clock, I have lunch at school.

Daniele: What's your favourite subject?

Alex: I like history and maths best. What about you?

Daniele: I like English and sport a lot.

Alex: I like sport too. Do you have sports lessons?

Daniele: Yes, twice a week. I really like running.

Alex: I often go running after school. Do you have to do a lot of homework?

Daniele: Lots and always at the weekend!



5

20 Examiner: Now, Eduardo, please tell me something about the things you like about your school.

Eduardo: I like my school a lot because it's not very big. All the students know each other, and the teachers know us too. We have some really good teachers. My history teacher is my favourite. We do a lot of sport too – I love playing tennis at school.



6

21 Examiner: Now, Elvira, please tell me something about a day you went out with your family.

Elvira: Two weeks ago, I went to the beach with my family. We went by car and we had a barbecue on the beach. It was very nice. We played on the beach and swam in the sea. It was a good day.



7

22 Examiner: Please tell me something about the things you like about your school.

Please tell me something about a day you went out with your family.

### Exam Practice



23

Examiner: Good morning. Can I have your mark sheets, please?

I'm Jenny Evans and this is Michael Simmons.

What's your name, please?

Marek: Marek.

Examiner: And what's your name, please?

Anna: Anna.

Examiner: How old are you?

Marek: I'm thirteen.

Examiner: And how old are you?

Anna: I'm fourteen years old.

Examiner: Marek, where are you from?

Anna: I'm from Gdansk in Poland.

Examiner: And Anna, where are you from?

Anna: I'm from Brazil.

Examiner: Now, let's talk about your day at school. Marek, what time do you go to school each day?

Marek: I usually go to school at half past eight.

Examiner: What is the first thing you do when you get to school?

Marek: I take off my coat and change my shoes.

Examiner: Anna, how many lessons do you have each day?

Anna: I usually have six lessons a day.

Examiner: What time do you finish school?

Anna: Most days I finish at twelve o'clock.

Examiner: Now, Marek, please tell me what you like about school.



*Marek:* My favourite subjects are maths and science. I really like solving problems, and these subjects are about problems. I also like my science teacher. He's really interesting and he knows about lots of things.

*Examiner:* Now let's talk about your families. Anna, how many people are there in your family?

*Anna:* There are four – my parents, my brother and me.

*Examiner:* Who is the oldest person in your family?

*Anna:* My dad's the oldest. He's forty-five.

*Examiner:* Marek, where do the people in your family live?

*Marek:* They live in a flat. It's in the centre of town in an old building.

*Examiner:* When will you next see your family?

*Marek:* I'll see them this evening. I'm going home after this test.

*Examiner:* Now, Anna, tell me about a time when you were together with your family.

*Anna:* On my last birthday, we all went to the zoo for the day. We took a picnic and we arrived early. My dad took lots of photos and we saw lots of animals. It was great fun.



*Examiner:* What's your name, please?

24 And what's your name, please?

How old are you?

And how old are you?

Where are you from?

And where are you from?

Now, let's talk about your day at school. Candidate A, what time do you go to school each day?

What is the first thing you do when you get to school?

Candidate B, how many lessons do you have each day?

What time do you finish school?

Now, Candidate A, please tell me what you like about school?

Now let's talk about your families. Candidate B, how many people are there in your family?

Who is the oldest person in your family?

Candidate A, where do the people in your family live?

When will you next see your family?

Now Candidate B, please tell me something about a time when you were together with your family.

## PART 2

### Training



1

25 *Martin:* Where do you like going in town?

*Sally:* The cinema. It's always interesting. I love watching films. What about you?

*Martin:* I prefer the sports centre because I like playing tennis and going swimming. It's exciting to go there.

*Sally:* What do you like doing outside?

*Martin:* In summer, I like going to the park after school. It's really nice.

*Sally:* Yes, I like it, too. Do you ever go to the shopping centre?

*Martin:* Not much, I think it's boring and expensive! Have you been to the new museum?

*Sally:* Not yet. Have you?

*Martin:* Yes, I went last week. It's fun.

### Exam Practice



*Examiner:* Now, in this part of the test you are going to talk together.

26 Here are some pictures that show different places in a town.

Do you like these different places in town? Say why or why not. I'll say that again.

Do you like these different places in town? Say why or why not.

All right, now talk together.

*Candidate A:* Where do you like going in town?

*Candidate B:* The sports centre because I like playing football and going swimming. It's exciting to go there. What about you?

*Candidate A:* I like shopping in the shopping centre. It doesn't matter what the weather is like. You can go there any time. There is a new games shop which sells a lot of computer games.

*Candidate B:* What do you like doing outside?

*Candidate A:* In summer, I like going to the park because I like playing tennis outside. It's relaxing.

*Candidate B:* Yes, I like that, too. Do you ever go to the cinema?

*Candidate A:* Not much. I think it's a bit boring and expensive! Have you been to the new science museum?

*Candidate B:* Not yet. Have you?

*Candidate A:* Yes, I went last week. It's fun.

*Examiner:* Candidate A, do you think cinemas are exciting?

*Candidate A:* No, I prefer to watch films at home.

*Examiner:* Do you think museums are boring?

*Candidate A:* It depends on the museum, but some are really interesting.

*Examiner:* Candidate B, do you think shopping centres are interesting?

*Candidate B:* Not really, I find them boring. I only like shopping for a short time.

*Examiner:* Do you think parks are important?

*Candidate B:* No, I don't think they are very important.

*Examiner:* So, Candidate B, which of these places in town do you like best?

*Candidate B:* I like the sports centre and the cinema because you can meet friends there and have fun.

*Examiner:* And you, Candidate A, which of these places in town do you like best?

*Candidate A:* I like the museum because you can learn something new on every visit.

*Examiner:* Now, Candidate B, do you prefer going back to the same places in your town or going to lots of different places?

*Candidate B:* I like to go to lots of different places. I like discovering new things.

*Examiner:* And what about you, Candidate A? Do you prefer going back to the same places in town or going to lots of different places?

*Candidate A:* I like to visit the same places I know well. I don't really like new things or too much change.

*Examiner:* Where do you think is the best place in this town to meet friends, Candidate B?

*Candidate B:* I think the park is the best place to meet friends. There are lots of things to do there.

*Examiner:* And what about you, Candidate A? Where do you think is the best place in this town to meet friends?

*Candidate A:* Oh, I think the sports centre because it is inside and it isn't expensive.



*Examiner:* Now, in this part of the test you are going to talk together.

Here are some pictures that show different places in a town.

Do you like these different places in town? Say why or why not. I'll say that again.

Do you like these different places in town? Say why or why not.

All right, now talk together.

Candidate A, do you think cinemas are exciting?

Do you think museums are boring?

Candidate B, do you think shopping centres are interesting?

Do you think parks are important?

So, Candidate B, which of these places in town do you like best?

And you, Candidate A, which of these places in town do you like best?

Now, Candidate B, do you prefer going back to the same places in your town or going to lots of different places?

And what about you, Candidate A? Do you prefer going back to the same places in town, or going to lots of different places?

Where do you think is the best place in this town to meet friends, Candidate B?

And what about you, Candidate A? Where do you think is the best place in this town to meet friends?

# Test 1 Reading and Writing Part 1

**Task type:**

three-option multiple choice – understanding notices, emails and messages – six items

**Topic focus:**

language of notices

## Training

Tell students that they will read six texts (notices, emails or messages) in Part 1.

- In this exercise, students decide whether each pair of words/phrases are similar or different in meaning. Tell students that the notices, emails and messages in Part 1 often use similar words. Ask them to write *S* (similar) or *D* (different) next to each pair. Check the answers as a class.

1 S    2 D    3 D    4 S    5 D    6 S    7 D    8 S

Elicit or give students a few more pairs that are similar or different, e.g. *money / cash*, *lesson / class*, *football / ball game*, *safe / dangerous*.

- This exercise uses some of the words from Exercise 1 in context. Ask students what sort of text they think each sentence comes from (*Example email, 1 notice, 2 message or email, 3 notice, 4 notice or email, 5 notice or email*).

Students then complete the task, choosing a word from Exercise 1 for each gap.

1 picnic    2 instead    3 on time    4 walk    5 borrow

**Extension**

In pairs, students make more sentences using some of the remaining words in Exercise 1. Tell students to make two sentences for pairs of words with similar meanings, e.g. *He drives to work. / He goes by car.*

- Revise the words *children*, *teenagers* and *adults*. Elicit the age ranges for each word (0–12, 13–19, 18+). Explain that the notices all say that only one age group can do the activity. Students write the two age groups that *cannot* do it.

1 teenagers, adults    2 children, adults    3 children, teenagers  
4 teenagers, adults

- Before doing this exercise, revise the modals which appear in the box: *can't*, *can*, *must*, *need*, *should* and *will*. Remind students that they are followed by infinitive without *to*. Put some examples on the board as well as some common errors, e.g. *I must do my homework. I must doing my homework. I must to do my homework.*

In this exercise, students complete sentences which explain the meaning of the notice by adding the correct modals.

1 need    2 must    3 can    4 should    5 will

## Exam Practice

Tell students to quickly read the texts and the multiple-choice questions. Encourage them to underline all the key words in both texts and questions. Tell them to think about the different ways the words in the texts can be expressed.

Students do the exercise. Go through the answers in class.

1 A    2 B    3 C    4 C    5 A    6 C

Ask students to look at the items that were wrong and say why they are wrong, e.g. text 1: option B – *Mr Hall is away today, not tomorrow.*; option C – *The notice doesn't talk about any choice.*

**Extension**

Students work in pairs or in small groups to think of some more texts and multiple-choice questions to give to their classmates.



# Test 1 Reading and Writing Part 2

**Task type:**

matching – reading for specific information and detailed comprehension – seven items

**Topic focus:**

visiting a museum

## Training

Tell students that in Part 2 they will read three short texts on a similar topic. They have to decide which of the three relates to each of the seven pieces of information. There will be similar vocabulary and content in all the texts, so tell students that they need to read carefully.

- 1 Remind students that in Part 1 you talked about words with similar meanings. Tell them that in this exercise they will practise finding whole sentences with a similar meaning, as this is what they will do in Part 2. Explain that the best way to approach this exercise is to read all the sentences in both columns and match the ones they are sure about first. Individual synonyms in the matching sentences will help them.

Look at the example together. Give students a chance to match the other sentences in pairs, as it is quite challenging. If they struggle, you could do this as a class, but make sure students understand why they are matched.

- 1 Find out about different places.      2 Visit us when you have time.  
 3 The things we have here are always changing.  
 4 You will be able to look at the clothes worn by the workers.  
 5 Someone will have to show you around.

When checking answers, elicit words or phrases that helped them decide, e.g. 1 *learn / find out, the world / different places*; 2 *come / visit, as often as you want / when you have time*; 3 *different every time / always changing*; 4 *staff / workers, wear / clothes*; 5 *guide / someone will show you around*.

- 2 This exercise gives students another opportunity to practise recognising paraphrases. Again, they will be looking for words with similar meanings, but here they have to understand the whole sentence to select the correct answer.

Explain that each item has two sentences – only one of them has a similar meaning. Students do the task in pairs and tick the sentences.

- 1 B      2 A      3 A

- 3 Remind students that *There is* or *There are* are common ways to start a sentence when you are talking about something for the first time. To decide which to use, students need to know whether the noun that follows is singular, plural or uncountable. Elicit examples of each and ask students which take *There is* (singular and uncountable nouns) and which take *There are* (plural nouns). Remind them that *a / an* provides a clue that the noun is singular.

Then students do the exercise in pairs.

- 1 are      2 is      3 are      4 is      5 are

## Exam Practice

Tell students to read the questions and underline the key words. Then explain that they need to read the texts and find the sentences in the texts that express similar ideas, but that the words in the question will not be the same words as those in the correct text.

Students do the activity. Go through the answers with the class.

- 7 C      8 A      9 B      10 A      11 C      12 B      13 C

Go over each item. Talk about why the answer was correct, e.g. question 7: *Text C is correct because it mentions uniforms. The other two texts don't mention clothes.*

## Extension

Students write a few lines about a museum they know, saying what you can see and do there.

# Test 1 Reading and Writing Part 3

**Task type:**

three-option multiple choice – reading for detailed understanding and main ideas – five items

**Topic focus:**

music, parties

## Training

Tell students that in Part 3 they will read one longer text and answer five questions about it.

- In this exercise, students choose a title to check whether they have understood the main idea of a passage. Tell students that they have to read the whole text and focus on the main message, not the details.

C

- This exercise tests reading for detail. Tell students that they have to identify the parts of the text which contain the answers and read them very carefully. They can highlight the relevant parts of the text.

1 B 2 A

Ask students which sentences in the text helped them decide.

**Extension**

Ask students to write more questions about the text and ask and answer them with a partner, e.g. *How long are music lessons?* (one hour)

- Review the use of *in*, *since*, *for* and *ago*. Elicit sentences with each or provide an example of each. Remind students that *in* and *ago* are often (but not always) used with the simple past, while *for* and *since* tend to be used with the present perfect. *In* is often used with years, months and seasons, while *for* is used with a period of time (*six months*, *two years*, etc.).

Students complete the exercise. Check their answers.

1 in 2 ago 3 since 4 ago 5 in 6 for 7 since

## Exam Practice

Tell students to read through the text and ask a few comprehension questions to make sure they understand the text, e.g. *Who wrote it?* (Will) *What type of text is it?* (a blog entry) *What is he writing about?* (a party)

Ask students to read through the questions and underline the key words. Then read through the text and underline the sentences that relate to the question before picking the correct option.

Tell students to compare their answers with a partner and discuss why they chose the answer they did. Go through the answers as a class.

14 B 15 A 16 C 17 A 18 B

**Extension**

Tell students to work in pairs and reduce the text to five sentences summarising the story.

# Test 1 Reading and Writing Part 4

**Task type:**

three-option multiple-choice cloze – gapped text – main focus on vocabulary – six items

**Topic focus:**

the environment

## Training

Part 4 focuses on vocabulary, particularly the differences between similar or easily-confused words. However, you should emphasise that the students need to understand the purpose and overall meaning of the text before completing the gaps.

- This exercise focuses on the present simple because texts in this part of the exam are often factual (e.g. an entry from an encyclopaedia), and students at this level often have problems with subject / verb agreement.

Ask students to choose the correct form of the verb. Remind them that if the subject is an uncountable noun, like *water*, the verb is singular (*is*, not *are*) or takes *-s* / *-es*.

1 *is*    2 *don't*    3 *comes*    4 *isn't*    5 *have*    6 *grows*  
7 *doesn't*

- Draw students' attention to the Tip box. Tell them that the words they have to choose between will all be the same part of speech, e.g. all verbs, all nouns or all prepositions, and they will be words which are easily confused in some contexts, e.g. *class*, *subject* and *course*.

Tell them to read the sentences carefully and look at the words before and after the gaps. They should read the sentences to themselves with each word in the gap to decide which one fits. Check the answers as a class.

1 *C*    2 *A*    3 *B*    4 *A*    5 *C*

Look at the other options for each item. Elicit why they were wrong here and how they could be used in a sentence.

- This exercise provides an example of the kind of text that may appear in Part 4. In this exercise, students answer questions about the type of text it is. The idea is to encourage them not to rush to complete the gaps, but to understand the purpose of the text and where it might appear.

1 *fact*    2 *a book*    3 *present simple*

- Remind students of the need to know different words for the same idea as well as opposite words. This exercise focuses on vocabulary in the text in Exercise 3 since that is the main focus of this part. Ask students to find a word in the text with a similar meaning. Check the answers as a class.

1 *large*    2 *alone*    3 *many*    4 *look after*

## Exam Practice

Ask students what they know about red pandas, e.g. *Where do you find them?* (in trees) *Which countries do they live in?* (Nepal, Northern Myanmar, India, Bhutan and China).

Tell students to work in pairs and cover the text and see if they can guess what word goes in each gap. Go through the suggestions with the class, but don't say whether the suggestions are true or not.

Students then do the task alone. Remind them to pay attention to the words before and after the gap when choosing the correct answer.

19 *C*    20 *A*    21 *C*    22 *A*    23 *A*    24 *B*

## Extension

In the next class, show them a copy of the text without the options. Can they still remember which words go in the gaps?

# Test 1 Reading and Writing Part 5

**Task type:**

open cloze – gapped text – focus on grammar – six items plus an example

**Topic focus:**

everyday language, books

## Training

Tell students that in Part 5 they will have to come up with their own answers, as there won't be any options to choose from.

- The words that are needed for the gaps are often part of fixed expressions. Tell students to read the Tip box. It is important to encourage them to record vocabulary as whole phrases where appropriate. In everyday language, there are many such phrases.

Students now move on to matching sentences halves.  
Check the answers as a class.

- |                |                    |                     |               |
|----------------|--------------------|---------------------|---------------|
| 1 kind of you. | 2 I'm late.        | 3 the weather like? | 4 to see you. |
| 5 help you?    | 6 pleased for you. | 7 soon.             |               |

**Extension**

If students haven't already started recording phrases, tell them to write this kind of expression in their vocabulary notebooks. You can get them to add ones they meet in other parts of the book or outside the classroom.

- Elicit some prepositions from students. Remind them that prepositions are among the type of words tested in this part.

Ask students if they have heard of the book *Diary of a Wimpy Kid*. These are a series of humorous novels for children. Tell them that the sentences in this exercise are about the writer of the book.

Students have to correct the preposition in each sentence. Put students in pairs to try to find the correct one. Go over the answers in class, taking note of any common mistakes to target for revision.

- |        |      |       |      |        |
|--------|------|-------|------|--------|
| 1 from | 2 by | 3 for | 4 to | 5 with |
|--------|------|-------|------|--------|

- Tell students to look at the words in the box. Elicit that they are adverbs. Point out that the words given are all commonly tested in Part 5. Go through the example with the students. Make sure that students realise that *as well as* is a phrase which means *in addition to*, not *as good as*.

Then students do the task alone. Encourage students to cross out the word in the box when it is used.

- |       |          |        |         |        |        |
|-------|----------|--------|---------|--------|--------|
| 1 yet | 2 before | 3 just | 4 quite | 5 even | 6 soon |
|-------|----------|--------|---------|--------|--------|

## Exam Practice

Tell students to read the email first. Ask a stronger student: *Who wrote the email?* (Giles) *Who is it to?* (his aunt)

Look at the example together. Remind students that they must only write one word in each space and that contractions, e.g. *can't* or *don't*, count as two words. Also emphasise that correct spelling is important.

Students do the task alone. When students have finished, go through the answers.

- |       |      |       |          |       |         |
|-------|------|-------|----------|-------|---------|
| 25 of | 26 a | 27 in | 28 which | 29 to | 30 what |
|-------|------|-------|----------|-------|---------|

Then ask students to find and underline the fixed phrases and collocations in the email, e.g. *Thank you very much*.

**Possible answers**

*It was very kind of you, interested in, that kind of thing, nearly finished, thanks again*

**Extension**

Tell students to write their own letter thanking someone for a present.

# Test 1 Reading and Writing Part 6

**Task type:**

guided writing – an email or a note as a response to a short input text or rubric – 25 words or more

**Topic focus:**

informal language

## Training

In this part of the test, students have to understand the questions in a message and write a short response (at least 25 words) which answers all of them.

- Students sometimes get confused about the tense of the questions and write their email in the wrong tense. They might have to write an email in the past, present or future. In this exercise, they need to read the questions very carefully and decide whether they refer to the past, present or future. Then look at the responses and see if the tense used is the same or works in context.

Look at the example together. Ask: *What is the question asking about – the present, past or future?* (future) *Ask what is the answer talking about – the present, past or future?* (past) Put the students in pairs to complete the rest of the task.

1 ✓ 2 ✗ 3 ✓ 4 ✓ 5 ✗ 6 ✗ 7 ✓ 8 ✓

**Extension**

Get students to write correct answers to questions 2, 5 and 6.

- Remind students that in Part 6 there will be three questions. They should always start by underlining the three pieces of information they need to give in their answer.

Students underline the questions in the email.

*Which day is best for you? What time of day shall we go? Do you want to ask any of the other students to come with us?*

- Students match the three short messages to the questions in Exercise 2. Remind students that they must answer all three of the questions within their email.

1 Do you want to ask any of the other students to come with us?  
2 What time of day shall we go?  
3 Which day is best for you?

**Extension**

You might want to get your students to write their own responses to the task. When marking them, focus on whether they have answered all the questions and used tenses correctly. You could get them to peer correct spelling and grammar.

- In Part 6, students will often have to write about plans for activities or what they are doing now. This exercise focuses on the spelling of *-ing* forms which are needed for both. Use the *Remember* box to do a quick revision of the spelling rules.

Look at the example together, then students do the task alone.

1 going 2 running 3 studying 4 driving 5 buying  
6 getting 7 ice-skating

## Exam Practice

Read through the task with the class. Remind students of the requirements. They should write at least 25 words, cover all three pieces of information, and start and end the text correctly. Ask students what the three pieces of information are in this case (where they can meet, what they can do, what Francis should bring).

Students complete the task. When students have finished the task, ask them to swap their work with a partner for checking.

**Sample answer**

Hi Francis,  
Thanks for your message. As you're coming by train, let's meet at the entrance to the park. It's next to the station and has tennis courts. If you bring your racket, we can have a game!  
See you at the weekend,  
Sofia



# Test 1 Reading and Writing Part 7

**Task type:**

writing – a short story or narrative based on three picture prompts – 35 words or more

**Topic focus:**

transport

## Training

Tell students that in Part 7 they have to write a story based on three pictures. They need to write at least 35 words.

- 1 Elicit different means of transport (*car, bus, train, boat, plane*, etc.). Tell students to put some words and phrases related to travel into the correct columns.

Rail: platform, train, railway, tram, station

Water: by sea, sail, ship

Car: car park, garage, motorway, roundabout

Air: flight, landing, pilot, take off

If any words are new to students, ask some concept checking questions, e.g. *Is a ship a big boat or a small boat?* (a big boat) *Do you drive fast or slowly on a motorway?* (fast) *Why do you go to a garage?* (to get your car fixed) You can also use gestures (e.g. for *take off* and *landing*) or a drawing (*roundabout*).

Ask students if they can add any more words in each column.

- 2 Tell students that they will probably need to use the past tense in their stories, so the next few exercises practise past verb forms. Ask students to find nine other past tense forms in the wordsearch. They can circle the words, draw a line through them or colour them. Point out that there is one example.

ate, left, won, came, caught, put, did, got, took

C						T	O	O	K					
A	T	E				C								
U						A			D	I	D			L
G				W		M				G				E
H	B	R	O	K	E					O				F
T				N						T	P	U		T

Ask students to write down all the verbs they circled in the wordsearch. Then they write the infinitive forms of the verbs.

ate – eat, left – leave, won – win, came – come, caught – catch, put – put, did – do, got – get, took – take

- 3 In this exercise, the students use some of the past tense forms from Exercise 2 in sentences.

1 ate 2 won 3 took 4 caught 5 put 6 did 7 got

- 4 Ask students to look at the pictures. Elicit words that they could use in the story. They might mostly come up with nouns (*boy, train*) and verbs (*go, eat*). Elicit a few more such as adjectives (*happy, sad, hungry*).

Students note down their own answers to the questions and share them with their group.

- 5 Tell students they will read what two students wrote about the pictures. Ask which one is better and why.

**Possible answers**

Elena's story is better because she gives more details, e.g. she says when it happened, she names the boy, says what he ate and what his book was about.

**Extension**

Get students to write their own story based on the pictures. Do peer correction of their stories, focusing on past tense forms and adding detail to their stories.

## Exam Practice

Draw students' attention to the three pictures and ask them to work in pairs and describe what is happening in each picture.

Remind students of the requirements. They should write their story using all three pictures and should write at least 35 words. Students complete the task alone.

When the students have completed the task, ask them to swap their story with a partner for checking. Monitor and check the texts yourself and go through any common errors with the class.

**Sample answer**

Today was a horrible day! My brother and I had decided to shopping in the next city by bus. We waited at the bus stop in our village. And waited. But no bus came. I guess it broke down or something. So we decided to take a train instead. We walked to the station (it's quite a long way and took about half an hour). When we got to the station, we saw a sign saying, 'No trains today'. Everything was cancelled! So we walked all the way back home. The whole trip took two hours. What a waste of time!

# Test 1 Listening Part 1

## Task type:

three-option visual multiple choice – listening to identify specific information – two-speaker short conversations – five items

## Topic focus:

describing people, parts of the home

## Training

Tell students that in Part 1 they have to choose the correct picture.

- Part 1 sometimes includes a question about a person's appearance. Ask the students to look at the pictures and suggest a few words to describe each man. Tell students to read the words and match each one with the man which it best describes.

1 A	2 A	3 N	4 A	5 T	6 T	7 A/N	8 N
9 T	10 A	11 A	12 T	13 N	14 T		

- Tell students they will hear a woman talking about one of the three men. Students listen and answer the question.

Axel

Tell students to work in pairs and describe one of the pictures. When their description is finished, the partner guesses which of the men was described.

- Ask students to look at the pictures and say which rooms they can see. Tell students to label the pictures with the words from the box.

1 pillow	2 bed	3 desk	4 sink	5 cooker	6 cupboard
7 fridge	8 television	9 armchair	10 bookcase	11 sofa	



A2 Key candidates often misspell the words *sitting room*, *living room* and *kitchen* as *seating room*, *leaving room* and *kichen*. Revise the spellings of rooms in the house.

- Tell students that in Part 1 they will often need to understand prepositions, e.g. *on* and *under*.

Students read the sentences and put a tick or a cross next to each of them.

1 X	2 X	3 ✓	4 ✓	5 X	6 ✓
-----	-----	-----	-----	-----	-----

## Extension

Ask students to draw a floor plan of a room in their house. Tell students to work in pairs and, without showing their picture to their partner, describe what there is and where it is.



A2 Key candidates often make mistakes using the present continuous. Remind them that it is used to talk about both present and future time. In the future, it is used for arrangements, e.g. *I'm meeting my friend later*.

- In this exercise, students will hear examples of different ways to talk about the future. Review the different ways to talk about the future before playing the recording.

Students listen to the sentences and write *P* (present) or *F* (future).

1 F	2 P	3 P	4 F	5 F	6 P	7 P	8 F
-----	-----	-----	-----	-----	-----	-----	-----



A2 Key candidates often think *will* is the only future form. Remind them that *will* + verb is only one way to talk about the future.

## Extension

Ask students to look at the audioscript and highlight different ways of talking about the future (*might* + verb, *want to* + verb, *going to* + verb, *I think ... will* + verb, *'d prefer to* + verb, present continuous). They do not need to practise or produce all of these. However, they need to be aware that there is more than one way of talking about the future.

- Play the recording and tell students to answer the question.

A

- Explain that all four sentences are *suggestions* and that we can reply to suggestions with *Yes* or *No*. Tell students that if we say *No* to a suggestion, we usually give a reason. Give an example. Ask students to do the exercise and tell them that there is one *Yes* reply and one *No* reply for each suggestion.

1 I would prefer coffee. Yes, that sounds delicious. 2 No, let's drive. Fine. It's only a 5-minute walk to the station. 3 Good idea. She's really clever. She's very busy at the moment.

- Tell students to look at the replies in Exercise 7 and write *A* or *D*. Point out that not all the replies start with *Yes* or *No*.

Used to agree (A): Yes, that sounds delicious. Good idea. She's really clever. Fine. It's only a 5-minute walk to the station.

Used to disagree (D): No, let's drive. I would prefer coffee. She's very busy at the moment.

- Ask students to listen to the recording and focus on the suggestion and response carefully.

B

## Exam Practice

Before doing the test, remind students to:

- underline** the key words in each question
- identify** who each question is about
- look** at all the pictures and 'say' what they see in English
- always** choose an answer even if they aren't sure!

Go through the advice with the students and then do the task.

1 B	2 A	3 C	4 C	5 A
-----	-----	-----	-----	-----

# Test 1 Listening Part 2

**Task type:**

gap-fill – writing down specific information – one speaker – five items

**Topic focus:**

telling the time

## Training

Remind students that in Part 2 they have to write information such as names, times and places.

- 1 Ask students what time it is and think of two different ways to say it, e.g. *it's two o'clock* and *it's two p.m.*; *it's four fifteen* and *it's quarter past four*. Also point out that the 24-hour clock is sometimes used to give times. Ask when times are given this way, e.g. for flights.

Tell students to complete the exercise. When checking answers, ask students to say the times. Make sure students are not confused by the half hours. In English, it is always half *past* the hour (not half *before* the hour as in languages such as German).

- |                               |                                   |
|-------------------------------|-----------------------------------|
| 1 five thirty, half past five | 2 twenty past three, three twenty |
| 3 half six, six thirty        | 4 one forty-five, quarter to two  |

**Extension**

Give students further practice with telling the time by asking questions about their daily routines. Ask: *What time do you come to class / get up / eat lunch?*

- 2 Ask students to look at the clocks and say what times they show. Play the recording and tell students to listen and answer the question.

B

**Extension**

Play the recording for Exercise 2 again. Ask: *Why are 4:00 and 4:15 wrong?* Explain that it is not 4:00 because the teacher sometimes lets them out late. Neither is it 4:15 because the speaker does not need so long.

- 3 Tell students to look at the Tip box. Students need to get used to the idea of predicting what information is missing based on the words around the gap.

Tell them to look at the notes in Exercise 4 and read the heading. This will give them the context (information about a dinner to be held at the end of term). Tell students to work together to discuss the answers to the questions 1–5. Tell them that, in the exam, they should ask themselves these kind of questions during the time that they have to prepare for Listening Part 2.

- |                         |                                     |
|-------------------------|-------------------------------------|
| 1 an end-of-term dinner | 2 the start and finish times        |
| 3 beginning and end     | 4 the place 5 Students' own answers |

- 4 Play the recording. Ask students to listen and complete the notes on their own.

- |                         |                          |           |
|-------------------------|--------------------------|-----------|
| 1 6:30 (any convention) | 2 10:30 (any convention) | 3 Oaktree |
| 4 curry                 | 5 0774053897             |           |

## Exam Practice

Ask students to read all the questions before listening. In pairs, ask students to think about the kind of answers they are looking for (e.g. a day, a time or a name) and suggest a possible answer for each question. Remind students that the answers can only be **one word** or **a number** or **a date** or **a time**.

Go through the advice with the students and then do the task.

- |              |                         |          |
|--------------|-------------------------|----------|
| 6 Thursdays  | 7 4:20 (any convention) | 8 Taylor |
| 9 0779386521 | 10 library              |          |

**Extension**

Ask students to work in pairs. Students take it in turns to spell their surname while their partner writes it down. Ask students to repeat the activity, this time dictating their phone number.

# Test 1 Listening Part 3

## Task type:

three-option multiple choice – listening to identify specific information, feelings and opinions – longer informal or neutral dialogue – five items

## Topic focus:


family members, adjectives

## Training

Tell students that in Part 3 they will hear a conversation between two people. They have to answer five questions, each with three answers to choose from.

- Elicit some basic family words by asking students who is in their family, e.g. *their mother, father, brother and sister*. Look at the example in Exercise 1 together. Tell students to complete the exercise. As students check the answers, they need to make sure that they have the correct spellings.

1 cousins    2 daughter    3 grandmother/granny/grandma  
4 brother    5 husband

 A2 Key candidates sometimes expect there to be different words for male and female cousins, e.g. *girl cousins* and *boy cousins*, as there are in some languages. Explain that in English the word for *cousins* is always the same, and also that there is no difference in the words for *cousins*, *uncles* or *aunts* depending on whether they are from the maternal or paternal side of a family.

- Ask students to read the question and possible answers. Play the recording and check the answers as a class.

B

Ask students how they chose the answer (*he's quite old, he is retired, he's her mother's father, she's one of his grandchildren*).

## Extension

Ask students to draw a family tree (show them an example on the board). They write the names of their family members and their relationship. If they want, they can include aunts, uncles, grandparents and cousins. They then present their family tree to their partner, e.g. *I have three uncles. Their names are ...*. Be sensitive to the fact that some students may have complicated family structures or may not feel comfortable talking about their families in this way. They can describe other people's families.

- Ask students to read the Tip box. Explain that they may sometimes hear the opposite word with a negative, e.g. the question option might be *it's easy*, but what they hear is *it's not hard*.

Encourage students to think about the opposites of the adjectives in the box and then ask them to complete the exercise.

1 sick    2 old    3 slow    4 good    5 soft

## Extension

Ask students what can be described by the adjectives, e.g. *slow – car, train, person*.


- Model sentences with *favourite* and *prefer*, e.g. *My favourite ice cream is chocolate. I prefer pizza to burgers*. Point out that another way to say *I prefer ...* is *I like ... more than ...*. Ask students some questions about their favourite things (e.g. sports, food, drink, colour) and which they prefer out of two options (blue or red, orange juice or apple juice, etc.).

Ask students to read the conversation between Lucia and Marc. Ask: *What are they talking about?* (food) Tell them to use the words from the box to fill in the gaps. They check their answers with their partner.

Play the recording and ask them to check their answers.

1 most    2 prefer    3 least    4 best

Tell students to role play the conversation in pairs, taking it in turns to play each part.

 A2 Key candidates often say *most favourite* as this is similar to *least favourite*. Use concept checking questions to check that students are aware of correct use, e.g. *Can I say 'Pizza is my most favourite food.'?* (no) *Can I say 'Fish is my least favourite food.'?* (yes)

## Extension

Ask students to create their own similar conversations based on the model. They can talk about food, drinks, sports, colours, TV shows, etc.

## Exam Practice

Tell students to read all the questions and options. Revise or teach any vocabulary if necessary. Ask students to underline who each question is about, e.g. *Luis* in question 11. Then ask students to underline other key words in each question, e.g. *first* in question 11.

Go through the advice with the students and then do the task.

After the first listening, students check their answers with each other in pairs. Allow them time to discuss any differences, and then play the recording again.

11 C    12 B    13 B    14 A    15 A

## Extension

Play the recording one more time, stopping after each question section is finished. Ask students to discuss in pairs why each incorrect option is wrong. Ask pairs with clear, correct explanations to tell the rest of the class.

# Test 1 Listening Part 4

## Task type:

three option multiple choice – listening to identify the main idea/ message/gist/topic/point – short informal or neutral monologues and dialogues – five items

## Topic focus:

simple objects, dates

## Training

Point out that the question type in Part 4 is similar to Part 3, but that they will hear five separate recordings with one or two speakers in each.

- Put the table up on the board. Elicit a word from each category, e.g. *apples, T-shirt, football* and *book*. Tell students that there are four words for each category. Allow them to use dictionaries if they need to. Give them time to complete the exercise.

Ask students to come to the board and add the words to the table. Check meanings and pronunciation of the words.

*Things you eat: sausages, mushrooms, fish, biscuit*

*Things you wear: sports kit, perfume, tights*

*Things you play: cricket, the drums, video games, hockey*

*Things you read: newspapers, magazines, web page, comic*

## Extension

Ask students to add a few more words to each category.

- This exercise helps students to use some of the words from Exercise 1 in a sentence. Ask them to write one word from Exercise 1 in each gap. Check the answers as a class.

1 biscuit    2 bracelet    3 newspapers    4 hockey    5 sports kit

## Extension

Ask students which other words could go in the gaps.

## Possible answers

Example: boots, scarves, gloves    1 piece of cake, doughnut

2 ring, necklace, watch    3 papers    4 – 5 shorts, football boots

- Run through the alphabet if you think your students need to review it. Elicit how to say the vowels (*a, e, i, o* and *u*). Elicit the two ways of saying a double letter such as *ss* (*S-S* or *double S*).

Students listen and put a tick or a cross next to each name.

1 ✓    2 ✓    3 ✗    4 ✓    5 ✗

Play the recording again for students to correct the wrong spellings. Give students practice with the alphabet by asking them to say the correct spellings of all the names.

3 Montclair    5 www.tourceylon.com

- Ask students what today's date is. Get them to practise saying it in different ways, e.g. *the twenty-third of March* or *March the twenty-third*. Elicit how you could write it (*23 March, 23rd March, March 23, March 23rd*).

Tell students they will hear some conversations which contain a date. Play the recording. Students listen and write down the date they hear.

1 August 29    2 July 3    3 May 14    4 September 30  
5 February 5



A2 Key candidates often say *twenty-three March* instead of using the ordinal number *twenty-third* when giving dates. Give students regular practice with the ordinal numbers so that they can both recognise and use them.

## Extension

Ask students to think about the dates of important events in the school/country where you are. Tell students to work in pairs to ask and answer questions about key dates, e.g. *When is the end of term? It's the 19th of December.*

## Exam Practice

Tell students that Listening Part 4 is similar to Listening Part 1 except they have to read options instead of looking at pictures. Explain that they have to listen for the main message in Part 4, whereas in Part 1 the answer is often a detail.

Ask students to underline the key words in each question.

Go through the advice with the students and then do the task.

16 A    17 C    18 B    19 C    20 A

## Extension

Ask students to write three headings: *geography, English* and *biology*. Play the recording for question 19 again and ask students to write down the words they hear that are associated with each subject. Students then compare their answers in pairs. Finally, students add their own ideas under each heading.



# Test 1 Listening Part 5

**Task type:**

matching – listening to identify specific information – longer, informal dialogue – five items and eight options plus an example

**Topic focus:**

jobs, days and months

## Training

Explain that in Part 5 there are two lists: one with five items and the other with eight. Students will need to match items from the list on the left to the items on the right. Point out that there are three items on the right list that they will not need.

- 1 Ask students to suggest some names of jobs. Ask what some of the professionals do, e.g. *a teacher teaches students, a doctor helps sick people get better.*

Ask students to match the descriptions with the jobs.

1 journalist    2 nurse    3 manager    4 mechanic    5 dentist  
6 engineer    7 receptionist

- 2 Ask students what kind of person suits different jobs, e.g. *To be a doctor someone needs to be good at science. A farmer needs to be fit and like being outside.*

Play the recording and ask students to listen and choose a job from Exercise 1 that suits each speaker.

1 journalist    2 engineer    3 nurse

**Extension**

Ask students to say what jobs they could do and to think of reasons why they think they would suit them.



A2 Key candidates often struggle with using months and dates correctly. The months are similar to English in some languages, including French, Spanish and Italian. This causes spelling errors. In the listening test, students might need to write dates, so they should be able to spell the names of the months correctly with correct capitalisation.

- 3 Remind students that months are written with a capital letter. Tell them to cross out the wrong spellings.

1 March    2 May    3 November    4 January    5 February  
6 April    7 July    8 December    9 August    10 September  
11 October

As a follow-up, ask students to close their books and write out the 12 months with correct spellings.

- 4 Do a brief review of days of the week. Check students know the spellings of the days.

Play the recording. Ask students to listen and write the days they hear.

1 Saturday    2 Friday    3 Sunday    4 Tuesday    5 Thursday

## Exam Practice

Remind students that they will hear each person in the left-hand list on the recording, and that the order of the people in the recording and on the page will be the same. Explain that, when they hear a name from the list, this will signal that the answer for the question is coming. Tell students that the words in the right-hand list are in alphabetical order.

To complete the task, students often have to recognise paraphrase, for example, a description of a job rather than the name of a job. Remind students to be aware that they may hear distractors. For example, question 21 uses both a distractor and paraphrase. *Tyler's mum is a receptionist* is a distractor. The answer is given when the speaker says Tyler wants to *take care of people's teeth*, as this is a paraphrase of the word *dentist*.

Go through the advice with the students and then do the task.

21 C    22 H    23 E    24 D    25 A

# Test 1 Speaking Part 1

## Task type:

phase 1: conversation with the examiner – giving factual information of a personal kind

phase 2: topic-based interview – answering two short-answer questions and one longer *Tell me something about ...* question

phases 1 and 2: focus on interactional and social language

## Topic focus:

personal information

## Training

Tell students they will have to answer some questions about themselves in Part 1.

- 1 Ask students some questions about themselves, e.g. *How old are you? Where do you live?*

Explain that students will hear Maria and Jose talking to each other. They should decide whether each statement is true or false. Play the recording. Students listen and put a tick or a cross next to the sentences.

1 X 2 X 3 X 4 ✓ 5 ✓

Play the recording again and ask the students to correct the false statements.

1 Maria has got a younger sister. 2 Jose comes from Spain.  
3 Jose is living in England now.

## Extension

Ask the students to ask each other similar questions.

- 2 This exercise will help students familiarise themselves with what happens at the beginning of the test and during Phase 1 of Part 1. Students read the stages of the test and put them into the correct order.

a 4 b 2 c 7 d 3 e 6 f 1 g 8 h 5

- 3 Explain to students that they will hear two people, Daniele and Alex, talking to each other about their school day. Tell the students to decide which is the correct word or words in each sentence. Play the recording. Students listen and complete the sentences using the options given.

1 has 2 history 3 sport 4 has

- 4 Ask students to work in pairs to ask and answer the questions.

## Extension

Ask the students to work in pairs and think of more questions they could ask about school. They could then change partners and ask each other their questions.

- 5 Explain that students will hear a candidate, Eduardo, telling the examiner about his school. Tell them to decide whether each statement is true or false. Play the recording. Students listen and put a tick or a cross next to the sentences.

1 X 2 ✓ 3 ✓ 4 X

Play the recording again and ask students to correct the false statements.

1 Eduardo goes to a small school. / Eduardo's school isn't very big.  
4 Eduardo likes sport / playing tennis.

- 6 Tell students that they will listen to another candidate telling the examiner about her family. Ask them to read the question. Play the recording. Students listen and make notes to answer the questions. Students compare their notes with a partner. Play the recording again if necessary.

1 She went to the beach with her family. 2 They travelled by car.  
3 They had a barbecue, played on the beach and swam in the sea.

- 7 Students hear the examiner's questions to Eduardo and Elvira again, but this time they practise giving their own answers. Draw students' attention to the Tip box. Remind them to try to say at least three things as they answer the *Tell me something about ...* question.

- 8 This exercise will help students familiarise themselves with what happens in Phase 2 of Part 1 of the test. Students read the stages of the test and put them into the correct order.

a 1 b 4 c 3 d 6 e 5 f 7 g 2 h 8

## Exam Practice

Make sure you have drawn students' attention to the Tip box before playing the recording. Then explain that students will hear two candidates, Marek and Anna, talking to the examiner during Part 1 of the exam. Play the recording and ask students to listen carefully to the candidates' answers.

Divide the class into pairs and assign them a role (A or B). Play the recording, pausing after each question for students to answer. Remind the class that candidates A should start.

Play the recording again. This time ask individual students to answer the questions during the pauses.

# Test 1 Speaking Part 2

**Task type:**

phase 1: discussion based on picture prompts – discussing the objects/activities shown in the artwork and answering a rounding-off short-answer question

phase 2: conversation with the examiner – answering two follow-up questions

phases 1 and 2: focus on organising a larger unit of discourse, comparing, describing and expressing opinions

**Topic focus:**

places in town

## Training

Tell students that in Part 2 they will have to talk about some pictures and then answer some questions.

- 1 Explain that students will hear two students talking about places to go in their town. Play the recording. Students match the places the speakers mention with the adjectives they use to describe them.

1 *exciting*    2 *nice*    3 *boring and expensive*    4 *fun*

- 2 Students talk to a partner about where they like going in their town, using adjectives to explain why.
- 3 This exercise will help students familiarise themselves with what happens in Part 2 of the test. Students read the stages of the test and put them into the correct order.

a 2    b 1    c 4    d 5    e 7    f 3    g 11    h 8    i 9  
j 10    k 6

## Exam Practice

Make sure you have drawn students' attention to the Tip box before playing the recording.

Ask students to look at the visuals used in Part 2 of the exam. Explain that they will hear two candidates talking to each other and to the examiner during Part 2 of the exam. Play the recording and ask students to listen carefully to the candidates.

Divide the class into pairs and assign them a role (A or B). Play the recording, but pause it to give students time to discuss the visuals. As the students are doing the collaborative task, monitor what they are saying, noting down anything you want to talk about in feedback.

Play the rest of the recording, pausing after each question for students to answer. Remind the class that candidates A should start.

Play the recording again. This time ask a few pairs to do the collaborative task for the class and ask individual students to answer the questions during the pauses.

# Speaking Tests 1–6

## Part 1

### Greetings and introductions

At the beginning of Part 1, the examiner greets the candidates, asks for their names and where they come from.

### Giving information about self

The examiner asks the candidates questions about two topics. They may be asked, for example, to talk about their school, their family, their free time or hobbies, food, the internet, etc.

### Extended response

After the examiner has asked questions about a given topic, candidates are expected to give an extended response to a *Now, please tell me something about ...* prompt. The topics are of a personal and concrete nature. Candidates should produce at least three utterances in their extended response.

## Test 1 Speaking Part 1

(3–4 minutes)

### Phase 1

#### Examiner

*To each candidate  
in turn*

What's your name, please?  
How old are you?  
Where do you come from?  
Where do you live?

#### Back-up prompts

Are you from (Poland)?  
Do you live in (Gdansk)?

### Phase 2

#### Examiner

Now, let's talk about your day at school.  
Candidate A, what time do you go to school each day?  
What is the first thing you do when you get to school?  
Candidate B, how many lessons do you have each day?  
What time do you finish school?

#### Back-up prompts

Do you go to school early each day?  
Do you go into your classroom when you get to school?  
Do you have six lessons at school every day?  
Do you finish school before 4 o'clock in the afternoon?

#### Extended Response

Now, Candidate A, please tell me something about what you like about your school.

#### Back-up questions

Do you see your friends at school every day?  
Do you have much free time at school?  
Can you play sports or games at your school?

**Back-up prompts**

Now, let's talk about your families.

Candidate B, how many people are there in your family?

Who is the oldest person in your family?

Candidate A, where do the people in your family live?

When will you next see your family?

Do you have a large family?

Is there anyone very old in your family?

Do the people in your family live in this town?

Will you see your family today?

**Back-up questions**

Do you go somewhere special with your family on birthdays?

Do you eat something together?

Do you often spend time with your family?

*Extended Response* Now, Candidate B, please tell me something about how your family spend time together on special occasions.

## Speaking Part 2

(5–6 minutes)

**Phase 1** (3–4 minutes)**Examiner**

Now, in this part of the test you are going to talk together.

*Shows Test 1 visuals (page 43) to both candidates.*

Here are some pictures that show different places in a town.

Do you like these different places in town? Say why or why not. I'll say that again.

Do you like these different places in town? Say why or why not.

All right? Now, talk together.

**Candidates**

.....  
*Allow a minimum of 1 minute (maximum of 2 minutes) before moving on to the following questions.*

**Examiner / Candidates**

*Use as appropriate.*

*Ask each candidate at least one question.*

Do you think ...

... cinemas are exciting?

... shopping centres are interesting?

... bus stations are dirty?

... museums are boring?

... parks are beautiful?

**Examiner**

So, Candidate A, which of these places in town do you like best?

And you, Candidate B, which of these places in town do you like best?

Thank you. (Can I have the visuals, please?)

*Retrieve the visuals.*

**Optional prompts**

Why?/Why not?

What do **you** think?

**Phase 2** (Up to 2 minutes)**Examiner**

Now, Candidate B, do you prefer going back to the same places in your town or going to lots of different places? (Why?)

And what about you, Candidate A? (Do you prefer going back to the same places in your town or going to lots of different places?) (Why?)

Where do you think is the best place in this town to meet friends, Candidate A? (Why?)

And you, Candidate B? (Where do you think is the best place in this town to meet friends?) (Why?)

Thank you. That is the end of the test.