

Test 1

Audioscript

LISTENING PART 1

02 Training

Girl: My friends gave me a great T-shirt for my birthday! I've never come across anything like it in the shops, so they must've spent ages choosing it. But then that's typical of them. They're really thoughtful friends, always thinking what you'd *really* like. They even asked me, before my birthday, whether I liked T-shirts with dogs on them. I remember thinking, 'Why on earth would I want a picture of a dog on my T-shirt?' But then my family had just got a dog, so it was a kind thought! I think I said then that I only really liked simple designs, so they obviously remembered that! The only thing is, it could be a bit looser around the arms, and I doubt if I'll be able to exchange it for another one. But it's special so I'll still wear it!

03 Exam practice

One

You hear a girl talking about a running race she is going to compete in soon.

It's the big running race on Saturday, and I know loads of local people are coming along to watch – and cheer! I'm feeling really nervous about it, which is a bit unexpected, but then a lot depends on the result this time. If I win, I can go on to compete in the national championships! That's putting a lot of pressure on me. I just know the other competitors will have spent months preparing for it, and I can't really claim that, if I'm honest. So I suppose if I don't get the result I'm hoping for, which is likely, I've only got myself to blame....

04 Two

You hear the beginning of a radio programme for teenagers.

Mark: Here with me today is scientist Louise Jason, who's going to tell us what's coming up in today's programme. Louise.

Louise: Thanks, Mark. Yes, our regular listeners will remember the fascinating discussions we've had on this programme regarding the future of the planet. We've covered just about everything, haven't we, from the effects of global warming to the way we release far too many toxic gases into the atmosphere. And we've been particularly interested in the effects of all this on wildlife worldwide, and that's our focus this morning – how the next generation should deal with all these problems and avoid the loss of any more rare species if they can...

05 Three

You overhear a boy phoning a friend.

Alfie: Hi Jake? It's Alfie. I'm just ringing about our school geography quiz next week – hope you've been practising! As you know, there's a great prize for the winners and our team's got a really good chance of getting it but Tom Sutton's just rung me to say he's got to drop out because he's not well – and he was really good! Anyway, we need another team member, so how about Fergus? Shall I ask him instead? Oh, and my dad says we can pick you up in the car on the way there if you haven't got any transport. Let me know ...

06 Four

You hear two friends talking about a school photography exhibition.

Girl: Hi Sam! I'm just off to the school photography exhibition. And I'm guessing there's lots of your stuff on the walls – you're a great photographer!

Sam: Oh, my teacher asked me to put some up, but nothing's ready – the most recent ones still need some work ... the ones I showed you?

Girl: Well, they looked brilliant to me, I know you wanted to work on the colours a bit on your laptop ... But I bet none of the photos

in the exhibition are as good as those. You should give it a go – it's not too late.

Sam: Well ... I'll come with you and have a look – then I'll see what I think!

07 Five

You hear two friends talking about a shopping trip they've just been on.

Boy: Phew! I'm exhausted after all that walking around the shops. I need a nice cool drink!

Girl: Yeah, there were far more than I'd expected, with just about everything you could ever want.

Boy: Mm, except the T-shirt you were looking for. We must have gone into every single shop ...

Girl: Oh, never mind, I'm sure I'll find one eventually. And at least I didn't go and buy that dress I saw. It was lovely, but I couldn't really afford it, so I would've regretted it if I'd got it. Anyway, now I've got something left to go shopping with next week.

Boy: Yeah – well, maybe your friend Maisie could go with you next time!

08 Six

You hear a girl talking about her class trip to the theatre to see a play.

Girl: We had a trip to the theatre last week, which all my class went on, to see a play we'd been studying in class. We all knew what it was supposed to be like, and there are several scary bits in it, but even though I knew when they were coming, I still hid behind my school bag! The thing was, though, I didn't recognise some parts of the storyline, or even aspects of the characters, even though we'd all read it really carefully and acted out bits of it on stage at school. It's a difficult play, no doubt about that, but I'd somehow expected to feel more familiar with it ...

09 Seven

You hear two friends talking about a canoeing lesson they have just had on the river.

Boy: Wow, that was amazing! I'm glad we gave canoeing a try, aren't you?

Girl: Absolutely! And I'm pleased I did all that weight training beforehand, otherwise my arms would've ached much more than they did.

Boy: I probably should have done that, then – my muscles were really sore! And the canoe tipped from side to side quite a bit – I was scared I was going to fall in amongst those rocks.

Girl: My brother warned me about that, but I was still anxious about going for a freezing swim on a few occasions! At least I managed to paddle the canoe in a straight line.

Boy: Yeah, I never did get that right – you were really impressive!

Girl: Thanks!

10 Eight

You hear a teacher telling a class about a science project they are going to do.

Teacher: Now, this term we're going to be doing lots of work on our science project about discoveries in medicine. We'll be spending a lot of time in our school lab during our classes, of course, and I've got some experiments lined up for you to do there, but I've also got a trip planned to the Medical Institute in the city centre. Now, I know many of you think museums are boring, but I promise you this one is fascinating, so we'll all go there together. And for your homework you'll each have some research to do in the library here before we head off to the city centre. Right, let's get started ...

LISTENING PART 2

Training



11c

Sally: During the summer months, my family and I tend to go to the beach a lot, because we all really like it. Dad's a busy doctor, so he usually just sleeps on the beach, and mum, who's an artist, sometimes goes in search of unusual things to use in her work – if she's got the energy! My little sister's amazing, though – she just spends the whole time splashing about in the sea, with a huge smile on her face. My older brother keeps an eye on her. Grandma mostly complains that it's too hot, but we all know she wouldn't really want to stay at home!



12b

Sally: We sometimes do some water sports while we're at the beach, too. I go diving with my dad whenever he goes in the water. My little sister Sophie likes swimming in the shallow water, so I stay with her sometimes, when my brother wants to go surfing. And the water there is perfect for sailing, so I go off and do that when it's windy enough – and not raining! It's great!



13b

Sally: We often go for walks along the beach together too, and my sister sometimes picks up things – an unusual piece of wood, say, or even some jewellery that someone has lost or forgotten. One day, she'd run ahead as she normally does, when she suddenly came running back because she'd spotted something. We all assumed it'd be a stone for her collection, but it turned out to be a crab. It was on a rock, so we took a photo for her to keep and then went off to collect sea shells in a bucket that had been left lying on the beach that my brother had picked up.



14 Exam practice

You'll hear a girl called Flora telling her class about a recent trip to South Africa, where she saw some animals called meerkats.

Flora: My name's Flora, and I want to tell you about a fantastic trip I did with my parents and sister earlier this year. It really was the trip of a lifetime, as we went all the way to South Africa to visit relatives there. But we also got to see some of the sights, and the wildlife – including a colony of meerkats!

On the day we went to see them, we got up really early and drove off to meet our brilliant guide Gavin. He was incredibly knowledgeable about meerkats. For example, he told us that early explorers thought the meerkat was like a sort of desert monkey, although apparently some people say the meaning of the name is 'lake cat', even though it never goes anywhere near water! And in one region, the meerkat is still known as the 'sun angel' as it was thought to help warn farmers of possible dangers to their cattle.

Gavin also told us that meerkats can live in captivity for a long time, but for far less in the wild, in the desert areas where they tend to make their homes. This is due to things like changes in their habitat.

Once we'd arrived at the place where the meerkats lived, we were given hot drinks, and chairs to sit in while we waited. Gavin also gave us some blankets, which I hadn't really expected as we were in a desert area, but then it'd been cold in our car that morning, so we were glad of the extra warmth. We would have been freezing otherwise!

Because Gavin knew the area so well, we didn't have long to wait to see our first meerkats. He'd spent months in the area, observing the meerkats, and being close to them so that they got used to his presence and his scent, and most especially his voice, which might have frightened them away. As a result, he was able to talk to us easily without scaring the meerkats, although we stayed a bit further away. The meerkats stood looking around near their holes

where they lived. They were really fun to watch, with their sweet faces and long thin tails, which Gavin said they use not only for balancing, but also for signalling to other meerkats if they want to warn them of danger. Gavin told us that when everything is OK, they stand on their back legs and make little peeping noises to the rest of their group. But as soon as they see anything out of the ordinary, they bark – which they did while we were there, when they saw an eagle flying over, and they all disappeared underground for a while. And apparently they can also whistle to each other, too.

We got a really good view of the animals through our binoculars. They have lovely fawn-coloured fur coats, but there's not much fur on their black tummies. That's because they need to absorb the warmth of the sun. They also have stripes across their back, which are unique. Gavin said that they allowed him to identify each meerkat quite easily.

Gavin also doesn't feed the meerkats, but encourages them to search for food in the ground. While we watched them, one found some plants to eat, and others found some spiders, which they shared as a tasty treat! Gavin told us he'd even seen them eat small birds, although they seemed to prefer things like insects.

Of course, we all wanted to take a meerkat home, but Gavin told us they don't make good pets because they're wild animals. So instead we had a look in the souvenir shop back in our hotel. There was an amazing range of DVDs and books about meerkats, but I finally chose two posters and my sister got a couple of cool T-shirts with meerkats on – one of which she gave to me! So we were very happy!

So does anyone want to ask me anything ...?

LISTENING PART 3

Training



15 2a

Matthew: My family and I had planned to travel by train the length of the country for a holiday. It involved a four-hour train journey, plus a drive to the station first. My family usually does everything at the last minute, but this time at least we left home in plenty of time to avoid missing the train. I'd got lots of magazines to stop myself getting bored, as I knew the view from my seat by the window wouldn't be very inspiring – I'd seen it loads of times before, from the car. But what I hadn't expected was to be presented with a tray by the attendant – sandwiches and drinks for the trip. Great!



16 3

Maria: I'd never really done such a long journey by train before – we'd always gone everywhere by plane. So I hadn't realised we'd be able to put all our bags near us, by our seats, which meant I was able to get out all the food I'd brought with me! I'd got a seat next to the window, although I clearly wasn't going to see very much as we were travelling at night so we all had to be quiet. But I was getting more and more excited as we sat in the station waiting to leave. I just couldn't wait to get started! And I wasn't disappointed.



17 Exam practice

You'll hear five teenagers talking about their hobby, collecting different things. For questions 19–23, choose from the list (A–H) how each speaker feels about their hobby.

Speaker 1

I've collected figures from science fiction films for years. Mum says I used to spend hours playing with them, and we put up a shelf to make room for them all, even though there aren't that many of them. The figures started getting a bit expensive at one point, but what with presents and so on from relatives, I managed to keep going – and I spent all my money on them. Still, I guess there comes a time for every collector like me when you wonder

why you're doing it, and you get into something else. It's bound to happen I suppose. But they'll always have pride of place in my room!

Speaker 2

I've met lots of other people my age who have collections of something or other, but I'd really love to know how many other teenagers like me still collect stamps. My grandad gave me his collection when I became old enough to really appreciate it, and I've never looked back. I've spent hours over the years adding to what he gave me, and I suppose by now it might be worth a bit, although I've never really checked. It's just valuable to me personally because of the family connection. But no-one's really been as keen to see it as I hoped they'd be. I've taken it into school and some teachers had a look, but that's been about it.

Speaker 3

I've still got a glass case in my bedroom where all my dolls are displayed. They're each dressed in the national costumes of different countries, so family and friends always knew what to buy me when they went on holiday! Even now, I sometimes get them out and rearrange them a bit in the way I used to – I don't think I'll ever stop doing that. And friends who come into my room are just amazed at how many I've got which is great. I'll always tell them all about the dolls – and the history of one or two of the most valuable ones. It makes me appreciate the whole collection more, somehow.

Speaker 4

I think for me the magic went out of collecting for a while when the coins I collect became so easy to get online. The thrill of going into a little shop with my grandfather, never knowing what we'd find, was amazing and that was lost when I started to buy them on websites. But since then, my interest has revived – my older sister's husband was fascinated by what I've managed to build up, and one day he showed me some blogs written by lots of other people who are coin collectors too. I had no idea it was still so popular among teenagers! I might even contribute to the blog!

Speaker 5

For years my older sister and I have been interested in collecting bits of jewellery. For me, it started when she used to take me into second-hand shops and we'd find rings and bracelets that were beautiful – and really cheap. Now it seems lots of those pieces are vintage, so they've become fashionable again – and they're actually worth quite a bit now, too, which is amazing! But we'd never sell them, and we'll keep on adding to them while we can still afford it. It's a bit of an obsession now – and anyway, it's lovely that so many people notice when we wear some of it. They always seem to want to know how we got it.

LISTENING PART 4

Training



Jack: My friend's parents had just bought a luxury boat to go wakeboarding with. Wakeboarding's a bit like waterskiing, but on a sort of surfboard! My friend couldn't stop talking about how amazing it was, so I thought I had to give it a go, even though I'm useless at waterskiing. So I wasn't that hopeful of success to be honest. But then it was a beautiful morning – the birds were flying around lazily overhead and, anyway, I love being in the water when it's a hot day. so what had I got to lose?



Jack: Anyway, we arrived at the lake, got our wakeboarding kit on, and before long it was my turn. I crouched down in the water on the wakeboard, as I was supposed to, holding tightly onto the rope while the boat driver waited for me to give him the signal that I was ready. But almost as soon as I did, he opened up the engine and

roared off, and the pressure on my legs to keep the wakeboard in front of me was suddenly immense! I hadn't been prepared for that, so what do you know? I fell into the water to the sound of laughter from my spectators, which I joined in with ... and, apparently, my friend's father had managed to get some good shots of it all!



Jack: I was determined not to be discouraged, though, so I went back a second time and got into position again.

This time I was ready. I saw the rope become tight in the water as the boat drove off and I clung on – and there was no way I was letting go! I'd been told the technique was to stand only when I was fully out of the water – so I tried that and it worked like a dream! I shifted my weight onto my back foot – and there I was, standing up! People were waving on the bank, but I still didn't feel quite confident enough to wave back. Still, I'd done it and I was thrilled – although that feeling didn't last long when I discovered that both my friend and his dad had stood up on their first attempt ... But never mind!

Exam practice

You'll hear an interview with a boy called Jamie Davidson, who has just tried rock climbing for the first time.

Interviewer: Today I'm with 15-year-old Jamie Davidson, who's just taken up rock climbing! Jamie, tell us all about your first climb. You went to a climbing centre, didn't you?

Jamie: That's right. I'd wanted to go rock climbing for years, but my family weren't keen. Then the youth group I belong to organised a trip to the centre – and that's how I found myself setting off on a weekend beginners' course! It turned out that the centre was set at the foot of some very high and scary-looking rocks! And there was a sailing school a few miles away too, although the sea always looked a bit rough where we were.

Interviewer: So how did it feel when you first put on all your climbing equipment?

Jamie: Er, a bit strange, really. There was loads of stuff, and we had to make sure everything we were given fitted perfectly. For example, it was important that the shoes we wore would grip the rocks properly, and wouldn't slip. We also had lots of different ropes and hooks to attach us to the rock face, which our guide told us all about, and we had to put it all on in the right order. I didn't really begin to feel like a proper climber until I'd got it all on. Then I finally felt ready to tackle whatever lay ahead! And off we went.

Interviewer: So tell us something about your guide.

Jamie: Well, he was called Max, and he was only 23. He'd done his first climb at the age of 15 – like me! He told us that we should always climb with a smile on our faces to show everyone what a great time we were having. I wasn't convinced, but once we'd started I began to see what he meant. He also got us to check the whole length of our ropes which I could see was important. He told us that the good climbers do that on every climb, in case the ropes had developed a weakness in them.

Interviewer: So how easy was it once you started to climb?

Jamie: Well, Max led us up the rocks at quite a speed – he obviously didn't have any problem finding things to hold on to, but I certainly did sadly, and I really just wished I could keep up with him! A few drops of rain had started falling, too, although I didn't really notice. I was too busy struggling to hold on to the rocks, and the tips of my fingers were really hurting – but I was determined not to let any of that stop me. I was going to get to the top!

Interviewer: And then Max told you to try letting go of the rock, didn't he? How did you feel?

Jamie: Oh, that was the hardest moment! He said he wanted to train us to trust our equipment, so that we wouldn't feel scared,

and I was fairly happy everything was secure. There was a moment, though, when I couldn't help wondering ... when I saw the ropes tightening under my weight! But most of the people in my group were having a go without any problems, so that made me feel better!

Interviewer: And eventually you and your group got to see the view from the top, didn't you?

Jamie: Yes, we did! It felt like a bit of a reward for the climb as, although you couldn't exactly see for miles because of the mist, there were loads of birds just flying around above our heads and over the tree tops. The whole scene was just like I'd seen in the posters for the climbing centre, and it brought back memories of looking out right from the top of a castle we visited once on holiday. That was amazing, too!

Interviewer: So what did you do when you got to the top?

Jamie: Well, we had a kind of group picnic for lunch, where everyone shared all the different food they'd brought – which was lucky, as mine was still back at the climbing centre, so I felt rather bad, but no-one minded. The sun was quite hot, but we were able to take off some of the thick clothing we were wearing. It was all very relaxing after a tiring climb. And I'll definitely go climbing again – except next time I'll take a slightly better camera than I had this trip!

Interviewer: Right! Well, thanks very much for talking to us, Jamie.

SPEAKING PART 1

22 2 Exam practice

- 1 Where are you from?
- 2 What are your favourite subjects at school?
- 3 Have you got any brothers or sisters?
- 4 What do you spend most of your time doing at home?
- 5 How did you spend your last school holiday?
- 6 What sort of job would you like to do in the future?

SPEAKING PART 2

Training

23 5/6

Interlocutor: Jana, it's your turn first. Here are your photographs. They show people spending their free time in different ways. I'd like you to compare the photographs and say why you think the people have chosen to do these activities.

Jana: Well, both pictures show people enjoying themselves. The first photo is of people at a picnic. They are sitting on some grass, talking and eating, whereas in the second picture, the people are taking part in a race. They seem very focused on what they are doing, and all of them look determined to win. In the first photo the people appear to be in some kind of park, because I can see trees in the background, while in the second photo they look as if they are at a sports centre or somewhere like that, because they are running on an athletics track.

In the picture at the top, I would say that the people have chosen to have a picnic because it's a relaxing and enjoyable way to spend time with friends. They can share good food and it gives them the opportunity to chat and have a laugh together. In the second picture, in contrast, the people are far from relaxed. They are obviously having to make a big effort. They could have chosen to take part in the race because they want to prove they are the fastest, or because they want to test themselves and push themselves to win.

Interlocutor: Thank you, Jana. Now Fernando, which of these situations would you prefer to be in?

Fernando: I'd definitely rather be at the picnic, like the people in the first picture, because they are having fun and it isn't very stressful. That's a more enjoyable way to spend your leisure time, in my opinion. I also like trying different types of food, and these people may all have brought different types of food to share with their friends.

SPEAKING PART 3

Training

24 5

Interlocutor: Now, I'd like you to talk about something together for about two minutes. Here are some reasons why teenagers might want to do sport and a question for you to discuss. Now, talk to each other about whether it is important for teenagers to do sport.

Jana: Right ... Shall I start?

Fernando: OK.

Jana: Well personally, I think it's important for everyone to do sport, not just teenagers. I mean, everyone should try to be healthy and keep fit – otherwise, they might get ill, mightn't they?

Fernando: Mm, good point. And I believe it's good to do something different from schoolwork, too. After all, we spend a lot of time sitting concentrating and reading – things like that. Sport is a great way of relaxing, either during the school day, or after school or at the weekends. What do you think?

Jana: Erm yes ... I know what you mean, but you can do other things, can't you? Like play a musical instrument, for example.

Fernando: Yes, that's true, but I still think some kind of physical activity, like football or running, can help you forget any worries you have about school.

Jana: That's true. And what do you think about this point? The one about being outside? In my opinion, that's pretty much essential for a healthy lifestyle, too, and so it's a good reason for doing sport.

Fernando: Well maybe, though lots of sports are played indoors too, like badminton and basketball, so it isn't necessarily why people do sport, is it?

Jana: Sure, but there are lots that are played outside, aren't there?

Fernando: Yes, you're right. And I think this point is important, too: sport's a great way of making friends, isn't it?

Jana: Yeah, it is. Obviously, people usually have similar interests to their friends, and if you play a team sport, then you'll probably meet people you have something in common with.

Fernando: Yeah, and because you have to train regularly, then you'll see each other at least once a week, and get to know your teammates very well.

Jana: And playing in matches together is really exciting, too, and you build up strong friendships when you have to support each other, for example when things are going badly.

Interlocutor: Thank you. Now you have about a minute to decide which two are *not* good reasons for teenagers to do sport.

Fernando: OK, well maybe for me, the least important reason for taking part in sport is being outside, because I think there are plenty of other times you can be outside that don't involve sport. So I don't think teenagers need to do sport for that reason. What do you think, Jana?

Jana: Yes, I think that's true. As you say, there are plenty of other times you can be outside, so that's not why doing sport is important. And what about the second reason? For me it's doing something different from schoolwork, but I'm not sure we agree about that, do we?

Fernando: I don't think we do agree on that one – I still think having a break from schoolwork is a good reason to do sport – a very good one, in fact.

Jana: Well, at least we've agreed on one, haven't we?

Interlocutor: Thank you.

SPEAKING PART 4

Training



Interlocutor: Should people do more sport at school, Fernando?

Fernando: I reckon it isn't really necessary, because we have plenty of sport at school already. If people really want to do more, they don't need to do it in school time.

Interlocutor: And what do you think, Jana?

Jana: I tend to agree. I mean there's hardly enough time to do all the work we need to do, so I don't think we can spare any time for extra sport.

Interlocutor: Do you think sports stars are good role models for teenagers, Jana?

Jana: Not really. That's because nowadays, a lot of them seem to have cheated to get their medals, and that's not a good example, is it, Fernando?

Fernando: No, not at all. And it's hard to know what they're really like, anyway, because they're celebrities – you don't know what they're actually thinking.

Interlocutor: Do you think people talk about sport too much, Fernando?

Fernando: I don't think so. After all, it is a fascinating topic, isn't it? And there's always something new to talk about as there are so many matches and events you can watch live on TV.

Interlocutor: Thank you. That is the end of the test.

Jana / Fernando: Thank you.

Teacher's Notes & Keys

Test 1

Reading and Use of English

Part 1

Task type:

Multiple-choice cloze containing eight gaps.
There are four multiple-choice options for each gap.

Training

Students often make mistakes with prepositions, and the keys to Part 1 can depend on knowing which prepositions go with certain phrases.

- These verbs could be put up on the board or written on individual slips of paper so that students can match the verbs with the prepositions. Once answers have been checked on the board, get students to make sentences using the verbs and prepositions in the exercise.

result *in* participate *in* co-operate *with* approve *of* rely *on*
succeed *in* apologise *for* insist *on* consist *of* concentrate *on*
believe *in*

Extension

You could make a wall display with the verbs and prepositions that the students can add to over time to help them remember the phrases.

- Ask students to complete the exercise individually and then compare in pairs. Can they do the exercise without looking back at the verbs? Remind students that they will often have to change the form of the verbs to fit the gaps, as the text is in the past tense, e.g. *succeed* → *succeeded*.

1 succeeded 2 approve 3 consisted / consists 4 resulted
5 believed 6 relying 7 concentrating 8 insisted

- Students complete the exercise in pairs and then check together as a class.

do your homework your best you good better
the washing up some exercise an exam
make a difference friends sure a noise a mess sense
have a good time fun a break a shower a party an exam
friends some exercise
take your time a break a photo an exam a shower
some exercise

Extension

Students work in pairs again, this time to describe one of the phrases, without actually saying it. The partner has to guess the phrase. For example: Description: *If you go to a party and see your friends, dance and feel happy, what are you doing?* Answer: *having a good time*.

- This extends Exercise 3. This kind of collocation is very important Reading and Use of English Part 1. You could display these phrases in the classroom for students to add to.

1 catch 2 spend / save 3 miss 4 go 5 pass / miss 6 play
7 cross 8 move 9 change 10 run

- Ask students to try to do the exercise without looking back at the verbs. Can they remember which ones to use? Alternatively, write just the verbs on the board.

1 save	go	5 take	doing
2 crossed	missed	6 did	passed
3 play		7 do	had/took
4 moved	make	8 made	make

- Students always have problems remembering phrasal verbs and need to learn them in context to make them more memorable. They should record any new phrasal verbs they come across.

put off pick up break down come across fall through
get out of look into pull over run away stand by

1 ran away 2 picked up 3 pull over 4 get out of 5 broke down
6 put off

Lead-in:

Put some verbs on the board that appear in the unit and ask students if they can remember the prepositions that follow, e.g. *co-operate*, *rely*, *believe*, *deal*, *apologise*. Then ask them to pay particular attention to the prepositions in the sentences.

- Once their answers have been checked, get them to use the verbs and adjectives by asking questions, e.g:
What should you *take into consideration* when applying for a new job?
How difficult it is for you to *concentrate on* what you're doing?
Do you always *agree with* your friends about everything? What do you *disagree about*?

1 I would agree **to** **with** the opinion that keeping animals in zoos is cruel.
2 When I am reading and the television is on, it bothers me because I am concentrating **in** **on** reading my book.
3 If you decide to come **in** **to** my country, I would advise you to visit the capital.
4 I am always fascinated **of** **by** your garden.
5 This shows that it should be taken **to** **into** consideration.
6 We could finish **by** **with** some Spanish lessons.

- This exercise focuses on the differences in meaning between words which look quite similar – which students have to distinguish in Part 1. Ask students to look at the four words before they start each exercise. Can they say what the differences are between them? Is there a difference in meaning? Or is the difference in how they are used?

a support	i confusion
b benefit	j fault
c assist	k error
d cooperate	l accident
e definitely	m resulted
f totally	n succeeded
g absolutely	o managed
h Surely	p achieved

Exam practice

One useful strategy for tackling Part 1 is to read through the text and try to think of a word that might fit the gap, without referring

to the four options. This helps students to get a sense of the whole text, and the context surrounding each gap.

1 D 2 D 3 B 4 A 5 B 6 C 7 B 8 A

Part 2

Task type:

An open cloze test containing eight gaps.

Training

- 1 Write the words in the box on the board, and elicit examples from students of how to use them. Then get students to complete the exercise.

1 when 2 who 3 where 4 why 5 which 6 whose

- 2 Students complete the text individually and then compare their answers in pairs. Ask them to discuss any differences between their answers. Can they decide which answer is correct, and why? Then check answers together as a class.

1 who 2 where 3 when 4 where 5 why 6 who 7 whose
8 when 9 which (this could be replaced by *that* or omitted – *the amount of stuff that we take away ...*)

Extension

Can students retell the text in their own words? See if they can roughly remember how the words on the board were used.

- 3/4 Linking expressions are often tested in Part 2, so it's important that students build up their knowledge of them – and how to spell them, as they will lose marks otherwise. Regular spelling checks at the beginning of each lesson can help.

1 Despite the fact that 2 whereas 3 owing to 4 instead of
5 in order to 6 as long as

1 yet 2 so as to 3 until 4 in view of 5 In addition 6 unless

- 5 Ask students to read through the whole text first to get an idea of what it is about, and then to briefly talk about the content with a partner. Ask some comprehension-checking questions – *What is a blobfish? What does its name suggest about its appearance? What problems is it having? What are conservationists trying to do?'* Then get students to complete the exercise in pairs and check as a class.

1 whose 2 view 3 In 4 due / owing 5 unless 6 which
7 Despite 8 instead

- 6 Briefly review how articles are used in English, particularly that the indefinite *a / an* is often used the first time something is referred to, but this changes to the definite *the* when the same thing is referred to again. Once answers have been checked, get students to retell the story in pairs in their own words with their books closed.

1 a 2 the 3 a 4 the 5 any / many 6 a 7 few 8 the
9 more / some 10 most / some 11 none 12 an 13 few
14 both 15 one 16 the 17 Every

- 7 Quickly revise with the students when we use *who*, *when*, *which*, *where*, and *that* and when these words can be omitted.

Once students have completed the exercise, extend the exercise by asking them to supply their own endings to these sentences:

The biggest cinema in our town is the Regal, where

My favourite teacher is Mrs Smith, who

One special day in the year is New Year's Day, when

I want to wear my new T-shirt which

1 which 2 when 3 which 4 that 5 who 6 which

Exam practice

As with Part 1, get students to quickly read through the text to get an idea of what it is about. This makes it easier to identify the kind of word that might fit in the gaps, as it encourages students to read more widely than just the immediate context. Once students have finished, ask them to compare their answers in pairs, and discuss any differences.

9 spite 10 making 11 owing / due 12 the 13 not 14 few
15 instead 16 which / that

Part 3

Task type:

Word formation in a text containing eight gaps.

Each gap corresponds to a word.

The stem of the missing word is given beside the text and must be changed to form the missing word.

Training

Part 3 tests how familiar students are with the different categories of word that can come from one base word – i.e. verbs, nouns, adjectives and adverbs. Ideally, whenever students come across a new word, they should consider the different forms of that word, and how they are made, e.g. by adding prefixes and suffixes.

- 1a There are a lot of suffixes here, so this could form part of an ongoing class project to build up familiarity with words taking different suffixes. The twelve words given here are examples, but there are many more that students could find. The table can be extended, so that students can keep adding new words each lesson.

1 childish childhood
2 arrival
3 comfortable
4 agreement agreeable
5 explorer exploration
6 acceptable acceptance accepting
7 involvement
8 attractive attraction
9 consciousness consciously
10 friendly friendship friendliness
11 hopeful hopeless hopefully hopelessly hopefulness hopelessness
12 threaten threatening threateningly

- 1b/2 Remind students that it is not just a question of adding the suffix onto the word – there may be other changes to make, as in *survive* – the *e* has to be removed before the *-al* suffix can be added to make *survival*.

noun	verb	adjective	adverb
impression	impress	impressive	impressively
child / childhood		childish	childishly
arrival	arrive		
comfort	comfort	comfortable	comfortably
agreement	agree	agreeable	agreeably
explorer / exploration	explore		
acceptance	accept	acceptable	
involvement	involve	involving / involved	
attraction	attract	attractive	attractively
consciousness		conscious	consciously
friend / friendship		friendly	
hope	hope	hopeful / hopeless	hopefully / hopelessly
threat	threaten	threatening	

- 1 successful 2 membership 3 survival 4 memorable
5 admiration 6 appearance 7 active 8 widen

- 17 introduction 18 unbelievable 19 flight 20 activity
21 enthusiasm 22 dramatic 23 earliest 24 championships

3/4 Put the prefixes on the board and elicit some examples from students before they begin the exercises. Then get students to complete the exercises in pairs.

- 1 impossible 2 irregular 3 inexperienced 4 illegal 5 impolite
6 incorrect 7 impatient 8 irresponsible

- 1 dissatisfaction 2 unsatisfactory 3 misunderstanding
4 unpopular 5 dishonesty 6 disapprove 7 uncertain
8 unhappiness 9 misbehave 10 disorganised

5 This exercise highlights the kind of changes students might need to make when forming new words. Can they make examples using each word in the pair to show the difference?
E.g. *Jack was very lucky. Luckily he didn't tread on the banana skin and slip over.*

- 1 luckily 2 mysterious 3 activity 4 continuous 5 survivor
6 responsibility 7 financial 8 sensible 9 maintenance
10 criticism

6a/b This gets students to think about how many possibilities they can make from one base word, by adding prefixes and suffixes, and to think what *kind* of word they are making. This is very important when they come to decide on words to fill the gaps in Part 3.

- 2 e 3 c 4 a 5 b

Suggested answers

competition competitive competitively competitor
encourage discourage courageous courageously encouraging
discouraging
actor active actively activity action
friendship friendly friendliness unfriendly

Exam practice

Encourage students to read quickly through the text before they begin, to see what it is about. Ask them to cover the base words at the side of the text. Can they try and guess the words that are missing? What words might fit? What kind of words will they be (nouns, verbs, adjectives, adverbs)? Are positive or negative words needed?

Part 4

Task type:

Key word transformation of six separate items each with a lead-in sentence.

Training

1 This focuses on helping students to build up their knowledge of the form that different verbs need to take when they follow another verb. These can be very difficult for students to remember, and apart from some general rules, such as the fact that verbs of liking are often followed by the *-ing* form, students generally just have to try to learn them. It's important to take into account students' different learning styles – some will find it easier to remember after reading examples and completing exercises, whereas others will commit them to memory more easily if they have heard examples. A combination of both works best, so students need to be given plenty of opportunity to both read and hear the examples in meaningful contexts. Start by eliciting examples from students of verbs that they think might fit into either category, or both. Write on the board the headings that are used in the book and ask students to contribute. When they have run out of ideas, give out the verbs on cards/paper and ask them to sort them. If they're not sure, encourage them to try out the verbs in different sentences and think about what sounds right. They may have more of a feel for these combinations than they think. If they are still not sure, refer them to a grammar reference book such as *Grammar and Vocabulary for First and First for Schools* (Cambridge University Press) – but only for the examples they don't know, as this can be time-consuming. Set a time limit, and then move on to checking as a class. Note that *like* can also be followed by *to* but with a slight change in meaning, e.g. *I like going to the dentist every six months* (I enjoy my visits to the dentist); *I like to go to the dentist every six months* (I think it is a good idea to go to the dentist every six months – even if I don't enjoy going).

Verbs + -ing	Verbs + to + infinitive	Verbs + -ing + to + infinitive (no change in meaning)
like	intend	start
mind	refuse	continue
suggest	promise	prefer
finish	pretend	
consider	offer	
dislike		
	tend	
avoid	plan	
enjoy	decide	
deny	fail	
risk	afford	
	like	
practise		

Extension

Once answers have been checked, encourage students to use the verbs in their own examples. Elicit a few responses from around the room.

- Ask students to look at the examples and check that they understand the differences between the two forms. Ask some concept-checking questions, for example: *If you were going on a long car journey, what might you have to stop to do on the way?* (e.g. *stop to have a meal.*) To prompt further examples, the teacher can act out some irritating behaviours, e.g. humming loudly, making a lot of noise, whistling, slamming the door. Ask students: *What will you ask me to stop doing?* (e.g. *Could you stop humming?*) You could then go to the closed door and mime that it's difficult to open. Ask students *What am I trying to do?* then ask them for suggestions on how to open the door. (e.g. *You could try pulling harder. Try calling the caretaker.*)

- In a, Jack stopped his homework so that he could start watching TV.
In b, Jack stopped watching TV so that he could do his homework.
- In a, the teacher carried on talking.
In b, the teacher stopped talking about the project, and then started talking about something else.
- In a, the speaker is making a suggestion about what to try.
In b, the speaker is reporting what they have attempted to do.
- In a, this is something the speaker needs to do.
In b, something needs to be done, but not necessarily by the speaker.
- In a, the speaker means that s/he didn't forget to take the project to school.
In b, the speaker is talking about a memory they have of something in the past.

- Before doing the exercise, quickly revise with students the verbs that they've covered earlier in the unit, e.g. *intend, promise, consider, decide, enjoy, finish, like, mind*. Put verbs on the board and check whether students can make full sentences using these verbs. Check a few answers around the room, with students working in pairs. Then check answers to the exercise as a class.

- 1 to hearing 2 to meet 3 in applying 4 to suggest 5 to improve 6 to ask

- Before tackling the exercise, do a quick refresher on how to form comparatives and their meanings. Ask them to compare,

for example, two films / books / bands that everyone knows. Can they make examples using *-er than, more ... than, not as ... as* – e.g. *In my opinion **The Lord of the Rings** is not as interesting as **The Hobbit***. Remind them of different ways of stressing how big / small the differences are, e.g. *slightly ... than, not nearly ... as, much ... than*. Also, remind them of superlative forms, especially the irregular ones – *the best / worst*, etc. Ask them to complete the exercise individually and then compare answers with a partner.

- 1 far better 2 the worst 3 less interested 4 a lot more slowly 5 as expensive as 6 more difficult 7 the most 8 much older

- Begin by writing the phrasal verbs on the board. Can students explain what they mean? They may find it easier to think up examples of contexts where the phrasal verbs might be used, e.g. *clear up* – the weather can *clear up* and *get better*, or something like a rash might *clear up* and *go away*. When this preparation has been done, get students to match the verbs with the meanings given and check answers. Complete Exercise 6 as a follow-up.

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

- 1 clears up 2 got round to 3 caught up with 4 fallen out 5 take care of

Extension

Include a regular 'phrasal verb' check in each lesson. Give students, say, five to learn, and give them a mini test the following lesson. Encourage students to record the phrasal verbs they are learning, together with an example of how to use it.

Exam practice

As a way in to tackling the sentences, write the first sentence on the board and then just the beginning of the second sentence and the missing word. Can students produce the answer without seeing the end of the second sentence? Then give them the end of the sentence and ask them to amend their answers if necessary. (Note that in the example given, there is an alternative correct answer: *looking forward*.)

- 25 was much better than
- 26 got round to tidying
- 27 to stop and / to fix
- 28 prefer watching football to
- 29 apologised to Sam for missing
- 30 can't come unless Mum gives / grants

Extension

Try including a couple of transformations in the lessons on a regular basis – at the end, for example. Include key examples such as passives, comparisons, conditionals and phrasal verbs. Display each example on the wall for reference.

Part 5

Task type:

A text followed by six four-option multiple-choice questions.

Training

- Get students to skim quickly through the text about Anna to see what it is about, and then talk in pairs about what they can remember. After this get students to look at the questions in

Exercise b. Tell them that there is no absolute right answer to these questions. However, it is getting them to think about texts that they will come across in Part 5. They will be required to think about any characters they are reading about, who they are, and what their story is. Check that they understand the questions, e.g. words like *optimistic*.

- 1 Anna is clearly a young person who's a great music fan.
- 2 Anna was planning to go to a concert with her friends.
- 3 They were feeling excited because a rock guitarist was coming to their town.
- 4 They were slightly worried that their parents might not let them go to the concert unaccompanied.
- 5 They were optimistic about being given permission as it was a young people's afternoon concert.

2a/b Ask students to look carefully at the question and then find the part of the text where they think the answer lies. They then look through the four options to see which one is closest to the part of the text they have identified. If they are working in pairs, get them to compare their answer with another pair, then check as a class.

Students should underline: Our town wasn't particularly big or amazing, so we couldn't quite believe he'd included it in his concert tour. Answer: C

- 3 Ask students to read through the text first and then cover the text and see what they can recall. This helps them build up their reading speed and comprehension. Check any unfamiliar vocabulary with them. However, stress to them that they shouldn't worry about unknown words which they don't need to understand in order to answer the question.

- 1 They travelled by bus.
- 2 They were dressed up – wearing *carefully chosen outfits*.
- 3 It was wet – it had begun to rain suddenly.
- 4 Their clothes were slightly wet – they *didn't look quite as good as we'd hoped* but they were still cheerful.

4a/b This task gives students practice in identifying the meaning of a phrase that they may not necessarily have come across before. Ask them to find a word in the phrase that they recognise, i.e. *damp* and think about what it means. Once students think they have a feel for the meaning of the phrase, ask them to look carefully at the four options. They should also remember to look at the rest of the paragraph where the phrase occurs, as this will also give them clues.

The rain had made them damp, but it hadn't affected how they felt – they were *slightly wet, but with big smiles* on their faces.

4b The correct option is C.

- A** is wrong. It implies that they felt bad even before the rain started, which isn't the case.
B is wrong. They were unaffected by the rain. There is no suggestion that they were disappointed.
D is wrong. They were so thrilled to be at the concert that they didn't need to try to look happy.

- 5 This section is aimed at helping students to *read between the lines* – to understand opinions and attitudes that are not directly stated. Students should work in pairs to identify where the writer is expressing positive or negative attitudes.

Positive words and expressions:

... *the longed-for moment came* ...
 ... (the music) *certainly didn't disappoint* ...
 ... *the skilful playing* ...
 ... *the way he made the instrument sing so effortlessly* ...
It was amazing ...

Negative words and expressions:

... *he looked absolutely nothing like all the pictures* ...
 ... *we barely recognised him* ...
 ... *determined not to be put off* ...

- 6 Students should look carefully at the focus of the question – the writer's feelings about the musician – and then underline the part that reveals her feelings. Ask students to work in pairs and also ask them to say why the other options are wrong, and then discuss answers as a class.

A Students should underline: *He ... made the instrument sing so effortlessly, in just the way I'd always hoped to – but had always failed miserably.*

B is wrong. The musician looked nothing like they expected, but there is no suggestion that the writer or her friends were amused by this.

C is wrong. We don't know how long he played, but they don't seem to have been disappointed.

D is wrong. We know he played all his old hits but we don't know whether he also included some of his recent work, or how the writer felt about it.

Extension

Ask students to talk in pairs about a live music concert they have been to, or seen on TV. Then ask them to write about it for homework. Elicit vocabulary that might be useful: *musician, guitarist, solo singer, drummer, keyboard player, backing group, stage, audience, performance, atmosphere.*

Exam practice

Give students a limited amount of time to read through the whole text – say two minutes. Then ask a few comprehension-checking questions: *Who is the text about? What is he planning to do with his friends? So where is he going first? Why?* Help with any items of vocabulary that arise, but don't look at every word, as students have to learn to make sense of the text, possibly without understanding everything. Then get students to work through the questions. They can compare answers at the end. Discuss any differences of opinion. Remind students to refer to the *Advice* section for extra help.

31 B 32 A 33 D 34 C 35 B 36 D

Part 6

Task type:

A text from which six sentences have been removed and placed in a jumbled order after it.

Training

Lead-in

Before you ask students to do Exercise 1, check that they understand the linking words and how they are used, for example which ones add a similar point (*what's more, besides this*), and which add a contrasting point (*however, on the other hand, although*). Then ask them to do the exercise individually and compare answers in pairs.

- 1 This aims to help students think about the kind of words that help to hold a text together, such as time words, linking expressions and pronouns for backward and forward reference.

1 What's more 2 Then / Next 3 She / one 4 At first / then
5 On the other hand / However 6 currently 7 This 8 Although

- 2 Ensure that students understand the purpose of the words in sentences 1–8, and get them to answer the questions in pairs.

a 2, 4, 6 b 3, 7 c 1, 5, 8

- 3a/b This exercise is similar to the kind of task that students will have to do to complete the exam questions in Part 6. Ask them to read the base text very carefully and then choose the best sentence to fit the gap. Remind them that they have to look at the text both *before* and *after* the gap. What does *that* refer to in the text following the gap?

Correct option: A

B is wrong. A country home is unlikely to suit anyone who enjoys shopping. Also the sentence is quite positive, but the *And* coming after the gap adds a negative point rather than another positive one.

C is wrong. *What's more* suggests that the sentence should follow a negative sentence about the city. *And that can be hard to achieve* in the following sentence doesn't refer to anything in sentence C.

Exam practice

Encourage students to skim through the text first of all to get the general sense of it. What does *Diamonds in the Sky* refer to? What sort of diamonds are they? Are they really in the sky or out in space? How did they get there? There may well be some vocabulary questions that arise with this text, but these are best tackled after students have completed the task. They should look carefully through the options. They may tackle each question in turn, or prefer to fit in answers that they can identify more easily first, and then go back to try and fill in the harder ones. However, ask the students to tackle the first question and check this together, so that they all clearly understand what to do. Remind students to use the *Advice* section for more help.

37 G 38 B 39 D 40 A 41 E 42 C

Extension

CLIL Students find out more information on this story from the Internet. Ask them to check which planets are involved, the process involved, and whether any progress has been made on bringing the diamonds back to earth.

Part 7

Task type:

A text or several short texts, preceded by 10 multiple-matching questions.

Candidates must match a prompt to elements in the text.

Training

This prepares students for the kind of skimming and scanning that they will have to do in order to find the keys in Part 7.

Lead-in

Ask if any students in the class have been on a skiing holiday and what they thought of it. What level are they in skiing? Is it something their family does regularly? Is it a popular sport where they live? Have they seen any Olympic skiing on television? Do

they think skiing is a dangerous sport?

- 1 Ask the students to quickly look through the paragraph first and then focus on the questions. Ask them to work individually and underline in the text where they find the answer, and then compare answers with a partner. Check they understand the vocabulary in the questions, e.g. *optimistic*, *overlook*, *calculate*, *subsequently*, and in the text: *chilly*, *cope*, *put off*, *touched*. Remind students to record any new words in their vocabulary notebooks.

- 1 ... determined not to be put off ... hoping our enthusiasm would grow ...
2 ... some practice on the dry ski slope ... which we were all glad we'd done, in the event
3 ... he'd reckoned without all the extra expense involved ... ski-lift pass
4 ... we've never actually been very keen ... average ski resort!

- 2a/b Ask students to look carefully at the four options and decide which one reflects what Maisie says. The key is in the word *touched* so it is important that students understood this from Exercise 1. Then ask them to work in pairs to explain why the other two are wrong. This is an important skill, as students will be presented with ten different options in Part 7, which they have to choose from, and four or more texts.

Correct option: A (... we were all touched by the fact that he really wanted to give us a special treat ...)

B is wrong. They weren't very keen on holidays in cold places, but they did make an effort to enjoy this one by going to dry ski slope classes beforehand.

C is wrong. They were glad they'd been to the ski slope, but they didn't then find that skiing was easier than they'd thought.

- 3 Students read quickly through the text. Then pause for a moment to allow them to discuss in pairs what it is about. Check they understand vocabulary items: *virtually*, *gliding*, *ankles*, *burning*, *twisted*, *unforgiving*, *promoted*. Remind them to record new items in their vocabulary books. Then ask some comprehension-checking questions: *What were Marko's first experiences of going out on the slopes to ski? Did he manage to glide or jump? Were people gasping in admiration? Why were his ankles burning with pain? What was the amazing thing that happened?*

- 1 I spent most of the first hour or so down on the ground, ankles burning with the pain of being twisted ...
2 ... gliding skilfully down the slope, doing an amazing jump or turn at the bottom, and hearing gasps of admiration from everyone watching.
3 ... something amazing happened and I actually experienced what it felt like to ski a short distance without crashing over.
4 Of course, nobody had told me what it would really be like to be on skis, had they?

- 4a/b Once students are familiar with the text, ask them to look at the three options and identify which most closely matches what Marko says. Check they know the meaning of all the vocabulary, e.g. *a natural skier*, *put off*, *instructor's response*.

Correct option: B (But I was determined to keep going ...)

A is wrong. He didn't conclude that he wasn't a natural skier; in fact *it wasn't long before something amazing happened* and he was able to ski a short distance.

C is wrong. He'd already begun to perform much better by the time his instructor promoted him, so it wasn't a surprise.

Exam practice

Lead-in

Ask whether any students in the class have taken part in swimming competitions of any kind, especially open-water ones. Have they ever been open-water swimming? Can they describe the experience? In which ways is it different from swimming in a pool?

Ask students to skim-read through the task so that they have a good idea of what each text is about. Set a time limit for this – check on progress after two minutes. Then get them in pairs to summarise what is in each text – ask them to talk about two texts each. Take any questions on vocabulary and check a few unfamiliar words together as a class, but stress that they may not need to understand every word to complete the task. You could ask comprehension-checking questions here, but it might be more useful to get on with the task.

Get students to read through paragraph A slowly and then look at the questions, putting an A next to the ones they think belong with paragraph A, underlining the parts of the question and text that tell them. Give them time to all find the answer, then check in pairs, and as a whole class. Make sure everyone understands what they have to do. They should then continue with B, C and D. They may find that they have two or three they have not matched up. They should then go through the texts again looking for matches. Remind them to refer to the *Advice* section for some further help.

43 B 44 D 45 A 46 C 47 A 48 D 49 B 50 C 51 D 52 B

Extension

Students could write a short paragraph about any positive swimming experiences, such as: learning to swim, open-water swimming, competitions, or just fun at the swimming pool, so that people who aren't strong or competitive swimmers also have something to write about.

Extension

CLIL Ask students to do a little research on open-water swimmers, and whether there are any famous ones in their home countries. Open-water swimming is now an Olympic sport – what can they find out about it? Ask them to prepare a short, informal presentation / discussion to be done in pairs. This can be followed up by a piece of writing to consolidate what they have learnt.

Test 1

Writing

Part 1

Task type:

An essay of 140–190 words giving an opinion and providing reasons for the opinion.

Training

Lead-in

This question is about good places to go for class trips. Ask students to talk in pairs about class trips they have been on, or places they would like to go. Ask around the class for a few examples to share with the whole class.

- 1 This exercise is aimed at helping students to develop strategies for tackling a Part 1 question. Ask students to read each part of the question carefully. The first part tells them what the general

topic is. This is then followed by the focus question on the same topic, which tells them exactly what to write about, with notes on ideas they must include.

- 2a/b** Ask students to look at the adjectives in the list and make sure they understand them. Refer them to an English–English dictionary, but be prepared to take any further questions on them. Then get students to work individually to match each adjective with a definition, and then compare their answers in pairs.

Possible answers

- 1 urban
- 2 exhausting
- 3 picturesque, breath-taking, dramatic, impressive, fascinating
- 4 coastal
- 5 peaceful
- 6 memorable, impressive, outstanding, thrilling, remarkable
- 7 accessible
- 8 original
- 9 educational
- 10 interactive

Extension

Students spend a few minutes in pairs making definitions of the adjectives not already used and then swap with another pair to see if they can find the answer.

- 3 Ask students to talk about a trip they have done to one of the places in the list – not necessarily on a class trip. Give them time to prepare and make a few notes, and remind them to make use of some of the adjectives from Exercise 2. Then ask them to give a mini-presentation to their partner. Set a time limit, say 90 seconds. While the partner is listening, they should be thinking of two questions they can ask the speaker at the end. To round up, ask one or two people in the class what their partner talked to them about. Ask students to keep their notes.

Extension

Students can use their notes to write a short piece about their trip for homework. Set a word limit, e.g. 150 words. Tell them they can also include pictures if they have any.

- 4 Ask students to look and decide which places are in the city or in the countryside. This is preparation for the sample exam question that follows. The students are then given the focus question of the task.
- 5a–c Ask students to discuss the first two notes in pairs. They should already have some ideas from the work they have done. Remind them that they must give a reason for their answers. They can note down some brief ideas at this point.
- 6 Ask students to read through the sample answer carefully, and pay particular attention to the introduction, which they will also have to add in their answers. Which adjectives has she used from the list?
- 7 Students should look at how Sarah has tackled the first two points in the notes. Which one does she think is more interesting? Does she make a choice about the convenience point?

She thinks that the countryside could be more interesting, especially if you have an expert with you to explain things. She thinks that deciding how convenient it is to visit the city or the countryside depends on where you live, and how far you are from each one.

- 8 Now students should look at the idea of their own that they have to come up with. Ask them to look at Sarah's answer and decide what aspect of the trip she is writing about (*how enjoyable*).

Sarah is talking about how enjoyable the countryside might be compared with the city.

- 9 This gives students additional ideas that they can include in their essay. Ask them to think about what they could say about each of these, e.g. *cost: the cost of transport, food, entrance tickets; weather: countryside locations not so good in winter, and bad weather at any time may ruin the trip; equipment: may be needed for outdoor pursuits – walking, climbing, cycling will all need weather-proof clothes and suitable footwear; age of teenagers: if they are young they may need more supervision.*

Possible answers

Cost: what might teenagers have to pay for on a city trip?

Transport? Food? Entrance fees? How would that compare with the countryside? They might not have entrance fees to pay.

Weather: in the city this wouldn't be so important as students are more likely to be doing something inside. But bad weather could ruin a trip to the countryside.

Equipment: this really applies more to the countryside. Students might need good walking shoes, warm weather-proof clothes, and special equipment if they do a sport. In the city, they might need things like a camera, a guidebook and perhaps notebooks and pens.

Age of teenagers: younger teenagers might appreciate outside activities more? Would older teenagers get more from a theatre or museum trip?

- 10 Remind students that they need to round off their essay in some way, not just end abruptly when they have covered all the points. One sentence may be enough to summarise what has already been said.
- 11a/b Students should look back at how Sarah used these linking phrases in her essay, and then complete the exercise in pairs. Remind students that they should keep a note of this type of phrase so that they can use them correctly in their own answers.

1 that's especially true if 2 That's why 3 Even though
4 If 5 it depends 6 Another point to consider

Extension

Students could write their own answer, either in class or for homework. If they do it in class, consider these two approaches: *either* they write their answer and check it, say within a 30-minute time limit. Then if students feel comfortable enough with each other, they work in pairs and edit each other's work. Remind them that they must not be too negative about their partner's work. This can work well provided classmates trust each other – but don't attempt it unless they are likely to handle it well. *Or* students could be put in pairs or small groups to produce a part of the essay each. This could be done on flipcharts or computers. Then display the results to the whole class, and get everyone to look at the work and suggest corrections. Remember to emphasise the positive aspects of the work and remind students to do the same.

Exam practice

Ask students to look at the *general* topic: sport. Have a brief discussion about, e.g. who does sport on a regular basis? Why? What are the benefits? Team sports or individual sports? Outside sports or inside ones? Then look at the focus question – outside v inside sports, and which is better.

Move on to the notes – enjoyable and cheaper, plus another idea of their own. Run through some ideas as a class for the last point, e.g. better for health, more convenient, cheaper. Give students about 30 minutes to produce an answer and check their work, then collect in for correcting.

Sample answer

Most people would agree that doing any kind of sport is important. However, some people will opt for outside sports, whereas others might enjoy inside sports more. So which is better?

Outside sports can be fantastic to do in the summer when the weather is good, provided it is not too hot. But once the chilly weather of winter arrives, inside sports definitely seem more attractive to many people. However, there will be people who still want to play sports such as football outside and are not put off by the weather.

A disadvantage of inside sport, though, is that there is usually a cost involved, such as entrance fees or equipment hire, while many outside sports can be enjoyed for free. This may influence some people's decision about which is better.

I would say that whichever kind of sport people choose, the important thing is that they actually participate, as there is no doubt that sport is good for our health. And if more people take part and start to demand sports facilities, we will have a wider range of sports available to us.

(185 words)

Part 2 (letter / email)

Task type:

Writing one task from a possible selection of five text types (article, letter / email, essay, review, story) based on a contextualised writing task or a question related to a set text in 140–190 words.

N.B: From 2015 onward, the revised *Cambridge English: First for Schools* exam will have only one set text and one set text question on the paper, rather than the two texts and two questions as previously. Candidates should not attempt the optional set text question in Part 2 unless they have the necessary understanding of the text to answer the task set. Teachers are best placed to judge which, if any, of the set texts and/or film versions may be appropriate and stimulating for a given teaching situation. The suggested editions are Graded Readers which have been adapted to the level and are suitable for *Cambridge English: First for Schools* candidates. Other editions of these books may be available. Teachers and candidates should be aware that the language level in other editions may be less accessible.

Training

- 1 The list helps students to learn some set phrases they can use to put into their letters and emails to open and close them, without wasting too many words. Remind students that they should not write too much in their introduction, however, as they need to devote the majority of their response to answering the question. Get them to complete the exercise individually and then compare their answers in pairs. Please note: Letters and emails in the *Cambridge English: First for Schools* Writing paper will require a response which is consistently appropriate in register and tone for the specified target reader, for example, a school principal, an English-speaking friend, a magazine editor or a classmate.

1 O 2 C 3 O 4 C 5 C 6 C 7 C 8 C 9 O 10 C 11 C 12 O

- 2a/b Ask students to read carefully through the exam task and then in pairs start thinking of some points to include. Remind them

that Dan has asked for some advice, which they must give in their answer.

- 3a/b** Students read Max's letter, then close their books and see what they can remember. What does Max suggest that Dan should do? Ask students to look at the list of functions and decide which ones Dan has included.

Functions in order of the text:

- (4) saying thanks (Thanks for your last letter.)
 (1) apologising (... sorry I haven't replied sooner.)
 (9) agreeing (... sounds fantastic, doesn't it?)
 (6) being sympathetic (... I'm sorry to hear ...)
 (8) giving advice (If I were you, ...)
 5 paragraphs, including close

- 4a/b** Before looking at the exercise, elicit from the students different ways of making suggestions. Then ask them in pairs to come up with different suggestions for the problems in Exercise 4b.

Possible answers

- 1** If you use the camera on your phone, you'll probably get some good shots.
2 Why don't you ask the teacher if he's got some spare kit you can borrow?
3 If I were you, I'd ask people in the class if they've seen it.
4 I think you should ask your mum if she'll give you a lift instead.

Extension

You could try writing different problems on cards and give students one each. Then they move around the room and explain their problem to someone. The other person has to make suggestions to help out. They then exchange cards, and move on to talk to someone else. This is a good activity for improving group dynamics, and gets students who don't normally talk to each other to interact. Then when they are sitting down again, ask for a few examples around the room of what their last problem was and what advice they were given.

- 5a/b** Remind students how question tags work, i.e. positive sentence with a negative tag, and negative sentence with a positive tag. Put a few examples on the board, e.g. *You can see him, can't you?* *You can't see him, can you?* Ask students to complete the exercises in pairs and check together as a class.

- 1** won't you? **2** wasn't it? **3** is it? **4** shouldn't you?
5 didn't we? **6** don't we?

Extension

Ask students to write about six question tag sentences on different pieces of paper – sentence on one, tag on another. Tell them they must use a range of tenses. Check each pair's sentences. Then swap their sentences with another pair and see if they can solve each other's.

- 6a/b** Remind students of how to write indirect questions and statements. Put one sentence on the board as an example, e.g. the one given: *Will they change their minds? I don't know if ...*

- 1** if / whether Mark is / 's at home today
2 what homework our teacher gave us
3 if / whether there's a party tomorrow night.
4 this answer is / 's wrong.
5 if / whether teenagers in your country watch a lot of TV
6 if / whether your sisters are going on holiday with you

Exam practice

Remind students to read the question carefully and maybe make a few notes before beginning to write.

Sample answer

Many thanks for your letter – it was really nice to hear from you. The party sounds great, doesn't it? But I'm sorry you feel you've got nothing to wear, and that your sister won't help you. My sister's like that, too! Unfortunately, though, whenever she borrows my clothes, they often come back with a hole in or a mark on them, so I don't let her borrow them anymore!
 But perhaps if you explain to your sister why you really need something to wear, she might be more willing to help you. If that doesn't work, why don't you ask your parents if they could give you a little money to buy something new? Do you know if they would agree to that? Alternatively, maybe you could ask a close friend if they have something nice you could wear. I'm sure they wouldn't mind – that's what friends are for, after all!
 Well, Maria, I really hope you solve your problem, and that you have a great time at the party. Don't forget to write and tell me all about it!
 All the best.
 (183 words)

Part 2 (story)

Task type:

Writing one task from a possible selection of five text types (article, letter / email, essay, review, story) based on a contextualised writing task or a question related to a set text in 140–190 words.

Training

- 1a/b** Students need to look carefully at the rubric to see who they are writing for. In this case, it is the readers of a magazine for teenagers – people roughly their own age, in other words. There is no right or wrong answer as to who Sam and Henry are, but it helps the students to imagine the story if they can visualise the people in it. It's also a useful reminder that the story is not about themselves but two other people, so they shouldn't accidentally slip into the first person *I* halfway through their answer. It's also important that they refer consistently to the people throughout the story, with no accidental name or gender changes. The remaining bullet points should get them to start thinking about what their storyline will be. This is important, as in the exam they should have a general idea of how the story will progress to the end, rather than running out of ideas halfway through.

- 1c** Ensure that students know the meanings of all the words before they begin. They could work in pairs or groups, and then take a number of words each, checking unknown words in an English–English dictionary and reporting back to their partner or group. Encourage them to record any new ones in their vocabulary notebook. Discuss any words that students have categorised differently from the suggestions below.

Sample answer

the letter	the road / countryside	the weather	your feelings
mysterious	rough	stormy	optimistic
confusing	picturesque	bright	eager
surprising	stunning	damp	enthusiastic
astonishing	bumpy	frosty	puzzled
	wild	bitter	confident
	coastal	mild	nervous
	muddy	misty	determined
	unfamiliar		uneasy
		wild	
		rough	

- 2 Students could try doing this exercise on their own, and then compare their answers with a partner. Ask them to look carefully at any answers where they disagree, and think which answer might be correct. Can they retell the story to each other in their own words? They could also practise writing it from memory as a timed piece of writing.

1 had / arrived 2 got 3 had been raining 4 was 5 walked
6 took 7 laid 8 went 9 was making 10 wandered
11 were sitting 12 chatting 13 handed 14 had brought
15 had got 16 was looking 17 were 18 saw 19 was 20 cried

- 3 Again, students work by themselves and then compare. Can they make their own sentences using the remaining three time expressions?

1 finally 2 as soon as 3 while 4 gradually / until
5 by the time 6 during

- 4 Discuss any alternative answers that students have put in. Check that they fully understand what each of the adverbs means. Can they suggest another context when they might speak or behave in these ways? If appropriate to the class, students can mime or act out the adverbs by speaking in the manner of the adverb.

Possible answers

1 confidently / enthusiastically / cheerfully
2 peacefully
3 crossly
4 jealously / miserably / crossly
5 nervously / anxiously / miserably
6 calmly

- 5 Ask students to compare the words and expressions they have underlined, and discuss any differences they have.

Students should underline the following:

Descriptive adjectives: puzzled, eager, rough, bumpy, determined, bitter, picturesque, difficult

Time words: that morning, at first, almost immediately

Adverbs that describe the way people said or did things: anxiously, confidently

Verbs in the past simple: read, climbed, set off, were, was, didn't, asked, replied, worked out, came across, announced, cycled, opened,

Verbs in the past continuous: was going on, were heading into

Verbs in the past perfect: had been, had cycled

Extension

Bring in objects for students to write stories about, e.g. make a pile of apparently unrelated items on a table – a watch, a piece of wood, a photo, some money, an invitation, a mobile phone, etc. Ask students to choose two items and write a short story about them.

Exam practice

The candidate's answer is within the word limit and continues from the prompt sentence. It also includes the two ideas at the end of the exam question. It uses good descriptive language and is well-organised.

Sample answer

The photo slipped to the floor, and Nicholas picked it up carefully. It was a picture of an old house surrounded by trees along a rough, bumpy road, with a dark and stormy sky in the background. As Nicholas looked more closely, he could just see an old man gently leading a horse. Nicholas felt uneasy just looking at it – it seemed a wild and mysterious place.

Somehow, he needed to find the owner, as he was sure the photo was precious to them. He put a notice on the school board, and waited for the owner to contact him. Sure enough, the following day a girl he knew came to his classroom. 'I can't tell you how happy my family are to get that photo back!' she said excitedly. 'It was the last photo of my great-grandad's farmhouse before it was sold, so thanks for trying to find out who it belonged to. And look – my dad's sent you something! We're so grateful, Nicholas!'

When she'd gone, Nicholas opened the envelope. Inside was enough money for him to buy the new computer game he wanted! A happy ending!

189 words

Test 1**Listening****Part 1****Task type:**

One multiple-choice question per short monologue or exchange, each with three options.

Training

- 1 This is aimed at encouraging students to look carefully at the different parts of the question, and to confirm where the answer comes from. They also need to think about the attitudes and opinions of the speakers, which may be implied rather than stated in the audioscript.

Question 1

Ask students to read the rubric for the first context-setting sentence, and then ask: *Who is talking? What are they talking about?* Ask students what they know about wildlife parks. What would they expect to see there? How big would it be? Who in the class has been to one? Look at the questions, and the three options. Are they positive, negative or neutral? Ask students to read the audioscript, and underline where they think the answer came from. They can work individually for this and then compare in pairs. As consolidation, one of the pair can read the audioscript to the other to confirm where the answer lies.

Question 2

Take students through both parts of the question. Read the context-setting sentence – *Who is talking? What about?* Then look at what they are being asked – they have to identify *which class* the friends

have just had. Look at the options. Ask students to think about what words they might expect to hear when students are talking about these subjects, e.g:

maths – *sums, add, subtract, calculator, work out, fractions*
 geography – *countries, world, rivers, mountains, lakes, globe*
 history – *time, dates, ancient, past, years ago*

Which words did they hear? What gave them the clues that A was the answer? Again, ask students to underline in the text where the answer came from. Then they could also read out the dialogue in pairs to confirm they are happy that A is the answer.

Question 3

Students look at both the context-setting sentence and the focus question. Check that they know what they are listening for. Before they look at the options, get them to speculate – *why* might a customer in a shop be talking to an assistant? To pay? To complain? To ask for something? To talk about the price of something? Check they know *refund* before they listen.

This time, one pair of students could read the dialogue while another pair tries to answer the question. When they have got their answer, the first pair must confirm from their reading whether it is correct. Check the answer as a class. Check vocabulary after they have completed the task, e.g. – *try on, changing room, in stock, hole, sleeve, faulty*.

Question 4

Go through the same procedure as above with the context-setting sentence and the focus question.

Make sure students understand that this is about the boy’s *opinion* of the film. Before they begin, check students know *soundtrack*. Ask students to work in pairs. One can read out the audioscript while the other listens, then they can compare answers. Check as a class. Ensure students are familiar with the vocabulary in this audioscript, e.g. *publicity, hype, in some respects, storyline, kept you on the edge of your seat, a letdown*.

Question 5

Students have had some practice now at how to tackle Part 1s, so treat this one as if it were a real Part 1 question. Give students time to read through the question, and then play the recording. Get students to answer in pairs and check as a class.

- 1 B (... especially having driven for miles to get there ... much-needed rest and drink)
- 2 A (... I don't remember doing fractions in that way ... now we've got calculators ...)
- 3 C (... there's actually a hole in the sleeve ... I don't really want to get something that's faulty ...)
- 4 A (... the whole storyline kept you on the edge of your seat – until the final few minutes. What a let-down!)
- 5 B (... but are they big enough? ... these aren't really made for people our age I don't think ... these are the only ones left)

2 It is important when listening to Part 1 recordings that students understand what the speaker’s attitudes and opinions are, even when they are not directly stated. Ask students to cover the audioscript, and then look through the sentences and decide whether the speaker is being positive or negative. Are there any which could be positive or negative depending on the context? Don’t supply the answer until the students have answered the exam question.

- a positive
- b negative
- c This can depend on the context, although here the girl intends it as a positive comment.
- d positive
- e negative
- f negative

3a/b Ask students to tackle this as they would an exam task – but also to think about why the options they didn’t choose are wrong. Ask them to compare their answers in pairs and then look at the audioscript before you check as a class. They should also look at the sentences from Exercise 2 and decide whether they were correct, or if they would revise any of their answers after reading the audioscript, particularly c.

Correct answer: B
 A is wrong – the girl says her friends are *really thoughtful ... always thinking what you'd really like*.
 C is wrong – she doesn't really like the images of dogs. She prefers *simple designs*.

Exam practice

Students have now had practice in looking closely at the context-setting sentence and the focus question – but remind them that this is necessary for each of these tasks. If students are not very experienced at listening tasks, it might be useful to try the first question, listen two or three times to the recording and then stop to allow students to consider their answers before comparing in pairs and checking as a class. Then work through the rest of the tasks, playing each question twice. Students should be ready to move on to the next question after the second listening even if they haven’t identified a key for the last one.

Depending on the level of the class, pre-teach any vocabulary that might be problematic, e.g. *spectators, conversation, pass on, relieved, canoeing, risky, paddle*. At this stage, this is not a test of their vocabulary but practice in how to deal with the individual listening tasks. Remind students not to panic if they see a word they don’t recognise, e.g. in Question 7, *difficult* gives an important clue.

- 1 C 2 A 3 B 4 A 5 C 6 B 7 A 8 C

Extension

Encourage students to listen to short clips of native speaker English, to give them practice in *tuning in* to what the speakers are talking about. This is an important skill for this part of the test.

Part 2

Task type:
 Complete 10 sentences with information heard on the recording.

Training

You usually need to write between one and three words in the gap. Point out that although the answer is *usually* between one and three words, candidates can actually write more than three words, so long as the answer is correct.

1a/b The aim of this exercise is to familiarise students with listening to a recording at the same time as they are reading through sentences and trying to identify the missing word(s). Ask students to look carefully at the question in 1a. It’s about family trips to the beach. What are their experiences of this kind of trip? What do people do? Which members of the family

go? They should then look at question 9. What *kind* of word is likely to go in the gap? Ask students to look at the audioscript in 1b, and underline the answer. Point out to them that a number of family members are mentioned in the passage – but only *one* is correct. Ask them to discuss in pairs why the other people mentioned aren't the correct answer.

9 (little) sister (My little sister's amazing, though ... splashing about in the sea, with a huge smile on her face.) Sally also mentions her Dad, Mum, older brother and Grandma. They are incorrect answers because:

Dad just sleeps on the beach.

Mum looks for unusual things for her work if she's got the energy but there's no mention of whether she's having fun.

Sally's older brother has to look after their younger sister.

Grandma complains that it's too hot.

2a/b Ask students to cover the audioscript before they begin this section. Look first at the question. What kind of word is likely to fit? Once you've established that it's an activity of some kind, get students to think about the different activities that people do at the beach, e.g. swimming, diving, paddling, surfing, sailing, playing volleyball, sunbathing. Write them on the board then listen to the recording for 2b. Give all students time to decide on an answer, and check the answer with the class. Then get them to listen again and pick out other watersports mentioned in the recording, and note them down. Ask them to decide which is linked to weather conditions in the recording. Now let students look at the audioscript to confirm their answers. Ask them to pay particular attention to the spelling of the activities they have written down, as correct spelling is essential for Part 2.

10 sailing
diving, swimming, surfing, sailing

3a–c The question is asking about something Sally's sister found on the beach. Students think of as many objects as they can in one minute that might be *found* on a beach. They might come up with things like: *fish, starfish, seaweed, bucket, spade, clothes, towel, blanket, chair, shoes, sunglasses, book, sun cream, food, drink, stone, rock, shell, shellfish, crab, bag*. Ask students to listen to the recording and identify the answer, then compare with a partner. What other objects did they hear mentioned? Why were they wrong? If necessary, read the audioscript back to them and discuss why the other objects mentioned were not keys.

The word that fits the gap is a noun, as there's an article before it. A number of words might fit, all connected with the sea, e.g. *stone, fish, rock, starfish, shell, piece of seaweed or wood*, or things that people have left behind, such as buckets and spades.

11 (small) crab

Other items are mentioned in the audioscript. Things like a *piece of wood* or *jewellery* are what the sister sometimes finds. The family thought she had found a stone. And after she'd had found the crab, the family went to collect seashells in a bucket that the brother had found.

Exam practice

Lead-in

Ask students to read the rubric carefully, then ask them these comprehension- checking questions – *Who is talking? Who to? Where did she go? What did she see there?* Check that students know what a *meerkat* is. If possible, find a colour picture. What do

the students know about meerkats? Where do they live? *How* do they live? Now get students to read quickly through the sentences and think about the missing words. Deal with any words or sentences that students find a problem.

To make sure that students all know exactly what to do, play them the first part of the recording that relates to the first question, and then check students' answers by discussing them. Let students do the rest of the task without stopping and check answers at the end. Give students the chance to compare answers in pairs before checking together as a class. Ask them to compare spellings. Have them spell the same words in the same way? Encourage them to check any they are not sure of in a dictionary.

9 relatives 10 lake cat 11 captivity 12 blankets 13 voice
14 balancing 15 bark 16 stripes 17 small birds 18 posters

Extension

Ask students to work in teams and see who can remember the most about it.

Extension

CLIL Tell students to find out more about meerkats and write a short piece about them for homework. They can use some of the information from the recording and add their own information. Ask them to add any pictures, maps of where they live or other graphic information they can find.

Part 3

Task type:

Multiple-matching.

Five questions which require the selection of the correct answer from a list of eight.

Training

1 This section looks particularly at people's feelings, which may be tested in the options in Part 3. Students look through the adjectives in the list and identify any that they are not sure of. They then do the exercise individually and check their answers in pairs, before checking as a class.

2 relieved / thrilled / grateful
3 impressed / surprised
4 discouraged / annoyed / shocked / disappointed / embarrassed / discouraged
5 thrilled / surprised / grateful / shocked
6 grateful

Extension

Students cover the exercise and leave just the list of adjectives visible. They describe examples of situations where they experienced one of these feelings (these can be invented), and ask their partner to guess the adjective they are referring to.

Lead-in

The students are going to listen to two people talking about a long train journey. Ask students what their own experiences of long train journeys have been. *Are they generally positive or negative? Have they ever spent the night on a train? Where were they travelling from and to? Who with? Have they had meals on a train? What did they take with them to pass the time?*

2a/b Look through the list of options. Which ones are positive?

Which are negative? Which could be either? Play the recording without letting students look at the audioscript. Tell students they should note down any key words that led them either to the correct answer, or to other options which they then discounted. Get students to discuss their answers in pairs. They confirm their answers from the audioscript.

Correct answer: D

The audioscript also refers to options A, E, F and H.

A is wrong, because the family left in plenty of time to avoid missing the train.

E is wrong because he knew he wouldn't be impressed by the view, as he'd seen it before from the car.

F is wrong – he'd got a seat by the window, but he doesn't say how he felt about it.

H is wrong – he wasn't going to be bored, as he'd brought lots of magazines.

- 3 Now students will hear another person talking about a long train journey. Students should look at the same list of options for the answer. Ask them to cover the audioscript again. Ask them to try taking notes of key words as they're listening, as this can help to identify clues. Then give them time to compare answers, including which other options they considered. Let them check their own answers in the audioscript and see which part of the text provided the correct answers. Draw their attention to the fact that the same words weren't used in the audioscript as in the options. Then confirm answers all together as a class.

Correct answer: B

Maria says she was *getting more and more excited*, and *couldn't wait to get started*. She doesn't use the word *thrilled*, which is in the option.

The audioscript also refers to C, D, E, F and G.

C is wrong, as she was the one who had to be quiet. She's not referring to the train.

D is wrong – she'd brought her own food, and doesn't mention being given any.

E is wrong – her journey was at night, so she couldn't see the view.

G is wrong – the word *disappointed* is in the recording, but she *wasn't disappointed*, either by her seat or the trip.

Extension

Ask students to write a short piece about the longest overland journey they've done – by car, bus or train – or cycle! Ask them to include information like a brief map of the route, together with information about why they were travelling and what happened during the journey.

Exam practice

Lead-in

Ask students to read the rubric carefully. Who will be talking? What about? What is the focus question asking them? Before you begin the task, ask students about their hobbies – what do they do in their spare time? Do any of them collect anything? What kind of things do people tend to collect? (e.g. stamps, coins, model cars, dolls, figures from films). Did their parents or grandparents ever collect things when they were younger? What kind of things? Now ask students to read through the options.

Check they understand what *it* refers to in some of the options. Again, identify which are positive and which are negative. Then play the recording and give students time to compare their answers afterwards before you confirm them to the class. Try asking them if they can remember what each speaker was talking about. They may

not recall much detail, but some students will have committed a surprising amount to memory.

19 D 20 F 21 E 22 G 23 H

Extension

Ask students to find out about teenagers who have amazing collections of, for example, computer magazines, film figures, model cars, etc. They can look on the Internet and report back with a short presentation to the class or a small group. Can they also find any collections, for example of coins or stamps, that go back hundreds of years in history and are now very valuable?

Part 4

Task type:

Multiple-choice.

There are seven three-option multiple-choice questions.

Training

- 1 This section is aimed at helping students think about what they might be about to hear, based on the information they get from the rubric and the questions that follow.

Ask students to look at the four topic areas and imagine what they might hear if these were the topic areas stated in the rubric. They should then look at the box below and choose which key words they might be likely to hear for each topic. They should work in pairs. Ask students to be prepared to give reasons for their answers.

Suggested answers

1 look forward / credit card / thrilled / uncertain

2 weather conditions / creatures / weather forecast / look forward / equipment / identify / thrilled

3 nervous / look forward / thrilled / uncertain / action / equipment / wetsuit

4 weather conditions / weather forecast / spectators / lens / action / shot / equipment / wetsuit

- 2 Look at the photo of the boy wakeboarding (a surface water sport which involves riding a wakeboard over the water. It was developed from a combination of water-skiing, snowboarding and surfing techniques. The rider is usually towed behind a motorboat). Ask students if they have ever tried this or any other watersport – especially waterskiing or surfing – which share some techniques with wakeboarding. Get them to describe what it is like: *How do they feel when they're doing it? Where do they do it? What kind of equipment do they need?* Look at the question and focus on the feelings that it is asking about – worried, curious, content. Ask students to listen to the recording and then decide which option best fits how he feels. Read the audioscript aloud to students if they need further help.

Correct answer: C

- 3a/b Students look carefully at the question. Check they understand what they're listening for – it's his *first* attempt to stand. Then play the recording without letting students read it first. They can check their answers together afterwards by reading through the audio script and underlining where the answer came from.

Suggested answers

He hadn't been prepared for the pressure on his legs when the boat took off, so he fell in.

Correct answer: B

Students should underline: *But almost as soon as I did, ... was suddenly immense! I hadn't been prepared for that ...*

- 4 Now ask students to approach this section as they would an exam question. Allow them time to read the question and the options and play the piece twice if necessary. Give everyone time to decide on their answer and then check all together. If students are still not sure, be prepared to read out the audioscript slowly to confirm answers. Focus on any new vocabulary introduced in the unit and the audioscripts, ready to be tested in the following lesson, e.g. *spectators, credit card, crouch down, roar off, pressure, immense, shift (your weight)*.

Correct answer: C

Extension

Ask students to produce a short piece of writing about a watersport they have done or would like to do. Ask them to describe why they do / want to do the sport, where they can do it, and what equipment they need / would need. Ask them also to write about any difficulties they have found / might find when doing the sport.

Exam practice

Lead-in

Ask students whether anyone in the class has been climbing. Where did they go? Who with? What equipment did they need? What was it like?

Ask students to look carefully at the rubric. Who is talking? What about? They then read the questions and options. Give them about 45 seconds to do this, and then play the recording twice, as in the exam. If you prefer to check progress halfway through, get students to compare answers with a partner, and then encourage them to listen especially carefully for any keys they haven't got during the second listening. Remind students to use the *Advice* section for some extra help.

24 B 25 C 26 C 27 A 28 A 29 C 30 B

Extension

CLIL Ask students to find out about the stories of some famous climbers, e.g. Hillary and Tensing climbing Everest, or famous climbers in the past in their own countries. Ask them to compare a few things about how they climbed then and now, e.g. their clothes, their equipment, their tents, their means of communication, to show what an achievement this kind of climb was then.

Test 1

Speaking

Part 1

Task type:

A conversation between one examiner and each candidate. In Part 1, candidates are asked questions on a variety of topics related to their everyday life. Candidates are assessed on their performance throughout the 14-minute test.

Training

Make sure students understand they will be taking the speaking test in pairs (or a group of three – though this only happens right at the end of the exam session if there is an uneven number of candidates, and students cannot choose to be examined in a group of three). Tell them there will be two examiners in the room: the interlocutor, who asks the questions, and the assessor, who writes down their marks. The interlocutor will also give them one overall mark at the end of the session.

- 1 Students decide which sentences belong with which photo.

1 d, b 2 g, a 3 f, c, e

- 2 Tell students that they should avoid giving very short answers (one or two words only). They need to expand a little on their answers and give reasons. If they don't say enough, the examiner has follow-up questions to prompt them to say a little more. However, they should also avoid giving extremely long and detailed answers to every question. They will have plenty of opportunity to talk for longer in Parts 2, 3 and 4 of the test. It is also very important that students do not learn answers in advance for this part of the test as this will sound unnatural, and they will lose marks if they have obviously prepared answers and learned them by heart. Students work in pairs to decide which are the best answers to the three questions.

Students should put a X by 1, 4, 7 and 8. 1, 4 and 7 are not full answers, and 8 does not have grammatical structures or link the ideas.

- 3 Tell students they will not lose any marks if they ask the examiner to repeat a question. Students put the words in the correct order to form sentences and check their answers with a partner.

1 Could you say that again, please?
2 Sorry, I didn't catch what you said.
3 Would you mind repeating that, please?

- 4 Tell students that throughout the test, in Parts 1–4, the examiner will be listening out for stretches of language which use a range of discourse markers such as linkers. Students should use as wide a range as possible in the test. Remember, however, that they should not prepare and learn their answers in advance.

1 because / as, also
2 but, so, like / such as
3 That's because / and anyway
4 but sometimes

Exam practice

Students ask each other and answer these questions in pairs. Monitor students while they are doing the task, and make a note of good answers and suggestions for improvements. Remind students that they need to expand on their answers and give reasons, rather than give short responses. If they don't say enough they could be prompted by the follow-up question in the exam. Then discuss the questions with the whole class. Pairs of students could model good examples of replies in front of the whole class. Tell students it is not a good idea to learn pre-prepared answers by heart or it will sound unnatural.

Students now hear some different Part 1 questions. Put the students into small groups and ask them to listen to each question, then pause the recording. One student in each group answers the question, while the others listen and make notes of good language

or suggestions for improvements. Every student should have the chance to answer a question. Discuss possible answers with the whole class at the end.

Extension

Pair work: Put students in pairs and ask them to think of one or two topics connected with everyday life (e.g. music, holidays, sport, TV) and write four questions on each topic that they might be asked in Part 1 of the test. Remind them to use present, past and future tenses.

Students then work with a different partner to ask and answer the questions.

Group work / Whole class activity: Students role-play being famous people at a party and ask each other questions about their everyday life. Again, remind them to ask about the past, the present and the future. Monitor the students during the activities, and note down the questions that are most appropriate for Part 1 of the test. Write these questions on the board and decide what would be the best answers.

Part 2

Task type:

An individual one-minute 'long turn' for each candidate, with a brief response from the second candidate lasting about 30 seconds. Candidates are assessed on their performance throughout the 14-minute test.

If the second candidate's response is too short, the examiner will ask a back-up question.

Training

1 Students decide which sentences belong with which photo.

1 c, d 2 e, a, f 3 b, g

2 In pairs, students complete the sentences. Tell students they don't have to describe every detail in the photos. They have to compare them, which means saying what is similar and different about them.

1 both 2 while / whereas / but 3 look / seem / appear, perhaps / maybe 4 could / might / may

3 Students fill in the gaps and check their answers with a partner. Tell students that after Candidate A's 'long turn', when Candidate B answers a short question, they have about 30 seconds to answer. If Candidate B's answer is a bit short, the examiner might ask a follow-up question to encourage Candidate B to say a bit more.

1 more enjoyable 2 it would be 3 I prefer to / I'd rather 4 would choose

4a/b Elicit the answers from the class as a whole.

a Candidate A has to compare two photographs and answer a question about them.

b Candidate B has to answer a short question about the photographs.

5 Students listen, tick the expressions they hear, and compare their answers with a partner. If necessary, let them listen again, and stop the recording just after each expression. N.B. the expressions are underlined in the audioscript on page 184, along with the answers to Exercise 6.

both, whereas, seem, look, appear, while, could, I'd rather, more enjoyable, may

6 Students write down expressions they have heard. Write these expressions on the board. Then let the students listen to the recording while they read the audioscript on page 184. Ask them to underline any other words or phrases they think are useful, and then write these on the board as well.

Suggested answers

show, the first photo is of people..., in the second picture, in contrast, like the people in the first picture, in my opinion

Exam practice

Candidate A's photos

Both photos show people singing, but in one picture, there are two girls singing in their living room for fun, with just one person listening to them. In the other, in contrast, there's a pop star singing on a stage, with a lot of people in the audience listening to him. Whereas the girls look quite young, and are probably at home after school, the pop star is older, and he may be a professional singer. The girls appear to be having fun and enjoy singing together and look very relaxed whereas people have paid to listen to the singer in picture B and he will feel he needs to sing really well and will be very tired after the show.

Candidate A's question

The girls might be practising for a school concert or party, and they have a microphone, which means they could be recording themselves. They look as if they are taking their singing seriously, even if they don't have the pressure of an audience watching them. In contrast, the man singing is probably quite famous in his town and he is singing with his band for people who have paid to come and listen. He will be hoping that lots of people come to listen and then buy his music.

Candidate B's question

Say where you would prefer to be singing, and why (e.g. It's more enjoyable to sing with other people in a relaxed situation because if you don't really sing that well, it doesn't matter) or give a reason why you'd like to perform for other people by singing on stage (e.g. I'd love to be a singer and maybe even become famous. I think it would be a great way to earn a living and I like performing in front of other people.) I think being on stage like the singer in the picture and singing for an audience who really appreciate what you're doing would be incredibly exciting. And when you are under pressure like that, in my opinion it can make you perform better because you don't want to let people down. So you really have to push yourself, which is something I enjoy. And if you want to get better, it's a good idea to ask your friends to listen to you and tell you what they think. If you record yourself, as the girls seem to be doing, then you can hear yourself and see where you can improve.

Candidate B's photos

There are teenagers working in both the pictures, and I imagine they're doing part-time jobs, at the weekend or in the evening after school. The people in both pictures look as if they're enjoying themselves, but whereas the girl in the supermarket probably doesn't talk to the customers very much, the person working in the café as a waiter will have to speak to the people he's serving. Although the boy in the café is dressed quite smartly, I imagine the atmosphere there is actually quite relaxed. The café looks like a pleasant place to work, and the customers look friendly. The girl in the supermarket also appears to be wearing some kind of uniform.

Candidate B's question

I think the girl in the supermarket may be quietly working on her own. I don't imagine she has to concentrate too hard while she's doing this job, so it must be quite relaxing and very different from schoolwork. She probably also likes being able to earn some extra money after school or at the weekend. The person working in the café probably enjoys interacting with the customers, and it might be interesting to meet different types of people. Maybe he gets to know some of the people who come in to eat regularly, and if the café's busy, then he'll never get bored.

Candidate A's question

Say which of the two jobs you'd prefer to do, and give reasons why you'd prefer to do it (e.g. *I'd rather work in the supermarket because after a long day at school I don't want to have to think too hard, and I'm often too tired to talk to other people much.* **or** *I think it would be better to be a waiter, because it's more interesting and I could learn useful things. I like cooking and food, so that's the kind of place I'd like to work in in the future.*)

Extension

Brainstorm a list of topics in class, and ask your students to find pictures related to the topics for homework. In the next class, put the students into groups and ask them to choose pairs of pictures on similar themes. Ask them to write a question for each pair of pictures. (E.g. *What do you think the people are enjoying about ...? How do you think the people in these situations are feeling? Why do you think the people are taking part in these activities?*) Then put the students into groups of three. One student is the examiner, and the other two are Candidate A and Candidate B. The three students role-play Part 2 of the test. While they are not speaking, students can note down good vocabulary and phrases their partners use. When the groups have finished one role-play, move the students into different groups and ask them to talk about a different set of pictures, making sure that everyone has a chance to be one of the candidates.

Part 3**Task type:**

A two-way conversation between the candidates. Candidates receive spoken instructions and written stimuli. There is a two-minute discussion followed by a one-minute decision-making task. Candidates are assessed on their performance throughout the 14-minute test.

Training

- Students put the sentences next to the correct photo and check their answers with a partner.

1 b, f, d 2 a, c, e

- Explain to students that they will get a better mark if they have a conversation and take into account their partner's thoughts, rather than waiting for their partner to finish speaking and then making their own completely separate point. In pairs, students choose the correct headings.

A Starting the discussion
B Expressing an opinion
C Agreeing
D Disagreeing politely

- Students add the expressions to the table and check their answers with their partner.

A Shall I go first?
B I believe ...
C Good point.
D Yes, that's true, but ...

Extension

Ask students to add other expressions to the table in Exercise 2.

- Students discuss the questions with a partner. Then check the answers with the whole class. Tell the students that the decision they have to make is always very closely related to the topic they have just discussed.
- Students do the task and then check their answers in pairs.

1 T
2 F (They don't discuss having the opportunity to compete.)
3 T
4 T
5 T
6 F (They agree on one thing only – that being outside is not a good reason to do sport. They disagree about doing sport and having a break from school work. Fernando thinks it is a good reason to do sport but Jana disagrees. This is fine and good candidates will not have time to discuss all the prompts in detail.)

- Write the expressions they have ticked on the board. Then, if necessary, play the recording again, stopping after each expression they should also have ticked. N.B. the expressions are underlined in the audioscript on page 184.

Students should tick the following answers: Shall I start?, Personally, I think, Good point, I believe, I know what you mean, but..., In my opinion, Yes, I think that's true]

Exam practice

Before they start, remind students that, in the exam, they must listen carefully to the question telling them what decision they have to make, because they won't see this question written down. It will be on a topic which is closely linked to the discussion they have just had. Also remind them that it doesn't matter if they don't actually reach a decision. Finally, remind them again to always give a reason / reasons for their opinion / suggestion, and to listen and respond to what their partner says during the conversation. They shouldn't rush through their answers superficially. Students do the exam practice exercise in pairs or groups of three

Part 4**Task type:**

A discussion on topics related to the Part 3 collaborative task. Candidates are assessed on their performance throughout the 14-minute test.

Training

- Students fill in the gaps in the sentences under the photos, and then check their answers with a partner.

1 1 topic 2 first 3 see 4 list 5 three 6 agree 7 different

- Tell students they should try to use a range of function words to express their opinions. They should try not to use *I think* at the beginning of every sentence. Students complete the exercise in pairs.

2 1 actually 2 way 3 reckon 4 seems 5 point

- 3 Remind students that they should always extend their answers by justifying their opinions. Tell them that the responses they can see in 1–6 are not sufficient, and that they need to be extended with a reason (a–f). Do the first item with the whole class, then ask the students to do the rest of the exercise in pairs.

1 b 2 f 3 a 4 d 5 c 6 e

- 4 Tell the students they are going to hear two students answering the first three questions in the exercise, and they must listen and decide in each case whether the students have similar or different opinions to the ones they have just read.

1 similar opinion 2 different opinion 3 different opinion

Exam practice

Students should do this exercise in groups of three, with one student in each group acting as the examiner. Before they start, tell them that in the test, if they are asked questions individually, they should answer them individually. They only speak together if the examiner indicates that they want them to do so.

Test 1 Training

Speaking • Part 2

What are the people enjoying about taking photos in these different places?

A



B



Test 1 Training

Speaking • Part 2

Why have the people chosen to do these activities?

A



B



Test 1 Exam practice

Speaking • Part 2

Why are the people singing in these situations?

A



B



Test 1 Exam practice Speaking • Part 2

What do the people enjoy about doing these jobs?

A

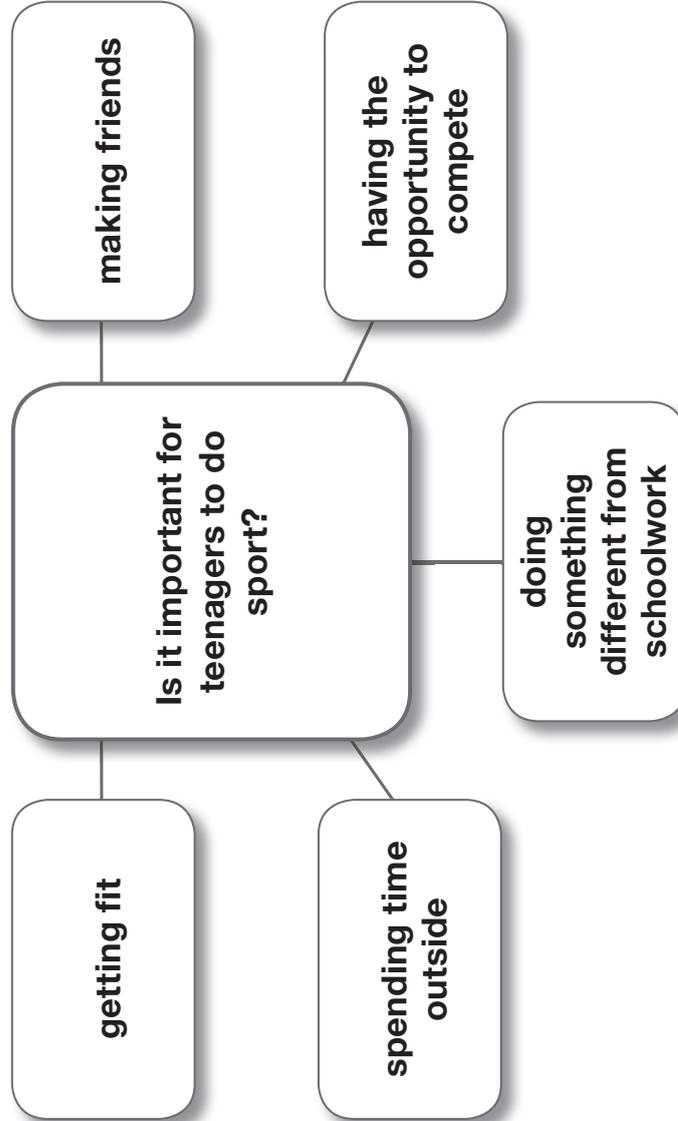


B



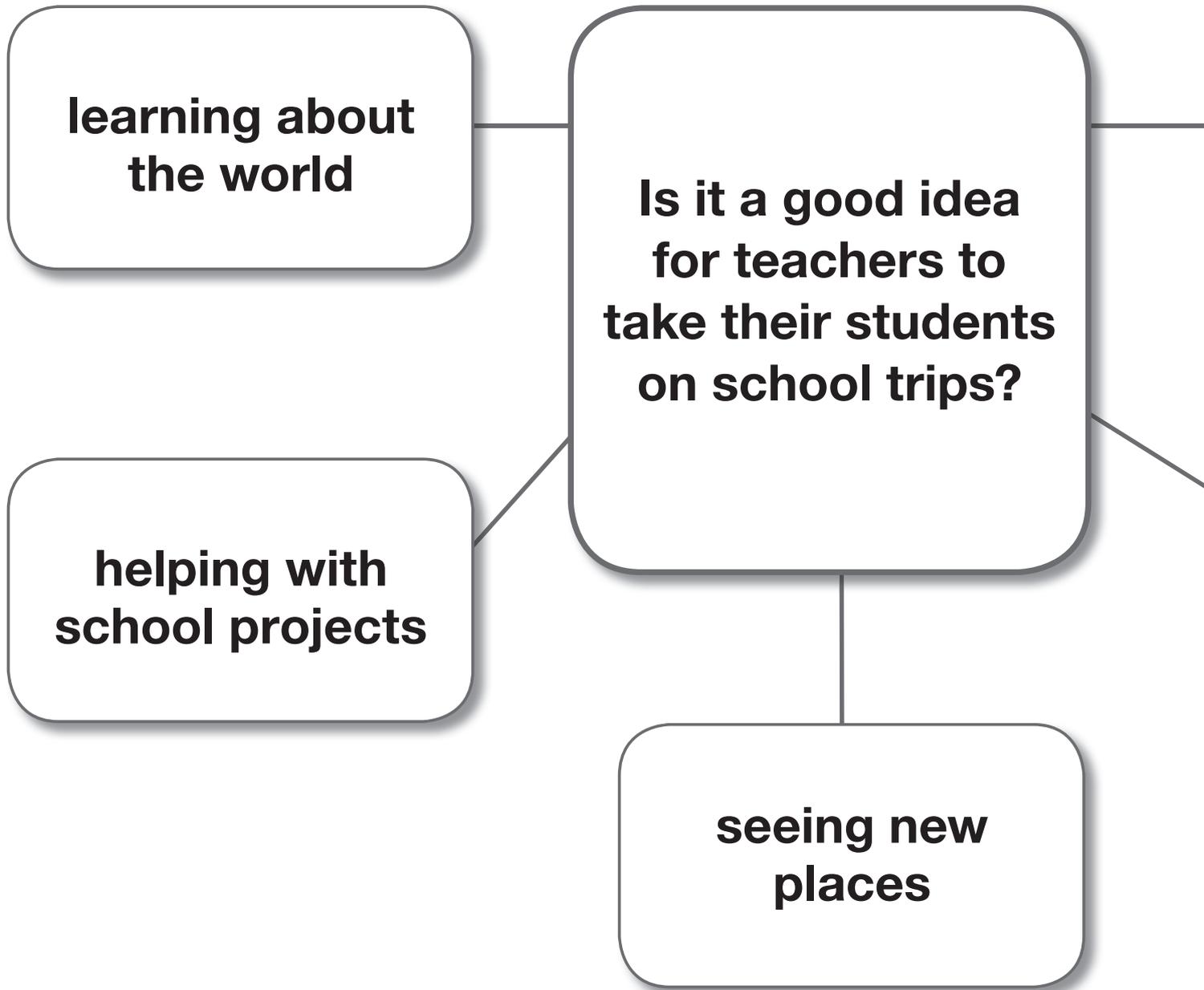
Test 1 Training

Speaking • Part 3



Test 1 Exam practice

Speaking • Part 3



**time outside the
classroom**

having fun