

Test 1

Audioscripts

WRITING PART 2



Training

01

Katy: Hi Ben. Did you see the documentary last night about the Olympic Games? It was brilliant. I learnt so much!

Ben: Did you? I thought it was quite boring, but I'm not really interested in sports programmes.

Katy: But you love sports. You play football and tennis and basketball and ...

Ben: Yes, I enjoy playing sports, but I hate watching them on TV.

Katy: Oh, so what kind of TV programmes do you like?

Ben: To be honest, I don't watch much TV. I prefer watching films on my laptop. In my opinion, TV isn't very good.

Katy: I don't agree. Personally, I think you can see plenty of good films and some really funny shows too.

Ben: That's true. I did see a good comedy on Friday night, but most programmes are rubbish!

Katy: I suppose there are some bad programmes, but only a few.

LISTENING PART 1



Training

02

Boy: How about doing the maths homework first? It's the hardest.

Girl: You're right, so let's save it until my dad comes home. We can ask him if we have problems. We should probably start with the science as it's due in tomorrow.

Boy: Yeah, that's true, but the geography will take longer. We have to write at least two pages.

Girl: I know, but that's not due in till Thursday. We have plenty of time for that.

Boy: Right, we'll start with tomorrow's work.



Exam Practice

03

1

Boy: What are you bringing for the picnic?

Girl: My mum bought some soft drinks for us to take, but apparently Ellie had already said that she'd bring some, so I thought about making some sandwiches instead. Or we've got loads of fruit at home – I'm sure my parents wouldn't mind if I took a few apples and bananas and so on.

Boy: I think Harry's bringing fruit.

Girl: In that case, I'll go with my other idea. We've got plenty of bread and cheese and things.

Boy: Great! Let's hope the weather's good tomorrow.

2

Girl: So how was your holiday?

Boy: Good, thanks. I didn't think I'd enjoy the mountains as much as the sea, but I did.

Girl: I bet you missed windsurfing, didn't you? You do that every year.

Boy: I got to do some, actually – on a lake near the hotel. It's still my favourite, but cycling on the paths through the mountains was nearly as exciting.

Girl: Didn't you say you wanted to go horse-riding, too?

Boy: I was going to, and I'd still love to try it, but we just ran out of time.

3

Man: Have you got much homework?

Girl: I've got some art. I have to draw a vase or something like that, I think. It doesn't have to be handed in till Friday, so I can do it on Wednesday night. My history essay has to be in tomorrow, though, so I'd better finish that this evening. Oh, and Mr Havelock set us some maths homework today and gave us a week to do it, so no need to do that until the weekend.

Man: Well, good luck with it.

Girl: Thanks.

4

Boy: That was a great school trip. There were so many different animals.

Girl: Yes. I love dinosaurs, but even I got a bit tired of looking at bones after an hour on the trip last year.

Boy: I agree. At least this time they were alive!

Girl: Yes, and it's so nice to see creatures from all over the world. I'm glad the teacher didn't decide to do what she'd originally planned and go to the farm. You see sheep and cows all the time around here.

Boy: You do.

5

Boy: Hi Sarah, it's Max. I need to talk to you about Dad's birthday present. I know you said you wanted to get him some chocolates. I hope you don't mind, but I saw some boxes of the ones he really likes on special offer in that shop near the school, so I just got one. Why don't you buy him the cookery book that I was going to get him instead? It probably costs about the same, and he'll like that more than socks or whatever we usually get him.

6

Girl: How was your weekend?

Boy: It was good, thanks. There's a funfair on in town at the moment that my sister wanted to go to. I said I'd prefer to go to the big football match that was on at the stadium. My parents said they'd rather go to the river for a picnic instead, though, so everyone wanted to do different things. Then it started raining, so I got what I wanted in the end because the roof closes when it rains, so we could avoid getting wet.

7

Girl: Hi, I'm just phoning to say that I'm going to arrive at your house a bit later than I'd planned. I'd got part of the way there when I had a problem with the tire on my bike and couldn't fix it. I had to walk home with it because it's too big to take on the bus. Anyway, my dad's just got home from work and said he can give me a ride but he has to make a phone call first. I'll be there in half an hour.

LISTENING PART 2



Training

04

1 I didn't enjoy the film at all. Nothing much happened. I almost fell asleep. The film was so [bleep].

2 We bought a very big new table. But we couldn't get it into our dining room, because the entrance to the room was too [bleep].

3 I can't understand how to set up my new computer. I've tried to follow the instructions, but they are too [bleep].

4 I visited my friend in Australia and her house had ten bedrooms. It was absolutely [bleep].

5 When I was swimming in the sea, I saw a shark. The experience was so [bleep].



05

Boy: Right, we have to choose which cake to buy for Dean's birthday. It has to be the chocolate one, surely?

Girl: It does taste the best, but the one with the strawberries on looks amazing.

Boy: Dean hates fruit, though! What about getting a plain cake and asking them to put Happy Birthday Dean in blue icing?

Girl: Hmmm, isn't he a bit old for that?

Boy: Maybe. So, it has to be the first one, then.

Girl: I suppose so.



Exam Practice

06

8

Girl: That was a great film.

Boy: If you're into that kind of thing. I haven't seen anything as bad as that for a long time.

Girl: Oh, I didn't know that you don't like horror movies.

Boy: I usually do, but I'm not sure that's how I'd describe that film – there was only one bit I found at all scary. It's strange because the main characters were played by two quite big stars, but I don't know how they got to be so famous if that's the best they can do. It was all very disappointing ...

Girl: Oh, dear!

9

Girl: How's your biology homework going?

Boy: Not very well. I can't work out what I have to do.

Girl: In that case, it probably won't be much use looking online. You can find all the information you need there, but if you don't know what to do with it, it's not really going to help you. Have you seen Mr Benson about it?

Boy: No, not yet.

Girl: It might be best, as he set the homework in the first place. Take your coursebook with you when you go so he can explain everything to you using that.

Boy: Good idea!

10

Girl: Did you see that interview with Denny Starr?

Boy: I did. He seemed so nervous at the beginning. And it wasn't that the guy asking the questions was especially rude or asked him anything difficult.

Girl: I know. But once he relaxed a bit, he really spoke about lots of things I didn't know anything about.

Boy: I don't think I've ever heard him talk in so much detail about his life before. In other interviews I've heard, he's generally given answers that had very little to do with what he's been asked.

Girl: Yes, like he didn't really understand the question.

Boy: Exactly.

11

Boy: How was the diving trip?

Girl: It was great, but I learned to dive in a swimming pool where the water doesn't move around much. Going underwater in the sea was a completely different experience. I seemed to become totally unable to do all those things that I got so good at in the pool.

Boy: So is it something you'd like to have another go at?

Girl: I'll think about it, but if I do, I need to make sure I go with my cousin Martin again. It gave me a bit more confidence to be underwater with someone I knew.

12

Girl: Hey, did you see the big basketball game last night?

Boy: I did, yeah.

Girl: That was awesome when their star player jumped so high he nearly landed on that cameraman! Wouldn't you love to be able to do that? You'd be a great player – you're real tall.

Boy: I guess. I can't say I understand much about the rules, though.

Girl: Some of them are quite complicated, especially the ones about how long you can hold onto the ball for. But the best way to understand them is to play – that way you'd learn them as you were having fun.

Boy: Maybe one day.

13

Girl: How was London?

Boy: Great, except we got lost.

Girl: Oh no! How?

Boy: My dad had this guide book which was at least 20 years old. We told him lots of things would be different now, so most of what was in it would be wrong. Even though it was old, it was probably more accurate than the information a guy on the street gave us for getting to Big Ben – we ended up somewhere completely different! We only used the book for getting around on the Underground in the end – the map's almost the same as it was back then.

LISTENING PART 3



Training

07

Right, listen everyone. The trip to the aquarium is next Tuesday, the 26th of May. I hope all of you have a form signed by your parents to say you can go. You need to pay for the trip by this Friday. The cost is £6.50 for admission to the aquarium and £2.00 towards the cost of the coach. So, that means the amount you need is £8.50.

Now, it's very important for you to bring your lunch. We will provide water and other drinks, so don't worry about that. We're going to eat on the beach in front of the aquarium, and there won't be a chance to buy anything. There won't be a chance to buy food there, so you must bring your own.

It's going to be a really interesting trip. There are a few special events the day we are going. We're going to watch the sharks being fed at 3.00 – no, hold on, that's at 2.30. There's also a talk every morning at 11. The topics change every day and often they talk about fish, but on the day we're going – that's Tuesday – it's about penguins, so I'm sure you'll all love that. We'll give you some work sheets to do while you're at the aquarium, but don't worry, they'll be quite easy.



08

Now, I'm going to finish by giving you the address of where we're going because some of the parents were asking. It's Aquarina aquarium and it's on Wortham Road – that's W-O-R-T-H-A-M Road. If your parents need to contact the aquarium while we're there, our guide for the day will be Sarah Guiley – I'll spell her surname for you: G-U-I-L-E-Y.



Exam Practice

09

Hi everyone. I'm going to tell you about a new video game that I've played a lot recently, called Sky Jam. It's produced by the same company that made Road Jam a few years ago, which was set in a city of course. Instead of streets and huge buildings, though, you'll find yourself living in a rainforest in this game.

It's an unusual game because you have to answer questions in order to make progress, as well as by moving through the environment. You'll be asked all sorts of things regarding insects, which you have to learn on the way from the many helpful creatures you meet, such as butterflies and bats.

There are 30 levels in the whole game, which are supposed to become more and more challenging as you go on. I found the one called 'the monkey' almost impossible, even though it comes well before the last level, called 'the frog', which didn't seem so difficult.

There are lots of things to love about this game. The story you learn about as you continue through the game is fantastic, second only to the characters you can play, who are lovely, and extremely interesting too. Learning to play the game is easy and fun, too.

Unfortunately, unlike the eight players who could play against each other in Road Jam, six people at the most can join in this game at any one time. I found this to be a few too many, though, and preferred playing in a group of four.

You can find out more about the game online. If you're interested, visit the company's website www.lombardio.com. I'll spell that for you: it's L-O-M-B-A-R-D-I-O.

I hope you enjoyed my presentation. Thank you for listening.

LISTENING PART 4



Training

10

My name is Silvia and I've lived in London for three years. I came here because my mum got a job in a bank here. Before that, we lived in Shanghai in China for two years. It was amazing. I've been studying Chinese since I was 10. My mum had been interested in studying Chinese for a long time before we moved to China, so she finally managed to do it. Two years ago, my brother went back to our hometown, Rome, to study at university. He's been to visit us in London a couple of times since we got here. The last time, he stayed for a few months and did an English course.



11

Interviewer: So, Anita, how long have you been a helper at Cat Rescue?

Anita: Umm, let me see, since October, so about eight months. But I've been visiting the Centre for much longer, since I was about 12. My mum's been a volunteer here for over 10 years and that's how I got into it.

Interviewer: And what kind of jobs do you do here?

Anita: When I first started, I was just watching the other helpers, and then I began cleaning the cages where the cats live. Just a few weeks ago I started helping the vet when he visits, which I absolutely love. Oh, I forgot that for a few months I was doing all the feeding by myself. So, now all the cats are friendly with me!



Exam Practice

12

Man: Welcome, Andrea. You're an expert ice hockey player now, but when did you start playing?

Andrea: Not until about three years ago actually, so quite recently. I've come a long way quite quickly. I've always loved sport, though, and have played basketball since I was five or six. I gave that up for a while when I got into football about five years ago, but started playing again once I'd lost interest in football.

Man: How did you first become interested in playing ice hockey?

Andrea: My brother's into it, and I used to go to his games. His team wasn't very good, though, so I didn't think of it as something I actually wanted to do. That moment came when there was a professional match on a sports programme I was watching. I knew then I wanted to try it, and fortunately a couple of friends did too so we all started playing together.

Man: You sometimes play against boys' teams. How important is that?

Andrea: Very. There are as many girls playing ice hockey now as there are boys, which is great. Attitudes towards us have always been positive, in my experience. I want to do better against boys somehow – I'm not sure why – which really helps to develop my talents.

Man: How did you feel when you were chosen for the national under-16s team?

Andrea: I'd been really happy with how I'd been playing for my club, and felt I could do just as well at a higher level. There'd been a lot of talk about me being picked, so I kind of knew it was coming. It was great for my parents too – they felt great having a daughter in the national team!

Man: Are the national team matches your favourite games?

Andrea: Not always, even though some of them are big games and appear on national television. If a game's close because both teams are good, then it's fantastic for the crowd to see, and better to play in because of that. It's far more interesting than scoring loads of goals because we're so much better than the other team.

Man: Any advice for people wanting to start playing ice hockey?

Andrea: You can spend hours reading books about what you can and can't do, but there's no better way of becoming good than playing. So borrow some skates and a stick if you need to – you can buy your own later – and join a team so you can start playing straightaway.

Man: Thank you, Andrea!

SPEAKING PART 1



Training

13

1 What kinds of TV programmes do you enjoy watching?

2 Tell us about the area where you live.

3 What do you usually do after school?

4 Where did you go last weekend?

5 What are you going to do tomorrow?



Exam Practice

14

Interlocutor: Tell us about your best friend.

Male: Well, my best friend's name is Alex and he's in the same class as me at school. He's very friendly and likes a lot of the same things as me, like playing video games and chess. He's taller than me and has got brown eyes.

Interlocutor: How often do you use the internet?

Female: I use it almost every day, except maybe when I'm on holiday and we don't have the internet where we're staying. I use it for keeping in touch with my friends and for finding out information for homework and things like that.

Interlocutor: And you?

Male: Every day, too, and I use it for the same things, and to find out about new movies and games and things.

Interlocutor: What do you do usually in the evening?

Male: Sorry, I don't understand ...

Interlocutor: Do you do your homework in the evening?

Male: Yes, I do, and sometimes at the weekend, too. I also watch TV most evenings and play games and chat online with my friends.

Interlocutor: What is your favourite school subject?

Female: I like maths best.

Interlocutor: Why?

Female: Because I'm good at it and find it quite easy. We have a really good teacher too, so I enjoy it.

Interlocutor: Which TV programmes do you enjoy watching?

Male: I love watching films about wild animals, especially the ones that live in the sea. I really like quiz shows, too, and some dramas. Lots of different things.

Interlocutor: Thank you!

SPEAKING PART 2

Training

15 In the photo, I can see a school library. There are three students in the library and they are sitting at a square table. There are two boys and one girl and they are all wearing school uniforms of white shirts and dark trousers. They are doing some school work, but they are not working together – they are working quietly on their own. There are lots of books and papers on the table. All three students have pens and they are writing or drawing in their books or on their papers. They have put their rucksacks on the backs of the chairs while they are working. Behind the students, there are lots of bookshelves. There are many books on these shelves and on top of the shelves, we can see some plants. There is a small window behind these shelves, but we can't see out. It is a very tidy place and it looks like a good place to do homework, so that's why the students are all working hard.

Exam Practice

16 In the photograph, I can see a girl. She is a teenager and I think she is lying on her bed in her bedroom. It looks like she is doing some homework because she's holding a pen, which she is also putting in her mouth, and is looking at a small laptop. Just in front of her, we can see an exercise book and another book, which is open, so she is using it for her homework, too. There is also something like a snack that the girl is eating in a packet next to the notebook. She is looking at the laptop and seems to be thinking. She's wearing a light blue shirt, which seems to be made of the same material as jeans. Behind her, we can see some bookshelves. On the bookshelves there is a round map of the world, a globe and there are lots of books. There's also a very big metal alarm clock. Next to the bookshelves, there's a tall lamp, which is switched on. It is quite a tidy bedroom and the books are all organised very nicely.

17 In the photo, there are two girls and a boy. They are all teenagers and I think they are probably schoolfriends because it looks like they are all getting their lunch together in the school canteen. They are all wearing school uniforms, which are blue or white shirts. The girl at the front of the photo is paying for her lunch. She is smiling and getting some change from the person who works there. She has bought a banana, a drink and some other food. The boy behind her is watching them. He is going to have an apple and some vegetables for his lunch. The girl behind him is watching the other girl. Behind them, we can see some special metal and glass tables where the food is kept and where the students choose what they want to eat. It looks like a very clean and nice place to have lunch.

18 In the photo, I can see some girls who are doing football practice. They are outside in the fresh air and it looks like it's quite a sunny day. They are in a park or on a playing field or somewhere like that. There are lots of trees at the edge of the playing field and there's a goal, too, but we can only see the back of the goal, not the front. The girls are taking turns to control the ball around some orange things on the ground, I think they're called 'cones'. They are wearing black shorts and pale blue shirts, except the goalkeeper who has a green shirt. There is a teacher watching the girl at the front of the picture and maybe she is telling her what to do. Some of the other girls are talking to each other while they are waiting to practise with the ball.

SPEAKING PART 3

Training

19 *Harry:* So which prize do you think they should give, Gina?

Gina: Hmm ... I think the chef's hat would be best. Only cooks and chefs wear hats like that. It's so unusual, and I'd love to have something like that.

Harry: I don't know about that. The person who wins will definitely be a teenager and probably just enjoys cooking as a hobby. They're not a professional chef, so I don't think it will be very useful. What about the cake? Everyone likes cake.

Gina: I don't! And it's not a very healthy prize either! Why don't they give the pans then? What do you think about that?

Harry: I think their parents have probably got lots of pans already.

Gina: You're probably right, but they might not have any up-to-date cookery books and they're a great way of learning how to cook better, too.

Harry: That's a good idea! Yes, they're definitely the best prize.

Exam Practice

20 *Girl:* So what do you think would be the best thing to take on a long journey?

Boy: I think the board game would probably be best. A game like chess takes a long time to play, so you could stay busy for ages.

Girl: I don't know about that. I think if she's playing with her younger brother, the games wouldn't take very long and he would get bored of it quite quickly. He definitely wouldn't want to play more than one game. What about the homework? It might be good to do that to use the time well.

Boy: I think it would be very hard to do it while you're travelling on a bus. Your writing would be very messy.

Girl: You're probably right, which would also mean that art and drawing aren't a good idea. Taking a book would be good for some people, but I'd get bored quite quickly, I think.

Boy: Me, too. I could listen to music for hours, though, so why not take some music to play?

Girl: What about her little brother, though? He couldn't listen at the same time, and if he could, they probably don't like the same kind of music. They could both watch films on the laptop, though, and take it in turns to choose what they want to watch.

Boy: That's a good idea! And on some buses you can charge your laptop.

Girl: And I guess she could do some of her homework or they could play games on it, too, if they got tired of watching films.

Boy: I agree. So that would definitely be the best thing to take.

SPEAKING PART 4

Training

21 *Theo:* The food I really like is pizza. I think it's really delicious whatever you put on top of it and I like lots of different types of pizza. I think my favourite, though, is chicken and pineapple. I know it sounds a bit strange, but it tastes fantastic! It's because the pineapple is sweet and the chicken and cheese aren't, so they go really well together. What about you, Lidia? What food do you really like?

Lidia: I like pizza, too, but the food I like most is ice cream because I can buy it in so many nice flavours and I love all of them. I prefer chocolate and vanilla, rather than strawberry or other fruit flavours, but I'm very

happy to eat them all! I think that learning how to make ice cream would be really interesting. Do you like making pizzas, Theo?



22

Theo: I think fast food is really bad for you.

Lidia: I'm not so sure. Most fast food restaurants and takeaways sell salads and things like that. I agree that a lot of the things we think about when we mention fast food, like burgers and chips, aren't good for you, but other things aren't so bad.

Theo: I guess so. I think that even if you have a burger every now and then, it's not going to do you any harm. It's when you eat them every day it becomes a problem.

Lidia: Exactly! Some scientists think that things like chocolate are good for you, too.

Theo: Yes, but only if you eat a very small amount each day.

Female: I agree. They probably just think about what's easiest or cheapest, so most people get in the car to go to the shop, even though it's only a few hundred metres away. It's just quicker and easier.

Male: Yes, but I hope it will change in the future.

Female: Me, too.



23

Exam Practice

Interlocutor: Have you ever been on a really long journey?

Male: Yes, I have.

Interlocutor: Where did you go?

Male: We went to see some family friends in the United States. They live about four hours from New York, so first we got a plane from here to New York, which took about seven hours. My parents had hired a car, so we picked that up then drove to our friends' house. It took about 14 hours altogether.

Interlocutor: Thank you. Which do you prefer, travelling by car or travelling by bus?

Female: I prefer travelling by car.

Interlocutor: Why?

Female: It's much more comfortable, especially on long journeys, and you can set off when you want and stop when you want too. Also, it's much easier for me to play games on my laptop or tablet while my mum or dad are driving. It's hard to do that on a bus.

Male: I think it's much nicer to go by car, except maybe when I'm going to school, because then you get to chat with your friends and it's only a short journey, so it doesn't matter if it's not so comfortable.

Female: Yes, that's true. I agree.

Interlocutor: Have you ever been on an aeroplane?

Female: Several times, yes.

Interlocutor: Did you enjoy it?

Female: Yes, very much. I like the feeling when the plane starts going really fast, you know, when it's still on the ground but taking off. It's really exciting.

Male: I think so too, but I don't like it when it lands on the ground again. That can be a bit scary.

Female: Yes, it can.

Interlocutor: Do you like travelling by train?

Male: I don't go on the train very often, but I like it when I do. It's quite comfortable and you can see the countryside going past, so I like it.

Female: One time when I went on the train, it was so crowded that I couldn't sit down, so I had to stand up.

Male: Oh, no!

Interlocutor: And is it important for people to think about the environment when they choose how to travel?

Male: It probably is, but I don't think most people think about this.

Test 1 Reading Part 1

Exam task type:

three-option multiple choice, matching five short texts (e.g. signs, notices, emails, messages, advertisements)

Training focus:

common signs, notices, text messages and emails that teens might see in their environment

Training

- 1 Begin by explaining how Part 1 works, pointing out that students will see a variety of text types and that the first step is to identify each of these. This is gist reading and should be done quickly.

1 notice in school 2 road sign 3 label on packet 4 sign in park
5 advertisement

- 2 This exercise could be done in pairs. Be ready to answer any vocabulary questions, e.g. *permitted*, *tablets*, that students may have. The *How do you know?* question should be answered in pairs, referring to pictures and headings as well as text.

1b 2d 3e 4a 5c

- 3 Quickly revise the meaning and use of these modals before asking the class to answer the questions. Also revise or present the forms *have got to* / *haven't got to* and *needn't*.

1 *mustn't* 2 *don't have to* 3 *don't need to* 4 *need to*



B1 Preliminary candidates sometimes confuse the meanings of *mustn't* and *don't have to*. Explain that *mustn't* is an obligation not to do something (e.g. You *mustn't* be late.) and *don't have to* means that you don't need to do something (e.g. You *don't have to* pay to go into the museum: it's free.).

- 4 Remind the class that *don't need to* is also possible instead of *don't have to*.

1 *have to* 2 *mustn't* 3 *don't have to* 4 *must* 5 *don't have to*
6 *mustn't*

Extension

Ask the class about the rules at their school, encouraging students to say what they *must* or *mustn't* do, as well as what they *don't have to* or *don't need to* do.

- 5 Students read the texts and answer the questions.

1 email, from Daniel to (his friend) Jake, to suggest going to cinema together
2 text message, from Francesca to (her friend) Rose, to thank her and tell her she wants to send Isaac a card 3 handwritten note, to Lewis from his mum, to tell him to finish his homework before she gives him a lift to his friend's house 4 email, from a school secretary to all students, to remind students to return books to the school library before Friday

Extension

Pairs decide which words and phrases in the texts give the answers in Exercise 5. Focus particularly on forms of *must* / *have to*.

Exam Practice

Before looking at the Exam Practice, get students to think about where they might see signs, messages and labels in their daily lives. What kind of things are these short texts likely to say? For example, where might you see a *label*? On a packet of medicine? On food? On clothes? And what kind of information is it likely to include? Often labels are instructions on how to prepare something, e.g. food, or how often to take something, e.g. medicine. And *notices* are likely to be giving you information, e.g. telling you what's available at a café, or telling you something that you should do, like parking your bike in the correct place.

Notices are also likely to use the *imperative* form of verbs – where the sentence drops the subject. Remind students of this form of the verb – write up *You must bring packed lunches for Friday's trip* with *Bring packed lunches for Friday's trip!* to contrast them. Before students begin the task, ask them to look at each text. Ask students to think about what *kind* of text it is, and then compare answers with their neighbours. What are the *clues* that tell them the kind of text it is? The layout of the text is very important – an email, with *To* and *From* at the top, will look very different from a sign, where capital letters and non-sentences may be used. Where might they see each of these texts?

Then ask students to read the text and choose the correct answers. Monitor how long it takes until everyone has finished – they should be getting a little faster by the end of the test book.

Then ask students to compare their answers and say *why* they chose each one.

In Question 1, who is writing? Who to? What does Anton have to *make sure* his sister *remembers*?

In Question 4, who does the earring belong to? Is it Nicola's? What does she want to do with it?

1 A 2 C 3 C 4 B 5 A

Extension

To make students more aware of the signs, notices, emails and instructions they might see in their everyday lives, ask them to collect some examples for homework and bring them in to class. What is each text telling them or asking them to do? See if they can summarise the meaning of each one.

Test 1 Reading Part 2

Exam task type:

matching – descriptions of five people and eight texts

Training focus:

paraphrasing, identifying key words, matching key words with paraphrases

Training

- 1 Point out that in Part 2 the aim is to match ideas, not identical words or phrases, and that these ideas will be expressed differently in descriptions 6–10 and texts A–H. Match the first pair of expressions as an example if necessary.

always uses public transport / bus stop nearby, cannot afford to spend much / extremely low prices, dislikes noise / is in a quiet neighbourhood, is very sociable / opportunities to meet new people, likes to keep fit / has its own gym, works until 5.30 p.m. / next to a leisure centre open every evening

- 2 Tell students to underline the words that express the main ideas. Check their answers before continuing.

Hannah wants to go to a really lively place where everything stays open late. It should also offer some top-class cultural attractions and high-quality accommodation.

- 3 Remind the class, before they read, that to be correct a holiday must meet all of Hannah's requirements. Check the class have the correct answer before moving on to Exercise 4.

C

- 4 When everyone has finished, go through the matching pairs of expressions with the class.

Stay in a luxury hotel in one of the world's most exciting cities: New York. Enjoy the world-famous Museum of Modern Art and the theatres of Broadway. Then, by night, have fun in the city that never sleeps!

Extension

In pairs, discuss the reasons why destinations A and B are not suitable for Hannah.

Point out to the class that the incorrect options for each person may include one or more expressions that seem to indicate they are suitable for that person, but there will always be other expressions that rule them out. Any of A or B can act as distractors in this way.

A has cultural attractions but not high-quality accommodation, and there is no mention of nightlife. B may have entertainment until late, but there's little or nothing of interest in the town in terms of cultural attractions, and the accommodation is not of high quality.

Exam Practice

Start by talking to students about art courses – have they ever been on one? What kind of things might you do on an art course?

What kind of art? You could introduce some art vocabulary here as preparation for the task, e.g. *pictures, drawing, painting, printing, portraits, landscapes, sculptures, cartoons, posters, artist, design, digital design, gallery, exhibition, display, art studio*.

Who might be interested in courses like these?

Now ask students to look at the people descriptors. The task is to decide which art course will best suit each of the people – and each of the people descriptors will contain three pieces of key information to help you find the answer.

Look at Question 6. Why does Rafa want to go on an art course? And what does he want to do there? Ask students to read the text, and then without looking back at it, summarise to their partner what Rafa is looking for. Take the first requirement as an example – *to produce artwork to support his art college application*. Now ask students to look quickly through the texts to find which art courses fit that requirement. The answers are B: *Perfect for anyone considering further studies in art*, C: *You'll go home with a folder of work, perfect to present when applying for a higher-level art course*, and E: *useful for anyone wishing to study art at a higher level*.

Now ask students to look again at Rafa's other requirements. He wants to publish some stories, and *learn how to include drawings in them, without using a computer*. Which of the texts – B, C and E – also fulfils these requirements? The answer is B – C refers to design, but for clothes, and E is about painting, not drawing. B is about *creating pictures using simple techniques that don't require technology*, which is what Rafa wants. Encourage students to *underline* parts of the texts that match the requirements in the people descriptors.

6 B Distractors: C, E

7 H Distractors: B, C, E

(Simona enjoys creating art on her computer, and in H, she can experiment with digital design. She also wants to improve the posters she makes on it, and in H, she can create pictures and add details on screen, which could be used for something to put on the wall (= a poster). She also wants to share what she's done with other students on the course, and in H, she can upload work on the studio website and get opinions from classmates.)

8 D Distractors: A, E, F, G

(Andrei wants to try different painting techniques, and in D he'll be encouraged to experiment with various styles and methods in drawing and painting. He'd also like trips to see the work of famous painters, and D says that gallery visits are also included. He would like to try painting outdoors, and D says that students can draw and paint in the park.)

9 F Distractors: A, B, C, H

(Nicola enjoys printing by hand and wants to learn basic printing techniques to use at home, and F says she'll be shown how to produce printed designs, using simple methods she can try herself after the course. She also wants to print her designs onto different materials and make them into clothes, and F says she'll transfer designs onto cotton and silk ... perfect to use in sewing projects afterwards.)

10 A Distractors: C, D, E, H

(Karl wants to use photos of his family as a basis for the art he produces, and A says the course focuses on portraits, using whatever you've brought to make his pictures. He also wants private lessons and A provides one-to-one sessions.)

Test 1 Reading Part 3

Exam task type:

four-option multiple choice – a long text and five questions

Training focus:

reporting verbs, understanding purpose, understanding gist, understanding multiple-choice questions

Training

- Point out that Part 3 mainly test people's attitudes and opinions rather than factual information, and that questions in this part often begin with (the writer) advises/complains/suggests/warns ... Also, comments in the text that start with verbs like these can indicate someone's feelings about something, e.g. she blamed him for ... , he refused to ... , they apologised for... .
Tell students to look carefully at the grammar of each sentence before they choose a verb, as this varies according to the verb.

1 warned 2 recommend 3 apologised 4 explained 5 promised
6 invited 7 offered 8 blamed

- Tell the class they must change the underlined word or words after the verb. In some cases, more than one answer is possible.

1 suggested going / we (should) go 2 explained to the teacher
3 recommend (that) you wash 4 refused to say 5 reminded me to check
/ that I should check 6 offered to help me 7 encouraged us to read
8 persuaded my parents to let

Extension

Put students in pairs. Student A writes a series of short prompts using reporting verbs from Exercises 1 and 2, e.g. *My friend advised ...* . Student B completes the sentences in writing. They change roles and then check the grammar of each other's sentences.

- Explain that Part 3 questions often include statements of a speaker's purpose in options A, B, C and D, sometimes in the form required in this exercise.

2 to give an explanation 3 to make a recommendation 4 to refuse to do something 5 to remind someone to do something 6 to offer to do something for someone 7 to encourage others to do something 8 to persuade someone to do something

- This activity encourages students to begin Part 3 by gist-reading the text before they look at any of the multiple-choice questions. Suggest they ask themselves questions like 1–3 whenever they have to read a long text.

1 c 2 b 3 a 4 b

- Give students, working on their own, about five minutes to do this then check the answers.

1 regretted 2 from it started to snow 3 B

- Tell the class that wrong answers in multiple-choice questions are called distractors and explain why. Point out that in Part 3 these come from within the text, i.e. there is evidence in it that each one is wrong.

A: I realised my phone didn't work up there – she had her phone with her.
C: it had been well worth spending some time there – she didn't regret it.
D: it was the only way down – there was no alternative.

Exam Practice

Ask students to look at the title of the text – *Our Great Ocean Road adventure*. Ask students if they've been there, or if they know where it is. Try and show them on a map where the Great Ocean Road is located, so that they know where the text is set, and how far the journey is. Depending on the level of the group, you could pre-teach some of the vocabulary, such as *exhausted*, *sharp bends*, *bushes*, *challenging*. Also, check what students know about *koalas* and *kangaroos*. What do they look like? Where do they live? Get students to read the whole text carefully. Then ask students to close their books and summarise to a partner what they've learnt. You could use a few prompt questions, e.g. How did Donna and her family travel along the Great Ocean Road? Where did Donna and her dad see a kangaroo? What did it do? What did Donna learn about koala bears? Where did they stay at night? What *wild creatures* were living there? Then ask students to focus on the second paragraph, along with Question 11. Look carefully at the question. What information does it ask them to find? (What was the *reason* that Donna's dad didn't drive along the Great Ocean Road?) Ask students to underline the key information in the paragraph that gives them the answer, and then compare with a partner. (The key is D) Do they agree? Why are the other options wrong? (see notes below for 11, 12 and 13)

11 A No – it was his family who decided that he deserved to enjoy the fantastic views. B No – he was used to driving miles without getting exhausted C No – his family persuaded him to book discount bus tickets D Yes – he found out the road wouldn't be an easy drive, with a number of sharp bends.
12 A Yes – it seemed to consider coming towards us, which made me slightly nervous B No – she mentions it was big, but doesn't say she was amazed by that. C No – the kangaroo was with us a while. D No – she had her camera, but she was so excited, she didn't even manage to pull it out.
13 A No – people told them that the trees had very few leaves because of the koalas, but she had read that lack of water is actually the problem. B No – she says they were cute, but doesn't say if that's what people had told her. C Yes – she'd heard they were rare, but then discovered there were roughly six million in that area! D No – they were easy to find.
14 B Yes – their tents were within walking distance of some famous rocks and other places we hoped to visit.
15 D Yes – Dad had said there would be wild creatures, which Donna thought sounded worrying, but when she discovered they were only frogs, she was embarrassed about my fears.

Extension

Encourage students to build up their vocabulary, particularly for adjectives that describe feelings, as they will meet these words in Part 3.

In the text and questions, they've already seen *nervous*, *excited*, *disappointed*, *embarrassed*, *worried*, *amazed*, *sad*, *annoyed*, *impressed*, *surprised* and *silly*. How many more can they add to this list, for example *afraid*, *anxious*, *ashamed*, *confident*? Encourage students to keep a notebook of words like this that they're likely to meet in the test.

Test 1 Reading Part 4

Exam task type:

A text from which five sentences have been taken out and jumbled with three other sentences. The five missing sentences must be replaced in the text.

Training focus:

reference words, using reference words as clues

Training

- Before students begin the exercise, quickly run through, or elicit, the most common words used to link ideas in different clauses and sentences, e.g. *this, her, they, one, so, do, which*.

1 *them* 2 *which* 3 *did* 4 *They* 5 *This* 6 *one* 7 *It* 8 *so*

- Tell pairs to underline the words and phrases in each case. This activity helps to raise awareness of the fact that words such as *this* can refer back to whole phrases or sentences, not just individual words.

1 *Two young children* 2 *her letter* 3 *saw the car stop outside the house*
4 *the police* 5 *We decided to turn left at the crossroads.* 6 *(one of the)*
bikes 7 *Going by bus* 8 *that the match starts at seven tomorrow*

- Point out before the class does the matching exercise that there are other kinds of words, e.g. linking expressions, that will help students do the task.

1 *b* 2 *c* 3 *a*

- When you go through the answers with the class, also focus on other features that help join the pairs of sentences, such as lexical links and linking words.

1 *b creative / create, invent something new / do so, (plus the marker begin)*
2 *c subjects / these, things, studying at school or college*
3 *a not enough / also, brilliant idea / it*

Extension

Choose a cohesive narrative text, for instance an article used in *B1 Preliminary* Reading Part 3. Put the class into small groups, allocate one paragraph of the text to each group and ask them to underline, or note down, all the reference words and other expressions that link sentences together. Point out that they should also highlight the words, phrases and sentences that are referred to.

Exam Practice

Ask students to read quickly through the text, with the sentences missing, and then compare with a partner what they think the text is about. What clue does the title give them?

Are students familiar with the word *archaeology*? What do they know about it? What do *archaeologists* do? What are they trying to find out?

Elicit from the class what they can remember from the text. Where did Kate go? To do what? What is her father's job? Was it hard or easy work? Why? What did they find? What did Kate's friends want to know? What did Kate find at the end?

Depending on the level of the group, pre-teach some of the vocabulary, e.g. *dig, site, soil, divided, everyday objects*

Get students to read from the beginning of the text down to the end of Paragraph 2. Now ask students to look carefully at Question 16, and what comes before and after the space. We know that the site *wasn't quite what Kate had expected*, so the missing sentence must follow on from this. And what tense will the missing sentence be – present or past? Also, after the space, the text tells us that *the first job was to remove it all*. So the missing sentence must contain something that this refers to.

Ask students to look through the eight options and find one that they think will fit. Then, ask students to compare their answers in pairs. Do they agree? If not, ask them to look again at what they've chosen – only *one* answer will be right.

16 D (In fact, the whole area was actually still covered in **grass**. This clearly wasn't what Kate had expected. And **it** after the space is referring back to **grass**, which they had to remove.)

17 F (Some people were a bit disappointed by that news. *They were disappointed, because in the sentence before the space, the team were told they would have to dig deeper. Then what follows is a contrasting link – But we all knew Dad was right!*)

18 C (**That way**, everyone made sure they didn't miss anything. **That way** refers back to digging really carefully. And Kate's comment that follows the space – So it made sense – suggests that although it wasn't easy, she understood why they had to do it.)

19 G (**They** probably imagined it was things like gold jewellery. **They** here refers to Kate's friends, who were asking what she'd found. But she contrasts **gold jewellery** with what they were really looking for. But actually, we were looking for **ordinary, everyday objects**.)

20 A (**It** turned out to be a small figure of a horse. **It** is referring back to the stone with a strange shape. This is repeated in the sentence that follows: Someone had obviously made it hundreds of years ago.)

The distractor sentences are B, E and H.

Extension

Do students know of any explorations like this in their country? Ask students to find out about any sites like this – as near to where they are studying as possible – and find out where the site is (shown on a map) and what objects have been found there. Ask students to find some pictures if possible and write a paragraph about what they've discovered. The results could be displayed on the wall in the classroom.

Test 1 Reading Part 5

Exam task type:

four-option multiple-choice cloze with six spaces

Training focus:

adjectives and dependent prepositions, phrasal verbs, using prepositions and adverbs as clues

Training

- Students could do this in pairs or small groups. Point out that some adjectives, e.g. *sure (about/of)*, *bored (with/of)*, can go with more than one preposition.

1 about 2 of 3 with

Extension

Get small groups to think of more adjectives to add to each of these prepositions and make a list. If there is time, introduce more prepositions such as *on* and *to* and ask students to think of as many adjectives as possible that often go with them.

- Suggest students highlight or make a note of these errors to avoid making the same mistakes themselves.

 1 interested in 2 went down 3 keen on 4 grew up 5 afraid of
6 depends on

- Explain that in Part 5 the missing word is often the verb, where phrasal verbs are tested, or the adjective or verb, when dependent prepositions are the focus, rather than adverb particles or prepositions. Tell students to underline these small words that usually come after the space and use them as clues.

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

Extension

Write sentences containing more B1 phrasal verbs, e.g. *set out*, *run out (of)*, *sign up (for)*, *wear out*, *look (something) up*, *keep up*, on a worksheet or on the board and get pairs to work out the meanings from context.



B1 Preliminary candidates often make mistakes with verbs and prepositions in English. Encourage students not to translate from their first language, and suggest they make a separate list of phrasal verbs in their vocabulary notebooks, grouping them either by verb or particle.

Exam Practice

Ask students to read the title, and then elicit what they might know about ice sculptures. Have they ever seen any? Which places are famous for ice sculptures? And what kind of events might have them? What kind of conditions would be needed to make them? How easy would it be?

Then explain to students what they need to do to complete the task. It's very important that they read the sentences around the spaces to see what's coming before and after the space.

One aspect of language that students can be tested on here is *collocation* – which words are usually used together.

21 C (very common. We don't usually use very with usual, and the meaning of familiar and general don't have the right meaning to fit here.)

22 B (Temperature rises – (goes up) and falls/drops (goes down))

23 A (the lake is located near the park – this is its location)

24 D (thick is the only option that can follow one metre to describe its size. We could also say one metre long, high, tall, wide or deep – but not any of the adjectives given here)

25 C (Visitors have the opportunity – the chance – to make their own ice sculptures.)

26 B (absolutely everything. This is testing collocation, as absolutely is the only adverb here that can go with everything.)

Extension

For homework, ask students to find out what they can about the World Ice Art Championships in Fairbanks, Alaska.

Can they find where it's *located* on the map? See if they can find some photos of the *spectacular* sculptures – and find out what *opportunities* there are for making their own sculptures. What does the process involve?

Test 1 Reading Part 6

Exam task type:

reading a text with six spaces and filling in each space with one word

Training focus:

reading for gist, linking expressions

Training

- 1 The main aim of this activity is to get students into the habit of reading the text for overall meaning before they start looking at individual spaces, but it should also help them realise how much of a text can be understood without focusing on every word.

Text type: *b*, topic: *c*, writer's purpose: *a*

Extension

Before students do the Exam Practice opposite, get them to gist read the text and answer these three questions (without options a/b/c).

- 2 When students have finished the exercise and their answers have been checked, ask them what kind of words are usually tested in Part 1. Explain that they are usually grammatical words, rather than content words such as verbs, nouns, adjectives, etc.

1 *most* 2 *addition* 3 *to* 4 *their*

- 3 Check the answers, eliciting more examples with the correct answers and also with the forms that are incorrect here. Where these are part of phrases (*as long as*, *apart from*, *in case*, etc.), practise the full forms.

1 *as* 2 *long* 3 *apart* 4 *case* 5 *order* 6 *instead*

- 4 If any students find this exercise difficult, prompt by writing the target words on the board, e.g. 1 *that* 2 *unless*, etc. When you go through the answers, elicit more examples using the correct linkers.

1 *that* 2 *than* 3 *unless* 4 *wherever* 5 *whenever* 6 *too* 7 *also* 8 *because* 9 *because of* 10 *Despite* 11 *Although*

Extension

Tell the class to look back over their written work, particularly *B1 Preliminary* tasks such as emails, stories and articles, and find mistakes they made with linkers. Suggest they list the errors they make most frequently and check all future work for these mistakes. This could also be done as an activity in pairs: students exchange lists of their most common errors and check each other's written work for them.

Exam Practice

Talk to students about museums and galleries they have visited, either with their school or independently. What did they see there? Did they enjoy it? What kind of things do museums often contain? Depending on the level of the class, you could use the topic to teach some vocabulary. For example, what might the Ancient Egyptian section contain? *Masks? Statues? Jewellery? Pottery?* Which museums in their area have *displays* of these objects?

Explain to students that in this part of the test, they have to fill the spaces in the sentences, but without any choices of words being given to them. They may be tested on areas such as relative pronouns, prepositions, tenses, phrasal verbs and set phrases.

It is essential to read carefully around the spaces to make sure their choice of word fits with what precedes and follows the space.

Ask students to read through the text without attempting to fill in the spaces, and then talk to their partner about what the text is about. Elicit answers from around the class to check comprehension. Who is the email from? Who to? Where did the writer go? Why? What did she see there? And what does she want Anna to do?

Now look at the first space, and ask students to work on their own to fill it in, and then compare in pairs. Do they agree? Check with the class. Then allow students to finish the task individually before comparing again.

27 *not* (part of the phrase *believe it or not*. Encourage students to try and note this kind of phrases when they come across them, in their reading, for example.)

28 *in* (part of the phrasal verb *hand in* – e.g. *hand in homework*)

29 *where* (a relative clause separated by a comma, referring to a place: ... the Ancient History section, *where* the museum keeps ...)

30 *did* (you do some research about something. Here the verb needs to be past simple as there are two clauses connected with *and* and the first one uses the simple past as well.)

31 *why* (This is a suggestion: *why* don't we go together?)

32 *have* (a tag question, which has to be positive, because the main verb is negative: *You haven't ...*)

Extension

Ask students to make a display of, e.g. phrases such as *believe it or not*, or phrasal verbs such as *hand in*, with sentences to provide context. It's also possible to find cartoons to illustrate these, which makes them more memorable.

Test 1 Writing Part 1

Exam task type:

writing a reply to an email with notes

Training focus:

understanding the task, prepositions of time, making suggestions

Training

- 1 Explain to the class that they should imagine they have received this email from Jude and written the four notes in response to Jude's email, and that they must base their reply on these. Allow a few minutes for everyone to study the task and note down the answers to 1–5. Go through these and then suggest they should ask themselves these questions whenever they begin a Part 1 task.

2 a day out at the seaside 3 they comment on various points in the email
4 an email in reply 5 about 100

- 2 This could be done in pairs. Point out that most of 1–7 relate to whole sentences in the email and check that everyone understands *signing* and *suggestions*.

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

- 3 Tell the class they can make brief notes if they wish, but as this is just an ideas stage they don't need to write full sentences yet. They can do that when they start drafting their emails for the Exam Practice task.

Sample answers

1 can't wait, looking forward to 2 not able to, could ... ? 3 not keen on, would rather/prefer 4 how about, let's, why don't

- 4 Explain to the class that they will need to refer to days and times in their Exam Practice emails to follow, and that they must use the correct prepositions of time.

1 at 2 in 3 in 4 on 5 at 6 in 7 on 8 at

Extension

Pair students with others they don't usually work with. They ask each other questions about their daily routines, what they do at weekends / in their holidays, and about key dates such as their birthdays.

- 5 Explain that the email task will often include making suggestions. The exercise will help students practise language which is commonly used to do this. Point out the grammatical structure used in each case (and the use of question marks after suggestions made with *Why don't ... ?* and *How about ... ?*).

Quickly check answers.

1 Why don't we 2 How about 3 Let's 4 Let's



B1 Preliminary candidates sometimes make mistakes with the grammatical structures used when making suggestions. Point out the correct forms: *Why don't you/we (go) ... ?*, *How about (going) ... ?*, *Let's (go) ...*.

- 6 Check everyone has the correct written forms, then go through some answers with the class.

Sample answers

2 Why don't you take off your jumper?
3 Let's go for a bike ride! / Let's play tennis!
4 Why don't we go indoors until the rain stops?
5 How about asking somebody?

Extension

Put the class into small groups. Put some key phrases, such as *go shopping*, *play basketball* or *go by bike*, on the board and tell students to take turns making suggestions. The others in the group can respond by saying *Yes, that's a good idea*, or *I think I'd prefer to ... / I'd rather ...* as preparation for the Writing Part 1 task on the next page.

Exam Practice

Remind students that they should read through the email carefully, and should pay special attention to the four notes. These notes are there to tell students what information they need to include in their reply. (They don't necessarily need to be addressed in the order in which they are given.) The content points will be testing a range of functions. For example, in Test 1 the functions are agreeing with Jude, giving a reason, explaining a preference and suggesting an activity.

Ask students to write their email. Remind students to use the appropriate email format, as shown in the Advice box.

Sample answer

Hi Jude

I can't wait to go to the beach with you this Saturday! I'm really sorry, but my parents can't give me a lift to your place before 10 o'clock. They always go to my grandparents' house really early on Saturday mornings. Could you pick me up on your way to the beach?

A barbecue sounds amazing! I don't really like meat, so I'd rather have something vegetarian. Thank you for asking!

After we get tired of swimming in the sea, why don't we play some badminton? I'll bring an extra racket just in case you need one.

See you on Saturday,

Riley

Comment

This task focuses on functional language in a reply email. Riley has included all four content points and the word length is good (104 words). This is a clear, well-written answer with a range of structures.

Test 1 Writing Part 2

Exam task type:

writing an article or a story in about 100 words

Training focus:

understanding the task, studying an example answer, using different words, giving examples, giving opinions

Training

- 1 There is quite a lot of information for *B1 Preliminary* candidates to absorb here, so allow time for pairs to study the task and ask for clarification, if necessary. Students should focus on answering questions 1–4 and not actually write the article. Check everyone has the right answers before proceeding to Exercise 2.

1 an article 2 the publishers of / the people who run a website
3 learning and the internet 4 about 100

- 2 Explain that words and phrases such as *look for* have been italicised for Exercise 3. Give pairs plenty of time to study the article and be ready to answer any vocabulary questions they may have. They may come up with other suggestions in Question 4 if so, suggest they share these ideas with the class.

1 Yes – he's mentioned that he thinks the internet is the best place to find things, talks about his parents using the internet and mentions both the library and teachers as other ways of finding information. He's expressed his opinions and given examples correctly. He could improve his answer by giving reasons why the internet is best – you can find lots of different information very quickly, you can do your research from home, etc.
2 for instance, such as, like
3 In my opinion, I don't believe, in my experience (keen on is used about someone else's opinion).
4 A lot of the vocabulary in the answer is taken from the question itself and is repeated frequently. He needs to use a wider range of vocabulary.

- 3 Remind the class they may get better marks in the exam if they use their own words in their article, rather than copy those in the question. Make sure they understand all the words and phrases in the box before they begin the exercise.

1 try to find 2 teenagers 3 searching for 4 make 5 goes online
6 details 7 find out about 8 willing

Extension

Focus attention on the Part 2 exam task on the next page. Tell students, working on their own, to look at the key words in the questions it asks and think of different ways of expressing them. Remind students to use some or all of these words and phrases when they write their article.

- 4 Explain to the class that giving examples can make their articles more interesting for their readers.

1 for 2 as 3 like 4 instance

- 5 Play the recording twice if necessary. Tell the class to note letters a–f next to the correct name.

Katy: thinks most programmes are OK, believes there are lots of good films on TV, enjoyed watching a documentary;
Ben: would rather watch films on a computer, doesn't like watching sports on TV, agrees there are some funny programmes

- 6 Check everyone has finished filling in all the spaces before playing the recording again, once or twice as necessary.

1 interested in 2 love 3 hate 4 To be honest 5 In my opinion
6 Personally, I think 7 That's true 8 suppose

Exam Practice

Students choose to write either an article or the story. Look at the tasks together as a class, read the advice box and elicit ideas. Then get students to write their article or story. Afterwards, check that all the elements of the article have been addressed. If they chose the story, does the story follow on naturally from the first sentence?

Question 2 Sample answer

In my opinion, friendship is something everyone should value and respect. In my experience, it is far more important to have friends who you can trust rather than friends who are similar in character. A good friend will be happy to help you whenever you have a problem or need some advice, but good friends also expect you to help them too. Not everyone shares my view, but I prefer to have one best friend who I can rely on instead of having loads of friends. When you have lots of 'best friends', they'll never get to know you as well as when you have just one close friend.

Comment

This article is the right length (109 words). The article is organised into paragraphs to include the three content points. It also uses phrases for expressing personal opinions (in my opinion, in my experience, not everyone shares my view, I prefer).

Question 3 Sample answer

Morgan couldn't wait any longer to see what was inside the ancient box. She had discovered the box shortly after she heard a loud knock at the front door. When she opened the door, she saw it on her front step. She wasn't sure where it had come from or who had put it there. It was such an unusual box that she decided to take it inside to have a good look. As soon as Morgan opened it, she heard a frightening noise then it immediately stopped when she closed it. When she opened it again, a thin white ghost floated out of the box.

Comment

The story begins by using the sentence provided to set the context, and it is 106 words, which is an appropriate length. The story makes good use of a range of adverbs (shortly, then, immediately), adjectives (loud, front, sure, unusual, good, frightening, thin, white) and some linking words (when, as soon as). The vocabulary and sentence structures are appropriate for the level.

Test 1 Listening Part 1

Exam task type:

three-option multiple-choice with seven picture-based questions

Training focus:

suggestions and responses

Training

In this part of the test, candidates will hear recordings on a variety of topics. They have to choose from three pictures. They should aim to build their vocabulary on common topics and also identify functions, including suggestions and their responses.

- Write four words on the board. The words should be connected to the same topic, but one is different (e.g. *potato, lemon, pepper, cabbage*). Ask a student to come to the board and circle the one which is different. Elicit the reason *lemon* is the odd one out (lemon is a fruit, while the others are vegetables). Students complete the exercise in groups and compare/discuss their answers. Explain any words the students are not sure about.

1 ferry 2 sheep 3 windsurfing 4 history 5 knitting
6 factory 7 Spain 8 coach

- Ask students why *ferry* is the answer to number 1. Put students into pairs. They explain their answers to Exercise 1 to each other using the given words (or alternatives). Go around the class listening in and helping where necessary. Accept other answers as long as they are logically justified.

Sample answer

1 A ferry travels on water, while the others fly/travel in the air.
2 A sheep is a farm animal, while the others are wild animals.
3 Windsurfing is done alone, while the others are team games.
4 History is not a Science subject, while the others are.
5 Only knitting is not an active hobby.
6 A factory is a place where people work, while the others are places to do sports.
7 Spain is a country. The others are languages.
8 A coach is a person who trains people to do sports, while the others are pieces of sports equipment.

- Use Question 1 as an example. Ask students what the key words in the sentence are (*go, mountains, winter, helmet, thick clothes*). Point out that the missing word is something you do in the mountains in winter. Elicit *snowboarding*. Tell students they might need to make the word plural. Students do the rest of the exercise individually and review answers with a partner. Check answers as a class.

1 skiing 2 hockey 3 knitting 4 lion 5 ferry 6 racket
7 history

- Ask students for some example suggestions and respond to some of them or encourage other students to. E.g. *Let's play hangman! We'll play after the listening exercise*. Read

out suggestion 1. Ask students to find the correct response (*I can't. I've hurt my ankle.*). Students match the other suggestions and responses. Check their answers.

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

Draw students' attention to the Tip. Point out that the responses are not always yes, no, ok, etc. Sometimes there is a related word in the response (book/reading, train/car). On the board highlight the expressions for making suggestions (*Let's ... , why don't we ... , I suggest we ... , we should ... , why not ... ? , how about ... ?*) When students hear these, they need to listen carefully for the other speaker's response.

- Remind students to read the question carefully and use the pictures to predict the topic and possible vocabulary. Students listen and choose the correct picture.

A

- The aim of this exercise is to get students to think about why an answer is correct or incorrect. Play the recording again for students to identify the reasons for selecting or rejecting answers.

1 a 2 a 3 b

- The aim here is to raise awareness of the kind of dialogues they might hear in Part 1 and how they might relate to the pictures. It is also to reinforce the language of suggesting and responding to suggestions. Students work in pairs to suggest activities and respond positively or negatively to them. Start with *What would you like to do this afternoon/tomorrow?*

Exam Practice

Remind students that they will hear each of the seven recordings twice. On the first listening, they should choose an answer. They should use the second listening to confirm their answer, or to select a different option if necessary.

Explain that the information which answers the question correctly may be in any part of the recording: the beginning, the middle or at the end.

Students complete the task. Go through the answers, making sure that all students understand why each answer is correct. If necessary, play each recording again, one at a time, analysing the language used.

Extension

It's also useful to analyse how the incorrect options are ruled out in the recording. To do this, ask students to focus on the incorrect options and try and identify why they are wrong. Play the recording again and elicit feedback.

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

Test 1 Listening Part 2

Exam task type:

three-option multiple-choice with six questions

Training focus:

agreeing and disagreeing

Training

- 1 Explain that students will often hear words which describe the speakers' feelings or opinions. The words in the questions will not generally be exactly the same as the words on the recording. Therefore, it is important to know different words with similar meanings (synonyms) and also words with the opposite meanings (antonyms). Ask students to look at Exercise 1. Ask students to find a word from column B that means *scary* (*frightening*) and a word from column C that means the opposite (*calming*). Ask students to complete the exercise individually and compare answers with a partner. Check answers as a class.

scary/frightening/calming
wide/broad/narrow
dull/boring/exciting
strange/odd/normal
enormous/huge/tiny
pleasant/lovely/nasty
hard/complicated/simple

- 2 Tell students they will hear a sentence with a word from Exercise 1 bleeped out. Demonstrate the 'bleep' sound. They listen and write down the word they think is missing. Point out that some spaces may be completed by more than one word and that is why it's useful to learn synonym words. Allow students to look at the audioscript if they find this too challenging.

1 dull/boring 2 narrow 3 complicated/hard 4 enormous/huge
5 scary/frightening

Extension

Students can make up their own sentences with some of the other words from Exercise 1. Elicit a sentence using *nasty* (e.g. I had a *nasty* cold last month). Give each pair two words to use in a sentence. Also, you could explore the difference between *bored/boring*, *interested/interesting*, *excited/exciting* and how they are used.

- 3 Explain that it is important to recognise when speakers agree or disagree with each other. Draw their attention to the Tip. Use Question 1 as an example. The second speaker does not say *I disagree with you* but uses a contrasting adjective (*beautiful/dull*). The word *but* also gives a clue as a disagreement will often start with *but*. Ask students to do the exercise and check their answers together. Check their answers, asking *how do you know?* after each one. Highlight key words and phrases: *actually, absolutely, if you like that kind of thing, I couldn't agree more, exactly.*

1 D 2 D 3 A 4 D 5 A 6 A

- 4 Students listen to the recording and answer the question. Get students to listen again for words or phrases which signal agreement or disagreement (*does* – used in the affirmative, *but ... , ... though, maybe, I suppose so*).

A

Exam Practice

Tell students to read the questions and options carefully to predict who is speaking and what they are talking about. Remind students that they will hear the recordings twice. As with Part 1, suggest that students choose an answer on the first listening and check that it is correct on the second listening, adjusting their response if necessary.

Explain that the information required to answer the question correctly may be in any part of the text, and may come from several sections of the text. This is because Part 2 questions test students' understanding of gist.

Students complete the task. Go through the answers, making sure that all students understand why each answer is correct. If necessary, play each recording again, one at a time, analysing the language used.

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

Extension

As in Part 1, it's also useful to analyse how the incorrect options are ruled out in the recording. To do this, ask students to read the audioscript (track 06) and try and identify why the incorrect options are wrong. Elicit feedback.

Test 1 Listening Part 3

Exam task type:

monologue with notes to complete

Training focus:

linking words and phrases and adverbials, predicting answers

Training

In this part, students will listen to one speaker speaking about one topic. It is important to understand the relationship between different ideas. They also have to develop predicting skills, making use of the gapped information to work out what kind of information to listen for.

- 1 Ask students to look at the words and phrases in bold in Exercise 1. They are words which can help them understand how ideas relate to each other or how the speaker feels about the situation, though they won't be directly tested in the exam. Students do the exercise and check together. Go through the answers. Give further examples if appropriate.

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



B1 Preliminary candidates often make mistakes with linking words and their usage. Encourage them to record the usage of words by writing an example sentence which shows the meaning clearly.

- 2 Remind students that some of the spaces in this exercise will be filled by phrases, i.e. more than just one word (second only to, instead of). Do Question 1 as an example. Students do the exercise and check together. Check the answers.

 1 second only to 2 However 3 Luckily 4 Although 5 As well as
6 Instead of

Ask students to focus on the sentences with *luckily* and *unfortunately*. Elicit the opposites (*unluckily*, *fortunately*) and any other adverbs students can think of that provide a clue to what the speaker is going to say (*strangely*, *suddenly*, *sadly*, *happily*, etc.).

Extension

Get students to make sentences with some of the adverbs mentioned above.

- 3 Introduce the idea of prediction. Point out that we do it all the time when reading or listening. For example, if students read a news story on a website, elicit that they use headlines and pictures to predict the content. In Part 3, students will have clues from the information around the spaces they have to complete. Students should look carefully at all the information they have.

Ask students to close their books. Write the word *aquarium* on the board. Ask students to shout out as many words as they can that relate to the topic (*water*, *fish*, *feed*, *visitors*, etc.).

Ask students to open their books and look at the four spaces. Elicit what information is missing and complete the task. Remind students to keep the instructions in their minds throughout so they don't write too many words.

 1 6.50
2 lunch
3 2.30
4 penguins

- 4 Tell students that a word may be spelt out in this part of the test so it is important to be able to recognise letters. If necessary, you could get students to say the alphabet or the vowels as this is something they often confuse. Ask them to give you the spelling of the name of the aquarium (Aqurina). Students listen and complete the information. Go around and check spellings.

1 Wortham 2 Guiley

Exam Practice

Tell students to carefully read the rubric and the given information before the recording starts. This will tell them who is speaking, what they are going to speak about and what kind of information they need to listen for. Ask students not to write anything yet.

Explain that the information is in the same order as in the recording and that there should be enough time to write their answers as they are listening.

Tell students that they should try their best to spell any missing information correctly, but that some misspellings may be accepted. They should focus on making sure that their handwriting is clear. Remind them that they will hear the recording twice, so they can check their answers and fill in any spaces on the second listening.

Students read through the task and predict the kind of information that is missing in pairs (for example, the answer to Question 18 is probably a number). Students then listen and complete the task.

 14 rainforest
15 insects
16 (the) monkey
17 characters
18 six/6
19 L-O-M-B-A-R-D-I-O

Extension

Ask students to compare their answers with the audioscript (track 09). Ask them whether they wrote down any of the distractors instead of the correct answers. Tell students to read the relevant section(s) of the script and work out why what they wrote is not correct.

Test 1 Listening Part 4

Exam task type:

an interview, with six multiple choice questions

Training focus:

time phrases

Training

- 1 Draw students' attention to the Tip box. Elicit some time phrases and tell the student that these exercises focus on three of the most common ones: *for*, *since* and *ago*. Students write the words in the spaces. Elicit other phrases that could replace 3 years, 2015 and 6 months. Do some concept checking, e.g. *Can we say 'since 3 months'?* (No) *Can we say 'since December'?* (Yes). Give and elicit some examples of the time phrases used with the relevant tense.

1 ago 2 since 3 for



B1 Preliminary candidates often use *since* instead of *for*. Explain that *for* is used with a period of time (e.g. *for three hours*) while *since* is used with a point in time (e.g. *since 6 o'clock*).

- 2 Tell students that time phrases and tenses can help them to understand listening texts better. Give the example, *Jules has been studying at this school for two years. Mario studied here for two years. Ask Which student is still at this school?* (Jules) Draw students' attention to the Remember box and make sure students understand how the different tenses convey different meanings. Have students brainstorm other examples. Play the recording as many times as students need to answer all three questions.

1 b 2 a 3 a

- 3 Explain to students that this is to practise listening for time phrases, which will often help them in this part of the test. Say they are going to listen to a girl who volunteers at a Cat Rescue Centre. If you want to give students a bit more support, elicit the type of jobs that may be done at a cat rescue centre. Play the recording twice. Students order the events and check with their partner. If students have any incorrect answers, get them to read the audioscript to clarify their understanding.

1 d 2 c 3 e 4 a 5 b

Exam Practice

Remind students that they should read the rubric carefully before they listen. This will give them information about who is speaking and what they are talking about. Remind students that this part of the test is an interview, so they will hear one person asking questions and another answering them. They will also hear the rubric when the test starts.

Explain that in the test, students will have time to read through the questions first before they hear the recording. Tell them not to worry if they don't understand some of the words: they should focus on the meanings of the questions as a whole, and the corresponding answers. This will help them prepare for what they are about to hear.

Point out that the interview in the recording follows the same order as the questions on the page, and that the interviewer's questions are often very similar to the students' questions. This will help students work out where they are in the tasks as a whole as the recording plays.

Before they listen, ask students *How many speakers will you hear?* (two) *Who is going to be interviewed?* (an ice hockey player called Andrea) *Is Ellie a boy or a girl?* (a girl) *How old is she?* (15) *What is she going to talk about?* (ice hockey).

Students listen to the interview and answer the questions.

20 C (because Ellie says she has played basketball since she was five or six)
 21 B (because she knew she wanted to try it when there was a professional match on a sports programme she was watching)
 22 A (because she says it really helps to develop her talents)
 23 C (Ellie is confident because she says she'd been playing well for her club, and felt she could do just as well at a higher level)
 24 C (because Ellie says it's better to play in games which are close)
 25 A (because Ellie suggests you should join a team so you can start playing straight away)

Test 1 Speaking Part 1

Exam Task type:

conversation with the interlocutor

Training focus:

likes and dislikes, present circumstances, past experiences and future plans

Training

Explain that in Part 1 of the Speaking test, students will talk about themselves in two phases. They will answer questions about their lives, such as personal details, hobbies and interests, and studies. Explain that it is a good idea to practise talking about these things before the test, and that they should practise with a partner if possible to make it more realistic.

Explain that during the test, one person will be Candidate A and the other will be Candidate B. It may be possible that there are three candidates. If so, the test will take a little longer.

- 1 During Phase 1 of Part 1, the interlocutor will ask each candidate about where they live, how old they are and who they live with.

Students answer the questions so that they are true for them. Then they practise asking and answering the question in pairs.

Extension

Ask students to write two more personal questions similar to those used in Exercise 1. They then move around the class, asking and answering questions with a range of different students.

- 2 During Phase 2, the focus of the interlocutor's questions broadens into current interests and activities, past experiences and future plans.

Students read the questions and answers and match them, before checking their answers with a partner.

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

- 3 Students take turns to ask and answer the questions from Exercise 2 in pairs.
- 4 Students listen and complete the questions. Play the recording a second time so students can check their answers. They then ask and answer the questions in pairs.

1 What, watching 2 Tell, where 3 usually, school
4 did, weekend 5 going, tomorrow

Extension

Ask students to think of two more questions about current interests and activities, past experiences and future plans. They write these down, but with the words mixed up. Their partner must then work out what the correct question is. They then ask and answer their questions.

Exam Practice

Students read the Phase 1 questions before taking turns to ask and answer them in pairs. Encourage them to give as much information as possible, rather than giving one-word answers.

Students then look at the Phase 2 questions. Ask different students to answer then in turn. Encourage them to expand on their answers, providing some words and phrases to help. For example:

Tell us about your best friend.

Possible response: I met my best friend four years ago at school. He lives near me and we spend a lot of time together playing computer games and football. He's quite tall and has long, black hair.

How often do you use the internet?

Possible response: I use it every day. Sometimes I use it to chat with my friends or watch videos, but I also use it to find information to help with my homework.

What do you usually do in the evening?

Possible response: I usually do my homework then we have dinner at about six-thirty. After that, I usually watch TV with my family then I go to bed at about nine o'clock.

Tell students that in the exam, they are allowed to ask the interlocutor for help if they don't understand something. The interlocutor may ask the question again, but in a simplified form. For example, the three questions above may be re-phrased as:

Which friend do you really like? (Why?)

Do you use the internet every day? (Why? / Why not?)

Do you do your homework in the evening?

When you have finished, play the recordings relating to some of the Part 1 Phase 2 questions, so students can listen and compare the responses with what they said.

Test 1 Speaking Part 2

Exam Task type:

extended turn: talking about a photograph

Training focus:

describing people, places, events and activities

Training

In Part 2, students take turns to talk about photographs they are given. Explain that each candidate will have a different photograph to talk about on their own. They should say as much as possible about the photograph. In particular, they should practise describing people and places, in detail.

- 1 Students tell their partner what they can see in the room. They should say what the situation is (i.e. an English class), who the people are, what they are doing and what they can see in the room. They should also say what they can see through any windows and describe the weather.

Remind students to use *There is / There are* to describe the room and the present continuous for describing what the people are doing or wearing, as in the Remember box.

- 2 Students look at the photograph. Elicit vocabulary for things they can see in the photograph by pointing at different objects. Provide any unknown vocabulary, but remind students that in the exam, if they don't know or can't remember the words for something, they should describe it and what it is used for instead. For example, *There's a kind of bag on some of the chairs. I can't remember the name for them, but lots of students use them to carry their books at school and you carry them on your back.* Students work in pairs, taking turns to say something about the photograph. Remind them to say as much as possible, for example, who the people are, what their relationship is, what they look like, what they are doing, where they are, and so on. Students should say what they think is true about the picture using words and phrases such as *I think they are in the school library*, *Maybe they are doing their homework*, *They're probably friends because they're sitting together*.

Remind students to use some of the vocabulary in the Remember box.


Extension

Students choose a picture from a magazine or a book in the classroom. Ask them to describe the picture for their partner. They should try to keep talking for about one minute.

- 3 Students listen to the recording of a candidate describing the photograph they have just talked about. They should listen for what she says about the people and the place, and compare it with what they said themselves. Does she talk about anything they didn't mention?

Exam Practice

Students each talk about the photograph they are given for one minute, describing what they can see. (See pages C1 and C2 for photographs, and remember there are Candidate C photographs for a third candidate on page C7 if required.)

Encourage them to describe the photograph as if they are describing it to someone who can't see it. They should talk about the people and objects they can see, where the people are and what they are doing, the colours and so on.

Encourage them to paraphrase any vocabulary they don't know and explain that they will receive more marks for doing this successfully, than not mentioning something important in the photograph because they don't know the word.

When you have finished, play the recordings relating to photographs A, B and C so students can listen and compare the responses with what they said.

Test 1 Speaking Part 3

Task type:

discussion between candidates

Training focus:

making and responding to suggestions, making recommendations, giving and asking for opinions, discussing alternatives and possibilities and negotiating agreement

Training

In Part 3, students discuss a hypothetical situation given to them by the interlocutor, which they will then discuss with their partner using picture prompts to guide their conversation. Students should build their knowledge of phrases for agreeing and disagreeing, asking for and making suggestions, and responding to what their partner says.

Students should close their books. Elicit phrases for making suggestions and write them on the board. Students then open their books and compare their ideas with those in the Remember box.

Ask students to work together to review whether the following phrases are followed by the infinitive or the *-ing* form of the verb. Provide examples if required, for example:

Why don't they + infinitive?

How about + -ing form?

I think the school should + infinitive

- 1 Students say what they can see in the pictures then read the scenario and the questions which follow. Play the recording. Students listen and answer the questions.

Gina thinks the chef's hat is best because it's only used by chefs and cooks and it's very unusual. Harry disagrees. He thinks because the winner is a teenager, cooking will only be a hobby, so doesn't think it would be very useful. They finally agree on the cookery books.

- 2 Students read the conversation and predict what the missing words might be. They then listen and complete the conversation. Play the recording again and ask the students to identify the phrases they learnt earlier, and suggest what the other phrases are used for by the speakers.

1 would be best 2 don't know about 3 What about 4 Why don't
5 What do you think 6 You're probably 7 That's a good idea

- 3 Students decide individually which of the prizes they think would be best for the winner of a school cookery competition and why. They then discuss this with a partner, giving reasons for their opinions

- 4 Students read the scenario and look at the ideas for a present. Explain that they have to decide which of the ideas they think will make the best present for the older sister. Elicit ideas for other presents the person could give and write (or draw!) these on the board.

Students discuss the scenario with a partner. Remind them to use the phrases they have learnt for making suggestions. Encourage them to agree or disagree politely, giving reasons for their answers. Monitor as they are working and help where required.

Exam Practice

Remind students that in Part 3 of the test, they will have a conversation with their partner, not the interlocutor. The interlocutor will read the scenario and show the candidates some ideas in the form of pictures for them to discuss. They should look at each other and not the interlocutor as they speak.

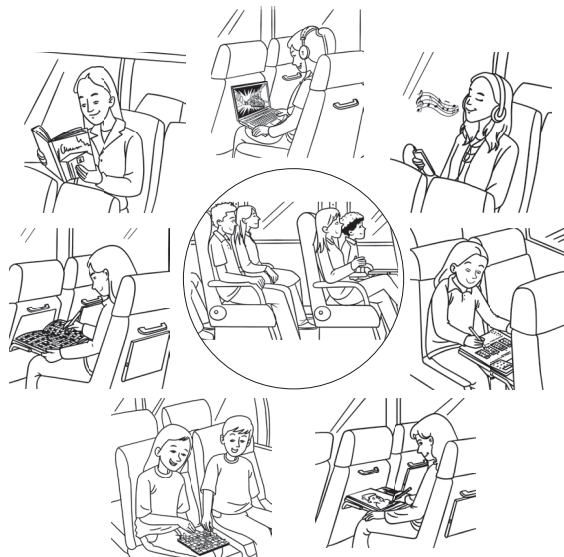
Students work in pairs. Read the scenario to them and ask them to talk together, using the pictures for Exam Practice Speaking Part 3 (page C11 and below).

Write the following steps on the board:

- 1 Talk about all the pictures first, saying why they would be good things to take on a long journey or not, and give reasons.
- 2 Decide together which would be the best thing to take.

Students should talk together for two to three minutes, using the phrases they have learnt for agreeing, disagreeing, making and responding to suggestions, and discussing alternatives. Remind them that this part of the test is a discussion: they should seek their partner's opinions and give them time to speak.

When they have finished, play the sample conversation for them to listen to and compare with their own.



Test 1 Speaking Part 4

Exam Task type:

discussion related to Part 3

Training focus:

opinions, likes and dislikes, experience and habits

Training

In Part 4, students discuss some questions asked by the interlocutor that are related in topic to Part 3. The interlocutor may ask each candidate different questions individually, or may want candidates to discuss their answers to the questions with each other.

Elicit words connected to food (e.g. *lunch, meal, fast food, delicious*, etc.) and write them on the board. Ask students to think about the foods they like and don't like.

- 1 Play the recording once and ask students to identify the foods that each person likes. Students then listen again and complete the missing information. Students check their answers with a partner. Play the recording again, if necessary, for them to check their ideas.

1 *delicious* 2 *different types* 3 *my favourite* 4 *fantastic*
5 *What about* 6 *do you really* 7 *too* 8 *because* 9 *love*
10 *prefer* 11 *but* 12 *would be*

Extension

Ask students to shout out some of their favourite foods and write a selection of these on the board. Students have a discussion in pairs, saying what they like or don't like about each one. Remind them to ask for their partner's opinions as well as giving their own.

Students should close their books. Elicit phrases for agreeing and disagreeing. Then ask students to open their books and compare their ideas with those in the Remember box. Draw their attention to the different ways to respond to what their partner says.

- 2 Students listen to the second part of the conversation and complete the missing information. Students check their answers with a partner.

1 *I'm not so sure* 2 *I agree* 3 *I guess so* 4 *Exactly* 5 *Yes, but*

Extension

Ask students whether Theo and Lidia mainly agree or disagree with each other (largely agree, especially by the end of the excerpt). Ask them to identify which phrases indicate agreement (*I agree, I guess so, Exactly*) and disagreement (*I'm not so sure, Yes, but*). Ask them to listen to the conversation again and identify how well Theo and Lidia took turns in the conversation (fairly well, but they didn't

ask any direct questions to each other) and how this could be improved (by asking each other direct questions). Ask students to think of examples of what Theo and Lidia could ask each other.

- 3 Go through the responses in the speech bubbles, ensuring that students know how to use them appropriately. Students then work in pairs, taking turns to read out the statements and respond accordingly.

Exam Practice

Ask students what the task and pictures in Part 3 were about (choosing what to take on a long journey). Get them to predict what the Part 4 questions could be about (travel and transport). Then ask students to look at the Advice box and think about their own answers to the questions.

Divide students into groups of three. One student is the interlocutor and the other two are the candidates (you may need one or two groups of four if the class doesn't divide into threes – one interlocutor and three candidates). The interlocutor asks some questions to individual students and for both students to discuss. The discussions should last for at least three minutes. Remind students to keep going and if they get stuck for something to say, they could ask their partner a question instead. This may bring up some new ideas to talk about. Explain that if they both get stuck, they shouldn't worry: in the exam, the interlocutor will ask another question.

If they've been asked to discuss a question together, they should try to make the conversation equal, so that one person is not speaking much more or less than the other. The more practice the students have, the easier the task will be for them in the actual exam.

After one round, mix the groups up and ask students to do the task again but with a different interlocutor, so everyone has the chance to practise as a candidate.

When they have finished, play the recording and ask students to critically assess the candidates' performance and compare it to their own.

Exam Practice Test 1 Speaking Part 2

Candidate A



Exam Practice Test 1

Speaking Part 2

Candidate B



Exam Practice Test 1

Speaking Part 2

Candidate C



Training Test 1 Speaking Part 2



Exam Practice Test 1

Speaking Part 3

