

Test 1 Reading and Writing Part 1

Task type:

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

Topic focus:

language of notices

Training

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

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

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

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

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

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

1 picnic 2 instead 3 on time 4 walk 5 borrow

Extension

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

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

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

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

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

1 need 2 must 3 can 4 should 5 will

Exam Practice

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

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

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

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

Extension

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

Teacher's Notes

Test 1 Reading and Writing Part 2

Task type:

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

Topic focus:

visiting a museum

Training

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

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

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

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

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

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

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

- 1 B 2 A 3 A

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

Then students do the exercise in pairs.

- 1 are 2 is 3 are 4 is 5 are

Exam Practice

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

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

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

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

Extension

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

Test 1 Reading and Writing Part 3

Task type:

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

Topic focus:

music, parties

Training

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

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

C

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

1 B 2 A

Ask students which sentences in the text helped them decide.

Extension

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

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

Students complete the exercise. Check their answers.

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

Exam Practice

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

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

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

14 B 15 A 16 C 17 A 18 B

Extension

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

Teacher's Notes

Test 1 Reading and Writing Part 4

Task type:

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

Topic focus:

the environment

Training

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

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

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

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

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

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

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

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

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

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

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

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

Exam Practice

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

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

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

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

Extension

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

Test 1 Reading and Writing Part 5

Task type:

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

Topic focus:

everyday language, books

Training

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

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

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

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

Extension

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

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

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

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

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

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

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

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

Exam Practice

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

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

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

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

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

Possible answers

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

Extension

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

Teacher's Notes

Test 1 Reading and Writing Part 6

Task type:

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

Topic focus:

informal language

Training

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

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

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

1 ✓ 2 ✗ 3 ✓ 4 ✓ 5 ✗ 6 ✗ 7 ✓ 8 ✓

Extension

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

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

Students underline the questions in the email.

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

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

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

Extension

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

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

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

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

Exam Practice

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

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

Sample answer

Hi Francis,

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

See you at the weekend,

Sofia

Test 1 Reading and Writing Part 7

Task type:

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

Topic focus:

transport

Training

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

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

Rail: platform, train, railway, tram, station
Water: by sea, sail, ship
Car: car park, garage, motorway, roundabout
Air: flight, landing, pilot, take off

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

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

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

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

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

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

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

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

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

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

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

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

Possible answers

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

Extension

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

Exam Practice

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

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

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

Sample answer

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

Test 1 Listening Part 1

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

Topic focus:
 describing people, parts of the home

Listening

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

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

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

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

el

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

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

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

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

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

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

X 2 X 3 ✓ 4 ✓ 5 X 6 ✓

Extension

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

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

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

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

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

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

Extension

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

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

A

7 Explain that all four sentences are *suggestions* and that we can reply to suggestions with *Yes* or *No*. Tell students that if we say *No* to a suggestion, we usually give a reason. Give an example.

Ask students to do the exercise and tell them that there is one *Yes* reply and one *No* reply for each suggestion.

1 *I would prefer coffee. Yes, that sounds delicious.* 2 *No, let's drive. Yes, and let's take a ball.* 3 *Good idea. She's really clever. She's very busy at the moment.*

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

Used to agree (A): Yes, that sounds delicious. Good idea. She's really clever. Yes, and let's take a ball.

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

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

B

Exam Practice

Before doing the test, remind students to:

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

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

1 B 2 A 3 C 4 C 5 A

Test 1 Listening Part 2

Task type:

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

Topic focus:

telling the time

Training

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

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

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

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

Extension

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

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

B

Extension

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

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

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

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

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

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

Exam Practice

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

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

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

Extension

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

Teacher's Notes

Test 1 Listening Part 3

Task type:

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

Topic focus:

family members, adjectives

Training

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

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

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

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

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

B

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

Extension

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

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

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

1 *sick* 2 *old* 3 *slow* 4 *good* 5 *soft*

Extension

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

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

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

Play the recording and ask them to check their answers.

1 *most* 2 *prefer* 3 *least* 4 *best*

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

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

Extension

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

Exam Practice

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

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

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

11 C 12 B 13 B 14 A 15 A

Extension

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

Test 1 Listening Part 4

Task type:

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

Topic focus:

simple objects, dates

Training

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

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

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

Things you eat: sausages, mushrooms, fish, biscuit
Things you wear: sports kit, perfume, tights
Things you play: cricket, the drums, video games, hockey
Things you read: newspapers, magazines, web page, comic

Extension

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

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

1 biscuit 2 bracelet 3 newspapers 4 hockey 5 sports kit

Extension

Ask students which other words could go in the gaps.

Possible answers

Example: boots, scarves, gloves 1 piece of cake, doughnut
 2 ring, necklace, watch 3 papers 4–5 shorts, football boots

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

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

1 ✓ 2 ✓ 3 X 4 ✓ 5 X

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

3 Montclair 5 www.tourceylon.com

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

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

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



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

Extension

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

Exam Practice

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

Ask students to underline the key words in each question.

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

16 A 17 C 18 B 19 C 20 A

Extension

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

Teacher's Notes

Test 1 Listening Part 5

Task type:

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

Topic focus:

jobs, days and months

Training

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

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

Ask students to match the descriptions with the jobs.

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

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

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

1 journalist 2 engineer 3 nurse

Extension

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

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

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

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

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

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

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

1 Saturday 2 Friday 3 Sunday 4 Tuesday 5 Thursday

Exam Practice

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

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

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

21 C 22 H 23 E 24 D 25 A

Test 1 Speaking Part 1

Task type:

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

phase 2: topic-based interview – answering two short-answer questions and one longer *Tell me something about ...* question
 phases 1 and 2: focus on interactional and social language

Topic focus:

personal information

Training

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

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

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

1 X 2 X 3 X 4 ✓ 5 ✓

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

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

Extension

Ask the students to ask each other similar questions.

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

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

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

1 *has* 2 *history* 3 *sport* 4 *has*

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

Extension

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

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

1 X 2 ✓ 3 ✓ 4 X

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

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

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

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

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

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

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

Exam Practice

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

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

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

Teacher's Notes

Test 1 Speaking Part 2

Task type:

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

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

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

Topic focus:

places in town

Training

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

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

1 exciting 2 nice 3 boring and expensive 4 fun

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

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

Exam Practice

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

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

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

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

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

Test 2 Reading and Writing Part 1

Task type:

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

Topic focus:

language of notices

Exam Practice

Ask students to read the texts and then the sentences and do the task. Go through the answers with the class. Elicit why the sentences they excluded were tempting, but wrong.

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

Training

Before beginning the exercises, remind students of what they need to do in Part 1. Ask: *How many questions are there in Part 1? (six) Which text types are found there? (notices, emails and messages)*

- 1 Draw students' attention to the Tip box. Elicit some places where they might find notices (cf. the headings in the table) and what kind of information they may give.

Ask them to complete the table with the words from the box.

Possible answers

Pool: shower, swim, swimming costume, ticket

School: desk, homework, uniform

Cinema: advertisement, film, ticket

Computer: click, website, memory

Café: main course, waiter

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

- 2 This exercise gets students to use some of the words from Exercise 1 in context. They choose a word for each gap.

1 uniform 2 memory 3 waiter 4 advertisements 5 Click
6 shower 7 main course

Extension

Students choose three words from Exercise 1 and write a sentence using each one.

- 3 This exercise practises understanding the meaning of notices and messages. Remind students that this part of the test often has information about days, dates and times, including time of day, such as morning, afternoon or evening. Do a quick review, e.g. *What's the time now? What's the date today? Do we have class in the morning or afternoon?*

Remind students that notices and messages may not be in full sentences, but often use only key (important) words.

Ask students to match the notices with the questions. Check the answers. Then ask them to answer each question.

a 3C b 1A c 2B

Teacher's Notes

Test 2 Reading and Writing Part 2

Task type:

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

Topic focus:

everyday activities, doing homework

Training

Before beginning the exercises, remind students of what they need to do in Part 2. Ask: *How many texts do you read in Part 2?* (three) *How many questions are there?* (seven)

- 1 Quickly read through the words in the box to make sure students know what they mean. Elicit examples if necessary.

Then students do the exercise. Tell students to cross out the words in the box once they have used them.

1 best 2 nothing 3 large 4 enter 5 before 6 start
7 heavy 8 sad 9 same 10 love 11 always 12 alone

- 2 Briefly review the grammar. Tell students that the exercise is about sentences where there are two verbs. The form of the second verb depends on what the first verb is. Verbs connected to likes and dislikes are usually followed by *-ing*, e.g. *I enjoy playing tennis. He loves eating ice cream.*

To make sure students have understood this, ask them to underline the first verb. Repeat that it is this verb that decides the form of the second verb.

Students then complete the task and cross out the wrong forms.

1 studying 2 to be 3 to send 4 watching 5 reading
6 to buy

Extension

Get students to create a section in their notebook for verb patterns. Tell them to make a section for *-ing* and *to + infinitive*, and add the verbs from Exercise 2. Ask them to add to their lists as they meet other examples in other units of this book and other parts of the test.

- 3 Quickly revise the adverbs of frequency before doing this task.

Students match each sentence with the correct adverb of frequency.

1 usually 2 often 3 sometimes 4 never

- 4 Ask students to rewrite the sentences. Remind them not to use the time expressions.

1 Nick usually goes running. 2 I often play tennis. 3 We sometimes eat fast food.
4 Julia never plays computer games.

Extension

Students write pairs of sentences that are true for them. The first sentence in each pair uses a frequency adverb, e.g. *I often go to the library.* The second explains it giving more details, e.g. *I go there twice a week.* Tell them at least one of the initial sentences should be negative.

Exam Practice

Ask students if they like homework. Ask follow-up questions, such as where they do it, what the room is like and if they listen to music while they are doing it.

Tell them they are going to read three texts about attitudes to homework, so they should think about the language they might find.

Students do the task. When you are going through the answers, encourage students to underline the parts of the texts which show the answers for each question.

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

Extension

In pairs, students discuss which of the people in the texts has habits similar to their own.

Test 2 Reading and Writing Part 3

Task type:

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

Topic focus:

shopping, likes and dislikes

Training

Before beginning the exercises, remind students of what they need to do in Part 3. Ask: *What question type is used in Part 3? (multiple-choice questions with three options) How many questions are there? (five)*

- 1 This exercise practises identifying detail in a text. The students have to find the line where the information can be found as quickly as possible. You could set it up as a race if it suits your class.

1 line 1/2 2 line 5 3 line 8 4 line 9 5 line 10/11

- 2 Ask students to write the answers to the questions from Exercise 1.

1 It took nearly 5 years. 2 It's on the third floor. 3 It's 10%.
4 It ends at the end of the month. 5 You can save money with a 'shop and save' card.

- 3 Explain that the way things are expressed in the texts will not be exactly the same as the way they are expressed in the questions or tasks. Ideas like *I like it* or *I don't like it* can be expressed in many different ways, even at A2 level.

Tell students to look at the expressions in the box and sort the expressions into the two columns.

I like it: It's brilliant, I enjoy ... -ing, I'm a fan of ..., It's fantastic, I love it, It's pretty
I don't like it: I'm angry about it, It's boring, It's horrible, It's terrible, It's the worst

Extension

Ask students to have conversations with their partner to practise using some of the expressions in context. Model a conversation, e.g.

A: Do you like football?

B: Yes, I'm a big fan of Manchester United.

Exam Practice

Tell students to read the whole text through very quickly and say what it is about. (a photography course) Then ask them to read through the questions and the potential answers and underline the key words. Tell students that when they find where they think the answer is in the text, based on those words, they should read all the sentences in that paragraph to check whether they are correct or not.

Students do the task. When you are going through the answers, encourage students to underline the parts of the texts which show the answers for each question. Tell them to do this in the exam, as it helps when checking over their work when they have finished.

14 C 15 C 16 B 17 C 18 B

Teacher's Notes

Test 2 Reading and Writing Part 4

Task type:

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

Topic focus:

phrases with *make* or *do*, schools

Training

Before beginning the exercises, remind students of what they need to do in Part 4. Ask: *How many gaps are there in the text in Part 4?* (six) *How many possible answers are there?* (three)

- 1 Tell students that this part of the test tests vocabulary, particularly easily-confused words and words that are part of phrases. The options will often be similar, but only one will be possible in the gap. This means that they should try to learn phrases as well as individual words.

Phrases with *make* and *do* are often a source of confusion for students at this level. Tell them they need to learn each phrase as they don't follow any rules.

Put the table up on the board. Give students time to complete the exercise. Then ask them to come to the board and add the words to the table.

Make: a cup of tea, friends, a mistake, money, a plan

Do: an exam, a good job, your homework, sports, the washing-up, well

- 2 Tell students to choose a word or phrase from Exercise 1 to go in each gap.

1 a mistake 2 sports 3 a cake 4 an exam 5 a cup of tea

- 3 This exercise gives students sentence-level practice of the skill needed in this part of the test. Look at the Tip box with students and elicit the part of speech of the options in each question. Ask students to choose the word in each sentence.

1 B 2 C 3 A

Extension

Students think of sentences to use the incorrect words for each sentence in Exercise 3, e.g. *We have four classes on Wednesdays.*

Exam Practice

Tell students to read the text carefully. Ask them two or three comprehension questions, e.g. *Where is the university?* (in Morocco) *What is special about the university?* (it's the oldest university in the world)

Students complete the task individually.

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

Test 2 Reading and Writing Part 5

Task type:

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

Topic focus:

trips

Training

Before beginning the exercises, remind students of what they need to do in Part 5. Ask: *How many gaps are there in the text in Part 5? (six and an example) Do you choose a word or think of your own word? (think of your own word)*

Explain that the word that is missing is often a 'grammar word' (a preposition, article, determiner, etc.) or part of a fixed phrase.

- 1 This exercise gets students to complete some common fixed phrases. Encourage students to notice and record such phrases when they come across them in lessons.

Ask students to complete the sentences using the words from the box.

1 at 2 go 3 too 4 ever 5 on

Extension

Get students to use the phrases in new sentences, e.g. *It's the best film I've ever seen.* Elicit similar phrases, e.g. *by plane, on foot, at break, in the afternoon, on a picnic, too hard, the most exciting.*

- 2 This exercise focuses on the kind of item that is tested in Part 5. Students choose the correct option.



A2 Key candidates often make errors with some of these items. They may say *return back* instead of *return* or *come back* or *lot of* instead of *lots of* or *a lot of*.

1 back 2 lots 3 you 4 his 5 an 6 on

- 3 Elicit the three auxiliary verbs (*be, do* and *have*). On the board write the three verbs in one column and in another write *present perfect, present and past simple, present and past continuous*. Ask students to match the auxiliaries to each heading. If necessary, give examples of each tense, e.g. *I don't like coffee.* (present simple) *Paul is listening.* (present continuous) *I have been to Scotland.* (present perfect)

Students complete the gaps with the correct form of the correct auxiliary verb. If they need more support, elicit the tense used in each sentence and remind them which auxiliary is used.

1 Have 2 are 3 does 4 am 5 has 6 did

Extension

As a class, play OXO with a cube with three rows and three columns. Complete each cell with one of the following auxiliaries: *do, have, am, is, has, did, are, were* or *does*. Put the class into two teams and assign the letters O and X to the teams. Students work in teams and take turns to choose an auxiliary which they use to try and make correct sentences or questions. The team that is able to get a row of Os or Xs is the winner.

Exam Practice

Tell students to read the text through carefully. Tell them that some of the gaps involve points made in the practice exercises, but there may be other types of words missing too. Students complete the task individually.

25 by 26 too 27 most 28 what 29 have 30 of

Extension

In pairs, students write a review of a school trip they have been on (real or imaginary). Ask them to gap some of the words. Remind them these should be prepositions, auxiliaries, comparative and superlative adjectives. They should not include nouns as this part of the exam doesn't test vocabulary. When they have finished, students swap texts with another pair and complete the new task. Monitor and help students write texts which work as an exercise.

Teacher's Notes

Test 2 Reading and Writing Part 6

Task type:

Guided writing – a short email as response to a short input text or rubric – 25 words or more

Topic focus:

Language of emails

Training

Before beginning the exercises, remind students of what they need to do in Part 6. Ask: *How many pieces of information must you write in Part 6? (three) Do you have to write a story or an email? (an email)* Remind them they will be given something to read which will include three questions.

This exercise focuses on understanding the main sense of a text using email headers. The headers should reflect the main message of the email and contain content or key words rather than complete sentences.

Ask students to decide on the best header for each of the three emails.

1 C 2 B 3 C

Ask students why the other headers are not suitable.

Text 1: *Change of sports kit* and *What to bring* are mentioned in the email, but they are each just one point. *Saturday's match* covers all the points.

Text 2: *At the supermarket* is inaccurate because Selina is not at the supermarket. *I went to the shop* is a complete sentence and not a heading format.

Text 3: *You should be home* is mentioned as a detail. *Pets on TV* isn't possible because the programme is about wild animals, not pets.

This exercise provides another model email with some useful phrases for students' own emails. Tell them that as the email will be to a friend, they should start and finish it in an informal way.

Ask students to read the email and complete the missing words.

1 for 2 in 3 on 4 my 5 you

Extension

Get students to write a similar email thanking someone for a present and inviting someone to their birthday.

Tell students that they will need to make arrangements in the email message. Tell them to write some sentences which match the questions.

Possible answers

a *Let's meet at the new café. Where shall we meet? Can we meet at the station?*

b *We can meet at 2 p.m.? Let's meet at 4:15. When can you make it?*

c *Can you ask your sister to come? Let's take your friend Mark with us. Can you bring your dad?*

- 4 In this part of the test, it is important that students understand the question words and also recognise what time a question refers to (past, present or future). They complete the email with the correct question word from the box.

1 Why 2 What 3 Where 4 Who 5 When 6 Which

Extension

Students write their own responses to the email.

Exam Practice

Ask students to read the email and underline the questions.

Students work independently to answer the email.

Sample answer

Hi Sam,

Sure, no problem. I've got a magazine with me about pop music. There's an interview with Adele and I know you like her. I read it this morning and it's really interesting. You can give it back to me at school next week.

See you later.

Cheers,

Jim

Extension

In small groups, students discuss what they suggested Sam should read. In their groups, they decide which of the suggestions they would like to read.

Test 2 Reading and Writing Part 7

Task type:

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

Topic focus:

time expressions

Training

Before beginning the exercises, remind students of what they need to do in Part 7. Ask: *How many pictures will you see in Part 7? (three) Do you write a story or a letter? (a story)*

- 1 Review punctuation rules, including question marks, exclamation marks and speech marks. Elicit the meaning of *direct speech*. Say that students can use direct speech in their stories if they wish, so they will need to know how to punctuate it correctly. Read through the Tip box with them.

Look at the example together. Students then complete the task.

1 'Are you ready yet?' Gina asked. 2 'I'm going swimming now,' said the boy. 3 'Be quiet!' shouted the teacher. 4 'I've never been on a plane before,' said Jack. 5 'Where did you put my new pen?' asked Mrs Green. 6 'Hurry up, please!' said Abigail.

- 2 This exercise gives controlled practice of the exam task type. Ask the students to look at the pictures and the words beneath them. Check students understand the meaning of the words. Elicit a sentence in the past tense.

Students use the words to write sentences about each picture.

Sample answer

Louisa was in bed. She was asleep. Her alarm rang. She didn't wake up. After half an hour she woke up and was surprised. She ran to school. She was worried because she was late. Louisa arrived at school. The school was closed. She looked at her phone. It was Saturday. There is no school at the weekend.

- 3 Tell students that the text they are about to look at has mistakes with five of the past tense forms. Tell the students they must find and correct the errors.

1 ~~ringed~~ → rang 2 ~~didn't heard~~ → didn't hear 3 ~~woked up~~ → woke up 4 ~~running~~ → ran 5 ~~look~~ → looked

- 4 Remind students how to make past tense negatives with *be* and with other verbs. Ask them to write out the sentences in the negative form.

1 Tom ~~didn't~~ look after his little brother. 2 We ~~didn't~~ eat a lot of salad in the summer. 3 I ~~wasn't~~ hungry. 4 Zoe ~~didn't~~ go to school by bus. 5 They ~~didn't~~ take lots of photographs. 6 The children ~~weren't~~ happy.

- 5 Another way students can make their stories more interesting is to say when things happened. The model answer provided in this exercise gives students the chance to identify different ways of doing this.

Ask students to look at the example, which is already underlined (*last summer*). Ask: *Do we know when this happened? (yes, last summer)*. They find and underline five more examples.

In the morning, Then, At 12 o'clock, After lunch, while

- 6 Ask students to work in pairs and write the sentences with the time expressions.

Students' own answers

Extension

Ask students to draw the picture prompts for the story in Exercise 5. Alternatively, they can write their own story about a picnic.

Exam Practice

Look at the pictures with the students and ask them what they can see in each picture. Remind them they have to write at least 35 words and they have to write about all of the pictures. Elicit the points they covered in the practice for Tests 1 and 2 (use of past tense, giving detail, using time expressions and sequencing).

Students write individually.

Sample answer

It was Sarah's school sports day and she was really nervous. 'Don't worry, it'll be OK!' said her mum to her. At the start of her race, Sarah and the other girls said 'Good luck' to each other. 'I'll need it,' thought Sarah to herself, because the other girls were all really fast.

But when the race started, Sarah found that she was the fastest. She finished the 100 metres as the winner. She couldn't believe it. 'Well done, Sarah!' said the other girls. 'You did well to win.'

Teacher's Notes

Test 2 Listening Part 1

Task type:

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

Topic focus:

food, free-time activities, household items

Training

Before beginning the exercises, remind students of what they need to do in Part 1. Ask: *How many questions are there in Part 1? (five) Do you choose from pictures or written answers? (from pictures)*

- 1 Ask students to name some foods they like and dislike to review vocabulary. Ask what they ate this morning or for lunch (depending on the time of day).

Students do the exercise. Get them to come to the board to write the words and ask them to check the spellings of their answers.

1 cream 2 chips 3 toast 4 picnics 5 sugar
6 omelette

- 2 Ask students to look at the pictures. Ask them what is going on in the picture and make sure they know the word *barbecue*. Ask what food they see in the pictures.

Play the recording twice if necessary and check answers.

B

- 3 Ask students to look at the pictures. Encourage them to identify words for the objects and activities.

Ask students to match the activities with a picture.

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

- 4 Demonstrate on the board that students need to put a tick or a cross next to the words. Ask them to do the exercise individually and then check with a partner.

1 X 2 ✓ 3 X 4 ✓ 5 ✓ 6 X 7 ✓ 8 ✓ 9 ✓
10 ✓ 11 ✓ 12 X 13 ✓ 14 ✓ 15 ✓ 16 ✓ 17 X

Extension

Ask students to name the other things they can see in the picture and elicit some adjectives to describe the activities or feelings of the people, e.g. *happy, interesting, difficult*.

- 5 Tell students they are going to listen and choose one of the pictures. Check their answer in pairs.

A

- 6 Do a quick review of prepositions of place (*in, on, under, between, next to, etc.*). Ask students to look at the picture and say where the phones are.

Tell students to listen and do the exercise.

1 D 2 E 3 A 4 C

- 7 Explain that in English there are different ways of making a sentence negative, e.g. *I'm Spanish. → I'm not Spanish. I like cheese. → I don't like cheese.*

Tell students that all the sentences in the exercise contain a mistake, which they should correct. Do the first one on the board as an example.

1 Alfie will not to go to the party tonight. Alfie will not go to the party tonight.
2 Sarah did not born in Spain. Sarah wasn't born in Spain.
3 I am not like the cold weather. I don't like the cold weather.
4 The boys are not at the lake last week. The boys weren't at the lake last week.
5 We was not drink juice this morning. We didn't drink juice this morning.
6 Kathy don't play tennis. Kathy doesn't play tennis.



A2 Key candidates often make mistakes with the word *born*. Explain that *born* is an adjective and usually used after the verb *to be*. Give students plenty of practice using *I was born ..., Where were you born?, etc.*

- 8 Explain to students that it is important to listen carefully to understand if a sentence is positive or negative, past or present, etc. Play the recording. Tell students to tick the sentences they hear.

1 B 2 C 3 A 4 B 5 A

Exam Practice

Before doing the test, remind students to:

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

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

1 C 2 C 3 A 4 A 5 B

Extension

Ask students to look at the pictures for question 3 again and say what is happening in each picture. On the board, write: *I'm helping my dad move the furniture in my bedroom. And then we're going to paint the walls.* Ask students to say which verb is talking about what is happening now (*'m helping*) and which verb is talking about the future (*'re going to paint*). Ask students to suggest another way of saying *then* (e.g. *next*).

Test 2 Listening Part 2

Task type:

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

Topic focus:

animals

Training

Before beginning the exercises, remind students of what they need to do in Part 2. Ask: *Do you listen to one or two people in Part 2? (one) Do you have to write words or choose answers? (write words)*

- 1 Ask students which animals they can name. For example, ask students to give a wild animal, a pet and a farm animal (either from the box or from their own knowledge). You could use some pictures to support this exercise.

Students do the exercise and check their answers with a partner. When checking answers as a class, be open to any realistic possibilities as there is some overlap, e.g. *rabbit* as a farm animal, *duck* as a pet.

Possible answers

Wild animals: bear, elephant, lion, tiger, camel

Pets: cat, fish, dog, rabbit

Farm animals: sheep, chicken, cow, horse

- 2 Tell students they will hear a girl called Ana talking about her pet. Ask what information they need to listen for (its colour, its favourite food, where it sleeps, what type of pet it is).

Play the recording and check answers.

1 grey 2 carrots 3 box 4 rabbit

Extension

Get students to talk about a pet they or a friend have or had to the group. The others listen and fill in a table.

Friend	Pet	Name	Colour	Eats	Other information
Millie	cat	Lola	brown	meat	goes out at night

- 3 Introduce the idea of adjectives with positive (good) and negative (bad) meanings. Ask: *If I say someone is kind, is that good or bad? (good) And if I say something is terrible? (bad)* Point out that we can say *I like* or *I don't like* or we can use a positive or negative adjective.

Read out the example and discuss why the answer is *clever*. Explain that *clever* is usually good and *noisy* is usually bad. As the speaker *loves cats*, they would probably choose a positive adjective.

Ask students to do the exercise. Check the answers as a class. As you do so, ask if the words are good or bad.

1 terrible 2 kind 3 strange 4 boring 5 amazing
6 brave

- 4 Tell students that in Part 2 they will have to listen for times. Do a quick review of times. Ask: *What's the time now? What time does the class start and finish?*

Ask students to look at the notes and check what information they are listening for. Draw their attention to the Tip box and remind them to write the times in numbers not words.

1 3:30 2 10:00 3 10:15

Exam Practice

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

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

6 tiger 7 10:45 (any convention) 8 Sohatu 9 37 / thirty-seven
10 poster

Explain that *monkey*, *11:30*, *100* and *T-shirt* are distractors. Remind students to be aware of distractors during the exam.

Teacher's Notes

Test 2 Listening Part 3

Task type:

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

Topic focus:

weather, places

Training

Before beginning the exercises, remind students of what they need to do in Part 3. Ask: *How many questions do you have to answer in Part 3? (five) Do you have to write words or circle the answer? (circle)*

- 1 Ask students what the weather is like today. Ask: *Is it sunny/cloudy/raining?* and *Is it hot/warm/cool/cold?*

Students match the weather expressions and symbols.

 Many A2 Key candidates confuse *it is* with *it has*. Explain that *it's* is the short form of *it is*, not *it has*, when we talk about the weather.

- 1 *There's snow.* 2 *It's foggy.* 3 *It's sunny.* 4 *It's cloudy.*
5 *There's a thunderstorm.* 6 *There's rain.*

- 2 Students read the question. Ask which day's weather they need to listen for (*Sunday's*). Tell them that the speaker will talk about the weekend, but they are only interested in Sunday.

Ask students to listen and then check their answers.

C

- 3 When students learn a new word, they need to learn how it is used. When learning adjectives, they should understand what it can describe. On the board, write the word *friendly* and elicit that we usually use it with people (e.g. *Maria is friendly*). Ask: *Can you say that X (town or city where you are) is a friendly town? (yes)* Then ask: *Can you say that Maria is kind? (yes) Can you say that X (town or city where you are) is kind? (no)*

Ask students to tick the adjectives that can be used to talk about a town or city. Check answers and ask students which they would use to talk about the town or city where you are and others that they know.

- 1 ✓ 2 ✗ 3 ✗ 4 ✓ 5 ✗ 6 ✓ 7 ✓ 8 ✓ 9 ✗
10 ✓ 11 ✓ 12 ✓ 13 ✗ 14 ✓ 15 ✗

 A2 Key candidates confuse words like *interested* and *interesting* or *bored* and *boring*. Explain to students that we used *-ed* endings to talk about how people feel and *-ing* endings to talk about a place or thing.

Extension

Students give a short talk about a town they know. Ask other students to listen and write down the adjectives they hear.

- 4 Refer students to the Tip box. This is general advice for all parts of the test. Tell them to always answer every question, as that gives them a chance of a right answer.

Give students a minute or two to read through the questions and answers. Tell them that some are right and some are wrong. They have to put a tick or a cross next to each answer. Look at the example.

Play the recording at least twice. Check the answers as a class.

- 1 ✗ 2 ✓ 3 ✗ 4 ✗ 5 ✓ 6 ✓ 7 ✓ 8 ✗

Extension

Students could ask their partner the same questions about their last holiday or a holiday they imagine.

Exam Practice

Tell students to read all the questions and options. Revise or teach any vocabulary if necessary. Ask students to underline the key words in each question.

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

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

- 11 C 12 B 13 B 14 A 15 B

Extension

Tell students to work in pairs. They should imagine that they are Jasmine and they are going to tell their partner about their camping trip. First, they listen to the recording again and make notes. Next, looking at their notes to help them, they tell their partner about their camping trip. Finally, the partner tells the story again and tries to add more detail.

Test 2 Listening Part 4

Task type:

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

Topic focus:

plans and intentions, comparative adjectives

Training

Before beginning the exercises, remind students of what they need to do in Part 4. Ask: *How many questions do you have to answer in Part 4? (five) Do you have to write words or circle the answer? (circle)*

- 1 Ask students to read the conversation. Ask: *Is it about the past, present or future? (future) Do Rosa and Abdullah have plans for the weekend? (yes)*

Tell students that the same kind of word goes in each gap. Elicit that it is verbs in the *-ing* form. Give students a chance to pencil in possible answers if they can. They listen and check or change their guesses to what they hear.

1 playing 2 meeting 3 staying 4 seeing 5 visiting

Students practise the conversation together and then swap parts.

Extension

Students write and act out their own conversations about their plans for the weekend.

- 2 This practice question prepares students for the question in Test 2, where an offer is made and refused. Students listen and choose the correct answer. Play the recording a second time and elicit the phrases used to say *no* (*thanks, but ... actually; that's kind of you, but ...*).

B

- 3 Ask students to look at the pictures of Steve and Dan. Ask them to suggest some adjectives to describe them (*tall, short, young, etc*). Elicit the comparative form (*Steve is ... than Dan*). Use a hand gesture to elicit *taller*.

Ask students to work in pairs to make similar sentences. Point out that *long* refers to hair. Go around the class listening and correcting any errors you hear. Feed back to the class. Point out that you sometimes need to double the final consonant when writing comparative adjectives. Ask: *Which of the adjectives in this exercise doubles the final consonant? (fat, slim)*

Extension

Students could make similar comparatives with their partner, but limit it to non-sensitive examples (*tall/short, old/young, long/short hair*).

- 4 Tell students they are going to listen to a boy called Luke talking about his family. Play the recording and check students' answers.

B

Extension

Students talk about their brothers and sisters in the same way in a group of four or five. Check who has the biggest family.

- 5 Tell students they are going to listen to Penny talking about her family. They need to listen carefully and think about what she really wants to say. Play the recording.

C

- 6 Tell students they will hear Patsy and Michael talking. Ask: *What are they talking about?* Play the recording and check the answer as a class.

C

Exam Practice

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

Ask students to underline the key words in each question.

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

16 B 17 A 18 C 19 C 20 B

Extension

Play the recording for question 18 again and ask students why option B is wrong. Then write the following words on the board and ask students to write the full sentences:

1 *I tried go online, but wi-fi not working.* (I tried to go online, but the wi-fi wasn't working.)

2 *Anyone in our class been café yet?* (Has anyone in our class been to the café yet?)

Finally, play the recording again and ask students why option A is wrong.

Teacher's Notes

Test 2 Listening Part 5

Task type:

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

Topic focus:

hobbies

Training

Before beginning the exercises, remind students of what they need to do in Part 5. Ask: *Do you listen to one person speaking or a conversation in Part 5? (conversation) Do you have to match words or circle the answer? (match)*

- 1 Ask students to name some hobbies. Tell them there are five hobbies in the table. They have to write the words from the box in the correct column.

To check answers, put the table up on the board and ask students to come up and write the words in the correct column. Check meanings and pronunciation of the words.

Acting: act, costumes, concert, a play, theatre

Playing the piano: keyboard, music, piano

Sailing: lake, sea, sail, boat

Painting: brush, colours, artist, paints

Cooking: cooker, kitchen, bake

-  **A2** Key candidates often call a cook a cooker. Explain that a *cooker* is the machine you use to cook and a *cook* is a person.

- 2 Ask students to read the Tip box. Explain that they need to listen for words which relate to the word in the list, as they might not hear that word. Exercise 1 gave examples of words related to the hobbies.

Tell students they are going to listen to three people talking about their hobbies, but they will not name the hobby. They listen once and match the speakers with their hobbies.

1 *drawing* 2 *acting* 3 *sailing*

- 3 Students listen again (or read the audioscript if necessary) and find the words which helped them.

Possible answers

1 *drawing, pencils, colour, pictures, artist* 2 *plays, costumes, plays*

3 *boats, sea, water*

- 4 Tell students there are different ways of saying the same thing. For example, when you come to class, you can say *Hi!*, *Good morning!*, or *How are you?* In the Listening test, you have to understand how things are said in different words, as the questions are not exactly the same as the words you hear.

The phrases in this exercise come from the Exam training task. The idea of this exercise is for students to understand that it is not just individual words that may be different, but the whole phrase or sentence. Students do the exercise and check in pairs.

1 *visited different countries* 2 *funny films* 3 *he's good at baking*
4 *plays in a band* 5 *takes lots of pictures*

Exam Practice

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

To complete the task, students often have to recognise paraphrase. For example, in question 22, *learning language* is paraphrased as: *he's studying Spanish now*. And *he's having conversation classes in Arabic*, too.

Play the first part of the recording which contains the example. Remind students to cross out the example option before they listen so that they do not use it again.

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

21 B 22 E 23 G 24 A 25 F

Extension

Ask students which options in the right-hand column are not used. (*C building models* and *D climbing*) Ask students if they remember hearing the words *models* and *climbing* on the recording. Read the following extracts from the recording and ask students why *C (building models)* is the wrong answer for Samantha, and *D (climbing)* is the wrong answer for Christopher.

Woman: *And Samantha? Is she still interested in building model planes?*

Girl: *She gave them all to her little brother.*

Woman: *What about Christopher? What does he do?*

Girl: *He's so clever. He went on a climbing holiday in Spain, so he's studying Spanish now. And he's having conversation classes in Arabic, too!*

Test 2 Speaking Part 1

Task type:

phase 1: conversation with the examiner – giving factual information of a personal kind
 phase 2: topic-based interview – answering two short-answer questions and one longer *Tell me something about...* question
 phases 1 and 2: focus on interactional and social language

Topic focus:

free time

Training

Before beginning the exercises, remind students of what they need to do in Part 1. Ask: *How many students will there be in the room when you do your speaking test?* (two, occasionally three) *How many examiners will there be?* (two) *Who will you speak to in Part 1?* (to the examiner)

- 1 Elicit some of the questions that students may be asked in Part 1 of the exam.

Ask student to read and match the questions with the answers. Draw students' attention to the Tip box and remind students that they should answer in sentences.

1 I usually spend my free time at home. 2 I usually spend my free time with my friends. 3 I have a lot of free time at the weekend.

- 2 Students ask and answer the questions with a partner.
- 3 Explain to students that they should listen carefully to what the examiner says, but point out that they won't lose marks if they ask the examiner to repeat something.

Ask students to listen to the conversation between the examiner and the girl and answer the questions. Point out that *sorry* is a polite way to ask someone to repeat something. Elicit other phrases that students can use if they'd like the examiner to repeat something. Ask students which word is an impolite way of asking someone to repeat what they said. Make sure they are clear that it is best not to use it.

1 a 2 What?

- 4 Tell students they are going to listen to the conversation between the examiner and two candidates. Ask them to count how many times the boy asks the examiner to repeat a question.

two

- 5 Ask students to listen to the recording again and put a tick by the statements they hear.

Can you say that again, please? I'm sorry, what did you say?

Exam Practice

Encourage the students to be friendly to the interlocutor in the real exam and to greet him/her as soon as they walk into the interview room. You may wish to add this to the Exam Practice task in order for them to more fully experience what the test will feel like.

Make sure you have drawn students' attention to the Tip box before playing the recording. Explain that one-word answers to questions such as *What's your name, please?* and *Where do you live?* can sound unfriendly. Elicit some ways in which students could provide slightly longer answers, e.g. *My first name is Alessio and my family name is Manzoni. I live in Buenos Aires, the capital city of my country.*

Explain that students will hear two candidates, Luis and Valeria, talking to the examiner during Part 1 of the exam. Play the recording and ask students to listen carefully to the candidates' answers.

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

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

Teacher's Notes

Test 2 Speaking Part 2

Task type:

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

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

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

Topic focus:

sport

Training

Before beginning the exercises, remind students of what they need to do in Part 2. Ask: *Who do you speak to in Part 2?* (the examiner and the other candidate) *Who will ask you questions?* (the examiner) *What will you look at with your partner?* (pictures)

- 1 Explain to the students that they will hear two friends talking about sports they like and don't like. Play the recording. Students match the sports the speakers mention with the adjectives they use to describe them.

1 exciting 2 popular 3 dangerous 4 boring

Extension

Ask the students to think of other sports and ask them what adjectives they would use to describe them.

- 2 Students answer the questions about the format of Part 2 of the Speaking test.

two questions, yes

- 3 Tell students that they will hear two students, Carlos and Monika, talking to the examiner. Students listen to the recording and make a note of what the examiner asks when the students just give a one-word answer.

Carlos: Why?
Monika: Why not?

- 4 Students now complete the answers to some questions about sport, giving reasons for their answers.

Once students have completed their answers, they could practise asking and answering the questions with another student.

Exam Practice

Remind students of the timings for this part of the test. Phase 1 of Part 2 will last 3 to 4 minutes. As this includes the time spent giving instructions, the students will need to speak together for 1 to 2 minutes. Phase 2 of Part 2 will last up to 2 minutes, including the interlocutor's questions and the candidates' answers. Tell them that the examiner will say *Thank you* when time is up. This means that they should stop speaking.

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

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

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

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

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

Praise students who gave particularly effective answers, explaining to the class why you found the answers effective. Stress that the test is an opportunity for them to show what they *can* do, and not worry too much about mistakes they might make.

Test 3

Paper 1 Reading and Writing

Part 1

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

Part 2

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

Part 3

14 B 15 B 16 C 17 B 18 C

Part 4

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

Part 5

25 a 26 much 27 to 28 for 29 have / 've
30 would / 'd

Part 6

31 Sample answer

*Hi Malcolm,**I'm writing to you because I'm having a barbecue party this Saturday. Would you like to come? It's at my house at 7 p.m. Could you bring some crisps or some orange juice or something like that? That would be brilliant.**I hope to see you there.**Cheers!**Tommy*

Part 7

32 Sample answer

My sister and I were going home after school today when we saw something on the street. It was a lady's handbag. We picked it up and found a name and phone number inside. My sister rang the number, and an old lady answered. My sister told her that we had found her bag. She told us where she lived, and so we took it to her house. 'Thank you so much,' she said. 'I was looking for it everywhere!'

Paper 2 Listening

Part 1

1 B 2 C 3 A 4 C 5 A

Part 2

6 Bridge 7 395 (any convention) 8 4.50
9 coat 10 snack

Part 3

11 C 12 B 13 A 14 C 15 B

Part 4

16 B 17 C 18 A 19 B 20 B

Part 5

21 B 22 C 23 D 24 E 25 G

Test 4

Paper 1 Reading and Writing

Part 1

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

Part 2

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

Part 3

14 A 15 B 16 B 17 C 18 C

Part 4

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

Part 5

25 much 26 at 27 me 28 a 29 am / 'm 30 for

Part 6

31 Sample answer

Hi Alfie,

You remember when we went into town the other day? Well, I had some gloves with me. I think I put them down in the café, but I haven't got them now. I was wondering, did you maybe pick them up by mistake? Have you seen them?

*Cheers,**Ludwig*

Part 7

32 Sample answer

When I woke up this morning, I had a brilliant idea. Why not invite all my friends to the park for a game of football? So I messaged some friends and then phoned a few people as well. There were about five people in the park when I arrived, but then more people came. Everyone loved the idea, and there were 36 of us in the end. So each team had 18 players! Next time, I'll try and get 50!

Paper 2 Listening

Part 1

1 B 2 C 3 A 4 B 5 C

Part 2

6 12th July (any convention) 7 video 8 jittersea 9 college
10 175

Part 3

11 B 12 B 13 C 14 C 15 A

Part 4

16 B 17 C 18 B 19 A 20 A

Part 5

21 G 22 B 23 C 24 F 25 A

Test 5

Paper 1 Reading and Writing

Part 1

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

Part 2

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

Part 3

14 B 15 A 16 B 17 C 18 C

Part 4

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

Part 5

25 for / on 26 to 27 of 28 a 29 than 30 me

Part 6

31 Sample answer

*Hi Liam,**It's great that you are coming. I think you should try Rimmie's. They have lots of fish dishes. Everything is freshly cooked. And it isn't too expensive. It's next to the train station. I hope you enjoy it.**Speak soon!,**Genny*

Part 7

32 Sample answer

Danuta and her friend Lisa were on holiday at the seaside. It was a sunny day, so they decided to go to the beach. They bought sun cream, sunglasses and a big ball to play with. But when they got to the beach, the weather changed. There were now big black clouds and it became very windy. The girls started playing with their ball, but the wind blew it into the sea!

Paper 2 Listening

Part 1

1 C 2 B 3 A 4 A 5 C

Part 2

6 story 7 250 (any convention) 8 photo(graph)
9 collatra 10 22nd May (any convention)

Part 3

11 B 12 C 13 A 14 B 15 B

Part 4

16 C 17 A 18 C 19 B 20 B

Part 5

21 G 22 B 23 A 24 D 25 E

Test 6

Paper 1 Reading and Writing

Part 1

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

Part 2

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

Part 3

14 A 15 B 16 A 17 B 18 C

Part 4

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

Part 5

25 to 26 would / 'd 27 let 28 for 29 tell / inform
30 on / most

Part 6

31 Sample answer

Hi Joe,

That's no problem. Next Tuesday afternoon is good for me. How about we meet at the number 9 bus stop at 3 p.m. Is that OK?

Cheers,

Ann

Part 7

32 Sample answer

Mr and Mrs Anoski were feeling tired after a hard day. When Jimmy and Sharon saw their parents, they had an idea. 'Why don't we cook supper tonight?' said Sharon. So together they made a delicious meal. Their parents couldn't believe it when they saw the food. 'This is delicious!' they said. 'Thank you!'

Paper 2 Listening

Part 1

1 C 2 B 3 A 4 C 5 A

Part 2

6 5.60 (any convention) 7 Sat(urday)
8 9:10 (any convention) 9 camera 10 Modana

Part 3

11 A 12 C 13 C 14 B 15 C

Part 4

16 A 17 A 18 C 19 A 20 B

Part 5

21 G 22 B 23 D 24 E 25 C