

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

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

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

1 similar opinion 2 different opinion 3 different opinion

### Exam practice

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

## Test 2

### Reading and Use of English

#### Part 1

##### Task type:

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

#### Training

- You have to answer eight questions in Part 1.
- You have to choose from four options in each question.

- 1 This section focuses on encouraging students to build their knowledge of common collocations, which may be tested in Reading and Use of English, but can also be useful to students when they are tested in Writing. Please note that in this section some of the exercises may need extra support in the form of a teacher, dictionary, or reference book. Students may come up with other answers than the ones given in the exercise, e.g. 3 *pay attention to / draw attention to / get attention* but this is also helping to build their knowledge of collocation.

1 At 2 take 3 attracting 4 of 5 subject 6 common 7 take 8 extent 9 keep 10 got 11 goes 12 other

#### Extension

Students need to be reminded of what they've learnt, so some revision of these collocations needs to be built into subsequent lessons. For example, a quick exercise that can be used as a warmer is to give each student in a pair a list of the collocations and then ask them to give an example of the phrase for the other student (who has a different list) to identify, e.g. *take advantage of – What do you call it when someone treats someone else badly, say, just to get what they want?* Ensure that students have access to reference material where they can check meanings if they need to – but they shouldn't rely on this. This kind of exercise can be adapted for all sorts of vocabulary revision, and is very useful for settling students with a useful activity as they arrive in class.

- 2 This section looks at the differences between the kinds of words that students will meet in Part 1. It encourages students to look at the words and decide on significant differences in meaning, correctly identifying collocation and whether different words will fit in the context, depending on, for example, any prepositions that might come before or after the gap.

1 planted 2 uncovered 3 establish 4 settled 5 tell  
6 mentioned 7 consider 8 said 9 influence 10 link 11 touch  
12 contact 13 bear 14 order 15 spite 16 view

- 3 Check that students know what each phrase means, and the differences between similar phrases, e.g.:

in time / on time  
out of order / in order  
at once / for once  
on my own

Can students add any more phrases that use these prepositions? Encourage them to only suggest phrases that they can supply a meaning or an example for.

at speed	on my own	by chance	by accident
under control	in a hurry	in time	out of control
for nothing	on time	in control	on purpose
in order	for once	out of order	at once
for a change			

#### Extension

Encourage students to get into the habit of recording any prepositional phrases that they're not familiar with. Ask them to look up phrases that they don't know in an English–English dictionary.

- 4 Ask students to complete the exercises individually and then compare answers in pairs. Check as a class. Where students disagree in their pairs, check that they can see why their answer is wrong – or can someone else in the class explain why?

1 on my own / by myself 2 on time 3 by chance / by accident  
4 in time 5 for a change 6 by accident 7 for nothing  
8 out of order

#### Exam practice

Students look first at the title. Do they know a song with this in the title (e.g. David Bowie). What do they know about life on Mars? They should then read the text quickly, and be ready to ask some comprehension-checking questions, e.g. *What plans are there for life on Mars? How many people want to go? What would the successful astronauts have to do? What would they have to go without?* (explain this if they're not sure of the meaning). Then ask students to do the exercise individually and compare answers when they have finished. Set a time limit in preparation for the exam, say ten minutes, but be prepared to extend it if students are struggling. Encourage students to look carefully at any differences they find between their answers. Who has the correct answer? Why is the other one wrong? Remind students to look back at Exercise 2, as some of the answers are dealt with there. Then check together as a class and be ready to explain any answers that have caused difficulty.

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

#### Extension

Ask students if they would like to go on this trip. Why? Why not? What would they enjoy about it? What would they miss the most?

#### Extension

**CLIL** Students may already know something about this project. Ask them to contribute anything they do know, and then for homework, get them to look up information about it on the Internet and report back on any progress that has been made with it. They could also find out more about Mars itself, e.g. how far away is it? How easy would it be to live there? What is the atmosphere like there?

#### Part 2

##### Task type:

Open cloze test containing eight gaps.

#### Training

#### Lead-in

This section deals with the kind of prepositions that students may need to know in order to complete gaps in Part 2. This is an area of language that students need to work on regularly. They should get into the habit of recording these phrases in a vocabulary notebook and then revising them. As a lead-in, write up the following prepositions on the board: *by, out of, at, in, on* and supply a couple of examples from the exercise – perhaps the ones students are less likely to come up with themselves – to show the kind of phrases you are looking for, e.g. *in favour of, at all costs*. Give students about five minutes to find a few more and record them on the board.

- No – unlike Part 1, you have to come up with the words yourself in Part 2.
- It's a good idea to know what the text is generally about before you begin, as it helps you to get the answers – but don't spend too long reading it.

- 1 Ask students in pairs to fill in as many of the examples on the page as possible. They should then use a reference book, such as *Grammar and Vocabulary for First and First for Schools* (Cambridge University Press) to check further answers.

according to	at least
in turns	in due course
on account of	in favour of
thanks to	out of petrol
at risk	by far
in general	at all costs
by heart	in other words
in brief	in place of

- 2 Students complete Exercise 2 individually as a consolidation exercise and compare answers with a partner. Check together.

1 In other words 2 by heart 3 at least 4 by far 5 in brief  
6 in turn(s) 7 in due course 8 According to 9 out of  
10 at all costs

- 3 This section focuses on passives, as filling the gap in Part 2 may depend on knowledge of these, particularly identifying and forming the different tenses of passive sentences. Introduce the section by quickly reminding students of how passive sentences are formed. Take one example sentence, e.g. Question 1: *Someone cleaned the windows at school yesterday*. Then give students different contexts in which to come up with the same sentence in a suitable tense:

*now the windows are being cleaned now*  
*yesterday the windows were cleaned yesterday*  
*next week the windows will / are going to be cleaned next week.*  
*when I arrived yesterday the windows were being cleaned when I arrived yesterday*  
*since last Monday The windows have / haven't been cleaned since last Monday.*  
*just The windows have just been cleaned, etc.*

Remind students that unless the agent is someone specific, e.g. *the window cleaner*, they don't really need to include it in the answer by writing *by someone*. Remind them that in the passive, the action is often more important than *who* is doing it.

1 were cleaned	5 is being fixed
2 tell you	6 delivers the letters to
3 have been destroyed by	7 mustn't be taken
4 must have been left	8 hasn't / has not been seen

It's important that students keep a personal record of their own individual spelling mistakes. Encourage them to record the correct form of their spelling mistakes in a notebook. This should be used for studying when they have spare time during the lesson, e.g. if they have finished an exercise before the rest of the class. Test key words such as the above on a regular basis, e.g. five minutes at the start of each lesson.

4 1 which 2 than 3 because 4 believe 5 beautiful  
6 interesting

#### Exam practice

#### Lead-in

The text is about solar-powered cars. Before students start reading the text, ask them what they understand by the title. What does *solar* mean? How would solar-powered cars work? Why would they be a good idea? What other things can they think of that are solar powered?

Ask them to read quickly through the text, then ask them some comprehension-testing questions – or, depending on the level of the group, get them to ask each other in pairs. For example, *How does the car get its power? Does it only work on sunny days? How far can it travel? How does this compare with electric cars? What does the writer predict as the future for solar-powered cars?* Ask students to complete the exam task and then get them to compare answers. Set a time limit, e.g. ten minutes, but be prepared to extend this if necessary. Encourage students to use the Advice section if they can't think of an answer.

9 been 10 which 11 there 12 than 13 the 14 before / until  
15 being 16 no / little

#### Extension

**CLIL** Solar power is becoming increasingly popular in some countries. How popular is it in the students' home countries? Ask them to think about the types of things they have seen in their towns / villages that are solar powered, e.g. houses – solar panels on roofs, lights in people's gardens, lights to illuminate pedestrian pathways. Ask them to look up on the Internet any other examples of things that are powered by solar energy and discuss them in the next lesson. What are the benefits of solar energy? (e.g. *less reliance on fossil fuels, reducing pollution*.) Are there any disadvantages?

## Part 3

### Task type:

Word formation in a text containing eight gaps. Each gap corresponds to a word. The stem of the missing word is given beside the text and must be changed to form the missing word.

### Training

- You will need to form nouns, verbs, adjectives and adverbs from base words that you are given.
- You need to look carefully to decide what kind of word is needed, and whether it is positive, or negative, singular or plural, depending on the context.

**1a/b** This section focuses on the kinds of changes that students need to make to the base words they are given in Part 3 of Reading and Use of English. Support from a teacher or dictionary may be needed. Exercise 1 looks at different suffixes that can be added to words to change the type of word, in this case changing verbs or nouns into nouns that relate to people. Put the suffixes on the board and ask students to think about job titles that might end in these suffixes. Give a couple of examples first, such as *design* → *designer*, *science* → *scientist*, to illustrate what you are looking for – not just job titles that end with these suffixes, but titles that come from a base noun or verb. If this is too difficult for students to do, accept any job titles in the first instance and then move on to a couple of examples of the kind of transformations you are looking for. However, limit the amount of time spent on this, and move on to the examples in the exercise. Students complete Exercise 1b as consolidation.

1 relative 2 assistant 3 photographer 4 economist 5 politician  
6 supplier 7 inhabitant 8 detective 9 dealer 10 competitor

1 economist 2 competitors 3 photographer(s) 4 assistant  
5 politician 6 relatives / relations

2 This exercise looks again at suffixes, but this time also considers the kind of changes that might need to be made to base words when suffixes are added. Write a couple of examples on the board to show what you are looking for, e.g. *independent* → *independence* – remove final *t*.

1 mysterious 2 continuous 3 Japanese 4 athletic 5 southern  
6 densely 7 difference 8 priceless 9 tourism 10 patience

3 This exercise includes examples of nouns that aren't formed just by adding a suffix to the adjective or verb that they come from, e.g. *hot* → *heat*. Ask students to work through the list in pairs and check answers around the class.

1 width 2 strength 3 length 4 heat 5 destruction 6 behaviour  
7 anxiety 8 freedom 9 division 10 admiration

**4a/b** One key skill that is needed for Part 3 is identifying the part of speech that is needed to fill the gap, i.e. is it a noun, verb, adjective or adverb? In order for students to be able to work this out, they need to have understood the surrounding context. Get students to complete this exercise in pairs and then think about which words could possibly fit the gaps. Then ask them how they decided on the kind of word that is missing. Which words provided the clues? Some suggestions as to possible answers are supplied for the missing words.

1 verb 2 noun 3 adverb 4 adjective 5 noun 6 adjective

### Possible answers

1 fly, migrate, go 4 exhausted, tired  
2 reserves, places, areas 5 people, visitors  
3 absolutely, completely 6 amazing, strange, incredible

These longer words are often misspelt by students. You could begin a wall display and add words that the class are frequently getting wrong. The more that students see them, the easier they may find them to remember when it comes to writing them. Regular spelling tests will also be useful.

5 1 accommodation 2 advertisement 3 suddenly 4 environment  
5 definitely 6 disappointed

### Exam practice

#### Lead-in

Look at the title with the students. What do they already know about swans? Are they common birds in the students' home countries? Where do they live? What do they feed on? Then ask students to read quickly through the text, and ask them some comprehension-checking questions, e.g. *What does migration mean? Why do birds migrate? When do swans begin to migrate, according to the text? Where from? Where do they go? Why? What effects does such a long journey have on them? When do they return to their home countries? Why?*

17 sight 18 arrival 19 combination 20 steadily 21 successfully  
22 recovery 23 feeding 24 Unfortunately

#### Extension

**CLIL** Ask students to find out a bit more about bird migration. Encourage them to look on a map and see exactly how far some of these birds fly by locating the countries at the start and end of their journeys. Tell them, for example, that swallows fly up to Europe from Africa during the start of summer, and return in the autumn. Swallows also tend to return to the same nesting sites year after year – but how do they find their way? Swallows also feed on the wing and rarely land on the ground – so how do they feed and rest during their incredible journeys? Ask students to find out more about swan and swallow migrations, and report back in a future lesson.

### Part 4

#### Task type:

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

### Training

#### Lead-in

Ask students to respond to these examples using *I wish ... didn't*, *I wish ... wouldn't*, or *I wish ... hadn't*:

*I went to the party on Saturday, but it was really boring.*

Possible response: *I wish I hadn't gone. / I wish it hadn't been so boring.*

*I have loads of homework to do tonight!*

Possible response: *I wish I didn't have so much to do. / I wish I hadn't left it all until this evening.*

*My brother keeps playing really loud music late at night!*

Possible response: *I wish he wouldn't keep doing that.*

Now ask them to look at *I'd prefer* and *I'd rather*. Students should provide a suitable alternative response:

*Could we go to the cinema on Friday, instead of Saturday? That would be better for me.*

Possible response: *I'd rather go / we went to the cinema on Friday than on Saturday. / I'd prefer to go / it if we went to the cinema ...*

Exercises 1 and 2 are aimed at helping students to revise ways of expressing wishes and regrets, and raising awareness of the differences in meaning between structures that may look very similar.

- You need to rewrite six sentences.
- You need to check that your answer means the same as the first sentence.

1 Students now work in pairs to look at the differences in the sentences. Can they explain the meanings without looking at the possible answers?

1 a 2 b 3 a 4 a

2 This exercise focuses on the use of different modals, which may be tested in Part 4 transformations. Do some brief revision with students on conditionals. Ask them to finish the following statement appropriately: *If I lived in a different country, ...*  
Possible continuations: *... I might not have had to learn English. / ... wouldn't be in this class now. / ... wouldn't have met all my friends here / ... might speak a different language.*

Now practise some deductions with *must*, *might* and *can't*. The teacher says: *John isn't in class today – and he never misses a class!* Students then make deductions about why he isn't in class and where he might be, e.g. *He must be sick. / He can't have forgotten. / He might have got up late. / He might be on his way here now.* Finally, look at – *didn't need to* and *needn't have*. For example:

*I ran all the way to the bookshop, but it was already closed when I got there, so I needn't have run.* (Meaning: Although I did run, it wasn't necessary.)

*I set off for the bookshop at 3 p.m. – it didn't close till 5, so I didn't need to run.* (Meaning: I didn't run because it wasn't necessary.)

1 hadn't / would be 6 can't have forgotten  
2 might have been 7 must be  
3 couldn't have 8 should have  
4 wouldn't have gone 9 wouldn't have been able  
5 needn't have hurried 10 didn't need to

Before doing the exercise, quickly revise the meanings of the different conditionals if you think students are having problems.

Put on the board:

If I see him, I'll tell him. (I might see him)

If I saw him, I'd tell him. (but it's unlikely I will)

If I'd seen him, I would have told him. (I didn't see him, so I didn't tell him.)

Also remind students of the tenses that follow:

You'd better ...

If I were you ...

3 1 would 2 would 3 will 4 can 5 should 6 would

### Exam practice

Try getting students to look at the first sentence of Questions 25 and 27. Write the beginning of the second sentence on the board, without the prompt word, and see if they can supply the answer,

based on the work they have just done. Remind students to use the *Advice* section if they need help.

25 needn't have run  
26 changes the subject  
27 can't have forgotten

28 were blown down by  
29 wouldn't have been able  
30 rather you didn't / did not

## Part 5

### Task type:

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

### Training

- There are six questions to answer for Part 5.
- They are multiple-choice questions – either with a complete question or a sentence to complete.
- There are four options to choose from.

**1a** Check that students have read and understood the question. Who is the text about? Students read quickly through and then think about where they might find this kind of text. A novel? An article in a magazine? A short story? Is it fact or fiction? Or perhaps we don't know from the extract we're given? Ask students to skim-read the text and then answer some comprehension-checking questions, e.g. *What had been organised for Jack's class? How did Jack feel about it? When had he been into the countryside before? What were his interests?* Check the vocabulary with students and get them to record new words in their notebooks, e.g. *alarmed, suspicion*. Then ask them to cover the text and talk about what they remember of it with a partner.

This looks like an extract from a novel or a short story.

**1b/c** Ask them to look at the four options individually and decide which option best answers the question, and then compare their answer with a partner. Encourage them also to discuss why the other options are wrong. This can help any students who have actually chosen the wrong option as their answer.

Correct answer: A

B is wrong. The text does mention Jack's interests – computers and technology – but this option doesn't answer the question. It's always important to look back at the question – you may find reference to the options in the text, but if they don't answer the question, they can't be correct.

C is wrong. The text does mention that Jack lives in a city, but he had nature trips in the parks, so he did have the opportunity to get involved with wildlife.

D is wrong. The option doesn't answer the question, and also the plan was welcomed by the rest of the class, so it clearly was a successful plan as far as they were concerned.

**2a/b** Make sure students understand that whichever option they choose must take the incomplete stem into account, in this case how Jack *felt* when he got to the countryside. There is some vocabulary in this section that students may not know, but encourage them to guess by using clues in the context. Then look at some of the possible unfamiliar words: *reluctant, a stretch of water, darting about, the shallows, a ripple, hostility, absorbing*. Ask students to look at the task in pairs and then check as a whole class. Discuss any differences in opinion over the key.

Correct answer: B

A is wrong. The text mentions that he reluctantly agreed to go, but it doesn't suggest he wanted to prove them wrong.

C is wrong. Camping next to water isn't always a good idea if it's damp, etc, but Jack seems positive about it. He *couldn't help wandering down to the water's edge*.

D is wrong. The campsite is in a forest next to a lake rather than on the coast, and there is no suggestion that Jack is surprised.

- 3 In this question, students are asked to work out the meaning of a word which they probably won't know – *skittering*. Ask them to look carefully at clues in the surrounding context, e.g. *wingless insects, making barely a ripple, on the surface of the water*. These all help to tell you more about what the insects were doing.

Correct answer: D

When you are faced with working out the meaning of an unknown word, look carefully at the rest of the paragraph. There will almost certainly be some clues there to help you.

A is wrong. The insects only touched the surface of the water; they didn't dive in and out.

B is wrong. We're told that the insects are wingless, so they couldn't be flying.

C is wrong. They are skittering over the water, not moving through it.

### Extension

To help students with these types of questions for Part 5, get them to read short passages of English where you take out key words and replace them with nonsense words. Students can also make their own to give to each other. This can help to raise awareness of the kind of clues they need to leave in the text in order for their partners to work out the missing word.

### Extension

Ask students to talk about any trips into the countryside they have done. Ask them to say where they went, why, and whether or not they enjoyed it.

### Extension

**CLIL** What kinds of creatures live in the water? Ask students to find a cross-section of a pond or a river and label what they see e.g. *fish, insects, surface of the water, waves, ripples, pond weed, bottom of the pond, snails, beetles, frogs*.

### Exam practice

#### Lead-in

Has anyone in the class ever been to a desert? What would they expect to find there? What would the temperature be like?

Ask students to read through the rubric. Ask them who it is about and where she went then ask them to skim-read the text quickly. Give them a time limit, say two minutes. Deal with any vocabulary that students want to ask about, and then ask them to do just Question 1. Give everyone time to answer, and then check the answer together, discussing any other options that students have chosen. Then let them finish the rest of the test. Give them ten minutes, but be prepared to extend this if necessary. Remind students that the *Advice* section is there to give them some extra help with getting the answers.

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

### Extension

**CLIL** Which are the main desert areas of the world? Ask students to do a little research and find out. Get a world map to show students where they are, then give students an area to find out about. Ask them: *Which people live there, and also what wildlife?* They can report back in a future class.

### Part 6

#### Task type:

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

### Training

- You have to fill a gap with a sentence that you choose from seven different options. There is one sentence that is the distractor – it won't fit in any of the gaps.
- Look carefully at any *vocabulary* that might link a sentence to the general theme of the paragraph. Then look at any *linking words, pronouns, tenses and other references* both in the sentence and in the text on either side of the gap.

- 1 Check how many students in the class have a real interest in art, and whether they create art themselves and go to galleries to see exhibitions. Ask them to look at the words in the lists and check that they all know the meanings of them. If not, give them a short time to look up unfamiliar words in an English–English dictionary, and then record any new words in their vocabulary books. Then get them to do the vocabulary exercise, describing the meanings of the words to each other.
- 2 Students read quickly through the text about a visit to an art gallery. Ask some comprehension-checking questions, e.g. *Where did the writer's teacher take him/her?; What were they going to see there?; Had the writer been to this kind of exhibition before?; How do you know?; How was the writer feeling about the trip?; What was a surprise?* Now get students to look at the gap, the words either side of it, and the options. Remind them that the option they choose must fit with what goes before and after the gap. Discuss any wrong answers with the class.

Correct answer: C. The writer hadn't expected it to be well attended, but in fact *they actually had to queue round the block*. The *actually* emphasises that this isn't at all what they expected.

A The sentence doesn't really follow on from *I also wondered what to expect*. And *imagine my surprise, then* definitely rules out A. The text goes on to talk about the queue, not about seeing real paintings.

B At first, the sentence looks quite attractive – the text before the gap has mentioned abstract art. But *'Imagine my surprise, then'* after the gap signals that what goes in the gap should be a contrast to having to queue round the block. (You would expect there to be a large queue to see very famous artists.)

### Extension

Get students to describe a visit to an art gallery that they have been to, either talking in groups or in a piece of writing.

### Extension

**CLIL** Ask students to go on the Internet and look at the website of a major gallery in their town/area or country. Many websites of international galleries now have virtual tours. Ask students to try out a virtual tour, and to choose one painting from the tour that they particularly like. They don't need to know a lot about the painting, but just be able to say why it particularly appeals to them.

### Exam practice

Students read through the rubric and make sure they understand what the text is about and what they have to do. They then read the text quickly and prepare to say a little bit to their partner about it. Do the first gap together, and then let students do the others. Suggest to them that they may find it easier not to fill the gaps in order. Some items will seem easier to them than others, so they should fill those gaps first and then go back to the others. This will help them get more of an idea of the meaning of the text as it comes together and thus the remaining gaps may be easier now that they have eliminated some of the possibilities. Give students a time limit, say ten minutes, but be prepared to extend this. Then check answers in pairs and as a whole class. Discuss any wrong answers that students got. If students finish early, they should identify the key words that helped them choose the correct sentence and share this information with students who may be struggling with one or two gaps. Remind students that the *Advice* section is there to give them a little extra help.

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

### Part 7

#### Training

#### Task type:

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

Candidates must match a prompt to elements in the text.

- You could be asked to read a number of different texts all on the same theme, or one text that has been split into sections.
- You need to answer 10 questions in this part.
- For each question, you have to look through the texts to see which section provides the correct answer.

1a/b Students read quickly through the text and decide what Nathan is talking about. Once they have decided it is his birthday party, get them to think about their own birthday parties. What's the best one they have ever had? Ask them to talk with their neighbours and then ask for a few examples around the room. Then ask them to work through the comprehension-checking questions in 1b.

- a a birthday party
- b in a hall in Nathan's village
- c his relatives and family, and also all of his friends
- d cold / colder than they'd expected

2 Ask students to look through the text for evidence of Nathan's feelings. These aren't always stated in the text, so ask how Nathan might feel at various points. Then ask them to look at the options and choose which one they have encountered in the text. They then compare their answers with a partner.

Correct answer: C (I couldn't help thinking that my party had somehow been taken over ...)

3a/b Again, ask students to read quickly through the text to get an idea of what it is about. Then they do the comprehension-checking exercises in pairs.

- a beach holidays
- b taxi and plane
- c They leave everything until the last minute.
- d They're a nightmare.

### Writing Parts 1–2

### Extension

Ask students whether the departure for the family holiday that Sarah describes is like their own experiences or very different! Are their preparations well-organised or chaotic? Where do they tend to go on family holidays? Where do they stay? Who goes with them?

### Exam practice

#### Lead-in

Ask students to read through the rubric. What are they going to read about? Quickly ask a few students what their favourite family meals are.

Students read through the four texts. Ask students in pairs to summarise two texts each. Then do the first question together to make sure everyone knows what to do. After that, let students scan through the list to see if there are any they know the answers to as a result of the summarising exercise. Then get them to go back and look in more detail for the answers they are unsure of. After an allotted time, say ten minutes, get students to compare answers and discuss any differences, then check as a whole class.

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

### Extension

Students could bring in the recipes for their favourite family dish, which could be put in a display or a small booklet and given to each member of the class.

### Extension

**CLIL** What is the most popular dish / meal in the student's home country? Get them to do some research on the Internet and report back to their class.

## Test 2

### Writing

#### Part 1 (essay)

#### Task type:

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

### Training

- You have to write an essay.
  - You are writing it for your teacher.
  - You have to include the ideas given in the question, and add another idea of your own.
  - You have to write between 140 and 190 words.
- 1 Ask students to read what the general topic is. Once they have established that it is about protecting the environment, elicit some thoughts from the students on this topic. *Is it important? Why / Why not?; What sort of things have been in the news about the environment?; What have they learnt about it at school?*

You have to write about the environment.

- 2 Before students look at the list, elicit as many environmental issues as you can from the students. Put one on the board as an example. How many do they already know? Then get them to look at the list and check they are familiar with all of them.

They should explain what each one means and see if they can add more examples, e.g. the ones suggested in the key.

**Possible answers**

- air pollution – the damage that is done to the air by toxic substances such as smoke or fumes coming from vehicles
  - plastic waste – the problem of what to do with all the plastic items we throw away, such as supermarket carrier bags or packaging and the threats they cause to wildlife
  - food waste – the amount of food we buy and then throw away
  - flooding – the problem of (e.g.) rivers overflowing and covering large parts of the surrounding area
  - water pollution – toxic substances entering the water supply and making it unhealthy or impossible for humans to use. It can also have major effects on wildlife.
  - wildlife conservation – monitoring and assisting different types of creatures to make sure they are surviving in good numbers and not becoming endangered or even extinct.
  - global warming – the gradual increase in world temperatures that is caused by gases polluting the atmosphere.
  - climate change – the way in which the weather on Earth is changing.
- Other examples of environmental issues might be:**
- changes in the atmosphere
  - acid rain
  - endangered species
  - threats to the countryside
  - green energy
  - poor harvests
  - organic food

- 3a/b** Students read through Ben's answer, then close their books and try to remember what he said in the main part of his essay.
- 4** Students look again at Ben's answer individually and find which two points he had to include. Tell students they must give reasons for their answers. Then ask them to compare with a partner.

**Ben had to write about:**

how important the environment is as a topic  
how enjoyable it is to study

- 5** Follow the same procedure as above for Ben's own idea – which point did he include? Tell students to give a reason for their answer.

**In this paragraph, Ben wrote about:**

other ways of learning about the environment

- 6/7** Get students to find the phrases in Ben's essay and look carefully at how he used them. Then ask them to complete the sentences individually and compare their answers in pairs. Be prepared to discuss any differences the students may have in their answers.

Young people are usually taught about protecting the environment at school – but is school really the best place to learn about it?

There is no doubt that we need to learn about protecting the environment. In fact, many people think it's an essential topic to study at school. We have teachers who may be experts in areas such as climate change or wildlife conservation, so they're the perfect people to teach us about the environment.

Learning about the environment can also be fun. Many schools have up-to-date technology to help us, and there are hands-on experiments we can do such as monitoring weather changes or plastic waste.

On the other hand, although schools are good places to learn about the environment, there are other things we can do to find out more. There are huge amounts of information available on the Internet, for example. Personally, though, I feel the best way is just to go outside, whether you live in the city or the countryside. That way, you can see for yourself any changes taking place, for example with wildlife or weather, and then think about what you might do to help protect the environment.

- 1 There is no doubt
- 2 for example
- 3 Many people think
- 4 On the other hand
- 5 although
- 6 Personally

**Extension**

**CLIL** Give pairs or groups of students one environmental issue each, either from the list or the further ideas they suggested, to find out about and present to the rest of the class. They could include information from the Internet or the school library, or TV programmes they have watched. They could produce a short Powerpoint presentation with photos and maps, which could be done in class over a number of lessons.

**Exam practice**

Students read the general topic, the focus question and the notes very carefully. Before students begin writing, ask them to talk in pairs about the two points in the notes and to get some ideas about what to write. Then give them 30 minutes to produce the essay in class. Remind them that they have to write an introduction and add a third idea. They must also finish off the essay in some way, not simply stop writing. Remind them to use linking words and a good range of vocabulary. They must also check their work before they submit it to you for correcting.

**Sample answer**

Many people say that recycling is very important if we want to keep our environment clean and reduce pollution. But is recycling really so effective?

There is no doubt that recycling is encouraged in many countries. And because of that it is much easier now to take waste plastic and paper, for example, to a recycling centre so that they can be made into other things. What is more, many schools now have their own recycling programmes. That way, students learn to recycle their waste such as plastic water bottles.

Besides this, recycling means that waste plastics and paper are disposed of safely and not left to create litter in our cities and countryside. Plastic waste in particular can be very harmful to wildlife, so recycling is useful as it protects them.

On the other hand, there are many other things we can do to improve our environment, such as reducing our car use, cutting down on how much energy we use, and generally being less wasteful. Although recycling is useful, I personally think these are just as effective. (179 words)

**Part 2 (review)**

**Task type:**

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

**Training**

**Lead-in**

Ask students whether they have ever read any reviews of anything. Where do we tend to find reviews? What can they be about? If they wanted to buy something, e.g. a new laptop or a mobile phone, or go to see something, e.g. a film or a concert, would they read a review of it first? Why / Why not?

- 1** Write the categories on the board first, then get students to suggest points they might want to talk about in a review of these things. Then compare with the list on the page and see which ones they didn't think of.

shop	music venue	film
prices	music	story
staff	musicians	actors
range of goods	sound quality	ending
service	location	music
location	atmosphere	atmosphere
atmosphere	prices	location
	instruments	sound quality

- 2** Ask students to go through the list of adjectives in pairs and make sure they understand them all before they decide which are positive or negative. If one of the pair doesn't know a word, the other should explain it by using an example in English, rather than offering a translation.

**Positive:**

- original
- fast-moving
- impressive
- fashionable
- dramatic
- helpful
- up-to-the-minute
- welcoming
- colourful
- friendly
- absorbing
- efficient
- good value for money

**Negative:**

- weird
- awful
- dull
- confusing
- limited

**Either** (depends on context, e.g. whether you enjoy scary movies):

- scary
- complex
- outrageous

- 3a/b** This is to help students structure their review. They should choose a topic from the list to talk about and then start making some notes. Remind them to look back at the points and the vocabulary in the exercises they have already done, and to ensure that they clearly include positive and negative opinions. They should also write a conclusion, which should include some kind of recommendation for other people their age. A superlative sentence is also useful when writing the conclusion.
- 4a/b** Remind students that they will need to make use of linking devices when making their points. Write the four sentence beginnings on the board, and elicit possible endings for them. You can also try swapping positive and negative linkers to give more practice in the answers.

**Possible answers**

- 1 they were very friendly to everyone in our group.
- 2 they were a bit limited in number.
- 3 the atmosphere there was fantastic.
- 4 the snacks in the coffee bar cost quite a lot.

- 5a/b** Ask students what it is they have to write about for this question, and then ask them to read Jodie's answer. In pairs, they should close the book and try to remember as much as they can of Jodie's answer. Can they also remember any examples of describing words or linking phrases? Then get them to look at the review again and underline examples.

My parents love classical music, so we sometimes go to concerts at City Hall near my home. The Hall is by the river, with a beautifully decorated ceiling, and massive glass lights shining like diamonds. At the concerts, there's an orchestra, and a conductor I always find absolutely fascinating. What's more, the audience always dresses up in amazing clothes, so it's a very colourful event.

However, my musical tastes have recently developed a bit and, although I still love classical music, I go to City Hall now to watch rock concerts – which are very different! No-one dresses up or sits in the lovely red velvet seats. Everyone dances and, because the hall is specially built for music, the sound quality is amazing. Besides that, there's a wonderful café that serves delicious food – which we often don't have time to eat, sadly!

On the other hand, the Hall does get very crowded during popular concerts, which I'm not keen on. But the atmosphere there is so amazing and welcoming that I know people of any age would just love to go there!

**Examples of:**

**opinions**

a conductor I always find absolutely fascinating.  
I still love classical music  
I'm not keen on ...

**describing words and phrases**

beautifully decorated massive amazing colourful wonderful  
delicious welcoming

**linking words and phrases**

so what's more however although because besides that  
on the other hand

**Extension**

Ask students to find some reviews of their favourite bands, films, music CDs and so on in English on the Internet. They should be written for teenagers ideally, as the language of reviews can be very difficult. Ask them to find a couple of reviews for the same film / music / book / computer game, etc. and see if the reviewers agree. And do they agree with what the reviewer is saying?

**Exam practice**

Ask the students to look at who their target reader is, and what it is they are writing about – favourite websites that help them learn. Ask them to check how many points they have to cover.

Give them a few minutes to write down brief notes for their review. Remind them to make use of the language they have covered in the exercises. Give them 30 minutes to write their answer and check their work. If they are comfortable with peer correction, ask them to swap answers at the end and see if there is anything they can suggest that might improve their partner's answer, together with any language that they think is really good. Alternatively, collect the work for correcting – but only underline the mistakes and don't put in the corrected form. Leave the students to see if they can work this out for themselves. However, you could introduce some abbreviations to help the students, e.g. *sp* for a spelling error, *gr* for

grammar. Students can find self-correction very difficult, and this can help to focus them. Also, if the class is not too big, you could photocopy their answers. Then in the next lesson ask them to edit their original version, and then present them with the one you have underlined. After an interval of a few days, students can often see errors more clearly than when they have just written something.

#### Sample answer

My teachers at school often give us homework to do that involves researching particular topics, either by using books in the school library or looking on the Internet. And whenever I need to research a particular subject, I always go to my favourite site – www.faktz.en. It's fantastic! I discovered it when I was browsing one day, trying to find some information about dinosaurs! So now it's the first one I turn to when I want to know more. It has some great images, and links to other useful sites, too, so I can always find what I'm looking for. What's more, it covers a huge range of subjects, so I don't think it will ever let me down! The only slight problem with it is that it's sometimes a bit slow when you want to move to another page on the site. But that certainly hasn't put me off, so I'd happily recommend it to anyone my age – especially someone like me who often needs help with their homework!  
(169 words)

### Part 2 (article)

#### Task type:

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

#### Training

**1a/b** Ask students to look at who they are writing *for* – an international teenage magazine, so their article doesn't need to be in formal language. They should try to make it as lively and engaging as they can. Then ask them to look through what their article must be about, and the questions in the announcement that they have to answer. How many points do they need to address? Ask students to start thinking about the people they might help in their daily lives, and what they do. Section b shows students how to start planning their article by asking them to make brief notes.

#### Possible answer

my teacher in class, after school

**2a/b** This exercise shows students how to add more detail to the notes they have made – to expand on their points. Once they have done this, they should have a good amount of material for their article. Ask them to work in pairs to add more ideas, and check as a whole class. Write examples of ideas on the board.

money	lending money to friends if they need it
being a good listener	listening when friends have problems
my teacher	– in class giving out books
	– after school tidying up in the classroom

**3** Now students have to answer the final question in the announcement – what they find difficult about helping other people. There are three examples given, but ask if they can come up with any more.

#### Possible answers

I need to do my homework instead  
I promised I'd go out with my friends.

**4** Ask them to read through Rosemarie's answer, and then cover it and go back to the original question. Can students remember what she said about each of the points?

Rosemarie has covered all the questions in the announcement.

**5** Ask students to look carefully at where these phrases are used in Rosemarie's answer, and the context in which they are used. Then get them to work individually on the exercise before comparing their answer in pairs, and finally checking as a whole class.

1 exactly the opposite	5 Personally speaking
2 get round to	6 I can't be bothered
3 in need of some help	7 I've no idea where
4 it goes without saying	8 better than it sounds

**6** Give students an example of a *which* sentence on the board, e.g. *The weather forecast said it will be sunny tomorrow, which ...* and elicit suggestions for the answer. Then ask them to look just at the sentences and cover the possible keys. In pairs they should come up with suggested solutions of their own before doing the matching task.

1 was annoying for her.
2 was really thoughtful of them.
3 meant it got soaking wet!
4 often happens in his village.
5 they found a bit scary.
6 he was very happy about.

### Exam practice

Ask students to look at where the announcement comes from, i.e. who their target readers will be.

Allow them time to look carefully through the announcement. What kind of people have they got to write about? How many points do they need to cover? Then ask the class for some examples of people they could write about and put them on the board, to get them started. Give them a few minutes' thinking time before they share their ideas with a partner. Advise them to make sure that if they choose a famous person they must be able to find enough to say to be able to write 140–190 words. Once they feel they have got enough to write about and they are ready to start, set a time limit of 30 minutes to write their article. Remind them to check their work before they submit it to you for correcting. When correcting, you might find it useful to highlight any repeated errors that you notice in students' work. This can also help them in the checking process as they then have something specific to check for.

#### Sample answer

Young people like me often like to find someone who they think provides them with a good example of how to live their lives – the way they dress, the things they do, and even the decisions they take. Personally speaking, I'd say the person who has been the best example for me, and has acted as a great role model, has been my father. He's always been there for me when I've needed him, and never made me feel bad about things I've done or mistakes I've made, even if he thought they weren't always the best things to do. And if ever I've been in trouble and in need of some help, he's always been ready to help me out. He does lots of youth work in our village, and also runs the local teenagers' cricket team. He's completely dedicated, and goes every week even when he's tired. I've no idea where he gets his energy from sometimes. So it goes without saying that all the team have a great deal of respect for him. I think all young people need someone like him to be their role model.  
(190 words)

## Test 2 Listening

### Part 1

#### Task type:

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

#### Training

- There are eight short recordings.
- You listen to each recording twice.
- The questions are multiple-choice with three options. The question can be either a full question, or a sentence completion.

**1a–c** Encourage students to look at the question. Ask students *Whose feelings do they need to focus on – the boy's or the girl's?* Get students to read through the dialogue in pairs and briefly summarise what they've understood. Then ask some comprehension-testing questions, e.g. *Where are they planning to go on their trip?; What do they want to do there?; Who else is going, apart from the boy and girl, do you think?; What does the boy think the place will be like? Why?; How does he respond to the girl's suggestion of swimming?*

Correct answer: C

#### Extension

Ask students to discuss in pairs any visits they've made to local sports centres and/or skate parks. How did they feel about their trips? Then get one person in the pair to summarise what their partner told them and then say what their partner's feelings were. Were they: *satisfied? disappointed? glad they went? thrilled? exhausted afterwards? excited?* Write up some possible adjectives and expressions on the board for students to use.

**2a/b** This time, the students can't see the audioscript, so they should listen carefully. Ask them to focus first on the context-setting sentence. What will the dialogue be about? Have any students in the class climbed trees? What do you need to be careful of when climbing? Encourage them to look at the options while they listen, and identify which one is the answer. *What sort of sentences are these?* Answer: *Imperatives*. So what would you be doing if you used this type of sentence to tell someone something? Elicit answers as to the possible question from around the class. Discuss the fact that the question asks students to focus on what both speakers would say. What do they agree is important when climbing trees?

Correct answer: C

#### Extension

It's useful for students to listen to all kinds of short conversations and then identify what's happening – who's speaking, what they're talking about, their attitudes and opinions, and whether they agree. Students need to learn to understand not just what is stated in a conversation, but what is implied or indirectly stated too. Small snippets of native-speaker English such as from a radio or TV, or from course book recordings, can all help students tune in quickly to conversations.

### Exam practice

Encourage students to read carefully through the questions and options as they are waiting for the recording to begin. It's essential to make the best possible use of this time.

To begin, you could work through a couple of the tasks and then check them before moving on to play the other six without stopping. This helps you to make sure students know what they have to do before you work through all of the tasks.

To give extra support, you could read through the questions and options with the students first, and discuss briefly what they can expect to hear, particularly if they haven't done this kind of exam task before. Remind them that the *Advice* section can give a little extra help if they need it.

Ask students to compare answers in pairs and then check as a class. Can students say why they chose the answers they did? If any proved particularly difficult, be prepared to read out relevant sections of the audioscript.

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

### Part 2

#### Task type:

Complete 10 sentences with information heard on the recording.

#### Training

- You will hear one person in this part of the test.
- You usually write between one and three words to complete each gap.

**1** The aim of this exercise is to help students tune in to the topic they are going to hear about, and think about the kind of information they might expect to hear. Ask students to talk in pairs or groups about the different trips they have had to any of these places. Before they begin, ask them to think about likely vocabulary they might need when talking about these topics, and put these on the board to help them.

#### Extension

Students could follow up their discussion about trips to different places by writing a short piece for homework about a trip they have been on.

**2a/b** Before students listen to the recording, get them to think about the word that might fit and consider the context. The recording is about a theme park, and the sentence is talking about a *ride*. How many different words do they know for rides at a theme park? (E.g. roundabout, big wheel, rollercoaster, big dipper, waltzer, slide, swing, boats.) Then ask students to listen and compare their answers in pairs.

Correct answer: (massive) roundabout  
Harry wasn't keen to go on the roundabout as it was going at great speed, which he didn't like. The section also mentions a *big wheel*, which he **was** keen to go on, and he persuaded his brother to join him. From there, they saw their parents on the *swings*.

**3a/b** Point out that students are listening for the name of some type of flavoured drink. Ask them to think about what the word could be – apple, orange, lemon? Encourage students to get into the habit of speculating on missing words on the gaps in Part 2. Then ask students to answer the question in pairs, and explain why the other flavours they heard were wrong.

pineapple

The recording includes the words *orange* and *strawberry*, both of which would fit the gap. But it was Harry's brother that wanted orange, and Harry's dad brought Harry a strawberry flavoured drink – although Harry had hoped for pineapple.

**4a/b** This is aimed at raising students' awareness of the importance of correct spelling in Part 2. This exercise practises ten common spelling mistakes, but students should be encouraged to monitor and record their own mistakes.

1 newspaper 2 exhibition 3 museum 4 library 5 journey  
6 clothes 7 accommodation 8 environment 9 mountains  
10 Wednesday

### Extension

Encourage students to get their own notebook, divide it up into a few pages for each letter of the alphabet and then use it as a place to record spellings. Students can then keep these to practise – encourage them to work on their spellings if, for example, they have finished their work ahead of other students and have nothing to do. The notebook is also useful when students are producing a piece of writing in class and ask you for spellings. These can be recorded in the notebook, as can any words that a student consistently spells wrongly.

### Exam practice

Ask students to look at the rubric and title: Who is talking? What about? Where did she go? What did she do there? What does *dog-sledding* mean, do you think? Take a few minutes to read through the sentences with the students. Encourage them to talk in pairs about what they think the words might be, and then see if they were right once they've listened and checked with the recording. Encourage students to pay particular attention to sentences where they are asked about the speaker's feelings, e.g. Karen was *grateful*, *alarmed* (*positive or negative?*), *disappointed* (*positive or negative?*). Remind students to make use of the *Advice* section at the end.

9 ski resort 10 valley 11 sociable 12 safety lesson  
13 15 / fifteen 14 frozen lake 15 stand (up) 16 wolves  
17 winter boots 18 ice sculptures

### Extension

**CLIL** The dogs in the text are called huskies. Ask students to find out more about them. *Where do they live?; What do they look like?; What do they do?; Why are they so good at pulling sleds?; And are the sleds and huskies only used by tourists, or are they used for work purposes, too?; If so, where? What sort of work?* Ask students to bring in a few pictures of huskies and sleds. Huskies are also kept as pets in some countries. Have the students ever seen one in their country? They are quite demanding to keep as pets. Get students to think about why this might be.

### Part 3

**Task type:**  
Multiple-matching.  
Five questions which require the selection of the correct answer from a list of eight.

### Training

- You listen to five short extracts in Part 3.
- You have to choose from eight options.

1 This is aimed at getting students to look carefully at the list of options they will be presented with in Part 3. Students will find it helpful if they are familiar with the options before the recording starts, and have had the chance to think carefully about any options they are not entirely certain about. Ask students to talk in pairs about what they understand by each of the options A–H. The common theme is a party; ask them to talk about each option in turn and think of examples, perhaps from their own experience, for example:

*What kind of clothes might you wear to a fancy dress party?  
What might the wrong kind of clothes be, e.g. at a smart party?  
Why might you turn up too late at a party? How would you feel?  
Who might you meet at a party? An old friend? A new friend?  
What's an embarrassing thing you might do at a party? Forget someone's name? Fall over?  
Why might you be saying goodbye to someone at a party? A teacher? A student who is moving to another town or country?  
How would you feel?  
How might you end up at the wrong party?  
What might you be given at a party? A present? Special food or drink?*

To avoid the activity going on for too long, give a couple of options to each pair, and then ask for a few ideas at the end of the discussion.

**2a/b** Ask students to read through the text in pairs and then summarise what the speaker said. They should identify the answer and then close their books and listen to the recording. Ask them to listen carefully to any of the other options that also seem to be suggested in the recording, as this will help them prepare for the exam. Parts of each recording may seem to be referring to other options, but students have to decide which one is a complete match.

D '... ran into a person ... best mates ever since!  
Students might consider Option A and B, as clothes are mentioned – *an expensive dress*. Option H might also seem attractive – *the family were giving out drinks*.

**3a/b** Students now have to rely only on the recording to find the answer. They might find it useful to note down any key words or phrases that give them clues. Ask them to compare their answer, and also any other options that they considered and then rejected. Then ask students to summarise in pairs what the speaker said. You could read sections of the audioscript aloud for the class at the end, to confirm answers, and help with any sections that they didn't catch.

Correct answer: G  
1 ... didn't know anyone there at all ... our party was actually in another room next door'  
2 Students might also consider Option C – they were in a rush, and Option A – *Everyone was in fancy dress, including us*

4 This provides a bit more practice for the students in identifying what the speaker is talking about. The student's partner should try to guess which option the student is talking about.

### Extension

For homework, the students could write a short story about their experience of one of the situations in the options. They can use what they discussed in Exercise 1 in their story. Ask them to write down a few short notes before they forget what they discussed.

### Exam practice

Give students a few moments to look at the rubric, and then ask them: *Who is going to be talking?* and *What are they going to be talking about?* Ask a few people in the class to talk briefly about their experiences of surprise parties. Are these parties always successful? If this is the first time the class has tried this type of listening task stop the recording after each speaker and give the students time to consider the options. You can also ask them to discuss their answers in pairs, and then give them the answer after each speaker instead of right at the end. This helps to familiarise them with the task type. Remind them that there are three options they won't use. Encourage students to refer to the *Advice* section for extra help.

19 D 20 C 21 F 22 G 23 A

### Extension

**CLIL** Ask students to do some research on the topic of fancy dress for parties and carnivals, e.g. the carnivals in Rio and Venice, or special festivals and parties in the students' home countries, when it's traditional to dress up in costumes. Ask them to find photos of people wearing costumes. Students could also draw pictures, make masks and take photos to make a wall display. The artwork could be accompanied by short explanatory texts written by the students.

### Part 4

**Task type:**  
Multiple-choice.  
There are seven 3-option multiple-choice questions.

### Training

- There are two speakers in Part 4.
  - You have to answer seven multiple-choice questions, each with three options. They are either whole questions or sentences to complete.
- 1 In Part 4, the options may focus on identifying how the speaker feels, so students may come across the kinds of verbs given in the exercise. Check with students that they understand the meanings of these verbs, and then ask them to do the exercise in pairs, and check the answers around the class.

**Possible answers**

1 encourage / persuade	5 praise / approve / encourage
2 advise / warn	6 intend / describe / claim / insist
3 criticise / advise	7 advise
4 prefer	8 plan / intend

### Extension

Once students have finished the exercise, ask them to close their books. Write the verbs on the board and then ask students to work in pairs. One student should give an example of the verb, similar to the type of examples given in the exercise, and the other student in the pair should guess the verb. Write up the first sentence from the exercise as an example if students are still unsure what to do.

**2a/b** This section prepares students to answer a multiple-choice listening task. Ask students to read the question and the options before they begin listening. Are there any students in the class who are interested in photography? Is it a difficult or an easy hobby to take up? Is there anything they have found *discouraging* about it? Would they say they have a natural

*talent* for it? Ask students to close their books and just listen to the recording. Ask them to summarise what Dan said about his experience of doing photography. They might find it useful to note down key words and expressions. Then ask them to look at the audioscript, and the letters that show where each option came from. Ask them to try and explain why B and C are wrong.

Correct answer: A  
B is wrong. He didn't think his brother was better, as he hadn't done much photography either. But Dan accepted that his brother's criticism was correct and he was just trying to help. Dan feared his brother was better than him. C is wrong – it wasn't that he thought he had no talent. His mother thought his work was great, and he also thought his own work wasn't too bad. In fact he later went back to it when his school began photography classes.

### Exam practice

Ask students to look at the rubric, and then ask them: *Who is the interview with?; What is his hobby?; What does pottery mean?; How do you make pottery?; What do you need to make it?* (The material that is commonly used is called clay). Then get students to look at the first question and the options. If students are not very experienced at this type of exercise, try doing the first two questions, then stopping and checking the answers after each one, before going through the rest of the task without stopping. Encourage students to use the *Advice* section for extra help.

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

### Extension

Ask students to talk about any hobbies they have involving arts and crafts, such as painting, drawing, pottery, photography, film-making, knitting, sewing or printmaking. Students could be encouraged to bring in a piece of their work and give the class, or a small group, a short presentation on it.

### Extension

**CLIL** Get students to find out a bit more about pottery. What does a potter's wheel look like? Is there anywhere in the school that they could try one? And what is a *coiled* pot? Ask students to find out, or even make one. Are there any particular types of pottery that are very traditional in their home countries, or even their home area? Ask them to find photos. The local museum might even have a display of pots that have been found in their area and date back thousands of years. What type of shapes were they? What patterns did they use to decorate them? What might people have eaten out of them?

## Test 2

### Speaking

#### Part 1

**Task type:**  
A conversation between one examiner and each candidate. In Part 1, candidates are asked questions on a variety of topics related to their everyday life. They are not asked for their opinions on these topics, because that happens in Part 4 of the Speaking Test. Candidates are assessed on their performance throughout the 14-minute test.

## Training

- The questions are about everyday life.
- You speak to the examiner / interlocutor.

1 Remind students that the Speaking Test is taken in pairs, but if there is an odd number of candidates, at the end of the session, there will be one group of three. Students cannot choose to be in a group of three. Students answer the questions in pairs, and then go through the answers with the whole class.

For a group of three taking the test, then  
Part 1 lasts 3 minutes instead of 2 minutes  
Part 2 lasts 6 minutes instead of 4 minutes  
Part 3 lasts 5 minutes instead of 4 minutes  
Part 4 lasts 6 minutes instead of 4 minutes.  
So the test lasts 20 minutes instead of 14 minutes.

The students should look at the questions and decide on the answers in pairs. Don't give them the answers to questions 1 or 2 at this stage, because they will be able to check their answers in the next exercise.

1 two 2 different 3 don't see

- 2 Tell the students that they don't see the questions in Part 1. Ask them to time the recording, and listen to hear whether the students are asked the same questions or different ones. Check the answers with the whole class.
- 3 Before they listen again, ask the students what the topic was. Then ask them which of the expressions they think they heard in the recording. Play the recording again.
- 1 The topic was school.  
2 Students should tick the following words and expressions:

a so; also; as well as; and  
b like; such as  
d I'm sorry, I didn't quite catch that

## Exam practice

- 1 Students ask each other and answer these questions in pairs. Monitor students while they are doing the task, and make a note of good answers and suggestions for improvements. Then discuss these with the whole class. Pairs of students could model good examples of replies to each question in front of the whole class.
- 2 Tell students they are now going to hear some different Part 1 questions. Put the students into small groups and ask them to listen to each question, then pause the recording. One student in each group answers the question, while the others listen and make notes of good language or suggestions for improvements. Every student should have the chance to answer a question. Discuss possible answers with the whole class at the end.

## Part 2

### Task type:

An individual 1-minute 'long turn' for each candidate, with a brief response from the second candidate lasting about 30 seconds. Candidates are assessed on their performance throughout the 14-minute test.

## Training

- You talk about two pictures.
- You have to compare the pictures and give your opinion in reply to a question about the pictures.
- You talk about and answer questions about your own set of pictures, but you also answer a quick question about your partner's pictures after your partner has finished talking about them.

Remind students that they have to *compare* the two photographs, i.e. talk about the similarities and differences between the two, and NOT describe the photographs in detail. They also have to answer the question they will see above the two pictures.

1 Students complete the exercise in pairs, and use the Useful language in Test 1 on page 57 if they need to.

1 both 2 Both 3 first 4 second 5 whereas / whilst

2 Students fill the gaps in the sentences with a partner, using the Useful language in Test 1 on page 57 if they need to.

### Possible answers

1 seems to / appears to 2 looks 3 seems to 4 Maybe / Perhaps  
5 like 6 impression / feeling

3 Remind students that the 'listening' candidate will be asked a short follow-up question after the candidate with the 'long turn' has finished talking about their two pictures. This question will be about one or both of the same pictures, and they will have about 30 seconds to answer the follow-up question. Students complete the sentences and check the answers with their partner.

1 it would be 2 I'd / I would 3 so

4/5 Look at the example with the whole class. Students then do the rest of the exercise in pairs. Tell students to listen to the recording to hear whether the sentences they wrote were correct. Check the answers with the whole class. Then play the recording again as they read the audioscript on page 189.

1 It's sunny in both (the) pictures.  
2 The girl in the second picture looks as if she's feeling very happy.  
3 I have the impression (that) the boy is / 's enjoying the book he's reading.  
4 The girl's doing something thrilling, whereas the boy's just relaxing.  
5 In my opinion, it would be more enjoyable to read on the beach, because I don't like sport very much.

## Exam practice

Candidates do the exam practice in pairs or groups of three.

## Part 3

### Task type:

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

## Training

- You speak to your partner.
- Part 3 lasts about 4 minutes.
- You see a question and five prompts in the booklet, but you **don't** see the summary question that the examiner asks you after you have discussed the question and prompts for about two minutes.

1 Remind the candidates that the stimuli are all written prompts in this part. There are no photos or pictures. Tell students they can use the words in the prompts when they are speaking, but they will get extra marks for using their own words where possible. Also remind them that they don't need to discuss every single idea. Students listen to the recording and number the prompts according to the order in which they hear them, and then compare their answers with a partner. When checking the answers with the whole class, you could ask students which words or phrases helped them decide which idea was being discussed.

1 school subjects  
2 the best clothes to buy  
3 how to cook  
4 how to behave well  
Not discussed: the latest technology

2 Students need to practise working together to keep the conversation going. They shouldn't rush and only discuss the ideas in the prompts superficially. Instead, they should address each prompt together, listening to each other and agreeing and disagreeing politely with each other to move the conversation forward. Students listen to the recording again and tick the expressions they hear.

### Students should tick the following:

What do you think about...? \_  
What about this idea here? \_  
This suggestion looks good, doesn't it?

3 Students listen to the next part of the discussion in Part 3, in which the candidates are asked to make a decision. Students check their answers with a partner. Remind them that they don't lose marks if they don't actually reach a decision.

1 Which two things would be most useful to learn from older people?  
2 They don't make a final decision: they agree on one thing, but not two.

4 Students listen again and note down the expressions.

1 That's true  
2 Yes, but ... ; I know what you mean, but ... ; Hm, maybe

## Exam practice

Go through the tips on the page with the whole class, and then students do the task in pairs or groups of three.

## Part 4

### Task type:

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

## Training

- No, you don't see the questions in part 4.
- You may be asked some of the same questions as your partner, but not necessarily.

It is not easy for teens to keep a conversation going but, as interactive communication is well rewarded in the exam – it is worth 25% of the marks given, students should be encouraged to interact with their partner, for example by involving them when initiating the discussion, e.g. *Shall I start?* and also by responding when their partner addresses them.

1 In pairs, students try to predict two or three questions the examiner may ask them, related to the topic of the Part 3 task. Possible ideas: *how older people and younger people get on together; whether they should spend more time together; whether older people can learn things from younger people.*

1 Do you think young people spend enough time talking to older people?  
2 Can young and old people enjoy activities together?  
3 Is it a good idea for several generations in a family to live together?

2 Students listen to the recording and write down the three questions the examiner asks. N.B: usually the questions in Part 4 start off very close to the topic in Part 3, and have a more personal focus, then they widen out. Here, they move from younger and older people talking together, and then the questions deal with wider issues, such as whether it is a good idea for different generations to live together.

## Extension

Ask the students to ask and answer in pairs the questions they have just written down. Remind them to give reasons for their answers.

## Exam practice

Students do the exam task in groups of three, with one student acting as the examiner. Monitor the students while they are doing the task, and when they have finished, ask a group who have done the task particularly well to ask and answer the questions in front of the whole class.