Reading Multiple-choice notices and messages (Unit 14, Unit 17)

UNDERSTANDING THE TASK

- You will read five short texts, such as notes, messages, signs, postcards, emails or labels.
- You need to read the text and then choose the answer which matches it.

TIPS FOR SUCCESS

Read each text and think carefully about its meaning and purpose. What kind of text is it? Who has written the text? Who will read it?

1 Look at the example (0). What kind of text is this? Who are Jenny and Max?

0

Jenny
I hope you haven't forgotten about our tennis match? I'll see you at the courts just before 3 pm, like we said. Don't forget your racket this time!
Max

Why has Max sent this message?

A to ask Jenny to bring sports equipment for him
B to make a new arrangement with Jenny
C to remind Jenny about their plans

2 Now, for each question, choose the correct answer.

1

SALE ENDS FRIDAY
All boots half price
10% off other goods (except designer bags)

A The shop is offering discounts for a limited period.
B Everything in the shop will be reduced in price until Friday.
C Customers buying designer bags this week will pay less.

2

PHOTO COMPETITION

Subject: families

Email your entries to the school secretary. There will be a prize for each year group!

A Only one student will be the winner.
B Email the secretary to find out how to enter.
C Take photos only on a single topic.

3

To: Mark **From:** Anna

As you've finished your geography homework, could I borrow your textbook overnight? Mine's gone! I can pick it up now, if you're at home. I'll return it tomorrow.

A Anna is asking Mark to return her textbook by tomorrow.
B Anna is suggesting that they do their homework together.
C Anna is checking to see if Mark will lend his textbook to her.

4

Hi Pippa!

I'm having a great time in the Alps. I've been snowboarding for the first time. I doubted it would be more exciting than skiing, like you said – but you were right!

See you soon!

Kaz

A Kaz prefers skiing to snowboarding.
B Kaz didn't expect snowboarding to be so good.
C Kaz hasn't tried snowboarding yet.

5

Tom – the delivery man's coming at 11 to pick this parcel up. It's a dress I ordered online. I'm sending it back. You might have to sign something to say it's been collected.

Thanks, Mum

Tom's mum is asking him to

A order a dress for her.
B collect a dress for her.
C give a dress to someone.

LANGUAGE SKILLS

Reading Multiple choice (Unit 13)

1 Read the text quickly for general meaning. Does the writer enjoy backpacking?

UNDERSTANDING THE TASK

- You will read a text followed by five multiple-choice questions.
- You need to read the text and then choose the correct answer to each question.

TIPS FOR SUCCESS

Read the questions and text. Underline the part of the text which gives you the answer. Then check that the other three options are definitely wrong.

TRAVELLING WITH A BACKPACK

BY ANDY ROBINSON

Why is it that the people you meet when backpacking seem to be more interesting and easygoing than your friends at home? That's my experience, anyway. Occasionally you may be unlucky and be put in a hostel room with someone you have nothing in common with. More often than not, though, you'll meet people that are fun to visit the local sights with and **worth getting to know**. I've spent time with people of many nationalities and **have found out some fascinating things about their cultures. It's a great way to learn more about the world**.

It's generally easy to make new friends while you're travelling, and you'll be able to hang around with them for a few days, until one of you leaves for the next exciting destination. Relationships of this kind are shorter but can be just as strong as friendships

back home, because you do so much together in that short time. I often find I'm willing to admit things about myself that I'd never say to my close friends, safe in the knowledge that we probably won't meet again, except online.

One thing that's important when you're backpacking is to make sure you carry only essential items, so your backpack isn't too heavy. This took me a few attempts on different occasions, but I think I've finally got it right, and I travel 'light' these days. One good tip someone gave me is to take old clothes and just get rid of them when you move on, instead of washing and waiting for things to dry. Many hostels have shampoo and shower gel – you can get mini bottles in supermarkets, but I'd say don't bother. Choose a size of backpack that suits you, but do make sure it's waterproof.

I've discovered that many backpackers visit little places other tourists ignore, and by using local facilities, such as shops and guest houses, they provide those places with much-needed financial support. Most hostels or smaller accommodations allow you to stay for unlimited periods of time, which means you can take as long as you like exploring the local area. Backpackers are also kinder to the environment, because they use trains and buses rather than cars. So, what are you waiting for?!



2 **Read the first paragraph of the text and then look at the multiple-choice question below. The highlighted parts in the text show you where the answer comes from. Choose the correct option. Why are the other options wrong?**

1 What does Andy Robinson say about the people he meets backpacking?

A They generally come from particular countries.
B He finds it difficult to share accommodation with them.
C They often know more about the sights than him.
D He learns interesting things by talking to them.

3 **Now for each question, choose the correct answer.**

2 According to Andy, friendships made with other backpackers

A are less serious than those with his friends at home.
B never last beyond the short time they spend together.
C allow him to talk about himself in an honest way.
D help him to decide where he would like to travel to in the future.

3 What advice does Andy give about travelling with a backpack?

A Carry things you can throw away when you've finished with them.
B Make sure you practise packing it before you go away.
C It doesn't matter what kind of backpack you have.
D Buy small bottles to carry any liquids in.

4 In the final paragraph, Andy suggests that

A backpacking can make it harder to access certain places.

B backpackers help to support less well-known locations.

C backpacking can be a disadvantage on some forms of transport.

D backpackers are not welcome in some types of accommodation.

5 Which text message would Andy send to a friend?

A

> Why don't you fly out to visit me and we'll stay in a luxury hotel in one of the big resorts on the coast. I stay in them all the time.

B

> I'm glad I filled up my backpack – I've got everything I need, though it isn't easy carrying it around as I can hardly lift it!

C

> I've met some great people. Tomorrow we're going by boat to an ancient village in the mountains together.

D

> I'm leaving here tomorrow and then a few of us will hire a car and drive along the coast.

Reading Open cloze (Unit 15, Unit 18, Reviews 1–5)

UNDERSTANDING THE TASK

- You will read a short text with six words missing.
- You need to read the text and then decide what word best fits each gap.

TIPS FOR SUCCESS

Read the whole text first for meaning. Then look at each gap and read the sentence containing it very carefully. Think about what part of speech is needed (e.g. preposition, article, pronoun) and write the best word. When you have finished, read the whole text again and make sure the word you've chosen is correct.

1 **Read the text about the Northern Lights quickly. What are they?**

2 **Look at question 1. Why is 'the' the correct answer?**

3 **Now for each question, write the correct answer. Write one word for each gap.**

THE Northern Lights

People who live north of the equator, might be lucky enough to see the Northern Lights. These natural 'lights', which appear in some northern areas of [1] *the* Earth, often appear as wide green or red lines across the sky. But how [2] ____ they created?

When tiny particles escape from the Sun and meet solar winds, a [3]____ of these particles mix with gases which surround the Earth. This produces an interesting light show in the sky.
You are more likely to see the northern lights [4]____ you live in a northern country like Iceland or Canada. However, during times of increased solar activity, [5]____ is sometimes possible to see the lights in countries further south, though the colours may not be [6]____ bright as they are in the north.

Writing An email (Unit 15, Unit 19)

UNDERSTANDING THE TASK

- You will read an email which you should reply to.
- The email has some notes which you should use to write your reply.
- You need to write about 100 words.

TIPS FOR SUCCESS

Read the email carefully and think about how you could use the notes. Write your reply, making sure you use all of the notes. When you have finished, check your spelling, punctuation and grammar carefully.

1 Read the email and the notes.
Match the sentences below to each note in blue.

1 Indian food's my favourite but I like Italian and Japanese food, too.
2 We usually go to one called Resort, which does ice creams and milkshakes.
3 The café you went to sounds really good.
4 Why don't you have a barbecue? Everyone loves burgers!

2 Now read the instructions and complete the task.

Question 1
You must answer this question. Write your answer in about 100 words.
Read this email from your English-speaking friend, Sam, and the notes made.

To: **From:** Sam

Hi,

We went to a really cool café in town recently. We had some lovely fresh juice and sandwiches. ⟶

You said you sometimes go to cafés with your friends, too. Where do you go? ⟶ *Tell Sam*

I really like Indian food. What kind of food do you like best? ⟶ *Say what*

I'm having a party at the weekend. What kind of food should I make? ⟶ *Suggest …*

See you soon!
Sam

Write your email to Sam, using all the notes.

Listening Multiple-choice conversations (Unit 16)

UNDERSTANDING THE TASK

- You will hear six conversations.
- There is one question for each recording and three options to choose from.
- You need to listen and choose the option which answers the question.
- You will hear each recording twice.

TIPS FOR SUCCESS

Look at the options carefully as you listen. Choose the option which answers the question. Remember that you may not hear the same words that you read on the page.

1 **Look at question 1 below. Who will you hear? What will he talk about? What do you need to listen for?**

84 **2** **What other words or phrases might you hear which mean the same as stressed, confident and worried? Listen and check.**

85 **3** **Now read the instructions and complete the task.**

For each question, choose the correct answer.

1 You will hear a boy telling his friend about a cooking course. How did he feel before he started the course?

A stressed about arriving on time
B confident in his cooking skills
C worried about meeting new people

2 You will hear two friends talking about a trip to the mountains. What did the girl enjoy most about it?

A relaxing at the end of each day
B learning a new activity
C winning a competition

3 You will hear two friends talking about a film they're making. What do they say about it?

A They may not finish it on time.
B They are pleased to have learned so much.
C They will be satisfied with the end result.

4 You will hear a girl telling a friend about her father's job. The girl thinks that the buildings her father usually designs

A are very expensive to produce.
B are not very attractive.
C are not very quick to create.

5 You will hear two friends talking about writing blogs. They agree that it is

A a good way to offer their opinions.
B harder to do than many people realise.
C enjoyable to receive comments on their blogs.

6 You will hear a boy telling a friend about a journey he's going to make. How does the boy feel about it?

A excited about flying for the first time
B curious about who he will meet on it
C surprised by how long the journey is

Listening Multiple-choice interview (Unit 18)

1 **Read the questions below. Underline the key words in each one.**

88 **2** **Now, for each question, choose the correct answer.**

You will hear an interview with a girl called Ruth Leyton, who plays tennis.

1 Who suggested that Ruth should try playing tennis?
A one of her parents
B her brother
C a coach

2 Before she was 11, Ruth
A attended training at the National Centre.
B did well in several tennis competitions.
C had tennis lessons with a friend.

3 When she started serious tennis training, Ruth
A was sorry to have less free time.
B found the lessons very challenging.
C often felt too tired to do her homework.

4 When she entered her first big competition, Ruth
A was disappointed not to win.
B watched what other players did.
C thought about giving tennis up.

UNDERSTANDING THE TASK

Listening

- You will hear an interview.
- There are six multiple-choice questions which you need to answer.
- You will hear the recording twice.

TIPS FOR SUCCESS

Read the questions before the recording starts. Underline key words in the questions. This will help you to remember what you're listening for.

5 How did Ruth feel about missing an international competition?

A upset that she had an injury
B worried that she may not compete again
C sad that she wouldn't get to see a new country

6 What would Ruth like to do in the future?

A appear on TV
B teach tennis to young people
C become the best player in the world

Speaking Describing a photo (Unit 16)

UNDERSTANDING THE TASK

- The teacher will give you a photo to talk about.
- You need to look at the photo carefully and describe what you can see.
- Your partner will be given a different photo to talk about. You do not need to talk to your partner.

TIPS FOR SUCCESS

Make sure you say as much about the photo as you can: What are the people doing? Where are they? What's the weather like? What objects can you see? If you can't remember the word for something, try to describe it in a different way. Keep talking until the teacher asks you to stop, but do not talk about anything which is not in the photo.

1 **Look at the photos. What does each one show?**





2 **Work in groups of three. One student is the teacher and the other two students are Student A and Student B. The teacher reads the script, while Student A and B answer the questions. Then change roles until everyone has had a turn at being the teacher, Student A and Student B.**

Duration 2-3 minutes

1A **People eating together**

Teacher Now I'd like each of you to talk on your own about something. I'm going to give each of you a photograph and I'd like you to talk about it.
A, here is your photograph. It shows people eating together.
B, you just listen.
A, please tell us what you can see in the photo.

Student A_____

Back-up prompts

- Talk about the people / person
- Talk about the place
- Talk about other things in the photograph

Teacher **Thank you.**

1B **People doing sport**

Teacher **B**, here is your photo. It shows people doing sport.
A, you just listen.
B, please tell us what you can see in the photo.

Student B

Back-up prompts

- Talk about the people / person
- Talk about the place
- Talk about other things in the photograph

Teacher **Thank you.**

Speaking Discussing options (Unit 14, Unit 20)

UNDERSTANDING THE TASK

- The teacher will describe a situation to talk about with your partner.
- You will be given some pictures to look at and asked to discuss them together.
- You need to try to reach an agreement with your partner.

TIPS FOR SUCCESS

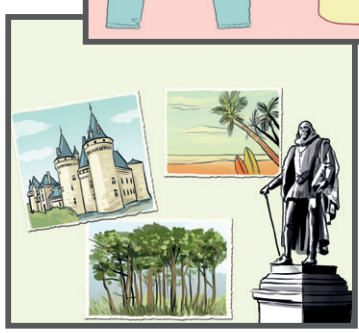
Listen carefully to the situation and look at the pictures. Discuss the pictures and situation with your partner. Make sure you give your partner time to speak and encourage him / her to speak if he / she is quiet.

1 Look at the pictures. What can you see in each one?









2 **Work in groups of three. One student is the teacher and the other two students are Student A and Student B. The teacher reads the script, while Student A and B answer the questions. Then change roles until everyone has had a turn at being the teacher, Student A and Student B.**

Teacher Now, in this part of the test, you're going to talk about something together for about two minutes. I'm going to describe a situation to you.
A teenager is writing to a new penfriend and is deciding what to write about.
Here are some topics the teenager could write about.
Talk together about the different topics the teenager could write about in the first email, and then decide which would be most interesting for the penfriend to read about.
All right? Now, talk together.

Students _____

Teacher **Thank you.**

LANGUAGE SKILLS WITH A TEACHER

Speaking Discussing a topic (Unit 18, Unit 20)

UNDERSTANDING THE TASK

The teacher will ask questions related to the topic.

- The teacher will ask questions either to individual students or to both students.
- You need to answer the questions as fully as possible.

TIPS FOR SUCCESS

Listen carefully to the questions and say as much as you can. You may need to explain your answers. If a question is directed at you and your partner, make sure you give your partner a chance to speak. Don't be afraid to ask the teacher to repeat a question.

1 **Read the questions in the box on page 21. What is the general theme of the questions?**

2 **Work in groups of three. One student is the teacher and the other two students are Student A and Student B. The teacher reads the script, while Student A and B answer the questions. Then change roles until everyone has had a turn at being the teacher, Student A and Student B.**

Teacher

- Have you got a penfriend in another country? (What do you write to him / her about?)
- Do you like writing and receiving emails? (Why?)
- How do you usually communicate with friends?
- Which do you prefer: or texting? (Why?)
- What kind of information do you share with other people through phone calls or emails?

Back-up prompts

- How / What about you?
- Do you agree?
- What do you think?

Thank you. That is the end of the task.