

1.1 LISTENING Part 1

1  Complete the sentences. Give reasons for your answers.

- 1 A place where I often spend time is ... because
- 2 A place which means a lot to me is ... because
- 3 A place which has had a big impact on me is ... because

2 Read the Test skill box. Then read the Listening Part 1 question below. What is the context and topic of the conversation? What do the pictures show?

A girl is talking to a friend about the city. What place is significant to her?



Test skill

Predicting

When we listen, we naturally predict what a speaker might say. In Listening Part 1 (and all parts of the Listening module), it is helpful to predict information before you listen. This can make it easier to understand what you hear.

First, read the situation and question to identify the context and topic. Then use the pictures to predict words or phrases you might hear.

3 Look at the pictures in exercise 2 again. Which of these words and phrases do you think you might hear? Why? Can you predict more vocabulary?

academic barbecue cyclist ducks fee feed peaceful sandy skate tidy up trees

4  01 Listen and answer the question in exercise 2. Choose the correct picture.

5  01 Listen again. Which words in exercise 3 did you predict correctly?

6 Read the Test tip box. Then do the Test practice task.

Test tip

In Listening Part 1, you will hear five short monologues or dialogues. There is a multiple-choice question with three picture options for each one.

Before you listen, focus on understanding the context, looking at the pictures and making predictions. The recording starts straight away, so you will need to do this quickly, while the situation and question are being read aloud.

You will hear each recording twice in all parts of the Listening module.





Test practice

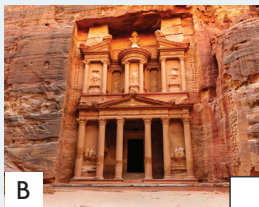
Listening Part 1: Picture options

02 Listen and choose the correct picture (A, B, or C).

- 1 A brother and sister are talking about a day trip. Where does the boy want to go?



- 2 A teacher is talking about historical sites. Which does she say remains a mystery?



- 3 A girl is talking to a friend about her interests. Which one is she currently enjoying the most?



- 4 Two friends are talking about their evening plans. Where do they agree to meet?



- 5 Two cousins are talking about a family event. Why is the boy unable to attend?



- 7 Look at question 1 in the Test practice task. Which place would you prefer to go to? Why?

Grammar

Present tenses

- 8 03 Choose the correct verb forms. Then listen and check.

- The one where they're **constructing** / **construct** a new skate park?
- We **never try** / **'ve never tried** one of those interactive art exhibitions.
- I've **been working** / **'m working** on it for weeks.
- You **don't usually miss** / **you're not usually missing** family gatherings.
- I've **been recovering** / **'ve recovered** from it now.

- 9 Match the correct verb forms in exercise 8 to the functions and tenses (A–E).

- A A regular activity or habit (**present simple**)
- B An action in progress now or a temporary situation (**present continuous**)
- C Experience or lack of experience (**present perfect**)
- D A recent past action or situation which affects the present (**present perfect**)
- E A present situation which started in the past, where the focus is on the length of time (**present perfect continuous**)

- 10 Complete the sentences with suitable present tense forms of the bold verbs. There may be more than one possible answer.

- I _____ (live) in the same place since I was born.
- I _____ (spend) a lot of time indoors at weekends.
- I _____ (discover) a really cool place recently.
- I _____ (hang out) a lot with family at the moment.
- I _____ (try) a lot of different sports over the years.

- 11 Are the statements in exercise 10 true or false for you? Ask your partner follow-up questions.



Grammar reference

1.2 READING Part 1



1 Look at the photo. What do you think the bedroom says about its owner? What do you think your bedroom says about you?

2 Read the Test skill box. Then read text 1 in the Test practice task quickly. What is the writer's purpose?

A to inform B to advise C to persuade

Test skill

Identifying purpose and main message

In Reading Part 1, some questions will ask about the writer's purpose. Texts are written to achieve a variety of different purposes, for example, to:

- inform the reader
- apologize for something
- request information
- advise the reader.
- prohibit something

Other Part 1 questions might ask about the main message of the text – the key information or idea it is communicating.

As you read, try to summarize the text's purpose and main message in a sentence.

The writer is requesting advice about painting their bedroom.

3 Read text 1 again. Which of the following best summarizes its main message?

- A Teenagers decorate their bedrooms with objects from their past to tell other people who they are today.
- B Young people have different motivations for displaying different objects in their bedrooms.

4 Read text 2 in the Test practice task and summarize its purpose and main message.

5 Read the Test tip box. Then do the Test practice task.

Test tip

In Reading Part 1, you read six short texts and answer one multiple-choice question about each one.

Read the text and options carefully. Ideas related to all three options (A–C) may appear in the text, but only one is correct.



Test practice

Reading Part 1: Short texts

1 Read the article and choose the correct answer (A, B, or C).

Parents may get frustrated by the clutter in their adolescent children's bedrooms, but according to research by psychologists, many of the items that are on show fulfil the function of communicating that individual's culture, interests or even character. However, this is not true of all of them: some can simply serve as reminders of personally meaningful events and experiences.

What does the writer say about objects in a teenager's bedroom?

- A They may represent key moments in the owner's life.
- B They often help the owner establish their independence.
- C They frequently reflect the owner's need for approval.

2 Read the note and choose the correct answer (A, B, or C).

Bella,
I'm setting off for Aunt Sarah's now. The fridge is looking a little bare, but you won't starve. Just bear in mind that the oven's out of action, so you'll have to do without it. Hopefully the technician that's coming out tomorrow will figure out the cause and sort it.
See you later, Dad x

Why did Bella's dad leave her a note?

- A to remind her not to use something
- B to encourage her to eat something
- C to request that she fix something

3 Read the text message and choose the correct answer (A, B, or C).

Hi Abi,
I know you're having trouble with your laptop, and I've been happy for you to make use of mine on occasion, but I wanted to give you fair warning that I'll need it for the whole of next month. You might want to get in touch with the tech team at school and see if they'd be willing to help get yours up and running again before then.
Joel

The main purpose of the text message is to ...

- A clarify who owns a piece of technology.
- B propose a way to avoid a problem.
- C agree to lend someone an item.

- 4 Read the review and choose the correct answer (A, B, or C).

★★★★★
While the bright and contemporary goods on sale in this home decor store are clearly intended to attract the attention of students and young adults, many in this age group will struggle to afford them. To succeed, the store should consider selling items which appeal more to the working-age population.

What does the writer think about the shop's products?

- A They are particularly suitable for older people.
B They are colourful but old-fashioned.
C They cost too much for the target customers.
- 5 Read the email and choose the correct answer (A, B, or C).

From: Maisie
Subject: Party

Hi Bryn,
I'm looking forward to the party and really appreciate all the research you've done. Pretty much all of the locations on your list look amazing! Have you managed to establish which, if any, are accessible for wheelchair users? That will help narrow down the options. Your idea of dressing up in Hollywood-style outfits is fabulous, by the way!
Speak soon,
Maisie

Why is Maisie writing to Bryn?

- A to help decide on a suitable venue
B to thank him for an invitation
C to propose a theme for a celebration
- 6 Read the blog entry and choose the correct answer (A, B, or C).

I'm sitting in my bedroom, listening to one of the most fascinating debut albums I've heard in ages. The tone of this singer-songwriter's voice, along with the lazy guitar sounds, helps you unwind instantly after a stressful day. However, I've read that he declined to collaborate with a more experienced songwriter. Given that his lyrics seem somewhat childish at times, I hope he overcomes that reluctance before his next album.

What is the blogger's opinion of the singer-songwriter?

- A He would benefit from working with others.
B He should put more energy into his work.
C He uses simple language in effective ways.

Vocabulary

Phrase-building: verb patterns

- 6 Complete the questions with the verbs in the correct form.

apologize clarify decline encourage inform
prohibit propose remind

- Are there any activities that your friends love but that you usually _____ to do?
- How often do you have to _____ for being late?
- Who usually _____ you to do things so that you don't forget?
- Do you actively _____ ideas when you're working on group projects, or do you tend to follow others?
- Do you think schools should _____ the use of phones in class or are there benefits to using them?
- What do you do when you need to _____ something in a lesson? Why?
- Is it a good idea to _____ people to follow their dreams? Why? / Why not?
- Are you happy for companies to _____ you of special offers via email or text?

- 7 Match the verbs in exercise 6 with the verb patterns (A–H).

More than one option may be possible.

- A Verb + object *request sth*
B Verb + -ing *recommend doing sth*
C Verb + to-infinitive *promise to do sth*
D Verb + that clause *agree that ...*
E Verb + sb + to-infinitive *advise sb to do sth*
F Verb + sb + that clause *warn sb that ...*
G Verb + preposition + -ing *complain about doing sth*
H Verb + object + preposition + object *thank sb for sth*

- 8 Work in pairs. Take turns to ask and answer the questions in exercise 6.



1.3 WRITING Part 1



1 How well do you know your town or city? Think about these things:

- history
- important places
- geography
- tourist attractions
- people and culture
- how to get around

2 Read the email. Who is writing to whom? Why?

From: Natalie Hill
Subject: Twin town visit

Dear Student,

Thank you for your interest in helping with the twin town visit next month. I am writing to provide more information about what this will involve.

As you may know, we are expecting around 30 visitors, and they will be here for five days. I would like to invite you to help lead a small group on a guided tour of the town. I believe this will be very enjoyable. Please could you let me know if you are able to do this?

Please get in touch if you require any further details. Finally, it would be useful to know how you heard about this project.

Thank you in advance for your help.

Best wishes,
Mrs Natalie Hill

3 Look at the email again. Is it formal or informal? How do you know? Think about the aspects below.

- greeting and sign-off
- vocabulary and grammar
- punctuation
- short forms (*isn't*, *don't*, etc.)
- tone

4 Read the Test skill box. What greeting, closing sentence and sign-off are used in the email in exercise 2?

Test skill

Organizing an email

In Writing Part 1, you need to show that you can structure an email appropriately. This usually means including:

- a greeting: *Dear Mrs Smith*, / *Dear Tour Organizer*,
- a first paragraph giving a reason for writing
- further paragraphs, each focusing on one topic
- a closing sentence: *I look forward to hearing from you*.
- an appropriate sign-off: *Best wishes*, / *Kind regards*,

5 Complete the Useful language box with phrases from the email in exercise 2.

Useful language

Thanking

I ¹ _____ (very much) for (your interest in) ...

I really appreciate ...

Inviting

I ² _____ invite you to ...

Accepting an invitation

I would be delighted to (accept your invitation).

I would love to ...

Politely declining an invitation

I am afraid that ...

Unfortunately, I am unable to ...

Requesting information

It ³ _____ (useful / good) to know if / how / when / where ...

Please could you ⁴ _____ if / how / when / where ... ?

Suggesting

It would be a good idea to ...

I'd like to suggest (that) ...

You might (also) want to ...

Giving an opinion

In my view, / I think / ⁵ _____ (that) ...

- 6 Complete Jonah's reply to Mrs Hill's email. Use an appropriate greeting and sign-off and phrases from the Useful language box.

From:	Jonah
Subject:	Re: Twin town visit

1 _____

2 _____ for your email. 3 _____

accept your invitation to help guide a group around the town.

I have studied local history at school, so I know quite a lot about the area. 4 _____, the group will be keen to learn about some of the more unusual buildings in our town.

I heard about the project from a friend at school, who has also offered to volunteer. We are both looking forward to participating in it.

5 _____ when the tour will take place and what I should do to prepare?

I look forward to meeting you next month.

6 _____

Jonah

- 7  What would you include in a tour of your town or city? Discuss your ideas and make notes.

- 8 Read the Test tip box. Then answer the questions.

- 1 What three pieces of information did Mrs Hill request in her email?
- 2 Did Jonah provide all three in his reply?



Test tip

In Writing Part 1, you read an email and write a reply. There are three prompts (or 'notes') written on the input email. It is important to respond to all three when you write your reply.

- 9 Read the Test practice task. What three things do you need to do in your reply?
- 10 Plan your email. Use the structure suggested in the Test skill box to help you.
- 11 Now do the Test practice task.



Test practice

Writing Part 1: Email

You have 20 minutes to write an email.
Write 80–130 words.

You have offered to take a group of visitors on a tour of your town. First, read the email below from the tour organizer. Then write an email to Natalie Hill, including the three notes you have made.

From:	Mrs Hill
Subject:	Town tour

Dear Student,

Thank you so much for offering to help us take a group of visitors on a tour of our town. I am writing to request your thoughts about this tour. **Where should we take the group?**

Suggest ideas

We are also planning to organize a party on the Thursday evening. **Will you be free to help with this?**

No – sorry

We look forward to seeing you at the tour. **If you have any questions about it, let me know.**

Language / age of visitors?

Best wishes,
Mrs Natalie Hill

- 12 Review and edit your email. Use the checklist to help you.

Checklist: Writing Part 1

- ✓ The email responds to all three notes in the input email.
- ✓ The email is organized appropriately.
- ✓ The email includes suitable phrases for suggesting, declining an invitation, requesting, etc.



Marking criteria for Writing Part 1 ▶ page 104

1.4 SPEAKING Part 1

- 1 🗣️ What online spaces (websites, apps, social media platforms) are most popular with people your age? Why?
- 2 🗣️ In pairs, use the questions below to interview each other.

Student A

- 1 When do you typically spend time online?
- 2 Do you prefer talking to friends face to face or online, and why?
- 3 What kinds of things do you enjoy doing online?
- 4 Can you describe an app or website that you use frequently?

Student B

- 5 Do you prefer to go out or stay in at the weekend?
 - 6 What do you like or dislike about your town or city?
 - 7 Tell me about a place in your town or city that you've visited recently.
 - 8 What's the best way to get around your town or city?
- 3 🎧 04 Listen to two test takers answering questions from exercise 2. Which question is each speaker answering?
- 4 🎧 04 Listen again. Which statement (A–D) best describes each speaker's response?
- A It's a full and appropriate answer to the question.
 - B It answers the question, but it's too short.
 - C It's a full answer, but only part of it relates to the question.
 - D It doesn't relate to the question.

- 5 🗣️ Read the Test skill box. Then think of some ways that speaker 2 could extend her answer.

In the evenings, after I do my homework.

Test skill

Giving full answers

In Speaking Part 1, you answer interview questions, for example, *How often do you chat to your friends online?*

You will have 20 seconds to answer each question. Try to keep talking for all of this time.

First, answer the question:

Quite often.

Then add more information (who, where, when, what, how, why, etc.):

We message each other most evenings after school and at weekends. We don't talk constantly, but we enjoy sending each other funny memes and videos.



- 6 Read responses A–H and match them to questions 1–8 in exercise 2. What information might the speakers add to give full answers?

A Last week, I went to a new cafe.
 B I love watching music videos.
 C I often use a site where you can find podcasts.
 D I like meeting people in person best.
 E I'd say it's by metro.
 F I'd rather stay at home.
 G I can't bear the traffic.
 H Mostly at weekends.

- 7 05 Listen and check.

- 8 05 Listen again. Which of the phrases in the Useful language box do you hear?

Useful language

Comparing

I'd rather ...
 I like ... best.
 I prefer ... to ... / I prefer ...-ing to ...-ing
 ... whereas ...

Describing

It's similar to ...
 It's a kind of ...
 It allows you to ...

Giving reasons

because (of) ... / as ...
 That's (mainly) why ...

Giving examples

For example, / For instance, ...
 like ...

- 9 In pairs, interview each other again. Ask your partner the questions they have not yet answered in exercise 2. Use phrases from the Useful language box.

Pronunciation

Sentence stress and intonation

- 10 06 Listen to two of the responses in exercise 6 again. Which speaker sounds more interested? Why?

- 11 07 Listen and identify the words that the speaker stresses.

I'd say it's by metro, because there are several lines across the city and trains arrive and leave every few minutes. It's pretty cheap, too. Some people travel around by bike, but cycling isn't really my thing and I'm not sure it's very safe.

- 12 Identify the stressed words in these responses.

A

I can't bear the traffic. As it's always so busy, there are a lot of traffic jams and so you can't really get anywhere quickly by road in the mornings or afternoons. Also, the roads are quite polluted and noisy.

B

Last week, I went to a new cafe. My mum recommended it and so I decided to try it with a couple of friends. I've just started drinking coffee and they have great options there, like different mochas and lattes.

- 13 08 Listen and check. Then listen and repeat, following the speaker and copying his stress and intonation.

- 14 Read the Test tip box. Then do the Test practice task.



Test tip

In Speaking Part 1, you answer eight questions. Questions 1 and 2 always ask for your name and country. You have ten seconds to answer each one. Questions 3–8 are on two different everyday topics. There are three questions on each topic. You have 20 seconds to answer each question.



Test practice

Speaking Part 1: Interview

- 09 You are going to answer eight questions. You have ten seconds per question for questions 1 and 2, and 20 seconds per question for questions 3–8. Start speaking when you hear the tone.

- 15 Use the checklist to evaluate your performance.

Checklist: Speaking Part 1

- ✓ The speaker gives a full answer.
- ✓ The answer relates to the question.
- ✓ The speaker uses appropriate sentence stress and intonation.



Marking criteria for Speaking ▶ page 104

1.5 TEST SKILLS PLUS Approaching test tasks

- 1  Think about tests you have taken in the past. What advice would you give other test takers?
- 2 Read the Test skill box and compare your ideas.

Test skill

Developing strategies for test success

Preparing effectively for the different OTE task types will increase your chances of success. It will also help you feel calmer and more confident.

- **Get to know the task formats:** This will help you understand the instructions quickly and easily in the test.
- **Use preparation time effectively:** In Writing and some Speaking tasks, you will have preparation time. Practising planning your answers will help you do this more efficiently in the test.
- **Practise using comprehension strategies:** In Listening and Reading tasks, you will need to read and understand the questions quickly. It is helpful to:
 - identify key words in the questions and options
 - use these to predict ideas and vocabulary.
- **Work on staying calm and focused:** Keep trying different techniques and see what works best for you.

- 3 What do you remember about the four OTE test tasks in Unit 1? Complete 1–4 with a number.
 - 1 **Listening Part 1:**
Listen to _____ short monologues or dialogues and choose the correct picture to answer the question.
 - 2 **Reading Part 1:**
Read six short texts and choose the correct statements from _____ options.
 - 3 **Writing Part 1:**
Write an email of between 80 and _____ words in response to an input email.
 - 4 **Speaking Part 1:**
Answer _____ questions. The first two ask for your name and country. The rest are on two different everyday topics.
- 4 Imagine a new student has just joined your class and has not done the OTE test tasks in exercise 3 before. What tips and strategies can you offer?

Listening Part 1: Picture options

- 5  10 Read and listen to the Listening Part 1 question. While the narrator is speaking, quickly identify the key words in the question and predict the kind of information you might hear. A brother and sister are planning their day. What do they decide to do together?



- 6  11 Listen and answer the question in exercise 5. Then listen again and check.

● Reading Part 1: Short texts

- 7 Look at part of a Reading Part 1 task. Identify the key words in the question and options. Then use these to choose the correct answer (A, B, or C).

What does the state of our bedroom really say about us? A neat, ordered room can indicate that we're in control of multiple aspects of our lives. A room with stuff all over the floor, on the other hand, potentially implies the opposite. That said, it could simply be that we're dealing with many other demands and rarely get the chance to tidy up.

The writer suggests that people with messy bedrooms ...

A may be organized in other ways.

B may be busy with other tasks.

C may not find housework enjoyable.

● Writing Part 1: Email

- 8  Work in pairs. Read the situation. What advice would you give to Erin?

Erin is doing Writing Part 1. She's started her email, but isn't sure what to write next. She's worried she'll run out of time and keeps thinking about her upcoming Speaking test.

● Speaking Part 1: Interview

- 9  How can you avoid these issues in Speaking Part 1? Match the problems 1–3 to the suggested solutions A–C.
- 1 Your voice is quiet and shaky because you're nervous.
 - 2 You feel uncomfortable speaking to a computer.
 - 3 You respond with an answer that you prepared in advance, but it doesn't match the question.
- A Don't memorize answers. Listen carefully to the question and focus on giving relevant information.
- B Imagine you're speaking to a teacher or classmate.
- C Take a slow, deep breath before you speak.
- 10  Which of the tips and strategies you have discussed will you find the most useful? Why?

UNIT 1

REVIEW AND REFLECT

Spend some time reflecting on the skills and language you have studied in this unit.

Then indicate your confidence in each area.
(1 = not at all confident; 5 = very confident)

Test skills	1	2	3	4	5
Listening: Predicting					
Reading: Identifying purpose and main message					
Writing: Organizing an email					
Speaking: Giving full answers					
Test Skills Plus: Approaching test tasks					

Grammar	1	2	3	4	5
Present simple					
Present continuous					
Present perfect simple					
Present perfect continuous					

Grammar reference

Vocabulary	1	2	3	4	5
Verb patterns					

Vocabulary Plus ▶ page 88

Which of these areas do you most need to work on?
How will you do this and what resources can you use?