

## 1.1 Listening Part 1

Student Book page 8

### Additional Resources on Oxford English Hub

Exam Confidence: Skills for Listening Part 1 – General meaning

Audioscripts for Student Book

Grammar reference 1.1 (Present tenses)

### Lesson Aims

Practise predicting

Practise Listening Part 1: Picture options

Practise Grammar: present tenses

### Lead-in

- Ask students to look at the photos and to say what they can see.
- As a class, brainstorm fun places outside the home. These can include places students haven't been to yet, but would like to visit. Write these places on the board and find out which place is the most popular among the class.

### 1 Discussion

- Focus on the three unfinished sentences. Give students one minute to think of ideas to complete the sentences.
- Students compare places and reasons in pairs. Encourage them to discuss whether they share each other's opinions.

### ANSWERS

Students' own answers

### 2 Predicting

#### Test skill

- Tell students that before any listening task, it is useful to be prepared. One way to get ready is to be clear about what the people will talk about and to think about the actual words they might use.
- Students read the Test skill box. Check if they understand the meaning of *context* (the situation in which something happens) and how it differs from *topic* (what someone talks about). Point out that when we are clear about why people are talking (e.g. to describe or explain something) and the topic they will talk about, it becomes a lot easier to make guesses about the language they will use.
- Focus on the question *What place is significant to her?* and elicit the context and topic.
- Explain that when we understand the context and topic, we can use the pictures to predict words and phrases. Focus on pictures A–C and point out that the speakers will directly mention what can be seen in each one. Ask students what they can see.

### SUGGESTED ANSWERS

- 1 A girl is talking to a friend about a significant place in the city.
- 2 Picture A shows a park; B shows a river and riverside area; C shows a lake.

### 3 Predicting vocabulary

- Put students into small groups and ask them to focus on the words and phrases. They predict whether each one will appear in the conversation and, if so, how. Students can write these items in their notebooks.
- Elicit any other words or phrases that students think may appear in the conversation. Encourage them to add these to their lists.

### SUGGESTED ANSWERS

barbecue: people might have a barbecue in the park.

cyclist: people ride their bikes along the river or in a park.

ducks / feed: people feed ducks at a lake.

peaceful: someone might describe these places as peaceful.

skate: this is an activity that people might do near rivers or in parks.

trees: there are trees in parks.

### 4 Listening for detail 🎧 Unit 1 track 01

audioscript on page XXX

- Focus briefly again on the Listening Part 1 question in exercise 2 and the three pictures.
- Play the recording once for students to choose the picture that shows which place is most significant for the girl.
- Allow students to compare their choice of picture in small groups.
- Check answers as a class.

### ANSWER

- A Incorrect:** She mentions the park because the lake is on the other side of some woods, next to the park.
- B Incorrect:** She mentions the river because she's also fed ducks there, but she says that it's 'more urban' and 'lacks the same peaceful atmosphere', which suggests she is less keen on it.
- C Correct:** The girl says that it's 'gorgeous' and that she would 'routinely go and feed the ducks there' with her grandmother.

### Optional activity – ruling out wrong answers

🎧 Unit 1 track 01 audioscript on page XXX

- Make sure students understand that picture C (the lake) is the correct answer.
- Remind students that in Listening Part 1, all the options will be mentioned, but only one will be correct. Play the recording again and have students give reasons why the park and the river are not correct, even though they are mentioned. Lower-level students could be given the audioscript to read so they can check this at their own pace.

### 5 Checking predictions 🎧 Unit 1 track 01

audioscript on page XXX

- Focus on the words and phrases from exercise 3 that students wrote in their notebooks. Ask students which, if any, they remember hearing.
- Play the recording again for students to check.

### ANSWERS

The following words are mentioned: skate, trees, feed, ducks, peaceful

**Test tip**

- Students read the Test tip silently.
- Remind students that they will always have three pictures for each of the five questions, and that the speakers will say something about what each picture shows. Tell students that in the test, they won't have much time to look at the pictures and think about what words they might hear. However, their predicting skills will become faster with practice.
- Give students around two minutes to look at questions 1–5. They should make sure they understand the context and topic of each one, and what each picture shows. They should use this information to think about the words or phrases the speakers might use.

**Test practice****Picture options**

- Play the recording twice. Allow students to compare answers in pairs before conducting class feedback.

**ANSWERS**

1 A

**A Correct:** The boy says he's curious about interactive art exhibitions and suggests that he doesn't mind paying more to do something memorable.

**B Incorrect:** He suggests that something bad happened on their last visit and that he would therefore prefer not to go.

**C Incorrect:** He says he enjoyed the sea life centre in the past, but has heard that it's now in poor condition.

2 C

**A Incorrect:** She implies that the pyramid is interesting, but she doesn't say that the number of steps remains a mystery.

**B Incorrect:** She says that the ancient city built into the red rocks is an impressive example of engineering, but she doesn't say that it remains a mystery.

**C Correct:** The teacher says that the stones are 'still the topic of lively ongoing debates', suggesting that there are unanswered questions about them.

3 B

**A Incorrect:** She mentions jewellery-making and says that she was into it in the past, but says that she stopped because the small pieces annoyed her.

**B Correct:** The girl says that she's making a short animation film and has 'done little else since'.

**C Incorrect:** She mentions knitting but says that she messed up the jumper she was making and then lost interest.

4 C

**A Incorrect:** The boy suggests meeting at a cafe, but the girl says she won't have time.

**B Incorrect:** The girl says she won't be able to go to the boy's house first because of another commitment.

**C Correct:** The girl suggests that they go into the cinema separately and asks the boy to save her a spot near the aisle.

5 C

**A Incorrect:** The boy mentions studying but only to suggest that the girl could stay at home and work on an essay rather than go to the party.

**B Incorrect:** The boy mentions having a bug but says that he's now recovered.

**C Correct:** The boy says that he's going to a gig to see a band that doesn't tour much and that his grandparents understand.

**7 Discussion**

- Elicit the places that the speakers mentioned in question 1 in the Test practice task (sea life centre, interactive art exhibition, outdoor pool).
- In pairs, students say which they would prefer to go to. Encourage students to talk for about 20 seconds for each answer. They can do this by giving reasons for their choices and referring to any experiences of visiting places like these.

**ANSWERS****Students' own answers****8 Present tenses**  Unit 1 track 03 audioscript on page XXX

- Focus on the sentences. If possible, encourage students to remember the context in which they heard each sentence. (Question 1 is from track 1, the other questions are from track 2.)
- Individually, students choose the most appropriate verb forms. Allow students to compare answers in pairs, giving reasons for their choices. Then play the recording.

**ANSWERS**

1 're constructing 2 've never tried

3 've been working 4 don't usually miss

5 've recovered

**9 Functions of present tenses**

- Read out question 1 in exercise 8 with the correct answer and elicit the tense used (present continuous). Ask why a speaker might choose this particular tense (to show that this is an action in progress and still continuing at the moment). Point out that different tenses show or do different things. In other words, tenses have different *functions*.

**ANSWERS**

1 B 2 C 3 E 4 A 5 D

**Optional activity – tenses and functions**

- Write the following pairs of sentences on the board, where both versions are correct, and ask students to comment on the meaning of each one.
- *I've been working hard.* / *I am working hard.* (The present perfect continuous is used to talk about something that started in the past and continues up to now; the present continuous is used to talk about something in progress at the time of speaking.)
- Write more examples of grammatically correct pairs of sentences (with different present tenses) for students to discuss. Ask higher-level students to write their own pairs of sentences, and bring them to the next lesson to discuss.

## 10 Using present tenses

- Students complete the sentences individually, using tenses from exercise 9.
- Elicit students' answers, making sure they can explain why they chose particular tenses. They can refer back to the functions in exercise 9 to help them explain.

### SUGGESTED ANSWERS

- 1 've lived / been living   2 spend / 've been spending  
3 've discovered   4 'm hanging out   5 've tried

## 11 Discussion

- In pairs or small groups, students take turns to say whether the sentences are true or false for them.
- Encourage students to ask each other questions to find out more about their experiences and habits.

### ANSWERS

Students' own answers

## 1.2 Reading Part 1

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### Additional Resources on Oxford English Hub

Exam Confidence: Skills for Reading Part 1 – Identifying the purpose

### Lesson Aims

Practise identifying purpose and main message

Practise Reading Part 1: Short texts

Practise Vocabulary: phrase-building: verb patterns

### Lead-in

- Tell students that in Reading Part 1, they will engage with short texts that are no longer than 70 words each. Elicit the kinds of texts this might include (emails, adverts, blog entries, text messages, notices, reviews). Ask students what kind of short texts they sometimes read, or even write themselves, in English.
- As a class, brainstorm where students can find real-life examples of English short texts to help them get used to this part of the test.

### 1 Discussion

- As a class, students say what they can see in the photo and what the bedroom might say about its owner. Encourage them to use B2-level language for speculation, such as *If you ask me ...*, *The person living here is bound to be ...*, *I bet ...*, *I'm convinced that ...*, *I reckon ...*.
- Give students time, individually, to think about how they can describe their bedrooms – both in terms of appearance and what it says about their personality. They can then discuss their thoughts in pairs.

### ANSWERS

Students' own answers

### 2 Identifying purpose and main message

#### Test skill

- Students read the Test skill carefully. Elicit the difference between *purpose* (the reason someone has written something) and *main message* (what a writer generally wants to say).
- Focus students on options A–C. Brainstorm what kind of language they might expect to find for each purpose (e.g. if the writer is attempting to advise, they might use language such as *you ought to* or *I recommend*).
- Give students a short amount of time (up to one minute) to quickly read text 1 in the Test practice task and decide, in pairs, what the writer's purpose is. Ask students to give reasons for their choices.

### ANSWER

A

The writer is giving information about some psychology research on teenagers' bedrooms.

### 3 Summarizing a writer's main message

- Point out that in the test, students will not be expected to write summaries of anything, but it is still useful to develop the skill of looking at a short text quickly to get an idea of what it is about and what the writer's aim might be.

- Ask students to read text 1, but this time more carefully.
- In pairs, students decide which of the two sentences summarizes the text's main message. Encourage them to explain their choice, with direct reference to text 1.

### ANSWER

B

The text says that teenagers often display certain objects in their bedrooms to communicate aspects of their identity to others, but that sometimes the objects are just there as souvenirs of important moments.

Summary B includes the idea that different types of objects are displayed for different reasons. A implies that the objects are only personal souvenirs and are only there to signal the owner's identity to others.

### 4 Summarizing purpose and main message

- Tell students that they will now attempt to summarize another text. Write the following on the board to guide students: 1 *Who is the writer?* 2 *Why are they writing?* 3 *What is the key information they want to communicate?*
- Individually, students read text 2 in the Test practice task. Give them no more than one minute for this. As students will not have to write summaries in the actual test, do not encourage them to make notes.
- In pairs, students share their ideas, with reference to the three questions on the board.

### SUGGESTED ANSWER

The dad is telling his daughter that there is some food and reminding her that the oven doesn't work.

### Optional activity – analyzing questions

- Point out that in Reading Part 1, only some questions will directly ask students to decide what the purpose or main message of a short text is. Other questions might ask students to locate a specific detail.
- Ask students to quickly scan questions 1–6 in the Test practice task and identify which ones do not ask about the writer's purpose or main message.

### ANSWERS

Question 1 is asking about a specific detail. Questions 4 and 6 are asking about the writer's opinion.

### 5 Test tip and Test practice

#### Test tip

- Students read the Test tip silently.
- Remind students that only one option (A–C) will completely match the information in the text. If they find it hard to make a choice straight away, it is often useful to rule out an option which is definitely not correct.

## Test practice

### Short texts

- In the test, students will have eight minutes to answer all six questions in Reading Part 1. For this practice task, you may wish to give them a little longer.
- Encourage students to read each text quickly to get an idea of who the writer is, its main message and the writer's purpose. They should then look carefully at the question to identify what they need to find in the text.
- Ask students to compare answers and explain why each option is correct/incorrect. They can highlight relevant sections of the text to support their ideas.

### ANSWERS

1 A

- A Correct:** The writer says that 'some [objects] can simply serve as reminders of personally meaningful events and experiences'.
- B Incorrect:** The writer mentions parents being frustrated by the mess of a teen's room, but doesn't mention the idea of teens establishing independence.
- C Incorrect:** The writer says that many of the items are displayed in order to communicate aspects of the owner's identity to others, but doesn't specifically link this to needing approval from others.

2 A

- A Correct:** The note says 'bear in mind that the oven's out of action'.
- B Incorrect:** The note mentions that there's food available (not much but enough), but it doesn't directly say that she should eat something.
- C Incorrect:** The note expresses a hope that the person coming tomorrow will work out what's wrong with the oven, implying that Bella isn't expected to fix it.

3 B

- A Incorrect:** Joel mentions that the laptop is his, but this is not the main purpose of the message.
- B Correct:** Joel suggests how Abi could get her own laptop fixed as she won't be able to use his next month.
- C Incorrect:** The message indicates that Joel has already been lending Abi the laptop, not that he will in the future.

4 C

- A Incorrect:** The writer says that the home decor goods are currently more likely to attract younger customers, but that the store should start aiming their products at older people.
- B Incorrect:** The writer says the goods are bright, but that they are contemporary, not old-fashioned.
- C Correct:** The writer says that the younger customers the shop is currently attracting will 'struggle to afford' the goods on sale there.

5 A

- A Correct:** Maisie says that establishing which of the venues are accessible for wheelchair users will help them decide which to choose.
- B Incorrect:** Maisie says she appreciates the research Bryn has done but implies that she is already going to the party and is helping to organize it.
- C Incorrect:** Maisie refers to 'Your idea of dressing up in Hollywood-style outfits', indicating that Bryn suggested it. 'By the way' indicates that this is a side note, not the main purpose of the email.

6 A

- A Correct:** The blogger says that the singer 'declined to collaborate with a more experienced songwriter' and that they hope this changes for the next album.
- B Incorrect:** The blogger describes the guitar sounds as 'lazy', but implies that this is positive because the music is relaxing.
- C Incorrect:** The blogger mentions that the lyrics are 'somewhat childish', suggesting that they may be simple, but that this is negative rather than positive.

## Optional activity – dealing with unknown words

- Ask students to say if there were any words or phrases in the text that were unknown to them (e.g. *clutter*, *bare*, *decor*, *unwind*).
- Compile a list on the board. Put students into small groups and ask them to work out the general meaning of the words, using the context they appear in (e.g. *clutter* refers to something in a teenager's bedroom that parents might get frustrated by).
- Encourage stronger students to write short definitions of the unknown words to share with the class (e.g. **bare** means when something is empty.)

## 6 Phrase-building: verb patterns

- Explain that the words in the box are all verbs that might feature as options in Reading Part 1 in a question about purpose.
- Focus on question 1 and the verb pattern after the gap (*to do*). Ask which verb both fits the context and is also followed by *to* infinitive? (*decline*). Give students time to complete the other questions.

### ANSWERS

- 1 decline 2 apologize 3 reminds 4 propose  
5 prohibit 6 clarify 7 encourage 8 inform

## 7 Verb patterns

- Students look at the verbs in context in exercise 6. They then match them with the patterns in exercise 7.
- Explain that there is usually no logic to such patterns, and that the pattern for each verb has to be learned separately.

### ANSWERS

- 1 decline A, C (decline sth, decline to do sth)  
2 apologize G, H (apologize for doing sth, apologize for sth)  
3 remind E, F (remind sb to do sth, remind sb that)  
4 propose A, B, D (propose sth, propose doing sth, propose that)  
5 prohibit A (prohibit sth)  
6 clarify A (clarify sth)  
7 encourage A, B, E (encourage sth, encourage doing sth, encourage sb to do sth)  
8 inform F (inform sb that)

## 8 Discussion

- Students discuss the questions in pairs, providing examples from their own experience.

### ANSWERS

Students' own answers

## 1.3 Writing Part 1

Student Book page 12

### Additional Resources on Oxford English Hub

Exam Confidence: Skills for Writing Part 1 – Inviting and requesting

### Lesson Aims

Organize an email

Practise Writing Part 1: Email

### Lead-in

- Tell students that they are going to work on Writing Part 1, which always involves writing an email. At B2 level, students are expected to write an email of 80–130 words in about 20 minutes.
- Tell the class about an email you recently wrote. Don't give details about its content, but say whether it was formal or informal, what the general purpose was (giving information, inviting someone, requesting information, etc.), whether it was to someone you know well or have never met, whether it took time to plan and write it, etc.
- Ask students to think of examples of some real-life emails they have written recently. In pairs or small groups, students share the details.

### 1 Discussion

- Give students time to consider the topics in relation to their town or city.
- Go through each topic as a class and invite students who feel they know a lot about a particular one to share their ideas.
- If time allows, put students into pairs. Ask them to choose the topic they know most about and to prepare a short talk about it, up to 60 seconds. Students take turns to give their short talks and ask each other follow-up questions.

### ANSWERS

Students' own answers

### 2 Identifying the purpose of an email

- Brainstorm possible reasons why people would write an email. Put students' ideas on the board, e.g. to apologize, to make a suggestion, to express feelings.
- Ask students to read the email quickly and decide what its purpose is. Find out if this purpose is among those written on the board.

### ANSWERS

Mrs Natalie Hill is writing to a student to invite them to help with a tour of their town for 30 visitors.

### 3 Identifying formality

- Explain that in Writing Part 1, students will need to write an email that is either formal or informal. Elicit that we tend to use a formal style when we do not know the person we are writing to, or when we want to show respect.
- Quickly brainstorm features of formal and informal emails using the aspects given. Encourage students to give examples.
- Tell students to look more closely at the email in exercise 2 and to find specific features that indicate that it is either a formal or informal email.
- In pairs, students compare their answers.

### SUGGESTED ANSWERS

It is formal. We know this from:

- the greeting and sign-off, which are neutral to formal in style
- the use of more formal vocabulary and grammar structures, such as an indirect question ('it would be useful to know how you ...').
- the absence of exclamation marks
- the use of full verb forms rather than short forms ('I am', 'we are') (However, note that contracted verb forms are generally acceptable in formal emails.)
- the friendly but polite and professional tone.

### 4 Organizing an email

#### Test skill

- Students read the Test skill carefully. Point out that careful organization is important for both formal and informal emails. Elicit some of the main reasons why (it shows that you have thought about what you want to write and can present information clearly, without imposing any difficulty on the reader).
- Students identify the formal phrases used to start and end the email in exercise 2.

#### ANSWER

Dear Student, (greeting)

Thank you in advance for your help. (closing sentence)

Best wishes, (sign-off)

### 5 Useful language for emails

- Point out that all the phrases in the Useful language box are suitable for formal emails. They would sound unnatural or odd in an informal one.
- Students find and add phrases from the email in exercise 2 to the Useful language box.
- Ask students which phrases they have already used, and which they would like to try to use in the future.

### ANSWERS

1 Thank you 2 would like 3 would be

4 let me know 5 I believe

### 6 Using appropriate greetings and sign-off phrases

- Students read through the reply and decide what kind of phrase is likely to be missing for each gap.
- Students then select suitable phrases from the Useful language box to complete the email.

### SUGGESTED ANSWERS

1 Dear Mrs Hill,

2 Thank you (very much)

3 I would like / love / be delighted to

4 In my view

5 Please could you tell me / let me know

6 Best wishes, / Kind regards,

### Optional activity – extra useful phrases

- Ask students if they know other phrases for each heading of the Useful language box.
- Write the phrases on the board and encourage students to add these to the Useful language box.

## 7 Discussion

- Ask students to think about beautiful or interesting sights in their city that they think tourists might enjoy. Brainstorm a list and write the places on the board.
- Ask students to choose two or three of these sights. In pairs, they explain why they would include these on a tour. Following their discussion, they should briefly make notes on the places they discussed and reasons for including them. Explain that they will use these in the Writing task later.

### ANSWERS

Students' own answers

## 8 Test tip

### Test tip

- Students read through the Test tip silently. Explain that in the test, there are always three prompts, and each one will have a different function, e.g. to suggest something, to decline something, etc. Students must make sure they include each of these prompts in their email.
- Refer students back to Mrs Hill's email in exercise 2. Ask them to underline the three things she wanted to know. Then direct students to the reply in exercise 6 to check whether Jonah responded to each point.
- In pairs, students compare answers, referring directly to any evidence in Jonah's response.

### ANSWERS

- 1 Whether the student wants to accept or decline the invitation; whether the student has further questions; how the student heard about the project.
- 2 Yes, he did. (He accepts the invitation; he asks when the tour will take place and what he should do to prepare; he says that he heard about the project from a friend.)

## 9 Responding to prompts

- Focus on the Test practice task in exercise 11. Elicit the three things students must do. Encourage them to clarify what the notes are actually prompting students to do, i.e. *Suggest ideas for what? Respond 'no' to what? Include what about language and visitors?*

### ANSWERS

- 1 Suggest one or more places to take the group
- 2 Politely decline the invitation to help organize the party
- 3 Ask what language the visitors speak and how old they are

## 10 Creating a plan

- Point out that creating a plan will result in a better, clearer email. Give students at least five minutes to plan how their email will be organized. They can refer back to the Test skill box for guidance.
- Students can also choose phrases from the Useful language box they want to use. More confident students can be encouraged to use ones they have not used before.

### ANSWERS

Students' own answers

## 11 Test practice

### Test practice

#### Email

- Remind students that the 20 minutes for writing the email will include planning time. It should also include checking the email for mistakes and possibly editing it afterwards. For this reason, students will only have around 10 minutes to write their email during the test. For this practice task, you may wish to give them a little longer.

### MODEL ANSWER

Dear Mrs Hill,

Thank you very much for inviting me to contribute ideas for the town tour. I would like to suggest the town hall as the starting point because the architecture is quite extraordinary. You might also want to consider the town museum. In my view, it is an excellent way of learning about local history.

I really appreciate the invitation to Thursday's social event. Unfortunately, I will be unable to attend due to another commitment, but I am sure the visitors will appreciate it.

Please could you let me know what language the visitors speak and the general age of the group? That will help me to plan my tour.

I look forward to hearing from you.

Kind regards,

[121 words]

## 12 Review and edit

- Give students five minutes to review their work, focusing on the checklist.
- Collect and mark the work using the marking criteria on page 104. Comment on how they are organized and whether they consistently use an appropriate formal style.

### ANSWERS

Students' own answers

### Optional activity – peer review

- Pairs of students swap their texts and review each other's work using the checklist. They then give their partner constructive feedback.

## 1.4 Speaking Part 1 Student Book page 14

### Additional Resources on Oxford English Hub

Exam Confidence: Skills for Speaking Part 1 – Giving facts about yourself

Audioscripts for Student Book

### Lesson Aims

Practise giving full answers

Practise Pronunciation: sentence stress and intonation

Practise Speaking Part 1: Interview

### Lead-in

- Tell students to think of two or three simple questions to ask you to find out about your interests, e.g. What music do you like? Do you prefer watching films at home or in the cinema?
- Nominate a few students to ask you a question. Each time, give very simple, one-word answers. Afterwards, point out that doing this in Speaking Part 1 would not result in a good score.
- Elicit ways in which you could have improved your answers and what would be an appropriate length for a reply to questions like these in the test. Point out that in Speaking Part 1, students should try to speak for around 20 seconds.

### 1 Discussion

- Put students into pairs to discuss the question. Encourage them to not only name particular online spaces, but to give reasons why each one might be popular.
- As a class, find out which website, app or social media platform is most popular. Ask students if they think this online space appeals to people of a certain age, and whether they think it will ever lose its popularity.

### ANSWERS

Students' own answers

### 2 Interview questions

- Point out that Speaking Part 1 always involves responding to questions that relate to students' own experiences or opinions.
- Put students into pairs. Ask Student A to cover the Student B questions, and Student B to cover the Student A questions. They should take turns to read out a question each for their partner to respond to.
- Point out that in the test, they will not be able to see the interview questions, only hear them, so they must listen carefully to what is being asked.

### ANSWERS

Students' own answers

### 3 Identifying the topic Unit 1 track 04

audioscript on page XXX

- Allow students to briefly look at all of the questions in exercise 2. Explain that they will hear two students, each answering a different question.
- Play the recording and elicit the questions the speakers were responding to.

### ANSWERS

Speaker 1 answers question 5.

Speaker 2 answers question 1.

### 4 Evaluating sample answers Unit 1 track 04

audioscript on page XXX

- Play the recording and ask students their opinions of each of the speakers and which one is more likely to do well in the test.
- Go through statements A–D and have students match one with each speaker.

### ANSWERS

Speaker 1 A

Speaker 2 B

### 5 Giving full answers

#### Test skill

- Students read the Test skill box carefully. Emphasize the importance of trying to speak for the full 20 seconds when answering each question.
- Focus on speaker 2's answer from exercise 3. Give students the script to read or write it on the board. In pairs, students discuss ways in which it could be extended to last for 20 seconds.
- Students share their ideas with the class.

#### SUGGESTED ANSWERS

Why the speaker spends time online at those times;  
what the speaker does online at different times and  
why / who with.

### 6 Extending answers

- Students match each response to a question in exercise 2.
- In pairs, students suggest ways in which they could extend these basic responses.
- Point out that extending a response should never mean going off topic. Students should add to their response in an appropriate way by giving a reason, an example or by adding further relevant details.

### ANSWERS

1 H 2 D 3 B 4 C 5 F 6 G 7 A 8 E

### 7 Checking answers Unit 1 track 05

audioscript on page XXX

- Play the recording for students to check their answers.

### Optional activity – self-reflection

- Encourage students to think back to their own performance in exercise 2. Ask them to think honestly about how they answered each question and whether their responses lasted 20 seconds.
- In pairs, students share their self-reflection, and how they might be able to improve on their original answers.

### 8 Useful language Unit 1 track 05

audioscript on page XXX

- Give students time to look through the phrases in the Useful language box before playing the recording.

### ANSWERS

Whereas; because (1); I like ... best; as; like (2); That's mainly why (3); It allows you to (4); I'd rather (5); As (6); like (7)

## 9 Pair interviews

- You may wish to give students time to plan before speaking. Allow students to choose one or two questions they want to answer, then to decide which phrases they might use. In their original pairs from exercise 2, students practise giving their responses.

### ANSWERS

Students' own answers

### Optional activity – fast finishers

- Put students who have finished early into new pairs. They take turns to ask and answer new questions without any preparation time.
- After each student has given their response, their partner should offer feedback on how long the response was, whether it successfully expanded on a basic answer, and whether any of the Useful language phrases were used.

## 10 Sentence stress and intonation 🎧 Unit 1 track 06

audioscript on page XXX

- Explain the task and play the recording. Elicit students' ideas as to who sounds more interested. Encourage them to give reasons.
- Have a class discussion about why it might be useful for students to sound 'interested' in Speaking Part 1. Make sure students understand that intonation is used to show attitude, which is very important when answering a question about preferences, opinions or beliefs. People commonly use it to engage listeners in real life and using it in the test shows you have the ability to use English appropriately in conversation outside the classroom.

### ANSWERS

Speaker B sounds interested.

Speaker A sounds bored because she doesn't stress key words, and her intonation is very flat.

## 11 Identifying stress and intonation 🎧 Unit 1 track 07

audioscript on page XXX

- Give students time to read the speaker's response and to predict which words will be stressed.
- Play the recording for students to check their answers.

### ANSWERS

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. The speaker's voice goes up and then down at the end of each sentence or clause. It goes up and down on 'cheap' and then again on 'too'.

### Optional activity – stressing words in English

- Discuss with students why we stress certain words in English.
- Explain that, as a general rule, we tend to stress the words that carry the most meaning in our message. We often use a rising tone to signal that we haven't finished what we're saying yet, and a falling tone to signal that we have.

## 12 Identifying stress

- Give students time to read through the responses and predict which words might be stressed when spoken.

### ANSWERS

- A I can't bear the traffic. As it's always so busy, there are lots 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 Pronunciation practice 🎧 Unit 1 track 08

audioscript on page XXX

- Play the recording for students to check their answers.
- Play the recording again, pausing after each sentence, so that students can practise placing the stress on the correct words and copying the intonation.
- Put students into pairs to practise saying the complete paragraphs with appropriate stress.

### ANSWERS

Students' own answers

## 14 Test tip and Test practice 🎧 Unit 1 track 09

audioscript on page XXX

### Test tip

- Students read through the tip carefully. Point out that the first two questions will always be the same: *What's your name?* and *Which country do you come from?* Students do not need to extend their answers for these two questions.

### Test practice

#### Interview

- Put students into pairs. Both answer the questions they hear, but take turns to go first or second. Arrange seating so that pairs are as far away from each other as possible.
- Play the recording. For questions 1 and 2, students have 10 seconds to answer. For questions 3–8, students have 20 seconds to answer. Pause the track before each new question and ensure that all students have stopped speaking and are listening.
- If possible, allow students to record their responses.

### MODEL ANSWERS

- My name's Elena Torres.
- I'm from Spain.
- I'd have to say that my favourite day is Friday, because although I've got school that day, I know that once that comes to an end, I've got two whole days of freedom ahead of me. No class, just hanging out with friends, relaxing and having fun.
- That's a good question. I don't like having nothing to do, because I get bored incredibly easily. But at the same time, I hate being so busy that I get stressed. I guess I'd prefer to have little to do as it'd be better for my mental health!

- 5 I like spending time with my family. On weekday evenings, we tend not to do much – just have the TV on and chat about random things. But at the weekends, we have film nights and bake snacks using recipes we've found online and that can be a really good laugh. I have friends round from time to time, too, which is fun.
- 6 I love the fact that it's got a garden so I can go out there in summer and get some fresh air. It's really peaceful, even though we're not far from a main road. Also, we put nuts out for the birds so we get lots of visitors to the garden. I like to try to spot the less common ones.
- 7 Yes, there are some really interesting castle ruins close to where I live and when I go past, I think about what life was once like there. There's not much left of it, so I have to use my history knowledge to imagine what it looked like. It feels strange to think people lived there a few hundred years ago.
- 8 Last year, I went to an art gallery when we were away on holiday. I wasn't really into the art, as it was too weird for my taste, but the building was absolutely beautiful. I spent half the time with my head up examining the ceiling, which was really impressive!

## 15 Checklist

- Students evaluate their own performance, focusing both on what they think they did well as well as points for future improvement. Conduct feedback as a class to find out what students think they would like to work on in future.
- If students were able to record their responses, allow them to listen to their recordings and use the checklist to evaluate themselves.

### ANSWERS

Students' own answers

## 1.5 Test Skills Plus Approaching test tasks

Student Book page 16

### Additional Resources on Oxford English Hub

Exam Confidence

Audioscripts for Student Book

Grammar reference 1.1 (Present tenses)

### Lesson Aims

Prepare for Listening Part 1: Picture options

Prepare for Reading Part 1: Short texts

Prepare for Writing Part 1: Email

Prepare for Speaking Part 1: Interview

### Lead-in

- On the board, write the four test parts that students have learned about in this unit: Listening Part 1, Reading Part 1, Writing Part 1, Speaking Part 1.
- For each test part, give students time to think of one new thing they have learned about it, one skill that is tested, and one improvement they think they have made.
- Put students into small groups to share their ideas.

### 1 Discussion

- Put students into pairs or small groups to discuss the questions. Point out that they can discuss tests in subjects other than English.
- As a class, discuss what general advice students might give to someone who was about to take a test.

### ANSWERS

Students' own answers

### 2 Developing strategies for test success

#### Test skill

- Students read through the Test skill silently.
- Write these questions on the board while students are reading:
  - How well do you know the task formats for Part 1?
  - Do you think you used your preparation time effectively in Writing Part 1?
  - Why can predicting be useful before you listen or read?
  - What techniques would you recommend to stay calm and focused?
- Students discuss the questions in pairs.
- Conduct class feedback.

### ANSWERS

Students' own answers

### 3 Part 1 overview

- Go through the task. You may wish to do this exercise with the whole class.

### ANSWERS

- 5
- 3
- 130
- 8

### 4 Discussing tips and strategies

- Put students into pairs or small groups. Encourage them to consider each Part 1 test task. They should think of at least two tips and strategies for each one.

### SUGGESTED ANSWERS

**Listening Part 1:** Quickly read the question and identify what is in the picture options. Then quickly predict what you might hear. Listen for the answer during the first listen and check your answer during the second listen.

**Reading Part 1:** Read the question and options. Then read the text and identify the answer. Be aware that the text may contain ideas related to all three options, but only one answer will be correct.

**Writing Part 1:** Read the question carefully and identify the three things you need to include in your email. Quickly create a plan before you start writing. Learn useful phrases for different functions, such as thanking someone or requesting information.

**Speaking Part 1:** Listen carefully to each question and make sure your answer is relevant. Give a full answer by giving more information (what, where, why, etc.). Try to keep talking for as much of the 20 seconds as you can.

### 5 Listening Part 1: Picture options



Unit 1 track 10

audioscript on page XXX

- Play the recording for students to hear the task instructions. While they are listening, they should decide which are the key words in the question.
- Focus students on the three pictures. Ask students to use the pictures to predict words and phrases they might hear.

### SUGGESTED ANSWERS

Key words: planning day, what, decide, do, together

Predictions: (mini)golf, club, table tennis, ping-pong, play, match, climbing wall, climb

### 6 Checking answers



Unit 1 track 11

audioscript on page XXX

- Play the recording. Encourage students to compare answers in pairs.
- Play the recording a second time for students to check their answer.
- Go through the answers as a class, eliciting why pictures A and B are not correct. Lower-level students could be given the audioscript to read so they can check at their own pace.

### ANSWERS

C

- A Incorrect:** The boy suggests playing mini golf, but the girl says they always do it.
- B Incorrect:** The girl mentions table tennis, but as something she might do with a friend.
- C Correct:** The girl says the climbing centre would be 'a first for us'. She then says she wants to be adventurous and try something different. The boy (reluctantly) agrees.

### 7 Reading Part 1: Short texts

- Go through the task and options, eliciting the key words.
- Ask students whether this task is asking students to identify the writer's purpose or the main message of the text (main message – the writer *suggests* something).

- Give students two minutes to read the text and choose an answer. They should try to find synonyms of the key words from the options (*organized, busy, enjoyable*) in the text.
- Allow students to compare answers in pairs and explain their choice. They should refer directly to the text when giving their reasons. Elicit how the key word *busy* is matched by what is said in the text.

#### ANSWERS

Key words: messy bedrooms, organized, busy, housework, enjoyable

B

- A **Incorrect:** The writer suggests that people with messy bedrooms may be disorganized in other areas of their lives too.
- B **Correct:** The writer says that people with messy bedrooms might be dealing with 'many other demands'.
- C **Incorrect:** The writer mentions tidying up but doesn't specifically say that people with messy bedrooms don't enjoy housework.

### 8 Writing Part 1: Email

- Go through the situation. In pairs, students discuss possible advice that might be useful for Erin.
- As a class, decide which pieces of advice will be most useful.

#### SUGGESTED ANSWERS

Erin should:

- plan her email before she starts writing so that she knows what to write
- try to stay focused on the current task
- get plenty of practice in writing emails before the test
- learn useful functional language for writing emails so that she can express her ideas quickly and easily.

#### Optional activity – an informal email

- Ask students to write a short email (around 100 words) to Erin. This can be set for homework if necessary. Explain that it should be written in an informal, friendly style and include these points.
  - a greeting
  - a reference to the problems Erin is having
  - two pieces of advice
  - a closing sentence
  - a friendly sign-off
- Pairs then exchange emails and comment on any similarities or differences regarding the advice given.

### 9 Speaking Part 1: Interview

- Invite students to imagine they are facing the three issues. Ask them how they could overcome each one.
- Go through solutions A–C and ask students to match them to problems 1–3.
- Ask students what might happen if they memorize answers (they might sound a little mechanical, with inappropriate intonation, or they might not properly address the question they have actually been given).
- Add that it is perfectly normal to feel nervous in a speaking test. However, good preparation can help build confidence and reduce nerves.

#### ANSWERS

1 C 2 B 3 A

### 10 Evaluating tips and strategies

- In small groups, students discuss which tips and strategies they think are most useful and would like to apply in the future.

#### ANSWERS

Students' own answers

#### Optional activity – an action plan

- Ask students to make an informal action plan. Encourage them to write down one tip or strategy for each of the test parts they have studied in this unit. It should be something that they want to apply the next time they do these exam tasks.
- Remind students to return to these action plans the next time they are about to do a Part 1 test task.

#### REVIEW AND REFLECT

- Focus on the Review and Reflect section. Students reflect on the skills and language they have learned in this unit and complete the activity.
- Refer students to Grammar reference 1.1 to help them complete their self-assessment.

#### Vocabulary Plus Student Book page 88

- Use the Vocabulary Plus activities for Unit 1 on page 88 of the Student Book for extra practice of key vocabulary. Refer to ideas for exploiting the Vocabulary Plus activities on page XXX of the Teacher's Guide.