

LANGUAGE SKILLS WITH A TEACHER

READING

Multiple-choice signs, notices and messages (Unit 11, Unit 18, Review 3)



Understanding the task

There are six short texts to read. They may be emails, text messages, signs, notices, postcards, etc.

What do I have to do?

Each text has a multiple-choice question for you to answer.



Tips for success

- Look at each text and think about where you would see it.
- Decide what the main message of the text is.
- Read all the options carefully. Think about the meaning of each one. Don't just choose an option because it has words or ideas from the text.

LISTENING

3-option multiple choice five short dialogues (Unit 4, Unit 17, Review 1)



Understanding the task

There are five short conversations.

What do I have to do?

Each conversation has a multiple-choice question for you to answer. The options are pictures.

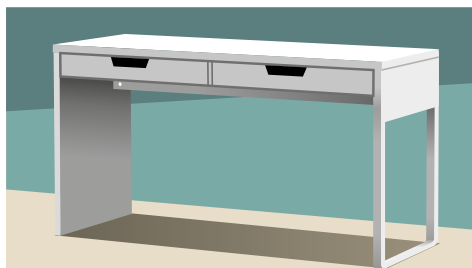


Tips for success

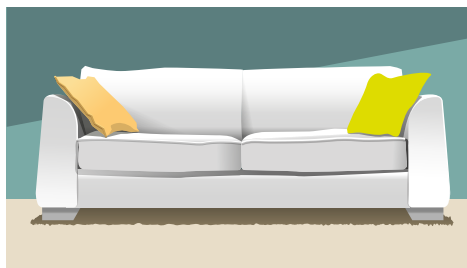
- You will hear something about each picture, but only one picture answers the question, so only give one answer.
- You hear the conversation twice, so don't worry if you miss the answer the first time.

LANGUAGE SKILLS WITH A TEACHER

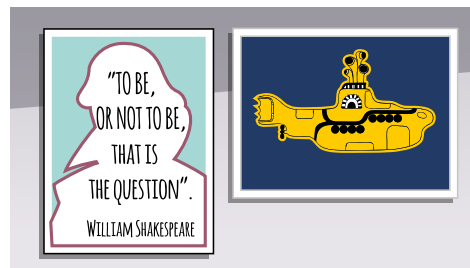
- 1** Look at the pictures for question 1. Write down some words you think you are going to hear in the conversation.



A



B



C



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Listen again to check your answer.



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- 2** Read the question carefully. Is it asking about what Ted has got or what he wants? Now, listen and answer the question.

1 What would Ted like to get for his room?



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- 3** Now you try. Complete the Listening task. Use the *Tips for Success* on page 19 to help you.

For each question, choose the correct picture.

2 What is still in the car?



A



B



C

3 How much is the bag?



A

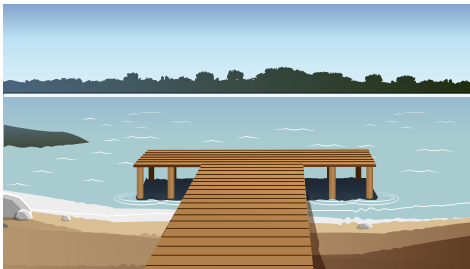


B



C

4 Where did they go camping last year?



A



B



C

5 What are the boys going to do now?



A



B



C

LANGUAGE SKILLS WITH A TEACHER

LISTENING

Gap fill notes (Unit 7, Unit 19, Review 5)



Understanding the task

There is a person giving some information on a subject.

What do I have to do?

You need to listen and complete some notes. There are five pieces of information you need to write down. These will be words, numbers or spellings.



Tips for success

- Before you listen, think about the kind of information you need for the gap.
- Sometimes, you will hear two possible answers. Listen carefully to understand which one is correct.
- It's best to write numbers as numbers and not as words, so you don't make a mistake with spelling.
- You hear the recording twice, so don't worry if you miss the answer the first time.



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1 Read the task. Then, listen to the first part and look at the example. You hear two days – Saturday and Friday. Why is Saturday correct and Friday wrong?



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2 Now you try. Complete the Listening task. Use the *Tips for Success* on page 22 to help you.

For each question, write the correct answer in each gap. You will hear someone talking about a gym. Write one **word**, or a **number** or a **date** or a **time**.

Bodyfit Gym

Club for teenagers

Day: Saturday

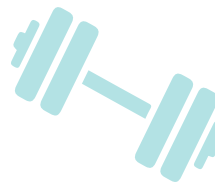
Price: (1) £ _____ per month

Start time: (2) _____ a.m.

Teacher's name: (3) _____

What not to wear: (4) _____

What to bring: (5) _____



LANGUAGE SKILLS WITH A TEACHER

LISTENING

3-option multiple choice dialogue (Unit 12, Unit 20, Review 3)



Understanding the task

There is a conversation between two people.

What do I have to do?

Listen and answer five multiple-choice questions.



Tips for success

- Read the questions before you listen so you know what information to listen for.
- You will hear something about all three options, so listen carefully to catch the meaning of what the people are saying.
- The answer can come from either speaker.
- At least one question will ask about the opinion or feelings of one of the speakers.
- You hear the conversation twice, so don't worry if you miss the answer the first time.



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1 Read the questions and the instructions so you know what the conversation will be about. Then, look at question 1. Listen to the first part of the recording and answer the question below. Why is C the answer? Why are A and B wrong?



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2 Now you try. Complete the Listening task. Use the *Tips for Success* on page 24 to help you.

For each question, choose the correct answer. You will hear Callum talking to his friend Stella about going to a skatepark.

1 Callum says the new skatepark is close to

A the cinema. B Callum's house.

C the swimming pool.

2 Stella does not like skateparks that are

A old. B small. C dirty.

3 What will the skatepark have in the future?

A a shop B a roof C a café

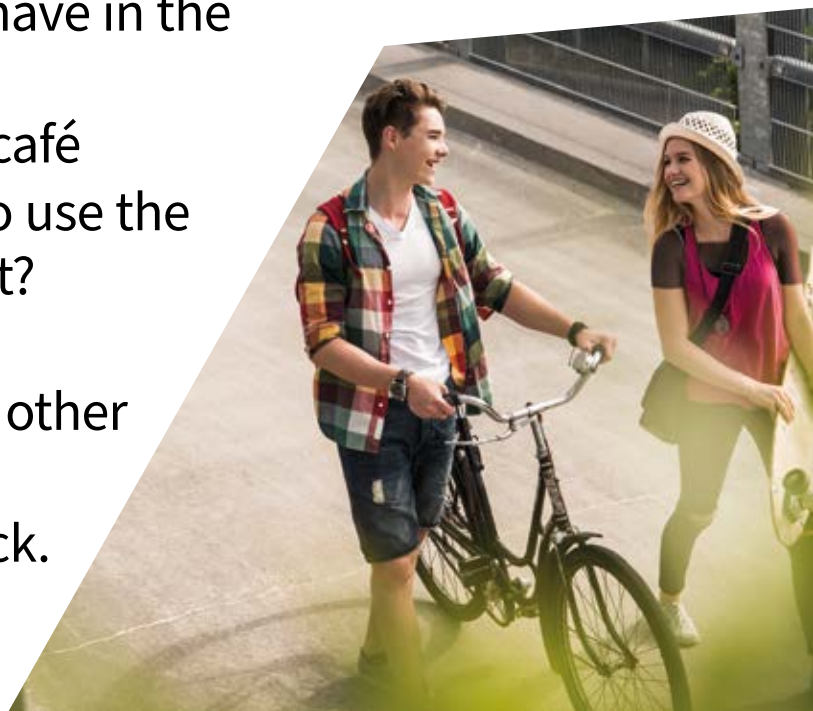
4 How much does it cost to use the skatepark at the moment?

A £7 B £5 C £3

5 The friends will see each other at the skatepark at

A 10 o'clock. B 12 o'clock.

C 1 o'clock.



LANGUAGE SKILLS WITH A TEACHER

LISTENING

**3-option multiple choice main idea, message, gist or topic
(Unit 8, Unit 16, Review 2)**



Understanding the task

There are five short conversations or monologues.

What do I have to do?

Listen and answer five multiple-choice questions.



Tips for success

- Read the focus question carefully as this will tell you what to listen for.
- The kind of things you'll be listening for include the topic, an opinion, someone's reasons for doing something, someone's likes and dislikes, activities, events, etc.
- Don't worry if you don't understand every word.
- Listen for the meaning, don't just match words in the question and answer.
- You hear the recordings twice, so don't worry if you miss the answer the first time.



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1 Look at question 1. Then listen and choose the correct answer. Compare with a partner and say why you chose the answer you did.



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2 Now you try. Complete the Listening task. Use the *Tips for Success* on page 26 to help you.

For each question, choose the correct answer.

1 You will hear a girl talking to her mother. What does she want to eat?

A a sandwich **B** some biscuits

C a large meal

2 You will hear a girl talking to a friend about a TV programme. What does she say about it?

A It was funny. **B** It was long.

C It was exciting.

3 You will hear two friends talking about a walk they did together. What happened on the walk?

A They got wet. **B** They got lost.

C They hurt themselves.

4 You will hear a boy leaving a message for a friend. Where would he like to meet his friend?

A at the bus stop **B** at the ticket office

C at the big stage

5 You will hear a teacher talking to her class. What is she talking about?

A a story they'll write **B** a book they'll read

C a film they'll watch

LANGUAGE SKILLS WITH A TEACHER

LISTENING

Matching (Unit 2, Unit 6, Review 4)



Understanding the task

There is a longer dialogue.

What do I have to do?

You need to listen and match five people / days / times, etc. to eight possible answers.



Tips for success

- Before you listen, read the list A–H carefully and think about the kinds of words you may hear.
- Often the words in A–H will be different in the listening, e.g. *get ready for the concert* = *music practice*.
- You will hear the conversation twice, so don't worry if you cannot answer all the questions the first time.
- The information in the recording will be in the same order as the questions.



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- 1** Read the task instructions and the example. Then, listen to the first part of the recording while you read the dialogue. Find the part of the text that gives you the answer to the example.

Grandma: How was your half-term holiday, Jasmin? What did you and your friends do?

Jasmin: Well, Grandma, I played the guitar a lot. I'm in the school concert next week and I need to get ready for it.



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- 2** Now you try. Complete the Listening task. Use the *Tips for Success* on page 28 to help you.

For each question, choose the correct answer. You will hear Jasmin telling her grandmother about her half-term holiday. What activity did each person do?

Example:0 Jasmin ☒

Activities

People

- 1 Sophie ☐
- 2 Sam ☐
- 3 Joe ☐
- 4 Emily ☐
- 5 Gemma ☐

- A cooking
- B going online
- C music practice
- D photography
- E shopping
- F studying
- G sport
- H travelling

LANGUAGE SKILLS WITH A TEACHER

SPEAKING

Led questions

(Unit 1, Unit 16, Review 1, Review 4, Review 5)



Understanding the task

There are questions about you.

What do I have to do?

You need to talk to the teacher and answer the questions you are asked.



Tips for success

- Listen carefully to the teacher's questions. You and your partner will get questions on different topics.
- You can ask the teacher to say the question again if you don't understand.
- When the teacher says *Tell me about ...* try to answer in two or three sentences.
- This part will take three to four minutes.

1 The teacher will ask you questions like these. Which need short answers and which need longer answers?

- 1 What's your name?
- 2 Where do you come from?
- 3 What's your best subject at school?
- 4 Do you like studying science?
- 5 What do you wear to school?
- 6 How much homework do you get?
- 7 Tell me something about your favourite teacher.
- 8 How much free time do you have?
- 9 Who do you spend your free time with?
- 10 Do you play computer games?
- 11 Do you like reading?
- 12 Tell me something about a hobby you enjoy.

LANGUAGE SKILLS WITH A TEACHER

2 Match the answers a–e to the questions in Ex. 1. Which are good answers and which are not so good? Why?


a No, I don't.

b No, not really. I find it quite difficult.

c Just my normal clothes. I don't have to wear a uniform.

d She's nice. I like her.

e I haven't got any hobbies.

 **3** Listen to some more answers and match them to the questions in Ex. 1 on page 31.

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4 Now you try. Take turns to ask and answer the Speaking questions. Use the *Tips for Success* on page 30 to help you.

SPEAKING

Discussion with visual stimulus (Unit 3, Unit 7, Review 2)



Understanding the task

There is a conversation with your partner and the teacher about some pictures.

What do I have to do?

You need to answer the teacher's questions and talk to your partner as well.



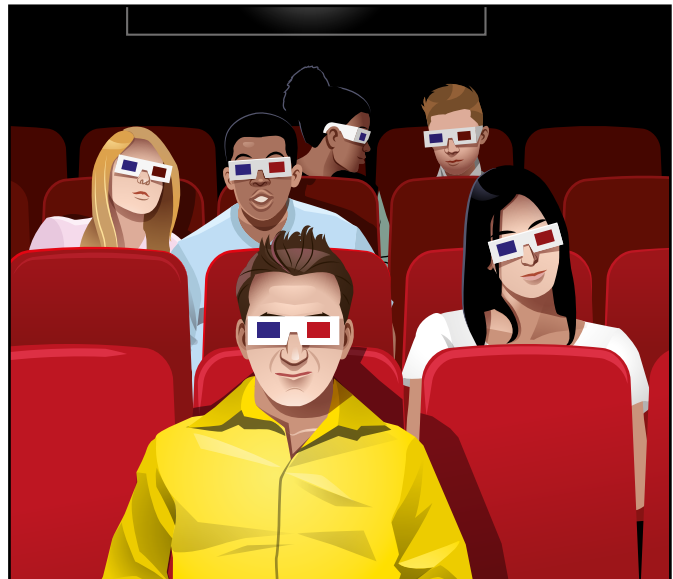
Tips for success


- Don't forget to say what you can see in the pictures. Let the teacher see how much vocabulary you know. Don't just say *yes* or *no*. Use some adjectives.
- Try to make correct sentences and questions if you can. Don't worry about making small mistakes.
- Let your partner speak too and ask him/her questions. You will get marks for that, too.
- Try to relax and enjoy yourself!


LANGUAGE SKILLS WITH A TEACHER

- 1** Look at the pictures. There are all places you can visit. Work with a partner and say what each one is.

Do you like these different places to visit?



 **2** Listen to two students doing this task. Number the pictures in the order the students speak about them.

 **3** Write the places in the table in the correct order. Then listen again and complete the table with (✓) for 'likes it' and (X) for 'doesn't like it'. The first one has been done for you as an example.

Place	Girl	Boy
<i>Shopping centre</i>	✓	X

4 What adjectives did you hear the speakers use about each place?

5 Now you try. Take turns to ask and answer the Speaking questions. Look at the pictures on the opposite page. Use the *Tips for Success* on page 33 to help you.

Here are some pictures that show different places to visit. Do you like these different places to visit? Say why or why not.

LANGUAGE SKILLS WITH A TEACHER

6 Now ask and answer these questions together.

Do you think:

going to a museum is boring?

visiting a castle is interesting?

going to the cinema is expensive?

shopping is fun?

going to a park is pleasant?

Which of these places do you like visiting best?

Say why.



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7 Listen to the last part of the task. Number the questions below in the order you hear them.

☐ Do you prefer visiting places that are inside or outside? Why?

☐ Do you like places that teach you about history? Why?

☐ Do you prefer visiting places on your own or with other people? Why?



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8 Listen again. What happens if the person gives a very short answer to a question?

9 Ask and answer the questions in Ex. 6 with your partner. Ask Why? / Why not? if your partner gives a short answer.