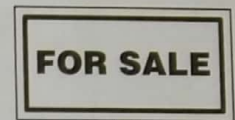
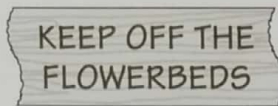
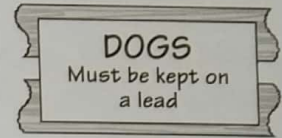
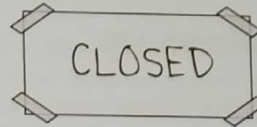
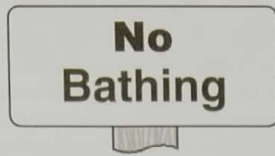
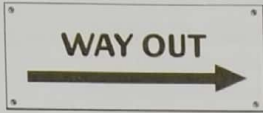


Reading the signs

1 Where might you see these signs?

- in a street
- in a building
- in a park

What do the signs mean?



2 What do these symbols mean? Where might you see them?



3 You can see the following notices in different places. Match the notices 1-8 with the places A-H.

- 1 There will be one interval of 15 minutes.
- 2 PLEASE LEAVE YOUR ROOM BY 11 AM.
- 3 Visiting hours 10.00 am-11.30 am and 5.00 pm-6.30 pm.
- 4 HARD HATS MUST BE WORN AT ALL TIMES.
- 5 Buy two and get the second half price.
- 6 PLEASE STAND BEHIND THE YELLOW LINE.
- 7 Tiredness can kill: take a break
- 8 Flight now boarding at gate 17.

- | | |
|---------------------|--------------------|
| A Hotel | E Station platform |
| B Motorway | F Supermarket |
| C Construction site | G Airport |
| D Theatre | H Hospital |

4 Read the notices in exercise 3 again. Match each of the following sentences with one of the notices. If the sentence means the same as the notice, write S; if it means something different, write D. The first one is done as an example.

- 1 It's dangerous to drive when you're tired. S D
- 2 You've got plenty of time for shopping before your plane leaves. S D
- 3 In this place you could be injured if you don't protect your head. S D
- 4 The play will be performed in one act, without a break. S D
- 5 You can come to visit a patient in the morning or in the evening. S D
- 6 If you buy two bags of oranges you can have the second bag free. S D
- 7 Please let passengers get off the train before you try to get on. S D
- 8 You cannot leave your room before 11 am. S D

Follow up

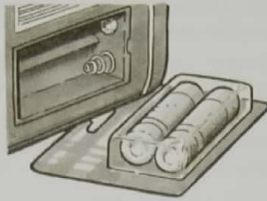
Draw simple icons to represent the following:

No dogs permitted in the shop • Silence in the library, please • No flash photography • Beware of the dog • No fishing • Music room • Film club • Poisonous

Didn't you notice the notice?

1 Look at these notices. They all contain mistakes. Find the mistakes and correct them.

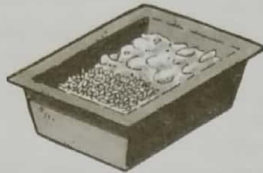
1 Remove the new batteries and then insert the old ones. Remove the old batteries and then insert the new ones.



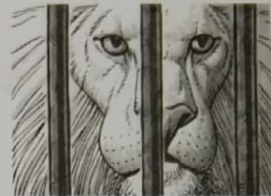
6 Please switch on your mobile phone before coming into class.



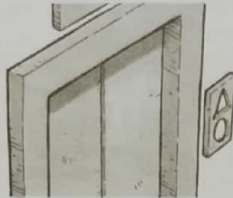
2 Heat well after serving.



7 Please feed the animals at the zoo.



3 Safety notice: no fewer than 8 persons in this lift.



8 It is an offence to travel with a ticket.



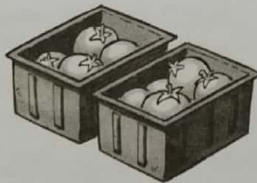
4 Rinse well with dirty water.



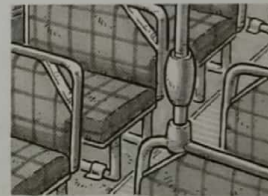
9 Wanted: waiter/waitress – must be under 16.



5 Special offer: one for the price of two!



10 Please give up this seat to a younger passenger.

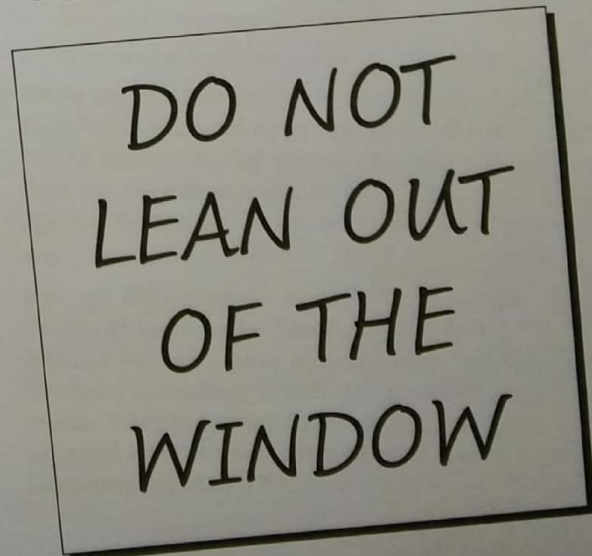


2 Rearrange the words to make short messages.

- 1 LUGGAGE CABIN IS ONLY THE ONE OF PIECE HAND ALLOWED IN.
Only one piece of hand luggage is allowed in the cabin.
- 2 ONE MEALS TABLETS OR BEFORE TAKE TWO.
- 3 IS ORDER OF MACHINE THIS OUT TEMPORARILY.
- 4 FOOD PLEASE IN NO THE DRINK OR CLASSROOMS.
- 5 AROUND USE CAMERAS IN BUILDING THIS SECURITY.
- 6 LUGGAGE NOT PLEASE UNATTENDED DO LEAVE.

Where would you see these messages?

3 Write signs and notices to put up in your classroom.



Mixed messages

1 Read the messages A–F. Match each message with one of the following descriptions.

- 1 A request for advice/suggestions
- 2 A notice on a restaurant menu
- 3 A message about a phone call
- 4 A note left with an object which is being returned to someone
- 5 An email sent to several different people
- 6 An announcement on a staff noticeboard at work

- E
-
-
-
-
-



A ALLERGIES: Customers who are concerned about nuts in our food are welcome to ask a member of staff for advice when choosing their meal.

B Tina,
Emma phoned. She can't meet you on Tuesday evening. Wednesday would be OK, Thursday too, but only after 9 pm.
Sally

C PLEASE NOTE: AS FROM NEXT JANUARY ALL STAFF WILL BE REQUIRED TO HAVE A CERTIFICATE IN FIRST AID. TIME OFF WILL BE GIVEN TO ATTEND A TWO-DAY TRAINING COURSE. IF YOU DO NOT HAVE A CURRENT FIRST AID CERTIFICATE, PLEASE SEE JAN MARKS IN HUMAN RESOURCES TO ARRANGE TRAINING.

D Message: To all team members
From: Tommy@training.co.uk
As Saturday's match against Burwater is going to be a difficult one, I think we should schedule an extra practice this week. I suggest Thursday evening at 6.30 at the sports ground. Could you let me know if you can't make this time – otherwise I'll see you there.

E Hannah,
It's nice of your sister to invite me to her birthday party. I'd like to buy her a present. You're very close to her – what kinds of things is she into? Does she like reading? Or would she prefer a CD, or maybe a T-shirt, or some jewellery? Could you give me some ideas, please, as soon as possible?
Thanks.
Rick

F Mike,
Sorry it's taken me so long to return this DVD. I really enjoyed watching it. Have you seen the follow-up, 'Greased Lightning', which is on at the moment? I've heard it's really good. If you haven't, maybe we could go together?
Karen

- 1 Karen hasn't seen *Greased Lightning* yet. F
- 2 Staff can do a training course during work time.
- 3 Rick is asking Hannah for advice.
- 4 Tommy is sending the same message to all the players.
- 5 Mike borrowed a DVD from Karen.
- 6 There are no nuts in the food at this restaurant.
- 7 Sally can't meet Tina on Tuesday evening.
- 8 The players must email Tommy if they intend to come to the extra practice.
- 9 All staff have done a First Aid training course.
- 10 If you are worried you can ask the waiter's advice.
- 11 Hannah's sister prefers music to reading.
- 12 Emma is not free early on Thursday evening.

3 Work in pairs. Each of you should choose one of the messages A–F in exercise 1. On a small piece of paper, write two sentences about the message you have chosen, one correct and one incorrect. Give the paper to your partner, who must:

- find which message it refers to
- decide which of your sentences is correct.

4 Write an email message to Tommy (text D) to tell him that you won't be able to come to the extra training. Apologise, and explain that you would still like to play in the match against Burwater.

OR

You are Mike (text F). Write your reply to Karen. Thank her for returning the DVD. Explain that you have already seen the film *Greased Lightning*, which you enjoyed very much. You know that Karen likes dance, so suggest a trip to see the National Ballet Company on May 17th.

2 Here is a list of statements about the six messages. They are in a different order from the messages. There are two statements for each message, but only one of them is correct for each message. Find the correct statement and write the letter next to the appropriate message.

Exam-style task

Hints and tips for Reading Part 1

What you have to do

- Read six short texts (the first one is an example).
- Read the multiple-choice questions that go with each text.
- Choose your answer from the three options, A, B, C.

How to approach it

- First read the text carefully. Where might you see it? Why was it written?
- The style or format of the text (e.g. a postcard) may help you to understand its purpose.
- Read all three options and compare them with the text before choosing your answer.

- Reread your answer and the text again to make sure they express the same idea.

How to prepare yourself

- The texts can be notices, signs, messages, postcards or instructions. Try to look at as many examples as you can of this type of text. (You can find some in *Insight into PET* pages 10–11 and *Objective PET* pages 102–103, both published by Cambridge University Press.)
- If possible, follow your own interests – music, sport, fashion, films, whatever they are – by looking at websites and magazines in English.

PART 1

Questions 1–5

- Look at the text in each question.
- What does it say?
- Mark the letter next to the correct explanation – A, B or C.

Example:

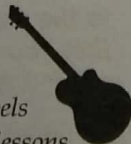
Unfortunately, tonight's show has been cancelled owing to illness. Tickets can be exchanged or refunded at the box office.

- A People with tickets for tonight's show can get their money back. ✓
- B Tickets for tonight's show can be bought at the box office.
- C Tickets for tonight's show can be used for a later performance.

1

GUITAR LESSONS

Patient and friendly teacher is taking new students of all levels for acoustic and electric guitar lessons. All styles of music can be covered, plus music theory for those who are interested. Call Jeff on 01982 886510.



Jeff teaches music theory

- A if the student has covered all styles of music.
- B if the student is new to the class.
- C if the student wants to learn it.

2 Thameslink will offer a revised service from Brighton to London. Some early services will be replaced by bus between Brighton and Three Bridges.

- A If you travel early you may have to travel part of your journey by bus.
- B From Three Bridges station you will be taken by bus to London.
- C There will not be any Thameslink trains from Brighton to Three Bridges.


3 Please make sure all your child's school clothes are marked with their name. This helps us to return lost items to the children.

- A Children's clothes must have the name of the school on them.
- B The school will mark clothes with the children's names.
- C School clothes should have the child's name on them.

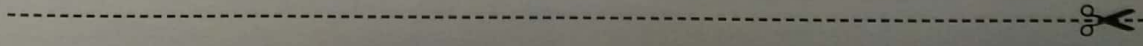
4 Dear Annette,
 You were right — Daleport is lovely. I'm so glad we listened to you and not to John. I wonder why he disliked it so much.
 Love, Meg

- A Meg is surprised that John liked Daleport.
- B Meg thinks John should visit Daleport.
- C Meg followed Annette's advice.

5 Children with a bus ID card pay only 25% of the full fare on schooldays up until 6 pm. And if they're travelling with an adult, the same discount applies at weekends too.



- A Adults with children pay only 25% fare at the weekends.
- B With a bus ID card travel is cheaper for children going to and from school.
- C Children cannot use their bus ID cards at the weekend.



Answers
 1 C 2 A 3 C 4 C 5 B

In other words

1 Find students who have Version B of these sentences. Find the matching sentences and write them down.

Version A

Nobody likes grammar.

Listening is more difficult than grammar.

I enjoy reading stories in English.

We shouldn't translate.

Having an English-speaking friend could help us.

Watching films in English can teach us a lot.

You get better at a language by using it.

This activity isn't very difficult.

My English has improved during the last six months.

1 Find students who have Version A of these sentences. Find the matching sentences and write them down.

Version B

It could be helpful to have an English-speaking friend.

Everybody dislikes grammar.

It's better not to translate.

My English is better now than it was six months ago.

This activity is quite easy.

We can learn a lot from watching films in English.

Reading stories in English is enjoyable.

You won't get better at a language if you don't use it.

Grammar is not as difficult as listening.

2 For each question, complete the second sentence so that it means the same as the first using no more than three words.

- 1 I haven't got an English dictionary.
I own an English dictionary.
- 2 People speak English all over the world.
English all over the world.
- 3 I started learning English a year ago.
I learning English for a year.
- 4 I prefer science to languages.
I like science languages.
- 5 I'm learning English in order to get a better job. I'm learning English so that I a better job.
- 6 I'm thinking of learning Japanese next.
I might Japanese next.
- 7 How do you pronounce this word?
How is?
- 8 What's the English word for *martello*?
How *martello* in English?
- 9 Would you mind repeating that, please?
Could, please?
- 10 How many English books have you read?
She asked me how many English books



Follow up

Here is an extract from a letter you have received from an English-speaking friend:

I hear you're studying English at the moment. That's great! Is it difficult to learn? What do you do to practise the language? Is there anything I can do to help you?

Write your reply, answering your friend's questions. Write about 100 words.

After the show

- 1** Look at the pictures. What is happening in each one? Where are the boy and girl? Why do you think the girl is pointing to her watch and then covering her ears?



- 2** Read the dialogue. Then answer your teacher's questions.

SARA: If we leave now, we'll catch the last bus.

JEFF: But the band are still playing.

SARA: Well, it's midnight now and we arrived here at 9 pm.

JEFF: But, Sara, we have to stay until the end.

SARA: This is definitely the loudest band I've ever heard!

JEFF: But Rory is a really good guitar player, isn't he?

SARA: He's all right, but I think the support band were better.

Jeff and Sara have now left the concert and are outside in the street.

JEFF: Look! The bus has just gone. What shall we do now?

SARA: I wish we'd left the concert half an hour earlier.

JEFF: Why don't we take a taxi?

SARA: Finding a taxi at this time isn't going to be easy.

JEFF: Mmm. You're right.

SARA: We'll have to walk home.

JEFF: You'd better phone your parents. You know how strict they are.

SARA: You're right. Can I borrow your mobile?

JEFF: Yeah, of course ... Oh, no! I've left it at home.

SARA: Oh look, there's Max. Perhaps he'll take us home in his car. Hi, Max! Any chance of a lift to Grendon?

MAX: Glad to. But there's only enough room for one, I'm afraid.

SARA: *(Jumping in)* Thanks, Max. Sorry, Jeff! But you know how it is: my Mum and Dad are stricter than yours.

JEFF: Sara!!!

- 3** Work in pairs. Read the conversation aloud (one of you will also play the third character, Max). As you do so, try to lift your eyes from the page sometimes and speak the words to your partner.

- 4** ▶▶ Listen to the conversation on the recording. Some of the wording is different this time, but the meaning is the same. As you listen, note on the dialogue the words that are different.

- 5** Look at the sentences in the conversation that you didn't change and complete these sentences so that they mean the same. Use between one and three words for each answer.

- 1 Unless we leave now we'll miss the last bus.
- 2 Well, it's midnight now and we've three hours!
- 3 I've never heard band than this.
- 4 In my opinion they're not the support band.
- 5 Look! The bus has just gone. What are we now?
- 6 What about a taxi?
- 7 Mmm. I you.
- 8 You ought your parents.
- 9 Yeah, of course ... Oh, no! I haven't me.
- 10 Glad to. But there isn't , I'm afraid.

Follow up

Work in groups of three. Taking the parts of Sara, Jeff and Max, practise the second version of the conversation.

Structure Bingo

1 You are going to play this game in teams. Listen to your teacher and follow the instructions.

2 Two friends, who always agree with each other, are talking about a film they have both seen. Fill in the gaps so that the two friends' sentences always mean the same.

Use one or two words each time.

PILAR: It wasn't the best film I've ever seen.

DASHA: I agree. I've (1)seen better..... films.

PILAR: The story confused me a bit.

DASHA: Yes. I found the story a bit (2) too.

PILAR: They paid Tim Swift a million for it.

DASHA: Really? Tim Swift (3) a million for it?

PILAR: Yes, he was.

DASHA: I'm surprised, because he's much less popular nowadays.

PILAR: You're right. He used to be a lot (4)

DASHA: Mind you, he's still a good actor.

PILAR: Oh, yes, he still (5) very well.

DASHA: Did you prefer this film to his last one?

PILAR: Pardon?

DASHA: Did you like this film

(6) his last one?

PILAR: No, I didn't. For one thing, it's much too long.

DASHA: You're right – it should be a lot (7)

PILAR: And I thought the battle scenes were very boring.

DASHA: Yeah. I was very (8) the battle scenes too.

PILAR: I didn't stay until the end.

DASHA: Nor me. I (9) before it finished.

PILAR: But it wasn't the worst film I've ever seen.

DASHA: Oh, no. I agree. I've (10) films.



- 1 Can you lend me your bike?
- 2 It's not sweet enough.
- 3 Cheer up!
- 4 This is the first time we've tried this.
- 5 We've already tried this.
- 6 This belongs to you.
- 7 Don't be late.
- 8 It's made by us.
- 9 They're not large enough.
- 10 What's your name?
- 11 Would you mind repeating that?
- 12 The sweets have all gone.
- 13 He's just left.
- 14 Why don't we ask him?
- 15 She asked me for help.
- 16 What's your weight?
- 17 I'm looking forward to seeing you again.
- 18 She's expecting a baby.
- 19 I'm an only child.
- 20 What's it called?
- 21 What's your height?
- 22 He ought to leave.
- 23 How much does it cost?
- 24 She's just had a baby.
- 25 She's not as old as she looks.
- 26 Would you like me to drive?
- 27 Can I give you a hand?
- 28 It depends on the price.
- 29 I feel happy.
- 30 I haven't seen you for ages.



Exam-style task

Hints and tips for Writing Part 1

What you have to do

- You must write an answer that is between one and three words.
- You must write only the missing words on your answer sheet.
- The sentences are all about one topic.

How to approach it

- Try to identify what is being tested. Is it verb forms? Comparisons? Direct to indirect speech, etc.?
- No marks will be given if a word is misspelt, so check carefully!

- When you have completed the second sentence, check that it means the same as the first sentence.

How to prepare yourself

- Look at the grammar syllabus for a PET level coursebook. A good example is the Map of the Student's Book on pages 4–7 of *Objective PET* (Cambridge University Press). Have you practised all these grammatical areas?
- Work with a friend and test each other on irregular verbs. There is a list of these on page 208 of *Objective PET*.

PART 1

Questions 1–5

- Here are some sentences about a person's grandfather.
- For each question, complete the second sentence so that it means the same as the first, **using no more than three words**.

Example:

Although my grandfather is 73, he still works full time.

Although my grandfather is 73, he still does a *full-time job*

1 He sells old furniture and clocks.

He has a shop **old furniture and clocks.**

2 He's had the shop for nearly 34 years.

He bought the shop nearly

3 The shop is open from Monday to Saturday.

The shop **on Sundays.**

4 Some of the clocks in his shop are very valuable.

Some of the clocks in his shop are **a lot of money.**

5 But making money doesn't interest grandfather.

But grandfather's not **money.**



Answers

- 1 selling / that sells / which sells / where he sells
- 2 34 years ago
- 3 closes / shuts / is closed / is shut / isn't open (is not open) / doesn't open (does not open)
- 4 worth
- 5 interested in making

Distinguishing features

1 This is a picture of Cristina's English class.



Anna Antonio Clara Esra Hiro Peter Sophie

Work with a partner. Take it in turns to describe some of the people in the picture. Your partner must point to the person you are describing.

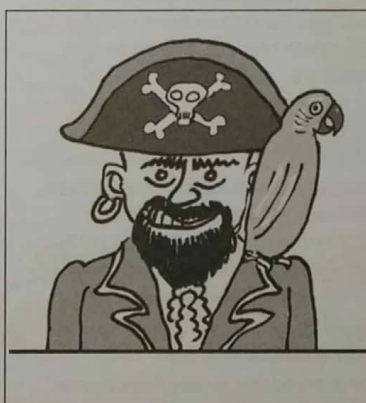
2 ▶▶ Listen to Cristina talking about her classmates. Draw a line from the name of the student to the correct person in the picture. There is one extra name. To get the right answer you have to hear the important clues and avoid the *distractors*.

3 Three children, Will, Luke and Michelle have drawn pictures of pirates. Label these items in the pictures.

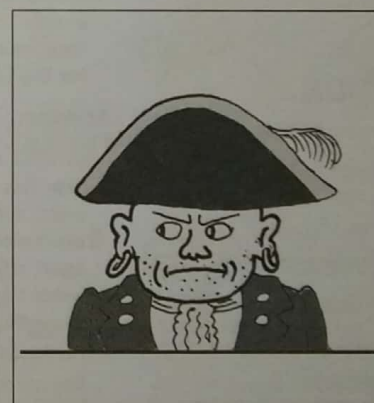
spotted scarf earring bushy beard parrot



1



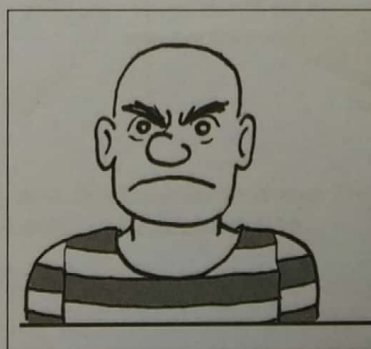
2



3

▶▶ Listen to the recording. Under each picture write the name of the child who drew it.

4 ▶▶ Listen to the recording and draw the rest of this pirate.

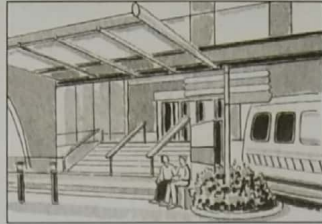


How do you know?

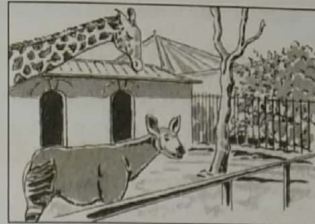
1 ▶▶ You will hear people talking about six of these places. Listen and write the appropriate number by the picture.



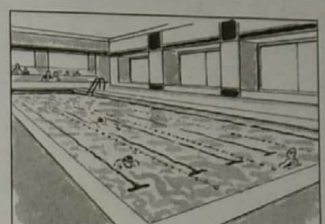
Hotel



Hospital



Zoo



Swimming pool



Hairdresser



Post office



Airport



Art gallery

2 ▶▶ Look at the pictures first. While you listen, you need to decide what the people are talking about and choose one of the pictures, A, B or C. There is an example to help you.

A



B



C



1 A



B



C



2 A



B



C



3 A



B



C



4

4 A



B



C



5 A



B



C



6 A



B



C



7 A



B



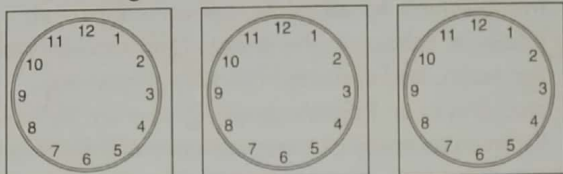
C



3 ▶▶ Listen to the recording again, and this time write down the key words or expressions that helped you to identify the correct subject in each section.

Look at the time!

1 ▶▶ Listen to the recording. Three times are mentioned. Draw hands on the clocks showing the three different times.



A B C

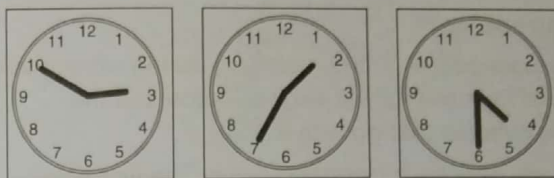
▶▶ Listen again. What time did the plane take off? Tick the correct box.

- 2**
- What time in the evening do you think a 15-year-old girl should have to come back home?
 - Should that time be different for a 15-year-old boy?

▶▶ Listen to the conversation on the recording and answer these questions.

- 1** What time must Tamsin come home this evening?
- 2** What time does Tamsin have to get up in the morning?
- 3** What time do her friends have to come home in the evening?

3 ▶▶ Listen to the recording. What time should the woman take the cake out of the oven?



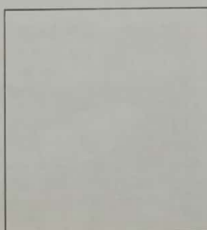
A B C

And now for the weather

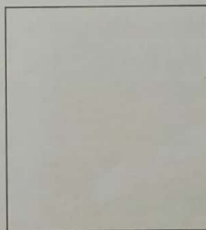
1 Describe picture A. What do you think pictures B and C will show? Make notes in the boxes or, if you prefer, quickly draw the pictures.



A Wet and windy



B Warm and sunny



C Wet but not windy

2 ▶▶ Read and listen to this extract about the weather.

I think a lot of us in Britain at the moment wish we could be with our friends in Australia, who are lying on the beach, enjoying temperatures of over 35 degrees. Lucky people! The good news here is that the snow storms and freezing temperatures of the past ten days have come to an end; the bad news is that there's heavy rain, with the possibility of flooding in some areas.

What is the weather like in Britain at the moment?

- A snowy and cold
- B very wet
- C hot and sunny

Underline the key words in the text that direct you to the correct answer.

3 ▶▶ Listen to the recording. What kind of weather did the man have on his holiday?



A B C

Follow up

Write a weather forecast for tomorrow for your city or region. Use the texts in this activity as models to help you.

OR

Write a composition with this title:

*The good and bad points of sunshine (or rain or snow). (Choose **one** of these.)*

Write about 100 words.



Exam-style task

Hints and tips for Listening Part 1

What you have to do

- Listen to seven short recordings.
- For each recording, look at the question and the three pictures, A, B and C.
- Choose the picture that best answers the question about what you have heard.

How to approach it

- There are pauses in the recording during which you should look carefully at each question and the three pictures that go with it.
- You will hear each recording twice. The first time, listen for general meaning.
- The second time, listen for specific information and match it to one of the pictures. All the options will be mentioned in the text but only one will be the answer to the question.

How to prepare yourself

- The listening texts can be dialogues or monologues, for example, conversations – at home, at school, in the street – announcements on the radio, and extracts from talks. If you are studying in an English-speaking country, try to listen to as many of these varieties of English as possible. Also, try to listen to different voices and styles of speaking.
- If you are not studying in an English-speaking country, try to listen to English language broadcasts on the internet. Some of these are available as 'podcasts', which can be downloaded onto your computer and played on a portable MP3 player. Find programmes or podcasts about subjects you are interested in and listen to them when it suits you. It will also be helpful for you to watch films with an English language soundtrack. DVDs offer you the opportunity to choose the language you want to hear or to read subtitles to help understanding.

PART 1

Questions 1–7

- There are seven questions.
- For each question there are three pictures and a short recording.
- Choose the correct picture and put a tick (✓) in the box below it.

Example: Which is Isabel's favourite band?



A

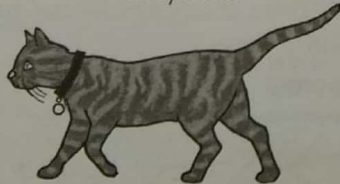


B

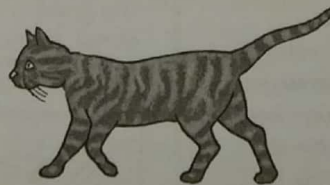


C

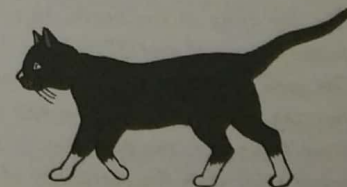
1 Which is Sally's cat?



A



B



C

2 What did Karen do last night?



A



B

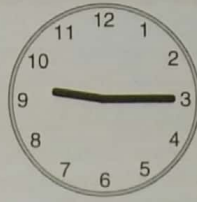


C

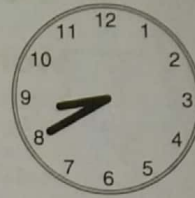
3 What time did Tom catch the bus this morning?



A



B

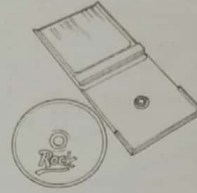


C

4 What is the best present for the man to buy?



A



B



C

5 What does the woman have?



A

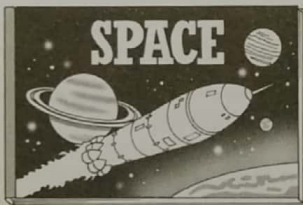


B

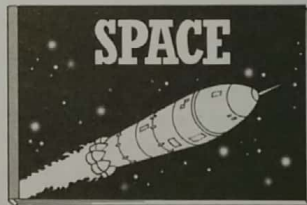


C

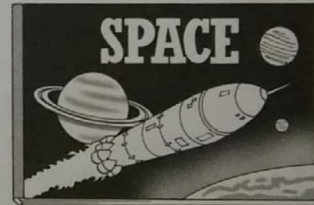
6 Which book is Mandy looking for?



A

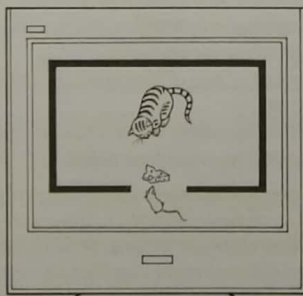


B

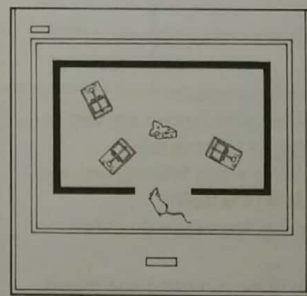


C

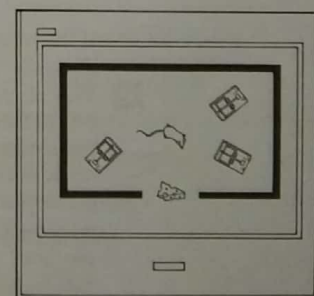
7 Which computer game is the boy talking about?



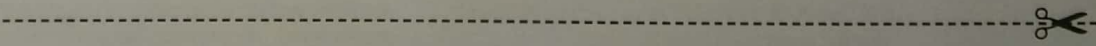
A



B



C



Answers
 1 B 2 A 3 C 4 A 5 C 6 B 7 B
 See page 126 for the Tapescript.

Breaking the ice



Look at one of these pictures. Imagine that you meet the character in the picture. What questions could you ask the person or people?

Think of as many questions as you can. They must begin with these words:

What Where When Who Why How long How often

2 Each of these questions is incorrect. Can you find the mistakes and write the correct version? Look at the examples first.

- 1 What u your name? What's your name?
- 2 Where are you come from? Where do you come from?
- 3 What age have you?
- 4 Are you student?
- 5 What school do you go?
- 6 Can you to spell that, please?
- 7 How long are you learn English?
- 8 Do you enjoy to learn English?
- 9 How many English lessons have you a week?
- 10 Do you have got any brothers or sisters?
- 11 Do you live in the house or the flat?
- 12 What you do in your free time?

▶▶ Listen to the recording and check your answers.

Listen to the questions again and repeat them.

3 Work in pairs. Practise asking and answering the questions in exercise 2.

When you are ready, practise again, without looking at the questions. Walk around the classroom repeating the questions and answers with different partners.

4 Here are a girl's answers to questions in an interview. Write the interviewer's questions on the left-hand side.

- 1 What's your name?..... Belinda.
- 2 Sherman.
- 3 It's S-H-E-R-M-A-N.
- 4 I'm from Wales.

- 5 Swansea, in the south of the country.
- 6 15.
- 7 Norbrook High School.
- 8 Yes, it's N-O-R-B-R-O-O-K.
- 9 I like maths and science, but I suppose my favourite subject is ICT.
- 10 Information and Communications Technology.
- 11 I like going out with friends. I watch films sometimes, and I do karate twice a week.
- 12 Since I was 12 ... so, for three years.

▶▶ Now listen to the recording and check your answers.

5 ▶▶ You will hear another, similar conversation. First read the text below and then listen to the recording. There are 11 differences between the text and the recording. Note down the differences on the text. (The first one is done for you.)

Callum 1 ^{Davidson} ~~Davidson~~ lives in 2 Edinburgh, in Scotland, but he was born in 3 England. He is a student at 4 Craigmuir Academy. His favourite subject is 5 PE, which stands for 6 Physical Education. Callum is 7 15 years old. He's got 8 one sister and one brother, who are 9 younger than him. In his free time he enjoys playing 10 football and some weekends he goes 11 cycling.

6 Work in pairs. Taking it in turns to play the interviewer, ask and answer personal information questions like those in exercise 4.

What's in a name?

1 ▶▶ Listen to these people introducing themselves. Can you spell the missing names?



- 1 Hall.
- 2 Michael
- 3 Susan
- 4 Miles.
- 5 Smith.
- 6 Graham

2 ▶▶ Listen to eight people introducing themselves. They give a shortened form of their first name followed by the name of the place where they live. Write the name and the place.

	Name	Place
1	Nick	Plymouth
2		
3		
4		
5		
6		
7		
8		

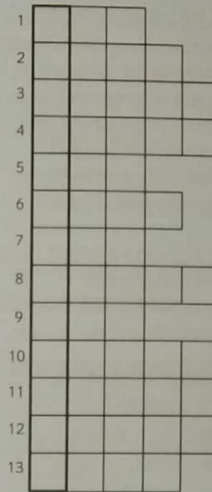
3 In pairs, practise introducing yourself, like the people in exercise 2, giving the name of the place you are from as well. If you are called by a shortened form of your name, or by a nickname, include that in your introduction.

4 In pairs, spell the following:

- your name and surname
- the street (or the name of the apartment building) where you live
- the name of your school or university, or the company you work for
- your father's or mother's first name
- your teacher's surname
- the name and surname of another student in your class.

Your partner must note down what you say.

5 Read the clues and write the missing words.



- 1 The liquid in a pen.
- 2 The opposite of *far*.
- 3 You bite and chew your food with these.
- 4 The opposite of *full*.
- 5 The past tense of *run*.
- 6 The number before ten.
- 7 me a question.
- 8 The drops that fall from your eyes when you cry.
- 9 He didn't go to school because he was
- 10 Quite frequently.
- 11 Another word for 12 o'clock midday.
- 12 A fruit that 'keeps the doctor away'.
- 13 How have you been waiting?

Now look at the initial letter of all 13 words. What word do these letters make? (It describes the English language!)

6 How many more English words, of three letters or more, can you find in the letters of this word?

Follow up

Write a spelling quiz of ten items for a partner. Use only words from your coursebook or recent English lessons. Try to include words that have been a 'problem' for you or your classmates.

AND/OR

Write a list of (ten) English words that you have spelt wrongly since you started to learn English. Practise spelling them aloud until you can say the letters confidently and quickly.

All about me

1 Which of these subjects can you talk confidently about in English? Put a tick (✓) by the subjects you feel confident about.



- A My family
- B My experience of learning English
- C My home town / where I live
- D My interests
- E My education / the work that I do
- F The most important things that happened to me last year
- G My plans and hopes for the future

Work in small groups. Practise talking about these topics.

2 Look at these sentences. Which topic in exercise 1 does each one refer to? Write a letter next to the sentence. NOTE: Some of the sentences refer to more than one topic.

- 1 In August I went on holiday for three weeks and met someone who's since become a good friend. F
- 2 It's about 25 kilometres from the coast.
- 3 I'm an only child.
- 4 In February we moved to a larger flat further away from the centre of town.
- 5 I watch DVDs with an English soundtrack and I think that has improved my listening.
- 6 I'm the captain of a local football team and that takes up a lot of my free time.
- 7 I love going shopping but of course I can't spend a lot of money as I'm still a student.
- 8 My mother comes from a large family so I have a lot of uncles, aunts and cousins.
- 9 If I do well in my school exams I hope to go to university to study languages.
- 10 It's an exciting place to live in but it's very crowded and the traffic is terrible.
- 11 I can understand a lot more than I can express.
- 12 I'd love to take a year off and travel around India.
- 13 During the holidays I work in a shop which sells sports goods.
- 14 I spend a lot of time surfing the internet or chatting to friends on MSN.

3 Look at the picture.

- What is the woman doing?
- Do you think it would be difficult? Why? Why not?
- Would you like to do it? Why? Why not?



4 ▶▶ Work in pairs. You will hear a recording of an interview. As you listen, one of you must write down the questions asked, and the other must make a note of the answers. Compare what you have both written.

Using your notes, try to reconstruct the interview.

5 Think of a skill-based hobby, sport or other activity that you do in your free time. If you don't do any activities, then think of one you might like to do. (Don't choose something passive, like watching films or listening to music.)

Work in pairs. Take it in turns to interview each other about the activity you chose. Use the same questions as the interviewer in exercise 4, and add some of your own.

6 Now repeat exercise 1 (in the same groups) and see how much you and the other people in the group have improved.

- Did you speak more confidently this time?
- Did you say more about the topic?
- Did you use a wider range of language?

Follow up

This is part of an email from a friend in an English-speaking country.

To: You!
Subject: Me and you
≡ ≡ ≡
Well, so now I've told you something about myself, and my life at the moment. But what about you? I hope you'll write back soon and tell me all about yourself: what you do, your family, other important people in your life, your free-time activities and so on. Look forward to hearing from you.
Cheers,
Alex

Write your reply. Use 100–150 words.

Face to face

EXAM PART

Speaking Part 1

EXAM SKILLS

Giving personal information

Responding to questions

TOPIC

Personal information

TIME

30 minutes

KEY LANGUAGE

Describing present circumstances, past experiences and future plans

PREPARATION

One photocopy of the activity page and the Hints and tips for each student

One photocopy of the Tapescript for the Exam-style task for each group (see page 135)

- 1 Give out the activity sheets.
Students read extracts from two Speaking Part 1 scenarios and try to guess what words might fit in the blank spaces. (Any guesses should be written on a separate piece of paper at this stage.) Tell them that there are various alternatives and no definitive correct answers.
- 2 ▶▶ Play the recording. Students fill in the spaces, and then compare their answers with a partner. **See page 135 for the complete Tapescript.**

Answers

- 1 a town in northern
 - 2 that's right
 - 3 but only part-time
 - 4 doing a course
 - 5 training to become
 - 6 kind of work does she do
- 3 In pairs, students read the dialogues aloud. The first time they read what is written; the second time they individualise the dialogues, keeping the basic questions but changing the names, the answers and other details to fit themselves.

Exam-style task

Students can do this in pairs with the recording or in groups of four without the recording. You may decide that they would benefit from doing both alternatives, perhaps in different lessons.

In pairs with the recording

▶▶ Students will hear an interlocutor asking them some questions. They should listen and then say their answers. **See page 135 for the Tapescript.**

In groups of four without the recording

Hand out one photocopy of the Tapescript (see page 135) to each group of four. Explain that they are going to do the exam-style practice twice, rotating the roles of candidates (x2), interlocutor and assessor. The interlocutor will read from the Tapescript and the assessor should make notes on the feedback form and time the interview.

The first time, A is the interlocutor, B and C are the candidates and D is the assessor.

The second time, B is the interlocutor, A and D are the candidates and C is the assessor.

With this arrangement, they each get to be a candidate but not everyone gets to be the interlocutor or assessor.

You may want to remind students that in the exam the interlocutor is the examiner who asks the two candidates questions and the assessor is the examiner who doesn't speak and makes notes on the candidates' performance. (The assessor awards the detailed marks and the interlocutor gives a global impression mark.)

Discuss how they felt about their performances when they have finished.

Hints and tips for Speaking Part 1

What you have to do

- Answer the interlocutor's questions.
- This is the introduction to the Speaking test so the interlocutor will ask you for simple personal information: your name, age, occupation, and so on.
- The interlocutor may also ask you about your family, your interests, how you feel about learning English, and your plans for the future.
- The interlocutor will ask you to spell all or part of your name.

How to approach it

- Try to say a bit more than 'yes' or 'no' in your answers.
- On the other hand, the interlocutor will not want long prepared 'speeches' about aspects of your life!

- It's all right to say, 'Sorry, could you repeat that, please?'
- Remember that the interlocutor wants to find out if you can take part in a simple everyday conversation, giving information about yourself.

How to prepare yourself

- Make sure you can spell your name and the name of your home town, etc.
- Practise talking about your hobbies and interests, likes and dislikes.
- Be prepared to answer questions about your past, present and future.
- Become an expert on yourself – in English!

Face to face

1 Here are extracts from two interviews. Read the extracts and try to guess what the missing words are, but don't write anything in the spaces yet. Different alternatives are possible.

1 INTERLOCUTOR: Where are you from, Enzo?

ENZO: I'm from Piacenza.

INTERLOCUTOR: Where is that exactly?

ENZO: It's (1) Italy, between Milan and Bologna.

INTERLOCUTOR: Right. And are you a student?

ENZO: Yes, (2) I'm studying economics and law at the University of Bologna.

INTERLOCUTOR: I see. How long have you been learning English?

ENZO: For five years, (3) , two or three lessons a week.

2 INTERLOCUTOR: Do you have any brothers or sisters, Marta?

MARTA: Yes, I have an older brother.



INTERLOCUTOR: And what does he do?

MARTA: He's (4) at technical school. He's (5) an engineer.

INTERLOCUTOR: Tell me a bit about the rest of your family.

MARTA: Well, my father is a bank manager and my mother has a part-time job in a hotel.

INTERLOCUTOR: Oh, yes. What (6) ?

MARTA: She's a receptionist.

2 ▶▶| Now listen to the recording and fill the spaces in each dialogue.

3 Work in pairs and read the dialogues aloud, taking the part of the interlocutor and the candidate. Then read the dialogues aloud again, keeping the basic questions but the candidate should answer as him/herself, changing the names, answers and other details.

Exam-style task

Now take part in an exam-style practice of Part 1 of the Speaking test. You can do this in pairs with the recording or in groups of four without the recording.

In pairs with the recording

▶▶| On the recording, you will hear an interlocutor asking you (Student A) and your partner (Student B) some questions. Listen and then say your answers.

In groups of four without the recording

You will take it in turns for two of you to play the parts of the candidates and the other two to be the interlocutor and assessor. The assessor should time the interview and use this form to make notes on the performance of one of the candidates. NOTE: Part 1 of the Speaking test lasts approximately 2 minutes. This practice should not last less than that.

Assessor's feedback form

Candidate's name:

Interlocutor's name:

Candidate talked about:

Candidate said: Too much A lot

Enough Too little

Good points:

Things to work on:

Some things I noticed:

Time: