
International English for Speakers of Other Languages

Teacher's Book 4 – Communicator (B2) level

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**International English
for Speakers of Other Languages**

Teacher's Book 4 – Communicator (B2) level

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Introduction to Teacher's Book 4 Communicator

This teacher's book is part of a new and comprehensive range of support materials created for the revised English for Speakers of Other Languages qualifications. The City & Guilds International ESOL and Spoken ESOL awards are now available at all six levels of the Common European Framework.

City & Guilds Qualifications	Common European Framework
Mastery	C2 Mastery
Expert	C1 Effective Operational Proficiency
Communicator	B2 Vantage
Achiever	B1 Threshold
Access	A2 Waystage
Preliminary	A1 Breakthrough

Support materials for International ESOL include a student's book, teacher's book and cassette for each of the six levels.

The format of the student book follows that of the test, with each unit containing a variety of activities which will help students develop the particular skills of listening, reading and writing they will need in the exam. Each part of the test has a distinct focus, which is reflected in the units in this book. There is a more detailed introduction before each unit, explaining how candidates at Communicator level are tested in the following areas of proficiency:

- listening to identify and respond to different language functions in short conversations
- listening to dialogues to recognise purpose, topic, context, speakers,

- gist, relationship, function, attitude, feelings and opinion
- showing understanding of spoken input by selecting key information and recording this in short notes
- following a discussion to identify facts, opinions and attitudes
- understanding detail of information, ideas and opinions
- understanding how meaning is built up in discourse
- reading short texts and identifying their purpose
- reading carefully to locate key information
- writing formally to communicate information given in an input text
- writing on a given topic.

This teacher's book contains all of the student book activities along with practical ideas for their delivery in the classroom.

The activities can be used as appropriate to your own teaching situations. Some involve pair and group work, encouraging the students to discuss and understand the different ways in which we listen, read and write in order to communicate.

We have aimed to produce materials which will encourage students to develop their general English language skills and which will help them prepare for the International ESOL test. There are new challenges facing candidates at Communicator level, for instance listening once only to most parts of the test and reading and writing increasingly complex language. The activities in this book will help your students develop the required learning strategies and skills.

There are practice test activities at the end of each unit with a key for your reference. We have also included advice from the examiners for you to pass on to your students as you help them prepare for success.

Student introduction to Book 4

The levels of the City & Guilds International English for Speakers of Other Languages qualifications correspond to the Common European Framework.

City & Guilds Qualifications	Common European Framework
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Mastery	C2 Mastery
Expert	C1 Effective Operational Proficiency

Communicator Achiever	B2 Vantage B1 Threshold
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Access	A2 Waystage
Preliminary	A1 Breakthrough

The International ESOL test at Communicator level has sections on Listening, Reading and Writing. There is no Speaking section in this test, but there is a separate City & Guilds International Spoken English test.

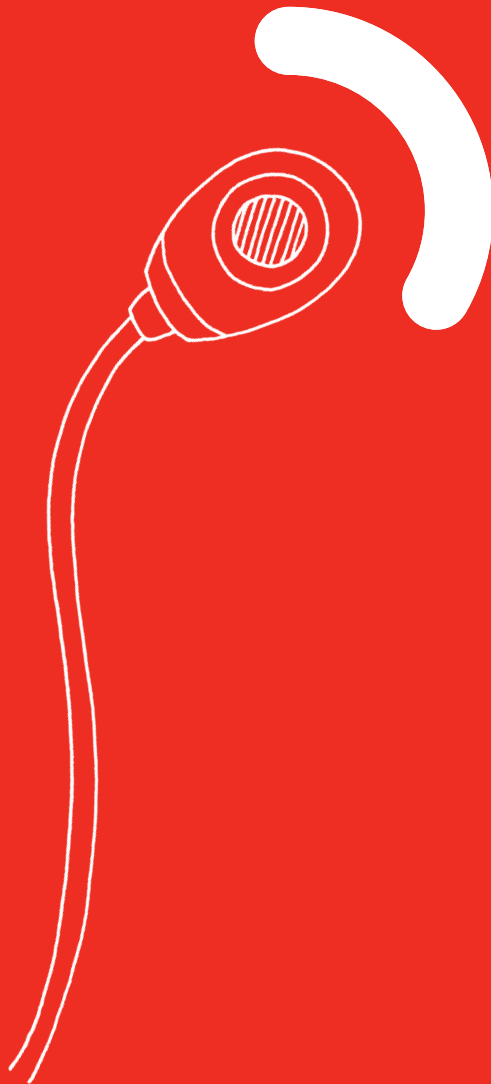
This book will help you to understand the different ways we listen, read and write. The activities in the units give you the chance to practise listening, reading and writing. This book helps you to improve your general English language skills and to prepare for the International ESOL test.

Tapescripts of the listening activities are provided at the back of the book. You are advised to use these for revision after doing the exercises in class. Email addresses, telephone and fax numbers, and website addresses given in the exercises are not real.

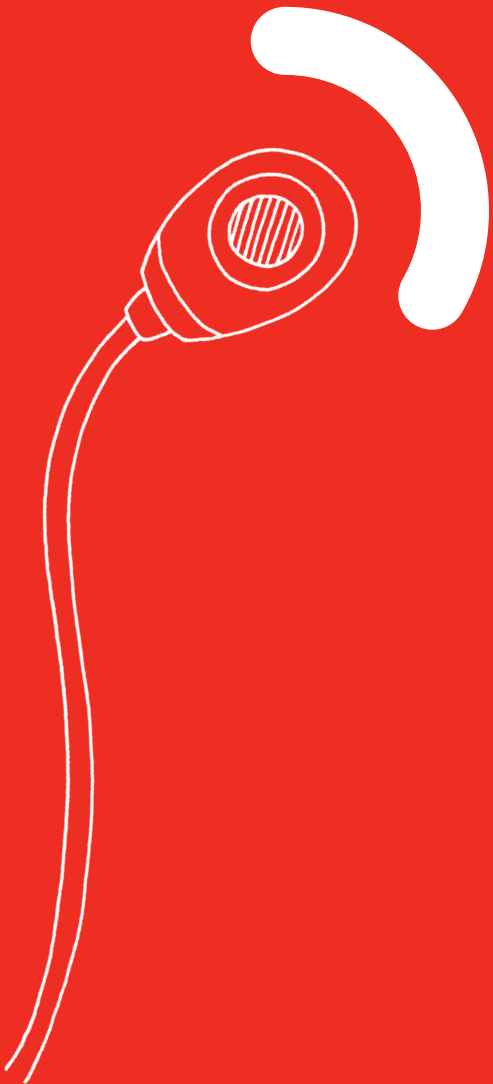
There are test practice activities with advice from the examiners at the end of each part. There is also a sample exam paper to help you prepare for success in the International ESOL test. The test practices and sample paper follow the format of the paper version of the ESOL test. Your teacher can give you information about taking the test online. Some of the instructions online are different from those given in the paper version. The types of question for each part are the same.

Listening

	Student book	This book
1 Listening to respond	9	11
2 Listening to dialogues	20	27
3 Listening for key information	28	42
4 Following a discussion	34	52



Listening



Introduction to Listening Part 1

Notes



The focus of Listening Part 1 is to test the candidate's ability to recognise the context, meaning and function of a range of short statements or questions.

Candidates hear a short, unfinished conversation that is typical of everyday spoken English, such as:

'Hi John, I really appreciate your looking after the garden while I was away.'

'That's what neighbours are for.'

'Thanks so much for your help.'

Candidates then complete the conversation by choosing the correct answer from a list of four options, for example:

a 'You too.'

b 'You're most welcome.'

c 'I live quite near.'

d 'That would be good of you.'

There are eight unfinished conversations. Candidates hear each conversation once only in the test and need to focus on the last of the three exchanges between the speakers.

Each item tests understanding of a different function and context.

Two or more of the items hinge on the following features of language:

- register
- stress/intonation
- idiomatic/colloquial English.

The correct response is always natural, common and unambiguous.

The distractors (incorrect options) belong to different groups of functions.

When the candidates are practising the activities in this part, listen out for and remind them to use shortened and contracted forms when they are speaking. Try to use as wide a range of functional language as you can in the classroom. Your students need practice in:

- listening to as much everyday, social English as possible
 - listening to a wide range of idioms, colloquialisms and phrasal verbs
 - understanding certain degrees of formality and when they are used, such as the difference between 'Hello', 'Hi there!' and 'How do you do?'
 - recognising the context of what they hear by asking themselves 'Where is this person speaking? Is he in a classroom/a bank/at home/on a bus?'
 - asking themselves 'Who is this person and who is he or she talking to? Is he a waiter talking to a customer? Is she a mother talking to her child?'
 - asking themselves 'How is this person feeling? Is she excited, angry, nervous, pleased?'
 - understanding how stress and intonation affect the meaning of what is said
 - listening to the elided and contracted forms normally used in spoken English
 - understanding the function of the language they hear by asking themselves 'What is this person doing – thanking, expressing sympathy, complaining, asking for information?'
-

Notes

Student introduction

In this part of the test you will hear a short, unfinished conversation that is typical of everyday spoken English, such as:

'Hi John, I really appreciate your looking after the garden while I was away.'

'That's what neighbours are for.'

'Thanks so much for your help.'

You then complete the conversation by choosing the correct answer from a list of four options, for example:

a 'You too.'

b 'You're most welcome.'

c 'I live quite near.'

d 'That would be good of you.'

The correct answer is b, 'You're most welcome.'

There are eight unfinished conversations. You will hear each conversation once only in the test.

You match what has been said to a response in a list of four options. Only one of the four options will be an appropriate response to what you hear. The other options match different language functions. A language function could be agreeing, apologising, greeting, introducing, saying goodbye, etc. This part of the exam tests your understanding of different types of language function. The features of language tested include:

- register (how formal or informal the utterance is)
 - stress and intonation
 - idioms and colloquial English.
-

To prepare, you need to:

- listen to as much everyday, social English as possible
 - listen to a wide range of colloquial English, including idioms and phrasal verbs
 - be able to recognise certain degrees of formality and when we use them, eg, the difference between 'Hi there!', 'Hello', and 'How do you do?'
 - understand how stress and intonation affect the meaning of what we say
 - be able to recognise the contracted forms normally used in spoken English.
-

When listening to a recording, you need to think about:

- where people are speaking
 - who the person is speaking to
 - how the speaker is feeling
 - why the person is speaking, and the language functions they are using.
-

1 Listening to respond

Notes

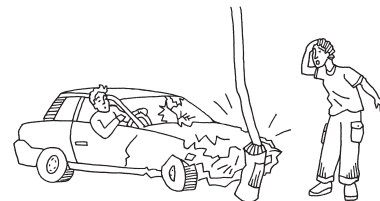
Stress matters!

Write the following sentence on the board.

1 Look at this sentence.

Mick drove Bob's new red car into a lamp-post.

Now tell the students to give short replies to these questions.
Ask different students and stress the key words.
Elicit the answers and write them up.



2 Now answer these questions. When you stress different words in the sentence, you slightly alter what you are saying.

Did Bob crash the car? Elicit No, Mick did.

Did Mick push the car into a lamp-post? No, he drove it.

Did Mick crash Tom's car? No, Bob's.

Was it an old car? No, a new one.

The black one? No, the red one.

Did he crash it into a tree? No, a lamp-post.

Explain that although all the information is contained in one sentence, you can focus on one aspect of meaning by stressing that particular word.

Ask the students to read the following sentences.

3 Read the following sentences.

His birthday's on 15 September.

Stella went to Japan to work.

You need to add one teaspoon of salt.

Well, the most dangerous snake there was the black mamba.

Lily told me that the company was closing down.

Now ask them to listen to the recording and to underline the stressed words. Ask them to think about what might have prompted these statements.

Notes

4 Now listen to the recording and underline the words that are stressed.

🔊 1

1

Male voice 'His birthday's on the fifteenth of September.'

2

Female voice 'Stella went to Japan to work.'

3

M 'You need to add one teaspoon of salt.'

4

F 'Well, the most dangerous snake there was the black mamba.'

5


M 'Lily told me that the company was closing down.'**Check their answers. Then play the recording again, pausing after each one to guess what prompted the statement.****5 Check your answers. Now listen to the recording again. What do you think prompted the answers? Write down some ideas. The first one is done as an example.**Is his birthday on 5 September? eg, it's the fifteenth, not the fifthDid Stella go to Japan for a holiday?Shall I put in two teaspoons of salt?What sort of dangerous reptiles were there?Did you hear the news on the radio?**Get the students to work in pairs. Ask them to underline five different words (and number them) in the following statement. Then tell them to write how this affects the meaning.****6 Work with a partner. Underline five different words that might be stressed in the following statement (and number them). Then explain how each affects the meaning.**

Tim's got to get the department's financial report finished by Friday morning.

1 Tim – not anyone else2 got – it's vital3 department – not any other one4 financial – ditto5 finished – actually completed6 Friday – not a different day7 morning – not afternoon or evening**7 Compare your explanations with a partner's.**

Ask the students to listen to the recording. Tell them to concentrate on the stressed words and to choose the best response for each item.

Notes

8 Now listen to the recording. Concentrate on the stressed words and choose the best response for each item.  2

1

- a 'That's a great film, isn't it?'
 - b** 'I'm sure it's on at the Odeon.' (the stress is on which cinema)
 - c 'Half-past eight, I think.'
 - d 'Let's take Dave with us.'
-

2

- a** 'But you usually take the 6.30 one.' (the stress is on which train)
 - b 'I thought you preferred the bus.'
 - c 'So are you going to London?'
 - d 'Hope you have a nice holiday.'
-

3

- a 'Now?'
 - b 'Morgan?'
 - c** 'Judy?' (the stress is on which girl)
 - d 'Going out?'
-

4

- a 'It was quite expensive.'
 - b** 'Oh, I liked the green one.' (the stress is on which colour)
 - c 'I prefer jackets to coats.'
 - d 'My jumper's dark blue.'
-

5

- a 'What sort is it?'
 - b 'It's a chocolate cake.'
 - c 'Please have a slice.'
 - d** 'Lemon's my favourite.' (the stress is on which flavour cheesecake)
-

6

- a 'Would you like to go to the party?'
 - b** 'They'd be better at the beginning.' (the stress is on when to have the fireworks)
 - c 'I think a disco's a very good idea.'
 - d 'Fireworks can be dangerous.'
-

7

- a** 'Frank?' (the stress is on who said it)
 - b 'Shut up?'
 - c 'Told her?'
 - d 'Who was he?'
-

Notes

8

- a 'You'll be so happy.'
- b 'He's very nice.'
- c** 'I want to meet him.' (the stress is on seeing)
- d 'Do you want to?'

9

- a** 'Why then?' (the stress is on why he's leaving)
- b 'How much?'
- c 'Leaving?'
- d 'Your job?'

10

- a 'He tells Sarah everything.'
- b** 'He must be well off, then.' (the stress is on his ability to buy an apartment)
- c 'He'd prefer to buy a house.'
- d 'Todd's going to live here.'

 **2****1****Male voice** 'The White Wolf's on at the Scala cinema.'**2**Female voice 'I'm taking the seven o'clock train.'**3****M** 'Morgan's going out with Judy now.'**4**F 'I got the brown jacket in the end.'**5****M** 'I think that strawberry's my favourite kind of cheesecake.'**6**F 'Let's have the fireworks at the end of the party.'**7****M** 'It was Frank who told her to shut up!'**8**F 'I'd be happy just to see him!'**9****M** 'I'm not leaving the job because of the money!'**10**F 'Todd told Sarah he'd bought an apartment.'

Formal or informal?

Notes

By Communicator level, students should be able to recognise and produce language that is appropriate to most everyday situations. They should also be learning to recognise and use different degrees of formality, depending on the context and the other people involved. They will, of course, be able to use their own experience in their first language, but there are certain areas that they will need practice in.

Ask them to listen to the five conversations and to say whether they are formal or informal and why they think so. Tell them to focus on both the intonation and the actual language used. Ask them to write down any words or phrases that help them to decide. (Most of these are highlighted in red.)

- 9 Listen to the five conversations and say whether they are formal or informal. Why do you think so? Focus on both the intonation and the actual language used. Write down any words or phrases that help you to decide. 🎧 3

	Formal/Informal	Examples of language
Conversation 1	formal	
Conversation 2	informal	
Conversation 3	formal	
Conversation 4	informal	
Conversation 5	formal	

🎧 3

1

Male voice 1 'Good morning. Do come in, Mr Johnson. My name's Brian Taylor.'

Male voice 2 'Pleased to meet you, Mr Taylor.'

M1 'Do take a seat.'

M2 'Thank you.'

M1 'Now I understand that you're looking for a job as a laboratory technician?'

M2 'That's correct. Yes. I've recently qualified and I'm looking for a post in industry, if possible.'

M1 'Very well. Let's take down some of your details, shall we? ...'

2

Male voice 'Hi, Maddy! Long time no see.'

Female voice 'Hey Stevie! How ya doing?'

M 'Pretty good. You?'

F 'Yeah, cool. I've been travelling.'

M 'Oh yeah? Excellent. Like, where've you been?'

F 'East, you know, Malaysia, Japan, Australia ...'

M 'Wow! Hey, I've gotta go, but let's meet up, yeah?'

F 'Cool. I'll call you.'

M 'Yeah, see ya ...'

Notes

3

Male voice 1 'Susan. I don't think you've met Terence Davis. He's taken over the international department.'

Female voice 'How do you do? I'm Susan Bridges, from publications.'

Male voice 2 'How do you do? Have you been with the company long?'

F 'Four years this May. And you? Where've you come from?'

M2 'From Rodney and Watkins. The Manchester branch.'

F 'Well, I very much hope you like it here. Pleased to have met you.'

M2 'Yes, indeed, I hope we'll...'

4

Female voice 'Hey, Mike?'

Male voice 'Yeah?'

F 'You couldn't turn that thing down a bit, could you? I can't hear myself think here!'

M 'What?'

F 'Turn it down!'

M 'Okay, okay, don't lose your rag. Hang on a sec. That better?'

F 'Thank you!'

5

Male voice 'What can I do for you, madam?'

Female voice 'Well, I'm not one to complain normally, but I'm not very satisfied with my room.'

M 'I'm very sorry to hear that, madam. What appears to be the problem?'

F 'Well, firstly, the window doesn't open properly. And secondly, I can't get the Internet connection to work.'

M 'Oh dear. I really must apologise. I'll have someone come up to fix them immediately.'

F 'Thank you. I'd be most grateful.'

Work in pairs. Get them to discuss which conversations are formal or informal and to compare the words and expressions they have noted.

10 Work with a partner. Discuss which conversations are formal or informal. Compare the words and expressions you have noted down.

As a whole class check which conversations are formal and informal. Then play the recording again, asking them to call out (or raise a hand) when they notice examples of formal/informal language. Confirm with them. Now ask them to practise the conversations in pairs. Move around and listen to the intonation they are using.

11 Now listen to the recording again. Say when you notice formal or informal language. Practise the conversations with your partner.

Working in pairs, give each pair a number that corresponds to one of the situations (or let them choose). Four extra situations are supplied below that aren't in the student book for use with large classes. Tell them to write a short dialogue for the situation, using the appropriate level of formality for the context and the relationship between the people. Move around supplying examples of formal/informal language when required and getting them to practise the intonation as they write together. Correct any structural mistakes during this time.

12 Work in pairs and choose one of the situations below (or take the one that your teacher gives you). Write a short dialogue for the situation. Think about the relationship between the speakers and where they are. Decide if the language should be formal or informal. What words and expressions can you use to show the appropriate degree of formality?

Notes

1 Two friends. One tries to persuade the other to go to a rock concert.

Informal

2 Customer and assistant in photograph-developing department. Customer is not satisfied with photos. Insists politely on having money back.

Formal

3 Driver/traffic warden. Warden warns driver about parking/driver asks for nearest car park.

Formal

4 Passenger and airport official. Luggage and contents damaged after flight. Official denies blame.

Formal

5 Two friends. One has a lot of work/the other sympathises/offers assistance/offer accepted/arrangements made.

Informal

6 Customer and assistant in chemist's shop. Customer has sunburn. Needs help/advice.

Formal

7 Two colleagues at work. One asking the other for help with something. (Formal)

8 Two friends. One is late. Apologises with reasons. (Informal)

9 Parent and child. Child worried about an exam. Parent gives advice. (Informal)

10 Teacher and student. Student leaving/thanks teacher/teacher wishes good luck/asks about plans.(Formal)

Get each pair to act out their situations and read their dialogues in front of the class. The others must answer the following questions:

Is the language formal or informal? What is the relationship between the two people? Where are they? Which words/expressions show the degree of formality?

Notes

Idioms

Some of the most common expressions in English are idioms and there are thousands of them.

'I was out like a light.'	(I fell asleep quickly)
'They had the time of their lives.'	(they had a very enjoyable time)
'She's got a soft heart.'	(she's kind/compassionate)
'Take an umbrella to be on the safe side.'	(in case it rains)

The best way to pick up idioms is by listening to everyday speech in an English-speaking country. You'll hear and read them everywhere. There are also some very good books of idioms available, which you can either dip into or read methodically. Idioms can be similes or metaphors. Similes compare one thing to another, usually using 'like' or 'as'. Metaphors make a comparison without 'like' or 'as'. The same word can have many different meanings in different phrases.

Some teachers have an idioms' board or list, which changes each week. Both you and students can add to the list as the week progresses. Try to use the new expressions in your lessons. You might like to consider doing this by using one of the following ways to group your idioms.

13 Why don't you and your partner make a weekly list of idioms? Here are four headings to organise a list.

Similes

The meat was as tough as old boots.
Her hair was as soft as silk.
This bread's as hard as a rock.

Metaphors

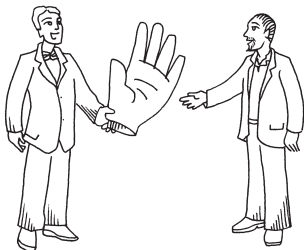
Don't rock the boat. (cause trouble)
It's plain sailing from now on. (trouble free)
It's all hands on deck. (everybody has to help)

Themes


Ladies and gentlemen, give him a big hand! (applaud him)
Can you lend me a hand? (help)
It's completely out of hand. (lacking control)

Key words

It's all for the best. (things happen for good reasons)
She always makes the best of things. (she's a positive person)
Sorry. I'm not feeling at my best today. (not feeling very well)



Ask your students to listen to the short conversations. There's an idiom in each one. Ask them to note down the idioms (or the key words).

14 Listen to the short dialogues. There's an idiom in each one. Note them down below. Check them with your partner. Did you know them all?  4

Notes

1 a quick word

2 ran out of time

3 rushed off my feet

4 over the moon

5 stand a good chance

 4

1

Male voice 'Hi Fiona!'

Female voice 'Oh Toby. I'm glad you're here. I need to have a quick word with you.'

M 'Oh? What about?'

F 'Miranda's birthday. Have you planned anything yet?'

2

Female voice 1 'How did the meeting go?'

Female voice 2 'Oh, you know. Very slowly, as usual.'

F1 'Did they make any decisions about the new café?'

F2 'No, they ran out of time. So that won't be decided until next month.'

F1 'Oh no!'

3

Male voice 'Hi love! Had a good day?'

Female voice 'Oh, I'm so tired. I've been rushed off my feet all afternoon.'

M 'Come on in and have a sit down. Cup of tea?'

F 'Oh yes, please. That'd be lovely.'

4

Female voice 1 'Hello, Phoebe. Has Nick had his exam results yet?'

Female voice 2 'Yes, they came yesterday.'

F1 'And?'

F2 'He's got As in all of them.'

F1 'You must be so pleased.'

F2 'Yes. We're over the moon about it.'

F1 'Give him my congratulations, won't you?'

F2 'Yes, I will.'

5

Male voice 1 'Donald! How did the interview go?'


Male voice 2 'Quite well, I think. I managed to answer all the questions.'

M1 'So do you think you've got the job?'

M2 'Well, I think I stand a good chance. I mean I've got a lot of experience...'

Notes

Ask your students in their pairs to compare their answers. Check as a whole class, explaining any that are not clear. Ask them to practise the conversations in pairs. Tell them to listen to the recording and to choose the best responses to them. These are some examples of the sorts of idiom and colloquialism they might find in the test at this level.

15 Now listen to the next recording. Listen to the prompts and circle the letter of the best responses to them. These are some examples of the sorts of idiom and colloquialism you will find in the test.  5

1 Answers for activity 17

a 'It's got to be done.'

b 'I know. It's brilliant.'

c 'About six o'clock.'

d 'It's on 24 February.'

'You're very lucky.'

'When shall we meet?'

'When's the party?'

2

a 'Put it down.'

b 'That's true.'

c 'Yes, you have.'

d 'It's very easy.'

'I can carry the case, it's not that heavy.'

'He's very helpful.'

'Have I paid you?'

3

a 'Of course not!'

b 'Thank heavens!'

c 'What a shame!'

d 'Yes, please!'

'Were you late?'

'I missed the party.'

'Would you like another piece of cake?'

4

a 'It sure is!'

b 'No way!'

c 'Too much.'

d 'Quite okay.'

'I've won a free holiday!'

'Is this enough sugar for your tea?'

'How is the peppermint ice-cream?'

5

a 'That's it.'

b 'Not at all.'

c 'Never!'

d 'Always!'

'Where's his house?'

'Thank you so much.'

'Is she usually so polite?'

	Notes
6	
a 'Is she?'	
b 'I know he is.'	'He's a real star.'
c 'It's a lot.'	'Does it really cost much?'
d 'But how?'	'I'm sure you can manage it.'
7	
a 'It's 14 Searle Street.'	'What's your address?'
b 'Yes, my pleasure.'	'Are you sure you don't mind?'
c 'Please come on in.'	'I hope you don't mind my dropping by.'
d 'Tess. Tess Saunders.'	
8	
a 'Congratulations!'	'I've just got engaged to be married.'
b 'Oh, well done!'	'I won the local talent contest.'
c 'Yes, good luck!'	
d 'Happy birthday!'	'It's my 21st birthday today.'
9	
a 'I bet he couldn't.'	
b 'I know that's true.'	'I really want things to go well for you.'
c 'He thinks it is.'	'Is it okay now?'
d 'He never did.'	'The funny thing was, Frank believed me.'
10	
a 'I hope so.'	
b 'I hope not.'	'Do you think you'll have to walk home?'
c 'I believe so.'	'Is the post office open on Saturday?'
d 'I'm afraid not.'	'Can you come to the cinema tonight?'

Notes

🔊 5

1

Male voice 'Isn't that a complete waste of time?'

2

Female voice 'I really don't get it.'

3

M 'They found him safe and sound last night.'

4

F 'Hey, Andy, this is the life, isn't it?'

5

M 'And he robbed the place in broad daylight.'

6

F 'She's one in a million, she is!'

7

M 'Sorry, I know you by sight, but ...'

8

F 'Fingers crossed!'

9

M 'He just couldn't believe his eyes!'

10

F 'Don't worry. You'll soon get the hang of it.'

Get them to compare their answers with a partner. Then give the whole class the answers. Now play the recording again. Pause after each prompt and ask them to tell you the meaning. Clarify why the response fits.

16 Compare your answers with a partner's. Now listen again.

With the students look at the incorrect options and decide why they are wrong. Which prompts would they be the correct responses to?

17 Look at the incorrect options in activity 15. Think about why they are wrong. Write down some prompts that they would be the correct responses to – use the lines next to the responses.

Test practice


Tips from the examiners

You will hear the recording once only. You have 10 seconds to read each set of options before you listen to each short conversation.

In Listening Part 1 think about the following questions:

- Who is speaking?
- Who is the person speaking to?
- Where is the person speaking?
- What is the person saying?
- What is the tone of voice?
- How is the person feeling?

Choose one answer only. Select the letter of the correct answer.

You will hear eight short unfinished conversations. Choose the best reply to continue the conversation. Put a circle around the letter of the best reply. You will the conversations once only. First, look at the example.  6

Notes

Example

Speaker 1: Are you sure this one will fit into the room?

Speaker 2: It's no bigger than the one we have now.

Speaker 1: You really should measure it.

- a 'Why are you so surprised?'
- b** 'You worry too much.'
- c 'I'll change it after I finish this one.'
- d 'I have it right here.'

1

- a** 'You'll need a doctor's note.'
- b 'You could do much better.'
- c 'Don't be afraid of it.'
- d 'That's not reasonable.'

2

- a 'We'll need to organise the event.'
- b 'They won't all fit in at the same time.'
- c** 'That's the best idea so far today.'
- d 'We could try giving better directions.'

3

- a 'I'm not keen on having another.'
- b** 'But I have to go to work now.'
- c 'I'll make time for you.'
- d 'But I want to order it now.'

4

- a 'It seems an impossible job.'
- b 'I know. I didn't believe them either.'
- c 'You could see how it was done.'
- d** 'I know. I really felt I was there.'

5

- a 'You're bound to add more.'
- b** 'OK, but that's it. I'm off now.'
- c 'I'll get quite a bit, then.'
- d 'See you next week, then.'

6

- a** 'I'll have to write it down.'
 - b 'Sorry, I don't understand your problem.'
 - c 'Perhaps we'll find it somewhere.'
 - d 'Thanks. I get what you mean now.'
-

Notes

7

- a 'Sorry, she's out all day today.'
- b 'Could you tell me who you need to see?'
- c 'Could you hold, please, and I'll check?'**
- d 'Sorry, but it's an expensive call.'

8

- a 'We've not met for ages.'
- b 'It's always a pleasure.'
- c 'I'm a lot older too.'
- d 'I've heard all about you.'**

 **6**

Male voice 1 'Part 1. Part 1. You will hear eight short unfinished conversations. Choose the best reply to continue the conversation. Put a circle round the letter of the best reply. First, look at the example.'

You will hear the conversations once only.'

'Number one. Number one.'

Male voice 2 'I'm afraid I need extra time for my essay.'

Female voice 'I hope you've got a good reason.'

M2 'I've not been at all well.'

M1 'Number two. Number two.'

F 'They really do need a training session.'

M2 'But there's no time to get them all in, now.'

F 'Well at least send out some guidelines.'

M1 'Number three. Number three.'

M2 'Super Seats, good morning. Can I help you?'

F 'It's Mrs Jones again. Look, I'm still waiting for my sofa.'

M2 'They're on their way. It will be there soon.'

M1 'Number four. Number four.'

F 'Wow! I was on the edge of my seat all through that.'

M2 'Me too. Amazing, wasn't it?'

F 'Those special effects were so realistic.'

M1 'Number five. Number five.'

F 'Oh, and I need some bread.'

M2 'Bread... Is there anything else?'

F 'Well, a bit more milk might be a good idea.'

M1 'Number six. Number six.'

M2 'It's first left, second right and then straight ahead.'

F 'Sorry, say that again.'

M2 'First left, second right and then straight ahead.'

M1 'Number seven. Number seven.'

F 'Could you put me through to Jane Brown, please?'

M2 'Sorry, she's not in today.'

F 'I don't suppose Mr Smith's free then, is he?'

M1 'Number eight. Number eight.'

F 'Now, George, have you met Annie?'

M2 'No, I'm afraid I haven't.'

F 'Well, Annie, this is my old friend, George.'

M1 'That is the end of Part 1.'

Introduction to Listening Part 2

Notes

2

The focus of Listening Part 2 is to test the candidates' ability to identify the following aspects of a short dialogue: topic, purpose, context, speaker, gist, the relationship between speakers, functions, attitudes, feelings, opinions.

Candidates listen once to each of three dialogues. They answer two multiple-choice questions on each dialogue. Each dialogue has eight to twelve turns, with one male and one female speaker. In each conversation there is a different relationship, communicative function and situational context. The language is typical of authentic spoken English with contractions and elisions, and the use of stress and intonation to indicate meaning, attitudes and feelings.

Each question tests understanding of a different aspect of the dialogue:

Gist	'What is the man helping the woman to do?'
Feelings	'How does the woman feel at the end?'
Opinion	'What does the woman think about the exhibition?'

Each question has a multiple-choice of four answers:

What is the man doing?

- a apologising
- b suggesting
- c explaining
- d complaining

Your candidates need practice in:

- listening to conversations between different pairs of speakers. The relationship between the speakers might be equal (eg, two friends) or unequal (eg, doctor and patient)
 - identifying the context of the conversations. They need to ask themselves 'Where is this taking place – in the classroom, at work, at home?'
 - identifying the function of the conversation. They need to ask themselves questions like 'What are the speakers doing? Is he asking for information? Is she complaining? Are they planning something together?'
 - understanding the purpose of the conversation. They need to ask themselves 'Why are they talking to each other? What is the conversation about? What is the gist, or main message?'
 - recognising how the two speakers feel about each other and the emotions they express, both in what they say and how they say it. They need to ask themselves 'How are the speakers feeling?'
 - predicting the outcome of conversations. They need to ask themselves 'What will happen next?'
 - understanding the differences between and reasons for people's views and opinions when they are listening
 - listening to how stress and intonation affect the meaning of what is said and give clues about the speaker's thoughts and feelings.
-

Notes

Student introduction

In this part of the test you listen to three short dialogues. You hear each dialogue once only. The dialogues are always between one female and one male speaker. The speakers use everyday English in social situations. They use the kind of language we use naturally, with contracted forms, in real life.

You listen to the speakers to find out:

- what they are speaking about
 - why they are speaking
 - where they are speaking
 - who is speaking (and what their relationship is)
 - what message they are communicating
 - how they feel
 - what they think.
-

After each dialogue, there are two multiple-choice questions. You choose the letter for the correct answer – a, b, c or d.

There is an example of the exercise in the test practice at the end of this part of the book.

To prepare, you need to:

- listen to conversations between different pairs of speakers with different types of equal and unequal relationships
 - identify where the conversations are taking place
 - understand why the people are speaking
 - identify the language functions the speakers are using and what message they are communicating
 - be able to identify what the main point of the conversation is
 - recognise the speakers' emotions and how they are feeling about each other
 - be able to predict what will happen next
 - listen to how stress and intonation affect the meaning of what people say and tell us about their thoughts and feelings.
-

2 Listening to dialogues

Notes

Conversations

It will help candidates to perform more successfully in the test if they focus on the types of information they are listening for. Explain that in the test they listen to identify topic, location, relationships, feelings and purpose.

Ask the candidates individually to think of as many examples as possible to put in the spaces.

1 When we have conversations, we

- speak about many different topics
- speak in many different places
- speak with many different people
- show how we feel
- speak for many different reasons.

Write four or five examples of each of these below. One example is given for each. Use the illustrations to help you.

Topics

work television

weather celebrities

money holidays



Places

home hospital

school/college on the street

shops restaurants



People

friends father/mother

teachers brother/sister

grandparents neighbours



How we feel

angry upset

worried happy

furious concerned



Notes

Reasons

inviting

accepting

agreeing

refusing


gossiping

passing on news

Ask the candidates to find out what examples the other students in the class put in the various spaces. You can do this as a whole-group activity or you may like to ask the students to move around the class asking what examples their classmates have written and adding these to their own. Ask the students to tell you what examples they have written and put these on the board.

- 2 Find out what examples the other students in your class have. How many different examples have they thought of? Add as many as you can to your list.

Ask the students to listen carefully to the recording as they will hear each conversation only once. Ask them individually to make a note of the topics, places, people, feelings and reasons for each conversation.

- 3 Listen to three short conversations. How many blanks can you fill in?  7

	Conversation 1	Conversation 2	Conversation 3
Topic	study	sport	work
Place	school	home	café
People	tutors/students	mother/son	colleagues
Feelings	angry	excited/nervous	happy
Reason	complain	advise/prepare	congratulate/ celebrate

 7

1

Male voice 'Have you seen what we've got this term? I can't believe it!'

Female voice 'No. Why, what's up? It must be pretty bad.'

M 'It is. Look over there on the wall. Monday and Friday, nine lessons. Nine! Not one free period. What a way to start and end the week!'

F 'What?! Oh, that's ridiculous. Hasn't anyone spoken to the Head of Studies?'

M 'I don't know, but someone should. I'm sure none of the other classes has anything like this. How on earth are we supposed to organise ourselves? Look at Tuesday and Thursday!'

F 'First two lessons, then a long gap, then the last two! That's even worse.'

M 'Why don't you speak to the Head? You're good at that sort of thing.'

F 'I will. Give me a few minutes to calm down.'

2

Female voice 'Got everything you need? Ready for the big day? It's here at last.'

Male voice 'Yes, I put it all in my bag last night: shirt, shorts, socks, boots – I've been looking forward to this for weeks.'

F 'Did you get a good night's sleep? You need to feel as fresh as you can.'

M 'No, I couldn't stop thinking about it ... just walking onto the field in front of all those people. I really hope we win.'

F 'Your father and I are proud of you, whatever happens. Just do your best – that's all you can do.'

M 'I'll try, I promise you that. I can't wait to have the chance.'

F 'I know you will. I'm sure you're going to do it. Go on, off you go and have a great day.'

M 'Thanks. I'll phone home to tell you the result.'

3

Male voice 'Doesn't this feel absolutely wonderful? The best results in five years and we did it. Even the boss was impressed. Well done!'

Female voice 'Well done to you, too – we did it together. I'm really pleased you got the promotion you wanted.'

M 'Thanks – and you're taking on more responsibility, too, aren't you? That's great, you deserve it.'

F 'I think we'll both be seeing a lot more of the office, so let's take the chance to relax while we can. Let's celebrate.'

M 'Okay, what are you going to have?'

F 'I don't know. I'll have a look at the menu.'

M 'Or have a look at the day's specials on the board. They're usually pretty good. It's over there.'

F 'Okay, let's choose something really special. We've both earned it.'

Notes

Ask the students to work in pairs to discuss which of the topics, places, etc. that you have listed on the board in activity 2 they think were covered in the conversations. As a whole-group activity, ask them to tell you which examples they think were included and put a tick against these on the board (their answers will depend on the examples the students as a group have suggested).

4 Work with a partner. Do you agree?

Play the recording again to check the answers but stress that in the test the candidate hears the recording once only. This is just a check, not an opportunity to change answers. Stress that they are not expected to get all the answers, everything they recognise will be a bonus. If the students can build up confidence in recognising answers after listening only once (and accepting that they won't necessarily get every answer correct) it will help them to perform effectively in the test.

Give the answers to which topics, etc, are included in the conversations.

Notes

To help the students practise thinking about things they may hear in the test, invite them to think of an example in each category starting with a certain letter of the alphabet. You can make the activity competitive if you like. Set a time limit of two minutes and choose a letter of the alphabet at random (eg, by opening a book and, without looking, putting your finger on a word and saying the nearest letter you can see. The winner is the student who finds at least one example for the most categories (in the case of the letter 'S' below, there is more than one example in each space) and if more than one student finds all, or the same number of, examples, the winner is the one who has the most in total. At this level, the students should have a good range of lexis and be able to fill several category spaces for most letters of the alphabet. It is up to you how many rounds you play at any one time.

After each round, ask the students to tell you what examples they have put in the spaces. Put these on the board to build up a resource of items.

- 5 Look at the lines below. Can you put one or more words beginning with the same letter (letter S is an example) under each heading? Put more than one example if you can.**

Letter	Topic (What we speak about)	Place (Where we speak)	People (Who we speak to)	Feelings (How we feel)	Reason (Why we speak)
s	sport, shopping	school, shops	sister, strangers	sad, sorry	suggesting, sympathising
e	education, ecology	e-café, embassy	elderly, employer	ecstatic, emotional	enlisting, explaining
t	travel, TV	tram, train	teachers, tutors	tired, tense	telling, teaching
w	weather, work	waiting room, workshop	wardens, waitress	worried, wary	wanting, wishing

Other

When you have played several rounds of the game in activity 5, ask the students to look at the topics that you have put on the board and to underline any of these they have had conversations about recently.


- 6 Compare your list with a partner's.**

Ask the students to work in pairs to tell each other which topics they have had conversations about and who with (moving away from words beginning with the same letter and widening the activity to include any type of people). Monitor, and supply any language items the students may lack when thinking of types of people.

Extend the exchange of information to involve the whole group. One way to do this is to ask the students to move around the class finding out if their classmates have produced any examples they and their partners did not. Ask them to make notes. As a whole-group activity, ask the students to tell you what they have written down. Add the people and places to the topics you put on the board earlier.

Now ask the students to listen to the four conversations. Explain that they are going to listen to recognise if one of the items in each of the categories appears in each conversation (the answer will, of course, depend on the items your group has contributed). Stress that as they will hear each conversation only once, they may not get every single item – the purpose is to accustom them to listening for clues to meaning.

Notes

7 Listen to four short conversations. Write down the topics, people and places that are part of each of the conversations.  8

	Topic	People	Place
Conversation 1	book(s)	librarian/ borrower	library
Conversation 2	holidays	strangers	dentist's (waiting room)
Conversation 3	exam/test	teacher and student	school/ college
Conversation 4	musical/show	brother and sister	train

 8

1

Female voice 'Oh, good morning. I'd like to renew this one, please.'

Male voice 'You're enjoying it, then? I thought you would.'

F 'Oh yes, very much. You were absolutely right, it's one of those you can't, you know, put down once you've started. When I've finished this one I'm going to take out some more of hers, if you've got them...'

M 'We have, but they're generally out on loan because they're so popular. I can always put your name down and reserve them for you. We can give you a call when they're returned if you leave a number.'

F 'That's excellent – thanks, I'll do that.'

M 'Right, now, if I can just have your ticket...'

2

Male voice 'Excuse me, are you next?'

Female voice 'I think there are one or two people in front of us. Are you here for a check-up?'

M 'No, unfortunately, I'm here on holiday and I've broken a tooth.'

F 'Oh dear. Not at all what you needed.'

M 'Apart from the tooth, it's been fine. Good weather, nice place to stay, lots to do. I can't complain really.'

Notes

F 'We've just come back from a week in the mountains. It makes you feel so much better, doesn't it?'

M 'Always. Were you skiing?'

F 'No, just taking it easy and relaxing after a busy time at work. We try to get away two or three times a year. It's important to enjoy yourself if you can.'

M 'I quite agree, and when I'm finished here that's exactly what I'm going to do.'
3

Female voice 'Oh, Jamal. You couldn't do me a favour, could you?'

Male voice 'Certainly. What can I do?'

F 'It's about tomorrow – we'll have to start at nine-thirty, not nine o'clock – could you tell the rest of your class for me, please?'

M 'Yes, of course. Is there any reason why we are starting late? One or two of us are a bit nervous.'

F 'Yes, I'm really sorry about that, but I have to open the papers on the day and I can't get into the office before nine-fifteen. Tell them not to worry – I know you're all prepared, and everybody's practice results were fine.'

M 'Do we have to change rooms as well?'

F 'No, same as before. Room 38 just down the corridor from here and past the Head's office.'

M 'Fine. I'll pass on the message.'

4

Male voice 'That really was superb, wasn't it? The music's still going round in my head even now.'

Female voice 'Best we've ever been to, in my opinion. There wasn't one bad song in the entire thing. And the costumes were fantastic, too. For once the advertisements were right – "an unforgettable evening".'

M 'Do you remember that time we were on holiday and Mum and Dad took us to see, oh what was his name – famous actor, but he couldn't sing – that was really awful, wasn't it?'

F 'Oh, you know me. I love them all. It's far more exciting than going to see a film. Even if the story's a bit weak sometimes.'

M 'Yes, I mean the songs are what you remember, not the storyline. Here comes the inspector. Have you got the tickets?'

F 'No, you have – I gave them to you when we went through to the platform.'

M 'Oops, sorry, yes ... you've always had to look after me, haven't you?'

Ask the students to work in pairs to discuss their answers. You can do this at the end of each individual conversation, allowing the students to make notes but not giving the answer at this stage as the check activity will do this.

8 Discuss your answers with a partner. Do you have the same answers?

Play the recording a second time, again reminding students that this is only a check, not a chance to change answers.

9 Listen to the recording again to check your answers.

Give the key to the topics, people and places that appear in the four short conversations. There may well be some of these that did not correspond to the lists the students had provided. Ask them if they can think of more topics, relationships and locations that may feature in daily conversations.

Engage the students' interest in the area of expressing feelings. You can easily do this with mime and gesture. Ask the students individually to look at the statements in the columns. These have become jumbled – ask them to match the likely pairs and to add other examples of their own.

Notes

How do you feel?

10 Match the beginnings on the left with the ends of the sentences on the right. Do you agree with the statements? What other feelings can you add?

- | | |
|---|-----------------------------------|
| 1 'I feel happy ... | 7 if people arrive late.' |
| 2 'I feel nervous ... | 5 when my holidays are finished.' |
| 3 'I feel very angry ... | 6 when I finish a piece of work.' |
| 4 'I feel excited ... | 3 if people don't queue.' |
| 5 'I feel sad ... | 1 when friends visit me.' |
| 6 'I feel satisfied ... | 2 before I make a long journey.' |
| 7 'I feel a little bit annoyed ... | 4 when I watch sports.' |
| 8 'I feel ... (any other feelings) eg, disgusted when violence is shown on TV.' | |
-

Check which matches of halves of sentences the students had. There is not necessarily an exclusively 'correct' match for each sentence – there is, of course, no reason why someone may not, for example, feel sad when friends visit or get more angry about something that only annoys someone else – but the suggested answers give a likely set of matches.

Ask the students to work in pairs. Ask them to say if they agree with the original statements, but not to tell their partner what else produces the same feelings. Ask them to guess what makes their partner feel sad, angry, etc, and also what other feelings they recorded. The more practice the students have in thinking about feelings and situations, the more confident they will be in the test.

11 Work with a partner. Have you completed the sentences in the same way? Can you guess which other things produce these feelings in your partner?

Involve the whole class in the exchange of information about feelings and what produces them. You can do this as a whole-group activity with the students telling you what feelings they and their partners have or you can organise an activity in which the students move around the class asking and answering questions before reporting back to their original partner. In activity 12, it will be useful to have the students guess what answers their classmates may give as this will maximise the chance to think of words for feelings.

Notes

12 What about the other students in your class? What things cause these feelings? Do you feel the same as your classmates?

Now ask the students to think about the ways they express these feelings. Give one or two examples of your own (these could include 'Worried'/'Oh dear', 'Surprised'/'I don't believe it!' etc). Ask them individually to make a few notes. Monitor, and suggest possible feelings if the students are having difficulty thinking of these: disappointed, bored.

13 Think about some of the words and phrases you use, and how you say them, when you feel happy, sad, angry, etc. Make one or two notes below.

How I feel...

happy

sad

angry

disappointed

bored

excited

confused

What I say...

'That's terrific!'

'I'm close to tears.'

'Good grief!'

'Oh no!'

'Ho-hum...'

'I can't wait!'

'You've lost me...'

Ask the students to work in pairs. Ask them to say their words and phrases to their partner, who will guess what feeling they are trying to convey. Ask the students to think about how they say the words and phrases and to produce these with a tone of voice that will help their partner recognise what type of message they are communicating. You may like to give one or two examples: 'I'm afraid I don't know.' (with stress on 'know') – confused / 'I don't know!' (strong stress on 'I') – annoyed, impatient.

Monitor, and note any particularly successful exchanges so that you can encourage the students to use these in the following whole-group activity.

14 Work with a partner. Say the words and phrases each of you uses and guess what feelings they express.

As a whole-group activity, ask the students to choose one or two of the words and phrases they and their partner exchanged. Ask them to say these to the other students in the class to see if they can correctly identify what feelings are expressed. Tell the students not to worry if they don't get all the answers exactly as their classmates intended them; the idea is to focus on how the way we say things can support the actual words we use.

15 Choose some of the words and phrases you and your partner exchanged. Say them to the other students in your class. Can they guess what the feelings are?

It's the way you say it

Notes

Ask the students to listen to these short conversations and choose the best answer – a, b, c or d. Tell them they will hear each conversation only once before they choose their answer. In each example, they will listen for the way the speakers feel as well as for factual information – ask them to listen for tone of voice as well as for the actual words the speakers use.

16 Listen to three short conversations. Choose the best answer – a, b, c or d.

🔊 9

Conversation 1

The speakers are

- a at home.
- b in a café.
- Ⓒ at a friend's house.
- d at the cinema.

How does the woman feel at the end of the conversation?

- Ⓐ Surprised.
- b Bored.
- c Unhappy.
- d Excited.

Conversation 2

Who is speaking?

- a Colleagues.
- Ⓑ Salesperson and customer.
- c Friends.
- d Doctor and patient.

The man feels

- a annoyed.
- b worried.
- c sorry.
- Ⓓ confused.

Conversation 3

The man and woman are speaking about

- a a journey.
- Ⓑ their homes.
- c a film.
- d work.

At the end of the conversation the woman feels

- Ⓐ disappointed.
 - b happy.
 - c surprised.
 - d amused.
-

Notes

 9

1

Male voice 'What a great film! Would you like a coffee? I'll go and make some.'

Female voice 'Please. Yes, I really enjoyed seeing that again. I saw it at the cinema when it first came out – really exciting effects. Did you go and see it?'

M 'Me, no. I hardly ever go to the cinema. I normally watch DVDs and videos at home or come round here to Geoff's place. He's got hundreds of films.'

F 'Where is Geoff? He left part way through the film. He doesn't mind us being here, does he?'

M 'No, he said "make yourself at home". He's gone to meet his girlfriend, Becky. He'll be back in a while.'

F 'Becky? Don't you mean Liz?'

M 'Oh no, that was last month. It's all Becky these days.'

F 'Well, well! There's never a dull moment with Geoff, is there?'

2

Female voice 'Good morning. Can I help you?'

Male voice 'I hope so. I'm afraid I'm not exactly sure what I need, but perhaps you can suggest something?'

F 'Certainly. Is it for work?'

M 'Yes, and also for my own general use. It's got to be something user-friendly, and basically what I need is something very simple. I have to say that I'm a complete novice. I'm sorry to be so vague.'

F 'Don't worry about that. There are so many different models.'

M 'And viruses – I understand they can be a big problem. Is there something I can do to prevent them?'

F 'There are a number of different packages available. Shall I go through things from the start?'

M 'Yes, please, and as slowly as possible, if you don't mind. I'm not even sure where the start is.'

3

Male voice 'Been away somewhere nice this weekend?'

Female voice 'No chance. We've been redecorating the house and trying to work out what to do with the garden. It's all getting out of control.'

M 'Sounds like a horror movie, "The house that took over their lives".'

F 'It's not all that funny you know. It's beyond a joke.'

M 'Oh, I do know. I spent the entire weekend doing DIY – you know, repairs around the house – and it's going to be more of the same next weekend.'

F 'Ah, actually I was going to ask if you could possibly do us a huge favour and help clear the garden...'

M 'Normally I'd be happy to help, but I really do have just too much on at my place. I'm awfully sorry.'

F 'Oh, I'm not really surprised. Everyone's so busy these days. Never mind, it was just a thought.'

As a whole-group activity, ask what answers they have given. Then play the recordings again one by one, reminding the students that this is only to check, not change, answers. Ask the students to listen for the way the speakers' tone of voice gave clues to their message in each conversation. Check the students' answers.

Test practice

Notes

Tips from the examiners

Remember that you hear each dialogue only once. You must answer two questions about each conversation.

Before each dialogue you have time to read the questions and options.

Read them carefully, so that you know what you are listening for.

Read the options for a second time while you are listening.

These are the types of things you need to be thinking about while you are listening:

- Who are the speakers?
- Where are they?
- What are they talking about?
- What is their tone of voice?
- How are they feeling?

Choose one answer only to each question.

Listen to the three conversations and answer the questions below. Put a circle around the letter of the correct answer. Look at the questions for the first conversation. You will hear the three conversations once only.

 10

Conversation 1

What is the main thing the woman is doing?

- a Persuading the man to become a club member.
- b Describing the club facilities.
- c Asking the man for information to complete a form.
- d Giving information about ways of paying.**

How often does the man think he will use the club?

- a Daily.
- b Every two weeks.
- c Several times a week.**
- d Once a month.

Conversation 2

What is the main reason the speakers come to the place they are in?

- a It's easy to get to.
- b They can save money.**
- c Parking is convenient.
- d It's fun.

At the end of the conversation, the man feels

- a worried.
 - b angry.**
 - c patient.
 - d happier.
-

Notes
Conversation 3

Why is the woman having the conversation with the man?

- a To give advice on which exams to take.
- b To offer him a job.
- c To interview him for a place on a course.**
- d To find out about his experience of work.

Which of these words best describes the man's main attitude in the conversation?

- a Discouraged.
- b Positive.**
- c Doubtful.
- d Apologetic.

 **10**

Male voice 1 'Listening Part 2. You will hear three conversations. Listen to the conversations and answer the questions below. Put a circle around the letter of the correct answer. Look at the questions for Conversation 1. You will hear each conversation once only.

Ready?'

'Conversation 1'

Male voice 2 'Hi. It's me again. I've brought the form in, but I'm not sure about one or two things.'

Female voice 'Right, let me see if I can help. There are various options and it all depends how regularly you plan to use the facilities.'

M2 'I do have to be a member, do I, to use the club?'

F 'Full members can use all the facilities with no extra charge. You can pay a day fee, but it can work out as a costly option if you use the centre more than two or three times a week.'

M2 'Which I probably would. So what's the best option?'

F 'The most popular is one-year membership. You can pay by direct debit, and that spreads the payments over twelve months. Or, if you like, you can pay the full fee now and get a thirteenth month free.'

M2 'Gosh, it's complicated.'

F 'If I were you, I'd have a chat with some of the members and see what they say.'

M1 'Now look at the sentences for Conversation 2. Conversation 2.'

F 'You'd think they'd have more people on the check-outs, wouldn't you?'

M2 'Especially at this time of day. They must know it's always busy. The number of times I've said "That's it, I'm not coming here again".'

F 'Me, too. Let's face it, it's not somewhere you'd come just for fun, is it? You can't get to the shelves for all the trolleys. And it's hardly what you'd call a convenient location.'

M2 'If it was easy to park, that would be something. They know they've got us because nowhere else can compete on prices.'

F 'Absolutely. Ah good, at last – look, they're opening another check-out. Now we should get moving.'

M2 'It's all well and good doing that now, but we've been waiting here patiently for ten minutes. If they think people are going to put up with this, they're sadly mistaken.'

F 'You ought to write and complain, you know.'

M2 'Don't you worry, I will.'

M1 'Now look at the sentences for Conversation 3. Conversation 3'

F 'Now, I see from your CV that you left school at the age of sixteen, is that right?'

M2 'Yes. It's not that I didn't want to study, but I did want to get out into the real world and earn some money. Is that a problem?'

F 'Not in terms of applying for a place on this course, but it's only fair to say that you might find it difficult to get work later if you don't have more paper qualifications.'

M2 'That's useful to know. I was thinking of taking evening classes and exams next year. Is that a good idea?'

F 'Well, it's not up to me to say yes or no, but if you come on this course you'll find there isn't much time for anything else. I don't mean to discourage you.'

M2 'Quite the reverse. If I know where I stand, it clears up any doubts I've had. I hope you'll accept me.'

M1 'That is the end of Part 2.'

Notes

Notes

3

Introduction to Listening Part 3

The focus of Listening Part 3 is to test the candidate's ability to extract relevant details from a monologue. Candidates listen to a monologue, such as a radio broadcast/lecture, narrative, announcement, presentation or answerphone message, etc. They hear the monologue once only.

Candidates have a message pad with uncompleted notes. They listen for the relevant information and write this using short notes. The maximum for each answer is five words, but three words will be possible and it is helpful to encourage candidates to aim for this.

Tasks reflect examples of when we listen for information and make notes in everyday life, such as details about a forthcoming festival, or arrangements for a conference or meeting.

Your students need practice in:

- reading uncompleted notes on booking forms, message pads, etc and predicting the kinds of information they are likely to hear
- writing notes of one to three words
- listening for and copying numbers, dates, times, prices
- listening for and copying the names of people, places, things and titles of books, films
- identifying key information and using it to complete notes
- disregarding redundant information
- listening for and disregarding any elements of distraction, such as '...and the programme will begin at six o'clock, no, sorry, I mean six-thirty'.

Student introduction

In this part of the test, you listen to a monologue such as a radio/audio talk, an announcement or a presentation. You hear the monologue once only.

You have a message pad with nine headings. You listen for the relevant information and write this using short notes. The maximum number of words for each answer is five, but three words will be possible and it is useful test practice to aim for this.

Tasks reflect examples of when we listen for information and make notes in everyday life, for example, details about a forthcoming festival or arrangements for a meeting.

For preparation, you need to be able to:

- read different kinds of heading on forms, message pads, etc, and predict the kinds of information you are likely to hear
- write notes of one to three words
- copy down numbers, dates, times, prices
- copy down the names of people, places, things and titles of books, films, etc
- identify key information and use it to complete notes
- disregard unnecessary information.

3 Listening for key information

Notes

Extracting the right information

As well as redundant information, the text may also include some distraction, so that candidates have to listen very carefully to extract the key information. This reflects experience in the real world, where mistakes are often made and corrected as information is being given. For this reason, it's a good idea to use pencil for the first listening and then complete in pen.

Sometimes, people make mistakes when they speak and correct themselves. This might happen in Listening Part 3 of the ESOL test, so you have to listen very carefully to extract the right answers. It's a good idea when practising these exercises to use pencil for the first listening and then complete your answers in pen when you listen for the second time.

Ask your students to look at the five headings on the different message pads. Then tell them to listen to the five short recordings and to note down the correct information. Tell them to remember that they must not use more than three words.

- 1 Look at the headings below. Listen to the five short recordings, and note down the correct information. Try to use no more than three words for each one.  11

1

Name of film: *The Last Samurai*

2

Address: *196 Grangepark Road*

3

Phone number: *005842*

4

Cost: *£40*

5

Dates: *14-17 October*

Notes

 11

1

Female voice '...and the film we'll be showing on Friday night is the action and comedy romp *Pirates of the Caribbean*, which... oh, I'm so sorry... that's Thursday's film, the one on Friday is *The Last Samurai* – that's spelt **S A M U R A I** by the way – starring Tom Cruise...'

2

Male voice 'Oh hi, Renata – this is Gavin here. Just to let you know that Bianca's party is on the fifth of June. It's one nine six Greenpark Road – no, hang on a sec, Grangepark Road, spelt **G R A N G E P A R K** – all one word. I'll give you that again...'

3

F '...and if any of you think you'll have problems getting your projects finished by Friday, please ring me on my new number – that's o double five eight four two... No, sorry, it's double o five eight four two – I keep getting that wrong...'

4

M 'This is a recorded message for all people wishing to book tickets for the Blatchington Music Festival. Due to unexpected rises in our overheads, we have had to increase all thirty pound tickets by ten pounds. We are very sorry about this, but...'

5

F 'This is a message for all customers wishing to take advantage of our weekend break offer in October. Due to circumstances beyond our control, the original dates of the seventh to the tenth of October are no longer possible and have been replaced by the fourteenth to the seventeenth – the following weekend. Any person who has already booked and cannot manage that weekend...'

Ask them to compare their answers with a partner's.

2 Compare your answers with a partner's.

Then play the recording again and pause after each item to check their answers.

3 Now listen to the recording again and check your answers.

Summarising information

Because your students must use no more than three words for each note in this part of the test, they will need plenty of practice in making notes. The most important aspect of this skill is deciding what the key words are.

Because you must use no more than three words for each note in this part of the test, you will need plenty of practice in making notes. This is an essential skill to have in real life, whether you're noting down travel arrangements, taking down a recipe you've heard on the radio or listening to a talk or presentation. The most important aspect of this skill is deciding what the key words are.

Ask your students to look at the following pieces of information and to decide which three words are the most important.

4 Look at the following pieces of information and decide which words are the most important. Don't use more than three. If you know one word that covers lots of information, use that.

Notes

1

So, to make this delicious omelette, you'll need eggs (always use fresh organic ones if you can – there is no comparison in terms of flavour), a good handful of finely chopped parsley (you can use the curly or the flat leaf variety – it doesn't matter) and finally some fresh white lobster meat (I know, it is extravagant!).
Ingredients: **eggs parsley lobster**

2

A reminder to all customers. Please bring all rented videos and DVDs back to the shop before 12 noon the following day or you will have to pay a late fee.
NB Video – remember **return before 12/noon**

3

For those of you planning on taking the safari trip this month, we do recommend you take some repellent for the mosquitoes, midges and flies. The insect problem is always at its worst during this season. There are various brands on the market to choose from.
Take: **insect repellent**

4

Hi Colin,
We need to decide on the line-up for the football team so can you send me an email with your ideas? I'm not in tonight, so you'll have to do it tomorrow.
Cheers, mate! Andy
Remember to: **email Andy tomorrow** or **decide team line-up**

5

Can you do a bit of shopping for me? We've run out of potatoes and onions and I think we need some carrots and green beans. You can get a couple of aubergines if they've got any – and, oh yes, a white cabbage.
Message: **Buy vegetables**

Get them to compare answers with a partner's. Then check as a whole class. Explain that sometimes details or lists can be covered by one word.

5 Compare your answers with those of a partner. Then check with your teacher. Sometimes the details can be covered by one word: 'You'll need to bring a supply of A4 paper and some HB pencils, a decent pen, some envelopes, sellotape and paperclips.'
This can be summarised as 'Bring *stationery*'.

Now ask your students to listen to the five short recordings and to write notes of between one and three words for each one.

Notes

6 Now listen to five short recordings and write notes of between one and three words for each one.  12

Summary notes

1 Message: *watch worth £400*2 Cut out *fat, sugar, snacks*3 Description: *tall, dark, beard(ed)*4 Include *CV, photo, reference*5 Take *passport, driving licence* 12

1

Female voice 'Oh, hello. It's Fiona Parker calling about the antique watch you left at my shop yesterday for valuation. The good news is that it's worth more than the two hundred pounds you thought – I've called around and can offer you four hundred pounds, which is a good deal more than either of us imagined ...'

2

Male voice 'In most cases the general rule for losing weight and consequently feeling fitter is to do regular daily exercise and cut out all foods which contain large amounts of fat and sugar – that's pretty obvious really. We also advise people to stop eating snacks between meals. Discipline is required if you're used to having a biscuit with your coffee, or a packet of crisps in front of the TV ...'

3

M 'Hi! This is Douglas Mitford. Thanks very much for offering to meet me at the airport tomorrow. Just to give you an idea of what I look like – I'm pretty tall, six feet two inches, that's one metre ninety. I've got jet black hair and brown eyes and I've also got a beard. Let's agree to meet somewhere near the information desk ...'

4

F 'All applicants for the post of city tour guide should apply in writing to Mr Clive Fellows at the Civic Centre, Feltham Green. Along with your letter you should include an up-to-date CV. We would also like you to attach a recent photograph of yourself for our security purposes. Please give the name and address of at least one referee. The closing date for applications is the first of March. Thank you for your interest.'

5

F 'Elena, it's Liv here. I've contacted the embassy and you were right, we don't need a visa for Egypt. But obviously you'll need your passport, so check that it won't have expired before we go. Also we might just want to hire a car while we're there, and it would be good to share the driving, so don't forget your driving licence. I'll see you on Friday night. Bye for now.'

Get your students to compare their answers with a partner's.

7 Compare your answers with a partner's. Listen to the recording again and check your answers.

Notes

Play the recording again, pausing after each item to check their answers. Check that they have turned 'black hair and eyes' into 'dark' and have written '£400' as a number, etc.

8 Now look at the headings on the message pad. What kind of radio announcement do you think you will hear?

Cinemas

Scala: *Lion King*

Screen Max: *Bad Habits*

Live music

Pop: *Full On*

Rock: *The Pumas*

Classical: *New Symphony Orchestra*

Theatres

Westcott: *Endgame*


Playhouse: *Cats*

Special events

Summer Ball



Your students will probably have guessed the subject of the radio announcement. If not, then tell them they're going to hear a radio announcement about what entertainment is available in the local area over the coming week. Play the recording and tell the students to complete the notes (using one to three words for each note). Tell them to use pencil and to make a guess if they're not sure of something, so that they can check on the second hearing.

9 Listen to the radio announcement and complete the notes in activity 8 (using one to three words for each note). Use a pencil and make a guess if you're not sure of something, so that you can check when you listen the second time.  13

Notes

🔊 13

Male voice 'And now on Sagittarius AM, your number one local radio station, it's that time of the day when we stop to give you all the news about what's on, where to go and what to do over the coming week.

First off, let's take a look at what's on at the cinema. As it's school holiday time once again, the Scala is showing a rerun of *The Lion King*, a favourite with kids of all ages, and with adults, too, of course. If you've never seen it, you're in for a treat – it's beautifully made and the music's wonderful.

Over at Screen Max you can catch the latest offering from Bernard Betterelli. It's called *Bad Habits* and is a thriller based on a true story. Starring Leigh Knight and shot entirely in Hong Kong, it's received mixed reviews – but why not go along and make up your own mind?

Next up is live music. On Monday, just a month after appearing on *Top of the Pops*, is the boy band Full On. Lindy tells me that there are still a few tickets left.

On Wednesday in the Arena are the living rock legends, the Pumas, that's the P U M A S for those of you who've been living on another planet for the past thirty years!

Finally, on at the Great Hall on Friday is the New Symphony Orchestra, with a really wonderful programme. The brilliantly talented violinist Keiko Watanabe is making a guest appearance. Again, some balcony tickets are still available, although step on it, because they're selling fast.

Samuel Beckett's *Endgame* is in its final week at the Westcott Theatre. It's an exceptional production, which will be moving to the West End afterwards. Tickets available for the Wednesday matinée only.

A completely different experience is on offer at the Playhouse. Maggie Bight's new production of the musical *Cats* opens on Monday – with local schoolchildren in the chorus – it should be a really good family show.

And finally – our special event of the week on Saturday night is the Summer Ball, held this year at the Great Hall. All ages are welcome – and the music ranges from sixties to noughties – something for everyone. Should be fun!

The theme is Black and White, and the ticket price of seventy pounds includes dinner and a firework show. I'll be giving all the contact numbers and addresses at the end of the programme. And now for local news...'

Get them to compare their answers with a partner's.

10 Compare your answers with a partner's.

Then play again, pausing to check their answers.

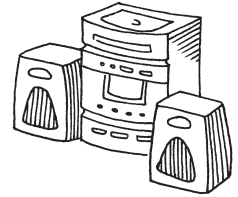
11 Now listen again and check your answers.

Now tell them that they're going to write a tapescript for their own 'What's on' radio programme. The tapescript must flesh out the bones of this message pad.

12 You are going to write a tapescript for your own 'What's on' radio programme. The tapescript must give information about the headings on this message pad. Try to write between 200 and 250 words. Your teacher will give you help with ideas and vocabulary.

Remember to spell out unusual or difficult words. Try to make your script sound realistic.

Notes



Cinema

Film

Time

Theatre

Play

Ticket price

Disco

Type of music

Admission price

Special event

Details

Move around helping with ideas, vocabulary and structure. Tell them to spell any unusual or difficult words. Pair them up with a different partner and get them to read the script while the partner takes notes. Then reverse the roles. If they need more practice, they can move to a new partner and repeat the exercise.

13 Find a partner. Sit down together. Read your script and let your partner take notes to complete the message pad. Then reverse the roles. If you need more practice, you can move to a new partner and repeat the exercise.

Notes

Test practice

Tips from the examiners


Listen to and read the instructions carefully.

Remember that you will hear the information once only.

You have 10 seconds to look at the message pad. Read the headings and the notes. Think about what information you need to listen for.

Don't worry about extra information that you don't need to write down.

You must complete the information using short notes. The maximum number of words for each answer is five, but aim for three.

Listen to the message about a day trip. Make short notes about the message. First, look at the notes. The first one is done for you. You will hear the message once only.  14

Itinerary for day trip

Arrive castle at: 9.30

1. Leave castle at: 12.30

2. Costs for children:

Castle: £2

Gardens: £1

3. Restrictions inside castle:

a) No cameras

b) No food

4. Exeter: shopping, walks and sightseeing

5. Start time of walks: On the hour

6. Transport to restaurant by: boat/river

7. Recommended clothing: Coat or jacket

 14

Male voice 1 'Part 3. Part 3. Listen to the message about a day trip. Make short notes about the message. First, look at the notes. The first one is done for you. You will hear the message once only.'

Male voice 2 'Hello, can I have your attention, everyone? Can you all hear me? OK. Hope you've enjoyed the trip so far. We're just about to arrive at Tiverton Castle, that's our first stop. I just want to run through the itinerary for the day. It's coming up to nine

thirty, so you'll have three hours to look round before getting back on the coach at twelve thirty for the short drive to Exeter. Please don't be late getting back on the coach or we won't have enough time to look around Exeter.

Now, for the castle there's an admission charge of four pounds for adults, half price for children. You can get an excellent catalogue for a pound just inside the door, and it's full of fascinating information about the history of the castle. If you just want to walk round the grounds without going inside, there's a charge of one pound for everyone – no reduction for children, I'm afraid.

As it's such a nice day, you may prefer to wander round the landscaped gardens, down to the lake where you can even hire a boat if you like. You're welcome to use cameras but only outside, and there's a strict policy of not eating anywhere except in the picnic area.

Now, once we're back on the coach, there's a forty-five-minute drive to Exeter, where you'll have the chance to do a bit of sightseeing or shopping. It's the main city in the region and it goes right back to the Middle Ages so there's plenty to see. There're guided walks that leave from the main square every hour, on the hour, but bear in mind the guides walk pretty fast and there's a lot of steps on the way. So if you have young children with you, you may want to give it a miss. The puppet theatre in the main square's probably of more interest to them. If you do stop off at a café or restaurant, remember... we'll be having dinner later on.

Then we all meet on the Quay at five o'clock for the river cruise. The trip down river takes an hour and ends at the hotel... I mean the restaurant, where we'll be having dinner. The coach picks us up at ten and so all being well we should be back by midnight. The Quay is clearly sign-posted from the city centre so you won't have any problem finding it. It could be a bit chilly so remember to take a coat or jacket with you when you get off the coach at Exeter.

So enjoy the castle or whatever you do, I'm going to be staying on the coach so if you need anything you know where I am.

M1 'That is the end of Part 3.'

Notes

Notes

4

Introduction to Listening Part 4

The focus of Listening Part 4 is to test the candidate's ability to follow a discussion and to identify both the gist and the details.

Candidates hear a discussion between a male and a female in which different points of view are expressed, and answer eight multiple-choice questions, which are preceded by an example. They hear the discussion twice.

Candidates are asked questions which require them to:

- distinguish between fact and opinion
- understand the purpose of the discussion
- identify the key ideas
- recognise contrast, cause and effect, exemplification
- understand how intonation and pitch indicate the attitude of the speakers.

The discussion may be on any of the following topics:

- daily life
- free time, entertainment
- travel
- relationships
- education
- health
- food and drink
- services
- places
- weather
- contemporary issues.

The questions follow the order of the discussion.

The multiple-choice items may be questions or statements:

Question

How did Ann get to work?

- a She took the train.
- b She walked.
- c She caught a bus.
- d She went in her friend's car.

Statement

Mike is worried about

- a people getting sick
- b dirty car parks
- c dangerous driving
- d historical buildings.

The speakers may agree or disagree, hold similar or opposite views.

The language reflects natural spoken English with elided forms, hesitations and some incomplete utterances.

Your students need practice in:

- discussing the topics themselves, to understand how ideas, opinions and attitudes develop during the discussions.
- following discussions where people hold both similar and differing points of view.
- listening to a variety of authentic spoken forms that are used in discussion.

Here are some examples of authentic spoken forms:

- contractions, elisions
What d'you think... What do you think...
gonna going to
What's he do? What does he do?
 - back-channelling to show involvement in what's being said
Aha, mm, right, great, true, yeah, brilliant
 - de-lexical verbs
have a bath, take a walk, do the washing-up
 - discourse markers
so, the thing is, well, anyway, mind you, as I say/said, you see, fine, great, right, okay then
 - heads and tails
This man I know, John, he's still running marathons at eighty.
It was a very strange feeling, you know, going back to my old house.
 - 'hedging' and vague language
sort of, kind of, like, you know, I mean, or something, and stuff
six-ish, early-ish, small-ish
 - 'this' to create a sense of immediacy
This bloke comes into the room...
There was this place I went to...
-

Notes

Notes

Student introduction

In this part of the test you hear a discussion between a male and a female speaker. They may express similar or different points of view. You hear the discussion twice.

The questions you answer ask you to:

- distinguish between fact and opinion
 - understand why people are speaking
 - identify the key ideas in the discussion
 - recognise when people are giving opposite views, giving examples or saying why something happens
 - recognise how people feel from the way they say things.
-

The discussion may be on any of the following topics:

- daily life
 - free time, entertainment
 - travel
 - relationships between people
 - education
 - health
 - food and drink
 - services
 - places
 - weather
 - contemporary issues.
-

The questions you answer follow the order of the information in the discussion. You choose the correct answer – a, b, c or d – to match a question or statement. The speakers may agree or disagree, or hold similar or opposite views. They use natural spoken English.

There is a test practice exercise at the end of this part of the book.

To prepare, you need to:

- discuss the topics to help you understand how ideas, opinions and attitudes develop during the discussions
 - listen to people speaking in natural, everyday English
 - follow discussions where people hold both similar and differing points of view.
-

4 Following a discussion

Notes

Listening for gist

Engage the students' interest in listening for gist. In Listening Part 4 of the ESOL test, the candidate listens to an extended discussion and one focus of the questions is the gist, the main substance of the discussion.

Ask the students to think about occasions when, in their own first language, they listen to people speaking and identify the overall topic without paying attention to detail. Give one or two examples: people speaking in a queue you are in, people speaking on the radio, etc.

-
- 1 We often listen to find out what the main theme of a discussion is. Think of occasions when you listen to find out what a discussion is about. Make a few notes about places where you have done this.**

At home listening to a radio or TV talk show

Friends at a café having a disagreement

Panel discussion at a school

Strangers on a bus or train

Strangers at the next table in a restaurant

Ask the students to work in pairs. Ask them to compare notes with a partner to say what was the gist of discussions they heard.

-
- 2 Work with a partner. Tell each other about the discussions you have heard and the places you have heard them. What were the discussions mainly about?**

As a whole-group activity, ask the students to tell you what discussions they and their partners have listened to. Ask what told them what the main substance of these discussions was. Focus on the features of spoken language that give clues to the main topic: the words and phrases people use, naturally, but also the way they sound (angry, excited, etc).


-
- 3 What about the other students in the class? What discussions have they listened to and how did they know what the main topic was?**

Put on the board some of the topics the students have mentioned and add one or two others of your own if you think it necessary. Examples could include: weather, work, friends, etc.

Ask the students to listen to the recording of short extracts from people's discussions. Ask them, individually, to identify the gist of each discussion. Was the discussion mainly about one of the topics the class mentioned or about something else (in which case, what was the topic)?

Play the recording twice.

Notes

4 Listen to these parts of discussions. Identify the main topic of each discussion. Did you and your classmates speak about this topic? Write the topics in the appropriate columns.  15

		One of our topics...	A different topic...
Discussion 1	weather		
Discussion 2	TV programme		
Discussion 3	traffic (jam)		
Discussion 4	colleague		
Discussion 5	money		

 15

1

Male voice 'Isn't it absolutely awful?'

Female voice 'Well, what do you expect at this time of year?'

M 'You can't even see the sky. It's just one big cloud.'

F 'Not all the time; it's fairly changeable.'

M 'Well, I'd rather be in the Mediterranean.'

F 'Oh, I'm with you there.'

2

Female voice 'So, anyway, she just walked out and slammed the door. Didn't even say goodbye.'

Male voice 'No! I never thought she'd do it, did you?'

F 'Well, to tell you the truth I was waiting for it to happen. I've been watching it for years.'

M 'Oh, so have I; why did I have to miss it last night just when it got really interesting?'

F 'It's repeated on Sunday morning.'

M 'Yes, but a repeat is never quite the same, is it?'

3

Male voice 'Was it bad?'

Female voice 'Terrible. We didn't move for half an hour at one stage.'

M 'Someone's got to do something about it sometime or other.'

F 'Yes, but who's going to do it? The police do what they can, but you need the local government to take action.'

M 'Like what? A complete ban? They'll never do that.'

F 'No, but some kind of limit. At least in the rush hour.'

4

Female voice 'What do you think of him, then?'

Male voice 'He seems very pleasant. He doesn't throw his weight around. I think he'll be easy to get on with.'

F 'Do you? Do you really think so?'

M 'You obviously don't. What's up with him? He's only been in charge here two weeks – what's he done wrong?'

F 'Oh, nothing. I'm perfectly happy to work for him. It's just that he's so... so..., you know.'

M 'Not really, no. I'm going to give him a chance.'

5

Male voice 'You can never really have enough, can you?'

Female voice 'No, there are always a thousand ways to spend it. Mind you, it doesn't make you happy.'

M 'You're not wrong there. Just look at all those people who have problems because they've got too much!'

F 'I wish I had their problems, I can tell you.'

M 'Me, too. What would you do, seriously, if you had all that?'

F 'I'd give up work for one thing. Wouldn't you?'

M 'Who wouldn't?'

Notes

Ask the students to work in pairs to compare notes and decide together what the gist of the discussions was in each case. Ask them to tell each other what made them choose their answers. Monitor, and note any comments made about factors that gave clues to what the discussions were about; these will be useful in the study focus in activity 6.

5 Work with a partner. Compare your answers and explain why you gave them.

As a whole-group activity, ask the students to tell you what they and their partners decided the gist of each discussion was. Using some of the students' comments you noted when monitoring, put on the board some of the features of the discussions which gave a clue to the main topic, eg, in Discussion 1 (weather) words and phrases: 'cloud', 'this time of year', 'changeable'; in Discussion 3 (traffic) tone of voice: impatient; words and phrases: 'didn't move for half an hour', 'rush hour'.

As a whole-group activity check the answers. Answers to 'one of our topics'/'a different topic' will of course depend on the main topics you put on the board to accompany activity 3.

6 What about the other students in the class? Do you have the same answers about the discussions?

Now tell the students they are going to hear two students talking about an aspect of life at university. Ask them to work in pairs and to predict what the gist of the discussion may be.

7 You are going to hear two students speaking. The woman, Sabeena, and the man, Robin, are having a discussion about an aspect of life at university. What do you think the main topic of their discussion may be? Discuss this with a partner.

As a whole-group activity, ask the students to tell you what they think the discussion may be about. Invite as many contributions as possible and put these on the board. You may like to give one or two examples: exams, holidays, etc.

Ask the students to listen to the start of the discussion and to say what they think the gist is. Tell them the speakers may mention several different things but that the task is to listen out for the main idea. Play the recording twice.



Notes

8 Listen to the start of the discussion. What is the main thing Sabeena and Robin are talking about?  16

 16

Female voice 'Hello, Robin. Good to see you again. Did you have a good holiday?'

Male voice 'Not all that good ... the exams, you know, back in June, I had to retake a couple so I spent most of the break studying.'

F 'Oh dear, but you passed okay? Well done.'

M 'Thanks, Sabeena. How about you?'

F 'Not bad; I was working in a clothes shop for most of the holiday. I'm quite glad to be back. Have you fixed anything up for this year?'

M 'Yeah, I'm here on campus again this year. Same room. You?'

F 'I've got a place in town, sharing a flat with three friends. I didn't really fancy being here again this year. It's fine for studying, it's just that you feel you can't get away from everyone and everything. I'd rather go home at the end of the day.'

M 'Not me. You may think I'm lazy, but I've got everything I need right here on the doorstep and you can invite friends round after lectures. It may be a bit more expensive than sharing, but it's worth it.'

Check the answer – accommodation/places to live. Point out that although the speakers mentioned other topics the students may have suggested (holidays, exams, social life, etc.) the gist of the discussion was accommodation.

Explain that in the discussion the candidates hear in the ESOL test, the speakers may express different opinions. The questions will follow the order in which the information appears in the discussion but candidates will need to listen carefully to the words used and tone of voice to identify what the speakers' opinions are and to avoid distractors (answers which may appear to be correct, but which closer listening shows to be incorrect).

Ask the students to listen to the rest of Sabeena and Robin's discussion. Ask them, individually, to choose the answers to the questions.

9 Now listen to the rest of the discussion and answer the questions that follow. Put a circle around the letter of the best answer – a, b, c or d.

 17

Who thinks all the new university buildings are good?

- a Sabeena.
- b Robin.**
- c Both Sabeena and Robin.
- d Neither Sabeena nor Robin.

What is Sabeena very angry about?

- a The route the bus takes.**
- b The increase in bus fares.
- c The bus timetable.
- d The way the bus drivers behave.

- Robin disagrees with Sabeena about
- a the sports facilities at the university.
 - b the university cafés and restaurants.
 - c the shops at the university.
 - d the university library.**

Notes

- Who thinks that this year at university will be easier than last year?
- a Sabeena.**
 - b Robin.
 - c Both Sabeena and Robin.
 - d Neither Sabeena nor Robin.

17

Female voice 'They've been busy finishing off those new buildings over the summer, haven't they? I like the new library building, really light and cheerful.'

Male voice 'Yeah, it's pretty good. And there's a new full-size swimming pool – I've been there every day. It's great. And there's a cool café not far from it.'

F 'Yes, they're very nice. But that new extension to the lecture halls!'

M 'I like it, don't you?'

F 'It looks like a giant dustbin – awful.'

M 'How are you getting to and from the university? Driving?'

F 'I wish I was. I'm sick and tired of the bus service.'

M 'Yeah, I use it to go into town and it's useless. The last buses are about eleven in the evening and it's not cheap, is it?'

F 'Oh, it's not too bad with a season ticket and the timetable's okay for what I need. But now they've changed the way they go and the nearest stop to my place is over ten minutes' walk! Imagine! There's no need for it and the drivers are as angry as I am; they don't want to waste time going all round the town either. It makes me mad.'

M 'That's one reason I'd rather stay here – everything's there for you.'

F 'What about the shops? They're not so good.'

M 'Okay, you're right there. But that's the only thing – otherwise you can play sports, eat and drink, use the library.'

F 'True... But I've always found it difficult to find the books I need here; there are too many people after the same things. I'd rather use the one in the town centre.'

M 'They've always had the books I need. So I won't be seeing as much of you this year?'

F 'I'll still be coming up to the campus fairly often. Maybe not every day like last year – that was the most I've ever studied in my life.'

M 'Yes, and everyone says it gets harder as you go on, don't they?'

F 'Everyone says it, but I reckon that I now know a lot more about what I'm supposed to do. I don't say it will be an easy year, but it can't be as tough as the last one, can it?'

M 'It can for me – I've got plenty to catch up on. I'd better start now... I'm off to the library. See you.'

F 'Bye.'

Ask the students to work in pairs to compare their answers. Ask them to say what made them choose these answers as the best match.

Notes

10 Work with a partner. Compare your answers for each of the questions. What made you choose these answers?

As a whole-group activity, ask the students to tell you what answers they and their partners have given to the questions. Ask them what made them choose a, b, c or d as the best answer to the questions. If there is disagreement or uncertainty, play the relevant part(s) of the recording again.

11 What about the other students in your class? Did they choose the same answers? What made them choose their answers?

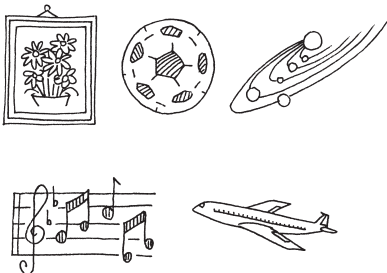
Check the answers. Depending on the point your students raise, focus on any features of the speakers' production that influenced their choice of answers, for example: Sabeena's emphasis on 'Imagine!' gives a clue to the answer to the second question.

Is that a fact?

Engage the students' interest in listening to distinguish between facts and opinions. For example, read a sentence out of a newspaper and ask if it is fact or opinion. Make sure the students know the difference.

Ask the students individually to look at the questionnaire and to put facts and opinions under the relevant headings. Give one or two examples if you think these will help, eg, Art – Leonardo da Vinci painted the Mona Lisa. (What I know.) Van Gogh was the greatest painter ever. (What I think.)

Monitor, encourage the students to fill as many of the spaces as they can. Stress that it doesn't matter at all if their 'facts' are incorrect or if their opinions are controversial. The idea is to focus on the difference between what we speak of in factual terms and what we express as opinion. If the students don't know anything about, or have no opinions about, certain topics they can leave the spaces blank.



12 Look at the questionnaire. What do you know and think about these topics? Put one fact for each in the 'What I know' column and one opinion of each in the 'What I think' column.

Topic	What I know	What I think
Art		
Sport		
The planets in our solar system		
Music		
Travel		

Ask the students to work in pairs to tell each other what facts and opinions they have noted. Explain that they may think their partner's factual information is incorrect (in which case they can query it) and/or that they may disagree with some of their partner's opinions (in which case they can say so).


Notes

13 Work with a partner. Tell each other what notes you have made in the 'What I know' and 'What I think' columns. Do you think your partner's facts are correct? Do you agree with your partner's opinions?

Extend this to a whole-group activity. Invite the students to tell you which (if any) of their partner's facts and opinions they didn't agree with. Ask them to tell you how they expressed any disagreement.

14 What about the other students in your class? Did everyone think their partner's facts were correct? Did everyone agree with their partner's opinions?

Now ask the students to listen to the recording of people discussing the topics. Ask them individually to make notes if they think any of the 'facts' are questionable.

15 You are going to hear two people – Gary, the man, and Luisa, the woman – discussing the topics. Listen to the first part of their conversation. Do you think their 'facts' are correct? (If not, what would you say?) Make notes of your responses.  18

Topic	Correct	Incorrect/Reason
Art		Van Gogh painted in the late nineteenth century and died in 1890.
Sport	Olympics held every four years	Summer and winter Olympic games are held in different countries.
The planets in our solar system		Neptune is not the furthest planet from the sun.
Music		Beethoven didn't write the most operas.
Travel		The UK is not the only country where people drive on the left.

Notes

 18

Female voice 'Morning, Gary, busy day so far?'

Male voice 'Not too bad, but I'm glad it's coffee time. Luisa, have you seen this article in the paper about the best and worst things – it's really interesting.'

F 'Best and worst things? Like what?'

M 'All sorts of things. The greatest musician ever, the best ever players of different sports, the world's most interesting journey ... It's all there.'

F 'But who says they're the best and worst?'

M 'Experts. People who really know what they're talking about.'

F 'You may be an expert in a subject, but you can't say that one book is actually better than another, for example. You can say what you know for sure, but that's as far as you can really go.'

M 'I don't follow.'

F 'Look. You can say Leonardo da Vinci painted the *Mona Lisa*, but you can't actually say it's the greatest painting in the world. See?'

M 'Oh, I get you. So. Van Gogh painted in the early twentieth century; the Olympic Games take place every four years and the summer and winter games are always in the same country; Neptune is the planet furthest away from the sun; in music, Beethoven wrote more operas than any other composer; and travel – the United Kingdom is the only country where we drive on the left. Is that the sort of thing you mean?'

F 'It's the sort of thing, Gary. But I'm not entirely certain that all your facts are correct. Could you run through them again for me?'

Ask the students to work in pairs. Ask them to discuss which 'facts' they thought were incorrect. Ask them how they would communicate that message to the speaker.

16 Work with a partner. Which 'facts' did you think were incorrect? What would you say to the speaker?

As a whole-group activity, ask the students to tell you which 'facts' they thought incorrect and put on the board a selection of the ways in which they chose to query the information. The students may have perfectly acceptable alternative ways of expressing doubt and disagreement. It will help in the test if they become familiar with the ways in which English speakers frequently express disagreement in rather indirect terms (examples come up in the recording to follow in activity 17).

Ask the students to listen to the recording to check if the speakers expressed themselves in the same words as they and their partner did.

17 Listen to the next part of the conversation. Did Luisa say the same things as you and your partner?  19

🔊 19

Male voice 'Sure. Van Gogh painted in the early twentieth century.'

Female voice 'Er... did he? Wasn't it the nineteenth century?'

M 'No. And the Olympics take place every four years and the summer and winter games are always in the same country.'

F 'Yes... well, every four years is correct, but I don't think the summer and winter games are always in the same country, are they?'

M 'Yes, they are. Neptune is the planet furthest from the sun.'

F 'I'm not sure it is, you know. Isn't it Pluto?'

M 'Definitely not. Beethoven wrote more operas than any other composer.'

F 'Did he write many operas? I didn't think he did.'

M 'And the UK is the only country where we drive on the left.'

F 'I don't think that can be right. You know, Gary, I hate to say this but I'm afraid I think all your facts are... er... well, not quite right.'

M 'It doesn't matter anyway. The newspaper doesn't ask for facts. It says "Challenge our experts – give your views." But you said you didn't have any.'

F 'That's not what I said at all. Do you want to hear what I think?'

M 'Go ahead – I'll listen.'

Notes

Make a study focus of the ways in which tone of voice may give more of a clue to meaning than reliance on the words themselves. The hesitant 'yes' suggests 'no.'

Now ask the students to listen to speakers expressing opinions rather than giving facts. Ask them individually to make notes about their own possible responses expressing agreement or disagreement with the speakers' opinions.

18 Now listen to Luisa expressing her opinions about the topics. Do you agree with her opinions? Make notes about your opinions and how you would give them. 🔊 20

Topic	Luisa's opinion	Your opinion
Art	Abstract painting is more interesting than classical.	
Sport	It is a waste of time and there's too much on TV.	
The planets in our solar system	Too expensive and money could help with poverty.	
Music	Popular music is worthless, shouldn't be on radio.	
Travel	Doesn't broaden the mind, it's better to stay at home.	

Notes

🔊 20

Female voice 'Abstract painting is more interesting than classical art. Sport – well, it's a waste of time and there's too much of it on TV. Space travel is a waste of money. We should use the money to try to end poverty on Earth. Popular music is worthless and the radio shouldn't play it. Travel doesn't broaden the mind at all, it just convinces people that where they live is better than anywhere else and we might as well stay at home.'

Ask the students to work in pairs to compare notes about what they would say in response to the speaker's opinions. Monitor, and note how different students may express the same basic idea in different forms of words. An awareness of a range of different ways of expressing the same or similar ideas will help candidates identify information in the test.

19 Work with a partner. Compare your responses to Luisa's opinions?

Ask the students to find out what responses their classmates had and how they expressed them. Put on the board some of the examples.

20 What about the other students in your class? What different responses are there?

Now ask the students to listen to identify degrees of agreement/disagreement with opinions. The speakers produce many features of natural, spoken English including phrasal verbs. Check that the students recognise these as expressing the same ideas as some of the ways in which they phrased ideas (eg, 'Oh come on' to express incredulity).

21 Listen to Gary's response to what Luisa said. How do these compare to what you said? Tick (✓) column A if they are the same, and expressed in the same words; B if they are completely different; and C if they are the same, but use different words. 🗣️ 21

	A	B	C
Art			
Sport			
The planets in our solar system			
Music			
Travel			

21

Female voice 'You didn't say anything, Gary, does that mean you agree with everything I said?'

Male voice 'It means I don't know what to say. I can't believe I heard some of the things you said!'

F 'Okay. I'll say them again. Abstract painting is more interesting than classical art.'

M 'Well, yes, maybe. I don't disagree with you there. But what did you say about sport?'

F 'A waste of time and there's too much on TV.'

M 'Oh, come on! You can't mean that. And what was that about space travel... a waste of money?!'

F 'That's right. We could spend it on other things that are needed more.'

M 'Come off it! We need to find out what's out in space, so that we can benefit from greater understanding.'

F 'Popular music is worthless, radio shouldn't play it.'

M 'Oh no, absolutely not. I could get by without it myself, but it makes so many people happy. And travel, you said...'

F 'It doesn't broaden the mind and we might all just as well stay at home.'

M 'I give up, travel not broaden the mind...? Stay at home? I think we'll just have to agree to disagree, Luisa.'

F 'I agree.'

Notes

Test practice

Tips from the examiners

Listen to and read the instructions carefully.

You have 20 seconds to read the questions and the options. It's more important to read the questions than look at the options. If you are a slow reader, then just read the questions so that you know what information you must listen for.

Remember that you will hear the discussion twice.

All the questions will follow the order of the conversation.

If you miss something, don't worry. Just move on, so that you keep up with the speakers. You can always check during the second listening.

Select the letter of the correct answer when you are sure.

Notes

Listen to the conversation and answer the questions. Put a circle around the letter of the correct answer. Look at the questions. The first one is done for you. You will now hear the conversation twice. 🎧 22

Example

Why has Ali been busy?

- a He has moved to a new office.
 - b Because his staff are new.
 - c There are a lot of new contracts.
 - d Because of computers.
-

1

What does Erika say about Ali's problems with the computer system?

- a She doesn't want to hear about them.
 - b She understands what it's like.
 - c She doesn't know what he means.
 - d She knew all about them.
-

2

What is the main reason why people are unhappy about the training programme?

- a They aren't paid for it.
 - b It's too much work.
 - c It involves work at the weekend.
 - d They don't expect training to be useful.
-

3

What does Erika think of Ali's opinion of the training programme she will follow?

- a She disagrees with it.
 - b She has no opinion about it.
 - c She agrees with it.
 - d She thinks it's interesting.
-

4

When is the training programme going to start?

- a In a week.
 - b Before the eighteenth.
 - c In about four weeks.
 - d Two weeks late.
-

5

Erika says the thing she enjoys most about training days is

- a meeting people who do similar jobs.
 - b learning to do her work better.
 - c leaving the office.
 - d staying in the office.
-

6

What does Erika say about the best place for the training?

- a She hopes it will be at the office.
 - b She doesn't like the conference centre.
 - c She says the office was suitable last time.
 - d She doesn't want it to be at the office.
-

7

Where will the training programme be run?

- a Ali doesn't know.
- b Only at the office.
- c In two different places.**
- d Only at the conference centre.

8

What does Ali think about training with his own office team?

- a It wouldn't be a good thing.**
- b It would bring fresh ideas.
- c It would be wonderful.
- d He doesn't mind.

Notes

22

Male voice 1 'Listening Part 4. Listen to the conversation and answer the questions. Put a circle around the letter of the correct answer. The first one is done for you. First look at the questions. You will hear the conversation twice.'

Female voice 'Hello, Ali. I hear you've moved offices. How's things?'

Male voice 2 'Hi, Erika. I'm pretty busy at the moment.'

F 'What, with all the new staff you have?'

M2 'The new staff are fine and we aren't too busy with contracts. The problem's with the computer system we have to use.'

F 'Oh, I know what you mean. You don't need to tell me. We have the same problem in my office. The new training programme'll be useful.'

M2 'Everyone's talking about it. Some people aren't all that happy.'

F 'Because the company won't pay overtime rates? That's what upset my team.'

M2 'I think people accept that; I mean, training will be useful for them. It'll be more work, but everyone knows that. It's the fact that we have to train on Saturdays and Sundays. That's the problem.'

F 'Which part of the programme are you going to follow?'

M2 'Computer training, of course. Same as you, I suppose.'

F 'Well, I quite agree that computers are the biggest area and some of my staff will train to use them. I want others to learn more about office skills. Me, I'm down to do record-keeping.'

M2 'Why on earth did you choose that? It doesn't sound very interesting.'

F 'Oh, I couldn't agree more. It wasn't my idea. They asked me to do it. Do you know when the programme runs?'

M2 'Next week is when they were planning to start, but it wasn't possible to organise everyone before the public holiday on the eighteenth. The last I heard, a couple of weeks ago, it'll be starting in a month or so. Have you been on one of these things before?'

F 'Oh yes, quite a few over the years. I must say I've always enjoyed them.'

M2 'Really? I don't think it's much fun just to learn more about how to do your job.'

F 'No, I quite like it. Well, perhaps that's not the bit I like most. It's quite nice to get away from the office, but meeting others in the same line of work is what really appeals to me. Where are they going to run the programme? At the conference centre? There's nowhere like it for these sessions.'

Notes

M2 'Yes, well, at least that was the plan, but then someone suggested bringing the training here to the company, which would be very convenient. Don't you think that would suit everybody best?'

F 'Oh no, that's hopeless. The office is the last place I would choose. You can never concentrate on anything else when you're at work. So you mean I'm going to be stuck here?'

M2 'The final decision is that the programme will run partly here at the company and partly at the conference centre so it all depends on your timetable.'

F 'Do we know who we'll be with on the training days? I mean, can we choose?'

M2 'Who would you like to be with? Your own office team, I expect?'

F 'They're a great team to work with, but I wonder if it's a good idea to train together. The thing is, when you work together all the time you begin to think the same – it might be better to get fresh ideas from people in other departments. What do you think?'

M2 'Same as you – they're a wonderful team, mind you, but you can have too much of a good thing.' (repeats after 10 seconds)

M1 'That is the end of Part 4.'
