

In this part you:

- **read** what the first person says in a conversation
- **choose** the second person's replies

Completing conversations

1 What does Jasper say to Finn?

Finn: Do you want to play tennis?

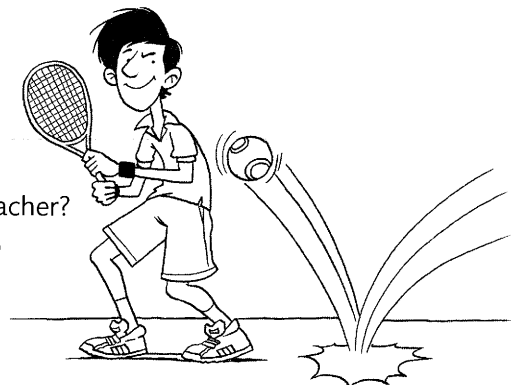
Jasper:

Finn: Great! Come on, then!

A Have you got a good teacher?

B How much does it cost?

C Yes, I'd love to!



Grammar Short answers

2 Cross out the one wrong answer.

Example How often do you play table tennis? **Once a week.** / ~~Yes, you do.~~ / **Every evening.**

1 Did you have sports lessons at school? ~~No, we didn't.~~ / **On Wednesdays.** / ~~Yes, of course!~~

2 Who's your favourite player? ~~I don't know.~~ / **Maria Gilliam.** / ~~Yes, she's great.~~

3 Are you playing against Finn today? **It's Finn.** / ~~No, he's too busy.~~ / ~~I think so.~~

4 What's your new racket like? **It's great!** / ~~Yes, I love it.~~ / ~~I don't know yet.~~

5 Do you play at the sports centre? ~~No, at the club.~~ / **Yes, I do.** / ~~It's in the park.~~

6 How are you getting to the match? ~~Dad's taking me.~~ / **OK! I will!** / ~~I'm cycling there.~~

3 Read the questions. Write a short reply. Use two, three or four words.

Examples I don't enjoy tennis. I do! Will he win? Yes, he will!

1 Did you practise yesterday?

2 Are your friends going to watch?

3 It's too hot to play badminton.

4 Will we see Ella at the club?

5 You aren't moving fast enough!

6 Have you got your trainers?

Remember!

Do you like sport?

Yes, **I do!** No, **I don't.**

Are you tired?

Yes, **we are!** No, **we aren't!**

Is the club near here?

Yes, **it is.** No, **it isn't.**

Have they finished?

Yes, **they have.** No, **they haven't.**

4 Complete the conversation. Choose a reply A–H from the box.

A Is she? B Here it is! C Why not? ~~D So do I!~~
E At the weekend. F He's only 18. G What a pity! H Does it?

Example Jo: I love tennis!

Lee: **D** Jo: Do you? That's great!

1 Jo: How old is your coach?

Lee: Jo: Wow! That's young!

2 Jo: When do you practise?

Lee: Jo: On Saturday or Sunday?

3 Jo: My mum's a great player.

Lee: Jo: Yes, she is.

4 Jo: Where's my sports bag?

Lee: Jo: Thanks. I couldn't see it.

5 Jo: This ball bounces better.

Lee: Jo: Yes, look!

6 Jo: I can't play today.

Lee: Jo: Because I've got an exam.

Tip! Look at the sentence before the space **and** the one after it!

Questions 16 – 20

Complete the conversation between a student and a teacher about tennis.

What does Tim say to Janis?

For questions 16 – 20, mark the correct letter **A – H** on your answer sheet.

Example:

Janis: You're really good at tennis, Tim. How old were you when you started playing?

Tim: 0 **E**

Answer:

0	A	B	C	D	E	F	G	H
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Janis: That's young! Who taught you to play so well?

Tim: 16

Janis: That's lucky! How often do you practise together?

Tim: 17

Janis: Wow! That's a lot! Do you prefer playing on grass?

Tim: 18

Janis: Does it? I didn't know that. Do you like winning? Is that important?

Tim: 19

Janis: So do I! But I only play table tennis.

Tim: 20

Janis: Yes, it is!

- A** Three times a week, sometimes four.
- B** No, only once. I've never enjoyed it.
- C** Of course it is. I hate losing!
- D** Why not? It isn't far from here.
- E** I was about six, I think.
- F** Well, that's a lot of fun too, isn't it!
- G** Yes, I do, because the ball bounces better.
- H** My dad. He's a brilliant coach and player.

Advice

0 Do we need a **yes/no** or an **information** answer here?

17 Which reply answers the question: **How often?**

19 What is the opposite of **winning?**

Test 1 Reading and Writing Part 3b (Questions 16–20)

Task type:

continuous dialogue – matching exercise – five gaps / eight optional responses

Topic focus:

sport

Training

- Students read Finn's part of the conversation and decide whether A, B or C goes in the space.

C

Note: Option B only links with Finn's first line and needs an answer.

- It is useful to show the difference between questions that can be answered with a *yes/no* answer (which begin with an auxiliary, *Do, Have, Are*, etc) and questions that usually need an information answer (which begin with an interrogative, *When, Where, Why*, etc). The distinction will help students make the correct links in this conversation gap task. Before they begin the exercise students underline the question words that need information answers (*How often, Who's, What's, How*). Note there is only one wrong answer to each question. This shows students different structures that can each answer a question appropriately. Students now cross out the wrong answers.

1 On Wednesdays. 2 Yes, she's great. 3 It's Finn.
4 Yes, I love it. 5 It's in the park. 6 OK! I will!

Extension

Students think of questions for which the 'wrong answers' could work, e.g.

- When do you play table tennis?
- Is Maria Gilliam your favourite player? etc.

Accept any reasonable and grammatically correct suggestions.

- Students now focus on matching tenses. They won't always find that this strategy works, but it is useful to revise matching short-form answers. Accept any reasonable and grammatically correct suggestions.

Note: Tell students to count contractions (*isn't, aren't*, etc.) as one word.

Suggested answers

1 Yes, I did. 2 No, they aren't. 3 Yes, it is.
4 No, we won't. 5 Yes, I am. 6 Yes, I have.



Yes, No in response to auxiliary questions (e.g. *Did Peter go to the party?*).

Students should begin short-form or extended answers with *Yes* or *No* followed by a comma, e.g. *Yes, he did. No, he didn't come to the party.*

- Students now move towards practising the format of the test by choosing one option from seven possible responses and making sure that their chosen answer makes sense with sentences both **before** and **after** the gap. Note that there is one extra response.

Remind them to carefully match questions with yes/no or information answers, and to check that any short-form answer agrees with its question.

1 F 2 E 3 A 4 B 5 H 6 C

Students underline or draw circles around words to show how they link together, e.g. So **do I! Do you** ...

Exam practice

Use the example to remind students to distinguish between *yes/no* and information answers again.

Point out that *How old ...* needs an information answer (E).

Students could do this guided practice in pairs, discussing their answers as they work through the conversation and role playing Tim and Janis.

Tell students to cross out an answer A–H after they've used it.

16 H 17 A 18 G 19 C 20 F

Extension

In pairs and using the same tennis theme, students look at Tony's five questions (see below) and think of answers that make sense with the following question. Pairs could write the conversation. Tell them to use contracted forms which are more natural in spoken English.

Pairs could then each role play their conversation in class to see how their conversations differ from others. Have fun doing this! If students want to extend answers and be more creative than the suggested answers below, that's great!

Tony's questions

Tony: Hi Paul! Where are you going?
Oh! What time does your match start?
Who's she?
Your sister! Oh! Is she a good player?
And are you going to play inside or outside?

Suggested answers

- I'm going to the club to play tennis.
- At half past two. I'm playing with Ella.
- She's my sister.
- She's brilliant!
- Outside on the grass.

For homework, students could re-write the conversation and talk about a sport that they like.