

- Do you have to listen to one long conversation or five short conversations?
- Do you have to write words or match two lists?

Vocabulary Focus on meaning

1  43 What is each person in Matt's family reading? Listen and cross out the wrong answer.

Example mum textbook / story

- | | |
|---------------|-----------------------|
| 1 dad | website / email |
| 2 brother | exam / message |
| 3 sister | address book / texts |
| 4 uncle | magazine / newspaper |
| 5 cousin | comic / birthday card |
| 6 grandfather | CD / instructions |

2 What are these people doing now? Match each sentence (1–6) with another way the activity can be described.


Example She's gone to see one of her classmates.

- | | |
|---|--------------------|
| 1 He's buying food for a picnic at the supermarket. | watching TV |
| 2 She's sending lots of messages on the computer. | doing a quiz |
| 3 He's trying to answer all the questions really quickly. | taking pictures |
| 4 He's waiting for his favourite programme to start. | doing exercise |
| 5 He's trying to get some good photos of the race. | writing emails |
| 6 She's in the sports hall. She wants to get fitter. | doing the shopping |
| | visiting a friend |



Tip! The words you hear and read in the first list will always be the same. You'll hear the first list in the same order as you read it. In the second list, the words you hear are sometimes *the same* as words you read.

Tip! The words you hear are sometimes *different* from the words you read in the second list.

3  44 Listen to a conversation about where Gemma plays different sports. Write a letter A–F next to each sport.

SPORTS		PLACE
1 baseball	<input type="checkbox"/>	A beach
2 hockey	<input type="checkbox"/>	B hotel
3 skating	<input type="checkbox"/>	C park
4 volleyball	<input type="checkbox"/>	D playground
		E sports club
		F stadium

Tip! Remember you can only use an answer once and you won't need to use two of the answers.

Test 2 Exam practice

Listening • Part 2

45 Questions 6 – 10

Listen to Pat talking to her friend, Alan, about her family's activities. What are each of Pat's family members doing at the moment? For questions 6 – 10, write a letter A – H next to each person. You will hear the conversation twice.

Example:

0 Pat's sister

Tips!

- In the second list, the words you hear may be different from the words you read.
- Don't just choose an answer because you hear one word on the second list.
- Use each answer once only.
- Cross out answers after you have used them.

FAMILY

ACTIVITY

6 Pat's aunt

7 Pat's cousin

8 Pat's grandmother

9 Pat's father

10 Pat's mother

A cleaning something

B eating something

C painting something

D phoning someone

E playing something

F reading something

G repairing something

H tidying something

Advice

E This might mean playing a game or playing an instrument

H Who really enjoys naying up?

Test 2 Listening Part 2

Task type:

matching – informal dialogue – listening for key information – matching five items (plus example) / eight options

Topic focus:

activities, hobbies, media, sports

Training

Note: In most matching exercises (as in this one), students should expect to hear an answer in the same form as they read it or they'll hear the answer with a distracting option or expressed as a synonym or paraphrase.

- Before doing the exercise, pairs write down six different things they read yesterday, e.g. a text message, a story, an article in a magazine, a sign (as seen in Reading and Writing Part 1), an email, an advertisement. Students listen to a longer text than they would hear in the exam and choose between two possible answers (the correct answer and the distracting option). This exercise also revises listed vocabulary for items that can be read. Play the CD twice. The key gives the correct answers.

1 website 2 message 3 texts 4 magazine
5 comic 6 instructions

- Students look at other ways of describing activities. The answers they read in Part 2 are on the right-hand side of the page and the words they hear are on the left. Look at the example together. Show how *gone to see* = *visit* and *one of her classmates* = *a friend*. Students draw lines to match the sentences and activities.

1 doing the shopping 2 writing emails 3 doing a quiz
4 watching TV 5 taking pictures 6 doing exercises



Watch out for mistakes made with **go shopping** and **do the shopping**. Check that students understand the difference between the two. *Go shopping* implies no specific list of things to buy (*I'm going shopping in town today. I've got 20 Euros to spend!*). *Do the shopping* is a specific task (*I always do the shopping on Mondays.*).

Note: We can say *I'd like to go shopping* but not *I'd like to do shopping*. Make sure students spell *shopping* and *shopping centre* (or *center*) correctly.

Extension

Divide students into small groups. Ask: *Can you think of other ways to describe:*

- playing table tennis* (he's hitting a ball across a table)
- eating something* (she's having a snack)
- phoning someone* (he's talking on his mobile)

(Suggested answers are in brackets.)

- In this exercise, students hear two answers to choose from or a paraphrase of the answer.

Before doing the exercise, students list their three favourite sports in pairs. Write their suggestions on the board, asking: *How do you spell that?* as you write them. Ask: *Which is the most popular sport of all? Which is the best place to play/do this sport?*

Students listen to the conversation between Gemma and her uncle twice. Give students time between listening to check their answers with a partner to see if they are the same. Encourage students to cross out answers as they use them.

1 C 2 E 3 D 4 A

Extension

Pairs imagine that Gemma and her uncle talk about one other sport. Students write their conversation (two or three turns) asking and answering about the group's favourite sport and where it is played (as decided by the class before listening). Students role play their conversations in open or closed pairs.

Exam practice

Go through the tips with students before they listen. Remind them to cross answers out as they use them. Students listen and match lists.

6 E 7 F 8 D 9 G 10 C

Extension

Ask students to close their books and in groups of three or four to write a list of as many activities ending in *-ing* that they've read or heard in this section as they can. Ask: *Can any group remember 20 different -ing words? reading, buying, sending messages, waiting, watching TV, doing a quiz, taking pictures, doing exercises, writing emails, doing the shopping, visiting, skating, swimming, having a pizza, practising, cleaning, eating, painting, phoning, playing, repairing, tidying.* Check spellings. Students take turns to mime one of the activities. Other students guess and must spell the word correctly to get the point. Do this in groups of four or five.