IELTS Calling Band 4-5

Student workbook

Eight units. Four skills. Four mini-tests.
Small steps towards your next English goal.

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A2–B1 foundation practice • PC and Phone course companion

Write your name: _____

Contents

Follow the units in order, or ask your teacher which skill to practise. Page numbers below are for the start of each unit or test. Skill pages also have clear running headings.

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How to use this workbook

You do not need perfect English to begin. Try, check, notice one thing, and try again.

• Choose a unit. Start with the warm-up and vocabulary.

• Listen once for the main idea. Read the questions, then listen again for details. Use the transcript after you try.

• Read the text. Answer from the text, not from your general knowledge.

• Use the writing plan, write your own answer and check it before looking at the model.

• Speak aloud. Use one minute to prepare the cue card. Aim for 45–90 seconds at first; gradually build towards two minutes.

• Complete a mini-test after each pair of units. Use mistakes to choose what to review.

For teachers

• Use the same numbered tasks in the app and workbook. Listening and reading answers have brief reasons.

• Allow two listens initially. Pause audio for extra support; reduce pauses as learners gain confidence.

• Teach key vocabulary before the task. Encourage learners to notice final consonants and plural -s.

• Models show one possible answer; accept other accurate, relevant language. Do not require memorisation.

> This is an independent foundation course, not an official IELTS test. Practice scores are not IELTS bands. Real IELTS writing minimums are 150 words for Task 1 and 250 words for Task 2. Many course tasks are shorter so you can build skills.

Your course map

☐ Units 1–2 → Mini-test 1

☐ Units 3–4 → Mini-test 2

☐ Units 5–6 → Mini-test 3

☐ Units 7–8 → Mini-test 4

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Unit 1 • All About You

START HERE

Warm-up 1. Tell a partner your first name and one thing you like.

Warm-up 2. Describe someone in your family. Say two things about them.

Useful vocabulary

first name your personal name, for example Mali	**surname** your family name
age how old you are	**relative** a person in your family
cousin the child of your aunt or uncle	**friendly** kind and easy to talk to
quiet not talking very much	**curly** hair with round shapes
straight hair without curls	**tall** above average height
occupation a job or main activity	**interested in** wanting to know about something

Language focus

Use be for identity: I am a student. Use have for features: She has short hair. Add -s with he/she in the present simple: He works.

Say new words aloud. Check final sounds, especially plural -s and past -ed. Use a short example from your own life.

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Unit 1 Listening

Joining the conversation club

Play Unit 1 Listening in the IELTS Calling Band 4-5 app. Try before reading the transcript. Audio file: audio/unit1-listening.mp3

Listen to an interview at a language school. Choose one answer for Q1–3. Write ONE WORD OR A NUMBER for Q4–6. Match each person to a description for Q7–8. Circle your choice, or write a short answer.

Unit 1 Listening Q1. Why is Arun at the school?

A To take a computer exam • B To join a conversation club • C To get a job

Unit 1 Listening Q2. Which group interests Arun?

A Music • B Walking • C Photography

Unit 1 Listening Q3. Which day does he choose?

A Tuesday • B Thursday • C Sunday

Unit 1 Listening Q4. Age: ____

Unit 1 Listening Q5. College subject: ____

Unit 1 Listening Q6. Bring a ____ to the club.

Unit 1 Listening Q7. Match Nita to a description.

A Quiet; long, straight hair • B Friendly; short, curly hair • C Tall; short, straight hair

Unit 1 Listening Q8. Match Ben to a description.

A Quiet; long, straight hair • B Friendly; short, curly hair • C Tall; short, straight hair

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Unit 1 Reading

Two lives, one family

My name is Lina, and I am twenty years old. I live in a small town with my grandmother, May. People often say that we look similar. We both have dark eyes and round faces. However, our daily lives are quite different. I study design at college, while my grandmother makes bags at home. She sells them at the weekend market.

May is sixty-eight, but she enjoys learning new things. She uses a phone to take pictures of her bags. I help her write short messages to customers. She helps me too. When I feel worried about college work, she listens and asks useful questions. She does not do my work for me.

On Friday evenings, my cousin Leo visits us. He is tall and has short hair. He works in a bicycle shop. Leo is usually quiet at work, but at our house he tells funny stories. We cook dinner together and talk about our week.

I want to move to a larger city after college. Grandmother understands, although she likes our town. She says that family members do not need the same plans to help each other. For us, being a family means sharing time and listening, not being exactly alike.

Choose one answer for Q1–2. For Q3–5 write TRUE, FALSE or NOT GIVEN. TRUE means the text agrees; FALSE means the text says the opposite; NOT GIVEN means it does not tell you. Write ONE WORD for Q6–8. Circle your choice, or write a short answer.

Unit 1 Reading Q1. What does Lina study?

A Business • B Design • C Languages

Unit 1 Reading Q2. What is the main idea?

A Everyone should have the same job • B Young people cannot help older people • C Different family members can support each other

Unit 1 Reading Q3. Lina and May have similar faces.

A TRUE • B FALSE • C NOT GIVEN

Unit 1 Reading Q4. May does Lina’s college work.

A TRUE • B FALSE • C NOT GIVEN

Unit 1 Reading Q5. Leo owns the bicycle shop.

A TRUE • B FALSE • C NOT GIVEN

Unit 1 Reading Q6. May makes ____ at home.

Unit 1 Reading Q7. Leo visits on ____ evenings.

Unit 1 Reading Q8. Lina wants to live in a larger ____.

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Unit 1 Writing

Foundation: personal paragraph

Write about yourself and one person in your family. Include your studies or job, interests, and two ways you are similar or different.

Foundation target: 80–110 words. The model is in the Answer Key. Your answer can be different if it follows the task.

Writing plan

Name and age → study/job → family member → appearance/personality → shared activity

Useful phrases

My name is ... / I live with ... / He/She has ... / We both ... / However, ...

My writing

Word count: _____ One thing I checked: _____

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Unit 1 Speaking

Part 1 practice

Answer aloud. Add a reason or a small detail. Models are in the Answer Key.

Unit 1 Speaking Q1. What is your name?

Unit 1 Speaking Q2. Where do you live?

Unit 1 Speaking Q3. Do you work or study?

Unit 1 Speaking Q4. Who do you live with?

Unit 1 Speaking Q5. What do you enjoy doing?

Unit 1 Speaking Q6. Are you similar to someone in your family?

Part 2 cue card

> Describe a person in your family. Say who this person is, what they look like, what they do, and why you like spending time with them.

Prepare for one minute. Start with 45–90 seconds of speaking. Build towards two minutes. Use notes, not a full script.

Who?

_____

Looks?

_____

Job/study?

_____

One shared activity?

_____

Useful phrases: I would like to talk about … / He/She is quite … / We both enjoy … / I like this person because …

My “I can …” check

☐ I can give basic personal information.

☐ I can describe a person using be and have.

☐ I can find names and details in a short text.

☐ I have practised all four skills in this unit. Date: _____

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Unit 2 • Home and Daily Routines

START HERE

Warm-up 1. Name three rooms in your home.

Warm-up 2. What time do you usually get up? Compare with a partner.

Useful vocabulary

living room a room for relaxing	**bedroom** a room for sleeping
balcony a small outdoor area above ground level	**upstairs** on a higher floor
opposite facing something across a space	**between** in the middle of two things
tidy put things in the right place	**laundry** clothes that need washing
chore a small job at home	**usually** on most days
before earlier than something	**share** use something with another person

Language focus

Use present simple for routines: I leave at eight. Use in for rooms/months, on for days, and at for clock times: in the kitchen, on Monday, at seven.

Say new words aloud. Check final sounds, especially plural -s and past -ed. Use a short example from your own life.

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Unit 2 Listening

A room in a shared house

Play Unit 2 Listening in the IELTS Calling Band 4-5 app. Try before reading the transcript. Audio file: audio/unit2-listening.mp3

Listen to a phone call. Choose one answer for Q1–3. Write ONE WORD OR A NUMBER for Q4–6. Match a person to a chore for Q7–8. Circle your choice, or write a short answer.

Unit 2 Listening Q1. Where is the empty room?

A Downstairs • B Upstairs • C In the garden

Unit 2 Listening Q2. What is NOT included in the rent?

A Water • B Internet • C Electricity

Unit 2 Listening Q3. Where is the bus stop?

A Behind the college • B Opposite the library • C Next to the garden

Unit 2 Listening Q4. Monthly rent: ____ pounds

Unit 2 Listening Q5. Buses leave every ____ minutes.

Unit 2 Listening Q6. Visit time on Sunday: ____ p.m.

Unit 2 Listening Q7. Sara’s chore:

A Clean the living room • B Clean the kitchen • C Take out the rubbish

Unit 2 Listening Q8. Joel’s chore:

A Clean the living room • B Clean the kitchen • C Take out the rubbish

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Unit 2 Reading

A quieter morning

Last year, the four people in our house all tried to use the bathroom at seven. We often felt angry before breakfast. This year, we have a new routine. My father gets up at half past five because he starts work early. My sister uses the bathroom at six, and I use it at half past six. My mother works from home, so she gets ready later.

We also moved some things in the kitchen. The cups are now on a shelf above the table. The cereal is in a cupboard beside the fridge. Everyone can prepare breakfast without walking around the whole room. We eat different foods, but we sit together for ten minutes before my sister and I leave.

Our evening jobs are simple. I wash the plates on Monday, Wednesday and Friday. My sister does them on the other weekdays. At weekends, we cook and clean together. We put a list on the fridge, so nobody needs to remember every job.

Our house is not bigger or more expensive now. We just use the space and our time better. There are still busy days, especially when someone gets up late, but most mornings feel much calmer.

Choose one answer for Q1–2. Write TRUE, FALSE or NOT GIVEN for Q3–5. Write ONE WORD for Q6–8. Circle your choice, or write a short answer.

Unit 2 Reading Q1. Why did the family change its routine?

A The kitchen was too cold • B Everyone wanted the bathroom at the same time • C They moved house

Unit 2 Reading Q2. What helps everyone remember chores?

A A phone app • B A list on the fridge • C A teacher

Unit 2 Reading Q3. The mother works at home.

A TRUE • B FALSE • C NOT GIVEN

Unit 2 Reading Q4. The family eats the same breakfast food.

A TRUE • B FALSE • C NOT GIVEN

Unit 2 Reading Q5. The father drives to work.

A TRUE • B FALSE • C NOT GIVEN

Unit 2 Reading Q6. The cups are above the ____.

Unit 2 Reading Q7. The writer washes plates on Monday, Wednesday and ____.

Unit 2 Reading Q8. At weekends, they cook and clean ____.

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Unit 2 Writing

Foundation: describe a home

Describe your home or an invented home. Say where it is, describe two rooms, and explain one daily routine.

Foundation target: 90–120 words. The model is in the Answer Key. Your answer can be different if it follows the task.

Writing plan

Location → people → room 1 → room 2 → routine → favourite feature

Useful phrases

There is a … / The … is next to … / I usually … at … / My favourite place is …

My writing

Word count: _____ One thing I checked: _____

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Unit 2 Speaking

Part 1 practice

Answer aloud. Add a reason or a small detail. Models are in the Answer Key.

Unit 2 Speaking Q1. Do you live in a house or a flat?

Unit 2 Speaking Q2. What is your favourite room?

Unit 2 Speaking Q3. What time do you get up?

Unit 2 Speaking Q4. What do you do after breakfast?

Unit 2 Speaking Q5. Do you help with chores?

Unit 2 Speaking Q6. Would you like to change your home?

Part 2 cue card

> Describe a room where you like spending time. Say where it is, what is in it, what you do there, and why you like it.

Prepare for one minute. Start with 45–90 seconds of speaking. Build towards two minutes. Use notes, not a full script.

Room and location?

_____

Three objects?

_____

Usual activities?

_____

Feeling and reason?

_____

Useful phrases: There is/There are … / It is opposite … / I usually spend time … / It feels …

My “I can …” check

☐ I can describe rooms and locations.

☐ I can understand times and daily routines.

☐ I can use present simple to describe chores.

☐ I have practised all four skills in this unit. Date: _____

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Mini-test 1 • Review

Units 1–2: people, homes and routines

> Listening: 6 marks. Reading: 6 marks. Total: 12 practice marks. Give one mark for each correct answer. Use the reflections for writing and speaking; do not turn these into an IELTS band.

Try the listening and reading without the answer key. Aim for 20–30 minutes for the whole check.

Mini-test 1 Listening

A new flatmate

> Play Mini-test 1 Listening in the IELTS Calling Band 4-5 app. Try before reading the transcript. Audio file: audio/minitest1-listening.mp3

Listen to the message. Choose one answer for Q1–2. Write ONE WORD OR A NUMBER for Q3–6. Circle your choice, or write a short answer.

Mini-test 1 Listening Q1. Where does Jo work?

A In a school • B In a bookshop • C In a hotel

Mini-test 1 Listening Q2. Where is Alex’s room?

A Behind the kitchen • B Beside the living room • C Opposite Jo’s room

Mini-test 1 Listening Q3. Alex’s food shelf is the ____ shelf.

Mini-test 1 Listening Q4. Jo cooks at ____ p.m.

Mini-test 1 Listening Q5. Alex should tidy the living room on ____.

Mini-test 1 Listening Q6. Alex should bring a ____.

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Mini-test 1 Reading

Meet Eva

Eva is eighteen and studies art at college. She lives with her aunt in a small house near a park. Eva has curly hair and a cheerful smile. Her aunt is quieter, but they both enjoy gardening.

On weekdays, Eva gets up at six forty-five. She has breakfast in the kitchen, then walks to the bus stop. Her first lesson starts at eight thirty. On Wednesdays, she stays at college for an art club and gets home later than usual.

Eva’s favourite room is the small living room. There is a sofa under the window and a table beside the door. She draws at the table while her aunt reads. Eva tidies this room every Friday. Her aunt cleans the bathroom, and they cook together at weekends. Eva hopes to have her own flat one day, but she is happy in this home now.

Choose one answer for Q1–2. Write TRUE, FALSE or NOT GIVEN for Q3–4. Write ONE WORD for Q5–6. Circle your choice, or write a short answer.

Mini-test 1 Reading Q1. What do Eva and her aunt both enjoy?

A Running • B Gardening • C Singing

Mini-test 1 Reading Q2. Why is Eva home later on Wednesdays?

A She works in a shop • B She visits a cousin • C She goes to an art club

Mini-test 1 Reading Q3. Eva’s aunt cleans the bathroom.

A TRUE • B FALSE • C NOT GIVEN

Mini-test 1 Reading Q4. Eva has two brothers.

A TRUE • B FALSE • C NOT GIVEN

Mini-test 1 Reading Q5. The sofa is under the ____.

Mini-test 1 Reading Q6. Eva tidies the living room on ____.

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Mini-test 1 Writing

Review: personal and home paragraph

Write about a person you live with, your home and one routine you share.

Foundation target: 60–80 words. The model is in the Answer Key. Your answer can be different if it follows the task.

Writing plan

Person → home → routine → reason you enjoy it

Useful phrases

I live with … / There is … / We usually …

My writing

Word count: _____ One thing I checked: _____

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Mini-test 1 Speaking

Part 1 practice

Answer aloud. Add a reason or a small detail. Models are in the Answer Key.

Mini-test 1 Speaking Q1. Describe someone in your family.

Mini-test 1 Speaking Q2. What is your favourite room?

Mini-test 1 Speaking Q3. What do you usually do after breakfast?

Mini-test 1 Speaking Q4. Which chore do you do at home?

Part 2 cue card

> Describe your home and one person who lives there.

Prepare for one minute. Start with 45–90 seconds of speaking. Build towards two minutes. Use notes, not a full script.

Home?

_____

Person?

_____

Shared routine?

_____

Why you like it?

_____

Useful phrases: I live with … / We usually …

My “I can …” check

☐ My paragraph includes a person, place and routine.

☐ I can answer four questions with a reason or detail.

My mini-test reflection

Listening: ____ / 6 Reading: ____ / 6 Total: ____ / 12

☐ Writing: I answered every part of the task.

☐ Writing: I used clear sentences and checked verbs, capitals and full stops.

☐ Speaking: I answered clearly and added a reason or example.

☐ Speaking: I tried to continue, even when I made a mistake.

9–12: try using less support. 5–8: review missed items. 0–4: revisit the two units with the transcript and a partner. These are practice suggestions, not IELTS bands.

My next step: _____

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Unit 3 • Food, Health and Lifestyle

START HERE

Warm-up 1. What do you usually eat for breakfast?

Warm-up 2. Name one small healthy change you could make.

Useful vocabulary

meal breakfast, lunch or dinner	**ingredient** a food used to make a dish
portion an amount of food for one person	**balanced** having a good mix of different things
fresh not kept for a long time	**snack** a small amount of food between meals
sugar a sweet substance in food	**water** a drink with no sugar
habit something you do often	**exercise** activity that moves your body
instead of in the place of something else	**should** a word used to give advice

Language focus

Use a/an and plural -s with countable nouns: an apple, two apples. Use some with uncountable nouns: some rice. Use any in many questions/negatives. Use should for advice.

Say new words aloud. Check final sounds, especially plural -s and past -ed. Use a short example from your own life.

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Unit 3 Listening

A healthy lunch workshop

Play Unit 3 Listening in the IELTS Calling Band 4-5 app. Try before reading the transcript. Audio file: audio/unit3-listening.mp3

Listen to a workshop announcement. Choose one answer for Q1–3. Write ONE WORD OR A NUMBER for Q4–6. Match each ingredient to its job for Q7–8. Circle your choice, or write a short answer.

Unit 3 Listening Q1. Where is the workshop?

A At a hospital • B At a community centre • C At a supermarket

Unit 3 Listening Q2. Which food is not in today’s recipe?

A Beans • B Rice • C Meat

Unit 3 Listening Q3. What drink does Ellie recommend?

A Fruit juice • B Water • C Sweet tea

Unit 3 Listening Q4. Put ____ spoonfuls of rice in the bowl.

Unit 3 Listening Q5. Wash the ____ before cutting them.

Unit 3 Listening Q6. The group walk lasts ____ minutes.

Unit 3 Listening Q7. Match beans to their job.

A Provide protein • B Add colour and sweetness • C Make the sauce sour

Unit 3 Listening Q8. Match carrots to their job.

A Provide protein • B Add colour and sweetness • C Make the sauce sour

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Unit 3 Reading

Small changes at Riverside College

Riverside College asked forty students about lunch. Many students said that they bought sweet drinks because water was difficult to find. Others bought large bags of snacks when they did not have time for a meal. The college decided to try three small changes for one month.

First, it put a free water station beside the dining room. Students could fill their own bottles there. Second, the cafe began selling a smaller rice meal with vegetables and beans. It cost less than the old large lunch. Third, a student group put simple recipe cards near the cafe door. The cards showed meals with only five ingredients.

At the end of the month, thirty students said that they used the water station at least twice a week. Twenty-two had tried the smaller meal. The recipe cards were less popular: only ten students had taken one. Some students said that they did not cook at home, so the cards were not useful to them.

The college will keep the water station and the smaller meals. It will also offer a short cooking class next term. The staff do not expect every student to change every habit. They hope that one easy change can help students make another later.

Choose one answer for Q1–2. Write TRUE, FALSE or NOT GIVEN for Q3–5. Write ONE WORD OR A NUMBER for Q6–8. Circle your choice, or write a short answer.

Unit 3 Reading Q1. Why did some students buy sweet drinks?

A They were free • B Water was hard to find • C The college required it

Unit 3 Reading Q2. Which change had the most users?

A Recipe cards • B Smaller meals • C The water station

Unit 3 Reading Q3. The smaller meal cost more than the old lunch.

A TRUE • B FALSE • C NOT GIVEN

Unit 3 Reading Q4. Some students did not cook at home.

A TRUE • B FALSE • C NOT GIVEN

Unit 3 Reading Q5. The new cooking class will be free.

A TRUE • B FALSE • C NOT GIVEN

Unit 3 Reading Q6. The college asked ____ students about lunch.

Unit 3 Reading Q7. Each recipe had only five ____.

Unit 3 Reading Q8. The cooking class starts next ____.

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Unit 3 Writing

Academic preparation: Task 1 table

The table shows the number of students choosing three lunch options at a fictional college on Monday and Friday. Summarise the main differences. Do not give reasons that are not in the table. This is a shorter practice task; the real Academic Task 1 requires at least 150 words.

> Foundation target: 100–130 words. The model is in the Answer Key. Your answer can be different if it follows the task.

Students choosing lunch: fictional data, number of students

Lunch option	Monday	Friday
Rice	20	35
Sandwiches	30	15
Soup	10	10

Writing plan

Introduction: what the table shows → overview: biggest change → compare rice → compare sandwiches and soup

Useful phrases

The table shows … / Overall, … / The number rose from … to … / In contrast, … / … stayed the same.

My writing

Word count: _____ One thing I checked: _____

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Unit 3 Speaking

Part 1 practice

Answer aloud. Add a reason or a small detail. Models are in the Answer Key.

Unit 3 Speaking Q1. What do you usually eat for breakfast?

Unit 3 Speaking Q2. Do you enjoy cooking?

Unit 3 Speaking Q3. What is a popular food where you live?

Unit 3 Speaking Q4. How often do you exercise?

Unit 3 Speaking Q5. Do you prefer water or sweet drinks?

Unit 3 Speaking Q6. What healthy habit would you like to have?

Part 2 cue card

> Describe a meal you enjoy. Say what it is, what ingredients it has, when you eat it, and why you like it.

Prepare for one minute. Start with 45–90 seconds of speaking. Build towards two minutes. Use notes, not a full script.

Meal? _____

Ingredients? _____

When/with whom? _____

Two reasons? _____

Useful phrases: It contains … / We usually eat it … / I help by … / One reason I like it is …

My “I can …” check

☐ I can understand simple food advice.

☐ I can use countable and uncountable food words.

☐ I can describe numbers without inventing reasons.

☐ I have practised all four skills in this unit. Date: _____

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Unit 4 • School, Study and Learning

START HERE

Warm-up 1. Which subject do you enjoy? Why?

Warm-up 2. Where do you usually study? What are you learning this week?

Useful vocabulary

subject an area of study, such as maths	**timetable** a plan showing lesson times
assignment a piece of work for a course	**deadline** the latest time to finish work
revise study something again	**concentrate** give all your attention to something
feedback advice about your work	**partner** someone you work with
library a place to read or borrow books	**borrow** take something and return it later
improve become better	**prepare** get ready

Language focus

Present simple describes usual habits: I study every day. Present continuous describes now or a temporary situation: I am preparing for a test this week.

Say new words aloud. Check final sounds, especially plural -s and past -ed. Use a short example from your own life.

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Unit 4 Listening

Using the study centre

Play Unit 4 Listening in the IELTS Calling Band 4-5 app. Try before reading the transcript. Audio file: audio/unit4-listening.mp3

Listen to two students. Choose one answer for Q1–3. Write ONE WORD OR A NUMBER for Q4–6. Match each room to its use for Q7–8. Circle your choice, or write a short answer.

Unit 4 Listening Q1. Why is Maya not studying at home?

A She has no books • B There is building noise • C Her family is away

Unit 4 Listening Q2. What subject is Maya’s assignment?

A Science • B History • C Art

Unit 4 Listening Q3. What does Maya need to borrow?

A A student card • B A camera • C A laptop

Unit 4 Listening Q4. Assignment deadline: ____

Unit 4 Listening Q5. The quiet room has ____ desks.

Unit 4 Listening Q6. Laptop loan: ____ hours

Unit 4 Listening Q7. Quiet room:

A Silent individual study • B Group discussion • C Food preparation

Unit 4 Listening Q8. Group room:

A Silent individual study • B Group discussion • C Food preparation

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Unit 4 Reading

A study plan that works

When Mina began her course, she studied for three hours every Sunday evening. She read every page again, but she rarely tested her memory. Before tests, she felt nervous because the words looked familiar, yet she could not explain them.

Her teacher suggested a different plan. Now Mina studies for twenty minutes on four evenings each week. She begins by closing her book and writing three things she remembers from class. Then she checks her notes. If something is missing, she adds it in a different colour. She also writes one question to ask in the next lesson.

This month, Mina is preparing for a geography presentation with her partner, Rob. They meet in the library on Thursdays. Mina finds maps, and Rob checks facts about cities. They practise speaking without reading every word from a page. Their teacher gives feedback after a short practice talk.

Mina still has a busy life. She helps at her family shop on Saturdays, so she does not plan study time then. Her new plan is shorter than her old one, but it is easier to follow. She says the most useful change is not the number of minutes. It is checking what she can remember before opening her book.

Choose one answer for Q1–2. Write TRUE, FALSE or NOT GIVEN for Q3–5. Write ONE WORD for Q6–8. Circle your choice, or write a short answer.

Unit 4 Reading Q1. What was a problem with Mina’s old method?

A She studied every morning • B She had no textbook • C She did not test her memory

Unit 4 Reading Q2. What does Mina value most in the new plan?

A Buying new books • B Studying on Saturdays • C Checking her memory before reading

Unit 4 Reading Q3. Mina now studies on four evenings each week.

A TRUE • B FALSE • C NOT GIVEN

Unit 4 Reading Q4. Rob finds the maps.

A TRUE • B FALSE • C NOT GIVEN

Unit 4 Reading Q5. Mina gets the highest marks in her class.

A TRUE • B FALSE • C NOT GIVEN

Unit 4 Reading Q6. Mina writes one ____ for the next lesson.

Unit 4 Reading Q7. She and Rob meet in the ____ on Thursdays.

Unit 4 Reading Q8. She helps in her family ____ on Saturdays.

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Unit 4 Writing

Foundation: study and school paragraph

Describe your normal study habits and one thing you are doing differently this week. Explain how it helps you.

Foundation target: 90–120 words. The model is in the Answer Key. Your answer can be different if it follows the task.

Writing plan

Course/subject → usual place and time → usual method → temporary change → reason

Useful phrases

I usually study … / First, I … / This week, I am … / This helps me because …

My writing

Word count: _____ One thing I checked: _____

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Unit 4 Speaking

Part 1 practice

Answer aloud. Add a reason or a small detail. Models are in the Answer Key.

Unit 4 Speaking Q1. What subject do you like?

Unit 4 Speaking Q2. Where do you usually study?

Unit 4 Speaking Q3. Do you study better alone or with others?

Unit 4 Speaking Q4. What are you learning this week?

Unit 4 Speaking Q5. How do you remember new words?

Unit 4 Speaking Q6. What makes a good teacher?

Part 2 cue card

> Describe something you are learning. Say what it is, where you learn it, how you practise, and why it is useful.

Prepare for one minute. Start with 45–90 seconds of speaking. Build towards two minutes. Use notes, not a full script.

What? _____

Where/who helps? _____

Practice method? _____

Why useful? _____

Useful phrases: I am learning to … / I usually practise by … / This week, I am … / It is useful because …

My “I can …” check

☐ I can describe study habits and temporary activities.

☐ I can find deadlines and learning advice.

☐ I can explain a simple study plan.

☐ I have practised all four skills in this unit. Date: _____

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Mini-test 2 • Review

Units 3–4: healthy habits and study

Listening: 6 marks. Reading: 6 marks. Total: 12 practice marks. Give one mark for each correct answer. Use the reflections for writing and speaking; do not turn these into an IELTS band.

Read each question before you listen. Use only the number of words requested.

Mini-test 2 Listening

Study and snack club

Play Mini-test 2 Listening in the IELTS Calling Band 4-5 app. Try before reading the transcript. Audio file: audio/minitest2-listening.mp3

Listen to an announcement. Choose one answer for Q1–2. Write ONE WORD OR A NUMBER for Q3–6. Circle your choice, or write a short answer.

Mini-test 2 Listening Q1. Why is the club not in the library?

A The library is closed • B People need to talk • C The library has no desks

Mini-test 2 Listening Q2. What should students do before checking notes?

A Eat a snack • B Finish every assignment • C Say what they remember

Mini-test 2 Listening Q3. Meeting room: ____

Mini-test 2 Listening Q4. Bring notes and a bottle of ____.

Mini-test 2 Listening Q5. Fruit with plain ____ is available.

Mini-test 2 Listening Q6. Maximum number of students: ____

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Mini-test 2 Reading

A break helps

Tara is preparing for a science test this week. She usually studies at the kitchen table, but her family is using the room for a birthday meal today. She is working in her bedroom instead.

Tara used to study for two hours without stopping. Then she often ate biscuits because she felt tired. Her teacher suggested shorter study periods and a proper break. Now Tara works for twenty-five minutes, then leaves her desk for five minutes. She drinks water, stretches or walks downstairs. She does not use her phone during the break because a short message can become a long conversation.

For an afternoon snack, Tara has some fruit and a small sandwich. She still enjoys biscuits sometimes, but she does not use them instead of a meal. She says the new routine helps her concentrate. It does not make the science easy, but she feels ready to try.

Choose one answer for Q1–2. Write TRUE, FALSE or NOT GIVEN for Q3–4. Write ONE WORD OR A NUMBER for Q5–6. Circle your choice, or write a short answer.

Mini-test 2 Reading Q1. Where is Tara studying today?

A At school • B In the kitchen • C In her bedroom

Mini-test 2 Reading Q2. Why does she avoid her phone during breaks?

A The phone is broken • B Messages can take too much time • C Her teacher has it

Mini-test 2 Reading Q3. Tara never eats biscuits now.

A TRUE • B FALSE • C NOT GIVEN

Mini-test 2 Reading Q4. Tara’s science test is on Friday.

A TRUE • B FALSE • C NOT GIVEN

Mini-test 2 Reading Q5. Each study period lasts ____ minutes.

Mini-test 2 Reading Q6. Tara drinks ____ during a break.

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Mini-test 2 Writing

Review: advice and study plan

Give a friend two useful ideas for studying and eating well during a busy week. Explain why they help.

Foundation target: 65–90 words. The model is in the Answer Key. Your answer can be different if it follows the task.

Writing plan

Study idea → reason → food/drink idea → reason

Useful phrases

You should … / You can … / This helps because …

My writing

Word count: _____ One thing I checked: _____

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Mini-test 2 Speaking

Part 1 practice

Answer aloud. Add a reason or a small detail. Models are in the Answer Key.

Mini-test 2 Speaking Q1. What do you usually eat for lunch?

Mini-test 2 Speaking Q2. How can a student study more effectively?

Mini-test 2 Speaking Q3. What are you learning this week?

Mini-test 2 Speaking Q4. What healthy habit would you recommend?

Part 2 cue card

> Describe one change that helps you study or feel healthier.

Prepare for one minute. Start with 45–90 seconds of speaking. Build towards two minutes. Use notes, not a full script.

Change?

_____

Before?

_____

Now?

_____

Why helpful?

_____

Useful phrases: I used to … / Now I … / You should …

My “I can …” check

☐ I gave two ideas and reasons in my writing.

☐ I can describe a present habit and a temporary activity.

My mini-test reflection

Listening: ____ / 6 Reading: ____ / 6 Total: ____ / 12

☐ Writing: I answered every part of the task.

☐ Writing: I used clear sentences and checked verbs, capitals and full stops.

☐ Speaking: I answered clearly and added a reason or example.

☐ Speaking: I tried to continue, even when I made a mistake.

9–12: try using less support. 5–8: review missed items. 0–4: revisit the two units with the transcript and a partner. These are practice suggestions, not IELTS bands.

My next step: _____

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Unit 5 • Work and Jobs

START HERE

Warm-up 1. Name three jobs and their workplaces.

Warm-up 2. What can you do well? What do you have to do at school or work?

Useful vocabulary

employee a person who works for an organisation	**customer** a person who buys goods or services
receptionist a person who welcomes visitors	**assistant** a person who helps with work
duty a job you are responsible for	**shift** a period of work during a day
salary money paid regularly for work	**uniform** special clothes worn for a job
skill an ability you learn and practise	**polite** speaking and behaving with respect
apply ask formally for a job or place	**training** learning how to do a job

Language focus

Use can + base verb for ability: I can use a computer. Use have to + base verb for duties: We have to arrive early. Use does not have to when something is not necessary.

Say new words aloud. Check final sounds, especially plural -s and past -ed. Use a short example from your own life.

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Unit 5 Listening

A weekend job at a museum

Play Unit 5 Listening in the IELTS Calling Band 4-5 app. Try before reading the transcript. Audio file: audio/unit5-listening.mp3

Listen to a job enquiry. Choose one answer for Q1–3. Write ONE WORD OR A NUMBER for Q4–6. Match each worker to a duty for Q7–8. Circle your choice, or write a short answer.

Unit 5 Listening Q1. What experience does Sam have?

A Museum tours • B Cafe work • C Office management

Unit 5 Listening Q2. Which duty is NOT part of the assistant job?

A Welcoming visitors • B Checking tickets • C Leading tours

Unit 5 Listening Q3. What does the museum provide?

A A complete uniform • B A white shirt • C A badge

Unit 5 Listening Q4. Hourly pay: ____ pounds

Unit 5 Listening Q5. Lunch break: ____ minutes

Unit 5 Listening Q6. Apply by ____.

Unit 5 Listening Q7. Priya’s duty:

A Lead tours • B Look after bags • C Cook lunches

Unit 5 Listening Q8. Luis’s duty:

A Lead tours • B Look after bags • C Cook lunches

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Unit 5 Reading

More than making coffee

When Daniel tells people that he works in a cafe, they often ask whether he can make a good coffee. He can, but he says that his job needs many other skills. Every morning, he checks the tables, fills the water bottles and reads the food list. He has to know which dishes contain nuts because some customers cannot eat them.

Daniel works from seven until three on weekdays. The cafe is busiest between eight and nine, when people buy breakfast before work. During this hour, Daniel and his colleague Asha use short, clear messages. Asha takes orders, and Daniel prepares drinks. They swap jobs after the busy period, so both can practise different skills.

New employees do not use the coffee machine alone at first. They watch an experienced worker and practise when the cafe is quiet. Daniel remembers breaking a cup on his first day. His manager asked him to clean it safely, then showed him how to carry a tray.

Daniel would like to manage a cafe in the future. For now, he is learning how to organise orders and solve small problems politely. He thinks a good employee does not need to know everything on the first day, but needs to be ready to learn.

Choose one answer for Q1–2. Write TRUE, FALSE or NOT GIVEN for Q3–5. Write ONE WORD for Q6–8. Circle your choice, or write a short answer.

Unit 5 Reading Q1. Why must Daniel know which dishes have nuts?

A Nuts cost too much • B Some customers cannot eat nuts • C He grows nuts

Unit 5 Reading Q2. What is Daniel’s main message about a good employee?

A Never break anything • B Know everything immediately • C Be ready to learn

Unit 5 Reading Q3. The cafe is busiest between eight and nine.

A TRUE • B FALSE • C NOT GIVEN

Unit 5 Reading Q4. New workers immediately use the machine alone.

A TRUE • B FALSE • C NOT GIVEN

Unit 5 Reading Q5. Asha earns more money than Daniel.

A TRUE • B FALSE • C NOT GIVEN

Unit 5 Reading Q6. Asha takes ____ during the busy hour.

Unit 5 Reading Q7. Daniel broke a ____ on his first day.

Unit 5 Reading Q8. Daniel hopes to ____ a cafe in the future.

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Unit 5 Writing

Foundation: job description

Describe a real or invented job you would be able to do. Explain the workplace, duties, useful skills and one difficult part.

Foundation target: 100–130 words. The model is in the Answer Key. Your answer can be different if it follows the task.

Writing plan

Job and workplace → two duties → skills → working time → challenge and reason

Useful phrases

A ... works in ... / They have to ... / They can ... / This job needs ... / One difficult part is ...

My writing

Word count: _____ One thing I checked: _____

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Unit 5 Speaking

Part 1 practice

Answer aloud. Add a reason or a small detail. Models are in the Answer Key.

Unit 5 Speaking Q1. Do you work or study?

Unit 5 Speaking Q2. What job would you like to do?

Unit 5 Speaking Q3. What skills are useful for that job?

Unit 5 Speaking Q4. Do you prefer working alone or in a team?

Unit 5 Speaking Q5. What time would you like to start work?

Unit 5 Speaking Q6. Is a friendly manager important?

Part 2 cue card

> Describe a job you would like to try. Say what it is, where you would work, what you would have to do, and why it interests you.

Prepare for one minute. Start with 45–90 seconds of speaking. Build towards two minutes. Use notes, not a full script.

Job? _____

Workplace? _____

Two duties/skills? _____

Reason? _____

Useful phrases: I would like to try … / I would have to … / I can already … / I would need to learn …

My “I can …” check

☐ I can describe job duties and skills.

☐ I can understand basic job details.

☐ I can use can and have to correctly.

☐ I have practised all four skills in this unit. Date: _____

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Unit 6 • Free Time, Friends and Entertainment

START HERE

Warm-up 1. What do you like doing with friends?

Warm-up 2. Say two things you did last weekend.

Useful vocabulary

hobby an activity you enjoy in your free time	**audience** people watching a performance
concert a live music performance	**exhibition** a public display of art or objects
ticket a paper or digital right to enter	**book** reserve a place or ticket
invite ask someone to come	**relax** rest and feel less worried
crowded full of people	**enjoy** have a good time doing something
last weekend the Saturday and Sunday before now	**recommend** say that something is good

Language focus

Use like + -ing: I like swimming. For finished past events use past simple: I visited a friend; we went to a park. Use did + base verb in questions: Did you go?

Say new words aloud. Check final sounds, especially plural -s and past -ed. Use a short example from your own life.

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Unit 6 Listening

A weekend with friends

Play Unit 6 Listening in the IELTS Calling Band 4-5 app. Try before reading the transcript. Audio file: audio/unit6-listening.mp3

Listen to two friends. Choose one answer for Q1–3. Write ONE WORD OR A NUMBER for Q4–6. Match each friend to an activity for Q7–8. Circle your choice, or write a short answer.

Unit 6 Listening Q1. Why did the friends not go to the cinema?

A The cinema was closed • B The cheap tickets were sold out • C They missed the train

Unit 6 Listening Q2. What was the exhibition about?

A Wild animals • B Sport • C City life

Unit 6 Listening Q3. Where did they have lunch?

A Inside the exhibition • B At Jamie’s home • C At a cafe opposite the station

Unit 6 Listening Q4. They arrived at ____ a.m.

Unit 6 Listening Q5. They stayed about one ____.

Unit 6 Listening Q6. Sunday badminton lasted ____ minutes.

Unit 6 Listening Q7. Rosa’s activity:

A Drawing • B Making a video • C Playing music

Unit 6 Listening Q8. Max’s activity:

A Drawing • B Making a video • C Playing music

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Unit 6 Reading

The Friday club

Nora used to spend Friday evenings alone, watching short videos on her phone. She enjoyed some of them, but she often felt that the evening disappeared. In March, her friend Ali invited her to a games club at the local library. Nora was worried because she did not know any of the other people.

At her first meeting, she played a simple word game with three students. The rules took only five minutes to learn. People laughed when they made mistakes, and nobody kept a serious score. After the game, the group talked about films and music. Nora went home feeling more relaxed than usual.

The club now meets twice a month. Members bring board games, cards or drawing materials. They do not have to bring anything, and the library does not charge them. There is just one important rule: everyone helps tidy the room before leaving.

Last Friday, Nora brought her younger cousin. They arrived late because their bus was slow, but the group welcomed them. Nora taught her cousin the same word game she learned in March. She still likes watching videos at home, but now she also looks forward to evenings when she can share an activity with other people.

Choose one answer for Q1–2. Write TRUE, FALSE or NOT GIVEN for Q3–5. Write ONE WORD for Q6–8. Circle your choice, or write a short answer.

Unit 6 Reading Q1. Why was Nora worried before her first visit?

A The games were expensive • B She did not know the other people • C She could not read

Unit 6 Reading Q2. How did she feel after the first meeting?

A Angry • B Bored • C More relaxed

Unit 6 Reading Q3. The club meets every Friday.

A TRUE • B FALSE • C NOT GIVEN

Unit 6 Reading Q4. Members must help tidy the room.

A TRUE • B FALSE • C NOT GIVEN

Unit 6 Reading Q5. Ali is the club leader.

A TRUE • B FALSE • C NOT GIVEN

Unit 6 Reading Q6. The first word game took five ____ to learn.

Unit 6 Reading Q7. Nora brought her ____ last Friday.

Unit 6 Reading Q8. They were late because their ____ was slow.

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Unit 6 Writing

General Training preparation: informal letter

Write to an English-speaking friend about a good day out. Say where you went and what you did, explain why you enjoyed it, and invite your friend to do something next weekend. This is shorter supported practice; the real General Training Task 1 requires at least 150 words.

Foundation target: 110–140 words. The model is in the Answer Key. Your answer can be different if it follows the task.

Writing plan

Dear + first name → reason for writing → past day out → why enjoyable → invitation → friendly ending

Useful phrases

Last Saturday, I … / We decided to … / I enjoyed it because … / Would you like to …? / Best wishes, …

My writing

Word count: _____ One thing I checked: _____

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Unit 6 Speaking

Part 1 practice

Answer aloud. Add a reason or a small detail. Models are in the Answer Key.

Unit 6 Speaking Q1. What do you like doing in your free time?

Unit 6 Speaking Q2. Do you prefer films or live music?

Unit 6 Speaking Q3. How often do you meet friends?

Unit 6 Speaking Q4. What did you do last weekend?

Unit 6 Speaking Q5. Did you have a hobby as a child?

Unit 6 Speaking Q6. Would you like to try a new hobby?

Part 2 cue card

> Describe an enjoyable day with a friend. Say who you were with, where you went, what you did, and why you enjoyed it.

Prepare for one minute. Start with 45–90 seconds of speaking. Build towards two minutes. Use notes, not a full script.

Who/when?

_____

Where?

_____

Two past activities?

_____

Why enjoyable?

_____

Useful phrases: Last weekend, I went … / First … Then … / We decided to … / I enjoyed it because …

My “I can …” check

☐ I can describe hobbies with like + -ing.

☐ I can understand and tell a simple past story.

☐ I can write a friendly letter with an invitation.

☐ I have practised all four skills in this unit. Date: _____

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Mini-test 3 • Review

Units 5–6: jobs and free time

Listening: 6 marks. Reading: 6 marks. Total: 12 practice marks. Give one mark for each correct answer. Use the reflections for writing and speaking; do not turn these into an IELTS band.

Notice whether a question is about a normal duty or a finished past event.

Mini-test 3 Listening

Helping at the weekend fair

Play Mini-test 3 Listening in the IELTS Calling Band 4-5 app. Try before reading the transcript. Audio file: audio/minitest3-listening.mp3

Listen to a phone message. Choose one answer for Q1–2. Write ONE WORD OR A NUMBER for Q3–6. Circle your choice, or write a short answer.

Mini-test 3 Listening Q1. Where will Chris work this year?

A At the ticket desk • B At the information desk • C In the cafe

Mini-test 3 Listening Q2. What is different from last year?

A There is no music • B Helpers buy lunch • C There is no dance show

Mini-test 3 Listening Q3. Helpers arrive at ____ a.m.

Mini-test 3 Listening Q4. Required shirt colour: ____

Mini-test 3 Listening Q5. Lost bags: send people to the ____

Mini-test 3 Listening Q6. The concert starts at ____ p.m.

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Mini-test 3 Reading

A different Saturday

Omar works as a shop assistant on weekdays. He has to check prices, fill shelves and help customers. He likes the team, but he spends a lot of time indoors. At weekends, he enjoys being outside.

Last Saturday, his friend Lily invited him to help at a community garden. Omar could not name many plants, so he was nervous. However, the organiser showed him what to do. He carried water and planted small trees. Lily took photos for the group’s website.

They started at ten and finished at one. Afterwards, the helpers shared a simple lunch. Omar talked to people of different ages and learned that the garden opens every weekend. Nobody receives a salary for helping there.

Omar does not want to change his job, but he plans to visit the garden again. He says that a useful hobby can be a good way to meet people and learn something new.

Choose one answer for Q1–2. Write TRUE, FALSE or NOT GIVEN for Q3–4. Write ONE WORD for Q5–6. Circle your choice, or write a short answer.

Mini-test 3 Reading Q1. Why does Omar like outdoor activities?

A He is a professional gardener • B His job is mostly indoors • C He dislikes his team

Mini-test 3 Reading Q2. What did Lily do at the garden?

A Sold tickets • B Cooked lunch • C Took photos

Mini-test 3 Reading Q3. Garden helpers receive a salary.

A TRUE • B FALSE • C NOT GIVEN

Mini-test 3 Reading Q4. Omar has worked in his shop for five years.

A TRUE • B FALSE • C NOT GIVEN

Mini-test 3 Reading Q5. At work, Omar has to fill ____.

Mini-test 3 Reading Q6. At the garden, Omar planted small ____.

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Mini-test 3 Writing

Review: informal letter

Write to a friend about a job or helping activity you did last weekend. Explain two duties and one thing you enjoyed. Invite the friend to join you another time.

Foundation target: 70–100 words. The model is in the Answer Key. Your answer can be different if it follows the task.

Writing plan

Greeting → past activity → duties → enjoyable part → invitation → ending

Useful phrases

Last weekend, I … / I had to … / I enjoyed … / Would you like to …?

My writing

Word count: _____ One thing I checked: _____

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Mini-test 3 Speaking

Part 1 practice

Answer aloud. Add a reason or a small detail. Models are in the Answer Key.

Mini-test 3 Speaking Q1. What skills can you use at work?

Mini-test 3 Speaking Q2. What does a shop assistant have to do?

Mini-test 3 Speaking Q3. What did you do last weekend?

Mini-test 3 Speaking Q4. What activity do you like doing with friends?

Part 2 cue card

> Describe an activity you helped with.

Prepare for one minute. Start with 45–90 seconds of speaking. Build towards two minutes. Use notes, not a full script.

When/where?

_____

Your duties?

_____

Other people?

_____

What you enjoyed?

_____

Useful phrases: I had to … / I could … / I enjoyed …

My “I can …” check

☐ I used past simple for last weekend.

☐ I explained duties and made a friendly invitation.

My mini-test reflection

Listening: ____ / 6 Reading: ____ / 6 Total: ____ / 12

☐ Writing: I answered every part of the task.

☐ Writing: I used clear sentences and checked verbs, capitals and full stops.

☐ Speaking: I answered clearly and added a reason or example.

☐ Speaking: I tried to continue, even when I made a mistake.

9–12: try using less support. 5–8: review missed items. 0–4: revisit the two units with the transcript and a partner. These are practice suggestions, not IELTS bands.

My next step: _____

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Unit 7 • Travel, Cities and Places

START HERE

Warm-up 1. Which place in your town do you like?

Warm-up 2. Compare a busy city and a quiet village. Say one difference.

Useful vocabulary

destination a place you travel to	**journey** travel from one place to another
square an open public space in a town	**bridge** a structure over a river or road
opposite on the other side, facing something	**turn left** change direction to the left
straight ahead forward without turning	**crowded** full of people
convenient easy and useful	**quieter** making less noise
cheaper costing less money	**landmark** a building or object that is easy to recognise

Language focus

Use there is for one thing and there are for more than one. Compare with -er or more: quieter than, more interesting than. Use than, not then, in comparisons.

Say new words aloud. Check final sounds, especially plural -s and past -ed. Use a short example from your own life.

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Unit 7 Listening

A walk through Bellford

Play Unit 7 Listening in the IELTS Calling Band 4-5 app. Try before reading the transcript. Audio file: audio/unit7-listening.mp3

Listen to a walking-tour guide. Choose one answer for Q1–3. Write ONE WORD OR A NUMBER for Q4–6. Match each place to a feature for Q7–8. Circle your choice, or write a short answer.

Unit 7 Listening Q1. Where does the tour start?

A At the museum • B Outside the station • C On the bridge

Unit 7 Listening Q2. What should visitors do before the bridge?

A Cross it • B Turn left • C Turn right

Unit 7 Listening Q3. Which drink is included?

A Coffee • B Juice • C Tea

Unit 7 Listening Q4. Tour length: about ____ minutes

Unit 7 Listening Q5. The town hall clock is ____.

Unit 7 Listening Q6. Last bus to the station: ____ p.m.

Unit 7 Listening Q7. Old market:

A Cheap fruit • B A quiet courtyard • C Old boats

Unit 7 Listening Q8. City museum:

A Cheap fruit • B A quiet courtyard • C Old boats

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Unit 7 Reading

Two ways to enjoy a city

When visitors come to Harton, many stay in the busy centre. There are large hotels, bright shops and a famous museum. Buses run late, and most attractions are close together. For a short visit, the centre is convenient. However, rooms can be expensive, and the main roads are noisy at night.

Last summer, I stayed in South Bank, a neighbourhood three kilometres from the centre. There were fewer hotels, but I found a small guesthouse beside a park. My room was cheaper than a similar room in the centre. Each morning, I ate breakfast at a local bakery and watched people walking to work.

It took fifteen minutes to reach the centre by bus. In the evening, I sometimes walked back along the river. The path was longer than the bus route, but there was no traffic. I passed a bridge, two gardens and a little outdoor market.

South Bank did not have big shops or late-night entertainment. For some visitors, that would be a problem. For me, it was a good balance. I could visit busy places during the day and return to a quieter area at night. The best place to stay depends on what kind of trip you want.

Choose one answer for Q1–2. Write TRUE, FALSE or NOT GIVEN for Q3–5. Write ONE WORD OR A NUMBER for Q6–8. Circle your choice, or write a short answer.

Unit 7 Reading Q1. What is one advantage of the centre?

A All hotels are cheap • B There is no traffic • C Attractions are close together

Unit 7 Reading Q2. What is the writer’s main advice?

A Always stay in the centre • B Choose an area that fits your trip • C Avoid all cities

Unit 7 Reading Q3. The writer’s room in South Bank was more expensive.

A TRUE • B FALSE • C NOT GIVEN

Unit 7 Reading Q4. The walking path was longer than the bus route.

A TRUE • B FALSE • C NOT GIVEN

Unit 7 Reading Q5. The writer visited Harton with a sister.

A TRUE • B FALSE • C NOT GIVEN

Unit 7 Reading Q6. South Bank is ____ kilometres from the centre.

Unit 7 Reading Q7. Breakfast came from a local ____.

Unit 7 Reading Q8. The writer passed two ____ on the river walk.

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Unit 7 Writing

Foundation: describe and compare a place

Describe a place you know. Include what is there, what people can do, and how it compares with another place.

Foundation target: 100–130 words. The model is in the Answer Key. Your answer can be different if it follows the task.

Writing plan

Name/location → two features → activities → comparison → recommendation

Useful phrases

There are several … / Visitors can … / It is quieter than … / Compared with … / I recommend it because …

My writing

Word count: _____ One thing I checked: _____

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Unit 7 Speaking

Part 1 practice

Answer aloud. Add a reason or a small detail. Models are in the Answer Key.

Unit 7 Speaking Q1. Where do you like going in your town?

Unit 7 Speaking Q2. How do you usually travel around?

Unit 7 Speaking Q3. Do you prefer cities or small towns?

Unit 7 Speaking Q4. Is there a park near your home?

Unit 7 Speaking Q5. What place would you show a visitor?

Unit 7 Speaking Q6. Has your area become busier?

Part 2 cue card

> Describe a place you visited. Say where it is, how you travelled there, what you saw or did, and why you would or would not return.

Prepare for one minute. Start with 45–90 seconds of speaking. Build towards two minutes. Use notes, not a full script.

Where/when?

_____

Transport?

_____

Two activities/features?

_____

Return and reason?

_____

Useful phrases: It is located … / We travelled by … / It was … than … / I would return because …

Simple Part 3 discussion

Unit 7 Speaking Part 3 Q1. Why do some people prefer city holidays?

Unit 7 Speaking Part 3 Q2. How can towns make walking easier?

My “I can …” check

☐ I can understand simple directions.

☐ I can compare places using than.

☐ I can describe a place and give a reason for visiting.

☐ I have practised all four skills in this unit. Date: _____

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Unit 8 • Plans, Hopes and the Future

START HERE

Warm-up 1. Name one goal for next month.

Warm-up 2. What small action can help you reach it?

Useful vocabulary

goal something you want to achieve	**plan** an idea of what you will do
hope want something good to happen	**achieve** succeed in doing something
save keep money to use later	**improve** make or become better
course a set of lessons	**qualification** proof that you finished study or training
experience knowledge gained by doing things	**abroad** in another country
step one action in a plan	**confident** feeling able to do something

Language focus

Use going to + base verb for plans: I am going to study tonight. Use want to and would like to + base verb for wishes: I would like to travel.

Say new words aloud. Check final sounds, especially plural -s and past -ed. Use a short example from your own life.

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Unit 8 Listening

Planning the next year

Play Unit 8 Listening in the IELTS Calling Band 4-5 app. Try before reading the transcript. Audio file: audio/unit8-listening.mp3

Listen to a student and an adviser. Choose one answer for Q1–3. Write ONE WORD OR A NUMBER for Q4–6. Match each person to a future plan for Q7–8. Circle your choice, or write a short answer.

Unit 8 Listening Q1. What work would Leo like to do?

A Farm work • B Hotel work • C Teaching

Unit 8 Listening Q2. Why does he choose evening lessons?

A Evening lessons are free • B He dislikes mornings • C He will help in a shop during the day

Unit 8 Listening Q3. Why will he not travel abroad this year?

A He has no passport • B He needs to save money • C He dislikes travel

Unit 8 Listening Q4. English course starts in ____.

Unit 8 Listening Q5. English lessons per week: ____

Unit 8 Listening Q6. Next adviser meeting: ____

Unit 8 Listening Q7. Emma’s plan:

A Study cooking abroad • B Practise English with Leo on Sundays • C Open a hotel

Unit 8 Listening Q8. Hana’s plan:

A Study cooking abroad • B Practise English with Leo on Sundays • C Open a hotel

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Unit 8 Reading

One goal, three small steps

After finishing school, Ben wanted to learn everything at once. He planned to improve his English, learn to drive and find a new job in the same month. He bought several books, but after two weeks he felt tired and stopped using them.

His older sister suggested choosing one main goal. Ben decided that English was the most useful starting point because he wanted a job at an international sports shop. He made a simple plan with three steps. First, he was going to study for fifteen minutes before breakfast on weekdays. Second, he wanted to meet a friend for English conversation every Saturday. Third, he planned to read one short article about sport each week.

Ben put a small calendar beside his desk. He marked the days when he practised, but he did not punish himself for missing a day. Instead, he started again the next morning. After a month, he could explain the rules of his favourite game more clearly.

Ben has not reached every goal yet. He still wants to learn to drive, but he is going to wait until next year. For now, he is pleased that his English plan fits his daily life. His advice is simple: make the first step small enough to do today.

Choose one answer for Q1–2. Write TRUE, FALSE or NOT GIVEN for Q3–5. Write ONE WORD for Q6–8. Circle your choice, or write a short answer.

Unit 8 Reading Q1. Why did Ben stop using his books at first?

A They were too old • B He tried too many goals at once • C He moved abroad

Unit 8 Reading Q2. What is his advice?

A Never miss a day • B Buy more books • C Begin with a small action

Unit 8 Reading Q3. Ben chose English to help with a work goal.

A TRUE • B FALSE • C NOT GIVEN

Unit 8 Reading Q4. Ben planned to practise with a friend every day.

A TRUE • B FALSE • C NOT GIVEN

Unit 8 Reading Q5. Ben has already received a job offer.

A TRUE • B FALSE • C NOT GIVEN

Unit 8 Reading Q6. Ben put a ____ beside his desk.

Unit 8 Reading Q7. He wanted to read about ____ each week.

Unit 8 Reading Q8. He plans to learn to ____ next year.

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Unit 8 Writing

Academic and General Training preparation: supported Task 2 opinion essay

Some people think students should make a plan for their future before they leave school. Do you agree? Give your opinion and two simple reasons. You can mention one limitation. This is supported short practice; a real IELTS Task 2 essay requires at least 250 words.

Foundation target: 150–180 words. The model is in the Answer Key. Your answer can be different if it follows the task.

Writing plan

Introduction: topic + your opinion → reason 1 + example → reason 2 + example → conclusion: repeat opinion in new words

Useful phrases

I agree that … / One reason is that … / For example, … / Another reason is … / However, … / In conclusion, …

My writing

Word count: _____ One thing I checked: _____

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Unit 8 Speaking

Part 1 practice

Answer aloud. Add a reason or a small detail. Models are in the Answer Key.

Unit 8 Speaking Q1. What would you like to do next year?

Unit 8 Speaking Q2. Are you going to study anything new?

Unit 8 Speaking Q3. Would you like to work abroad?

Unit 8 Speaking Q4. How do you plan your week?

Unit 8 Speaking Q5. What English skill do you want to improve?

Unit 8 Speaking Q6. Do you prefer small goals or big goals?

Part 2 cue card

> Describe a goal you would like to achieve. Say what it is, why it matters, what steps you are going to take, and who can help you.

Prepare for one minute. Start with 45–90 seconds of speaking. Build towards two minutes. Use notes, not a full script.

Goal?	Reason?
_____	_____
Two small steps?	Helper and time?
_____	_____

Useful phrases: My main goal is … / I am going to … / I would like to … / The first step is …

Simple Part 3 discussion

Unit 8 Speaking Part 3 Q1. Why do people sometimes change their plans?

Unit 8 Speaking Part 3 Q2. Should schools help students plan future work?

Unit 8 Speaking Part 3 Q3. Is it better to have one goal or many?

My “I can …” check

☐ I can explain a goal and small next steps.

☐ I can use going to, want to and would like to.

☐ I can give an opinion with two reasons.

☐ I have practised all four skills in this unit. Date: _____

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Mini-test 4 • Review

Units 7–8: places and future plans

> Listening: 6 marks. Reading: 6 marks. Total: 12 practice marks. Give one mark for each correct answer. Use the reflections for writing and speaking; do not turn these into an IELTS band.

This is a gentle course check, not an official IELTS band test. Take your time and show what you can do.

Mini-test 4 Listening

Planning a town visit

> Play Mini-test 4 Listening in the IELTS Calling Band 4-5 app. Try before reading the transcript. Audio file: audio/minitest4-listening.mp3

Listen to two friends. Choose one answer for Q1–2. Write ONE WORD OR A NUMBER for Q3–6. Circle your choice, or write a short answer.

Mini-test 4 Listening Q1. Why will they take the bus?

A It is faster than the train • B It is cheaper than the train • C The train is closed

Mini-test 4 Listening Q2. What does the man want to practise?

A Cooking • B Speaking French • C Taking photos

Mini-test 4 Listening Q3. The journey takes about one ____.

Mini-test 4 Listening Q4. The visitor centre is beside the ____.

Mini-test 4 Listening Q5. Turn ____ at the library to reach the bridge.

Mini-test 4 Listening Q6. Museum price: ____ pounds

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Mini-test 4 Reading

A new plan for Eastfield

Eastfield has a busy shopping street, but its river area is quiet. At present, there is an old car park beside the water. There are no seats or safe paths for visitors. The town council is going to change this area next year.

The plan includes a riverside garden, a walking path and a small information centre. The path will connect the bridge to the market. It will be shorter than the route through the shopping street. The council also wants to add signs with simple maps.

Some shop owners hope that more visitors will come. Other residents are worried about noise. The council says that the garden will close at eight in the evening and there will be no late-night events. Work is going to start in March and finish in September.

The mayor says the goal is not to build a second shopping centre. It is to give local people and visitors a pleasant place to walk and rest.

Choose one answer for Q1–2. Write TRUE, FALSE or NOT GIVEN for Q3–4. Write ONE WORD for Q5–6. Circle your choice, or write a short answer.

Mini-test 4 Reading Q1. What is beside the river now?

A A new hotel • B An old car park • C A large garden

Mini-test 4 Reading Q2. What is the main goal of the plan?

A A second shopping centre • B A larger station • C A pleasant place to walk and rest

Mini-test 4 Reading Q3. The new path will be longer than the shopping-street route.

A TRUE • B FALSE • C NOT GIVEN

Mini-test 4 Reading Q4. The council has already chosen a builder.

A TRUE • B FALSE • C NOT GIVEN

Mini-test 4 Reading Q5. Work starts in ____.

Mini-test 4 Reading Q6. The garden will close at ____ in the evening.

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Mini-test 4 Writing

Review: opinion with reasons

A town wants to make more walking areas. Do you think this is a good idea? Give your opinion, two reasons and one possible problem.

Foundation target: 90–120 words. The model is in the Answer Key. Your answer can be different if it follows the task.

Writing plan

Opinion → reason 1 → reason 2 → problem → short conclusion

Useful phrases

I think … / One reason is … / Another reason is … / However, … / Overall, …

My writing

Word count: _____ One thing I checked: _____

Mini-test 4 Speaking

Part 1 practice

Answer aloud. Add a reason or a small detail. Models are in the Answer Key.

Mini-test 4 Speaking Q1. Describe a place you would like to visit.

Mini-test 4 Speaking Q2. How is it different from your town?

Mini-test 4 Speaking Q3. What are you going to do there?

Mini-test 4 Speaking Q4. What goal do you have for next year?

Mini-test 4 Speaking Q5. What is one small step towards that goal?

Part 2 cue card

> Describe a future trip or a personal goal.

Prepare for one minute. Start with 45–90 seconds of speaking. Build towards two minutes. Use notes, not a full script.

Where/what?	Why?
_____	_____
Two planned steps?	Who can help?
_____	_____

Useful phrases: I would like to … / It is … than … / I am going to …

My “I can …” check

☐ I gave an opinion, two reasons and a possible problem.

☐ I can compare places and explain realistic next steps.

My mini-test reflection

Listening: ____ / 6 Reading: ____ / 6 Total: ____ / 12

☐ Writing: I answered every part of the task.

☐ Writing: I used clear sentences and checked verbs, capitals and full stops.

☐ Speaking: I answered clearly and added a reason or example.

☐ Speaking: I tried to continue, even when I made a mistake.

9–12: try using less support. 5–8: review missed items. 0–4: revisit the two units with the transcript and a partner. These are practice suggestions, not IELTS bands.

My next step: _____

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Answer Key & Models

Try the student tasks first. There is one correct answer for each objective question. Speaking and writing models are examples, not the only possible answers.

Marking guide

• Award one mark per listening or reading question. Accept equivalent number forms (19/nineteen) and harmless capital-letter differences.

• For a choice question, accept the correct option or its letter in the workbook. For completion, follow the printed word limit.

• For TRUE/FALSE/NOT GIVEN, use only the text. NOT GIVEN does not mean false; it means the information is missing.

• For writing, check task coverage, clear organisation, relevant vocabulary and understandable grammar. Give one helpful next step.

• For speaking, listen for a clear answer, a reason or example, understandable words and an attempt to continue. Do not score by memorising the model.

No course mark is an official IELTS band. A qualified teacher can use the samples for formative feedback, but a full IELTS assessment uses official criteria and full-length tasks.

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Unit 1 • Listening key

Full transcript

Clare: Good morning. Welcome to the conversation club. I am Clare, the club organiser. Before we start, I need a few details. What is your full name?

Arun: My name is Arun Patel. My first name is Arun, and my surname is Patel. I am nineteen. I live with my mother and my younger sister, Nita. My father works in another city, but he comes home on Sundays. I am a college student. My course is about computers, and I study on weekdays.

Clare: Thank you. What do you enjoy doing when you are not studying? We have a music group, a walking group and a photography group.

Arun: I like taking photos, so the photography group sounds good. My sister loves music, but I do not play an instrument. Nita is quite quiet with new people. She has long, straight hair. My cousin Ben is very different. He is friendly and talks to everyone. He has short, curly hair and works in a small cafe.

Clare: You can come to the club on Tuesday or Thursday. Both groups meet at six in the evening.

Arun: Thursday is best for me. On Tuesday I help my mother in her shop. Can Ben come too? He wants to practise English with other people.

Clare: Of course. Ask him to bring a notebook. We provide pens, and there is free water near the door.

Listening answers

Unit 1 Listening Q1. To join a conversation club — Clare welcomes him to the conversation club.

Unit 1 Listening Q2. Photography — Arun says he likes taking photos.

Unit 1 Listening Q3. Thursday — He helps his mother on Tuesdays.

Unit 1 Listening Q4. 19 — He says he is nineteen.

Unit 1 Listening Q5. computers — His course is about computers.

Unit 1 Listening Q6. notebook — Clare asks Ben to bring a notebook.

Unit 1 Listening Q7. Quiet; long, straight hair — Arun describes his sister this way.

Unit 1 Listening Q8. Friendly; short, curly hair — Ben talks to everyone and has curly hair.

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Unit 1 • Reading & writing key

Unit 1 Reading Q1. Design — The opening paragraph says she studies design.

Unit 1 Reading Q2. Different family members can support each other — The final paragraph explains that their plans need not be the same.

Unit 1 Reading Q3. TRUE — They both have dark eyes and round faces.

Unit 1 Reading Q4. FALSE — The text says she does not do Lina’s work.

Unit 1 Reading Q5. NOT GIVEN — We know he works there, not whether he owns it.

Unit 1 Reading Q6. bags — She makes bags and sells them at a market.

Unit 1 Reading Q7. Friday — The visit takes place on Friday evenings.

Unit 1 Reading Q8. city — Her plan after college is to move to a larger city.

Writing model

Foundation: personal paragraph

My name is Pim, and I am eighteen. I live with my parents and my brother in Nonthaburi. I study English and business at college. In my free time, I like taking photos. My brother, Tan, works in a shop. He has short, straight hair and a friendly smile. I am quite quiet, but he enjoys talking to new people. We both like cooking, so we often make dinner together on Sundays. I want to improve my English because I would like to work with visitors in the future.

Teacher note: accept different relevant ideas. Check the task, sequence, sentence meaning and target language. Encourage revision, not copying.

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Unit 1 • Speaking models

Unit 1 Speaking Q1. What is your name?

My name is Pim. My friends also call me Pim.

Unit 1 Speaking Q2. Where do you live?

I live in Nonthaburi, near a small market.

Unit 1 Speaking Q3. Do you work or study?

I study business at college. I also study English.

Unit 1 Speaking Q4. Who do you live with?

I live with my parents and my younger brother.

Unit 1 Speaking Q5. What do you enjoy doing?

I enjoy taking photos because it helps me notice interesting things.

Unit 1 Speaking Q6. Are you similar to someone in your family?

I am like my mother. We are both quiet, and we like reading.

Part 2 model talk

I would like to talk about my brother, Tan. He is twenty-two and works in a clothes shop. He is quite tall and has short, straight hair. Tan is friendly, so he is good at helping customers. We are different because I am quieter than he is. However, we both enjoy food. On Sundays, we cook lunch for our parents. He usually cuts the vegetables, and I cook the rice. Sometimes the meal is not perfect, but we laugh and try again. I like spending time with him because he listens to me and makes ordinary days fun.

These are short foundation models. In a real speaking test, develop your own answers and aim to speak for up to two minutes in Part 2.

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Unit 2 • Listening key

Full transcript

House manager: Hello, Green House. How can I help?

Student: I am calling about the room in your shared house. I start a new college course next month, and I need somewhere quiet. Is the room still free?

House manager: Yes. It is upstairs, next to the bathroom. There is a bed, a desk and a small cupboard. The window looks onto the garden, not the road. You share the kitchen and living room with two other students. The rent is three hundred pounds a month. Electricity is extra, but water and internet are included.

Student: That sounds useful. How far is the house from the bus stop? I do not have a car.

House manager: The stop is opposite the library, about five minutes away on foot. There is a bus to college every twenty minutes. Most students leave home at eight in the morning.

Student: And how do you organise cleaning? I usually do my laundry on Saturday, but I can help with other jobs too.

House manager: We use a simple list. Sara cleans the kitchen on Monday. Joel takes out the rubbish on Wednesday. The new student cleans the living room on Friday. Everyone washes their own plates after meals.

Student: Fine. Can I visit on Sunday afternoon?

House manager: Yes, come at three. Please use the front door. The side door is always locked.

Listening answers

Unit 2 Listening Q1. Upstairs — It is upstairs, next to the bathroom.

Unit 2 Listening Q2. Electricity — Clare says electricity is extra.

Unit 2 Listening Q3. Opposite the library — Clare gives this location.

Unit 2 Listening Q4. 300 — The rent is three hundred pounds a month.

Unit 2 Listening Q5. 20 — A bus comes every twenty minutes.

Unit 2 Listening Q6. 3 — Clare asks him to come at three.

Unit 2 Listening Q7. Clean the kitchen — Sara cleans the kitchen on Monday.

Unit 2 Listening Q8. Take out the rubbish — Joel takes out the rubbish on Wednesday.

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Unit 2 • Reading & writing key

Unit 2 Reading Q1. Everyone wanted the bathroom at the same time — The opening describes the problem.

Unit 2 Reading Q2. A list on the fridge — The jobs are listed on the fridge.

Unit 2 Reading Q3. TRUE — The text says she works from home.

Unit 2 Reading Q4. FALSE — They eat different foods.

Unit 2 Reading Q5. NOT GIVEN — His transport is not mentioned.

Unit 2 Reading Q6. table — They are on a shelf above the table.

Unit 2 Reading Q7. Friday — These are the three named days.

Unit 2 Reading Q8. together — They share the jobs at weekends.

Writing model

Foundation: describe a home

I live in a small flat near the river with my sister. There are two bedrooms and a bright living room. In the kitchen, the fridge is next to the door, and the table is between the window and the cupboard. My bedroom is small, but it has a useful desk. I usually study there at seven in the evening. My sister cooks dinner, and I wash the plates after we eat. My favourite place is the balcony because I can sit outside and read. Our flat is simple, but it feels comfortable.

Teacher note: accept different relevant ideas. Check the task, sequence, sentence meaning and target language. Encourage revision, not copying.

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Unit 2 • Speaking models

Unit 2 Speaking Q1. Do you live in a house or a flat?

I live in a flat with my sister. It is not very large.

Unit 2 Speaking Q2. What is your favourite room?

I like the living room because it is bright and comfortable.

Unit 2 Speaking Q3. What time do you get up?

I usually get up at six thirty on weekdays.

Unit 2 Speaking Q4. What do you do after breakfast?

I wash my cup and then leave for college.

Unit 2 Speaking Q5. Do you help with chores?

Yes. I wash plates and tidy my bedroom.

Unit 2 Speaking Q6. Would you like to change your home?

Yes. I would like a larger desk for my books.

Part 2 model talk

My favourite room is the living room in our flat. It is between the kitchen and my bedroom. There is a small blue sofa opposite the television. Beside the window, there is a table with two plants. I usually sit on the sofa after college and read for a short time. In the evening, my sister and I eat at the table and talk about our day. The room is not very quiet because we can hear traffic outside. However, it is bright, and it is the place where we spend time together. That is why I like it.

These are short foundation models. In a real speaking test, develop your own answers and aim to speak for up to two minutes in Part 2.

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Mini-test 1 • Listening key

Full transcript

Jo: Hi, Alex. This is Jo, your new flatmate. I am twenty-three, and I work in a bookshop near the station. I am usually quiet in the morning, but I enjoy talking after work. I have short hair, so you will recognise me when we meet.

Your room is upstairs, opposite mine. There is a desk beside the window, and the bed is next to the wall. The kitchen is downstairs, behind the living room. We share the kitchen, but each person has a shelf for food. Yours is the top shelf.

I leave home at seven thirty on weekdays and return at five. I usually cook at six. You are welcome to join me for dinner tomorrow. I clean the kitchen on Tuesday, so could you tidy the living room on Saturday? We can do the laundry separately.

Please arrive after three tomorrow afternoon because I am visiting my mother before lunch. Bring a towel, but you do not need plates. There are plenty in the cupboard. Call me if you cannot find the house.

Listening answers

Mini-test 1 Listening Q1. In a bookshop — Jo works in a bookshop near the station.

Mini-test 1 Listening Q2. Opposite Jo’s room — It is upstairs, opposite Jo’s room.

Mini-test 1 Listening Q3. top — Jo gives Alex the top shelf.

Mini-test 1 Listening Q4. 6 — Jo usually cooks at six.

Mini-test 1 Listening Q5. Saturday — Jo asks Alex to do it on Saturday.

Mini-test 1 Listening Q6. towel — Plates are available, but Alex needs a towel.

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Mini-test 1 • Reading & writing key

Mini-test 1 Reading Q1. Gardening — The first paragraph states this shared interest.

Mini-test 1 Reading Q2. She goes to an art club — She stays at college for the club.

Mini-test 1 Reading Q3. TRUE — The last paragraph gives this chore.

Mini-test 1 Reading Q4. NOT GIVEN — Brothers are not mentioned.

Mini-test 1 Reading Q5. window — The text locates the sofa under the window.

Mini-test 1 Reading Q6. Friday — She does it every Friday.

Writing model

Review: personal and home paragraph

I live with my cousin in a small flat near college. She is friendly and has long, straight hair. There is a bright kitchen and a comfortable living room. We usually cook together at seven in the evening. My cousin prepares vegetables, and I cook rice. After dinner, we wash the plates and talk about our day. I enjoy this routine because we can relax and help each other.

Teacher note: accept different relevant ideas. Check the task, sequence, sentence meaning and target language. Encourage revision, not copying.

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Mini-test 1 • Speaking models

Mini-test 1 Speaking Q1. Describe someone in your family.

My sister is friendly and has short hair. She studies science.

Mini-test 1 Speaking Q2. What is your favourite room?

My favourite room is the living room because we relax there together.

Mini-test 1 Speaking Q3. What do you usually do after breakfast?

I usually wash my cup and walk to the bus stop.

Mini-test 1 Speaking Q4. Which chore do you do at home?

I tidy my room on Saturdays and wash plates after dinner.

Part 2 model talk

I live in a small house with my parents. There are two bedrooms and a living room. My mother has short hair and is very friendly. She works in a shop. In the evening, we usually eat dinner at seven. I like our home because it is comfortable and we spend time together.

These are short foundation models. In a real speaking test, develop your own answers and aim to speak for up to two minutes in Part 2.

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Unit 3 • Listening key

Full transcript

Ellie: Welcome to our healthy lunch workshop at the community centre. I am Ellie, a cook, not a doctor. Today we are making a simple lunch that students can prepare at home. You do not need expensive equipment. Each pair has a bowl, a spoon and a small knife.

First, we are using rice. I cooked it this morning and kept it cold. Put two spoonfuls into your bowl. Next, add some beans. They give the meal protein, and they do not cost much. We also have carrots and green leaves. The carrots add colour and a little sweetness. Please wash the vegetables before you cut them.

There is no meat in this recipe. If you want chicken at home, cook it fully and keep it separate from uncooked food. We are not adding any sugar today. For the sauce, mix a little lemon juice with oil. Start with one spoon of oil, then taste the sauce.

You should drink water with your meal rather than a sweet drink. After lunch, a short walk is a useful habit. Our group walk starts at one, outside the main door. It lasts twenty minutes. You can join us, or stay here and ask questions. Before you leave, take a recipe card from the blue table. The cards are free, so you can make the meal again with your family.

Listening answers

Unit 3 Listening Q1. At a community centre — The opening gives the location.

Unit 3 Listening Q2. Meat — The speaker says there is no meat.

Unit 3 Listening Q3. Water — She recommends water rather than a sweet drink.

Unit 3 Listening Q4. 2 — The instruction is two spoonfuls.

Unit 3 Listening Q5. vegetables — The speaker asks everyone to wash the vegetables.

Unit 3 Listening Q6. 20 — It lasts twenty minutes.

Unit 3 Listening Q7. Provide protein — Beans give the meal protein.

Unit 3 Listening Q8. Add colour and sweetness — The speaker explains this job.

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Unit 3 • Reading & writing key

Unit 3 Reading Q1. Water was hard to find — This was one reason in the survey.

Unit 3 Reading Q2. The water station — Thirty used it, more than the other options.

Unit 3 Reading Q3. FALSE — It cost less.

Unit 3 Reading Q4. TRUE — This explains why the cards were less useful.

Unit 3 Reading Q5. NOT GIVEN — Its cost is not stated.

Unit 3 Reading Q6. 40 — Forty students answered the survey.

Unit 3 Reading Q7. ingredients — The cards used five ingredients.

Unit 3 Reading Q8. term — The final paragraph says next term.

Writing model

Academic preparation: Task 1 table

The table shows how many students chose three lunch options at a college on Monday and Friday. Overall, rice became more popular, while fewer students chose sandwiches. Soup stayed at the same level. On Monday, sandwiches were the most popular choice, with 30 students. Rice was second, at 20, and only 10 students chose soup. By Friday, the number choosing rice had risen to 35. This was 15 more than on Monday. In contrast, the number choosing sandwiches fell from 30 to 15. Ten students chose soup on both days. Rice was therefore the most popular option on Friday. The total was unchanged.

Teacher note: accept different relevant ideas. Check the task, sequence, sentence meaning and target language. Encourage revision, not copying.

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Unit 3 • Speaking models

Unit 3 Speaking Q1. What do you usually eat for breakfast?

I usually have rice and an egg. It keeps me full until lunch.

Unit 3 Speaking Q2. Do you enjoy cooking?

Yes, but I only cook simple meals, such as soup.

Unit 3 Speaking Q3. What is a popular food where you live?

Noodle soup is popular because it is quick and easy to buy.

Unit 3 Speaking Q4. How often do you exercise?

I walk to the bus stop every day and play badminton on Sundays.

Unit 3 Speaking Q5. Do you prefer water or sweet drinks?

I prefer water with meals because it is refreshing.

Unit 3 Speaking Q6. What healthy habit would you like to have?

I would like to sleep earlier because I often feel tired.

Part 2 model talk

A meal I enjoy is vegetable soup with rice. It has carrots, beans and green vegetables. Sometimes my mother adds a little chicken, but I also like it without meat. We usually eat it at home on Sunday evening. I help wash the vegetables while my mother prepares the soup. It does not take long to cook. I like this meal because it is warm and light, and the ingredients are easy to find. It is also special because we sit down together without using our phones. For me, a good meal is about the people as well as the food.

These are short foundation models. In a real speaking test, develop your own answers and aim to speak for up to two minutes in Part 2.

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Unit 4 • Listening key

Full transcript

Arun: Hi, Maya. Is this your first visit to the new study centre? I come here every Wednesday, but this week I am also coming on Friday because I have a science test.

Maya: Yes, it is my first visit. I usually study at home, but our neighbours are repairing their house. It is too noisy. I need to finish a history assignment by Monday.

Arun: Then you should use the quiet room. It is on the first floor. People cannot talk there, and phones must be silent. The group room is downstairs. You can discuss work there, but you need to book a table.

Maya: How long can I stay? I have about two hours before my next lesson.

Arun: The centre is open until eight on weekdays. Today, the quiet room closes at six because the staff are putting in new lights. You still have plenty of time. There are twenty desks in that room.

Maya: Good. Can I borrow a laptop? Mine is at home, and I need to look at some photographs for my assignment.

Arun: Yes. Show your student card at the desk. You can borrow one for three hours. The printer is beside the stairs. It costs ten pence per page.

Maya: Thanks. I will start with my notes, then ask a teacher for feedback tomorrow. I am trying to finish earlier this time, not on Sunday night!

Listening answers

Unit 4 Listening Q1. There is building noise — Her neighbours are repairing their house.

Unit 4 Listening Q2. History — She says it is a history assignment.

Unit 4 Listening Q3. A laptop — Her own laptop is at home.

Unit 4 Listening Q4. Monday — Maya must finish by Monday.

Unit 4 Listening Q5. 20 — Arun says there are twenty desks.

Unit 4 Listening Q6. 3 — Students can borrow one for three hours.

Unit 4 Listening Q7. Silent individual study — Talking is not allowed.

Unit 4 Listening Q8. Group discussion — You can discuss work there.

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Unit 4 • Reading & writing key

Unit 4 Reading Q1. She did not test her memory — She reread pages but rarely tested herself.

Unit 4 Reading Q2. Checking her memory before reading — This is stated in the final sentence.

Unit 4 Reading Q3. TRUE — The second paragraph gives this routine.

Unit 4 Reading Q4. FALSE — Mina finds maps; Rob checks facts.

Unit 4 Reading Q5. NOT GIVEN — Her position in the class is not stated.

Unit 4 Reading Q6. question — She prepares one question to ask.

Unit 4 Reading Q7. library — The library is their meeting place.

Unit 4 Reading Q8. shop — She works in the family shop then.

Writing model

Foundation: study and school paragraph

I am a college student, and I am learning English. I usually study at a desk in my bedroom for twenty minutes after dinner. First, I read my notes. Then I close my book and write five words from memory. I sometimes ask my sister to check my spelling. This week, I am preparing for a speaking task, so I am meeting a classmate after school. We are asking each other questions about our families and homes. This helps me because I need to speak without reading every sentence. I still make mistakes, but I feel more confident when I practise a little each day.

Teacher note: accept different relevant ideas. Check the task, sequence, sentence meaning and target language. Encourage revision, not copying.

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Unit 4 • Speaking models

Unit 4 Speaking Q1. What subject do you like?

I like geography because I enjoy learning about places.

Unit 4 Speaking Q2. Where do you usually study?

I usually study at home, but I sometimes go to the library.

Unit 4 Speaking Q3. Do you study better alone or with others?

I like studying alone first and checking answers with a partner later.

Unit 4 Speaking Q4. What are you learning this week?

This week, I am learning how to describe numbers in English.

Unit 4 Speaking Q5. How do you remember new words?

I write a short example and review it the next day.

Unit 4 Speaking Q6. What makes a good teacher?

A good teacher explains clearly and gives useful feedback.

Part 2 model talk

I am learning to speak English more clearly. I have lessons at a language school twice a week. My teacher gives us short conversations and asks us to practise with different partners. At home, I record a few sentences on my phone and listen again. I pay attention to the ends of words because I sometimes miss them. This week, I am practising answers about my home and family. Learning English is useful for my studies, and I would also like to talk to visitors. I am not perfect, but now I can answer some questions without stopping for a long time.

These are short foundation models. In a real speaking test, develop your own answers and aim to speak for up to two minutes in Part 2.

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Mini-test 2 • Listening key

Full transcript

Club leader: Hello, everyone. Our new study and snack club starts next Tuesday. We will meet in room twelve, not in the library, because people need to talk during the club. The meeting begins at four and ends at five thirty. Please bring your class notes and a bottle of water.

In the first half hour, you will work with a partner. Close your books and tell each other what you remember from the week. Then check your notes and choose one question to ask the teacher. You do not need to finish every assignment at the club. The aim is to practise a useful study method.

At four thirty, we will prepare a simple snack. This week, we have apples, bananas and plain yoghurt. There are no biscuits or sweet drinks. Wash your hands before touching the food. If you cannot eat one of these foods, please tell me before Tuesday.

Finally, you will make a small study plan for the next week. Choose a time you can really use, even if it is only fifteen minutes. The club is free, but we only have space for sixteen students. Put your name on the list outside my office by Monday.

Listening answers

Mini-test 2 Listening Q1. People need to talk — The library is not suitable for group talking.

Mini-test 2 Listening Q2. Say what they remember — They close books and recall the week.

Mini-test 2 Listening Q3. 12 — The club meets in room twelve.

Mini-test 2 Listening Q4. water — Water is requested.

Mini-test 2 Listening Q5. yoghurt — The snack includes apples, bananas and plain yoghurt.

Mini-test 2 Listening Q6. 16 — There is space for sixteen students.

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Mini-test 2 • Reading & writing key

Mini-test 2 Reading Q1. In her bedroom — Her family is using the kitchen.

Mini-test 2 Reading Q2. Messages can take too much time — A brief message can turn into a long conversation.

Mini-test 2 Reading Q3. FALSE — She still enjoys them sometimes.

Mini-test 2 Reading Q4. NOT GIVEN — Only this week is given, not the day.

Mini-test 2 Reading Q5. 25 — She works for twenty-five minutes.

Mini-test 2 Reading Q6. water — Water is named as a break activity.

Writing model

Review: advice and study plan

You should study for a short time each evening instead of doing everything on Sunday. Close your book and check what you remember. This helps you find difficult points. You should also prepare a simple lunch with some rice, vegetables and beans. Drink water with your meal. You can take fruit for a snack. These small habits can help you feel ready for lessons without making your week too complicated.

Teacher note: accept different relevant ideas. Check the task, sequence, sentence meaning and target language. Encourage revision, not copying.

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Mini-test 2 • Speaking models

Mini-test 2 Speaking Q1. What do you usually eat for lunch?

I usually eat rice with vegetables and some chicken.

Mini-test 2 Speaking Q2. How can a student study more effectively?

A student can test their memory before reading notes again.

Mini-test 2 Speaking Q3. What are you learning this week?

I am learning to describe a simple table in English.

Mini-test 2 Speaking Q4. What healthy habit would you recommend?

I recommend drinking water and taking a short walk each day.

Part 2 model talk

I now take a short break when I study. Before, I sat at my desk for a long time and felt tired. Now I work for twenty-five minutes and then walk around for five minutes. I drink some water too. This helps me return to my work with more energy.

These are short foundation models. In a real speaking test, develop your own answers and aim to speak for up to two minutes in Part 2.

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Unit 5 • Listening key

Full transcript

Anna: Hello, Hill Museum. I am Anna, the visitor manager. Are you calling about the weekend assistant job?

Sam: Yes. My name is Sam. I am a student, and I can work on Saturdays and Sundays. I have worked in a cafe, but I have not worked in a museum before.

Anna: That is all right. We give new staff training on their first day. The main duty is welcoming visitors and checking tickets. You also have to answer simple questions about the building. You do not have to lead tours. Our guide, Priya, does that.

Sam: I can speak English and Spanish. I am also comfortable using a computer. What time does the shift begin?

Anna: At nine thirty. The museum opens at ten, but staff have to arrive earlier. The shift ends at four thirty, with a thirty-minute lunch break. We pay eleven pounds an hour. You need to wear a plain white shirt and dark trousers. We provide a badge, not a full uniform.

Sam: Where do visitors leave large bags?

Anna: At the front desk. Luis looks after the bags and lends visitors maps. You will work beside him, so he can help when it is busy. There is no cafe in the museum, but staff can use a small kitchen.

Sam: How can I apply?

Anna: Send a short email with your work experience by Friday. We will invite some applicants for a short interview next week.

Listening answers

Unit 5 Listening Q1. Cafe work — He says he has worked in a cafe.

Unit 5 Listening Q2. Leading tours — Priya leads tours.

Unit 5 Listening Q3. A badge — Staff provide their own shirt and trousers.

Unit 5 Listening Q4. 11 — The museum pays eleven pounds an hour.

Unit 5 Listening Q5. 30 — The lunch break is thirty minutes.

Unit 5 Listening Q6. Friday — Anna gives Friday as the deadline.

Unit 5 Listening Q7. Lead tours — Priya is the guide.

Unit 5 Listening Q8. Look after bags — Luis looks after bags at the front desk.

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Unit 5 • Reading & writing key

Unit 5 Reading Q1. Some customers cannot eat nuts — This is a safety need for customers.

Unit 5 Reading Q2. Be ready to learn — This idea closes the text.

Unit 5 Reading Q3. TRUE — The second paragraph gives this busy hour.

Unit 5 Reading Q4. FALSE — They watch and practise first.

Unit 5 Reading Q5. NOT GIVEN — Neither salary is given.

Unit 5 Reading Q6. orders — Asha takes orders while Daniel makes drinks.

Unit 5 Reading Q7. cup — He remembers breaking a cup.

Unit 5 Reading Q8. manage — He would like to manage a cafe.

Writing model

Foundation: job description

A library assistant works in a school or public library. The assistant has to put books in the correct places and help visitors find information. They also have to check books when people borrow or return them. A library assistant can use a computer and speak politely to different people. The job needs care because books can easily go in the wrong place. At a school, the assistant usually works during the day, but a public library may open in the evening. One difficult part is helping several visitors at once. I would enjoy this job because I like books and organised spaces.

Teacher note: accept different relevant ideas. Check the task, sequence, sentence meaning and target language. Encourage revision, not copying.

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Unit 5 • Speaking models

Unit 5 Speaking Q1. Do you work or study?

I study now, but I help in my aunt’s shop at weekends.

Unit 5 Speaking Q2. What job would you like to do?

I would like to be a receptionist because I enjoy helping people.

Unit 5 Speaking Q3. What skills are useful for that job?

A receptionist needs clear speaking and basic computer skills.

Unit 5 Speaking Q4. Do you prefer working alone or in a team?

I prefer a team because we can share ideas and help each other.

Unit 5 Speaking Q5. What time would you like to start work?

I would like to start at eight so I can finish in the afternoon.

Unit 5 Speaking Q6. Is a friendly manager important?

Yes. A friendly manager makes it easier to ask questions.

Part 2 model talk

I would like to try working as a museum assistant. I would work in a museum with interesting objects from the past. I would have to welcome visitors and check tickets. I could also help people find the right room. I can use a computer, but I would need training to learn about the museum. I think speaking politely is important because some visitors may be tired or confused. The job interests me because I enjoy history and meeting new people. It might be busy at weekends, but I would learn useful skills and become more confident when speaking English.

These are short foundation models. In a real speaking test, develop your own answers and aim to speak for up to two minutes in Part 2.

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Unit 6 • Listening key

Full transcript

Friend: Hi, Jamie. Did you enjoy your weekend? You said you wanted to see a film with your friends.

Jamie: We planned to, but all the cheap tickets were sold out. Instead, we visited a small photography exhibition near the station on Saturday. It was free, so we had money for lunch afterwards.

Friend: What kind of photos did you see? I like looking at pictures of wild animals.

Jamie: These were all about city life. My favourite showed a quiet street early in the morning. We arrived at eleven and stayed for about an hour. There were not many visitors, so we could look carefully. Then we ate noodles at a cafe opposite the station.

Friend: Who went with you?

Jamie: My friends Rosa and Max. Rosa likes drawing, and she brought a small sketchbook. She drew people in the cafe while we waited for our food. Max enjoys making videos. He recorded a short video outside the exhibition, but he did not film inside because it was not allowed.

Friend: Did you do anything on Sunday?

Jamie: I stayed at home in the morning and cleaned my room. In the afternoon, I played badminton with my brother. We played for forty minutes, then it started raining. Next weekend, we want to try the cinema again. This time, we are going to book tickets online before we go.

Friend: Good idea. Let me know the film. I might join you.

Listening answers

Unit 6 Listening Q1. The cheap tickets were sold out — This changed their plan.

Unit 6 Listening Q2. City life — Jamie says the photos were all about city life.

Unit 6 Listening Q3. At a cafe opposite the station — They ate noodles there.

Unit 6 Listening Q4. 11 — They arrived at eleven.

Unit 6 Listening Q5. hour — Jamie says about an hour.

Unit 6 Listening Q6. 40 — Rain stopped the game after forty minutes.

Unit 6 Listening Q7. Drawing — She drew people in the cafe.

Unit 6 Listening Q8. Making a video — He recorded a short video outside.

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Unit 6 • Reading & writing key

Unit 6 Reading Q1. She did not know the other people — She was nervous about meeting strangers.

Unit 6 Reading Q2. More relaxed — The second paragraph says she felt more relaxed.

Unit 6 Reading Q3. FALSE — It meets twice a month, not every Friday.

Unit 6 Reading Q4. TRUE — This is the one important rule.

Unit 6 Reading Q5. NOT GIVEN — Ali invited Nora, but no leadership role is stated.

Unit 6 Reading Q6. minutes — The rules took only five minutes.

Unit 6 Reading Q7. cousin — Her younger cousin joined her.

Unit 6 Reading Q8. bus — A slow bus delayed them.

Writing model

General Training preparation: informal letter

Dear Alex,

How are you? I want to tell you about a lovely day out last Saturday. I went to a small art exhibition with my cousin. We saw colourful pictures of our city, and we both liked a painting of the river.

Afterwards, we had lunch in a quiet cafe. I enjoyed the day because we had time to talk and try something different. The exhibition was free, so it was not an expensive trip. It was a really interesting afternoon.

Would you like to visit the science museum with me next Sunday? We can meet at the station at ten. Please let me know if you are free.

Best wishes,
Pim

Teacher note: accept different relevant ideas. Check the task, sequence, sentence meaning and target language. Encourage revision, not copying.

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Unit 6 • Speaking models

Unit 6 Speaking Q1. What do you like doing in your free time?

I like playing badminton because it helps me relax after studying.

Unit 6 Speaking Q2. Do you prefer films or live music?

I prefer films because I can follow a story and talk about it afterwards.

Unit 6 Speaking Q3. How often do you meet friends?

I usually meet friends once a week, often on Saturday.

Unit 6 Speaking Q4. What did you do last weekend?

I visited an exhibition and had lunch with my cousin.

Unit 6 Speaking Q5. Did you have a hobby as a child?

Yes. I liked drawing animals when I was small.

Unit 6 Speaking Q6. Would you like to try a new hobby?

I would like to try photography because I enjoy visiting new places.

Part 2 model talk

Last Saturday, I spent the afternoon with my friend Nok. We went to a park near the river because the weather was pleasant. First, we walked around the lake and took some photos. Then we bought cold drinks and sat under a tree. Nok told me about her new college course, and I talked about my English lessons. Later, we played badminton for a short time. We were not very good, but we laughed a lot. I enjoyed the day because we did not hurry. It was a simple afternoon, but spending time with a good friend made it special.

These are short foundation models. In a real speaking test, develop your own answers and aim to speak for up to two minutes in Part 2.

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Mini-test 3 • Listening key

Full transcript

Beth: Hi, Chris. It is Beth from the town arts fair. Thank you for offering to help this Saturday. Last year, you sold tickets, but this time we would like you to work at the information desk. You can use a computer, and you are good at speaking to visitors.

Please arrive at nine. The public comes in at ten, so we have an hour to get ready. You have to wear a blue shirt, but you do not need a special badge. We will give you one when you arrive. Your main duty is answering questions about the activities. If someone loses a bag, send them to the office beside the main gate.

The music concert begins at two in the afternoon. You can watch it during your break. You said you enjoyed the dance show last year, but the dancers cannot come this time. There is a photography display instead.

We finish at five, and everyone helps tidy the tables before leaving. Lunch is free for helpers. Bring a bottle for water, and please call me on Friday if you have any questions. I hope we have another enjoyable day together.

Listening answers

Mini-test 3 Listening Q1. At the information desk — Beth gives him a new role this year.

Mini-test 3 Listening Q2. There is no dance show — The dancers cannot come; there is a photography display.

Mini-test 3 Listening Q3. 9 — They arrive an hour before the public.

Mini-test 3 Listening Q4. blue — Beth asks for a blue shirt.

Mini-test 3 Listening Q5. office — The office is beside the main gate.

Mini-test 3 Listening Q6. 2 — The concert begins at two in the afternoon.

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Mini-test 3 • Reading & writing key

Mini-test 3 Reading Q1. His job is mostly indoors — He spends a lot of work time indoors.

Mini-test 3 Reading Q2. Took photos — Her photos were for the website.

Mini-test 3 Reading Q3. FALSE — Nobody receives a salary there.

Mini-test 3 Reading Q4. NOT GIVEN — His length of service is not stated.

Mini-test 3 Reading Q5. shelves — Filling shelves is one of his duties.

Mini-test 3 Reading Q6. trees — He carried water and planted trees.

Writing model

Review: informal letter

Dear May,

Last weekend, I helped at a book fair. I had to put books on the tables and answer simple questions. At first, I felt nervous, but the other helpers were friendly. I enjoyed talking to visitors about their favourite stories. We finished at four and had tea together. The fair was very busy.

Would you like to help with me next month? I think you would enjoy it.

Best wishes,
Pim

Teacher note: accept different relevant ideas. Check the task, sequence, sentence meaning and target language. Encourage revision, not copying.

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Mini-test 3 • Speaking models

Mini-test 3 Speaking Q1. What skills can you use at work?

I can use a computer and speak politely to customers.

Mini-test 3 Speaking Q2. What does a shop assistant have to do?

A shop assistant has to check prices and help customers.

Mini-test 3 Speaking Q3. What did you do last weekend?

I helped at a book fair and met some friendly people.

Mini-test 3 Speaking Q4. What activity do you like doing with friends?

I like walking and talking with friends because it is relaxing.

Part 2 model talk

Last month, I helped at a school concert. I had to check tickets and show people their seats. My friend worked beside me, so we could help each other. After the visitors sat down, we watched part of the concert. I enjoyed the music and felt pleased that I did something useful.

These are short foundation models. In a real speaking test, develop your own answers and aim to speak for up to two minutes in Part 2.

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Unit 7 • Listening key

Full transcript

Guide: Welcome to Bellford. Our short walking tour starts here outside the station. Please stay with the group because the streets around the market can be crowded. The whole walk takes about ninety minutes, and we finish beside the river.

First, look straight ahead. The tall building with a green clock is the town hall. There is a small square in front of it. We will walk across the square and turn left into Mill Street. The old market is on the right, opposite the library. It is cheaper than the shops near the station, especially for fruit. You will have ten minutes to look around.

After the market, we will continue to the stone bridge. Please do not cross it yet. Turn right before the bridge and follow the river path. There are several cafes here, but we will stop at the Garden Cafe because it has a quiet courtyard. Tea is included in your tour ticket. Other drinks cost extra.

Our final stop is the city museum. It is in a former school, and it is smaller than the museum in the capital. However, it has an interesting collection of old boats. You can stay there after the tour. The last bus back to the station leaves from outside the museum at five. If you prefer walking back, it takes about twenty minutes.

Listening answers

Unit 7 Listening Q1. Outside the station — The guide says they are outside the station.

Unit 7 Listening Q2. Turn right — They turn right and follow the river path.

Unit 7 Listening Q3. Tea — Other drinks cost extra.

Unit 7 Listening Q4. 90 — The walk takes about ninety minutes.

Unit 7 Listening Q5. green — The clock is green.

Unit 7 Listening Q6. 5 — It leaves at five.

Unit 7 Listening Q7. Cheap fruit — It is especially cheaper for fruit.

Unit 7 Listening Q8. Old boats — It has a collection of old boats.

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Unit 7 • Reading & writing key

Unit 7 Reading Q1. Attractions are close together — This makes it convenient for short visits.

Unit 7 Reading Q2. Choose an area that fits your trip — The final sentence says the best place depends on the trip.

Unit 7 Reading Q3. FALSE — It was cheaper than a similar central room.

Unit 7 Reading Q4. TRUE — This comparison is stated directly.

Unit 7 Reading Q5. NOT GIVEN — No travel companion is mentioned.

Unit 7 Reading Q6. 3 — The distance is three kilometres.

Unit 7 Reading Q7. bakery — The writer ate at a bakery.

Unit 7 Reading Q8. gardens — There were two gardens on the way.

Writing model

Foundation: describe and compare a place

I would like to describe a riverside park near my home. It is about ten minutes from the town centre by bus. There are large trees, a walking path and a small playground. Visitors can walk, exercise or sit beside the water. In the evening, there are a few food stalls near the entrance. The park is quieter than the shopping area, and it is cheaper because there is no entrance fee. However, there are fewer places to sit when it rains. I recommend visiting in the late afternoon, when the air is cooler. It is a pleasant place to spend time with friends.

Teacher note: accept different relevant ideas. Check the task, sequence, sentence meaning and target language. Encourage revision, not copying.

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Unit 7 • Speaking models

Unit 7 Speaking Q1. Where do you like going in your town?

I like going to the river because it feels cooler there.

Unit 7 Speaking Q2. How do you usually travel around?

I usually take a bus, but I walk for short journeys.

Unit 7 Speaking Q3. Do you prefer cities or small towns?

I prefer small towns because they are usually quieter.

Unit 7 Speaking Q4. Is there a park near your home?

Yes. There is a small park with trees and an exercise area.

Unit 7 Speaking Q5. What place would you show a visitor?

I would show them the local market because there is interesting food.

Unit 7 Speaking Q6. Has your area become busier?

Yes. There are more shops and more cars than before.

Part 2 model talk

I visited a small town by the sea last year with my family. We travelled there by bus, and the journey took about three hours. The town was quieter than our city, but there were plenty of cafes and small shops. On the first day, we walked along the beach and took photos of the boats. Later, we ate fish at a restaurant near the harbour. I liked the fresh air and the slower pace of life. I would like to return because we did not have time to visit the old museum. Next time, I would stay for one more night.

Part 3 Q1. Why do some people prefer city holidays?

Cities have many shops, museums and transport choices.

Part 3 Q2. How can towns make walking easier?

They can build safe paths and add clear signs.

These are short foundation models. In a real speaking test, develop your own answers and aim to speak for up to two minutes in Part 2.

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Unit 8 • Listening key

Full transcript

Adviser: Hello, Leo. Today we are going to talk about your plans for next year. You finish your college course in June. What would you like to do after that?

Leo: I would like to work in a hotel, but first I want to improve my English. I am going to take an evening course from July. I cannot study in the daytime because I am going to help in my uncle’s shop.

Adviser: That sounds practical. How often will you have English lessons?

Leo: Three times a week, on Monday, Wednesday and Friday. Each lesson is ninety minutes. I also want to practise speaking at home. My friend Emma is going to call me every Sunday, and we will talk in English for twenty minutes.

Adviser: Good. A small regular action is often better than a plan that is too big. Are you hoping to travel abroad?

Leo: Yes, but not this year. I need to save some money first. My sister, Hana, is going to study cooking in another country in September. I would like to visit her later.

Adviser: What can you do this month to prepare for hotel work?

Leo: I can make a short work record and ask my teacher to check it. I am also going to learn five useful words each day. I know it will take time, but these steps feel possible.

Adviser: Excellent. Let us meet again in August and see how your plan is going.

Listening answers

Unit 8 Listening Q1. Hotel work — He would like to work in a hotel.

Unit 8 Listening Q2. He will help in a shop during the day — He plans to help in his uncle’s shop.

Unit 8 Listening Q3. He needs to save money — He needs to save before travelling.

Unit 8 Listening Q4. July — The evening course starts in July.

Unit 8 Listening Q5. 3 — He names Monday, Wednesday and Friday.

Unit 8 Listening Q6. August — They agree to meet again in August.

Unit 8 Listening Q7. Practise English with Leo on Sundays — Emma will call him every Sunday.

Unit 8 Listening Q8. Study cooking abroad — Hana will study cooking in another country.

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Unit 8 • Reading & writing key

Unit 8 Reading Q1. He tried too many goals at once — The opening links his big plan to tiredness.

Unit 8 Reading Q2. Begin with a small action — The final sentence gives this advice.

Unit 8 Reading Q3. TRUE — He wants a job at an international sports shop.

Unit 8 Reading Q4. FALSE — Conversation with the friend is on Saturdays.

Unit 8 Reading Q5. NOT GIVEN — No job offer is mentioned.

Unit 8 Reading Q6. calendar — He used it to mark practice days.

Unit 8 Reading Q7. sport — He chose short articles about sport.

Unit 8 Reading Q8. drive — He will wait until next year to learn to drive.

Writing model

Academic and General Training preparation: supported Task 2 opinion essay

Some people think students should plan their future before leaving school. I agree that a simple plan is useful, although students should be able to change it.

One reason is that a plan helps students choose what to study. For example, a student who wants to work in a hotel can focus on English and customer service. This gives daily study a clear purpose.

Another reason is that planning helps students use time and money carefully. If they want to take a course, they can find out the cost and start saving. They can also choose small steps instead of trying everything at once. However, a plan should not be a strict rule. Young people may discover new interests or different opportunities.

In conclusion, I believe that students should make a simple future plan. It can guide their choices, but it should be flexible as they learn more about themselves.

Teacher note: accept different relevant ideas. Check the task, sequence, sentence meaning and target language. Encourage revision, not copying.

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Unit 8 • Speaking models

Unit 8 Speaking Q1. What would you like to do next year?

I would like to continue college and get a part-time job.

Unit 8 Speaking Q2. Are you going to study anything new?

Yes. I am going to learn basic computer design.

Unit 8 Speaking Q3. Would you like to work abroad?

Perhaps. I would like to try it for a short time first.

Unit 8 Speaking Q4. How do you plan your week?

I write important lessons and jobs in a calendar on Sunday.

Unit 8 Speaking Q5. What English skill do you want to improve?

I want to improve speaking because I often need time to find words.

Unit 8 Speaking Q6. Do you prefer small goals or big goals?

I prefer small goals because I can see progress more easily.

Part 2 model talk

My main goal is to speak English more confidently by the end of this year. It matters because I would like to work in a hotel in the future. I am going to take lessons twice a week and practise for fifteen minutes at home on other days. I want to record short answers on my phone and listen for unclear words. My friend is going to practise conversations with me on Sundays. My teacher can also give feedback. I know I will still make mistakes, but I do not need perfect English immediately. I want to improve step by step and keep using the language.

Part 3 Q1. Why do people sometimes change their plans?

They learn new information or their interests and needs change.

Part 3 Q2. Should schools help students plan future work?

Yes. Schools can explain choices, but students should make their own decisions.

Part 3 Q3. Is it better to have one goal or many?

One main goal can be easier to manage, especially at the beginning.

These are short foundation models. In a real speaking test, develop your own answers and aim to speak for up to two minutes in Part 2.

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Mini-test 4 • Listening key

Full transcript

Dan: Hi, Amy. Are we still going to visit Westlake next Saturday? I would like to see the old town, but I do not want to spend too much money.

Amy: Yes. We are going to take the bus because it is cheaper than the train. The bus leaves at eight, and the journey takes about an hour. We can meet outside the station at seven forty-five.

Dan: Good. What are we going to do first?

Amy: There is a visitor centre beside the lake. We can get a free map there. Then we can walk to the old square. It is quieter than the shopping street, and there are several small cafes.

Dan: I want to practise taking photos. Is there a good place for that?

Amy: Yes, the stone bridge is a famous landmark. From the square, walk straight ahead and turn left at the library. The bridge is at the end of that road. In the afternoon, I would like to visit the museum. It costs four pounds.

Dan: That is fine. I am going to bring lunch from home so I can save money. I will buy a drink at a cafe, though.

Amy: Great. Let us check the weather on Friday. If it rains heavily, we can spend more time inside the museum.

Listening answers

Mini-test 4 Listening Q1. It is cheaper than the train — Amy compares the prices.

Mini-test 4 Listening Q2. Taking photos — He wants to practise photography.

Mini-test 4 Listening Q3. hour — Amy says about an hour.

Mini-test 4 Listening Q4. lake — The centre is beside the lake.

Mini-test 4 Listening Q5. left — The directions say turn left at the library.

Mini-test 4 Listening Q6. 4 — The museum costs four pounds.

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Mini-test 4 • Reading & writing key

Mini-test 4 Reading Q1. An old car park — The first paragraph describes the current area.

Mini-test 4 Reading Q2. A pleasant place to walk and rest — The final sentence explains the goal.

Mini-test 4 Reading Q3. FALSE — It will be shorter.

Mini-test 4 Reading Q4. NOT GIVEN — A builder is not mentioned.

Mini-test 4 Reading Q5. March — The planned start is March.

Mini-test 4 Reading Q6. eight — The closing time is eight.

Writing model

Review: opinion with reasons

I think more walking areas are a good idea. One reason is that people can exercise without paying for a sports club. A safe riverside path can help families walk together. Another reason is that visitors can enjoy the town more easily. Clear signs can help them find markets and museums. However, the town needs to keep paths clean and provide places to sit. This costs money. It may also help local cafes. Overall, I support the plan because it can make the town healthier and more pleasant for many people.

Teacher note: accept different relevant ideas. Check the task, sequence, sentence meaning and target language. Encourage revision, not copying.

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Mini-test 4 • Speaking models

Mini-test 4 Speaking Q1. Describe a place you would like to visit.

I would like to visit a small town near the sea.

Mini-test 4 Speaking Q2. How is it different from your town?

It is quieter than my town and has a beach.

Mini-test 4 Speaking Q3. What are you going to do there?

I am going to walk, take photos and try local food.

Mini-test 4 Speaking Q4. What goal do you have for next year?

I want to speak English more confidently.

Mini-test 4 Speaking Q5. What is one small step towards that goal?

I am going to practise short answers for fifteen minutes each day.

Part 2 model talk

I would like to visit a seaside town with a friend next year. It is quieter than my city, and there is a long beach. First, I am going to save a little money each week. Then we are going to compare bus times and find a simple guesthouse. My friend can help plan the journey. I hope we can spend two days walking and taking photos.

These are short foundation models. In a real speaking test, develop your own answers and aim to speak for up to two minutes in Part 2.

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Keep going

Choose one small action for your next week.

One skill I feel better at:

One task I want to try again:

My practice time next week:

A person who can help me:

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