

**Language
Cert**

**LanguageCert
Test of English
(LTE)**

Listening & Reading

Practice Book

for levels A2 and B1

Teacher's Edition

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About LanguageCert

LanguageCert is a business name of PeopleCert Qualifications Ltd, UK company number 0962026, subsidiary of PeopleCert Group (PeopleCert).

LanguageCert is an awarding organisation regulated by Ofqual and offers language qualifications that are globally recognised and aligned to the Common European Framework of Reference (CEFR) at levels A1 to C2. LanguageCert delivers language qualifications through a network of approved test centres worldwide.

LanguageCert combines language qualification heritage with unparalleled exam administration systems and processes, and excellent customer service. For the dissemination and delivery of high-quality language qualifications, LanguageCert relies on the capabilities and systems developed and deployed by its sister companies within PeopleCert.

About PeopleCert

Established in 2000, PeopleCert is one of the leading players in the global certification industry, partnering with educational institutions, multinational organisations and governmental bodies for the development and management of globally recognised qualifications and the delivery of their related exams.

Equal opportunities

PeopleCert fully supports the principle of equal opportunities and is committed to satisfying this principle in all its activities and published material.

The aim of LanguageCert is to produce assessments that are based solely on the requirements of the qualification, and that do not discriminate against any group of learners. No group of learners should be put at a disadvantage by encountering questions or tests which are biased or might cause offence. Assessment material should not discriminate against any group on the grounds of culture, gender, age, disability, ethnic background, nationality, religion and belief, marital status, gender identification, social class or employment status.

Please refer to LanguageCert's Equality and Diversity Policy on LanguageCert's official website, languagecert.org.



About LanguageCert Test of English (LTE)

LanguageCert Test of English (LTE) is a suite of English 'for work' examinations that assess test takers' Listening, Reading, Writing and Speaking skills. LTE examinations are designed to assess a test taker's language proficiency across six levels (A1-C2) that are aligned to the descriptions and levels of language proficiency as set out in the Common European Framework of Reference (CEFR).

The LTE suite of examinations is regulated by the UK's Office of Qualifications and Examinations Regulation (Ofqual) and is therefore regarded as a high-stakes testing product. LTE exams are taken under secure exam conditions and test security and integrity is a high priority.

Who is LTE for?

LTE suite of examinations is intended for adults (18+) who are in work, looking for work or in higher or further education and about to enter the world of work. The LTE qualifications can be used internationally for employment opportunities, career advancement, or as a requirement for university/college graduation.

LTE Listening & Reading

Exam formats

The LTE Listening & Reading examination comprises three different tests and is available in two different formats:

- the **LTE A1-B1 paper-based test** for test takers who need proof of a lower competency in English or for absolute beginners who need to monitor their progress.
- the **LTE A1-C2 paper-based test** for test takers who aim for B2 level and above.
- the **LTE A1-C2 computer-adaptive test**, which is identical in terms of content (i.e. task types, language functions, topics, etc.) to the paper-based tests. The difference is that the computer-adaptive test adjusts in real time to the language level the test taker demonstrates as the test progresses.

The LTE paper-based and computer-adaptive formats lead to the same certificate, thus test takers may choose the format that best suits their needs.

The LTE Listening & Reading examination is intended for use either independently or in conjunction with other elements of the LTE 'for work' suite of examinations.

Skills tested

The LTE Listening & Reading examination consists of high-quality test content that uses a variety of authentic tasks to assess a test taker's listening and reading skills along with their awareness of lexico-grammatical structures.

Overview of the LTE Listening & Reading tests

The table below shows the structure and the duration of the LTE Listening & Reading tests.

CEFR Levels	Scores	A1-B1	A1-C2		
		Paper-based	Paper-based	Computer-based & Online exam	
C2	90 - 100		Listening - 4 parts 50 questions 50 mins Reading - 4 parts 60 questions 70 mins	Listening 28 questions Reading 30 questions	
C1	75 - 89				
B2	60 - 74				
B1	40 - 59	Listening - 4 parts 32 questions 30 mins Reading - 4 parts 40 questions 40 mins	Total duration: 70 mins	Total duration: 120 mins	Total duration: 60 - 90 mins
A2	20 - 39				
A1	10 - 19				

N.B. The computer-adaptive tests will have different timings as the tests are individualised. The maximum duration of the test is **90 minutes**, but the test ordinarily takes approximately 60 minutes. For lower-level students, the test may take slightly less time.

➔ Support for Teachers

Our website provides valuable resources to assist teachers in preparing their students for the LTE Listening & Reading exam. These include:

- [LTE Qualification Handbook](#): Provides detailed information on the exam's structure, format, task types, and syllabus.
- [Practice material](#): Designed to familiarise students with the content and format of the exam.
- [Teacher's guide](#) (accessible via the [Partner's Area](#)): Offers hands-on advice on preparing students for the LTE Listening & Reading exam.
- Free live [academic webinars](#): Provide useful insights into the LTE examinations, teaching techniques, and exam assessment.

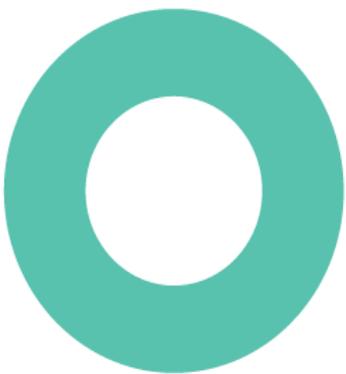
Further information

To learn more about registering your students for an LTE exam, as well as LanguageCert's access arrangements and special considerations provisions, please visit our website at languagecert.org or contact our [Customer Service](#) team.

Introduction

This LTE Practice Book is designed for learners at A2 and B1 levels aiming to improve their listening and reading skills in English in preparation for an LTE Listening & Reading exam. It serves as a self-study guide or accompanying material for English courses leading to either the paper-based or computer-adaptive exam.

The book comprises four Listening and four Reading units, each focusing on a task type in the LTE A1-B1 Listening and Reading exam. The units follow the sequence of the paper-based exam. Within each unit, you'll find a variety of exercises accompanied by useful tips and exam strategies to help your students approach LTE exam tasks with confidence. Additional exam-style practice is provided at the end of each unit. The back of the book includes reference materials, listening scripts, the answer key, and teaching notes with strategies and classroom ideas. All audio tracks for listening exercises in this book can be accessed in the accompanying folder.



Unit 1: Preparing for Listening Part 1

Exercise 1 Audio track 1

Listen and circle the numbers or spellings you hear.

- | | | | |
|----|--------|--------|--------|
| 1. | 6 | 16 | 60 |
| 2. | UNIQLO | YNIQLO | UNEQLO |
| 3. | 4 | 14 | 40 |
| 4. | CTEM | CTAM | STEM |
| 5. | RHIGE | LJEDI | RAEJY |
| 6. | 2 | 12 | 20 |



Exercise 2a

Match the times with the words.

- | | |
|----------|---------------------|
| 1. 12.30 | a. quarter to five |
| 2. 6.15 | b. one o'clock |
| 3. 4.45 | c. half past twelve |
| 4. 13.00 | d. seven thirty |
| 5. 12.00 | e. six fifteen |
| 6. 7.30 | f. noon / midnight |

Exercise 2b

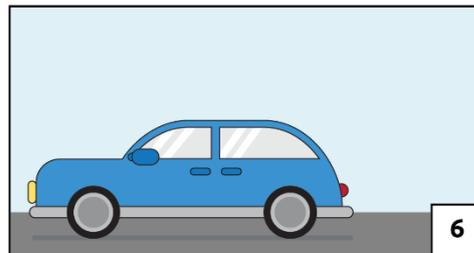
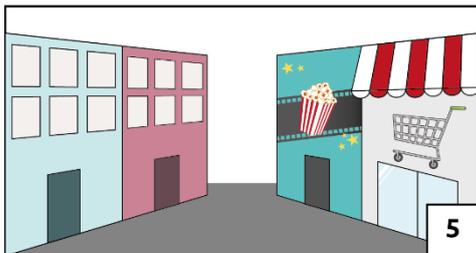
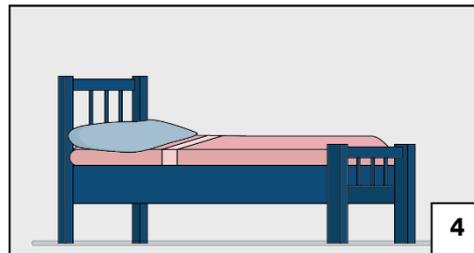
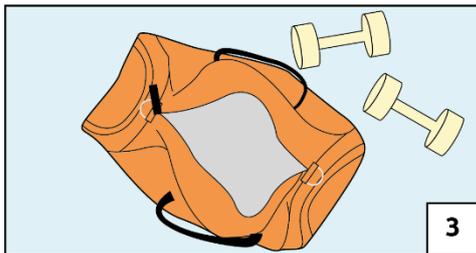
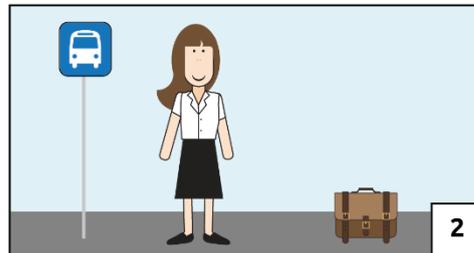
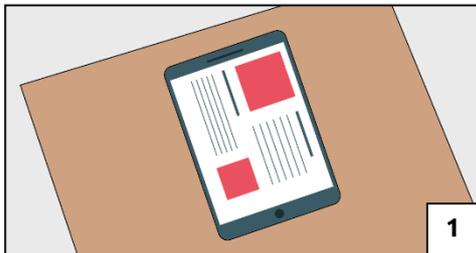
Student A: Go to page 60. Read the times and dates to your partner. Your partner must write the dates and times you tell him/her.

Student B: Go to page 61. Read the times and dates to your partner. Your partner must write the dates and times you tell him/her.

Exercise 3a

Read the sentences and mark with an X where the things should be in the pictures.

1. My phone is next to the tablet, not on it.
2. The cat is between the woman and the bag.
3. She put her umbrella in her bag.
4. The ball is under the bed.
5. Their office is opposite the cinema, not next to the supermarket.
6. The scooter is behind the car.



Exercise 3b  Audio track 2



Tip!

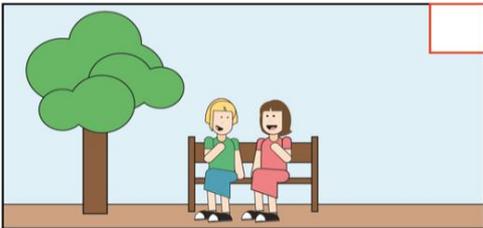
Before you listen, look at the pictures and think of the prepositions you may hear.

Listen and tick the correct picture.

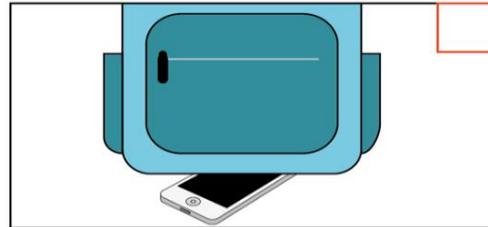
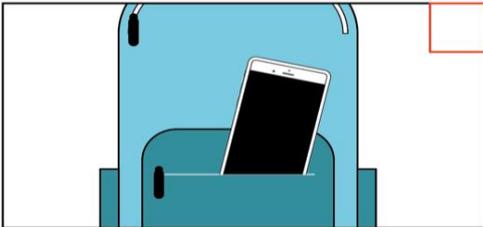
A

B

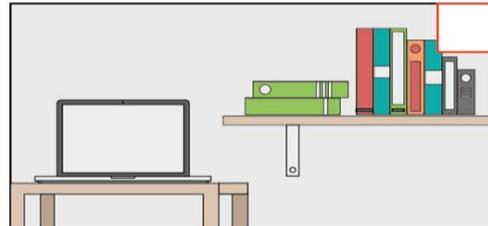
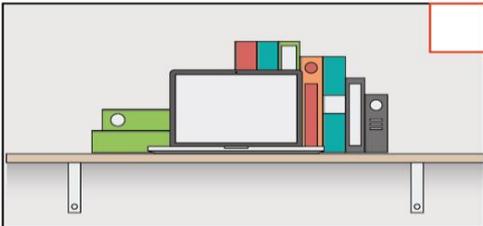
1.



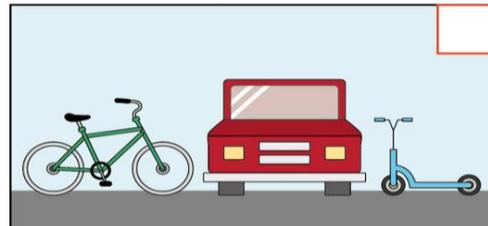
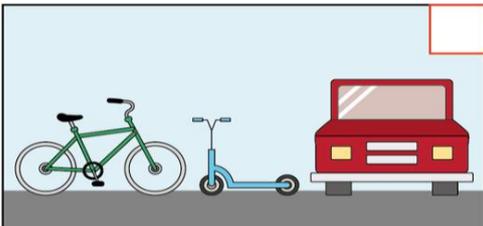
2.



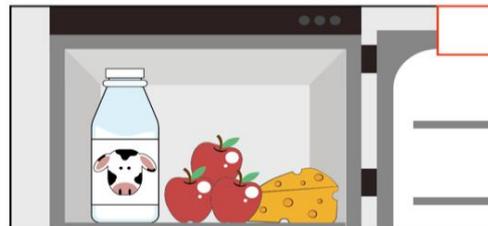
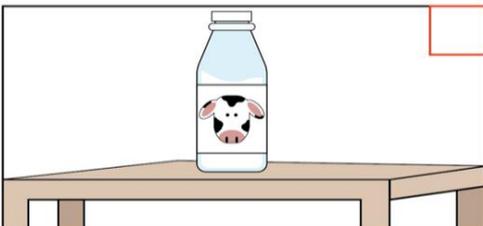
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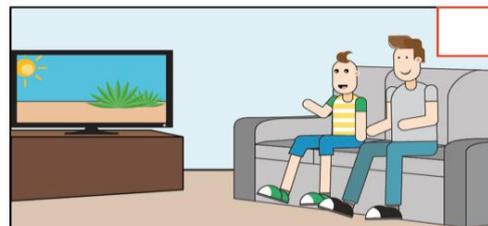
4.



5.

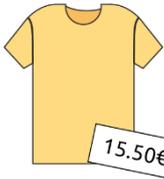


6.



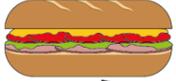
Exercise 4a

Match the prices to the sentences.

1.  

a. It's eighteen euros.
2.  

b. It's two pounds eighty, please.
3.  

c. It's fifteen fifty.
4.  

d. It costs ninety-nine pounds and ninety-nine p.
5.  

e. It's one euro and seventy-five cents.
6.  

f. It's thirty-five p.

Exercise 4b  Audio track 3

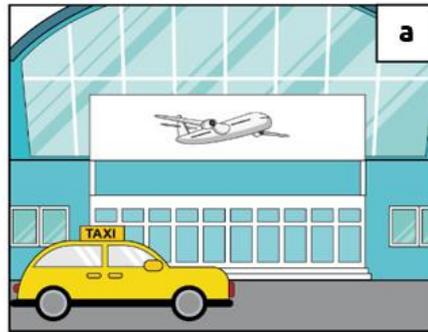
Listen and match the prices to the items.

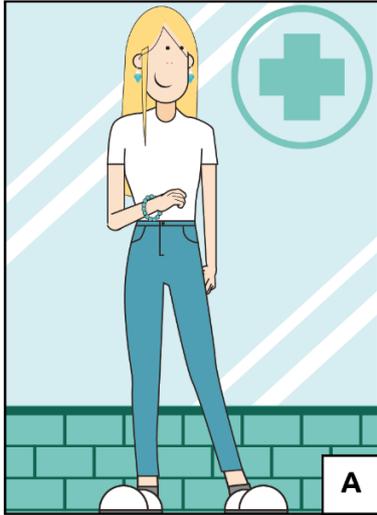
1.  **a. 88€**
2.  **b. £55**
3.  **c. £34**
4.  **d. 79€**
5.  **e. 27.50€**
6.  **f. £170**

Exercise 5  Audio track 4

How many means of transport can you think of? Make a list with your partner. Then listen and match the speakers (1-6) with the pictures (a-f).

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.





The woman is wearing jeans and a **(1)** _____. She's tall and **(2)** _____ with long, straight, **(3)** _____ hair. She's wearing a bracelet and **(4)** _____ and she's standing in front of a **(5)** _____ window.



The man is wearing a **(1)** _____ and a **(2)** _____. He's **(3)** _____ with dark, **(4)** _____ hair. He's waiting at the **(5)** _____.



The woman is wearing a **(1)** _____ and a **(2)** _____. She's of average height with short, **(3)** _____, white hair. She's wearing a **(4)** _____ and rings and she's shopping at the **(5)** _____.

Exercise 6b  Audio track 5

Listen and match the speakers (1-6) with the pictures (a-f).

1.

2.

3.

4.

5.

6.



LTE Practice Test – Listening Part 1  Audio track 6

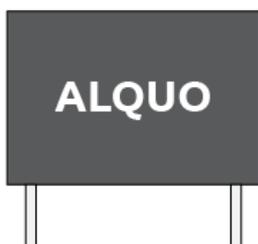


Tip!

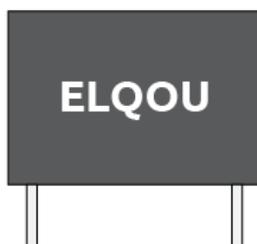
Remember to look at the options and think about words connected with the pictures. Don't forget to check your answers the second time you listen.

You will hear some sentences. You will hear each sentence twice. Choose the correct answers.

1.



a)

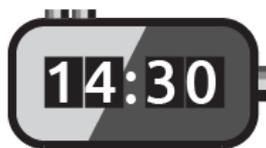


b)



c)

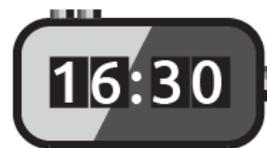
2.



a)

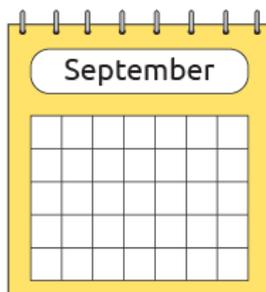


b)

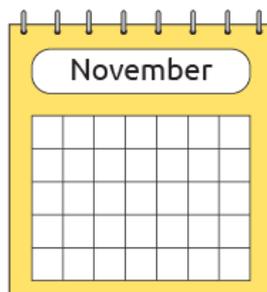


c)

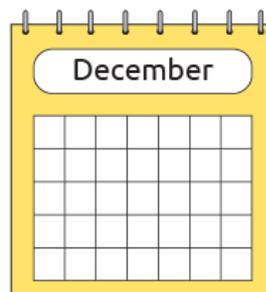
3.



a)



b)



c)

4.



a)



b)



c)

5.



a)

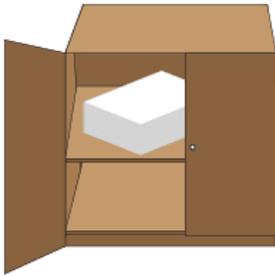


b)

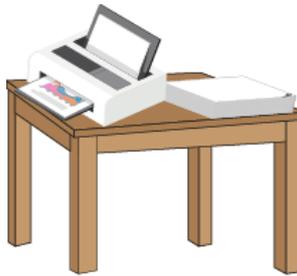


c)

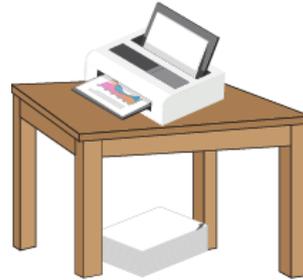
6.



a)



b)



c)

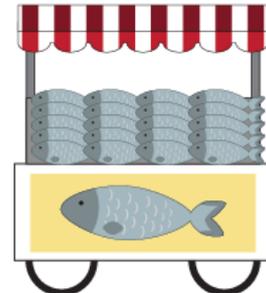
7.



a)



b)



c)

8.



a)



b)



c)

Unit 2: Preparing for Listening Part 2

Exercise 1a

Read the following sentences and choose the correct options.

1. Maria: "How about watching a film this evening?"
 - a. Maria wants to go to the cinema.
 - b. Maria wants to know about a new film.
2. Don: "I'm sorry I missed the meeting."
 - a. Don is feeling sad.
 - b. Don is apologising.
3. Kevin: "How does this machine work?"
 - a. Kevin is asking for help.
 - b. Kevin is explaining something.
4. Sandra: "Have you finished the report yet?"
 - a. Sandra needs the report.
 - b. Sandra wants to know if I have free time.
5. Ellie: "Oh no! I can't reach that shelf!"
 - a. Ellie needs help to do something.
 - b. Ellie needs more time to do something.
6. Ms Hunt: "That's a great colour you've chosen to paint the walls of your living room!"
 - a. Ms Hunt thinks my living room walls should look colourful.
 - b. Ms Hunt believes my living room will look nice if I paint it that colour.

Exercise 1b

Match the sentences 1 – 6 in Exercise 1a with the replies a – h below. There are two extra replies which you don't need to use.

- | | |
|---|-------|
| a. Thank you, but I'm not sure it matches the furniture. | |
| b. Try looking on that shelf to your left. It might be there. | |
| c. Please make sure it never happens again. | |
| d. I'm afraid I've already made plans for tonight. | |
| e. I'm an engineer. I know a lot about machines. | |
| f. It'll be on your desk in five minutes! | |
| g. Would you like me to get it for you? | |
| h. Why don't you push that button to see what happens? | |

Exercise 2 Audio track 7

Match to make dialogues. Then listen to the dialogues and check your answers.

- | | |
|--|--|
| <ol style="list-style-type: none">1. Would you like to use this laptop?2. What do you think of the new offices?3. This box is very heavy!4. I'm too tired and I still have to finish that report!5. Mr Smith, this is the second time you've been late!6. Can you check the numbers in this report again, please? | <ol style="list-style-type: none">a. Let me help you carry it.b. I'm sorry. It won't happen again, I promise.c. Yes, of course. Did you find some mistakes?d. Why don't you leave it until tomorrow?e. They're ok, but the view isn't very interesting.f. No, thanks. Mine has a bigger screen. |
|--|--|

Exercise 3 Audio track 8

Listen to six people speaking and choose the best answer.

1.
 - a. Who's calling, please?
 - b. No, thank you.
 - c. He wasn't in the office!

2.
 - a. No, what's she like?
 - b. No, she hasn't.
 - c. No, who does she look like?

3.
 - a. Yes, I've used a computer at university.
 - b. Yes, I can program computers very well.
 - c. Yes, we had a similar programme in my old job.

4.
 - a. I hope you have a safe flight!
 - b. Great, I'll be waiting to hear from you!
 - c. I can't wait to go on this trip!

5.
 - a. I love London this time of the year.
 - b. I'll have to think about it.
 - c. I think the company shouldn't move.

6.
 - a. We've booked a table in my name.
 - b. Oh, we didn't know we had to book a table!
 - c. Could we have a table near the window, please?



Before you listen, read the options and try to predict what the speakers might say.

You will hear some sentences. You will hear each sentence twice. Choose the best reply to each sentence.

1. a) Here it is.
 b) I need to do this.
 c) Well done!

2. a) I think so.
 b) Me too.
 c) I want to.

3. a) He's the man with dark hair.
 b) He does it every day.
 c) He's in room 9.

4. a) I can't remember the details, sorry.
 b) I'm not having any, thanks.
 c) I'd prefer to do it now.

5. a) Does she need to finish it?
 b) I've asked her to try and come.
 c) Do you really think so?

6. a) Don't worry – just leave it.
 b) Don't forget about it!
 c) I don't really mind.

Unit 3: Preparing for Listening Part 3

Exercise 1

Read the following phrases and decide if the people agree (A) or disagree (D).

1. Oh, this is so true!
2. I wouldn't say that exactly.
3. To be honest, I think that's not right.
4. And not just that, but also... ..
5. On the other hand, though... ..
6. I'm with you on that.

Exercise 2a



Tip!

Before you listen to a conversation, read the sentence in bold and underline the key words.

Read the following introductions to conversations and choose all the possible answers.

1. You hear a manager and an employee talking about a business trip.

The conversation is possibly about

- a. tickets.
- b. timetables.
- c. the success of the trip.
- d. the leisure activities offered at a resort.

2. You hear two colleagues talking about a project.

The colleagues are probably discussing

- a. what their project should be about.
- b. why their project wasn't successful.
- c. how they can divide the work between them.
- d. how they can ask their manager for a pay rise.

3. You hear a customer talking to a member of an after-sales team.

The customer has probably called because

- a. the product doesn't work well.
- b. she wants to know the price of a product.
- c. she wants to know where to buy a product.
- d. she has questions about how the product works.

4. You hear a secretary talking to a client.

The client probably wants to

- a. talk to the secretary about a new business idea.
- b. arrange for a product delivery.
- c. explain a problem to the secretary's boss.
- d. make an appointment with the secretary's boss.

Exercise 2b  Audio track 10

Now listen to Conversation 3 in Exercise 2a and choose the correct option.

You hear a customer talking to a member of an after-sales team.

The customer has probably called because

- a. the product doesn't work well.
- b. she wants to know the price of a product.
- c. she wants to know where to buy a product.
- d. she has questions about how the product works.

Exercise 3a  Audio track 11

Read the six parts of a dialogue and put them in the correct order. Then listen to the dialogue and check your answers.

Mr Harris: Oh! That's great news for the company Ms Dobbs! It seems things are going well!

Mr Harris: Thank you for the kind words! Well, that's very unexpected, really. I didn't know about this opportunity. I'll have to talk to my wife before I can give you an answer.

Mr Harris: Thank you for considering me.

Ms Dobbs: So, Mr Harris, I've called you because the company is considering opening a new office in Dubai and we're looking for people to work there.

Ms Dobbs: Indeed, they are! We're very pleased with our progress, and with your performance as well. That's why we'd like to know if you're interested in working in our new office.

Ms Dobbs: But of course! I'll email you the details so you and your wife can have an idea of what the new job involves.

Exercise 3b Audio track 12



Tip!

When you listen to a conversation, pay attention to how the speakers stress the words. This helps you understand their feelings and attitudes.

Listen again to the conversation in Exercise 3a. Choose the words that best describe each speaker's feelings. You can use some words more than once.

excited	annoyed	bored	confident	friendly	worried
pleased	polite	proud	upset	uncertain	surprised

Ms Dobbs: 1. _____, 2. _____, 3. _____

Mr Harris: 1. _____, 2. _____, 3. _____

Now, turn to page 62 of this book. Read the dialogue again and underline the words that helped you find the answers.

Exercise 4 Audio track 13

Listen to a dialogue about a party and choose the best answers.

1. Sophia
 - a. had a lot of fun last night.
 - b. worked hard last night.
 - c. finished a project last night.

2. Sophia is probably Darren's
 - a. boss.
 - b. wife.
 - c. colleague.

LTE Practice Test – Listening Part 3 Audio track 14



Tip!

Before you listen, read the questions and the options carefully and look for key words. This will help you decide what kind of information you need to listen out for.



Tip!

You will listen to these conversations twice. Use the first time to find your answers. Use the second time to mark and check your answers.

You will hear some short conversations. You will hear each conversation twice. Choose the correct answers for each conversation.

Conversation 1

You hear a senior manager talking to a new employee called Linda.

1. In her first week, Linda says she found it difficult to
 - a) find available desk space.
 - b) follow certain instructions.
 - c) get enough help from colleagues.

2. Linda now has to
 - a) make a decision.
 - b) do some research.
 - c) work with a different department.

Conversation 2

You hear two colleagues talking about a guest visitor.

3. Why does the woman approach the man for help?
 - a) He is the last obvious person to ask.
 - b) He has already said that he's free if needed.
 - c) He knows the guest visitor from a previous meeting.

4. What does the woman do?
 - a) She agrees to a request.
 - b) She asks for suggested solutions.
 - c) She makes a change to one arrangement.

Conversation 3

You hear a customer called Paul telephoning a supplier.

5. Why is Paul contacting the company by phone?
 - a) He wishes to complain about his last order.
 - b) He doesn't have all the information he needs.
 - c) His usual way of making contact hasn't worked.

6. What does the woman do?
 - a) She takes Paul's order.
 - b) She suggests a different option.
 - c) She explains a company policy.

Conversation 4

You hear two colleagues discussing health at work.

7. The woman disagrees with the man over
 - a) the usefulness of having a well-being officer.
 - b) whether infections are mostly due to viruses.
 - c) his claim about reduced staff absences.

8. When discussing the causes of sick days, the man says that
 - a) stress is often the underlying reason for bad health.
 - b) too much computer work can have serious consequences.
 - c) people who exercise regularly don't get so many infections.

Unit 4: Preparing for Listening Part 4

Exercise 1



Tip!

Remember that facts are things that are always true, but opinions are what people think.

Read the following sentences and decide if they're facts (F) or opinions (O).

1. The countryside around the lake is really beautiful this time of year!
2. The castle and the cottages around it were built in the 17th century.
3. I first visited the area when I was a student in Italy.
4. It was one of the most amazing holidays I've ever had.
5. The photos she took from the castle top were amazing!
6. She used a professional camera and waited for hours to get the right picture.

Exercise 2a Audio track 15



Tip!

Before you listen, read the questions and the options and try to predict what you are going to hear. This helps you concentrate on the important parts of the listening.

Read the following questions. What do you think the listening is going to be about? Then listen to a dialogue and check your prediction.

1. Donna started her business
 - a. without planning it first.
 - b. after she bought a present.
 - c. to help her friends sell their art.
2. Donna's business is successful because
 - a. many people want what her company offers.
 - b. the advertisements for the company were very clever.
 - c. she produces everything that the company sells herself.
3. Kevin says that
 - a. Donna's work is too cheap.
 - b. everyone can buy Donna's work.
 - c. many people can afford Donna's work.

4. Donna believes that her husband
 - a. has excellent ideas for new artists.
 - b. is the most important person in the company.
 - c. really helped the company to become successful.

5. Kevin asks Donna about other artists in the company to
 - a. explain that Donna is a popular artist.
 - b. show that Donna did something difficult.
 - c. point out that good artists must work together.

Exercise 2b  Audio track 16

Listen again to the dialogue and choose the correct answer for each question.

Exercise 3

Match sentences 1 – 6 with sentences a – h that have a similar meaning. There are two extra sentences in column B.

A	B
1. She didn't stay in the office as long as she should.	a. The manager in her company isn't happy with the way she performs her duties.
2. She doesn't follow her boss's instructions correctly.	b. A few people at the shop said she wasn't polite enough to them.
3. She is sometimes quite late to work.	c. She lied on her CV about her skills.
4. Some customers have complained about her unfriendly behaviour.	d. Sometimes she's unfriendly to other colleagues.
5. She often plays computer games on the work laptop.	e. She's at the office, but she doesn't really work.
6. She said she knew about computer programming, but she doesn't.	f. She left work earlier than the end of the workday.
	g. She uses the work computer for her personal entertainment.
	h. She doesn't always arrive at work on time.

LTE Practice Test – Listening Part 4 Audio track 17



Tip!

In a dialogue, remember to listen carefully to the questions one of the speakers asks. This will help you find the answers. In a monologue, the speaker usually pauses or uses special expressions to show that they have started talking about something else.



Tip!

Remember that what you read in the questions and options will not be exactly the same with what you hear in the listening. So, listen for words or expressions which have a similar meaning.

You will hear the recordings twice. Choose the correct answers.

You hear a podcast interview with a man called Levi, who has started work in an office job at a car manufacturer.

1. Levi has worked in his new job for
 - a) one week.
 - b) three weeks.
 - c) a month.

2. Before joining this company, Levi worked as a
 - a) car salesman.
 - b) service advisor.
 - c) mechanic.

3. Levi's best advice is to
 - a) put the customer first.
 - b) listen carefully to your boss.
 - c) learn from your mistakes.

4. The country Levi has most enjoyed visiting on holiday is
 - a) India.
 - b) Jamaica.
 - c) Brazil.

5. Outside work, Levi is busy with his
 - a) family.
 - b) football team.
 - c) photography hobby.

You hear a woman called Ellie Dawson talking about an apprenticeship she is doing in a care home for old people.

- 6.** The most important rule at the care home is
 - a) always get help from your team.
 - b) be professional when families are visiting.
 - c) respect the people you're looking after.

- 7.** Among the old people, there's one man who
 - a) is very interested in Ellie's life.
 - b) used to be a professional musician.
 - c) is very generous with everything he owns.

- 8.** What is Ellie allowed to do for the old people?
 - a) help them get dressed
 - b) accompany them outside
 - c) open medicine bottles for them

- 9.** The person Ellie gets on best with is
 - a) a temporary worker doing a degree.
 - b) another apprentice of the same age.
 - c) a schoolgirl who often visits her grandparent.

- 10.** The residents say that the young workers like Ellie
 - a) make them feel young again.
 - b) make them feel really happy.
 - c) make the home feel very busy.

Unit 5: Preparing for Reading Part 1

Exercise 1

Match the words and phrases 1 – 8 with their synonyms a – h.

- | | |
|------------------------------|-----------------------------------|
| 1. cheap | a. Keep closed! |
| 2. be interested in | b. not hard |
| 3. easy | c. not boring at all |
| 4. exciting | d. Stay away! |
| 5. Don't open! | e. not expensive |
| 6. for children 10 and under | f. want to know more about |
| 7. Don't touch! | g. You mustn't sleep in this area |
| 8. No camping here! | h. not for people over ten |

Exercise 2

Read the following pairs of sentences and decide if the meaning is the same (S) or different (D).

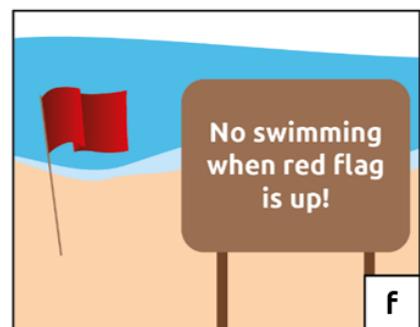
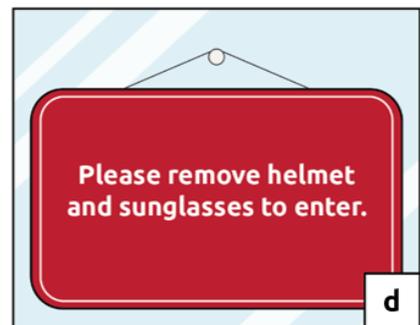
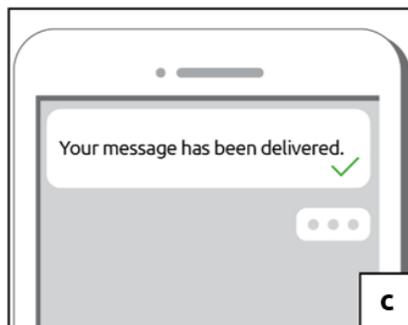
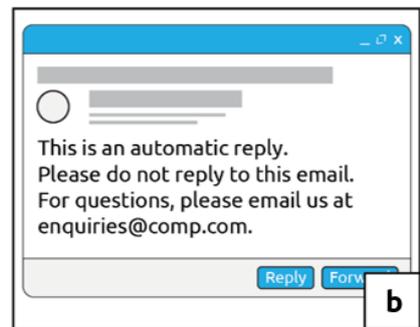
1.
 - a. For appointments with the doctor, call 4638 579343.
 - b. If you want to see the doctor, you must phone 4638 579343.
2.
 - a. No mobile phones during the test.
 - b. You may use your phones when you write the exam.
3.
 - a. If the light is red, don't open this door.
 - b. You can use this door when the light isn't red.
4.
 - a. All members must have a raincoat and boots in case of rain.
 - b. You should take a raincoat and boots because the weather may be bad.

5.
- a. Open Mon – Fri, 9.30 – 18.00. Sat and Sun closed.
 - b. We work on weekday evenings.
6.
- a. No children under 5 on the ski lifts.
 - b. Children older than 5 can't use the ski lifts.

Exercise 3a

Look at the notices. Where do you think you can find them? Match the notices with the places.

- 1. park
- 2. beach
- 3. phone
- 4. office
- 5. email
- 6. bank



Exercise 3b

Now look again at the notices (a-f) in Exercise 3a and match them with the sentences 1-8 which have the same meaning. There are two extra sentences which you don't need to use.

1. Your text has arrived.
2. Wash up after drinking tea or coffee, please.
3. You shouldn't pick any of the plants here.
4. It's sometimes dangerous to get in the water.
5. These flowers are for cutting.
6. You can't reply to this email.
7. Please take off your helmet when you exit this place.
8. You can't go in wearing these things on your head.

Exercise 4

Look at the texts and choose the correct answer.

1.

To sign into your account, type your username and password.

This text is part of

- a. a note at a clothes shop.
- b. a notice on a bank website.
- c. an email to a customer.

2.

***Best regards,
Mr Dobson***

This is part of

- a. an email to a colleague.
- b. a text to a friend.
- c. a letter to someone's parents.

3.

You can get a refund only if you have kept your receipt.

This text is part of

- a. a notice in a shop.
- b. a note on a museum door.
- c. an advert in a newspaper.

4.

Please wait behind the yellow line until the passengers get off.

This note is

- a. on a website.
- b. in a bank.
- c. in a metro station.

5.

***Dear Ms Barns,
I'm writing about the assistant manager's post advertised on your website.***

This text is a part of

- a. an email to a friend.
- b. a thank you letter.
- c. a letter of application.

6.

***Single tickets to ...
Return tickets to ...
Special discount for over 65s ...
Children ...***

This text can be found on a

- a. cinema website.
- b. railway website.
- c. football team website.

LTE Practice Test – Reading Part 1

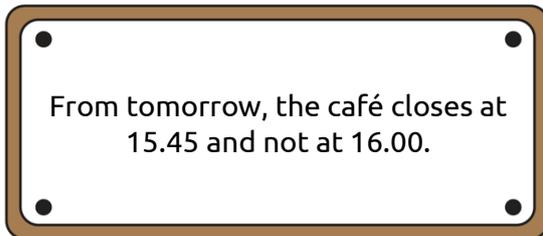


Tip!

Remember that the words in the option you choose should have the same meaning with the words in the text.

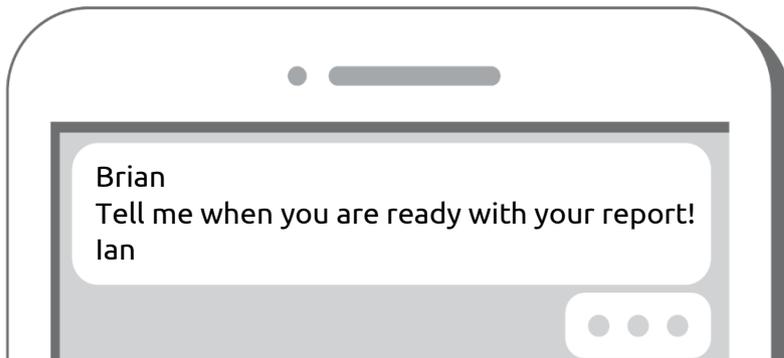
Read the texts. Choose the correct answer for each question.

1.



- a) The café is open late all this week.
- b) The café is open today after 15.45.
- c) The café is closed today.

2.



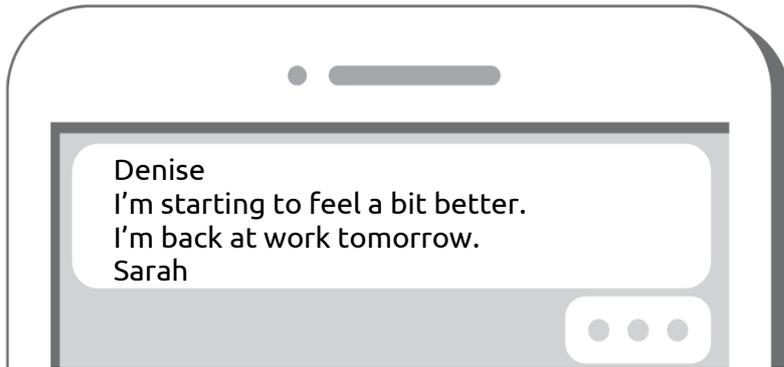
- a) Ian is waiting for a report.
- b) Ian must write a report.
- c) Ian has a report for Brian.

3.



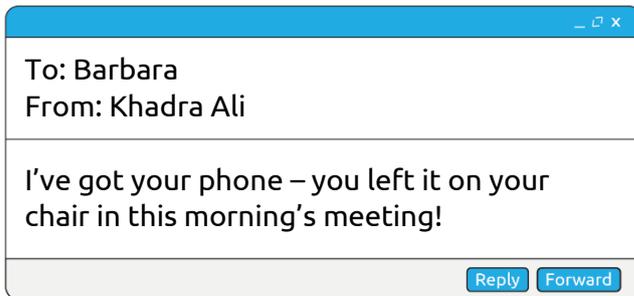
- a) You cannot go into the office today.
- b) Do not go near the walls today.
- c) You need to paint the office today.

4.



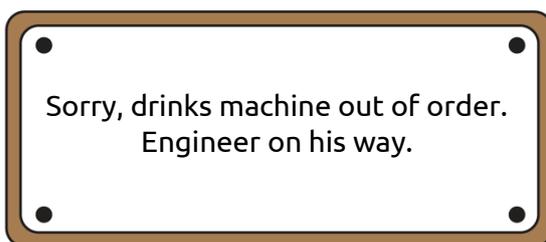
- a) Sarah was off work today.
- b) Sarah is feeling really good now.
- c) Sarah is back from her holiday tomorrow.

5.



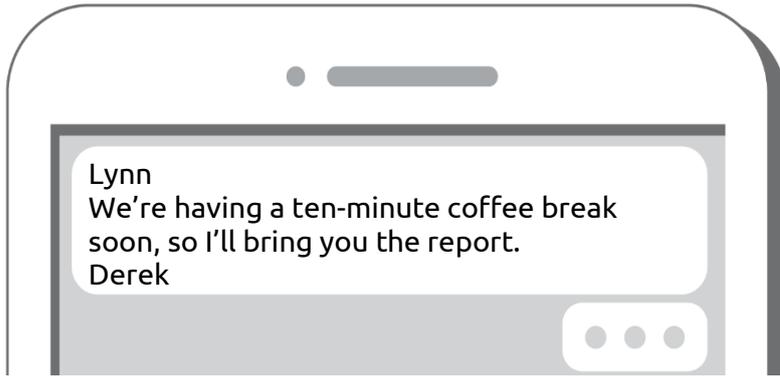
- a) Khadra has tried many times to contact Barbara.
- b) Barbara had to leave early yesterday.
- c) Khadra has something belonging to Barbara.

6.



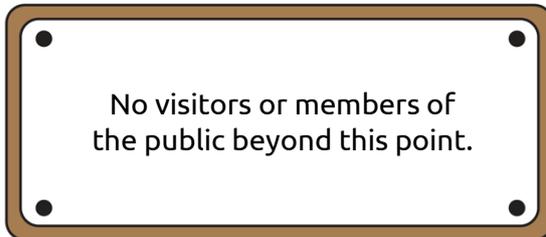
- a) They tried to repair the machine today.
- b) You cannot use the machine now.
- c) Nobody is available to repair the machine.

7.



- a) Lynn and Derek are going for a coffee.
- b) Derek is going to give Lynn a document.
- c) Derek wants Lynn to come to his meeting.

8.



- a) Only employees can enter this area.
- b) Members of staff may bring guests here.
- c) Visitors must sign in before they can go any further.

Unit 6: Preparing for Reading Part 2

Exercise 1

Match the phrasal verbs or phrases 1 – 8 with their synonyms a – h.

- | | |
|--------------------------|---------------------|
| 1. look after | a. clean the house |
| 2. look forward to | b. do the dishes |
| 3. do housework | c. travel for work |
| 4. do the washing-up | d. leave the ground |
| 5. go on a business trip | e. sign in |
| 6. take off | f. walk to a place |
| 7. log in to a website | g. take care of |
| 8. go on foot | h. can't wait |

Exercise 2

Complete the sentences with some of the phrasal verbs and phrases from Exercise 1.

1. When I was a child, I always enjoyed watching the planes and land.
2. She forgot her password so she couldn't the company website.
3. Thank you for your reply. We hearing from you soon.
4. Now that my best friend is away, I have to her cat for a week.
5. Sheila often has to a business trip, so she has visited many countries.
6. Tom chooses to go to work because he wants to exercise a bit.

Exercise 3

Read the text once without paying attention to the gaps and answer the questions below.

A cover letter is a short letter that you write when you apply for a job. When you write a cover letter, there are certain things you **(1)** do. First, introduce **(2)** and mention which job you are applying for and where you saw the advertisement. Talk about your qualifications, skills and experience, and explain how they are suitable for the job that you are interested **(3)** However, don't forget that your letter mustn't be too long – one page or a bit shorter is a good length, as it is a summary of your CV, which you have attached as well. **(4)**, show your interest in the job by asking for an interview or a reply from the company. A good cover letter should **(5)** the reader's attention and encourage them to read your CV.

- | | | |
|--|--|---|
| <p>1. This text is for people who are</p> <ul style="list-style-type: none">a. school students.b. university students.c. young professionals. | <p>2. The aim of the text is to</p> <ul style="list-style-type: none">a. advise.b. inform.c. entertain. | <p>3. What is the most suitable title for this text?</p> <ul style="list-style-type: none">a. How to apply for a jobb. How to improve your CVc. How to write a successful cover letter |
|--|--|---|

Exercise 4



Tip!

When choosing an answer, look carefully at the words and the grammar of the sentence. Always check your answers to make sure they fit logically as well as grammatically.

Now read the text again and choose the correct options.

- | | | | | |
|--|---|---|--|--|
| <p>1. a) should
b) will
c) have</p> | <p>2. a) you
b) yourself
c) itself</p> | <p>3. a) in
b) to
c) for</p> | <p>4. a) But
b) Secondly
c) Finally</p> | <p>5. a) find
b) attract
c) pay</p> |
|--|---|---|--|--|

LTE Practice Test – Reading Part 2a



Tip!

In Reading Part 2, remember to read the whole text once before starting to choose your answers.

Read the text. Choose the correct answers to complete the text.

Our company's buildings: information for new workers

The main office building is in Clarence Road, **(1)** to beautiful Seaton Park. You can **(2)** a number 45 bus or there's an underground station called Seaton Park West. Many workers go **(3)** the park for a picnic during the summer months. We **(4)** have a small building in Roundhouse Avenue. There is a special bus which goes between the two buildings, and this is **(5)** for staff at Renigold.

1. a) quick
b) near
c) easy
2. a) pay
b) come
c) catch
3. a) into
b) out
c) away
4. a) also
b) very
c) too
5. a) often
b) again
c) only

LTE Practice Test – Reading Part 2b



Tip!

Cross out the options which you are certain they are wrong. This will help you find the correct answers more quickly.

Read the text. Choose the correct answers to complete the text.

Work experience with a TV company

Every year RGT Television takes 20 young adults on 'work experience'. This means that for two weeks they go and see what **(1)** inside RGT. It isn't a job, but the lucky 20 people **(2)** about what RGT does in its various departments. If you want to apply, you need to **(3)** an online form. In this, you tell RGT a bit about yourself and why you are **(4)** in applying. You also tell RGT what dates you are **(5)** and which television centre you could go to.

1. a) follows
b) happens
c) tries
2. a) check
b) believe
c) learn
3. a) complete
b) fill
c) put
4. a) pleased
b) happy
c) interested
5. a) alright
b) available
c) clear

LTE Practice Test – Reading Part 2c

Read the text. Choose the correct answers to complete the text.

Marketing to children

Children may spend little actual money – at the end of the day the **(1)** decision on whether to spend is made by parents. But despite this, it's still true that children can have a big **(2)** on the success of many businesses. There are many things to remember when marketing to children.

You should **(3)** that children want to be popular and do the same as everyone in their group. So, in your adverts, show children with others, being happy and doing interesting things together. Use language that is **(4)** for the age, keep it simple and don't give them a lecture.

Think at all **(5)** about the safety of children. You must never give a negative message, so check your words and photographs carefully.

1. a) last
b) final
c) previous
2. a) effect
b) result
c) use
3. a) look
b) aim
c) recognise
4. a) possible
b) true
c) suitable
5. a) periods
b) moments
c) times

Unit 7: Preparing for Reading Part 3

Exercise 1



Tip!

It's always a good idea to note down adjectives and verbs followed by a preposition.

Complete the phrases with the prepositions in the box. You can use some prepositions more than once.

in on at with to of

1. bored staying at home
2. be interested science
3. look that painting
4. listen music
5. Monday 12th June
6. tired playing computer games
7. stay home
8. the summer

Exercise 2



Tip!

Sometimes the missing word is about grammar. Read before and after the gap and think carefully about the grammar rule before choosing your answer.

Complete the sentences with one word only.

1. I have visited Paris, but I want to go soon.
2. Before you leave, you have turn off your computer.
3. I think this project will be easy but call me you have any problems.
4. How do you play tennis?
5. Monica goes swimming twice week.
6. Jeremy wasn't to use the office computer because he didn't know the password.

Exercise 3

Match 1 – 8 with a – h to make short phrases.

- | | |
|--------------|---------------------|
| 1. make | a. to a website |
| 2. book | b. a refund |
| 3. sign in | c. an email |
| 4. talk | d. an appointment |
| 5. ask for | e. for a job |
| 6. send | f. a new employee |
| 7. apply | g. a table for four |
| 8. interview | h. to the manager |

Exercise 4

Complete the sentences with words from the box. There are some extra words you don't need to use.

report	list	set	email	plan	size	on
for	refund	yet	number	look	already	at

1. We need to make a for the future moves of our company.
2. The manager asked me to write a on how our sales department can be improved.
3. She wanted to buy a new dress, but she couldn't find her on the e-shop.
4. He asked for a because the camera was broken.
5. We decided to put our flat up sale and move to the countryside.
6. The interviewer asked Tom how he up his successful company.
7. Please don't forget to into the matter first thing tomorrow morning.
8. Have you sent the email to the boss? She's asked me three times already!

Exercise 5

Complete the table with the phrases in the box. You can use some phrases more than once. Then, complete the sentences below using words from the box.

ask for a refund	attend a concert	attend a meeting
be on leave	work on a project	click on the link
give a receipt	have a rest	find the correct size
forget your password	go for a walk	enjoy a quiet evening
help a client/customer	enter your username	be offline
offer a discount	spend time with friends	reply to emails
be on sale	click on the dropdown menu	

Leisure	Internet	Buying and selling	Office

1. When you buy something in a shop, you must always ask the assistant to you a receipt.
2. Tatiana spent hours online trying to find the correct for a pair of boots she liked.
3. I'm sorry, but we can't help you right now! The system is and I don't know when it'll be back on.
4. I'm tired! I'm going to have a break and go for a short
5. Ms Droomer is busy – she has to a meeting.
6. Make sure you don't your password or you won't be able to log in.

Exercise 6



Tip!

It might be a good idea to think of a word that could fit in the gap before you look at the options. This could help you find the answer.

Read the sentences and choose the correct option.

1. Martha clicked on the to go to the e-shop website.
 - a. link
 - b. mouse
 - c. keyboard
2. Mr Philips is on a, and he'll be back in the office on Monday.
 - a. video call
 - b. leave
 - c. trip
3. I'm not working today, so I'm having a nice at home.
 - a. rest
 - b. meeting
 - c. idea
4. Sarah and Peter have an e-shop selling tools for the garden.
 - a. set off
 - b. set out
 - c. set up
5. I'm afraid these walking boots are too for me to buy!
 - a. comfortable
 - b. amazing
 - c. expensive
6. How ink did you buy for the office printer?
 - a. many
 - b. much
 - c. very
7. How would you like to pay – cash or?
 - a. card
 - b. money
 - c. change
8. She left the office early in order to the last train home.
 - a. go
 - b. catch
 - c. find

LTE Practice Test – Reading Part 3



Tip!

In Reading Part 3, some sentences focus on the meaning of individual words while others focus more on grammar.

Read the sentences. Choose the correct word to fill the space.

1. Martin has several personal that he is dealing with at the moment.
 - a) points
 - b) issues
 - c) situations
2. "I'll your idea to the CEO, but I'm not sure what she'll say," said Nicky's manager.
 - a) mention
 - b) tell
 - c) advise
3. "Sorry, I don't want to you all up, but I do have one more point," said Theo.
 - a) put
 - b) take
 - c) hold
4. it will be a really useful and interesting meeting.
 - a) Hopefully
 - b) Excitedly
 - c) Kindly
5. "I hate to say this, but Eleanor's performance at work is me some concern," said the manager.
 - a) making
 - b) causing
 - c) leading
6. "Did any of the points we'd discussed actually up at the department meeting?" asked Julia.
 - a) bring
 - b) clear
 - c) come
7. An 'eye-catcher' is an advertising which means something that immediately attracts your attention.
 - a) term
 - b) mark
 - c) note

Unit 8: Preparing for Reading Part 4

Exercise 1

Read the text and choose the best title.

- a. Warren Buffett's story
- b. How to set up a successful business
- c. Some advice for success

(1) Some years ago, a young businessman shared his car with Warren Buffett, the billionaire. Taking this unique opportunity, the young man asked Warren Buffett for some useful advice to make his new business successful.

(2) The advice he received from Buffett was unexpected. "Spend time, effort and money on yourself. Learn to communicate successfully. If you can't communicate, it's like looking for a black cat in the dark – you can't find it. You may be the most intelligent person in the world and have the most original ideas, but you have to be able to communicate them. If you can't, they're useless."

(3) Why did Warren Buffett consider this to be the best tip ever? It seems that when he was at high school and college, he was 'terrified of public speaking' to the point of feeling ill if he had to do so. But, taking a public speaking course at Dale Carnegie changed his life, Buffett said. The first thing you see when you walk into his office in Omaha is the certificate of this course on the wall, not his Bachelor of Science in Business Administration, which he received from the University of Nebraska at the age of 19. He explained that it was this course that changed his life.

(4) Buffett advises young people who want to start their own business to work on their communication skills as key to success. Clearly, improved communication skills have helped Buffett to increase his fortune by nearly \$68 billion.

(5) Many studies connect financial success to how well you communicate. One piece of research shows that 85 percent of a person's success comes from their 'human engineering' – the ability to communicate, cooperate, and lead effectively, both when speaking and listening. Knowledge and experience only play a fifteen percent part in success! Most successful businesspeople agree that communication, at an interpersonal or organizational level, is absolutely necessary for the success of their business.

(6) So, what can you do to become better communicators? Here are some tips:

(7) We're all different, so before you start communicating your ideas, try to understand the other person's attitude to life, and find what you have in common, in order to connect with them.

(8) Start by listening to the other person first. Ask questions, listen to their side of the story, try to understand their worries, and pay attention to what they have to say.

(9) Communicate with your story. Use your personal experience to make your listeners connect with you and find things that you all have in common as a beginning for understanding one another.

Exercise 2



Tip!

You do not have to understand all of the words in a text. Remember that you can guess the meaning of many words from the context (surrounding sentences).

Read the text again and find words and phrases which mean the following.

1. special (para 1)
2. when something isn't what you thought it was going to be (para 2)
3. creative and new (para 2)
4. think that something is important (para 3)
5. a piece of advice (para 3)
6. very scared (para 3)
7. make something larger or bigger (para 4)
8. a large amount of money (para 4)
9. relating to money (para 5)
10. all the things you know about something (para 5)
11. something that is the same for you and other people (para 7)
12. all the things that you have lived so far in your life (para 9)

Exercise 3

Find the paragraphs in which the following information is mentioned.

1. What Warren Buffett believes made a change in the way he communicates.
2. How much money Warren Buffett has today.
3. How a young businessperson met Warren Buffett.
4. What is the most important thing for economic success, according to specialists.
5. How the things you have lived can help you communicate better.
6. What Warren Buffett was afraid of when he was very young.

Exercise 4

Choose the correct option for each question.

1. The advice Warren Buffett gave to the young man was not something
 - a. he expected.
 - b. he agreed with.
 - c. he had heard before.

2. What helped Warren Buffett get over his fear of speaking in front of many people?
 - a. studying Business Administration
 - b. going to the University of Nebraska
 - c. taking a class at Dale Carnegie

3. According to experts, knowing a lot about your job
 - a. helps only if you are an engineer.
 - b. is not important.
 - c. can help you become a good leader.

4. The writer suggests that a good communicator knows how to
 - a. attract people's attention.
 - b. listen to other people's stories.
 - c. make good arguments.

5. In this article, the writer
 - a. explains how Warren Buffett became successful.
 - b. gives some advice to young businesspeople.
 - c. advertises a communication course.

LTE Practice Test – Reading Part 4a



Tip!

In Reading Part 4, you are asked to read longer texts and choose the correct answers. Some questions focus on the main idea and others on specific details or on the writer's opinion.

Read the text and the questions. Choose the correct answer for each question.

Advertising Department Newsletter

- This month we feature David Rathbone. David has been with us for six months now. He studied Business at university. Then he worked for two years as a graduate assistant for Queens International before joining us. He loves travelling and has been to 35 countries! He's enjoying life in our city, and has joined the sports centre.
- Jenny Davies and Mark Croft went to Brazil for ten days to meet Silvio Tostao's team, and they also did a presentation together at a marketing conference. Mark has written a report about it and you can read this on the main website. There are also pictures of the visit.
- Senior management have introduced a change in work instructions. You now have an extra day for sending in your customer feedback reports every month. Many of you asked for this extra day, and management have said that this will be useful.
- Congratulations from all in the department to Ian Webster, our IT assistant, who was the winner of the company's annual chess tournament. Ian's prize is a trip to Denmark for two nights in the summer! Ian's been in the competition many years, but this is the first time he was the winner.
- And finally, there are plans to change the way of paying in the restaurant. You will all get an email about this, but the plan is to introduce a payment card by November. Please email Maria de Sante to find out more or give your opinion.

1. What do we learn about David Rathbone?
 - a) He is in his second job.
 - b) He travels a long way to work.
 - c) He uses the company's exercise room.

2. Jenny Davies and Mark Croft both
 - a) wrote reports.
 - b) spoke at an event.
 - c) enjoyed Silvio's presentation.

3. What do we learn about the change mentioned in the third paragraph?
 - a) Customers are happy with it.
 - b) Most employees don't support it.
 - c) Management agree with the workers' request.

4. A member of the advertising staff
 - a) went to Denmark.
 - b) won a competition.
 - c) joined another department.

5. Who is Maria de Sante?
 - a) A manager who wrote to all staff.
 - b) An employee in a financial company.
 - c) Someone to contact for further information.

LTE Practice Test – Reading Part 4b



Tip!

It's always a good idea to quickly read the text once to get the general idea. Then read carefully to find specific details that answer the questions.

Read the text and the questions. Choose the correct answer for each question.

Ashya at the reception desk

I'm a receptionist at the headquarters of a large international charity. I work front-of-house, which means that I'm the first person everyone sees when they come in the building. I used to work in a hospital department, so then I had other responsibilities, like keeping patient information and doing office jobs when I wasn't busy. But now, I welcome guests, clients and other visitors. I give out visitor passes and check employee identification. I make sure everyone knows exactly where to go to in the building. I have to watch whatever goes on and if necessary call security. I deal with general enquiries from the public and with lost property. I don't have to answer outside calls – we have a switchboard for that.

In a way, therefore, I'm the face of the company! It's me who affects how a visitor feels about the place from the beginning. Many people don't realise just how big this role is. I have to be positive, helpful and friendly, while at the same time being efficient and professional.

I think I'm useful to the company. In my last performance review, my line manager told me that in most companies, individuals are hired for their technology skills or their communication skills and also how well organised they are. Then he pointed out that receptionists require all of these skills, and that I've shown I've got them and more.

I have to be able to look at a situation quickly and know what to do. For example, if a really important client is visiting, but the manager they're supposed to meet is running late, I have to take control. I might begin a conversation with the client, offer them a drink, or attempt to provide help to the manager who's delayed.

1. As part of her job, Ashya has to
 - a) take phone calls from the public.
 - b) keep information about clients.
 - c) direct each visitor to the right place.

2. What is Ashya saying about her role in the second paragraph?
 - a) It's more important than it may seem.
 - b) It can be hard to explain to people.
 - c) It's impossible to do it perfectly.

3. Ashya says that her line manager
 - a) is glad she intends to stay with the company.
 - b) thinks it's time that she taught her skills to others.
 - c) respects the wide range of abilities she has.

4. Ashya describes a situation where she
 - a) listens to the complaints of a client.
 - b) has to take action in solving a problem.
 - c) corrects the mistake of a member of staff.

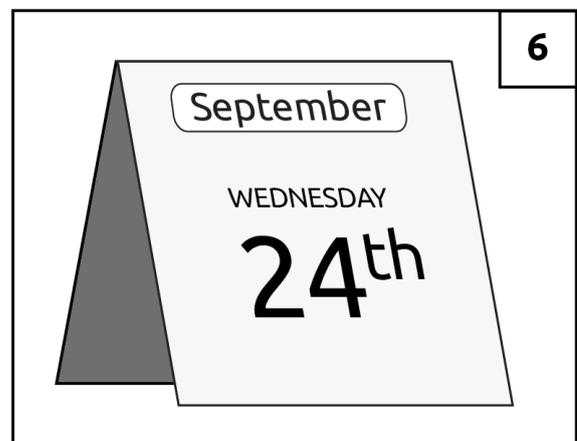
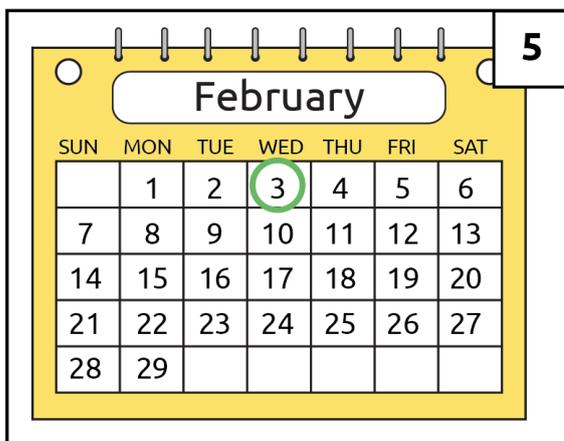
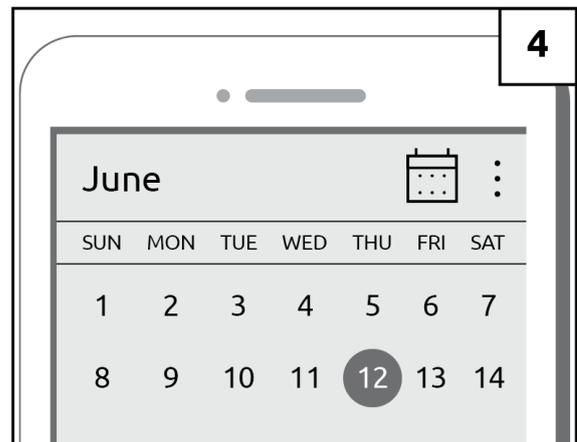
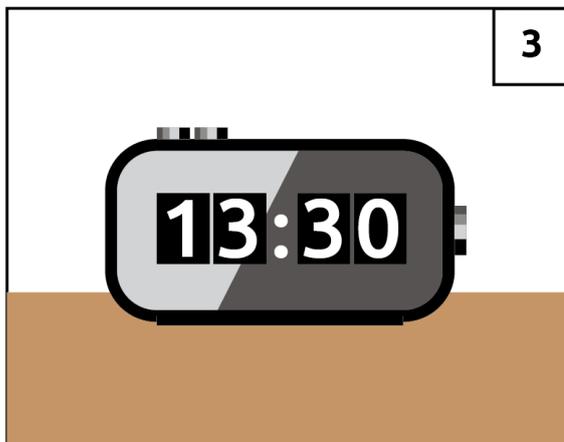
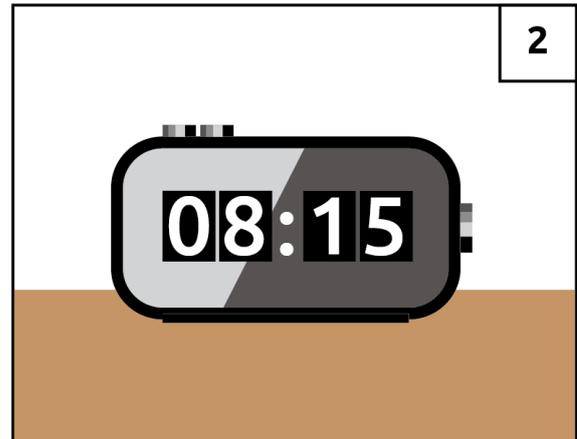
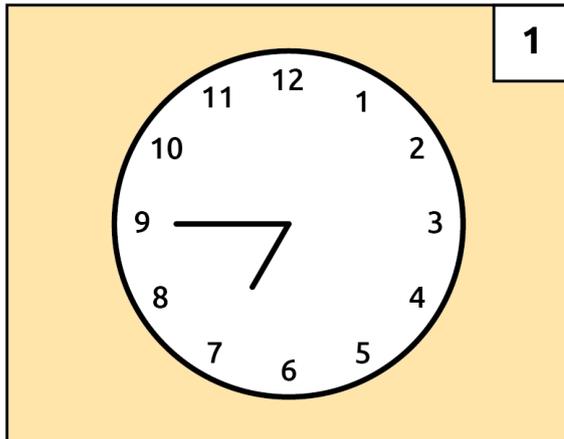
5. What is Ashya telling us in this text?
 - a) her opinions about her company
 - b) the facts and details of her job
 - c) how to become a receptionist

Appendix 1 – Reference Materials

Unit 1: Preparing for Listening Part 1

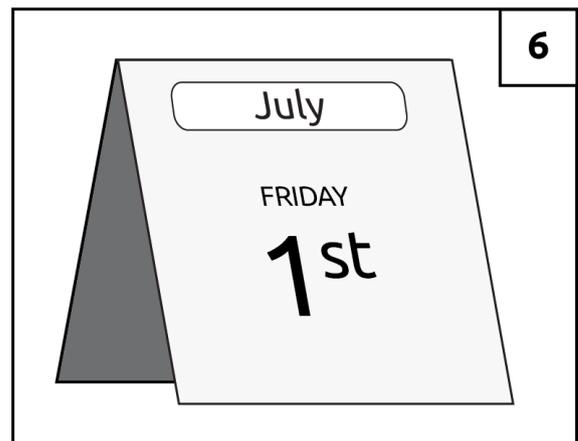
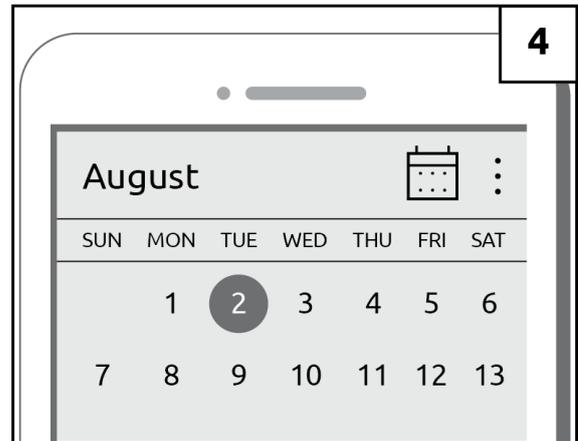
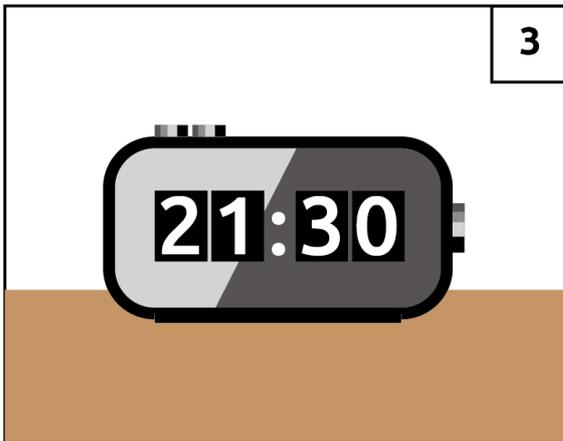
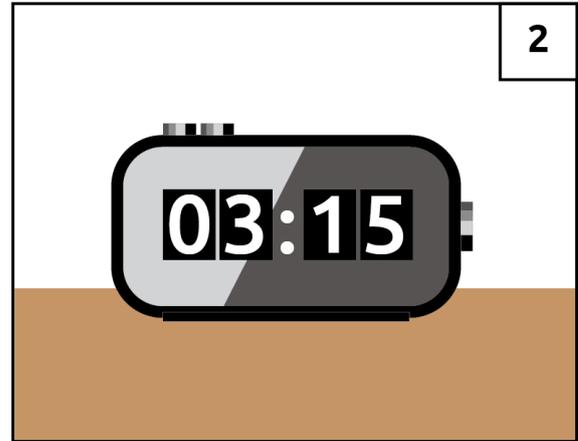
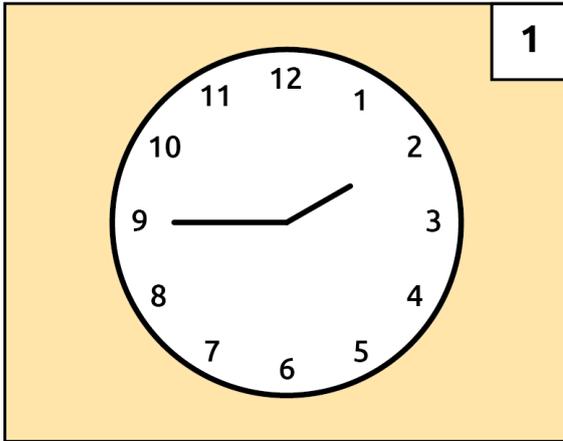
Exercise 2b (page 11)

Student A: Read the times and dates to your partner. Your partner must write the dates and times you tell him/her.



Exercise 2b (page 11)

Student B: Read the times and dates to your partner. Your partner must write the dates and times you tell him/her.



Unit 3: Preparing for Listening Part 3

Exercise 3b Audio track 12 page 29

Read the dialogue and underline the words that helped you find the answers.

Ms Dobbs: So, Mr Harris, I've called you because the company is considering opening a new office in Dubai and we're looking for people to work there.

Mr Harris: Oh! That's great news for the company Ms Dobbs! It seems things are going well!

Ms Dobbs: Indeed, they are! We're very pleased with our progress, and with your performance as well. That's why we'd like to know if you're interested in working in our new office.

Mr Harris: Thank you for the kind words! Well, that's very unexpected, really. I didn't know about this opportunity. I'll have to talk to my wife before I can give you an answer.

Ms Dobbs: But of course! I'll email you the details so you and your wife can have an idea of what the new job involves.

Mr Harris: Thank you for considering me.

Appendix 2 – Listening Scripts

Unit 1: Preparing for Listening Part 1

Exercise 1 Audio track 1 (page 11)

1. She's sixteen years old.
2. No, the correct spelling is U-N-I-Q-L-O, not U-N-E-Q-L-O!
3. They have four cats!
4. I want a book about courses in STEM, S-T-E-M, not steam.
5. The name on the doorbell is Raejy – that's R-A-E-J-Y.
6. There are twenty students in the class, not twelve.

Exercise 3b Audio track 2 (page 13)

1. The women are sitting under the tree.
2. My mobile phone is in the bag.
3. Is that your laptop? The one in front of the books?
4. Our car is between the bike and the electric scooter.
5. She didn't put the bottle in the fridge. She left it on the table.
6. Danny is sitting next to his brother.

Exercise 4b Audio track 3 (page 15)

1. This amazing smartwatch costs seventy-nine euros!
2. The scooter isn't very expensive. It only costs a hundred and seventy pounds.
3. No, no! The coffee machine isn't a hundred and twenty euros. It's eighty-eight.
4. This business bag is the perfect present and it's only fifty-five pounds!
5. Here's your train ticket – it's twenty-seven euros and fifty cents.
6. I bought these sunglasses online for only thirty-four pounds! I love them.

Exercise 5 Audio track 4 (page 16)

- Number 1: Kathy usually goes shopping around town on her bike, not in her car.
Number 2: John usually goes to work on foot because it's faster.
Number 3: Last week we took a taxi to the airport. It was very expensive!
Number 4: The train ride to the city centre takes about half an hour.
Number 5: We drove to the camp last Sunday.
Number 6: We waited a long time for that bus!

Exercise 6b Audio track 5 (page 19)

- Number 1: Look that's my grandma over there. She's wearing jeans and she's buying some apples. She always buys her fruit and vegetables in the open market.
Number 2: The man in front of me at the supermarket queue had a lot of things, so I waited a long time.
Number 3: That's my friend over there! She's going up the stairs in the shopping centre. She's got long, fair hair and she's wearing a long skirt. Can you see her?
Number 4: My cousin works in the bank. He's that man in a suit with the dark, curly hair.
Number 5: You can find the medicine you need at the chemist's, next to the supermarket.
Number 6: We watched a really interesting show at the theatre last Sunday!

LTE Practice Test – Listening Part 1 Audio track 6 pages 20-22

1. The company is called Alquo – that's A-L-Q-U-O.
2. Ok, can we meet at half past three?
3. Geoffrey is going to Canada in December.
4. I will write it on the board for you.
5. I'm not going to the café today – I'll just have a sandwich at my desk.
6. The paper for the photocopy machine is under the table, not in the cupboard.
7. I haven't got time to drive to the big supermarket – I'll just get something for dinner at the market.
8. No, 24 Castle Street is the old address – the company's now at 12 Church Road.

Unit 2: Preparing for Listening Part 2

Exercise 2 Audio track 7 page 24

1. Speaker A: Would you like to use this laptop?
Speaker B: No, thanks. Mine has a bigger screen.
2. Speaker A: What do you think of the new offices?
Speaker B: They're ok, but the view isn't very interesting.
3. Speaker A: This box is very heavy!
Speaker B: Let me help you carry it.
4. Speaker A: I'm too tired and I still have to finish that report!
Speaker B: Why don't you leave it until tomorrow?
5. Speaker A: Mr Smith, this is the second time you've been late!
Speaker B: I'm sorry. It won't happen again, I promise.
6. Speaker A: Can you check the numbers in this report again, please?
Speaker B: Yes, of course. Did you find some mistakes?

Exercise 3 Audio track 8 pages 24-25

1. Can I speak to James, please?
2. Have you met our new boss yet?
3. Have you got any experience of using this computer programme?
4. As soon as I know my flight details, I'll email them to you.
5. How would you feel about moving to our London office?
6. I'm sorry. This table is reserved. Would you like to sit somewhere else?

LTE Practice Test – Listening Part 2 Audio track 9 page 26

1. Can you pass that chair, please?
2. I'm very tired today.
3. Do you know where Mr Bell is?
4. Shall we discuss this some other time?
5. Nelly's work is getting much better, isn't it?
6. That coffee's too strong for me!

Unit 3: Preparing for Listening Part 3

Exercise 2b Audio track 10 page 28

You hear a customer talking to a member of an after-sales team.

Speaker A: Hello, after-sales service, how can I help you?

Speaker B: Hi, I bought a vacuum cleaner from you the other day and it seems there's a problem.

Speaker A: I see. What kind of problem, Madam? And have you kept the receipt?

Speaker B: Of course I have! Well anyway, I tried using it yesterday and after a while the motor stopped running.

Exercise 3a & 3b Audio tracks 11 & 12 pages 28-29

Ms Dobbs: So, Mr Harris, I've called you because the company is considering opening a new office in Dubai and we're looking for people to work there.

Mr Harris: Oh! That's great news for the company Ms Dobbs! It seems things are going well!

Ms Dobbs: Indeed, they are! We're very pleased with our progress, and with your performance as well. That's why we'd like to know if you're interested in working in our new office.

Mr Harris: Thank you for the kind words! Well, that's very unexpected, really. I didn't know about this opportunity. I'll have to talk to my wife before I can give you an answer.

Ms Dobbs: But of course! I'll email you the details so you and your wife can have an idea of what the new job involves.

Mr Harris: Thank you for considering me.

Exercise 4 Audio track 13 page 29

Darren: Hey, Sophia, what's up? Were you at the company party yesterday? I didn't see you!

Sophia: I couldn't make it unfortunately, Darren. But I heard it was good fun.

Darren: Oh, dear! What happened? Were you ill?

Sophia: No, no! I was just too busy. I have to finish a project by the end of the week, and I spent the evening on my laptop until late. My manager's expecting a report by this evening and I haven't made much progress I'm afraid.

Darren: Oh dear! Would you like me to help you if I can? I'm not too busy with work at the moment. Mr Collins is away on a business trip.

Sophia: That'd be great, but I don't think you're familiar with my project, are you? And it'd take too much time to try and fill you in...[fade]

LTE Practice Test – Listening Part 3 Audio track 14 pages 30-31

Conversation One

You hear a senior manager talking to a new employee called Linda.

M: Hello Linda. I hope you're getting on ok.

F: Yes, thanks, Mr Foster, but the first week wasn't easy.

M: I hope everybody's made you feel at home.

F: Of course, although they were very busy! My line manager, Jessica, showed me how to do lots of things before she left on holiday. I didn't quite understand everything at first, but now it's all clear!

M: Good...oh, and sorry for the lack of desk space...that's just temporary.

F: No problem.

M: Well look, Linda, it's always useful for me to get the views of new people, especially someone like you who has experience of other marketing projects. There's a project strategy meeting on Friday that you could attend. If it's going to be too much for you, then don't worry, but anyway have a think about it and get back to me.

F: I will, thank you.

Conversation Two

You hear two colleagues talking about a guest visitor.

F: Tom is there any chance you could do me a favour? I've got a very important visitor arriving tomorrow evening from Korea, and all the rest of the hospitality team are either off sick or away at a conference in Italy. I need someone to meet Mrs Joo at her hotel here in town and take her out to dinner somewhere.

M: Ok, I'll do it. I'll have to cancel a personal appointment, but...

F: Oh, I'd be really grateful, thanks.

M: You're lucky. I very nearly went to the conference myself! Will I need to make sure Mrs Joo gets here the following morning?

F: No, a taxi's arranged, and the CEO will bring her into the building in person.

M: Ok, no problem.

F: But actually...yeah, I suppose you could be there too so there's a familiar face to welcome her. Then you could introduce her to the CEO.

Conversation Three

You hear a customer called Paul telephoning a supplier.

M: Hi this is Paul Stewart from JB Engineering. There seems to be a fault on the online ordering system so I'm ringing you instead. In fact, I've already tried...

F: Yes, sorry about that. Our technical team are working on it. Are you wanting to place an order now?

M: Please.

F: Do you have product numbers and your company account details?

M: Yes of course.

F: I'm going to try and put you through direct to the warehouse.

M: Well actually I rang before and the operator – one of your colleagues – did that, but the line just went dead. So, I was hoping I could just give the order to someone else.

F: Ok, my apologies again. What I'll do is put you through to the help line and then you can be sure to speak to somebody.

Conversation Four

You hear two colleagues discussing health at work.

F: You ok, Derek?

M: Yes fine, Angie. Just having a stretch. All this sitting down hunched over a computer...not good for you.

F: Oh, I know. My husband works at the big new technology multinational by the station, and they've got what they call a 'well-being officer'.

M: Oh yes?! {interested}

F: And she helps staff with the physical and mental side of work. She's a physiotherapist who's also qualified in mindfulness and counselling.

M: Wow, that's brilliant! Think how many sick days it could save the company having someone like that.

F: I don't know...a well-being officer is useful in many ways, but a virus is a virus. You can't really stop it. So, it's hard to quantify in those terms.

M: Sure, it's not just about infections. She can help people who are stressed, and then there's people like me who would just appreciate some help with good exercises. Someone who develops repetitive strain injury from typing all day long on a computer can be off for several months!

Unit 4: Preparing for Listening Part 4

Exercise 2a & 2b  Audio tracks 15 & 16 (pages 32-33)

You hear a podcast interview with a woman called Donna, who has a business selling works of art.

Interviewer: Hello, Donna and welcome to our programme! It's a pleasure to have you here!

Donna: Hi Kevin, the pleasure's all mine! Thank you for inviting me!

Interviewer: Now, Donna, would you like to tell us how you started your company? How did you come up with this idea? It's so clever!

Donna: Haha! Well, you know, it was a happy accident really! I had no plan to start a business. I was invited to a very good friend's wedding and I was looking for the ideal present. None of the presents I saw was special enough for her, so I decided to paint her a picture. Lots of people liked it, and asked me to make one for them too, so little by little I started selling my art.

Interviewer: Wow! And how did you end up with such a successful business?

Donna: Well, you know Kevin, although a lot of people would say it's clever marketing, I think it's mostly because I filled a real gap in the market.

Interviewer: I guess you're right! Your art is truly beautiful, but not too expensive for most people to buy!

Donna: Thank you! That's what my partners and I have been trying to do! Art for everybody! I'm not really a good businessperson, but my husband was full of brilliant ideas, so he helped me set up the company. Then, we decided to ask a few more artists and painters to join us. After that, the business really took off! I think we became some kind of trend or fashion, really!

Interviewer: But hey! I do hope it's a trend that's here to stay! I just love the art on your website, Donna! Now, tell our listeners, how did you manage to get so many popular artists to work for your company? I'm sure it wasn't easy!

Donna: Oh, Kevin, you have no idea! Well, my artist friends just loved the project, but other artists I didn't know personally were a bit careful at first – not that I blame them, of course! But slowly more and more artists decided to trust our company and the website and here we are now!

Interviewer: Well, thank you Donna for coming in to share some of your experiences with our listeners! Good luck!

LTE Practice Test – Listening Part 4 Audio track 17 pages 34-35

You hear a podcast interview with a man called Levi, who has started work in an office job at a car manufacturer.

F: Hi! On this week's company podcast I'm speaking to Levi Jackson. Levi, I hope you've enjoyed your first few weeks with us as a service advisor.

M: Thank you. Actually, it's one month now, and yes, I'm happy – it's a really friendly company to work for.

F: Is this your first job in the car industry?

M: No. It is my first job as a service advisor, but I've had two jobs as a salesman with different companies. I always wanted to be a mechanic...but it never happened! {laughs}

F: What's the best advice someone has given you in your job?

M: At college everyone told me how the customer is king, and I think this is usually true...make no mistake. But for me it's all about paying attention to your manager's instructions and learning from your colleagues.

F: What's the best country you've visited on holiday?

M: Oh, that's a hard one for a man with a Jamaican mother! But ok, I'm going to say Brazil...although I went to India on a business trip and...no, sorry, you said 'on holiday' so I can't have that.

F: When you're not working, what do you like doing?

M: Well...My favourite hobby is taking pictures of things...no doubt about it...but at the moment the only thing I have time to do is to look after my son. He's two years old. But I'm going to join the football team at work soon.

F: Levi, thank you very much.

You hear a woman called Ellie Dawson talking about an apprenticeship she is doing in a care home for old people.

Hi everyone. On this podcast I'm talking about my work here at Sandlands. This is a care home for people who are too old or ill for their families to look after them. Obviously, there are lots of rules, but the atmosphere is just lovely – kind and professional. The number one thing I was told I must do was...behave politely towards the residents – the old people who live here.

I love talking to the residents and hearing their stories. We have a couple of lawyers and a retired doctor who's an amazing piano player. He's brought his own piano into the sitting room in the home but lets anyone use it. There's also a scientist, who loves talking to me about my own future. I think he sees himself as a kind of grandfather to me.

Ok, so I'm an apprentice care worker and I'm 18. I can work three days a week and the home pay me a small wage. The other two days I study at college. They're very strict here about what apprentices

can and can't do. I can give help at mealtimes and with social activities, and take up to two residents into the garden. But I can't, for example, give anyone their pills.

There's another girl of 20 who works in a similar position to me...I get on best with her. She's actually on what we call a work placement: she's studying Nursing at university but she's at the home for four weeks. Last week we also had a 16-year-old schoolgirl who was doing a week of work experience.

So, you see, there are lots of young people like me who come and go in the home! And you know what? The residents tell us they really enjoy having us around...so they have something to talk about! We must look really young to them. They're always saying, "I wish I had your energy!"

Appendix 3 – Teacher’s Notes

The teaching notes offer step-by-step guidelines on how to work through the exercises and activities of this book with your students. However, you may wish to deviate from the teaching notes as you see fit and make use of the suggested lead in and follow up activities that are most suitable to your context.

The additional exam-style exercises at the end of each unit will help your students become familiar with the actual LTE exam format. To make the most out of these exercises we strongly recommend you get your students to work individually and under exam conditions.

Unit 1 – Preparing for Listening Part 1

Exercise 1 page 11

Aims	<ul style="list-style-type: none">- To practise spelling and writing of unfamiliar words.- To revise the pronunciation of numbers (e.g. the difference between ‘-teen’ and ‘-ty’).- To practise understanding numbers.
Materials	<ul style="list-style-type: none">- Slips of paper with names of company logos and products. (optional Activity 2)- Audio track 1. 

Lead in (optional activities)

Activity 1: Divide the class into pairs and ask students to spell their surnames to their partners to get them used to spelling words. Move around and correct mispronunciation of different letters. Possible mispronounced letters are: a/i/e, k/c, h, j/g, l/r, p/f, b/v, u/w/y.

Activity 2: Divide the class into groups and hand out slips of paper with names of company logos and products. Ask students to spell the words to their partners without letting them see the words first. This way you get students accustomed to spelling and writing unfamiliar words. Then, write the names and logos on the board and invite students from various groups to spell them out. Check with the whole class.

Activity 3: Draw two columns on the board. In column A, write numbers ending in *-teen*. In column B, write numbers ending in *-ty*. Pick a number, say it out loud, and ask students to identify which column it belongs to. Repeat with a few more numbers. When students feel confident, divide them in pairs or groups and ask them to take turns to do the same. Walk around and monitor.

Activity 4: Divide the class into pairs and ask each pair to write down six numbers without showing them to their partners. Student A reads out the numbers and Student B writes them down, and vice versa. Then, students check if they have written each other’s numbers correctly.

Instructions for Exercise 1

- Ask students to read the numbers out loud and spell the words in each item.
- Tell students that they will hear each item twice. Advise them to use the first time to find their answers and the second time to check.
- Instruct students to listen and circle the numbers or spellings they hear.
- Play Audio track 1.
- Correct with the whole class going through any problem areas.

Exercise 2a page 11

Aim	- To revise and practise time-telling.
Materials	- Wall calendar, analogue and digital clock OR drawings on board OR suitable app which shows times and dates in analogue and digital form. (optional Activity 1)

Lead in (optional activities)

Activity 1: Start by asking the class what time it is. If there's a clock in the class, use that to revise telling the time. Write a few times (e.g. *on the hour*, *half past* or *quarter to* and *quarter past*) on the board and ask students to read them out loud. Point out there are two ways of telling the time, e.g. quarter to four OR three forty-five.

Activity 2: Divide class into pairs and have students ask their partners three to five questions about time (e.g. 'What time do you get up?', 'What time do you have English lessons?' etc.) to practise telling the time. Monitor, helping out as necessary. Correct common mistakes on the board.

Instructions for Exercise 2a

- Instruct students to work individually and try to match the times with the words.
- Check answers with the class.

Exercise 2b page 11

Aims	- To revise ordinal numbers, dates, days and months and time-telling. - To familiarise students with various formats of presenting and pronouncing dates and times.
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Lead in (optional)

- Start by asking students what the day and date is today and write it on the board. Ask them if they know other ways to say the same date.
E.g. Day – month – year (BrE), Month – Day – year (AmE), Year – month – day
- Point out that we write, for example, 12th January 2020, but we say THE twelfth OF January twenty-twenty.
- Remind students how we pronounce years, i.e. first two numbers together and second two numbers together, BUT for the years 2000-2009, we say two thousand, two thousand AND one, ... two thousand AND nine.
- Divide class into groups and ask each student to write down their birth date. Ss swap birth dates and read them out loud to the group.

Instructions for Exercise 2b

- Divide the class into pairs. Ask Student A to turn to page 63, and Student B to turn to page 64.
- Instruct students to take turns to read the dates and times to each other and write them down.
- Monitor and write down mistakes to correct with the whole class.

Exercise 3a page 12

Aim	- To revise prepositions of place.
Materials	- Classroom realia ¹ . (optional)

Lead in (optional)

- With books closed, draw simple pictures on the board or use realia to revise prepositions of place.
- Elicit prepositions of place (e.g. in front of, between, behind, under, above, on, in, etc.) and put them on the board. Focus on possible mistakes, e.g. *across from the...*, *in front the...*, *next from*, *opposite from the...*, etc.
- Divide class into pairs and invite students to ask and answer where various objects in the class are. Move around and monitor.
- Correct mistakes on the board.

Instructions for Exercise 3a

- Ask students to read the sentences and mark with a cross (X) where the objects should be in the pictures.
- Check answers with the class.

Exercise 3b page 13

Aim	- To practise listening for prepositions of place.
Materials	- Audio track 2. 

Instructions for Exercise 3b

- Ask students to look at the pictures and predict the vocabulary and the prepositions they might hear in each utterance.
- Tell students that they will hear each utterance twice. They should use the first time to find the answers and the second time to check.
- Play Audio track 2.
- Go through the answers with the class.

Exercise 4a page 14

Aim	- To familiarise students with how to talk about prices.
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Lead in (optional)

- Elicit how we say prices, e.g. 1.50€ – one euro fifty cents/one fifty/one euro and fifty cents.
- Point out that sometimes people leave out ‘cents’ or ‘pence’, or say ‘p’ instead of ‘pence’.
- In pairs, students write down five prices on their notebooks and say them out loud to their partner. Move around and check whether their partners have written down the prices correctly.
- Put on the board any prices that students found hard to say correctly and go through the answers with the whole class.

¹ Real objects we use in the classroom to bring the class to life.

Instructions for Exercise 4a

- Ask students to match the prices to the sentences.
- Check answers with the whole class.
- Elicit other ways of saying the same prices.

Exercise 4b page 15

Aim	- To practise listening about prices.
Materials	- Audio track 3. 

Instructions for Exercise 4b

- Ask students to look at the pictures and the prices and try to predict what vocabulary they may hear in the listening.
- Put new words on the board.
- Ask students to match the prices to the items.
- Play Audio track 3.
- Check answers with the whole class.

Exercise 5 page 16

Aim	- To revise vocabulary relevant to transportation.
Materials	- Audio track 4. 

Lead in (optional)

- Divide students into groups of three or four and ask them to brainstorm various means of transport.
- Get brief feedback from each group, putting any new vocabulary on the board.
- Revise/Elicit 'by bus', 'by train', 'on foot' etc., BUT 'on a/the bus', 'in our car' etc., and possible vocabulary like 'drive someone to a place', 'get on/off a bus', 'catch the bus/plane', 'pick someone up' etc.

Instructions for Exercise 5

- Ask students to look at the pictures and try to predict the language they might hear in the recording.
- Invite students to share their answers with the whole class.
- Tell students they will hear the recording twice. They should mark their answers the first time and then listen again and check the second time.
- Play Audio track 4.
- Go through the answers with the whole class and explain possible problems.

Exercise 6a pages 17-18

Aim	- To revise vocabulary about places in a city/town, personal appearance and clothes.
Materials	- Realia and/or pictures. (optional)

Lead in (optional)

- With books closed, use pictures or point to real objects to elicit vocabulary relevant to places in cities or towns (e.g. shops, leisure facilities), clothes and jewellery and personal appearance.
- Point to your clothes or students' clothes, hair, etc. and ask questions like 'What colour is your/Nick's hair/shoes?'. Avoid asking questions that might be embarrassing for students such as asking about their build (fat, skinny, bold, etc.).

Instructions for Exercise 6a

- Ask students to open their books and look at the words in the box.
- Elicit/Explain the meaning of unknown words and write them on the board.
- Divide students into groups and ask them to fill in the table with the words in the box.
- Ask students to look at the pictures on page 18 and complete the sentences.
- Go through the answers with the class.

Follow up (optional)

- Say: 'Can you guess who I'm describing?'. Describe a student in the class (mostly clothes, hair and colour of eyes) and ask the rest of the class to guess who that student is.
- Divide the class into groups and ask them to play a 'Guess who I'm describing' game. Students pick one of their classmates to describe and the others in the group must guess who it is. The winner in each group is the person with the most correct guesses. Go round checking and helping.
- Put some of the students' descriptions on the board and invite the class to give feedback on grammar and vocabulary.

Exercise 6b page 19

Aim	- To practise vocabulary about places in a city/town, personal appearance and clothes.
Materials	- Audio track 5. 

Instructions for Exercise 6b

- Ask students to look at the pictures and try to predict the language they might hear.
- Invite students to share their answers with the whole class.
- Tell students they will hear the recording twice. They should mark their answers the first time and then listen again and check the second time.
- Play Audio track 5.
- Go through the answers with the class.

LTE Practice Test – Listening Part 1 pages 20-22

Aim	- To familiarise students with Listening Part 1 of the LTE exam.
Materials	- Audio track 6. 

Instructions for LTE practice test (Listening Part 1)

- Advise students that it might be a good idea to always look briefly at the options and think about words connected with the pictures before they listen to the recording.
- Remind students that they will hear each sentence twice. They should mark their answers the first time and then listen again and check the second time.
- Play Audio track 6.
- Go through the answers with the class.

Unit 2 – Preparing for Listening Part 2

Exercise 1a page 23

Aims	<ul style="list-style-type: none">- To present and practise functional expressions related to making requests, asking for help, apologising, etc.- To help students choose the correct reply according to the language function.
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Lead in (optional)

- With books closed, try to elicit appropriate replies for various language functions.
For example,
 - say 'Oh, no! I haven't got a pen!' and ask students to offer you one; or say, 'Can I borrow your book/pen, etc.?' and ask for appropriate replies.
 - pretend you want to move something heavy (like a desk or a PC tower) and invite students to offer help.
 - comment about the weather and ask for replies.

Instructions for Exercise 1a

- Divide students into pairs and ask them to read the sentences and the options in Exercise 1a.
- Elicit/Provide meanings of unknown words and put them on the board.
- Check answers with the class and provide explanations where necessary.

Follow up (optional)

Aims	<ul style="list-style-type: none">- To practise functional expressions.- To revise adverbs of manner.
Materials	- Slips of paper with adverbs of manner. (optional)

- Divide class into groups of three or four and ask them to come up with suitable replies to the sentences in Exercise 1a.
- Invite groups to share their answers with the whole class and put them on the board.

- If you have a class of confident students, you can role-play the dialogues. To make it more fun (and to revise adverbs of manner in the process), ask students to act the dialogues out in a special way. Students pick up a slip with an adverb on and act out their part of the dialogue in the manner described by the adverb (i.e. angrily, happily, kindly, etc.).

Exercise 1b page 23

Aim	- To further practise on language functions.
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Instructions for Exercise 1b

- Divide students into pairs and ask them to look at the sentences in Exercise 1a and the replies in Exercise 1b.
- Go over the replies a-h with the whole class, eliciting/providing meaning of unknown words.
- Ask students to underline key words before they do the exercise.
- Check answers with the class and provide explanations where necessary.

Follow up (optional)

- If you used the follow up in Exercise 1a, ask students how their choices were different from the ones provided in the book.
- If you didn't, divide class in groups of three or four and ask them to come up with other suitable replies to the sentences in Exercise 1a.

Exercise 2 page 24

Aim	- To practise functional language and sensitise students to verbal cues ² .
Materials	<ul style="list-style-type: none"> - Sets of slips of paper with sentences and their matching replies – one sentence or reply per slip of paper. Sentences and replies should be similar to those in the book but not the same. (optional) - Audio track 7.

Lead in (optional activities)

Activity 1: Divide students into pairs and hand out one set of slips (including mixed up sentences and replies). Ask students to match the slips so they can form short dialogues. Ask different pairs to act out one dialogue each.

Activity 2: Play a memory game. Divide students into pairs and hand out one set of slips mixed up and face down. Students take turns to turn over two slips. If they can form a short dialogue, they keep the slips. If not, they have to turn them face down again, and the other student in the pair plays. The students with the most matching sets of slips are the winners.

Instructions for Exercise 2

- Ask students to work individually to match the halves and make short dialogues.
- Remind students that underlining key words in the sentences helps them focus on what is important.
- Play Audio track 7.
- Ask students to listen to the dialogues and check their answers.

² A verbal cue is anything spoken (e.g. a question, command, etc.) that stimulates a response or reaction.

- Elicit the verbal cues that helped students match the correct halves.
- Explain why these are the correct answers if there is any ambiguity.

Follow up (optional)

- If you have a class of confident students, divide them into pairs and ask them to choose a short dialogue to act out as convincingly as possible. Then, ask students to vote on best performance.

Exercise 3 pages 24-25

Aim	- To practise choosing the best option.
Materials	- Audio track 8. 

Instructions for Exercise 3

- Divide students into pairs and ask them to guess/think of possible questions/sentences that could match the options given.
- Play Audio track 8 once and ask students to compare answers with their partners.
- Play the recording a second time for students to check their answers.
- Check answers with the whole class.

LTE Practice Test – Listening Part 2 page 26

Aim	- To familiarise students with Listening Part 2 of the LTE exam.
Materials	- Audio track 9. 

Instructions for LTE practice test (Listening Part 2)

- Advise students that, before they listen, they should read the options and try to predict what the speakers might say. Explain that this helps them focus on what they are going to hear.
- Remind students that they will hear each sentence twice. They should mark their answers the first time and then listen again and check the second time.
- Remind students that they should choose the best reply to each sentence.
- Play Audio track 9.
- Go through the answers with the class.

Unit 3 – Preparing for Listening Part 3

Exercise 1 page 27

Aim	- To raise students' awareness of different ways of agreeing/disagreeing.
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Lead in (optional)

- Elicit possible ways to express agreement and disagreement and write them on the board.
- If possible, invite students to read aloud or even act out some of the expressions or phrases to practice intonation.

Instructions for Exercise 1

- Ask students to do the exercise in pairs and compare answers with their partners.
- Check with the whole class and provide explanations if there are any disagreements.

Exercise 2a pages 27-28

Aims	<ul style="list-style-type: none">- To raise students' awareness of specific language aspects (i.e. opinion or attitude of speakers, etc.) and functional relationships (i.e. cause and result, etc.).- To help students predict possible answers in short conversations.
Materials	<ul style="list-style-type: none">- Slips of paper with introductions to conversations (without the options) – similar to those in the book but not the same. (optional)

Lead in (optional)

- Divide the class into pairs and hand out the sets of slips of paper.
- Ask pairs to come up with possible contexts such as where the conversations might take place, the roles of the speakers and how they might feel, what they might be talking about, etc.
- Elicit answers and write them on the board.

Instructions for Exercise 2a

- Ask students to read the sentences in bold (i.e. introductions to conversations) and underline the key words.
- Check for unknown vocabulary with the whole class, eliciting/providing meaning of unknown words.
- Ask students to work in pairs and choose all the possible answers for each sentence in bold.
- Go through the answers with the class and ask them why they excluded some of the options.

Exercise 2b page 28

Aims	<ul style="list-style-type: none">- To help students practise listening for the gist.- To sensitise students to verbal cues.
Materials	<ul style="list-style-type: none">- Audio track 10. 

Instructions for Exercise 2b

- Ask students to listen to the conversation and choose the correct option.
- Play Audio track 10 once and ask students to compare answers with their partners.
- Play the recording a second time for students to check their answers.
- Invite students to share with the class what helped them choose the correct option.
- Explain why this is the correct answer if there is any ambiguity.

Exercise 3a page 28

Aim	- To sensitise students to verbal cues regarding feelings, context, attitude and speakers' roles.
Materials	- Audio track 11. 

Lead in (optional)

- With books closed, explain that sometimes the focus of the listening task is to test understanding of the speakers' feelings and attitudes.
- Act out one or two utterances yourself and ask students to pick up on cues about the speaker's tone. You can elicit answers by asking questions such as 'Did I say it with a confident tone or an angry tone, or something else?' or 'How do I feel about...?'

Instructions for Exercise 3a

- Ask students to read the six parts of a dialogue and put them in the correct order.
- Play Audio track 11 once for students to check their answers.
- Check with the whole class and explain why these are the correct answers.

Exercise 3b page 29

Aim	- To revise adjectives that describe tone, feelings and emotions.
Materials	- Audio track 12. 

Lead in (optional)

- Ask the class how they imagine the speakers in the dialogue may be feeling.
- Elicit adjectives describing feelings and write them on the board.

Instructions for Exercise 3b

- Ask students to look at the adjectives in the word box. Explain the unknown words and write them on the board.
- Ask students to listen again to the dialogue and pay attention to the tone of voice of the two speakers. They should choose three adjectives that best describe each speaker's feelings.
- Play Audio track 12.
- Ask students to read the dialogue on page 62 of the book and underline the words that helped them find the answers.
- Check answers as a class.

Follow up (optional activities)

Activity 1: Tell students to divide the adjectives from Exercise 3b into three categories: positive, negative and neutral. Then, ask students to think of three or four more personality adjectives and their opposites, e.g. friendly – unfriendly, responsible – irresponsible, etc.

Activity 2: With a confident class, ask students to secretly choose an adjective each. Then, divide students into pairs and ask them to act out part of the dialogue in Exercise 3b, trying to express the feeling they've chosen. Their partners must guess which adjective they've chosen.

Exercise 4 page 29

Aims	- To practise listening for gist and speakers' roles.
Materials	- Audio track 13. 

Instructions for Exercise 4

- Ask students to read the questions and the options.
- Elicit the speakers' names and what the context is (i.e. a party).
- Ask students to work in pairs and underline the key words in each option.
- Play Audio track 13 once and ask students to compare answers with their partners.
- Play the recording again and check with the whole class.
- Explain why these are the correct answers if there is any ambiguity.

LTE Practice Test – Listening Part 3 pages 30-31

Aim	- To familiarise students with Listening Part 3 of the LTE exam.
Materials	- Audio track 14. 

Instructions for LTE practice test (Listening Part 3)

- Advise students that, before they listen, they should read the questions and the options carefully and look for key words. Explain that this will help them decide what kind of information they need to listen out for.
- Remind students that they will listen to the conversations twice. They should use the first time to find their answers and the second time to mark and check their answers.
- Play Audio track 14.
- Go through the answers as a class.

Unit 4 – Preparing for Listening Part 4

Exercise 1 page 32

Aim	- To raise students' awareness of the difference between facts and opinions.
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Lead in (optional)

- With books closed, explain to the class that sometimes they may have to decide if what they hear is a fact or an opinion.
- Say, e.g. 'Wow! Today is a beautiful day!' and ask students to decide if what you said was your opinion or a fact.
- If possible, invite a few students to provide their own examples and ask the class to decide if these are facts or opinions.

Instructions for Exercise 1

- Ask students to read the sentences and do the exercise in pairs.
- Tell students to underline the words that helped them decide and encourage them to share their answers with the rest of the class.
- Check with the whole class and explain the correct answers.

Exercise 2a pages 32-33

Aims	<ul style="list-style-type: none">- To encourage students to make predictions before a listening task.- To activate students' prior knowledge of the topic they're going to listen about.- To help students identify key words in the stem and the options.
Materials	<ul style="list-style-type: none">- Audio track 15. 

Lead in (optional)

- Ask students what they know about setting up a business. Have a class discussion about how important luck and timing are, how necessary good marketing is, etc.
- Put any new words on the board.

Instructions for Exercise 2a

- Ask students to read carefully and identify key words in the stem and the options about what the listening is going to be about.
- Invite the class to make predictions.
- Point out that it doesn't matter if their predictions are right or wrong, and don't confirm or reject any of the predictions they make.
- Elicit the number of speakers (i.e. two) and the topic (i.e. setting up a successful business).
- Play Audio track 15 and ask students if any of their predictions were right.

Exercise 2b page 33

Aim	<ul style="list-style-type: none">- To help students practise on multiple choice listening tasks.
Materials	<ul style="list-style-type: none">- Audio track 16. 

Instructions for Exercise 2b

- Play Audio track 16 and ask students to work individually to answer the questions.
- Check answers with the whole class and provide explanations where necessary.

Follow up (optional)

- Divide students into groups of four or five and ask them to have a group discussion about setting up a successful business.
- Help students initiate a discussion by asking questions such as, 'What steps should someone follow?', 'What advice would you give to people who want to start an online business?', etc.
- Encourage groups to present their ideas to the rest of the class.

Exercise 3 page 33

Aim	- To raise students' awareness of the use of synonyms and paraphrases when listening out for answers.
Materials	- Sets of slips of paper with sentences – one slip per sentence. Each sentence should have a matching pair (a sentence phrased differently) with a similar meaning. (optional)

Lead in (optional)

- With small classes (six students or fewer), hand out more than one slip of paper to each student. / With larger classes, have more copies of the sentences and hand out one slip of paper to each student.
- Ask students to mingle and find the student(s) who has/have a sentence with a similar meaning to theirs.

Instructions for Exercise 3

- Ask students to work individually or in pairs and match the sentences in the two columns.
- Remind students that there are two extra sentences in column B.
- Check answers with the whole class.

Follow up (optional)

- Ask students to come up with paraphrases for the two extra sentences (i.e. d, e) in Exercise 3.
- Encourage students to share their answers with the rest of the class and take a vote on the best paraphrases.

LTE Practice Test – Listening Part 4 pages 34-35

Aim	- To familiarise students with Listening Part 4 of the LTE exam.
Materials	- Audio track 17. 

Instructions for LTE practice test (Listening Part 4)

- Advise students that, before they listen, they should read the questions and the options carefully and look for key words. Explain that this will help them decide what kind of information they need to listen out for.
- Remind students that what they read in the questions and options will not be exactly the same with what they hear in the listening. So, they should listen for words or expressions which have a similar meaning.
- Remind students that they will hear the recordings twice. They should use the first time to find their answers and the second time to mark and check their answers.
- Play Audio track 17.
- Go through the answers as a class.

Unit 5 – Preparing for Reading Part 1

Exercise 1 page 36

Aim	- To raise students' awareness of the use of synonyms to express a similar meaning.
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Lead in (optional)

- With books closed, say to the class 'Keep your books closed'.
- Elicit how else they can say the same thing (i.e. 'Don't open your books'.)
- Write both sentences on the board and ask the class if they mean the same thing.
- Elicit other ways of saying similar things, i.e. How many times/How often, usually/very often, rarely/almost never, etc. and write them on the board.
- Invite students to come up with their own examples and share them with the rest of the class.

Instructions for Exercise 1

- Divide students into pairs and ask them to match the words and phrases that have the same meaning.
- Ask students to compare their answers with their partners.
- Check with the whole class and settle any differences of opinion.

Follow up (optional)

Aim	- To practise using synonyms or antonyms to describe a word.
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- Divide students into two teams to play this game.
- One player from each team comes to the front of the class and sits with their back to the board.
- Tell the two players that they are not allowed to look at the board.
- Write words (e.g. 'exciting') you want the students to describe, on the board, making sure the words can be easily described.
- When you say 'go', the two teams start describing the word to their player sat at the front of the class. For example, they might say 'something that is extremely interesting' or 'something that makes you feel very happy' to describe the adjective 'exciting'.
- Set a time limit of one minute for the player to guess the word.
- The first player to correctly guess the word scores a point for their team.
- When the word has been guessed correctly, two new players come to the front and a new word is written on the board.
- The game continues until everyone has had a turn guessing a word.
- The team with the most points at the end of the game wins.
- If you wish to make the game more challenging, ask students to paraphrase short sentences, e.g. 'Don't cross this line.' – 'Stay behind this line.'

Exercise 2 pages 36-37

Aim	- To further sensitise students to the different ways of expressing the same meaning.
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Instructions for Exercise 2

- Divide the class into pairs.
- Ask students to read the pairs of sentences and decide if they have the same meaning or not.
- Have students compare their answers with their partners.
- Check answers with the whole class and explain if there are any questions.

Follow up (optional)

- Ask students to come up with paraphrases for those pairs of sentences that don't have the same meaning.
- Ask the class to vote on the best paraphrases.

Exercise 3a page 37

Aim	- To sensitise students to visual clues.
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Lead in (optional)

- With books closed, divide students into pairs and ask them to make a list of all the possible places where they can find written notices.
- Elicit various places such as schools, banks, parks, sports clubs, airports, museums, etc.
- If possible, ask some pairs to provide examples of written notices they might have seen in some of these places.

Instructions for Exercise 3a

- Ask students to open their books and look at the notices in Exercise 3a.
- Explain to the class that very often we understand a lot by observing visual clues even if we don't know the meaning of the words.
- Divide the class into pairs and ask them to match the notices with the places.
- Check answers as a class.

Exercise 3b page 38

Aim	- To further sensitise students to different ways of expressing similar meanings.
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Instructions for Exercise 3b

- Divide students into pairs and ask them to underline key words in the notices (Exercise 3a) and in the sentences in Exercise 3b.
- Ask the pairs to match the notices with the sentences (a-h) which have the same meaning.
- Point out that there are two extra sentences which they don't need to use.
- Go through the answers with the class.

Follow up (optional)

- Ask students to collect and bring to class notices they see in their everyday life (e.g. at school/work, at a park etc.).
- Divide students into groups of three or four and ask them to write paraphrases for the notices they have collected.
- Encourage students to share their answers with the rest of the class and vote on the best paraphrases.

Exercise 4 (pages 38-39)

Aims	- To sensitise students to appropriate register and coherence.
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Lead in (optional)

- Elicit various places where someone can see written notices (e.g. schools, banks, etc.).
- Direct students' attention to the levels of formality in written notices. For example, ask: Do they use the same register when writing to their friends, their boss, or to people they don't know? Why? What's different? How can they tell?
- Put the following sentences on the board:
 - "Shut the door!"
 - "Shut the door, please."
 - "Would you please shut the door?"
- Ask students to identify which sentences they think are the most and least formal.
- Discuss which sentences would be appropriate to use with different people.

Instructions for Exercise 4

- Divide students into pairs and ask them to think and discuss in pairs where they might find these notices.
- Check that students have recognised the register used in the notices.
- Ask students to do the exercise on their own and then check answers with their partner.
- As you go through the answers, invite students to explain what helped them decide.

Follow up (optional)

- Divide class into pairs and ask them to transform the texts in Exercise 6 into less formal ones.

LTE Practice Test – Reading Part 1 (pages 40-42)

Aim	- To familiarise students with Reading Part 1 of the LTE exam.
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Instructions for LTE practice test (Reading Part 1)

- Advise students that they should always read the questions and the options carefully and look for key words.
- Remind students that the words in the option they choose should have the same meaning with the words in the text.
- Go through the answers as a class.

Unit 6 – Preparing for Reading Part 2

Exercise 1 page 43

Aims	<ul style="list-style-type: none">- To focus on the meaning of phrasal verbs and idiomatic expressions.- To encourage students to record phrasal verbs and idioms in an organised way.
Materials	<ul style="list-style-type: none">- Slips of paper or cards with parts of phrasal verbs written (e.g. on one slip 'look' and on another 'after'). For idioms, split the idioms in half. (optional)

Lead in (optional)

- Point out that phrasal verbs and idiomatic expressions are used very often in English and it's a good idea for students to incorporate them into their speaking and writing if they want to sound more natural.
- Elicit from students the strategies they usually follow to help them remember better any phrasal verbs and idiomatic expressions they might come across. Accept all rational answers.
- Some examples of strategies are: e.g. record them with their definition, write sentences to remember them in context, create flash cards with the meaning on one side and the phrasal verb on the other side, record them on their smartphones, create a mini-dictionary on their phones, computers, etc.
- Divide the class into pairs and hand out the sets of slips of paper/cards.
- Ask students to match to make phrasal verbs and idioms.
- Ask students to open their books in Exercise 1 and check if they've matched the slips/cards correctly.

Instructions for Exercise 1

- Ask students to work in pairs and match the phrasal verbs and idioms with their synonyms.
- Encourage pairs to share their answers with the rest of the class and explain if there are any questions.

Exercise 2 page 43

Aim	<ul style="list-style-type: none">- To raise students' awareness of the type of items tested in this part of the exam, i.e. collocations, dependent prepositions, phrasal verbs, etc.
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Instructions for Exercise 2

- Divide students into pairs and ask them to look at the first sentence. Ask: 'Which words can help you make a choice here?' (i.e. airport/planes)
- Ask students to go through all the sentences and underline the words that help them decide on the correct answer.
- Ask students to complete the sentences with some of the phrasal verbs and phrases from Exercise 1.
- Explain that there are two extra phrasal verbs/phrases they don't need to use.
- Go through the answers with the whole class and explain if there are any questions.

Follow up (optional)

- Divide class into groups of three or four and assign a topic to each group, e.g. home, work, holidays, etc.

- Ask groups to brainstorm and make a list of six to eight phrasal verbs or idioms they know about the topic. Move around, monitor and help.
- Ask groups to write definitions for the phrasal verbs or idioms in their list.
- Ask students to swap lists with other groups and try to find the phrasal verbs or idioms that match the definitions.
- Invite groups to share answers with the rest of the class.

Exercise 3 (page 44)

Aims	- To help students practise skimming to get the general idea of the text before they decide on the missing word.
-------------	--

Lead in (optional)

- Explain to the class that when they are faced with a reading task, they should skim read to get the general idea.
- Explain that this is not a waste of time as it activates their schemata³ and helps them understand the text better and faster.
- Point out that a text of 120 to 140 words should take them less than a minute to skim read.

Instructions for Exercise 3

- Ask students to read the text quickly and try to answer the three questions.
- Remind students to aim for overall understanding and therefore not spend too much time thinking about the meaning of individual words.
- Set a time limit (45 seconds to 1 minute).
- Check answers with the class.

Exercise 4 (page 44)

Aim	- To provide further practice for the cloze task type.
------------	--

Instructions for Exercise 4

- Ask students to do the exercise individually.
- Advise students that, when choosing an answer, they should always look carefully at the meaning and the grammar of the sentence.
- Divide students into pairs and ask them to check that their answers fit logically as well as grammatically.
- Elicit the correct answers and discuss why the other options are wrong.

Follow up (optional)

- Ask students to find and bring to the next lesson short texts from authentic materials.
- Divide the class into groups of three or four and ask them to create their own cloze texts with one correct answer and two distractors.
- Ask groups to swap cloze texts with other groups and try to solve them for further practice.
- Monitor, helping out as necessary.

³ students' prior experiences with and knowledge of a topic.

LTE Practice Test – Reading Part 2a, 2b & 2c pages 45-47

Aim	- To familiarise students with Reading Part 2 of the LTE exam.
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Instructions for LTE practice test (Reading Part 2a, 2b & 2c)

- Remind students that they should always read the whole text once before starting to choose their answers.
- Tell students that it might be a good idea to cross out the options they think are definitely wrong. This might help them find the correct answers more easily.
- Ask students to complete the three cloze texts individually.
- Go through the answers as a class.

Unit 7 – Preparing for Reading Part 3

Exercise 1 page 48

Aims	<ul style="list-style-type: none">- To raise students' awareness of the use of dependent prepositions.- To encourage students to record and learn new words with their dependent prepositions.
-------------	---

Lead in (optional)

- Explain to the class that many words in English are used with a dependent preposition.
- Elicit examples of words and their prepositions, i.e. look at, listen to, and phrasal verbs such as look after, etc. and put them on the board.

Instructions for Exercise 1

- Ask students to complete the phrases with the prepositions they see in the box.
- Encourage students to share their answers with the rest of the class.
- Go through the answers with the class and provide explanations where necessary.

Follow up (optional)

- Divide students in pairs and ask them to write their own sentences using some of the words and their dependent prepositions (e.g. interested in, tired of) from Exercise 1.
- Move around, monitor and help.
- Ask the pairs to read out their sentences and vote for the most imaginative/funny ones.

Exercise 2 page 48

Aims	<ul style="list-style-type: none">- To raise students' awareness of lexico-grammatical structures.- To encourage students to read through before they decide what the missing word is.- To sensitise students to the type of possible missing words.
-------------	--

Lead in (optional)

- With books closed, say to the class 'Tomorrow, I'm going ... stay at home'. Elicit the missing word (i.e. to) and why it is needed (future 'be going to' structure).

- Ask the class what other grammatical structures they can think of that require more than one word (e.g. questions in Present Simple/Past simple, continuous tenses, perfect tenses, etc.) and write them on the board.

Instructions for Exercise 2

- Ask students to read through the sentences and underline the words they believe will help them decide on what is missing.
- Go through the gaps and elicit what part of speech is missing in each case.
- Divide the class into pairs and ask them to fill in the gaps with one word only.
- Check answers as a class and explain if there are any questions.

Follow up (optional)

- Ask students to find three or four sentences and blank out some words (one word per gap).
- Ask students to swap sentences with their partner and try to complete each other's sentences.
- Go round checking and helping.

Exercise 3 (page 49)

Aim	- To revise some common collocations.
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Lead in (optional)

- Elicit/Revise some of the strategies that might help students memorise collocations better, e.g. write sentences to remember them in context, etc.

Instructions for Exercise 3

- Ask students to match the words in the two columns to make short phrases.
- Invite students to share their answers with the rest of the class.
- As you go through the answers, provide explanations/examples where necessary.

Follow up (optional)

- Divide the class in groups of three or four and ask them to write sentences using the short phrases from Exercise 3. Move around the class and monitor.
- Ask groups to read out their sentences and vote on the best ones.

Exercise 4 (page 49)

Aims	<ul style="list-style-type: none"> - To train students to choose the correct options based on syntactic (structural) clues. - To revise the parts of speech.
-------------	--

Lead in (optional)

- Elicit/Review the parts of speech, clarifying that each part of speech explains how the word is used.
- Tell students that, when checking their answers in a gap-filling task, it's often helpful to think about what kind of word goes into each gap.

- Explain that this can be done using clues such as word order. For example, if there is an article preceding the gap, they will need to place a noun after it. If there is already a noun after the gap, then they will need an adjective. Etc.

Instructions for Exercise 4

- Ask students to look at the words in the box and elicit what part of speech the words are.
- Check if there are any unknown words and write them on the board. Use L1 if necessary and appropriate.
- Divide the class into pairs and ask them to go through the sentences and decide which part of speech (e.g. noun) fits in each gap and elicit reasons for their answers.
- Explain that there are some extra words they don't need to use.
- Go through the answers as a class and provide explanations where necessary.

Follow up (optional)

- Divide students into groups of three or four and ask them to write sentences for the words that weren't used in the exercise. Move around and monitor.
- Invite groups to read their sentences to the rest of the class.
- Take a vote on the best/funniest sentences.

Exercise 5 page 50

Aims	- To revise collocations and idiomatic expressions.
-------------	---

Lead in (optional)

- With books closed, ask the class, "What do you do if you buy a product that doesn't work well/doesn't fit you well?"
- Elicit 'ask for/get a refund', 'take it back', 'ask to change it for something else', etc.
- Ask the class how they prefer to buy goods – online or in physical shops – and why.
- Elicit vocabulary relevant to shopping and write the words on the board.

Instructions for Exercise 5

- Ask students to open their books and look at the word box.
- Check that the meaning of the expressions is familiar to the students – elicit or explain unknown vocabulary and write it on the board.
- Divide the class into pairs and ask them to fill in the table with the phrases in the box.
- Explain that some of the expressions may fit in more than one category.
- Elicit the correct answers and put them on the board.
- Ask students to complete the sentences individually and then compare their answers in pairs.
- Check answers with the class and provide explanations where necessary.

Exercise 6 page 51

Aim	- To raise students' awareness of the type of items tested in this part of the exam, i.e. vocabulary, collocations and lexico-grammatical structures.
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Instructions for Exercise 6

- Advise students that it might be a good idea to think of a word that could fit in the gap before they look at the options. This might help them find the answer more easily.

- Ask students to do the exercise individually and then compare their answers with a partner.
- Elicit the correct answers and discuss why the other options are wrong.

Follow up (optional)

- Divide the class into groups of three or four and assign two sentences from Exercise 4 to each group.
- Ask groups to write new sentences using the distractors as correct answers. Monitor, helping out as necessary.
- Ask groups to swap sentences for further practice.
- Invite groups to share some of their sentences with the class.
- Put some sentences on the board and invite the rest of the class to find the answers.

LTE Practice Test – Reading Part 3 page 52

Aim	- To familiarise students with Reading Part 3 of the LTE exam.
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Instructions for LTE practice test (Reading Part 3)

- Remind students that, in this part of the exam, some sentences focus on the meaning of individual words while others focus more on grammar.
- Advise students that they should read the sentences carefully before starting to choose their answers.
- Tell students that it might be a good idea to cross out the options they think are definitely wrong. This might help them find the correct answers more easily.
- Ask students to do the exercise individually.
- Go through the answers as a class.

Unit 8 – Preparing for Reading Part 4

Exercise 1 page 53

Aim	- To help students practise skimming to get the main idea of a text.
------------	--

Lead in (optional)

- With books closed, pre-teach/ elicit the meaning of the following words: billionaire, success, opportunity, communicate, certificate, improve, key (= very important), cooperate, attitude.
- Explain to the class that reading a long text once before they start answering the questions can help them improve their understanding of the text.
- Ask the class a few pre-reading questions to activate their schemata, i.e. 'What things make a business successful?', 'What would you do to improve your own business?', 'What advice would you give to someone who wants to start their own business?'
- Write the questions on the board and leave them there so students can focus on them while they skim read the text. Don't confirm or reject any of their answers at this point.

Instructions for Exercise 1

- Set a time limit for students to skim read the text (about 1 min and 30 seconds; 2 mins for weaker classes).
- Explain to students that in the first reading they don't need to read every word; they should ignore words they don't know and should only focus on what is important.

- Ask students to read the text quickly and see if any of their answers to the questions on the board have been answered.
- Ask students to read the text once more and choose the best title.
- Elicit the reasons for their choice.

Follow up (optional)

- Divide students in groups of three or four and ask them to discuss to what extent they agree with the ideas in the text.
- Monitor students as they discuss, helping out as necessary.
- Encourage groups to share their views with the rest of the class.

Exercise 2 (page 54)

Aim	- To use context ⁴ to understand unknown vocabulary in a text.
------------	---

Instructions for Exercise 2

- Ask students to scan the text quickly to find the words in the text and underline them.
- Ask students to work in pairs to match the words to the definitions in their books.
- Check answers with the class and invite students to share the clues in the text that helped them find the meanings of the words.

The words in order of appearance: unique, unexpected, original, consider, tip, terrified, increase, fortune, financial, knowledge, in common, experience.

Follow up (optional)

- Ask students to read through the text again and make a list of all the words they don't know.
- Ask students to divide the unknown words into two lists: words which are important for the comprehension of the text, and words which aren't important for comprehension.
- Divide the class into pairs and ask them to work on the words they believe are important.
- Go round checking and helping where necessary.
- If possible, ask students to use an online/physical dictionary to find the meanings of the words.

Exercise 3 (page 54)

Aim	- To train students to scan a text for specific information.
------------	--

Instructions for Exercise 3

- Divide the class into pairs and ask them to read the statements 1–6 and underline the key words.
- Ask students to scan the text to find where this information appears.
- Check answers with the class.

⁴ surrounding sentences

Exercise 4 page 55

Aims	- To help students identify key words in the stem and the options.
-------------	--

Instructions for Exercise 4

- Remind students to read the questions and options through and underline key words before doing the task.
- Ask students to do the exercise individually and then compare their answers with a partner.
- Elicit the correct answers and encourage students to explain their choices.
- Discuss why the other options are wrong.

LTE Practice Test – Reading Part 4a & 4b pages 56-59

Aim	- To familiarise students with Reading Part 4 of the LTE exam.
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Instructions for LTE practice test (Reading Part 4a & 4b)

- Explain to the class that, in this part of the test, some questions focus on the general idea and others on specific details or on the writer's opinion.
- Remind students that they do not have to understand all of the words in a text; instead, they can guess the meaning of many words from the context (surrounding sentences).
- Advise students that they should always read the sentences and the options carefully before starting to choose their answers.
- Tell students that it might be a good idea to quickly read the text once to get the general idea and then read again more carefully to find specific details that answer the questions.
- Ask students to do the exercise individually.
- Go through the answers as a class.

Answer Key

Unit 1 pages 11-22

Exercise 1

- 16
- UNIQLO
- 4
- STEM
- RAEJY
- 20

Exercise 2a

- c
- e
- a
- b
- f
- d

Exercise 2b

Student A

- It's six forty-five. / It's quarter to seven.
- It's eight fifteen. / It's quarter past eight.
- It's one thirty. / It's half past one.
- It's Thursday, the twelfth of June. / It's Thursday, June the twelfth.
- It's Wednesday, the third of February. / It's Wednesday, February the third.
- It's Wednesday, the twenty-fourth of September. / It's Wednesday, September the twenty-fourth.

Student B

- It's one forty-five. / It's quarter to two.
- It's three fifteen. / It's quarter past three.
- It's nine thirty. / It's half past nine.
- It's Tuesday, the second of August. / It's Tuesday, August the second.
- It's Saturday, the nineteenth of May. / It's Saturday, May the nineteenth.
- It's Friday, the first of July. / It's Friday, July the first.

Exercise 3a

- Put an X or draw a mobile phone next to the tablet on the desk.
- Put an X or draw a cat between the woman and the bag.

- Put an X or draw an umbrella in the open gym bag.
- Put an X or draw a ball under the bed.
- Put an X on the building opposite the cinema.
- Put an X or draw a scooter behind the car.

Exercise 3b

- B
- A
- A
- B
- A
- B

Exercise 4a

- c
- f
- a
- b
- e
- d

Exercise 4b

- d
- d
- a
- f
- e
- b

Exercise 5

- c
- d
- a
- f
- e
- b

Exercise 6a

Clothes

boots, tie, jeans, skirt, scarf, shoes, socks, suit, sweater, shirt, trainers, trousers, T-shirt

Jewellery

bracelet, earrings, necklace, ring

Hair

dark, long, short, fair, curly, straight, wavy

Build

slim, fat, short, (of) average height, tall, thin

Places

bank, bus stop, butcher's, chemist's, cinema, open market, hairdresser's, theatre, supermarket, swimming pool, train station, shopping centre

Picture A:

1. T-shirt
2. slim
3. fair
4. earrings
5. chemist's

Picture B:

1. suit
2. tie
3. short
4. curly
5. train station

Picture C:

1. skirt
2. sweater
3. wavy
4. necklace
5. shopping centre

Exercise 6b

1. c
2. e
3. a
4. f
5. d
6. b

LTE Practice Test – Listening Part 1

1. a
2. b
3. c
4. b
5. a
6. c
7. c
8. b

Unit 2 pages 23-26**Exercise 1a**

1. a
2. b
3. a
4. a
5. a
6. b

Exercise 1b

- a - 6
 b - sentence not used
 c - 2
 d - 1
 e - sentence not used
 f - 4
 g - 5
 h - 3

Exercise 2

1. f
2. e
3. a
4. d
5. b
6. c

Exercise 3

1. a
2. a
3. c
4. b
5. b
6. c

LTE Practice Test – Listening Part 2

1. a
2. b
3. c
4. c
5. c
6. a

Unit 3 pages 27-31

Exercise 1

1. A
2. D
3. D
4. A
5. D
6. A

Exercise 2a

1. a, b, c
2. a, b, c
3. a, d
4. b, c, d

Exercise 2b

The correct option is 'a'.

Exercise 3a

1. Ms Dobbs: So, Mr Harris, I've called you because the company is considering opening a new office in Dubai and we're looking for people to work there.
2. Mr Harris: Oh! That's great news for the company Ms Dobbs! It seems things are going well!
3. Ms Dobbs: Indeed, they are! We're very pleased with our progress, and with your performance as well. That's why we'd like to know if you're interested in working in our new office.
4. Mr Harris: Thank you for the kind words! Well, that's very unexpected, really. I didn't know about this opportunity. I'll have to talk to my wife before I can give you an answer.
5. Ms Dobbs: But of course! I'll email you the details so you and your wife can have an idea of what the new job involves.
6. Mr Harris: Thank you for considering me.

Exercise 3b

Ms Dobbs: 1. polite, 2. pleased, 3. confident
Mr Harris: 1. polite, 2. uncertain, 3. surprised

Exercise 4

1. b
2. c

LTE Practice Test – Listening Part 3

1. b
2. a
3. a
4. c
5. c
6. b
7. c
8. b

Unit 4 pages 32-35

Exercise 1

1. O
2. F
3. F
4. O
5. O
6. F

Exercise 2a

Accept all rational answers.

Exercise 2b

1. a
2. a
3. c
4. c
5. b

Exercise 3

1. f
2. a
3. h
4. b
5. g
6. c

LTE Practice Test – Listening Part 4

1. c
2. a
3. b
4. c
5. a
6. c
7. a
8. b
9. a
10. b

Unit 5 pages 36-42

Exercise 1

1. e
2. f
3. b
4. c
5. a
6. h
7. d
8. g

Exercise 2

1. S
2. D
3. S
4. S
5. D
6. D

Exercise 3a

1. e
2. f
3. c
4. a
5. b
6. d

Exercise 3b

1. c
2. a
3. e
4. f
5. sentence not used
6. b
7. sentence not used
8. d

Exercise 4

1. b
2. a
3. a
4. c
5. c
6. b

LTE Practice Test – Reading Part 1

1. b
2. a

3. b
4. a
5. c
6. b
7. b
8. a

Unit 6 pages 43-47

Exercise 1

1. g
2. h
3. a
4. b
5. c
6. d
7. e
8. f

Exercise 2

1. take off
2. log in to
3. look forward to
4. look after
5. go on
6. on foot

Exercise 3

1. c
2. a
3. c

Exercise 4

1. a
2. b
3. a
4. c
5. b

LTE Practice Test – Reading Part 2a

1. b
2. c
3. a
4. a
5. c

LTE Practice Test – Reading Part 2b

1. b
2. c
3. a

- c
- b

LTE Practice Test – Reading Part 2c

- b
- a
- c
- c
- c

Unit 7 pages 48-52

Exercise 1

- with
- in
- at
- to
- on
- of/with
- at
- in

Exercise 2

- never
- to
- if
- often
- a
- able

Exercise 3

- d
- g
- a
- h
- b
- c
- e
- f

Exercise 4

- plan
- report
- size
- refund
- for
- set
- look
- yet

Exercise 5

Leisure

attend a concert, be on leave, have a rest, go for a walk, enjoy a quiet evening, spend time with friends

Internet

click on the link, forget your password, enter your username, be offline, reply to emails, click on the dropdown menu

Buying and selling

ask for a refund, give a receipt, find the correct size, help a client/customer, offer a discount, be on sale

Office

attend a meeting, be on leave, work on a project, help a client/customer, be offline, reply to emails

- give
- size
- offline
- walk
- attend
- forget

Exercise 6

- a
- c
- a
- c
- c
- b
- a
- b

LTE Practice Test – Reading Part 3

- b
- a
- c
- a
- b
- c
- a

Unit 8 pages 53-59

Exercise 1

The answer is **c**.

Exercise 2

1. unique
2. unexpected
3. original
4. consider
5. tip
6. terrified
7. increase
8. fortune
9. financial
10. knowledge
11. in common
12. experience

Exercise 3

7. **paragraph 3:** *But, taking a public speaking course at Dale Carnegie changed his life, Buffett said.*
8. **paragraph 4:** *...Buffett to increase his fortune by nearly \$68 billion.*
9. **paragraph 1:** *Some years ago, a young businessman shared his car with Warren Buffett, the billionaire.*
10. **paragraph 5:** *Many studies connect financial success to how well you communicate. One piece of research shows that 85 percent of a person's success comes from their 'human engineering' – the ability to communicate, cooperate, and lead effectively, both when speaking and listening.*
11. **paragraph 9:** *Communicate with your story. Use your personal experience to make your listeners connect with you and find things that you all have in common as a beginning for understanding one another.*
12. **paragraph 3:** *...he was 'terrified of public speaking' to the point of feeling ill if he had to do so.*

Exercise 4

1. a
2. c
3. b
4. a
5. b

LTE Practice Test – Reading Part 4a

1. a
2. b
3. c
4. b
5. c

LTE Practice Test – Reading Part 4b

1. c
2. a
3. c
4. b
5. b

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