

Unit 1 | Standard

Listening

- 1 2 ferry 3 waiting room 4 Platform 4
5 ticket machine 6 ticket collector
2 2 c 3 b 4 a 5 b 6 c

Reading

- 3 2 platform 3 ferry 4 trip 5 queue 6 luggage
4 2 since 3 check-in desk 4 Have you ever lost
5 take off 6 delayed

Writing

- 5 2 We didn't go to China in 2022.
3 They arrived in Scotland last Tuesday.
4 They've lived in Scotland for eight years.
5 Have you ever gone on a ferry?
6 Did he lose his passport yesterday?
6 Pupils' own answers
(3 points for correct use of tenses. 2 points for style, variety and general language. Total: 5 points.)

Speaking

- 7 Example answers
1 These passengers have checked in their luggage at the check-in desk.
2 The passengers have shown their passports at the airport/check-in desk.
3 The passengers are running, but I think they've missed their plane.
4 The plane has taken off.
5 The plane is landing.
8 Pupils' own answers

Teacher's notes

Vocabulary: Point to Picture 1 and say, e.g. *These passengers have checked in their luggage at the check-in desk.* Prompt pupils to describe what has happened in the remaining pictures. (1 point for two vocabulary items. Total: 2 points.)

Monologue: Give the instructions, e.g. *Look at Picture 3 [the people who have missed their plane]. Imagine you are these passengers. Why have you missed your plane? Tell me what happened and how you're feeling. What are you going to do now?* Encourage pupils to produce a short monologue, not one or two sentences. (1 point for each correct answer. Total: 3 points.)

Task: In this task, two or three pupils listen to a situation, discuss the prompt pictures and make a decision together. Alternatively, the task can be done with just one pupil, with the teacher participating in the discussion. Start by explaining the task to the pupil(s). Choose a destination that is suitable for your pupils with lots of possible transport options to discuss. *You're going to travel to [choose destination] with a friend. Discuss with your partner which is the best way to get there.* Repeat the instructions. Then, if necessary, point to a picture and ask prompt questions, e.g. *What form of transport is that? Is that a good way to travel to [destination]?* Encourage the pupil(s) to discuss all the items, then to come to a decision together. Then ask each of the pupils a follow-up question, e.g. *Tell me about an interesting journey you've had. Where do you want to go on a plane and why?* (2 points for each item discussed successfully. 1 point for the follow-up question. Total: 5 points.)

Unit 1 | Reach higher

Listening

- 1 2 train / ferry 3 6.45 / waiting room
4 Platform 4 / 7.15 5 tickets / ticket machine
6 ticket collector / 15
2 2 c 3 b 4 a 5 b 6 d

Reading

- 3 2 platform 3 ferry 4 trip 5 queue 6 luggage
4 2 since 3 check-in desk 4 Have you ever lost
5 take off 6 delayed

Writing

- 5 2 We didn't go to China in 2022.
3 They arrived in Scotland last Tuesday.
4 They've lived in Scotland for eight years.
5 Have you ever gone on a ferry?
6 Did he lose his passport yesterday?
6 Pupils' own answers
(3 points for correct use of tenses. 2 points for style, variety and general language. Total: 5 points.)

Speaking

- 7 Example answers
1 These passengers have checked in their luggage at the check-in desk. I've (never) checked in luggage at a check-in desk.
2 The passengers have shown their passports at the airport/check-in desk. I've (never) shown my passport at an airport/check-in desk.
3 The passengers are running, but I think they've missed their plane. I've (never) missed a plane.
4 The plane has taken off. I've taken off in a plane. / I've (never) been in a plane when it's taking off.
5 The plane is landing. I've (never) landed in a plane. / I've (never) been in a plane when it's landing.
8 Pupils' own answers

Teacher's notes

Vocabulary: Point to Picture 1 and say, e.g. *These passengers have checked in their luggage at the check-in desk. I've checked in luggage at a check-in desk.* Prompt pupils to describe what has happened in the remaining pictures and to say whether they've had any personal experience of this.
(1 point for two vocabulary items. Total: 2 points.)

Monologue: Give the instructions, e.g. *Look at Picture 3 [the people who have missed their plane]. Imagine you are these passengers. Why have you missed your plane? Tell me what happened and how you're feeling. What are you going to do now?*

Encourage pupils to produce a short monologue, not one or two sentences.

(1 point for each correct answer. Total: 3 points.)

Task: In this task, two or three pupils listen to a situation, discuss the prompt pictures and make a decision together. Alternatively, the task can be done with just one pupil, with the teacher participating in the discussion. Start by explaining the task to the pupil(s). Choose a destination that is suitable for your pupils with lots of possible transport options to discuss. *You're going to travel to [choose destination] with a friend. Discuss with your partner which is the best way to get there.*

Repeat the instructions. Then, if necessary, point to a picture and ask prompt questions, e.g. *What form of transport is that? Is that a good way to travel to [destination]?*

Encourage the pupil(s) to discuss all the items, then to come to a decision together.

Then ask each of the pupils a follow-up question, e.g. *Tell me about an interesting journey you've had. Where do you want to go on a plane and why?*

As an extension, pupils can present and explain their decisions to the class after the test has finished.

(2 points for each item discussed successfully. 1 point for the follow-up question. Total: 5 points.)

Unit 1 | Support

Listening

- 1 2 ferry 3 waiting room 4 4 5 ticket machine
6 ticket collector
2 2 b 3 a 4 a 5 b 6 b

Reading

- 3 2 e 3 a 4 b 5 f 6 c
4 2 since 3 check-in desk 4 Have you ever lost
5 take off 6 delayed

Writing

- 5 2 didn't go 3 arrived 4 've lived
5 Have you ever gone 6 Did he lose
6 Pupils' own answers
(3 points for correct use of tenses. 2 points for style, variety and general language. Total: 5 points.)

Speaking

- 7 Example answers
1 It's a ticket machine.
2 It's a platform.
3 It's a queue.
4 It's a passenger.
5 It's a waiting room.
8 Pupils' own answers

Teacher's notes

Vocabulary: Point to Picture 1 and say, e.g. *It's a ticket machine*. Prompt pupils to describe the remaining pictures.

To give extra support, give pupils time to match the words to the pictures by themselves before they talk to you about them.

(1 point for two vocabulary items. Total: 2 points.)

Questions: Ask three questions, e.g. *Using the pictures, can you tell me about a journey that you've had? Have you ever been delayed on a journey? What's the best journey you've ever had? Why?*

Encourage pupils to answer in full sentences.

To give extra support, say your answer to each question first so that pupils can use this as a model for their answers.

(1 point for each correct answer. Total: 3 points.)

Task: In this task, two or three pupils listen to a situation, discuss the prompt pictures and make a decision together. Alternatively, the task can be done with just one pupil, with the teacher participating in the discussion. Start by explaining the task to the pupil(s). Choose a destination that is suitable for your pupils with lots of possible transport options to discuss. *You're going to travel to [choose destination] with a friend. Discuss with your partner which is the best way to get there.*

Repeat the instructions. Then, if necessary, point to a picture and ask prompt questions, e.g. *What form of transport is that? Is that a good way to travel?* Encourage the pupil(s) to discuss all the items, then to come to a decision together.

Then ask each of the pupils a follow-up question, e.g. *How do you usually travel when you go on a journey with your family? Do you like travelling? Why / Why not?*

To give extra support, check understanding of the instructions before pupils begin the test.

(2 points for each item discussed successfully.

1 point for the follow-up question. Total: 5 points.)