

Student A

Find out about Student B's English learning. Ask questions to complete the table.

Answer Student B's questions about you.

	Student B
How long?	
How many / teachers?	
Where / when study?	
Most difficult thing in English?	
When / use / English?	
What / do / English / in future?	

After you finish, discuss this question together:

If someone wants to improve their English, what should they do?

Student B

Find out about Student A's English learning. Ask questions to complete the table.

Answer Student A's questions about you.

	Student A
When start?	
Where / teachers / from?	
How / you / learn / vocabulary?	
Like learning English?	
What / read / in English?	
How many / English-speaking countries / go / to?	

After you finish, discuss this question together:

If someone wants to improve their English, what should they do?

The purpose of the *Essential English 4* Entry Test is to assess SS' level at the outset of the course. It allows you to check SS' understanding of the previous level of the course (*Essential English 3*) and suggests items for review. It also allows you to assess the level of new SS in the class compared to the members of the class who have completed the previous book.

If none of your SS have completed *Essential English 3*, this is an opportunity to determine whether they are all studying at the correct level, or whether some remedial work is needed before progressing to *Essential English 4*.

- 1 This exercise reviews grammar from throughout *Essential English 3*. If SS have difficulty finding the answers, direct them to the Grammar Reference on pages 112–119 of the *Essential English 3* Student's Book.

- | | |
|------------------|----------------|
| 1 'm reading | 6 's been |
| 2 'll shout | 7 'm not going |
| 3 always works | 8 happens |
| 4 is chatting | 9 was watching |
| 5 Have you heard | 10 doing |

- 2 This exercise reviews grammar from throughout *Essential English 3*.

- | | | |
|---------|------|--------|
| 1 don't | 3 as | 5 ever |
| 2 too | 4 a | |

- 3 This exercise reviews grammar from throughout *Essential English 3*.

- 1 Tennis is easier **than** golf.
- 2 ✓
- 3 It's not **warm enough** to go swimming in the sea.
- 4 I **didn't use** to like soap operas, but I love them now!
- 5 ✓

- 4 This exercise reviews vocabulary from throughout *Essential English 3*.

- | | | |
|---------|----------|------------|
| 1 storm | 3 film | 5 motorway |
| 2 flood | 4 bridge | |

- 5 This exercise reviews adjectives from Word Bank 5 of *Essential English 3*.

- | | |
|-----------------|-------------|
| 1 romantic | 4 boring |
| 2 stupid | 5 confusing |
| 3 disappointing | |

- 6 This exercise reviews verbs and prepositions from Word Bank 11 of *Essential English 3*.

- 1 for 2 with 3 on 4 in 5 of

- 7 This exercise reviews English sounds from Word Bank 12 of *Essential English*. If you discover that SS are unfamiliar with the phonetic chart, spend some time reviewing this before the course begins.

It is an essential tool for language learners.

- 1 c 2 a 3 d 4 e 5 f

- 8 The first reading task tests global understanding of the text. It reviews the theme of looking good from lesson 4B, as well as adjectives from Word Bank 5, computers from Word Bank 6, and useful verbs from Word Bank 7.

- | | |
|---------|---------|
| 1 False | 4 False |
| 2 True | 5 True |
| 3 False | 6 True |

- 9 The second reading task asks SS to look more closely at the text, and extract specific information. Accept one or two word answers here if it is clear that they have answered the questions correctly.

- 1 He goes for a run every day.
- 2 It was too small.
- 3 They had cereal (and tea).
- 4 She went to a dance class.
- 5 It was the garden.
- 6 He used his mobile phone.

- 10 The recording reviews talking about SS' language learning techniques and abilities, from lesson 3A of *Essential English 3*. It also serves as a preparation task for the following speaking task, where SS replicate a similar conversation.

- 1 cartoons
- 2 Texas
- 3 cookies
- 4 England and Malta
- 5 twins
- 6 boat
- 7 Switzerland and Japan
- 8 students mustn't use mobile phones in class

- 11 For the speaking tasks, put SS in pairs. If you have an odd number of SS in your class, play the second role yourself (it is best to do this with the weakest S in the class, so that you can provide them with added support).

Give SS a minute or two to prepare their roles (without writing anything down) before the role-play begins.

SS role-play the conversations, finding out all the information about their partner. Note that the questions on the cards are similar, but not identical.

They then follow-up the discussion by discussing some useful advice for language learners. (Note that you could follow up the conclusions of this exercise in your first lesson with the new group. Who had the best ideas for language learning? Are there any new techniques that SS could adopt themselves?)

Mark the conversation as follows:

10pts, divided like this:

- 2pts for asking questions accurately
- 4pts for giving their own ideas, and clearly explaining their own language learning experiences
- 2pts for using *should* and other forms of giving advice in the follow-up discussion
- 2pts for pronunciation and not pausing too much

12 This exercise reviews Writing 4 from page 63 of the Student's Book, and also reviews the theme of computers from lesson 2D and Word Bank 6 of *Essential English 3*.

Give 10pts for the written work, divided like this:

- 2pts for spelling, paragraphing and punctuation
- 3pts for using appropriate formal language
- 2pts for use of vocabulary, in particular computer vocabulary (*software, hardware, etc.*)
- 3pts for successfully completing the task (in this case, providing all the information needed to apply for the course.)

4.0

- Teacher Helena, your English is excellent.
Helena Thank you.
Teacher When did you start learning English?
Helena Oh... a long time ago. At primary school. So in 1994, perhaps.
Teacher Right. And how did you learn English? Do your parents speak English?
Helena No, I picked it up by watching TV. I used to watch a lot of cartoons when I was little. And they were all in English.
Teacher I see. And you studied English in Portugal too. You're from Lisbon?
Helena That's right. My English teacher was from Texas, in the USA. So I think I speak American English. You know, I say things like 'cookies'.
Teacher Don't worry, we all understand American English. It's not very different to British English. Uhm ... Have you been to the USA?
Helena No. The only English-speaking countries I've been to are England, here, and Malta.
Teacher Malta! Lovely!
Helena It was very nice. I went there with my sister.
Teacher Is she older than you or younger?
Helena She's the same age as me because we're twins.
Teacher Really? I'm a twin too. I have a twin brother.
Helena Great! Is he a teacher too?
Teacher My brother? No. He's a student. He doesn't have a job. What does your sister do?
Helena She's a nurse.
Teacher Right. OK, tell me. What coursebook did you use in your last school?
Helena I don't remember. It was yellow and er...there was a picture of a boat on it.
Teacher A boat? I don't know that one. I think we'll use a different book anyway. And..., yes. well, I'll put you in our advanced class.
Helena Oh, really?
Teacher Yeah, I think so. And you won't be able to speak Portuguese in the class, because all the other students are from Switzerland and Japan.
Helena OK, that's good.
Teacher And one more thing. We've got one very big rule here.
Helena What's that?
Teacher You mustn't, ever, use your mobile phone in the classroom.
Helena OK. I understand. I'll turn it off in the lessons. When do my classes start?
Teacher On Monday at 9am.
Helena Will you be my teacher?
Teacher Yes, I will! See you then!