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with Class Audio **CD**

TARGET KET

FOR SCHOOLS

TEACHER'S BOOK

Patricia Chappell
Mark Lloyd

Richmond PUBLISHING

www.frenglish.ru

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Contents

Unit	Page	Unit title	Lesson
1	p8	Different lives	Where are you from?
	p10		When do you have English?
2	p12	Your family	What does she look like?
	p14		What does he do?
3	p16	Getting together	Let's do something!
	p18		Can you bring some drinks?
	p20	Review 1: Answer key • Common errors worksheet 1	
4	p22	My things	I just got a T-shirt
	p24		The house where I live
5	p26	Food and drink	We haven't got any milk
	p28		Are you ready to order?
6	p30	Entertainment	They make him laugh
	p32		Can you play the guitar?
	p34	Review 2: Answer key • Common errors worksheet 2	
7	p36	Looking good	I love these boots!
	p38		He enjoys being in the parade
8	p40	Look after yourself	You might have the flu
	p42		If you win the race...
9	p44	Planet Earth	It's bigger than a cat
	p46		It's going to rain
	p48	Review 3: Answer key • Common errors worksheet 3	
10	p50	Going on holiday	What are we doing on Saturday?
	p52		The buses are too crowded
11	p54	Around town	Have you been there?
	p56		Turn left at the traffic lights
12	p58	The media	I think technology is great
	p60		An amazing story
	p62	Review 4: Answer key • Common errors worksheet 4	
	p64	Exam guide:	Answer key
	p66		Transcripts
	p68		Mark scheme: Reading and Writing Part 9
	p70		Mark scheme: The Speaking Paper
	p72	Workbook:	Answer key
	p78		Practice test: Answer key
	p80		Practice test: Transcripts
	p82	Photocopiable activities	
	p94	Exam answer sheets	

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KET Student's Book Contents

Unit	Page	Unit title	Lesson	Exam practice
	p4	Introduction		
1	p6	Different lives	Where are you from?	• Listening Part 4 • Speaking Part 1
	p8		When do you have English?	• Listening Part 2 • Reading and Writing Part 2
2	p10	Your family	What does she look like?	• Listening Part 1
	p12		What does he do?	• Listening Part 2 • Speaking Part 1
3	p14	Getting together	Let's do something!	• Reading and Writing Part 3 (a) • Reading and Writing Part 7
	p16		Can you bring some drinks?	• Speaking Part 2 • Reading and Writing Part 8
	p18	Review 1		
4	p20	My things	I just got a T-shirt	• Listening Part 3 • Reading and Writing Part 2
	p22		The house where I live	• Reading and Writing Part 4
5	p24	Food and drink	We haven't got any milk	• Listening Part 5 • Reading and Writing Part 6
	p26		Are you ready to order?	• Reading and Writing Part 1
6	p28	Entertainment	They make him laugh	• Reading and Writing Part 3 (b) • Reading and Writing Part 4
	p30		Can you play the guitar?	• Listening Part 4 • Reading and Writing Part 9
	p32	Review 2		
7	p34	Looking good	I love these boots!	• Listening Part 5
	p36		He enjoys being in the parade	• Reading and Writing Part 4 • Reading and Writing Part 7
8	p38	Look after yourself	You might have the flu	• Reading and Writing Part 3 (b) • Reading and Writing Part 9
	p40		If you win the race ...	• Reading and Writing Part 8 • Speaking Part 2
9	p42	Planet Earth	It's bigger than a cat	• Reading and Writing Part 5
	p44		It's going to rain	• Listening Part 1 • Reading and Writing Part 9
	p46	Review 3		
10	p48	Going on holiday	What are we doing on Saturday?	• Listening Part 5
	p50		The buses are too crowded	• Listening Part 3
11	p52	Around town	Have you been there?	• Listening Part 4 • Reading and Writing Part 4
	p54		Turn left at the traffic lights	• Reading and Writing Part 1 • Reading and Writing Part 7
12	p56	The media	I think technology is great	• Reading and Writing Part 5
	p58		An amazing story	• Speaking Part 2 • Reading and Writing Part 4
	p60	Review 4		
	p62	Pairwork activities	p48 Exam guide	p96 Language summary p108 Transcripts

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Vocabulary	Language focus	Language booster
• countries, nationalities and languages • numbers and the alphabet	• introductions	• spelling
• school subjects, days and times	• present simple	• adverbs of frequency
• the family and describing people	• making questions	• *have got*
• talking about jobs	• present tenses	
• free time activities	• making suggestions	
• party things	• making offers and requests	• imperatives
• shopping	• past simple	
• the home	• relative pronouns	• *this, that, these, those*
• food	• countable and uncountable nouns	• plural nouns
• menus	• ordering food	
• films	• pronouns	• possessive 's and s'
• music	• modals for ability and obligation	
• clothes	• conjunctions	• *a pair of*
• festivals	• verbs with *-ing* or *to* + infinitive	
• health problems	• advice and possibility	• talking about how you feel
• sports	• first conditional	
• animals	• comparatives and superlatives	• irregular adjectives
• nature and the weather	• *going to* and *will*	
• holidays	• present continuous for future arrangements	
• transport	• *too* and *not enough*	• *too much* and *too many*
• buildings	• present perfect versus past simple	• *just, yet* and *already*
• places in town	• giving directions	
• technology	• *believe, hope, know, say* and *think*	
• books and reading	• past continuous	• *when* and *while*

p118 Vocabulary list

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Introduction

About the *KET for Schools* examination

KET for Schools is a new version of the KET examination set by University of Cambridge ESOL Examinations. It is at the same level as *KET*, and has the same format and task types, but focuses on topics and situations that are relevant and interesting to students aged between 11 and 14.

See page 5 of the *Student's Book* for a brief summary of the task types used in the examination. The *Exam guide* on page 68 of the *Student's Book* explains the testing focus of each exam task, and gives strategies and advice for tackling each part.

About *Target KET for Schools*

Target KET for Schools provides all the things you need to help your students prepare for the *KET for Schools* examination:

- **Essential exam practice, tips and strategies**

  Students get plenty of practice of each part of the exam with at least one exam task in every lesson and additional exam practice sections in the *Workbook*. There are also *Exam tips* next to each exam task, and a complete part-by-part explanation in the *Exam guide*. *Target KET for Schools* also contains four practice tests for you to use with your class: one in the *Exam guide*, one in the *Workbook*, and two on the CD-ROM.

- **Engaging topics, texts and artwork**

  Like the *KET for Schools* exam, *Target KET for Schools* focuses on teen interests and experiences. The topics are all things that teens can talk about, and the texts and artwork are specially designed to appeal to teens and get them using English.

- **Key language practice**

  A good basic vocabulary is essential for passing the exam. *Target KET for Schools* contains topic-specific sections to practise using and understanding the words from the official vocabulary list for *KET for Schools*. Each lesson also contains a *Language focus* section, which looks at key grammar or functional language that may appear in the exam. Students are encouraged to extract the language from examples in the dialogues and texts, and work out the rules for themselves. There is also a complete *Language summary* at the back of the book which provides detailed explanations and clear examples of language use.

- **Fun communicative tasks**

  Students also get lots of practice at using the language, with fun games and speaking tasks to engage them and cement their learning. These tasks ensure plenty of variety in the classroom and show students how they can use the language they are learning in the real world.

- **Innovative CD-ROM**

  The CD-ROM allows students to practise the exam at home in a way which teenagers find motivating - whether they are taking the computer based version of *KET for Schools* or not. The CD-ROM also includes an innovative *Exam Trainer* section which shows students how to do each question through animations and explanations of where the correct answers came from.

- **Exam-focused self assessment**

  Review sections include *On Target?* self-assessment panels, which give students a chance to reflect on the skills they have learnt and see the progress they have been making

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How the *Teacher's Book* works

The *Teacher's Book* provides lesson plans, activity ideas and exam-taking advice to accompany each spread of the *Student's Book* – with answers and transcripts right next to each activity. The lesson notes contain:

- ***Objectives:*** a summary of the main aims of each lesson
- ***Warmer:*** a warm up activity idea to introduce the topic and elicit vocabulary that students might already know
- ***Extra panels:*** optional extra activities which provide extension or additional practice
- ***Background extra:*** cultural information which relates to the topic or photos
- ***Exam guide panels:*** a brief summary of each task type, explaining what is required of students
- ***Photocopiable activities:*** twelve worksheets (one per unit) to give extra communicative practice
- ***Common errors worksheets:*** four worksheets to provide extra practice of tricky grammar points
- ***More practice:*** quick links to the *Workbook*, *Common errors worksheets* and *Photocopiable activities*

The three icons in the *Student's Book* will also help you find the support you need:

01 This shows the track number for the CD.

96 This is a reference to the relevant page in the *Language summary*.

70 This is a reference to the relevant page in the *Exam guide*.

Ten tips for teaching *KET for Schools* classes

1. Tell students to always read the instructions for test questions very carefully. They will get useful information which will help them understand what the text is about or understand who the speakers are and what they are talking about.
2. Have students look at the listening transcripts to see how the questions work – all the possible answers are mentioned, but only one is the right answer.
3. Encourage students to keep a vocabulary notebook organised by topic. They can draw pictures, or write translations, definitions and example sentences to help them remember the words.
4. Get students to practise reading texts quickly all the way through at first to get a general idea of their meaning, without worrying about unknown words.
5. Encourage students to practise guessing the meaning of words from context. Tell them to work out what kind of word it is from the grammar (e.g. verb, noun) and use the whole sentence to guess the meaning.
6. Students need to be able to spell basic words correctly in the exam, so spend some time working on spelling practice. You can give regular spelling tests and ask students to make posters to remind them of the spellings of tricky words.
7. Give students plenty of practice at writing postcards and emails so they get used to the phrases used to start and end letters.
8. Show students how the questions use paraphrasing – they say the same things as the texts but use different words. Highlight parts of the texts or dialogues where this happens so students know they need to listen or read for the meaning rather than exact words.
9. Remind students that they will hear each dialogue twice, so they will have a chance to check their answers or listen again if they missed something.
10. Reduce students' stress about the exam by giving them as much information about it as you can:
    - show them the sample answer sheets (page 94)
    - look at the photographs of the speaking test together (*Student's Book* page 92)
    - conduct mock speaking tests with other teachers taking the role of the examiner
    - do practice tests under exam conditions to recreate the time pressure
    - use the results of the practice tests to show students how well they are doing

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1.1 Where are you from?

Exam practice	Vocabulary	Language focus
• Listening Part 4 • Speaking Part 1	• countries, nationalities and languages • numbers and the alphabet	• introductions

Warmer

- Ask students: *What country are you from? What nationality are you? What languages do you speak?*

Vocabulary: countries, nationalities and languages

1
- Model and drill pronunciation of the countries.
- Ask students to find the countries on the map.
- Check answers. If students' own countries are not on the list, ask them to find them on the map. Elicit the names in English.

Answer key

Argentina J	Canada A	Ireland B	Poland D
Australia L	China E	Italy C	Spain G
Brazil K	Greece H	Mexico F	Thailand I

Speaking extra

- Write the names of the continents on the board (North America, South America, Europe, Asia, Australasia, Africa).
- Students can work in pairs to ask where different countries are: *Where is Thailand? It's in Asia.*

2
- Let students use a dictionary to find the nationalities and languages.
- Check answers and write them on the board.

Answer key

Argentina	Argentinian	Spanish
Australia	Australian	English
Canada	Canadian	English / French
China	Chinese	Mandarin
Greece	Greek	Greek
Ireland	Irish	English
Italy	Italian	Italian
Mexico	Mexican	Spanish
Poland	Polish	Polish
Spain	Spanish	Spanish
Thailand	Thai	Thai

3
- Draw a table on the board like the one in the answer key below.
- Ask students to copy the table then read the speech bubbles and complete it.
- Check answers, then ask students about the people in the photos. (*Where is Dan from? What nationality is Carlos?*)

Answer key

	Country	Nationality	Language
Paola	Italy	Italian	Italian
Dan	Australia	Australian	English
Carlos	Mexico	Mexican	Spanish

Language focus: introductions

4
- Model and drill pronunciation of the phrases.
- Ask students to match the phrases in pairs.
- Check answers. Students then practise the exchanges in pairs. Student A says a phrase (0-6), and Student B answers with the correct phrase (A-G).
- They swap roles and practise again.

Answer key
1 C 2 F 3 B 4 G 5 A 6 E

Vocabulary: numbers and the alphabet

5
- In the KET exam, students may need to spell their names or listen and write down a word that is spelt out. Practise spelling regularly by spelling out new words or asking students to spell words.
- Play the CD. Students repeat together.

02 Transcript

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Pronunciation Spelling

- Check students understand the meaning of *capital* and *double*.
- Spell a word with a double letter, e.g. *Morocco*, and ask students to write it down. Write it on the board and check if students have written it correctly.

6
- Play the CD and ask students to complete the words.
- Check answers and write the correct spellings on the board.

03 Transcript and Answer key

0 South Korea 1 Sydney 2 Mississippi 3 Venice
4 Manchester 5 Brazil

- Ask students to match the places to the descriptions then check answers in pairs.

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Answer key
1 A 2 B 3 F 4 E 5 D

- In pairs, students can take turns to spell the names of countries or cities for their partner to write. Can they guess the word before their partner finishes spelling it out?

7
- Play the CD and ask students to repeat the numbers.
- Write some more numbers on the board and ask students to read them out.

04 Transcript

11 12 13 14 15 16 17 18 19 20 21 32 43 54 65 76 87 98 100

8
- Tell students they are going to hear six people asking for information. Ask them to look at the answers and guess what the questions might be.
- You may want to pre-teach the words *castle*, *film* and *journey*.
- Play the CD and ask students to write down the numbers. Check answers.

05 Transcript

(B = Boy, G = Girl)

0 **B:** That's a beautiful castle! How old is it?
G: It's 970 years old.
1 **G:** Which bus goes past your house?
B: Number 83.
2 **G:** How many people are at the party?
B: Fred isn't here so there are 129.
3 **B:** How long is this film?
G: Let me see... 98 minutes.
4 **G:** How many pages are there in that book?
B: 564.
5 **B:** How long is the journey?
G: 16 hours.

Speaking extra

- Teach the English words *for* + (*plus*) and - (*minus*).
- Call out some simple sums (e.g. 13 + 6) and ask students for the answers.
- Students can write five simple sums, then ask and answer their sums in pairs.

Exam practice: Listening Part 4

90 Exam guide
- Students listen to a dialogue and complete a set of notes with one or more words or a number.
- They may need to listen for times, numbers, dates, prices or spellings of words.

9
- Go through the notes as a class and elicit what information students need to listen for.
- Read through the **Exam tip** with the class. Explain that in the exam they will hear the recording twice.
- Play the CD. Students listen and make notes.
- Play the CD a second time and tell students to write their answers. Check answers.

Answer key
1 Whalen 2 Canadian 3 13
4 Torrington 5 5466-8907

06 Transcript

(T = Tony, M = Mrs Smith, S = Sara)

T: Good morning, Mrs Smith.
M: Hello, Tony. How are you?
T: I'm fine thanks. Mrs Smith, this is my friend Sara. She's going to join my class for a few weeks.
M: Oh, yes, hello, Sara. Nice to meet you. Welcome to our school.
S: Thank you.
M: Now, before you go to your lesson, I need some information from you. I know your first name is Sara. What's your surname?
S: It's Whalen.
M: How do you spell that?
S: W-H-A-L-E-N.
M: Thank you. And where do you come from?
S: I'm Canadian.
M: Oh, that's interesting. I'll just write that down. And how old are you, Sara?
S: I'm thirteen.
M: And what's your address?
S: Well, I usually live on a boat, but we are staying at 25 Torrington Street for the next few weeks.
M: Sorry, can you say that again? 25...
S: Torrington Street. That's T-O-R-R-I-N-G-T-O-N.
M: OK. And what's your home phone number?
S: 5466-8907.
M: Can you say that more slowly please?
S: Oh sorry, 5466-8907.
M: That's fine, Sara. You can go to your class now.

Exam practice: Speaking Part 1

92 Exam guide
- The examiner asks each student some questions about their lives such as about their name, age and where they live.

10
- Read the **Exam tip** with the class. Ask students to unscramble the questions. Check answers, then model and drill pronunciation of the questions.

Answer key
1 Can you say that again? **2** Can you say that more slowly? **3** How do you spell that?

11
- Read through the form as a class and elicit the questions students will need to ask their partner.
- Remind students to ask their partner to repeat or spell words they are not sure about.
- Ask students to work in pairs to complete one of the forms. They then change pairs to complete the second form.

More practice
Workbook page 2

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1.2 When do you have English?

Exam practice
- Listening Part 2
- Reading and Writing Part 2

Vocabulary
- school subjects, days and times

Language focus
- present simple

Warmer

- Ask students to look at the timetable. Ask: *What day is missing?* (Friday) *What are the other days of the week?* (Saturday and Sunday)

Vocabulary: school subjects, days and times

1 • Ask students to match the symbols on the timetable to the school subjects, then check their answers with a partner.
• Check answers, then model and drill pronunciation of the school subjects.

Answer key

Art E	English J	Maths C
Computer Studies H	French I	Science B
Design F	Geography A	Sport K
Drama G	History D	

Speaking extra

- Ask students: *Which of the subjects on the timetable do you study at school? What other subjects do you have?*
- Ask individual students: *What is your favourite subject? What subject don't you like?*
- Students could work in small groups and do a survey to find out the most and least popular subjects in their class.

2 • Draw a clock on the board to revise telling the time. Draw different times and ask: *What time is it?* Elicit: *o'clock, half past, quarter past* and *quarter to*. Elicit different ways of saying the same time, e.g. *ten twenty / twenty past ten.*
• Put students in pairs to ask and answer the questions. Check answers.

Answer key
1 French **2** English **3** History
4 Geography **5** Design **6** Break

Speaking

3 • Explain that each student has half the timetable.
• Use the examples in the Student's Book to model the first question and answer. Students then complete the activity in pairs.

Answer key

	Monday	Tuesday	Wednesday	Thursday	Friday
9.10	Maths	French	History	English	Computer Studies
9.50	Design	English	Science	Music	Maths
10.30	BREAK				
10.45	English	Maths	French	Geography	Science
11.25	Art	Science	Music	Science	Drama
12.05	LUNCH				
1.15	Science	Geography	English	History	Geography
1.55	History	Sport	Maths	Maths	Design
2.35	Computer Studies	Sport	Drama	French	Art

Exam practice: Listening Part 2

✔ 86 Exam guide
- Students listen and match items from two lists (e.g. matching people to the sports they play).

4 • Read the **Exam tip** with the class.
• Focus on the list of times and elicit different ways of saying each one (e.g. *nine ten / ten past nine*).
• Point out that there are eight answers but only six are needed.
• Play the CD as far as *At ten past nine we have Maths*. Pause it and point out the sample answer. Play the rest of the CD and tell students to choose the correct answers.
• Play the CD again for students to check.

Answer key
1 G **2** A **3** C **4** F **5** H

07 Transcript

(G = Gary, M = Maria)
G: Hi, Maria. Did you get your new timetable?
M: Yes, but I don't know where it is! Can you tell me what we're doing tomorrow?
G: Sure. Let's see. At ten past nine we have Maths.
M: Oh no! I hope it's Geography after that at ten to ten.
G: I'm afraid not! It's Science – another one of your favourites!
M: Great! And what have we got at ten forty-five, after the break? I think it's English ...
G: We've got English at that time on Wednesday, but tomorrow it's Art.
M: Oh, that's not too bad. And what do we have at twenty-five past eleven? Is it Sport?

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G: It's Geography then. That's one of your favourite subjects, isn't it?
M: Yeah I love it. Not like History! The teacher always gives us so much homework! Do we have that at quarter past one?
G: Don't worry, it's Music at that time. And then at five to two, for the last lesson of the day, we have Sport.
M: Well that's a good way to end the week. Much better than Maths or History.
G: Yeah! Anything is better than Maths!

Language focus: present simple

5
- Read the examples with the class and ask students to identify the verbs.
- Ask students to match the two halves of the rules. Check answers.

Answer key
1 B 2 A 3 C

- Revise the negative and question forms of the present simple. Write on the board: *We have Geography. He gives us lots of homework.* Ask students to make the sentences negative (*We don't have Geography. He doesn't give us lots of homework.*), and then into questions (*Do we have Geography? Does he give us lots of homework?*).

Learning to learn: Adverbs of frequency

- Ask students to translate the adverbs into their own language.
- Write on the board: *He always gives us lots of homework.* Elicit that the adverb comes before the verb. Then write: *He is always late.* Elicit that the adverb comes after the verb *be*.
- Explain the rule that adverbs of frequency come after the verb *be*, but before other verbs.

6
- Use the example to explain the activity, and ask students to complete the text individually. Check answers.

Answer key
1 do you study
2 I study
3 I do
4 do you like
5 I love
6 We always have
7 Do you like
8 I hate
9 My teacher always tells

7
- Elicit one or two examples of sentences from individual students.
- Ask students to write sentences individually then compare their answers in pairs.

Answer key
(sample answer)
Jodie studies English, Maths and Science. She also studies drama, dance and singing. She loves drama. She always has lots of fun. She hates singing. Her teacher always tells her she needs to practise more.

Exam practice:
Reading and Writing Part 2

✓ 70 Exam guide
- Students choose the correct word from three options to complete five related sentences.
- The words students choose between may have similar meanings, but only one is correct.

8
- Read the **Exam tip** with the class.
- Focus on the example and tell students to read the whole sentence. Elicit that the David Beckham Football Academy is a football school.
- Tell students to look at the three possible answers and decide why the correct answer is goes. The three options are fairly similar in meaning, but B and C don't fit because of the preposition *to* that follows the space.
- Ask students to complete the activity individually. Remind them to read each sentence through before they choose the answer. Check answers.

Answer key
1 C 2 B 3 C 4 B 5 B

Speaking

9
- Elicit some questions that students could ask each other, and write them on the board. For example: *What time do you start school? What time do you have lunch?*
- In pairs, students ask their partner questions about their school day and make notes of their partner's answers.
- Students can then write sentences about their partner's day and read them out to the class.

More practice
Workbook page 3
Common errors worksheet 1, page 21 (Frequency adverbs)

Photocopiable activity

The best years of your life? (Page 82)
Topic: the school day
Language: school, school subjects, present simple

1 Students match the sentence halves to make statements about a school in England.

Answer key
1 D 2 C 3 F 4 B 5 A

2 Students decide which statements are true for their school.

3 Students write some similar sentences about their school.

4 Students discuss which school they like best and why. You could also ask students to use their sentences to make a poster about their school.

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2.1 What does she look like?

Exam practice	Vocabulary	Language focus
• Listening Part 1	• the family and describing people	• making questions

Warmer

- Ask students: *How many people are there in your family?* Ask for more details, and elicit some family words, for example *brother, sister, mother.*

Vocabulary: the family and describing people

1 • Ask students to complete the words. Check answers and write the correct spellings on the board. Model and drill the pronunciation.

Answer key
1 brother **2** cousin **3** father **4** grandfather **5** grandmother **6** mother **7** sister **8** uncle

2 • Ask students to complete the activity individually then check their answers in pairs.

Answer key
1 husband **2** son **3** children **4** daughter **5** parents

Background extra

- In the UK some families have step-parents and it is common for children to spend some of their time with each of their parents in different homes. Some children have step-brothers and step-sisters, or half-brothers and half-sisters.
- Grandparents don't usually live with younger members of the family like they do in some countries.

Speaking extra

- Ask students to draw their own family trees.
- Students can work in pairs and ask and answer questions about the people, for example: *Who is Carlo? He's my uncle.*

3 • Ask students to find Jane in the photo. Ask students to describe her, then to describe some of the other people in the photo. Elicit words such as *blonde hair, long hair* and *glasses.*
- Play the CD and ask students to match the names to the pictures. Check answers.

Answer key
1 E **2** K **3** A **4** B **5** G **6** D **7** C

08 Transcript

(S = Sophie, J = Jane)

S: This is a nice photo. Is this your sister? She's really pretty.
J: Yeah, that's Alice. She's got long blonde hair in that photo, but it's short now.
S: How many brothers and sisters have you got?
J: Two. There's Alice, and I've got a brother too. He's the little boy with fair hair. His name's Tom. He's nearly nine.
S: When's his birthday?
J: Next month. I have to buy him a present.
S: Yeah! Who's the other boy?
J: That's my cousin, Ben. And next to him is my uncle, Colin - the tall, thin man with long hair. He's really funny.
S: Which one's your dad?
J: He's next to me. He's got brown eyes and very short hair. And he's a little fat, but Mum says he's good-looking.
S: Where is your mum?
J: She's taking the photo.
S: What does she look like?
J: She's got long brown hair and glasses.
S: And are these people with white hair your grandparents?
J: Yeah, we don't see them very often. They live in Australia!

4 • Focus attention on the example to introduce the activity.
- Ask students to complete the table individually, then check their answers in pairs.
- Check answers with the class. Check that students understand all the words, and model and drill the pronunciation.
- Point out that we don't use the definite article with parts of the body in English (*He's got the blue eyes*).

Answer key
He/She's got ... eyes: blue, beautiful, brown, dark, green, grey, pretty
He/She's got ... hair: beautiful, black, blonde, brown, dark, fair, long, pretty, short, grey, white, red
He/She is ...: beautiful, pretty, fat, thin, old, young, short, tall

5 • Elicit one or two sentences about the people in the picture from individual students (e.g. *Jane's got long blonde hair.*).
- Ask students to write some sentences describing the people, then compare their sentences in pairs.

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Answer key
1 He drives, he isn't. He's eating
2 is, isn't working, 's painting
3 we're not studying, are you doing, We're riding

Language extra

- Mime an activity, for example riding a bicycle. Ask students: *What am I doing?* Students guess: *Are you riding a bicycle? Yes, I am.*
- Put students into groups of four. Tell them to take turns to mime an activity. The others guess what they are doing.

6
- Read the example with the class, then tell students to ask and answer questions in pairs.
- Monitor and check that students are using the present tenses correctly.
- Ask students to tell the class about their partner. (*Pilar's mother is a nurse. She's working at the hospital at the moment.*)

Exam practice: Listening Part 2

✓ 87 Exam guide
- Students listen and match items from two lists (e.g. matching people to their jobs).

7
- Read the *Exam tip* with the class.
- Read through the list of jobs with the class and make sure students understand them. Elicit what they might hear on the CD for each job, for example, *He prepares and cooks food.* Point out that there are two jobs they won't need.
- Tell students not to worry if they can't complete everything because they will be able to listen a second time. Play the CD and ask students to do the matching activity. Play the CD again and ask students to check their answers and fill in anything they missed.
- Check answers with the class.

Answer key
1 G 2 H 3 C 4 B 5 F

10 Transcript
(B = Boy, K = Karen)
B: Your family have got such interesting jobs Karen. Your dad's a really good actor and your mum paints beautiful pictures.
K: But that's just her hobby. She works in a school all week, teaching young children how to read and write.
B: And your sister's really lucky – she travels to so many different countries.
K: I know. She says looking after groups of tourists is hard work. It sounds like fun to me!
B: And me. Your uncle works at the hospital, doesn't he?
K: Mmm. I think it's hard work being a doctor. That's why he likes to paint in his free time.
B: Does your aunt work in the hospital too?
K: Yes, she gets the food ready in the kitchens.
B: And your cousin – don't tell me she works there as well!
K: Actually, she does. She's hoping to be a nurse, but at the moment she's got a desk job. She welcomes people and books their appointments.
B: Hmm. What jobs do you think we'll do when we're older?
K: I don't know.

Exam practice: Speaking Part 1

✓ 92 Exam guide
- The examiner asks each student for some personal information such as their name, age and home town.

8
- Read the **Exam tip** with the class and explain to students that the examiner might ask them a general question about their family, and they should try to talk for as long as possible.
- Read the instructions and the example with the class and give students a little time to think about what they can say.
- In pairs, students practise talking about their family.
- Monitor around the class and correct any typical errors in a short feedback session at the end.

More practice
Workbook page 5

Photocopiable activity

What's the best job for you? (Page 83)

Topic: jobs

Language: jobs, work

1 Students rank the things they want in their future job. Model and drill the pronunciation of the expressions if necessary.

2 Students match the jobs to the pictures. Model and drill the pronunciation of the jobs.

Answer key
1 J 2 B 3 C 4 F 5 H 6 G 7 E 8 I 9 D 10 A 11 K

3 Students discuss the jobs in pairs.

4 Students complete the sentences with what they want and don't want to do.

5 Read the example with the class and make sure students understand the activity. Students move around the classroom and talk to different students. They read their sentences to each other, and suggest suitable jobs.

6 Students report back to a partner on the suggestions they received. Ask some students to say whether they agree with the suggestions they received.

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Answer key
1 the infinitive without *to* 2 *-ing*

6 • Ask students to complete the dialogues individually, then check their answers in pairs.

Answer key
1 do, going 2 going to, watch 3 play, playing

Exam practice:
Reading and Writing Part 3 (a)

✓ 71 **Exam guide**

• Students complete a two-line conversation by choosing one of three options. These are based on everyday functional language.

7 • Read the *Exam tip* with the class.
• Write the first question on the board and ask students to suggest possible responses. Tell students to look at the answers in the book and choose the correct one. Ask students to complete the activity individually. Check answers.

Answer key
1 C 2 A 3 B 4 A 5 C

Speaking extra

• Tell students to practise the exchanges in pairs. Student A should read the sentences from the book, and Student B should try and remember the correct response. Then they can swap roles and practise again.

Exam practice:
Reading and Writing Part 7

✓ 79 **Exam guide**

• Students complete a short text which has ten spaces in it. They must write ONLY one word in each space. The activity focuses mainly on the testing of grammatical words, but there may be one or two questions testing vocabulary. Students must spell each word correctly to get the mark.

8 • Refer students to the email and ask: *Who are Chris and Miki?* Tell students to read the email to find the answer (they are friends). Tell students they should always read the whole text before they complete a task.
• Read the **Exam tip** with the class. Focus on the first space and ask students to guess what type of word is missing (a preposition). Elicit some possible answers.
• Ask students to continue with the activity individually. Check answers.

Answer key
1 at 2 going 3 a 4 Shall/Can 5 In
6 to 7 forget 8 have 9 can/could 10 you

Writing extra

• In class or for homework, ask students to write an email to a friend making some suggestions for the weekend. They can use the email in Activity 8.

Speaking

9 • Read the instructions with the class and elicit expressions for making suggestions.
• Refer students back to the dialogues in activities 4 and 6. Ask them to find expressions for responding to suggestions and write them on the board (*Great! / That's a great idea. / No, that sounds boring. / Good idea! / That sounds great.*).
• Ask students to make notes individually on things they would like to do at the weekend.
• In pairs, students make plans.
• Ask one or two pairs of students to act out their conversation for the rest of the class.
• Correct errors in a short feedback session at the end.

More practice
Workbook page 6

Photocopiable activity

I love dancing! (Page 84)
Topic: free time activities
Language: free time activities, likes and dislikes

1 Students match the words to the pictures. Model and drill the pronunciation of the verbs.

Answer key
1 like 2 don't mind 3 don't like 4 hate

2 Students complete the sentences.

Answer key
1 Beth hates playing computer games.
2 Milly doesn't mind swimming.
3 Harry doesn't like cooking.
4 Sophie likes taking photos.

3 Students write sentences about themselves.

4 Students work in pairs and add two more questions to the survey.
Students continue working in pairs. They question other pairs and note their answers.

5 Ask some students to report their results to the class. Students could write up their results for homework.

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3.1 Let's do something!

Exam practice
- Reading and Writing Part 3(a)
- Reading and Writing Part 7

Vocabulary
- free time activities

Language focus
- making suggestions

Warmer

- Ask students to look at the photos. Ask: *What are the people doing?* (shopping, having a drink/chatting, watching a football match, playing a computer game, playing baseball)
- Ask: *What do you like doing in your free time?* Students can discuss their answers in pairs.

Vocabulary: free time activities

1
- Check that students understand the meaning of the words in the box.
- Students can do this activity in pairs.
- Check answers and remind students that we do not use the definite article with sports in English (*I like playing ~~the~~ football*).
- Tell students that when recording vocabulary it is a good idea to write down words that go together. Drawing word wheels like the ones in the Student's Book is a good technique to use.

Answer key
play: baseball, computer games, tennis
go: running, shopping, surfing
go to: the beach, the cinema, a restaurant
watch: a DVD, a film, television

Vocabulary extra

- Ask students to copy the word wheels into their notebooks. In small groups, give them two minutes to add as many words as they can to each wheel. Go through the words with the class and find out which group has added most words.

2
- Briefly revise adverbs of frequency. Write *usually, sometimes, often, always* and *never* on the board and ask students to translate them into their own language.
- In pairs, students talk about their free time activities. Elicit answers from one or two students.

Background extra

- Popular free time activities for young people in the UK are watching TV, spending time with friends, listening to music, surfing the internet, shopping, playing computer games and taking part in sport. The most popular sports for boys are football and rugby and the most popular sports for girls are swimming, netball and dancing.

Listening

3
- Focus on the picture and explain to students that they are going to hear Jo and Sam making plans for the weekend.
- Play the CD and ask students to circle the plans. Check answers.

Answer key
am: go shopping **pm:** go to a restaurant

4
- Play the CD again and ask students to complete the dialogue with the phrases.

Answer key
1 Let's **2** How about **3** What about
4 Shall we **5** How about **6** Let's

11 Transcript
(J = Jo, S = Sam)
J: Are you free this Saturday, Sam?
S: Yes, I am.
J: Great. Let's do something! How about going shopping?
S: That's a great idea. Where shall we meet?
J: What about meeting outside the station at half past ten?
S: OK. Shall we play tennis in the afternoon?
J: No, that sounds boring. How about going to a restaurant?
S: Yeah, OK. Let's try that new pizza restaurant near the station.
J: Good idea!

Language focus: making suggestions

5
- Read the examples with the class and point out the different verb forms (*do* = infinitive, and *going* = *-ing* form).
- Ask students to find the other expressions *Shall we* and *What about* in the text in Activity 4 and then complete the rules.

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3.2 Can you bring some drinks?

Exam practice
- Speaking Part 2
- Reading and Writing Part 8

Vocabulary
- party things

Language focus
- making offers and requests

Warmer

- Ask students whether they enjoy parties. Ask: *What do you eat and drink at parties? What music do you listen to?*
- Focus on the picture and ask what food and drinks students can see.

Exam practice: Speaking Part 2

✓ 94 Exam guide

- Students follow prompt cards to ask and answer questions with a partner. They are given 3–4 minutes to do this task.

1
- Read the **Exam tip** with the class. Tell students they are going to practise asking and answering questions.
- Allow students some time to form the questions and think about their own answers.
- Check that students have all formed the questions correctly.
- Remind students to answer using full sentences. Students ask and answer the questions in pairs.

Answer key
(sample answers)
1 A: How old are you? **B:** I am .... years old.
2 A: When is your birthday? **B:** My birthday is on the 10th of June.
3 A: Do you like birthday parties? **B:** Yes, I love them. / No, I don't like them because ...
4 A: What kind of parties do you like? **B:** I like parties with lots of food and music.

2
- Ask students to look at their prompt cards. Choose two students to demonstrate the first question and answer.
- Tell students they should answer in full sentences, listen carefully to their partner and try and make the dialogue as natural as possible.

Answer key
(sample answers)
Party shop
A: What's the name of the shop?
B: It's called Fab Fun.
A: What's the address?
B: It's 25 Kings Road.
A: When's it open?
B: It's open from 9am to 5pm.
B: Yes, it's www.fabfun.co.uk.
A: What do they sell?
B: They sell cards, balloons, invitations, paper plates and cups.

Party
B: Whose party is it?
A: It's Veronika's party.
B: How old is she going to be?
A: She's going to be 13.
B: Where is the party?
A: It's at Club Starlight.
B: What time is it?
A: It's from 8 until 11 p.m.
B: What should I wear?
A: You can't wear jeans or T-shirts.

Vocabulary: party things

3
- Ask students to work in pairs and find the things in the picture.
- Check answers, then model and drill pronunciation of the words.

Answer key

balloon B	card Q	disco A	pizza J
barbecue G	CD R	drinks L	plate I
burger O	chicken E	fruit juice P	present C
cake K	crisps N	glass D	
candles F	cups M	ice cream H	

Vocabulary extra

- Ask students to cover Activity 3. They can then work in pairs and test each other by pointing to things in the picture and asking their partner to name them. Students get a point for each item they name correctly.

Listening

4
- Explain to students that they are going to hear a conversation between Nicole and Tom. It is Nicole's birthday and she is having a party. Tom wants to bring something to the party.
- Play the CD once and ask students to make a note of the party things that are mentioned (*cups, ice cream, pizza, burger, CDs, drinks (cola, fruit juice), plates, crisps, CDs*).

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- Play the CD again, and ask students to match the items with the people.

Answer key
1 drinks **2** paper plates **3** cups **4** pizza **5** CDs

12 **Transcript**

(N = Nicole, T = Tom)
N: Hey, Tom.
T: Oh, hi, Nicole. It's your birthday party on Saturday, isn't it?
N: Yes, that's right. 7 o'clock. Don't forget!
T: OK! Shall I bring something to the party? Maybe some crisps?
N: Thanks, but I've got some already and Mum's bought lots of ice cream. Can you bring some drinks?
T: Er, I think Lisa's bringing some drinks. She's got three big bottles of cola and some fruit juice.
N: Ah, OK.
T: What about plates or cups?
N: Carl's bringing some paper plates. He's got lots from his birthday party last month. And Rosie is bringing some cups... Ah! I know! We've got lots of burgers, but no pizzas. Can you bring some pizza? Everyone likes pizza, right?
T: Sure. No problem.
N: And are you meeting Mike later?
T: Yeah, he's in my Maths class.
N: Great. Could you ask him to bring some music? He's got some great CDs.
T: Sure. Good idea.

Language focus:
making offers and requests

5 • Read the instructions with the class and make sure students understand *offer* and *request*.
- Ask students to decide which are offers and which are requests.
- Check answers and elicit that we use *Can you* and *Could you* for requests, and *Can I* and *Shall I* for offers.

Answer key
1 R **2** O **3** R **4** O

6 • Ask students to complete the dialogues individually, then check their answers in pairs.

Answer key
1 Can you / Could you
2 Shall I / Can I; Can you / Could you
3 Can you / Could you
4 Shall I / Can I

Language booster Imperatives

- Read the **Language booster** with the class and ask students to find two examples of the imperative in the dialogue in Activity 6. (*Pass me your glass. Don't forget to make some without meat.*)

Exam Practice:
Reading and Writing Part 8

80 Exam guide

- Students are asked to extract information from two short reading texts to complete a set of notes or a form.

7 • Read the **Exam tip** with the class. Demonstrate the tip by focusing on Steve's notes and eliciting answers to the questions.

Answer key
1 2 **2** 1/3 **3** 4 **4** 5

8 • Focus on the texts and elicit what they are (birthday invitation and email).
- Ask students to do the exam task individually. Remind them to write down only the information they are asked for. They don't need to write full sentences.
- Tell students to check their spelling and use capital letters where appropriate.

Answer key
1 Sports Centre **2** 10.45 a.m
3 station **4** 07876-538724 **5** trainers

Speaking

9 • Put students into small groups.
- Tell students to elect one member of the group to take notes about their plans.
- Remind students of the phrases for making suggestions from the Language focus on page 15.
- Students plan their parties in their groups. Ask some groups to tell the class about their party plans.

Writing extra

- Tell students to write an invitation for the party they have planned.
- They can refer to the invitation in Activity 8 for help.

More practice
Workbook page 7
Comon Errors Worksheet 1, page 21 (*a* and *the*)

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UNITS 1-3

Review 1

Answer key

1 1 timetable
2 hair
3 Brazil
4 what
5 old
6 hospital
7 barbecue
8 aunt

2 1 journalist
2 hairdresser
3 dentist
4 pilot
5 mechanic
6 actor
7 artist

3 1 E 3 C 5 D
2 B 4 A

4 1 What time is your birthday party?
2 Where are the balloons?
3 How many pizzas are there?
4 Where shall I put the glasses?
5 Which CD shall we listen to first?
6 Who is making your birthday cake?

5 1 has got
2 come
3 have
4 works
5 is
6 go to

6 (sample answers)
Jane is listening to music.
Hiro is eating an ice cream.
Thomas and Ian are playing cards.
Franco is sleeping.
Stefan and Chris are playing with a football.
Alan is watching TV.
Gloria is playing a game.

7 1 on 3 in 5 at
2 in 4 at

8 1 shall we
2 Let's
3 What about
4 Can you

Common errors worksheet 1: Answer key

Frequency adverbs

1 1 A 2 A

2 1 after 2 before

3 1 Our PE teacher often talks about football.
2 Our Geography teacher is sometimes angry.
3 Our Art teacher usually wears colourful clothes.
4 Our French teacher is always very friendly.
5 Our History teacher is never happy.

a and *the*

1 1 B 2 A

2 1 a 2 the 3 the

3 1 a
2 a, the (people usually know which beach they mean)
3 a
4 the (most houses only have one fridge)
5 the (people usually know which cinema they mean)
6 a

Making questions

1 1 B 2 B 3 A

2 1 before 2 before 3 before

3 1 Do you like watching TV?
2 How many brothers and sisters have you got?
3 What sports do you enjoy?
4 Where are you going?
5 Which football team do you support?

Prepositions with times

1 1 A 2 B 3 B

2 1 on
2 in (**NOTE:** Point out that we say 'in the morning', 'in the afternoon', and 'in the evening', but we say 'at night'.)
3 at

3 **on**: Friday, Tuesday evening, the 15th of June
in: the summer, April, the afternoon
at: the weekend, two o'clock, midday, the end
(**NOTE:** American English uses 'on the weekend')

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Common errors worksheet 1

Frequency adverbs

1 Choose the correct sentences.

1 A Our Maths teacher is never late.
B Our Maths teacher never is late.
2 A Our Science teacher always wears a tie.
B Our Science teacher wears always a tie.

2 Choose the correct words to complete the rules.

1 We use frequency adverbs **after** / **before** *to be*.
2 We use frequency adverbs **after** / **before** most other verbs.

3 Make sentences using these words.

1 often / Our PE teacher / talks / about football / .
2 angry / Our Geography teacher / is / sometimes / .
3 colourful clothes / Our Art teacher / wears / usually / .
4 is / Our French teacher / always / very friendly / .
5 Our History teacher / never / is / happy / .

4 Write sentences about your teachers!

Making questions

1 Choose the correct questions.

1 A Where you live?
B Where do you live?
2 A Where your bag is?
B Where is your bag?
3 A How many brothers have you got?
B How many brothers you have got?

2 Complete the rules by adding *before* or *after*.

1 We use *do* or *does* _____ the subject to make questions in the present simple.
2 We put *is* and *are* _____ the subject in questions.
3 We put *have* and *has* _____ the subject in questions.

3 Write questions to ask a friend.

1 you / like / watching TV?
2 how many / brothers and sisters / you / have got?
3 what sports / you / enjoy?
4 where / you / be / going?
5 which football team / you / support?

4 Write more questions to ask a friend.

a and *the*

1 Choose the correct sentences.

1 A Can I borrow the pen?
B Can I borrow a pen?
2 A Use the pen in my bag.
B Use a pen in my bag.

2 Choose the correct words to complete the rules.

1 We use ***a*** / ***the*** to mention something for the first time.
2 We use ***a*** / ***the*** to mention something for the second time.
3 We use ***a*** / ***the*** when there is only one thing or it's clear which thing we are talking about.

3 Complete the sentences with *a* or *the*.

1 Let's go to _____ restaurant this evening.
2 There's _____ really good restaurant at _____ beach.
3 They live in _____ big house in London.
4 There's some milk in _____ fridge.
5 Let's go to _____ cinema.
6 Can I have _____ cheeseburger?

Prepositions with times

1 Choose the correct sentences.

1 A The match is on Saturday.
B The match is at Saturday.
2 A I usually get up early at the morning.
B I usually get up early in the morning.
3 A I often go swimming in the weekend.
B I often go swimming at the weekend.

2 Choose the correct words to complete the rules.

1 We use ***on*** / ***in*** with days of the week and dates.
2 We use ***in*** / ***at*** with months, seasons and parts of the day.
3 We use ***at*** / ***on*** with times and words such as *weekend*, *beginning* and *end*.

3 Write the words and expressions in the correct place in the table.

the weekend Friday two o'clock Tuesday evening midday the 15th of June the summer April the afternoon the end

on	in	at

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4.1 I just got a T-shirt

Exam practice	Vocabulary	Language focus
• Listening Part 3 • Reading and Writing Part 2	• shopping	• past simple

Warmer

- Ask students if they get pocket money. Ask them what they spend their pocket money on. Ask them to look at the picture and ask which things they sometimes buy and which things they never buy.

Vocabulary: shopping

1
- Ask students to work in pairs and find the things in the picture.
- Check answers, then model and drill the pronunciation if necessary.

Answer key
cinema tickets G a DVD D make-up J
a comic book B a football shirt A sweets H
a computer game C a magazine F trainers E

Vocabulary extra

- Elicit that some of the words in Activity 1 are compound nouns.
- Write the following words on the board in two columns. Ask students to match the words to make common compound nouns.

A	B
bus	pool
birthday	station
swimming	office
post	stop
traffic	present
police	lights

Answer key
bus stop, birthday present, swimming pool, post office, traffic lights, police station

2
- Students can use a dictionary if necessary to do this activity.
- Ask them to work individually then check their answers in pairs.
- In pairs or groups, ask students to think of other things they can buy in the shops. Tell them to write the names of the shops, and write lists of things they can buy under each shop. Give students four minutes to write as many things as possible.

Answer key
bookshop: B, I
cinema: G
clothes shop: A, E, M, N
music shop: C, D, O
newsagents: B, F, H, L
sports shop: A, E, K
supermarket: C, D, H, J, L, O,
toyshop: C

Background extra

- In the UK, a newsagent is somewhere you can buy lots of different things. You can buy newspapers and magazines there and you can also buy lottery tickets. Other things that newsagents sell include sweets, drinks, greetings cards, cigarettes, and stamps.

Speaking extra

- Write these questions on the board:
  1 How often do you go shopping?
  2 Do you like shopping?
  3 What do you like buying?
  4 What are your favourite shops?
- Tell students to ask and answer the questions in pairs.
- Ask some students to tell the class what they learned about their partners' shopping habits.

Exam practice: Listening Part 3

✓ 88 Exam guide
- Students answer five multiple-choice questions, each with three options. They are given time to read the questions before the recording starts. The recording may be an informal conversation between two friends or classmates, or a semi-formal conversation on the phone or in a shop, tourist information centre, museum, etc.

3
- Tell students they are going to listen to a teenage girl, Liz, telling her father about a shopping trip.
- Play the CD and ask students to circle the things in the picture that she mentions.

Answer key
music CDs, T-shirt, jeans, magazine

4
- Read the **Exam tip** with the class, then allow students time to read the questions and the possible answers.

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- Tell students they will hear the recording twice, so they shouldn't worry if they can't answer all the questions the first time.
- Play the CD and ask students to circle their answers.
- Play the CD again and tell students to check their answers.
- Check answers with the class.

Answer key
1 A 2 B 3 C 4 A 5 C

13 Transcript

(D = Dad, L = Liz)

D: Hi, Liz. Have you been shopping yet?
L: Yes, I went today, Dad. The shopping centre was closed yesterday and I'm busy on Tuesday.
D: What did you get?
L: Well, I wanted a toy for my friend's baby sister. There were some picture books about animals, but in the end I bought her this ball to play with.
D: Very nice. Did you go to your favourite music shop?
L: Yes, I listened to some pop and rock CDs and I bought this dance CD for our next party.
D: Great. I suppose you looked at the clothes?
L: Of course. I just got a T-shirt. I tried on some jeans but they were very expensive and a great sweater but it was too small! After that I met my friend Sally at lunchtime.
D: In a coffee shop?
L: It was such a lovely day we decided to buy some sandwiches from a snack bar and eat them in the park.
D: Good idea. Did you remember my car magazine?
L: I got it in a bookshop. There were none in the department store and the newsagent's was closed. There you are, Dad!
D: Thanks, Liz.

Language focus: past simple

5
- Focus on the bold verbs in the example sentences.
- Read the rules with the class and elicit the missing words.

Answer key
1 was, were 2 did 3 didn't 4 ed

- Ask students to find one irregular past form (*went*) and one regular past form in the examples (*looked*).
- Ask students to look at the transcript for Activity 4 (page 109) and underline all the past simple tense forms. Elicit which are regular and which are irregular.

Answer key
Regular: wanted, listened, was, looked, decided
Irregular: went, was, were, bought, tried, met, got

6
- Tell students to read through the texts and ask you if there are any words they don't understand.
- Ask students to complete the texts, then check answers with a partner.
- Ask students: *Which person is most like you?*

Answer key

1 wanted	4 tried	7 spent	10 had
2 were	5 didn't fit	8 ate	
3 didn't see	6 met	9 decided	

Writing extra

- Ask students to write a short paragraph (about 50 words) about their last shopping trip. Tell them to include information about when it was, where they went, who they went with, which shops they went in and what they bought.

Exam practice: Reading and Writing Part 2

70 Exam guide

- Students choose the correct words to complete five related sentences.
- The words students choose between may have similar meanings, but only one is correct.

7
- Read the **Exam tip** with the class. Look at the first sentence with the class and ask students to read it out with the three different options. Elicit which is correct.
- Remind students they should read each sentence through before they think about what the missing word might be.
- Ask students to do the activity individually.
- Check answers.

Answer key
1 B 2 A 3 C 4 B 5 C

Speaking

8
- Tell students that this is a guessing game. Focus on the sample question and answer and elicit that they use the past simple tense.
- Student A begins by asking Student B questions about the thing they bought. Student B must be careful not to mention the name of it.
- If Student A has problems guessing what it is, they can ask other kinds of yes / no questions, for example, *Can you eat it? Can you wear it?*
- When Student A has guessed correctly, students swap roles.
- Students can change partners and play the game again.

More practice

Workbook page 8
Common errors worksheet 2, page 35 (irregular past tenses)

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My things

4.1 I just got a T-shirt

Exam practice	Vocabulary	Language focus
• Listening Part 3 • Reading and Writing Part 2	• shopping	• past simple

Warmer

- Ask students if they get pocket money. Ask them what they spend their pocket money on. Ask them to look at the picture and ask which things they sometimes buy and which things they never buy.

Vocabulary: shopping

1
- Ask students to work in pairs and find the things in the picture.
- Check answers, then model and drill the pronunciation if necessary.

Answer key
cinema tickets G a DVD D make-up J
a comic book B a football shirt A sweets H
a computer game C a magazine F trainers E

Vocabulary extra

- Elicit that some of the words in Activity 1 are compound nouns.
- Write the following words on the board in two columns. Ask students to match the words to make common compound nouns.

A	B
bus	pool
birthday	station
swimming	office
post	stop
traffic	present
police	lights

Answer key
bus stop, birthday present, swimming pool, post office, traffic lights, police station

2
- Students can use a dictionary if necessary to do this activity.
- Ask them to work individually then check their answers in pairs.
- In pairs or groups, ask students to think of other things they can buy in the shops. Tell them to write the names of the shops, and write lists of things they can buy under each shop. Give students four minutes to write as many things as possible.

Answer key
bookshop: B, I **newsagents:** B, F, H, L
cinema: G **sports shop:** A, E, K
clothes shop: A, E, M, N **supermarket:** C, D, H, J, L, O,
music shop: C, D, O **toyshop:** C

Background extra

- In the UK, a newsagent is somewhere you can buy lots of different things. You can buy newspapers and magazines there and you can also buy lottery tickets. Other things that newsagents sell include sweets, drinks, greetings cards, cigarettes, and stamps.

Speaking extra

- Write these questions on the board:
  1 How often do you go shopping?
  2 Do you like shopping?
  3 What do you like buying?
  4 What are your favourite shops?
- Tell students to ask and answer the questions in pairs.
- Ask some students to tell the class what they learned about their partners' shopping habits.

Exam practice: Listening Part 3

✓ 88 Exam guide
- Students answer five multiple-choice questions, each with three options. They are given time to read the questions before the recording starts. The recording may be an informal conversation between two friends or classmates, or a semi-formal conversation on the phone or in a shop, tourist information centre, museum, etc.

3
- Tell students they are going to listen to a teenage girl, Liz, telling her father about a shopping trip.
- Play the CD and ask students to circle the things in the picture that she mentions.

Answer key
music CDs, T-shirt, jeans, magazine

4
- Read the **Exam tip** with the class, then allow students time to read the questions and the possible answers.

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- Tell students they will hear the recording twice, so they shouldn't worry if they can't answer all the questions the first time.
- Play the CD and ask students to circle their answers.
- Play the CD again and tell students to check their answers.
- Check answers with the class.

Answer key
1 A 2 B 3 C 4 A 5 C

13 **Transcript**

(D = Dad, L = Liz)

D: Hi, Liz. Have you been shopping yet?
L: Yes, I went today, Dad. The shopping centre was closed yesterday and I'm busy on Tuesday.
D: What did you get?
L: Well, I wanted a toy for my friend's baby sister. There were some picture books about animals, but in the end I bought her this ball to play with.
D: Very nice. Did you go to your favourite music shop?
L: Yes, I listened to some pop and rock CDs and I bought this dance CD for our next party.
D: Great. I suppose you looked at the clothes?
L: Of course. I just got a T-shirt. I tried on some jeans but they were very expensive and a great sweater but it was too small! After that I met my friend Sally at lunchtime.
D: In a coffee shop?
L: It was such a lovely day we decided to buy some sandwiches from a snack bar and eat them in the park.
D: Good idea. Did you remember my car magazine?
L: I got it in a bookshop. There were none in the department store and the newsagent's was closed. There you are, Dad!
D: Thanks, Liz.

Language focus: past simple

5
- Focus on the bold verbs in the example sentences.
- Read the rules with the class and elicit the missing words.

Answer key
1 was, were 2 did 3 didn't 4 -ed

- Ask students to find one irregular past form (*went*) and one regular past form in the examples (*looked*).
- Ask students to look at the transcript for Activity 4 (page 109) and underline all the past simple tense forms. Elicit which are regular and which are irregular.

Answer key
Regular: wanted, listened, was, looked, decided
Irregular: went, was, were, bought, tried, met, got

6
- Tell students to read through the texts and ask you if there are any words they don't understand.
- Ask students to complete the texts, then check answers with a partner.
- Ask students: *Which person is most like you?*

Answer key

1 wanted	4 tried	7 spent	10 had
2 were	5 didn't fil	8 ate	
3 didn't see	6 met	9 decided	

Writing extra

- Ask students to write a short paragraph (about 50 words) about their last shopping trip. Tell them to include information about when it was, where they went, who they went with, which shops they went in and what they bought.

Exam practice:
Reading and Writing Part 2

70 **Exam guide**

- Students choose the correct words to complete five related sentences.
- The words students choose between may have similar meanings, but only one is correct.

7
- Read the **Exam tip** with the class. Look at the first sentence with the class and ask students to read it out with the three different options. Elicit which is correct.
- Remind students they should read each sentence through before they think about what the missing word might be.
- Ask students to do the activity individually.
- Check answers.

Answer key
1 B 2 A 3 C 4 B 5 C

Speaking

8
- Tell students that this is a guessing game. Focus on the sample question and answer and elicit that they use the past simple tense.
- Student A begins by asking Student B questions about the thing they bought. Student B must be careful not to mention the name of it.
- If Student A has problems guessing what it is, they can ask other kinds of yes / no questions, for example, *Can you eat it? Can you wear it?*
- When Student A has guessed correctly, students swap roles.
- Students can change partners and play the game again.

More practice
Workbook page 8
Common errors worksheet 2, page 35 (irregular past tenses)

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4.2 The house where I live

Exam practice	Vocabulary	Language focus
• Reading and Writing Part 4	• the home	• relative pronouns

Warmer

- Ask students to look at the photos and guess what type of person the rooms belong to. Ask: *How old do you think they are? Are they male / female? What are they interested in?* Ask students what they like / dislike about the rooms.

Vocabulary: the home

1
- Check students understand the meaning of the words in the box, then model and drill the pronunciation.
- Put students into pairs and ask them to tell each other which rooms they have in their house or apartment.
- Explain that we also say *lounge* or *sitting room* instead of *living room*.

Background extra

- Most people in the UK live in houses. The most common type of house is semi-detached. This means the house is joined to another on one side. A detached house is not attached to any other houses, and a terraced house is part of a row of houses all joined together. Some people in the UK live in flats, and an even smaller number live in bungalows. These are homes with a single storey only.

2
- Ask students to do this activity in pairs. If necessary, they can use a dictionary.

Answer key

bath U	desk H	shower W
bed L	door O	sink S
bookcase C	floor V	sofa K
carpet N	lamp E	towel T
ceiling O	light R	TV I
chair J	pillow M	wall P
computer G	poster F	window D
curtain A	shelf B	

Vocabulary extra

- In groups of three, students copy down the words from the box in Activity 2 on separate pieces of paper.
- Students put the words in a pile face down. Students take turns to pick up a word, without letting the others see it. They must draw the word on the paper while the others guess what it is. The student who guesses correctly first keeps the piece of paper. The student with the most pieces of paper at the end is the winner.

3
- Tell students they are going to describe the rooms in their house using the words in Activity 2.
- Focus on the example and tell students they can use *We've got* (*We've got a large TV*) or *There is / are* (*There's a computer on the desk*).
- Put students into pairs to complete the activity. Monitor, and correct any typical mistakes at the end.

Listening

4
- Ask students to look at the rooms in the pictures and write down as many words as they can relating to each one.
- Play the CD and ask students to match the people to the rooms.
- Ask students to listen again and look at their lists of words for each room. Ask them to tick the words mentioned.

Answer key
1 ROOM C **2** ROOM A **3** ROOM B

14 **Transcript**

GINA: This is my favourite room in the house. We've got lots of plants in there so it feels like a jungle. There's a long mirror on one wall, and a large window above the bath, so lots of light comes in during the day. I love having a bath in there – it's so relaxing.

HARRY: This is my room. There's a desk with my computer on it, where I do my homework, and shelves for all my books and DVDs. And these are my drums! I've got a friend called James who plays the guitar and he often comes here to practise with me. There's a sofa in the corner, and when he needs to stay the night he sleeps on that.

DANIEL: My dad's interested in films and the cinema, so that's why we've got this room in our house! There are several big chairs in here, which are really comfortable, and soft, thick carpets on the walls and floor. There are heavy curtains in front of the

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screen and lots of little lights in the ceiling. We switch those off when we watch a film.

Language focus: relative pronouns

5
- Ask students to translate the examples in the box into their own language.
- Refer students to the bold words in the box. Elicit the correct words to complete the rules.

Answer key
1 where **2** who **3** which

6
- Ask students to complete the sentences individually, then check answers with a partner.

Answer key
1 who **2** where **3** who **4** which
5 where **6** which

Exam practice:
Reading and Writing Part 4

✓ 74 **Exam guide**
- This tests students' ability to understand the main ideas in a longer text. The texts are adapted from authentic sources such as magazine articles, website pages, etc. They may contain more difficult vocabulary than in other parts of the exam, but students don't have to understand every word in order to complete the task successfully. There are different task types in this part. Questions will be either multiple-choice or Right / Wrong / Doesn't Say options.

7
- Read the **Exam tip** with the class. Ask students to find the part of the text that contains the answer to the example and underline it. Then tell students to read this part carefully to check the answer. Do this again with the first question and explain that this is a useful way to do this kind of activity.
- Remind students to look at the title and the picture before they begin reading. This will give them an idea about the content of the text.
- Ask students to do the activity individually. Check answers with the class.

Answer key
1 A **2** A **3** C **4** B **5** B **6** C **7** A

- Ask students: *Would you like to live in a house like Jay's? Why / Why not?*

Speaking extra
- Ask students to imagine that they are a journalist who is going to interview Jay Shafer. Ask them to write six questions that they would like to ask him.
- In pairs, students can role-play the interview. First Student A is the journalist and Student B is Jay Shafer. Then they can swap roles.

Language booster *this, that, these, those*
- Elicit that we use *this / that* with singular nouns and *these / those* with plural nouns.
- Students can practise the words using items in the classroom. Ask students to pick something they can see and tell the class what it is using *this / these* if it is close to them or *that / those* if it is at a distance. (*This is a pencil case. That is a window. These are pencils. Those are books.*)

Speaking

8
- Brainstorm ideas for a dream house with the class (*huge garden, five floors, cinema room, games room, football pitch / swimming pool in the garden*). Encourage students to use their imagination.
- Students draw their ideal houses then describe them in pairs.
- Ask students to write a short paragraph about their ideal houses. You can stick these descriptions on the wall, and ask students to vote for the best house.

More practice
Workbook page 9

Photocopiable activity
My dream bedroom (Page 85)
Topic: describing a room
Language: the home, adjectives

1 Students write the adjectives in the correct place in the table.

Answer key
Colour: black, blue, gold
Shape: long, round, square
Material: glass, gold, leather, wood
Other: comfortable, loud, modern

2 Students read the text and complete it.

Answer key
1 is **2** are **3** is **4** are

3 Tell students to use the text in Activity 2 as a model. Students write their descriptions.

4 Put students into groups of four. They read their descriptions and decide which one is best.

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screen and lots of little lights in the ceiling. We switch those off when we watch a film.

Language focus: relative pronouns

5
- Ask students to translate the examples in the box into their own language.
- Refer students to the bold words in the box. Elicit the correct words to complete the rules.

Answer key
1 where **2** who **3** which

6
- Ask students to complete the sentences individually, then check answers with a partner.

Answer key
1 who **2** where **3** who **4** which
5 where **6** which

Exam practice:
Reading and Writing Part 4

✓ **74 Exam guide**
- This tests students' ability to understand the main ideas in a longer text. The texts are adapted from authentic sources such as magazine articles, website pages, etc. They may contain more difficult vocabulary than in other parts of the exam, but students don't have to understand every word in order to complete the task successfully. There are different task types in this part. Questions will be either multiple-choice or Right / Wrong / Doesn't Say options.

7
- Read the **Exam tip** with the class. Ask students to find the part of the text that contains the answer to the example and underline it. Then tell students to read this part carefully to check the answer. Do this again with the first question and explain that this is a useful way to do this kind of activity.
- Remind students to look at the title and the picture before they begin reading. This will give them an idea about the content of the text.
- Ask students to do the activity individually. Check answers with the class.

Answer key
1 A **2** A **3** C **4** B **5** B **6** C **7** A

- Ask students: *Would you like to live in a house like Jay's? Why / Why not?*

Speaking extra
- Ask students to imagine that they are a journalist who is going to interview Jay Shafer. Ask them to write six questions that they would like to ask him.
- In pairs, students can role-play the interview. First Student A is the journalist and Student B is Jay Shafer. Then they can swap roles.

Language booster *this, that, these, those*
- Elicit that we use *this / that* with singular nouns and *these / those* with plural nouns.
- Students can practise the words using items in the classroom. Ask students to pick something they can see and tell the class what it is using *this / these* if it is close to them or *that / those* if it is at a distance. (*This is a pencil case. That is a window. These are pencils. Those are books.*)

Speaking

8
- Brainstorm ideas for a dream house with the class (*huge garden, five floors, cinema room, games room, football pitch / swimming pool in the garden*). Encourage students to use their imagination.
- Students draw their ideal houses then describe them in pairs.
- Ask students to write a short paragraph about their ideal houses. You can stick these descriptions on the wall, and ask students to vote for the best house.

More practice
Workbook page 9

Photocopiable activity
My dream bedroom (Page 85)
Topic: describing a room
Language: the home, adjectives

1 Students write the adjectives in the correct place in the table.

Answer key
Colour: black, blue, gold
Shape: long, round, square
Material: glass, gold, leather, wood
Other: comfortable, loud, modern

2 Students read the text and complete it.

Answer key
1 is **2** are **3** is **4** are

3 Tell students to use the text in Activity 2 as a model. Students write their descriptions.

4 Put students into groups of four. They read their descriptions and decide which one is best.

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5.1 We haven't got any milk

Exam practice	Vocabulary	Language focus
• Listening Part 5 • Reading and Writing Part 6	• food	• countable and uncountable nouns

Warmer

- Ask students: *What's your favourite food? What food do you dislike?*
- Focus on the picture and ask: *Which of these foods do you eat? Which do you like / dislike?*

Vocabulary: food

1
- Ask students to match the words to the pictures.
- Check answers, then model and drill the pronunciation, if necessary.

Answer key

butter C	eggs B	milk M	potatoes H
carrot I	grapes R	onions G	rice P
cereal N	jam O	oil D	steak A
cheese F	lemon T	pasta Q	sugar E
coffee K	mango S	pineapple L	tea J

Vocabulary extra

- Write the following words on the board:
  Meat Fruit Vegetables Dairy Drinks
  Ask students to write the words in Activity 1 under the correct headings, and add other words they know.

2
- Elicit a food word for each picture.
- In pairs, ask students to write down as many other words as possible which complete the phrases.

Answer key
(sample answers)
A bowl of: rice, cereal, pasta, soup, ice cream
A glass of: water, wine, fruit juice, lemonade, coke
A box of: cereal, chocolates
A bottle of: lemondade, water, oil, milk
A can of: tomatoes, baked beans, soup

3
- Tell students what you ususally have for breakfast (*I have a bowl of cereal*). Explain that *have* is often used to mean *eat* or *drink*.
- Students ask and answer the questions in pairs (*What do you usually have for breakfast / lunch / dinner?*). Ask some students to tell the class what their partner eats.

Exam practice: Listening Part 5

90 Exam guide

- Students are tested on their ability to extract specific information from a listening text with one speaker. Students have to listen and complete a set of notes. Spelling may not have to be totally accurate in same answers, although when a word is spelt out it must be correctly spelt.

4
- Remind students to look at the gaps in the recipe and try to guess what type of word is missing (1, 3 and 4 are numbers, 2 and 5 are nouns.)
- Play the CD and ask students to fill in the missing information. Tell them not to worry if they can't complete everything because they will be able to listen a second time. (See the **Exam tip.**)
- Play the CD again for students to check their answers and fill in anything they missed.
- Check answers with the class.

Answer key
1 2 **2** carrot **3** 5 **4** 200 **5** cheese

15 Transcript

Good afternoon everyone and welcome to the show! Today we are going to cook minestrone. It's a really wonderful soup, and so easy to make! The first thing to do is to put some water into a pan. To make soup for four people you will need about 2 litres of water.
The next thing to do is to cut some vegetables into small pieces. It doesn't really matter what kind of vegetables you use, just look in the fridge and see what you've got. Today, I'm going to use one onion, one carrot, one potato and some green vegetables.
When everything is ready, fry the onion, carrot and potato in some oil. I usually do this for about five minutes. Then put them into the water and let them boil. After about ten minutes, add the green vegetables and some pasta. I usually use 200 grams. When everything is soft, add some salt and pepper. Finally, put the soup into a bowl, put some cheese on top and it's ready to eat!

Language focus: countable and uncountable nouns

5
- Read the rules with the class and elicit other examples of things you can and can't count.

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- Go through the nouns in Activity 1 with the class and elicit whether they are countable or uncountable. Remind students that you cannot use *a / an* with uncountable nouns. This will help them decide whether a noun is countable or uncountable.

Answer key
Countable: carrot, eggs, grapes, lemon, mango, onions, pineapple, potatoes, steak
Uncountable: butter, cereal, cheese, coffee, jam, milk, oil, pasta, rice, sugar, tea

Language booster Plural nouns

- Read the **Language booster** with the class. Ask students if they can think of other examples of nouns which have each ending (*bus, dish, life*).
- Remind students also that for nouns ending in a consonant + *y*: *y* → *ies*: *baby* → *babies*, *country* → *countries*.

6
- Read the cartoons with the class. Ask students to translate them into their language.
- Elicit the correct words to complete the rules.

Answer key
1 countable **2** uncountable **3** any
4 some **5** some

7
- Ask students to read the dialogue, and check if there are any words they do not understand.
- Ask students to complete the dialogue, then check answers with a partner.

Answer key
1 how much **2** any **3** some **4** any
5 some **6** some **7** How many

Speaking extra

- Put students into pairs and ask them to rewrite the dialogue in Activity 7, changing the food items. Remind them that they may also have to change *how much / how many* too.
- Students can practise their dialogues in pairs, then ask some students to perform their dialogues for the class.

Exam practice:
Reading and Writing Part 6

✓ 78 Exam guide

- Students are required to complete five words related to the same topic, for example jobs or foods. Students are given a definition of each word and they have to spell the words correctly. They are given the first letter of each word.

8
- Read the **Exam tip** with the class. Focus on the example definition and answer, and ask students how they can tell whether a singular or plural noun is required for this clue (it says *this yellow fruit*, not *these yellow fruits*). Ask students to read the other clues and identify whether a plural or singular word is required. Remind them to look out for *this / these* in the clues.
- Ask students to do the activity individually. Check answers.

Answer key
1 cheese **2** eggs **3** sugar **4** tomatoes **5** water

Writing

9
- Check students understand the words *slice* and *skin*.
- Ask students to read the recipe, then ask: *Would you like to try this sandwich? Why / Why not?* Elicit some adjectives to describe it (*delicious, sickly, disgusting, fattening*).

10
- Ask students to write their own recipes. Tell them to use the recipe in Activity 9 as a model, and use bullet points or numbers for each instruction.
- Students can stick their recipes on the wall for their classmates to read.

More practice
Workbook page 10
Comon errors worksheet 2, page 35 (Unique plural nouns)

Photocopiable activity

Planning a picnic. (Page 86)
Topic: food
Language: food, quantifiers (slice, bottle, jar, etc), going to

1 Students complete the descriptions and match them to the pictures. Check answers and model and drill pronunciation of any words that are new to students.

Answer key
1 bottles **2** bars **3** jar **4** carton **5** cans
6 tub **7** pieces **8** packets **9** packet

2 Put students in pairs to plan their picnics.

3 Students stay in their pairs and compare picnics with other pairs.

4 Ask students which they think is the best picnic and why.

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5.2 Are you ready to order?

Exam practice	Vocabulary	Language focus
• Reading and Writing Part 1	• menus	• ordering food

Warmer

- Ask students: *Do you sometimes go to restaurants? What type of restaurants do you like?* Try and elicit: *fast food restaurant, Indian restaurant, Italian restaurant*. Ask: *What is your favourite type of food?* Elicit different types of food, then ask: *Who has tried sushi? What is sushi?*

Background extra

- Eating out with friends is a popular free time activity in the UK. There are a lot of Italian restaurants, serving pizzas and pasta dishes. Another common type of restaurant is the burger bar where you can get burgers with a huge variety of toppings. Sushi bars are getting more popular, as well as noodle bars which serve food from the Far East.

Exam practice:
Reading and Writing Part 1

✓ 68 **Exam guide**

- Students see eight real-word notices and are tested on their general understanding of them. They have asked to match five sentences to the appropriate notices.

1 • Read the **Exam tip** with the class. Point out that the word *table* appears in notice E and in sentence 3, but the meaning of the whole sentence and the whole notice are completely different.

Answer key
All the notices are seen in cafés and restaurants.

2 • Ask students to read through the sentences and match them with the notices. Tell students there are two notices that are not needed.
• Check answers.

Answer key
1 B 2 G 3 D 4 C 5 F

Vocabulary extra

- Ask students to create a word wheel for restaurant vocabulary (see page 14 of the Student's Book). Tell them to include the words and phrases from the notices and add any other relevant words they can think of.

Vocabulary: menus

3 • Check students understand the meaning of the words in the box. Ask students what other words they might see on a menu (*starter*).
• Ask students to look at the menu and write the words in the spaces.
• Check answers and check understanding of the food items on the menu.

Answer key
A Main courses **B** Side dishes **C** Desserts **D** Drinks

- Ask students: *What would you like to eat in Happy Joe's Café?* Students write down the names of the dishes they would like. Ask some students to read out their answers.

Writing extra

- Ask students to invent their own 'perfect' menu with all their favourite dishes. They can use the menu in the Student's Book as a model, and invent a name for their restaurant. Remind them that there is more food vocabulary on page 24 of the Student's Book.

4 • Ask students to read the cartoon and check that they understand it.
• Ask students to read the waiter's replies, and try and work out what the customer's question was in each case. Tell them the questions all relate to the menu in Activity 3.
• Elicit the questions from the class.

Answer key
(sample answers)
1 What's a veggieburger?
2 What kinds of pizza have you got?
3 How much is the pizza?
4 What are chips?
5 What kinds of ice cream have you got?

- Ask students to practise the questions and answers in pairs.

Listening

5
- Refer students back to the menu in Activity 3. Elicit the drinks that are on the menu.
- Play the CD. Tell students to listen and write down what drinks Mike and Amy order.
- Check answers.

Answer key
Mike: a glass of water
Amy: a glass of lemonade

6
- Play the CD again and ask students to circle the things Mike and Amy order.

Answer key
Mike: cheeseburger, green salad, chocolate brownie
Amy: pizza, onion rings, banana cake, lemonade

16 **Transcript**
(W = Waiter, M = Mike, A = Amy)
W: Hi. Are you ready to order?
M: Yes. I'd like a cheeseburger, please.
W: OK.
M: Would you like a burger too, Amy?
A: No, I don't eat meat. Can I have a pizza please, with tomato, cheese, onions and peppers?
W: Sure. Do you want any side dishes with that?
A: I'll have some onion rings.
M: And I'll have a salad.
W: What about a dessert afterwards?
A: Can I have some banana cake?
M: And a chocolate brownie for me, please.
W: Right. Would you like something to drink?
M: Can I just have a glass of water, please?
W: No problem.
A: And I'd like a glass of lemonade.
W: OK. It won't be long.
M: Thanks.

Language focus: ordering food

7
- Ask students if they remember any expressions the waiter used on the CD (for example, *Are you ready to order?*).
- Ask them to read sentences 1-8 and mark them with C or W.

Answer key
1 C 2 W 3 C 4 W 5 C 6 C 7 W 8 W

8
- Read the sentences with the class and elicit that 1 means the same as B, and 2 means the same as A.
- Ask students to translate these sentences into their own language

9
- Read the example with the class. Ask students what the reply would be to the question *Would you like fish?* (*Yes, please. / Yes, I'd love some.*)
- Ask students to complete the activity individually. Check answers.

Answer key
1 would you like 2 I'd like
3 Do you like 4 Would you like

Speaking extra

- Put students into groups of four and tell them they are going to question each other about which foods they like. Tell them to choose five foods and make a table with the foods on the left and the names of their group members across the top. Elicit possible answers to the question *Do you like pizza?* (*Yes, I do. / Yes, I love it / No, not very much.*)
- Students ask and answer their questions in pairs and complete their tables.
- Ask individual students to report back to the rest of the class. *Most students in our group like ... . The most popular food in our group is ... .*

Speaking

10
- Put students into groups of four. Students can write out the dialogue first, if necessary. Tell them to use the expressions from Activity 7, and also the questions and answers from Activity 4.
- Tell students to take turns playing the role of the waiter. Encourage them to begin by asking *Are you ready to order?*
- If students need more practice, change the groups around, and tell them to repeat the activity. If they have created their own 'perfect' menus (see *Writing extra* above) they can use these to vary the activity.

More practice
Workbook page 11
Common errors worksheet 2, page 35 (*like, would like* and *want*)

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6.1 They make him laugh

Exam practice	Vocabulary	Language focus
• Reading and Writing Part 3 (b) • Reading and Writing Part 4	• films	• pronouns

Warmer

- Ask students: *How often do you go to the cinema? What type of films do you like? What was the last film you saw? Did you like it?*

Vocabulary: films

1 • Ask students to work in pairs and match the film types to the posters.
• Check answers and check that students understand all the film types. Model and drill pronunciation of the film types.

Answer key

an action film D	a horror film A
an adventure film C	a romance B
a comedy F	a science fiction film G
a fantasy film E	a thriller H

• Ask students if they can think of other films they have seen in each category.

2 • Check students understand the meaning of the adjectives.
• Ask them to match the phrases to the pictures. Tell students there may be more than one phrase for each picture.
• Check answers.

Answer key

A It was funny. It made me laugh. It was wonderful. It made me smile.
B It was boring. It was terrible.
C It was strange. It was interesting.
D It was sad. It made me cry.
E It was scary. It was exciting.

Speaking extra

- Ask students to write down the names of three films they have seen recently.
- Ask them to write one or two of the phrases from the box next to each film.
- Put students into pairs to ask and answer questions about the films they have seen.

A: What films did you watch recently?
B: I saw *WALL-E*.
A: What kind of film is it?
B: It is a science fiction film.
A: Did you like it?
B: It was wonderful.

Exam practice: Reading and Writing Part 3 (b)

✓ 72 Exam guide

- Students are asked to complete a dialogue by choosing from eight options. The dialogues can be between friends or take place in shops, hotels, restaurants, etc. or in various social situations.
- Read the **Exam tip** with the class, then ask students to read the example (the first two lines of the dialogue). Ask them what the dialogue is about (arranging to go to the cinema).
- Tell students to read all the responses (A–H) carefully before they make their choices. Tell them that two of the options are not needed and remind them not to use D again.
- Students complete the exam task. Check answers.

Answer key
1 B 2 E 3 G 4 C 5 A

Exam practice: Reading and Writing Part 4

✓ 74 Exam guide

- This tests students' ability to understand the main ideas in a longer text. The texts are adapted from authentic sources such as magazine articles, website pages, etc. They may contain more difficult vocabulary than in other parts of the exam, but students don't have to understand every word in order to complete the task successfully. There are different task types in this part. Questions will be either statements with Right / Wrong / Doesn't say options, or multiple choice questions with three options.

4 • Ask students if they recognise the actors in the photos.
• Tell students to read the questions carefully. Check they understand them.
• Read the **Exam tip** with the class. Explain that the questions are not in order, but can refer to any of the three texts, so students must read all three texts first.

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- Ask students to read the texts and choose the correct answers.

Answer key
1 C 2 B 3 A 4 A 5 C 6 C 7 B

Background extra

Emma Watson, Daniel Radcliffe and Rupert Grint all starred in the Harry Potter movies, based on the novels by the British writer J K Rowling. The first in the series, *Harry Potter and the Philosopher's Stone* was released in 2001. The characters played by Emma (Hermione) and Rupert (Ron) were Harry's best friends in the films.

Reading extra

- Ask students to write five of their own comprehension questions, based on the three texts. Elicit one or two examples from individual students (*When was Emma Watson born? What does she like doing when she's not acting?*). Students swap questions with a partner and answer their partner's questions.

Language focus: pronouns

5
- Elicit or explain that we can use pronouns instead of nouns.
- Check students remember the colours *blue, pink, green* and *red*.
- Ask them to colour in the circles.

Answer key
1 he, him, his
2 she, her, hers
3 I, me, my, mine; you, your, yours; we, us, our, ours; they, them, their, theirs
4 it, its

- Ask students which pronouns are subject pronouns (*I, you, he, she, it, we, they*) and which are object pronouns (*me, you, him, her, it, us, them*). Ask them when we use the other pronouns (to indicate possession). Tell them these are called possessive pronouns.

6
- Do the first sentence with the class as an example.
- Ask students to complete the activity individually, then compare their answers in pairs.
- Check answers.

Answer key
(sample answers)
1 I / We; my / our 2 It; its 3 Their; ours
4 He / She; his / her; I; mine 5 I / He / She; my / his / her

Language booster **Possessive 's and s'**

- Make sure students understand the difference in meaning between the two example sentences.
- Ask students to translate the examples into their own language.

Speaking

7
- Write the following text on the board as an example (following on from the example):

  She's an actress. She was in Tomb Raider. She has six children and her boyfriend is very famous.

  Ask students to guess who the actress is (Angelina Jolie).
- Ask students to write their own sentences. Encourage them to use pronouns to avoid repeating nouns.
- Put students into pairs to read out their sentences and guess the actors.
- Ask one or two students to read out their sentences to the class and ask the rest of the class to guess who the actor is. Check that students have used pronouns correctly.

More practice
Workbook page 12
Common errors worksheet 2, page 35 (possessive 's and s')

Photocopiable activity

At the movies (Page 87)
Topic: films
Language: film genres, agreeing and disagreeing, making suggestions

1 Students read the film reviews and complete them.

Answer key
1 science fiction film 2 love story
3 detective film 4 comedy

2 Students read the reviews again and decide which ones they want to watch and why.

3 Students discuss the films in groups. Tell them to imagine they are going to the cinema together and they must try to agree which film they are going to watch.

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6.2 Can you play the guitar?

Exam practice	Vocabulary	Language focus
• Listening Part 4 • Reading and Writing Part 9	• music	• modals for ability and obligation

Warmer

- Ask students: *What sort of music do you like? Do you often go to concerts? Why / Why not? Do you buy many CDs?*

Background extra

Photo A is a nightclub DJ.
Photo B is Bob Marley, a Jamaican reggae musician.
Photo C is an orchestra.
Photo D is Jay-Z, an American rapper.
Photo E is The Pet Shop Boys, an English pop group
Photo F is Aerosmith, an American rock band - plus Slash (the guitarist in the hat), from American rock band Guns N' Roses.

Vocabulary: music

1
- In pairs, ask students to match the types of music to the photos.
- Check answers and check that students understand all the words. Model and drill the pronunciation.

Answer key
1 F 2 E 3 A 4 B 5 D 6 C

- If students want to talk about other types of music, help them with the words (*jazz, soul, punk, rap*).

2
- Ask students to find the instruments in pairs.
- Check answers, then model and drill the pronunciation.
- Elicit the names of other musical instruments that students like or can play (*trumpet, flute, clarinet, cymbals*).

3
- Ask students to look at the Music Survey. Check they understand the questions.
- Ask students to interview at least three of their classmates, and make a note of their answers to the survey. Allow them to move around the classroom to do this.

Speaking extra

- Ask individual students to tell the class about one of the people they interviewed, but without saying their name. (*This student likes rap music. Her favourite band is ... etc*). Ask other members of the class to guess the student.

Exam practice: Listening Part 4

✓ 90 Exam guide
- Students listen to a conversation for specific information and fill in a set of notes.
- They may need to listen for times, numbers, dates, prices or the spelling of a word.

4
- Ask students to look at the numbers and elicit what sort of numbers they are (*times, prices, dates*). Ask them to guess what questions the boy on the CD will ask. Do not confirm or reject their guesses at this stage.
- Play the CD. Ask students to circle any numbers they hear. Check answers.

Answer key
9.30, 10.30, 12, 6, £35.00, £17.50, £175.00, 7th, 3rd

5
- Read the **Exam tip** with the class.
- Ask students how many times were mentioned on the CD (two - 9.30 and 10.30). Point out that they have to listen carefully and decide which time is the correct one. Tell them that they will hear the recording twice, so they can check their answers.
- Refer students to the notes, and elicit what type of information is missing for each question (a day, a time, a number, a price, a date).
- Play the CD and ask students to complete the information. Play the CD a second time and tell students to check and complete their answers.
- Check answers.

Answer key
1 Saturday **2** 9.30 **3** 12 **4** £17.50 **5** 7th

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6.2 Can you play the guitar?

Exam practice	Vocabulary	Language focus
• Listening Part 4 • Reading and Writing Part 9	• music	• modals for ability and obligation

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Background extra

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- In pairs, ask students to match the types of music to the photos.
- Check answers and check that students understand all the words. Model and drill the pronunciation.

Answer key
1 F 2 E 3 A 4 B 5 D 6 C

- If students want to talk about other types of music, help them with the words (*jazz, soul, punk, rap*).

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- Ask students to find the instruments in pairs.
- Check answers, then model and drill the pronunciation.
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Exam practice: Listening Part 4

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- Play the CD. Ask students to circle any numbers they hear. Check answers.

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- Refer students to the notes, and elicit what type of information is missing for each question (a day, a time, a number, a price, a date).
- Play the CD and ask students to complete the information. Play the CD a second time and tell students to check and complete their answers.
- Check answers.

Answer key
1 Saturday 2 9.30 3 12 4 £17.50 5 7th

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17 **Transcript**

(W = Woman, B = Boy)

W: Hello, Dave Martin's School of Rock. How can I help you?
B: Oh hello. I saw your advertisement in the newspaper and I'm ringing to ask about the guitar lessons on Fridays and Saturdays.
W: Actually, it's drum lessons on Fridays. But we're starting a group guitar course on Saturday mornings. Can you play the guitar already?
B: No, I'm a beginner.
W: OK, well, you need to come at 9.30 then. The class at 10.30 is a higher level.
B: How many people will there be in the class?
W: Well, there will never be more than 12, but we must have six, or we will close the class, I'm afraid.
B: And how much are the classes?
W: Well, our usual price is £35.00 an hour, but because it's a group it will only be £17.50 a lesson. That means it's £175.00 for the term.
B: That sounds fine. When does the course begin?
W: The first lesson is on the 7th of March. But you need to come and fill in the booking form on the 3rd.
B: Fine. I'll do that. Thanks very much.

Language focus:
modals for ability and obligation

6 • Make sure that students understand *ability* and *obligation*. Ask students to read sentences 1-6 and match them with A-E. Check answers.

Answer key
1 B **2** D **3** B **4** D **5** A **6** C

• Check students understand the difference in meaning between *You mustn't bring anything to the class.* (= it is forbidden) and *You don't have to bring anything to the class.* (= it is not necessary).
• Elicit which verbs are followed by an infinitive (*can, could, must, needn't*) and which are followed by *to* + infinitive (*need to, don't have to, had to*).

7 • Elicit the correct words to complete the rules.

Answer key
1 had to **2** could

8 • Ask students to choose the correct words. Check answers.

Answer key
1 can't **2** needn't **3** could **4** have to **5** can
6 don't have to **7** couldn't **8** had to

Language extra

• Write on the board: *When I was five I couldn't ... but now I can ... .*
• Ask students to write five sentences about themselves and compare them with a partner's.

Exam practice:
Reading and Writing Part 9

82 **Exam guide**

• Students are asked to write a note, email, or postcard to a friend. To achieve the maximum number of marks they must clearly communicate three pieces of information. These are either given as three prompts in the question or as three questions in a short piece of writing from a friend.

9 • Ask students to look at the photo. Ask them: *What are the people doing?* (They are at a music festival). Ask students if they have ever been to a music festival.
• Ask students to read the text about the Reading Festival. Explain that Reading (pronounced red-ing) is a town about 66km west of London.
• Put students into groups. Read the instructions and example with the class and ask students to talk about things they need to do and can do.
• Ask students to report back to the class on their discussions.

Answer key
(sample answers)
We have to take a tent. We have to take a bus from the station. We have to choose a campsite.
We can go there by train or we can drive. We can listen to The Killers. We can buy food and drinks there. We can buy CDs there. We can buy a one-day ticket or a weekend ticket.

10 • Read the **Exam tip** with the class.
• Refer students back to the **Language Focus** on page 15 (making suggestions) to help them.
• Brainstorm vocabulary for things they might need to take (*sleeping bag, camera, mobile phone, raincoat, umbrella*).
• Students write their emails. Check answers.

Answer key
(sample answer)
Hi Sam,
Are you free on 20th-21st September? Would you like to go to the Retford Music Festival? We can get there by train or bus. We need to take sleeping bags and a tent.
Best wishes,
Jake

More practice
Workbook page 13

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Review 2
UNITS 4-6

Answer key

1 **food and drink:** chicken, coffee, pepper, pizza
furniture: cooker, cupboard, mirror, picture
musical instruments: guitar, keyboard, piano, violin
kinds of film: comedy, fantasy, thriller

2
1 waiter
2 chips
3 kitchen
4 newsagents
5 rock
6 restaurant

3
1 can
2 can
3 have to
4 can
5 have to
6 can

4
1 any
2 How many
3 any
4 There's
5 some
6 How much
7 some
8 They are

5
1 had
2 saw
3 drew
4 kept
5 took
6 was
7 cut
8 learnt
9 showed
10 was

6
1 her
2 he
3 hers
4 He, his
5 They, their

Common errors worksheet 2: Answer key

Irregular past tenses

1
1 B
2 B

2
1 D
2 B
3 C
4 A
5 H
6 E
7 F
8 G

3
1 met
2 were
3 won
4 fell
5 lost
6 was

Possessive 's and s'

1
1 A
2 B

2
1 singular
2 plural

3
1 That is my mum's car.
2 That is my cousins' football.
3 That is my teacher's bag.
4 Those are my sisters' clothes.
5 Those are my friend's books.
6 Those are my friends' books.

Like, *would like* and *want*

1
1 A
2 B

2
1 like
2 would like
3 would like

3
1 Would you like
2 I like
3 Do you want
4 I'd like
5 likes
6 I don't want

Unique plural nouns

1
1 B
2 B

2
1 men
2 mice
3 people
4 fish

3
1 women
2 children
3 feet
4 sheep

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Review 2

UNITS 4-6

Common errors worksheet 2

Irregular past tenses

1 Choose the correct sentences.

1 A I buyed a CD yesterday.
B I bought a CD yesterday.
2 A She give me a present yesterday.
B She gave me a present yesterday.

2 Match the irregular verbs to the past forms.

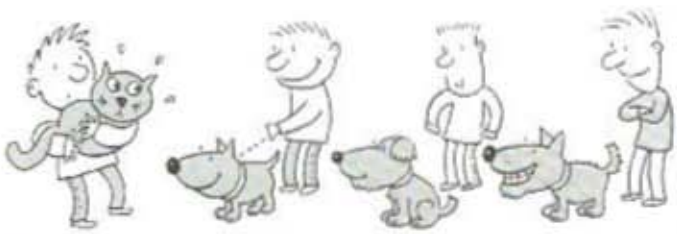
1 drink	A made	5 come	E got
2 go	B went	6 get	F had
3 do	C did	7 have	G saw
4 make	D drank	8 see	H came

3 Complete the sentences with the correct past forms.

1 I ____ (**meet**) my friends in town last night.
2 They ____ (**be**) happy with their exam results.
3 We ____ (**win**) our match yesterday.
4 Jack ____ (**fall**) over on the ice.
5 I ____ (**lose**) my wallet last Tuesday.
6 I ____ (**be**) very tired yesterday.

4 Write sentences using the past forms of the verbs in Activity 2.

Possessive *'s* and *s'*



1 Choose the correct sentences.

1 A That is my friend's cat.
B That is my friends' cat.
2 A Those are my friend's dogs.
B Those are my friends' dogs.

2 Choose the correct words to complete the rules.

1 We use 's with **singular** / **plural** nouns.
2 We use *s'* with **singular** / **plural** nouns.

3 Make sentences using *'s* or *s'*.

1 my mum / car
2 my cousins / football
3 my teacher / bag
4 my sisters / clothes
5 my friend / books
6 my friends / books

4 Write some more sentences using *'s* and *s'*.

Like, would like and *want*

1 Choose the correct sentences.

1 A I'd like a coffee, please.
B I like a coffee, please.
2 A Do you like to go to the cinema this evening?
B Do you want to go to the cinema this evening?

2 Complete the rules by adding *like* or *would like*.

1 We use ____ to talk about likes and dislikes.
2 We use ____ in offers and requests.
3 We can also use *want* instead of ____ in offers and requests.

3 Choose the correct answers.

1 **Would you like** / **Do you like** a drink?
2 **I like** / **I would like** your shoes. Are they new?
3 **Do you want** / **Would you want** a biscuit?
4 **I like** / **I'd like** to see that film. Shall we go to the cinema tonight?
5 He **likes** / **would like** playing computer games. He spends hours doing it!
6 **I don't want** / **I don't like** to stay out too late. I'm tired.

4 Write sentences using *like, would like* and *want*.

Unique plural nouns

1 Choose the correct sentences.

1 A They've got two childs.
B They've got two children.
2 A The dentist checks your tooths.
B The dentist checks your teeth.

2 Write the correct plurals next to the nouns.

1 man _____
2 mouse _____
3 person _____
4 fish _____

3 Complete the sentences with the correct plural forms.

1 He designs clothes for ____ (**woman**).
2 He wants to be a teacher because he likes ____ (**child**).
3 I can't walk any more. My ____ (**foot**) hurt!
4 There were some ____ (**sheep**) in the field.

4 Write sentences using the plural forms from Activity 2.

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Looking good

7.1 I love these boots!

Exam practice	Vocabulary	Language focus
• Listening Part 5	• clothes	• conjunctions

Warmer

- Ask students: *What clothes do you usually wear to school? Do you wear a school uniform? What clothes do you usually wear at the weekend? What do you like / dislike wearing?*

Vocabulary: clothes

1 • Ask students to read the speech bubbles, and match them to the pictures. Check answers.

Answer key
1 C 2 E 3 A

Background extra

- Students have to wear a uniform in nearly all schools in the UK. Boys usually wear long grey or black trousers (or younger boys can wear shorts in the summer), a long-sleeved white shirt, a school tie, a jumper or sweatshirt with the school badge on it, and black shoes. Girls can wear a skirt or trousers, and can wear a summer dress when the weather is hot. In some schools (usually private schools) students also have to wear a blazer (jacket) in the school colours.

2 • Ask students to do this activity individually, then compare their answers in pairs.
- Check answers with the class, and model and drill pronunciation of the new words.
- Write the headings on the board, then elicit extra words that students have added and write them on the board. Ask students to spell the words to you to revise the alphabet.
- In pairs, ask students to describe to their partner what they are wearing today (*I am wearing black shoes, ...*).

Answer key
On your head: cap, sunglasses (hat)
On your hands: (gloves)
On your body: shirt, T-shirt, jacket, coat, dress, sweater, tie (blouse, raincoat, suit, jumper)
On your legs: skirt, trousers, shorts, jeans (tights, pants)
On your feet: trainers, boots (shoes, sandals, socks)

Speaking extra

- In pairs, ask students to describe what one of their classmates is wearing now, or what they usually wear, without saying the name of the student. *This person is wearing black shoes, a green sweater... . Usually this person wears... .*
- Students try to guess who their partner is describing.

Language booster *a pair of*

- Remind students that we say *a pair of ...* + singular verb: *This pair of trousers **is** very comfortable.* But we say: *These trousers **are** very comfortable.*
- Ask students which other nouns we use with *a pair of ...* (*jeans, shorts, socks, shoes, scissors, glasses*).

Speaking extra

- Write the following questions on the board, or dictate them to the class:
  1 How often do you buy new clothes?
  2 What do you usually wear to parties?
  3 How long do you take to get ready?
  4 How often do you read fashion magazines?
  5 What do you do with your old clothes?
  6 Do you spend a lot of money on clothes?
  7 Which are your favourite clothes shops?
  8 What are your favourite colours?
- In pairs, ask students to interview their partner.
- Ask students to change partners and interview their new partner.
- Ask individual students to tell the class something interesting or surprising they learned about the classmates they interviewed.

Language focus: conjunctions

3 • Check students understand the meaning of the conjunctions. Ask them to translate them into their own language.
- Ask students to underline the conjunctions in the speech bubbles in Activity 1, and then complete the sentences.
- Check answers with the class.

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Answer key
1 but 2 If, or 3 because 4 so 5 when

4
- Ask students to do this individually, then check their answers in pairs.

Answer key
1 C 2 E 3 D 4 F 5 A 6 B

Writing extra

- Ask students to complete sentences 1-6 in Activity 4 with their own endings.
- Elicit some example answers from individual students.
- Ask students to write their sentence endings in a jumbled order and label them A-F, as in Activity 4.
- Tell students to swap their sentence endings with a partner, then match their partner's endings to sentences 1-6.

Exam practice: Listening Part 5

90 Exam guide
- Students are tested on their ability to extract specific information from a listening text with one speaker. Students have to listen and complete a set of notes. Spelling may not have to be totally accurate in some answers, although when a word is spelt out it must be correctly spelt.

5
- Ask students to look at the notes about the museum. Ask them what they think they might see in this sort of museum.
- Do Activity 5 together. Elicit answers from the class.

Answer key
A 4 B 3 C 0 D 2 E 5 F 1

6
- Read the **Exam tip** with the class.
- Play the CD as far as '*...from the 1960s*'. Elicit the answer to question 1 (12) and elicit the clothes words that have been mentioned (mini-skirts, platform shoes). Explain that these clothes words are not the correct answer to question 2 because the 1960s is mentioned, not the 18th and 19th centuries.
- Play the CD through. Elicit answers around the class and write the correct spelling of Charlotte Street on the board. Remind students that if a word is spelt out on the CD they have to write it correctly to get the mark.

Answer key
1 12 2 dresses 3 5.30 4 £20 5 Charlotte

18 Transcript

For a fun day out for the family, how about taking a trip to the Museum of Fashion in the city of Bath this weekend?
The museum shows how fashions have changed over the last four centuries and each of the twelve rooms has clothes from different times. Kids will love the mini-skirts and platform shoes from the 1960s!
This month there is a special exhibition of dresses that visitors can actually try on. These are from the 18th and 19th century so remember to bring your camera!
The museum is open from 10 o'clock until 5 o'clock on weekdays and until half past five on Saturdays and Sundays. Entrance costs £7 for adults and £5 for children under sixteen. There's also a special family ticket for £20 that covers two adults and up to four children.
If you're coming by car, the best place to park is in Charlotte Street, that's C-H-A-R-L-O-double T-E, and just follow the signs.

Speaking

7
- Ask students what rules there are about uniforms in their school. Ask: *What do you have to wear for PE / games?* Encourage students to use *must / mustn't*. (*You must wear a tie. You mustn't wear shoes with high heels.*)
- Focus attention on the Football School Rules in the Student's Book. Tell students to read the rules, then elicit their opinions about them. Ask students if they would like to go to this school.
- Ask students if they think uniforms are a good idea. Ask *Why / Why not?*

8
- Brainstorm ideas of different types of schools they could write rules for (a dance school, a school in space, a school at the North Pole, a school in the Amazon jungle).
- Students work in their groups to write their uniform rules.
- Ask one member of each group to read out their uniform rules. Ask the rest of the class if they would like to go to this school.

More practice
Workbook page 14

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7.2 He enjoys being in the parade

Exam practice	Vocabulary	Language focus
• Reading and Writing Part 4 • Reading and Writing Part 7	• festivals	• Verbs with *-ing* or *to* + infinitive

Warmer

- Ask students: *Are there any famous festivals in your town / country? What do people do during those festivals? Do you like festivals? Why / Why not?*

Background extra

- The Notting Hill Carnival takes place in the streets of West London in August each year. It attracts more than one million visitors. The carnival was first introduced in 1959 in an attempt to improve race relations in London, and has always been led by London's Afro-Caribbean community.

Vocabulary: festivals

1
- Ask students to work in pairs and find the things in the photographs.
- Check answers with the class and model and drill pronunciation of the vocabulary.

Answer key
Top left picture: food
Bottom left picture: costumes, dancers, a headdress
Top right picture: a band, drums, a lorry
Bottom right picture: costumes, crowds, dancers, a festival, a headdress, a parade

- Ask students what else they can see in the photos (sweetcorn, steel drums, barbecue).

Exam practice:
Reading and Writing Part 4

74 Exam guide

- This tests students' ability to understand the main ideas in a longer text. The texts are adapted from authentic sources such as magazine articles, website pages, etc. They may contain more difficult vocabulary than in other parts of the exam, but students don't have to understand every word in order to complete the task successfully. There are different task types in this part. Questions will be either multiple-choice or Right / Wrong / Doesn't Say options.

2
- Read the **Exam tip** with the class. Ask students to start reading the text and find a word they don't understand. Tell students to work out what kind of word it is (verb, noun, adjective), and use the other words in the sentence to guess the word – maybe it's a place, a positive or negative opinion, or something people wear.
- Ask students to read the questions carefully. Check they understand them.
- Ask them to read the text and choose the correct answers. Check answers with the class.

Answer key
1 A **2** C **3** B **4** B **5** C **6** A **7** B

- Ask students to underline seven clothes words in the text (*dresses, tights, belt, cap, suits, swimsuit, shoes*). Ask them which of these words you can use with *a pair of ...* (*tights* and *shoes*).

Reading extra

- In groups of four, ask students to write four more questions about the text.
- Ask them to swap their questions with another group, and try to answer them.

Language focus:
verbs with *-ing* or *to* + infinitive

3
- Ask students to look at the example sentences and notice if the verbs are followed by *-ing* or *to* + infinitive and complete the table.
- Check answers with the class.

Answer key
+ *to*: want, start
+ *-ing* form: enjoy, love

- Ask students if they can add any other verbs to the table. Try and elicit the following: *begin to ..., decide to ..., try to*. Point out that some verbs, for example *start* and *begin*, can be used with either *to* + infinitive or with *-ing*.

4
- Read through the example with the class, then ask students to do the activity individually.
- Check answers with the class.

Answer key
1 I love going **2** Does your sister want to come
3 She hates being **4** I enjoy being, dancing
5 I like trying **6** We don't want to miss

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- Ask students to practise the dialogue in pairs.

5
- Read the instructions with the class.
- Allow students some time to prepare their ideas individually before they ask and answer questions in pairs.
- Ask students to write some sentences about their partner's special day. For example: *Lucia's special day is Easter Day. She loves looking for Easter eggs, and she likes going to church. She enjoys having a big meal with her family.*

Exam practice:
Reading and Writing Part 7

79 Exam guide
- Students complete a short text which has ten spaces in it. They must write only one word in each space. The activity focuses mainly on the testing of grammatical words but there may be one or two questions testing vocabulary. Students must spell each word correctly to get the mark.

6
- Read the **Exam tip** with the class. Focus on the example and ask what sort of word this is (preposition).
- Remind students to look carefully at the words either side of each space to help them decide on the missing word.
- Ask students to describe the photo. Ask: *What nationality are the girls?* (Japanese) *What are they wearing?* (kimonos).
- Ask students to read the letter quickly to get the general idea. Ask: *What is it about?* (a special day in Japan).
- Ask students to read the letter again and complete the spaces.
- Check answers with the class.

Answer key
1 when **2** getting **3** because **4** it **5** for **6** a **7** to **8** there **9** but **10** Do

Background extra
- The Japanese Coming of Age festival is celebrated every year on the second Monday of January. Its Japanese name is *Seijin no hi* and everyone who will turn 20 in that year is celebrated because that is the age they become adults, are subject to adult laws, and can vote and drink.
- The day is a national holiday and official ceremonies are held in the morning when the women wear traditional kimonos and the men wear suits. In the afternoon the young adults often go to parties or out drinking with friends to celebrate their new status.

Speaking

7
- Read the words in the box with the class and make sure students understand them.
- Ask students to write sentences about their festival using the words in the box.
- Ask students to tell a partner about their festival.
- Ask a few students to tell the rest of the class about their festival.
- Students could produce a poster advertising their festival.

Speaking extra
- Divide the class into groups of five.
- Write the following words on separate slips of paper. Each set of words should be on different coloured slips.
  Set 1 (e.g. red): *clown, clothes, costume, singer, dancer, band, parade*
  Set 2 (e.g. blue): *dance, sing, walk, sell, play, wear, throw*
  Set 3 (e.g. green): *flowers, fruit, fish, vegetable, car, truck, fireworks, drums, guitar, snacks*
- Give each group copies of the three sets of words.
- Tell students to put the slips into three different piles, according to their colour. Students take turns to take one slip from each pile. Then they have to describe a festival using each of the words. *There are lots of singers in the street. There are people selling flowers.*

More practice
Workbook page 15
Common errors worksheet 3, page 49 (Gerunds versus infinitives)

Photocopiable activity
Let's celebrate! (Page 88)
Topic: special occasions
Language: special occasions, a narrative

1 Students match the words to the pictures. Model and drill the pronunciation of the special occasions.

Answer key
1 A **2** E **3** C **4** F **5** B

2 Students complete the text with the conjunctions.

Answer key
1 so **2** because **3** but

3 Students make notes individually. Remind students they should use past tenses.

4 Students work in pairs to tell each other about their special occasions and decide who had more fun. Ask some students to tell the class what they decided and why.

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Look after yourself

8.1 You might have the flu

Exam practice	Vocabulary	Language focus
• Reading and Writing Part 3 (b) • Reading and Writing Part 9	• health problems	• advice and possibility

Warmer

- Ask students: *When do you go to the doctor's?* Try and elicit: *When you are ill. When you don't feel well.* Ask: *Have you ever had an accident? / been to hospital?* Elicit answers from students.

Vocabulary: health problems

1
- Focus on the words in the box and elicit that they are body parts. Ask students to work in pairs and find the body parts in the pictures.
- Check answers by asking students to point to the parts of the body. Model and drill pronunciation of the words if necessary. Elicit the irregular plural forms of *foot (feet)* and *tooth (teeth)*.
- Ask students what other words for body parts they know (*finger, toe, knee, ankle, elbow, hip, shoulder*).

Language booster

Talking about how you feel

- Explain that we can also say *I've got toothache, stomach ache* or *backache*. We don't usually use the article with these expressions.

2
- Ask students to read the pieces of advice. Check they understand the meaning of *flu*.
- Ask students to match the advice to the cartoons.
- Play the CD for them to check their answers.
- Ask students to read out the dialogues in pairs.

Answer key
1 C 2 A 3 D 4 B

19 Transcript

1 **Doctor:** What's wrong?
Boy: I feel really sick and my stomach hurts!
Doctor: It might be something you ate. You should rest and drink some water.

2 **Doctor:** What's the matter?
Girl: I've got a terrible pain in my ear.
Doctor: It looks very red. You should take this medicine three times a day.

3 **Boy A:** Are you OK?
Boy B: I had an accident when I was cycling to school.
Boy A: You should go to hospital for an X-ray. Your arm may be broken.

4 **Teacher:** What's the matter?
Girl: I don't feel very well. I've got a temperature and a headache.
Teacher: Why don't you go home and rest? You might have the flu.

Speaking extra

- In pairs, ask students to imagine they have a problem (for example, a stomach ache or toothache) and mime the illness.
- Tell students to try to guess their partner's illness.

A: What's the matter? Have you got earache?/ Have you hurt your leg?
B: Yes, I have. / No, I haven't.

Language focus: advice and possibility

3
- Ask students to read the examples and translate them into their own language.
- Elicit the correct words to complete the rules.

Answer key
1 Why don't you / You should
2 may / might
3 the infinitive (without *to*)

4
- Ask students: *How many hours do you sleep at night? What time do you go to bed? Do you normally sleep well?*
- Ask them to read the advice about sleeping. Explain that *shouldn't* is the short form of *should not*.
- Ask students to complete the article, then check their answers in pairs.

Answer key
1 should 2 shouldn't 3 shouldn't 4 might not
5 might / may not / may 6 shouldn't

- In pairs, ask students to discuss which pieces of advice they follow and don't follow.

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Exam practice:
Reading and Writing Part 3 (b)

72 Exam guide

- Students complete a conversation by choosing from eight options. The conversations are based on everyday functional language.

5

- Remind students that for this type of task they should read the example carefully to help them find out what the dialogue is about. Tell students to read the example and elicit what the conversation is about (Greg has had an accident and is in hospital).
- Read the **Exam tip** with the class. Look at question 1 with the class and elicit that answers G and H would both fit with what comes before, but only G fits with what comes after.
- Remind students that two of the responses are not needed.
- Ask students to complete the task individually. Check answers with the class.

Answer key
1 G 2 E 3 D 4 A 5 C

- Ask students to practise the dialogue in pairs.

Exam practice:
Reading and Writing Part 9

82 Exam guide

- Students are asked to write a note, email, or postcard to a friend. To achieve the maximum number of marks they must clearly communicate three pieces of information. These are either given as three prompts in the question or as three questions in a short piece of writing from a friend (as in this task).

6

- Tell students to read the email from Mike and find three questions.
- Remind students that they have to answer all three questions to get a good mark.
- Read the **Exam tip** with the class. If necessary, write some short sentences and questions on the board and revise the use of capital letters, full stops and question marks.
- Ask students to write their emails.
- Ask individual students to dictate what they wrote, and write it on the board. Ask other students to comment, then amend / improve it if necessary.

Answer key (sample answer)
Dear Mike, I'd love to come and visit Greg with you. Why don't we go tomorrow evening? We could take him a DVD.
From, Franz

Speaking

7

- Elicit expressions for giving advice and possibility. Write them on the board: *You should ..., Why don't you ..., You might / may ...*
- Focus attention on the speech bubbles on page 38 of the Student's Book.
- Pre-teach the words *bandage* and *plaster*.
- Refer students to the prompts on the relevant pages, and make sure they understand them. Students do the pairwork activity in pairs.
- If students enjoy the activity, ask them to change partners, and do it again, this time making up their own problems.

Answer key
(sample answers)
Student A
1 Why don't you do more exercise? You should exercise for 20 minutes a day.
2 You should wash it and put a plaster on it.
3 You should have a rest every 20 minutes.

Student B
1 You should go to bed earlier.
2 Why don't you listen to some quiet music before you go to bed?
3 You should go and see the doctor. You might need an x-ray.

More practice
Workbook page 16

Photocopiable activity

How healthy are you? (Page 89)
Topic: health
Language: health problems, time expressions

1 Students match the parts of the phrases. Model and drill the pronunciation of the phrases.

Answer key
1 A 2 B 3 D 4 E 5 F

2 Students complete the questions with the phrases.

Answer key
1 How often do you do some exercise?
2 How often do you get a cold?
3 When did you last feel sick?
4 When did you last walk more than 2km?
5 When did you last visit a sports centre?

3 Students ask and answer the questions in pairs.

4 Students work out their partner's score.

5 Students discuss the results in pairs. Ask some individual students if they agree with the results.

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Exam practice:
Reading and Writing Part 3 (b)

72 Exam guide

- Students complete a conversation by choosing from eight options. The conversations are based on everyday functional language.

5

- Remind students that for this type of task they should read the example carefully to help them find out what the dialogue is about. Tell students to read the example and elicit what the conversation is about (Greg has had an accident and is in hospital).
- Read the **Exam tip** with the class. Look at question 1 with the class and elicit that answers G and H would both fit with what comes before, but only G fits with what comes after.
- Remind students that two of the responses are not needed.
- Ask students to complete the task individually. Check answers with the class.

Answer key
1 G 2 E 3 D 4 A 5 C

- Ask students to practise the dialogue in pairs.

Exam practice:
Reading and Writing Part 9

82 Exam guide

- Students are asked to write a note, email, or postcard to a friend. To achieve the maximum number of marks they must clearly communicate three pieces of information. These are either given as three prompts in the question or as three questions in a short piece of writing from a friend (as in this task).

6

- Tell students to read the email from Mike and find three questions.
- Remind students that they have to answer all three questions to get a good mark.
- Read the **Exam tip** with the class. If necessary, write some short sentences and questions on the board and revise the use of capital letters, full stops and question marks.
- Ask students to write their emails.
- Ask individual students to dictate what they wrote, and write it on the board. Ask other students to comment, then amend / improve it if necessary.

Answer key (sample answer)
Dear Mike, I'd love to come and visit Greg with you. Why don't we go tomorrow evening? We could take him a DVD.
From, Franz

Speaking

7

- Elicit expressions for giving advice and possibility. Write them on the board: *You should ..., Why don't you ..., You might / may ...*
- Focus attention on the speech bubbles on page 38 of the Student's Book.
- Pre-teach the words *bandage* and *plaster*.
- Refer students to the prompts on the relevant pages, and make sure they understand them. Students do the pairwork activity in pairs.
- If students enjoy the activity, ask them to change partners, and do it again, this time making up their own problems.

Answer key
(sample answers)
Student A
1 Why don't you do more exercise? You should exercise for 20 minutes a day.
2 You should wash it and put a plaster on it.
3 You should have a rest every 20 minutes.

Student B
1 You should go to bed earlier.
2 Why don't you listen to some quiet music before you go to bed?
3 You should go and see the doctor. You might need an x-ray.

More practice
Workbook page 16

Photocopiable activity

How healthy are you? (Page 89)
Topic: health
Language: health problems, time expressions

1 Students match the parts of the phrases. Model and drill the pronunciation of the phrases.

Answer key
1 A 2 B 3 D 4 E 5 F

2 Students complete the questions with the phrases.

Answer key
1 How often do you do some exercise?
2 How often do you get a cold?
3 When did you last feel sick?
4 When did you last walk more than 2km?
5 When did you last visit a sports centre?

3 Students ask and answer the questions in pairs.

4 Students work out their partner's score.

5 Students discuss the results in pairs. Ask some individual students if they agree with the results.

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8.2 If you win the race...

Exam practice	Vocabulary	Language focus
• Reading and Writing Part 8 • Speaking Part 2	• sports	• first conditional

Warmer

- Focus attention on the picture and ask: *Which of the sports in the picture do you do regularly? Which sports do you think are fun / dangerous / boring?*

Vocabulary: sports

1
- In pairs, ask students to underline the sports you can do at Sports Zone.
- Check answers, and check students understand the meaning of the words in the box.
- Model and drill the pronunciation, if necessary.

Answer key
baseball (F), basketball (E), climbing (D), football (H), hockey (A), karate (photo), swimming (B), tennis (G), volleyball (C)

Vocabulary extra

- In groups, ask students to put the sports into two groups, those that are Olympic sports and those that are not.

Answer key
Olympic sports: basketball, football, gymnastics, hockey, horse-riding (dressage, jumping and eventing), running, sailing, skiing, snowboarding, swimming, tennis, volleyball
Non-Olympic sports: baseball, climbing, fishing, karate, skateboarding, surfing

- In their groups, ask students to decide which of the sports in the non-Olympic group they would introduce into the Olympics. Are they any other sports they think should be at the Olympics?

2
- Ask students to read the texts and identify the sports. Tell students not to worry if they don't understand every word.
- Check answers with the class.

Answer key
a karate **b** climbing **c** basketball

Writing extra

- Ask students to write a short text about one of the sports advertised at Sports Zone. Tell them to use the texts in Activity 2 as a model, and tell them not to include the name of the sport.
- In pairs, ask students to swap their texts and try to guess which sport is being described in their partner's text.

3
- Ask students to read the questions, and check that they understand them.
- Students ask and answer the questions in pairs.
- Ask individual students to tell the class one surprising thing and one interesting thing they found out about their partner.

Language focus: first conditional

4
- Read the examples with the class. Ask students to underline the verbs and identify the tenses (*work* = present, *will do* = future, *won't hurt* = future, *are* = present)
- Ask students to complete the rules.
- Elicit answers from the class.
- Point out the use of the comma in the first example sentence. When the *if* clause comes first it is seperated from the main clause by a comma.

Answer key
1 likely **2** main clause **3** *if* clause

5
- Do the first sentence with the class as an example.
- Ask students to do the rest of the activity individually.
- Check answers with the class. Check that students have put commas in the correct places in the sentences.

Answer key
1 If you play football in the rain, you'll get very dirty.
2 You'll make new friends if you join the football team.
3 If you finish the course, you'll get a certificate.
4 You'll get a silver cup if you win the race.
5 If you watch TV all day, you won't be very healthy.
6 If you walk to school, you'll get fit.

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6
- Focus attention on the first question / answers. Ask students for examples (*If you eat a lot of fast food, you'll be unfit / unhealthy*).
- Ask students to do the activity individually, then ask some students for their answers. Write them on the board.
- Ask the rest of the class to correct the answers on the board if necessary.

Answer key
(sample answers)
1 If you eat a lot of fast food, you'll be unhealthy.
2 If you learn a new sport, you'll get fit.
3 If you join a sports club, you'll make new friends.
4 If you go to bed late every day, you'll be tired.
5 If you stop taking the bus, you'll get fit.
6 If you stay indoors all the time, you'll get fed up.

Exam practice:
Reading and Writing Part 8

✓ **80 Exam guide**
- Students are asked to extract information from two short reading texts to complete a set of notes or a form. Correct spelling is not essential.

7
- Read the **Exam tip** with the class. Focus on the sample answer and point out the two courses mentioned in the email (tennis and karate). Elicit why karate is the correct answer.
- Remind students to look at the notes and work out what sort of information they need for each answer (name, number, date etc).
- Give students five minutes to complete the notes.
- Check answers with the class.

Answer key
1 Beginners **2** 3.30pm **3** Friday
4 (£)7.50 **5** 07896-876345

Exam practice: Speaking Part 2

✓ **94 Exam guide**
- Students follow prompt cards to ask and answer questions with a partner. They are given 3-4 minutes to do this task.

8
- Read the **Exam tip** with the class. Explain that if they interact with their partner (rather than the examiner) the conversation will sound more natural. Tell students to try and forget that the examiner is there.
- Ask students to look at their prompt cards. Choose two students to demonstrate the first question and answer.

A: What is the name of the swimming pool?
B: It's Parkside Pool.
- Encourage students to ask their partner to repeat something or ask for clarification if they don't understand. Revise the following phrases if necessary: *Please could you repeat that? Can you say that again, please?*
- Tell students to listen carefully to their partner, and try and make the dialogue as natural as possible. Tell them to try to make their answers as full as possible, and not just give one word answers.

Answer key
(sample answers)
Swimming pool
B: What's the name of the swimming pool?
A: It's Parkside Pool.
B: Are there lessons for children?
A: Yes, there are lessons for all ages.
B: Are there any lessons on Saturday?
A: No, there aren't.
B: Are the lessons expensive?
A: Not really, they're £6.00 an hour.
B: What's the address of the pool?
A: It's 28 High Road.

Football match
A: Which teams are playing?
B: It's Arsenal and Barnet.
A: What's the name of the stadium?
B: They're playing at City Stadium.
A: What day is the match on?
B: It's on Saturday, 25th June.
A: What's the price of a family ticket?
B: It's £25.
A: What time does the match start?
B: It starts at 3.00 p.m.

More practice
Workbook page 17
Common errors worksheet 3, page 49 (First conditional)

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Planet Earth

9.1 It's bigger than a cat

Exam practice	Vocabulary	Language focus
• Reading and Writing Part 5	• animals	• comparatives and superlatives

Warmer

- Write the following questions on the board: *Have you got a pet? What is your favourite animal? Why? What farm animals do people keep in your country? Do you like going to zoos? Why / Why not?*
- Ask students to discuss the questions with a partner.

Vocabulary: animals

1
- Put students in pairs to do this activity.
- Check answers with the class and check that students understand all the words. Model and drill pronunciation of the words, if necessary.

Answer key
Pets: cat, dog, parrot
Wild animals: bear, camel, crocodile, elephant, frog, lion, monkey, parrot, tiger
Farm animals: cow, horse, sheep

- Ask students to work in pairs and see how many other animal words they can think of to add to each category.
- Elicit answers from students and write them on the board.

Answer key
(sample answers)
Pets: rabbit, guinea pig, gerbil, mouse, goldfish
Wild animals: zebra, rhinoceros, snake, penguin, sea lion, leopard
Farm animals: chicken, pig, goat

2
- Ask students to read the clues. Check that they understand them.
- Ask students to try and work out the clues as quickly as possible and put their hand up as soon as they have guessed all the animals.

Answer key
1 tiger **2** horse **3** dog **4** camel
5 sheep **6** parrot **7** crocodile **8** bear

- Tell students to write some of their own clues, for example *I have a long tail and I live in trees.* (monkey)
- Ask some students to read out their clues, and ask the rest of the class to guess what animal is being described.

Speaking extra

- Put students into pairs. Tell them they should take it in turns to think of an animal, but not tell their partner what it is. Their partner must guess the animal by asking yes / no questions (*Is the animal a pet? Is it a dangerous animal?*). Ask students to swap partners and play the game again.

Language focus: comparatives and superlatives

3
- Ask students to read the examples carefully. Ask them to translate the sentences into their own language.
- Point out that we use *than* after comparative adjectives.
- Point out the use of *the* with superlative forms.
- Ask students to complete the rules. Check answers with the class.

Answer key
1 more; most **2** -er; -est **3** -ier; iest **4** er; -est

- Elicit other example adjectives for each of the rules (*beautiful - more beautiful - the most beautiful; cheap - cheaper - the cheapest; busy - busier - the busiest; fat - fatter - the fattest*).
- Explain that if an adjective ends in *-e*, we just add *-r* and *-st* for the comparative and superlative forms (*late - later - the latest*).

Language booster — Irregular adjectives

- Read the **Language booster** with the class. Explain that these forms are irregular, and students need to learn them.
- Write the following on the board.
  Ramon is a good student.
  Ramon is a ___ student than Paolo.
  Ramon is the ___ student in the class.
- Ask students which words go in the spaces. (better / best)
- Do the same for *worse / worst*.

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4
- Check students understand the meanings of the adjectives in the box, and model the pronunciation if necessary.
- Go through the example with the class.
- Ask students to suggest which adjectives to use with the other groups of animals.
- Ask students to do the activity individually, then discuss their answers in pairs.

Answer key
(sample answers)
There are many possible answers for this activity.
1 A crocodile is more dangerous than an elephant. A lion is the most dangerous.
2 A camel is faster than a cow. A horse is the fastest.
3 A tiger is stronger than a shark. A bear is the strongest.
4 A monkey is friendlier than a mouse. A dolphin is the friendliest.
5 A chicken is noisier than a frog. A parrot is the noisiest.

Exam practice:
Reading and Writing Part 5

✓ 76 **Exam guide**
- Students are tested on their knowledge of grammatical words through a short reading text. The texts are adapted from original sources such as magazine and newspaper articles. Words are deleted from the text and students are asked to complete the text by choosing from three options.

5
- Read the **Exam tip** with the class. Focus on the picture and the title of the text and ask students to predict what the text is about. Tell students to read the text quickly to see if their predictions were correct.
- Do the first one together as an example. Focus on the words before the gap (*Sea lions*) and elicit that it is a plural noun. Ask students why the answer cannot be B (because it is a singular verb, but *Sea lions* is plural) or C (because it is the infinitive, not a plural verb).
- Ask students to complete the rest of the task individually. Remind them to look carefully at the words before and after the spaces.
- Check answers with the class.

Answer key
1 C 2 A 3 C 4 B 5 C 6 A 7 B 8 C

Speaking

6
- Put students into groups of six and tell them that first they are going to design a questionnaire for their survey. Write the following on the board as an example:

Which animal is ...?	cat	dog	dolphin
the most intelligent	√		√√
the most beautiful	√√√	√	

- Tell students to choose their own adjectives and animals for their survey. They can even design their own questionnaire if they have other ideas.
- When they have designed their surveys, tell the groups to split up and between them question as many members of the class as possible. Tell them to record their results, and report back to their group.
- Ask one member of each group to report back the class (*Most students in our class think that dolphins are the most intelligent animal. A few think that ... . No one thinks that ... .*).

More practice
Workbook page 18

Photocopiable activity

That's amazing! (Page 90)
Topic: the natural world
Language: animals, places, superlative adjectives, expressing surprise

1 Students guess the answers to the questions.
2 Students match the sentences and discover the answers to the questions.

Answer key
1 C 2 E 3 B 4 A 5 D

3 Read the expressions with the class and model pronunciation. Students read the sentences and respond using the expressions.
4 Students write their own sentences.
5 Allow students to mingle for this activity. Students read their sentences to each other and react using the expressions.
6 Ask some individual students what they found the most surprising.

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9.2 It's going to rain

Exam practice	Vocabulary	Language focus
• Listening Part 1 • Reading and Writing Part 9	• nature and the weather	• *going to* and *will*

Warmer

- Ask students: *What is your favourite time of year? Why?* Elicit the names of the seasons and write them on the board. Elicit some weather words, for example *cold, hot, sunny, snow*, etc. Refer students to the four pictures. Ask students to discuss in pairs which place they would like to be in and why.

Vocabulary: nature and the weather

1
- Ask students to read the texts quickly and write the names of the seasons.
- Check answers with the class.

Answer key
1 winter **2** spring **3** autumn **4** summer

2
- Ask students to find the things in the cartoons. Check answers, and check that students understand all the words. Model and drill pronunciation if necessary.

Answer key

beach K	hills L	mountains B
flowers F	ice A	plants C
forest H	island G	sea J
grass D	lake I	trees E

3
- Ask students to do this activity individually.
- Elicit other weather words (*icy, rainy, freezing, thunder, lightning, windy, stormy*). Ask students to write them in the correct place in the table.

Answer key
Adjectives: dry, warm, cloudy, fresh, foggy, blue, strong, hot, sunny
Verbs: rains
Nouns: thunderstorm, sun, wind, fog

Speaking extra

- Ask students to prepare some sentences about the weather where they live or in a country they have visited (*I live by the sea. In winter it often rains and it's cold.*)
- Put students into pairs and ask them to tell each other about the weather in the place they have chosen. Tell students that in the Speaking test Part 1 the examiner may say: *Tell me about the weather in your country.*

Background extra

- The climate in the UK is generally cool to mild because of its position. In the summer days are long, whereas in winter they are short. The south is generally slightly warmer than the north, and the west is wetter than the east. Mountainous regions are the coldest and wettest places, particularly in Scotland where there can be as much as 5,000mm of rain a year. The hottest month is usually July, when average temperatures are 22°C in London and 18°C in Edinburgh. The coldest months are January and February when temperatures are usually around 2°C.

Language focus: *going to* and *will*

4
- Focus attention on the dialogue, and ask students to underline the verbs.
- Ask students to translate the dialogue into their own language.
- Ask students to complete the rules.

Answer key
1 going to **2** will **3** going to **4** will

5
- Tell students to look at the cartoons on page 44. Ask a pair of students to read out the example about Akiko.
- In pairs tell students to ask and answer questions about Tomas, Peter and Carmen. One student should ask and the other answer, then they can swap roles.

Answer key
2 A: What's Tomas going to do?
B: He's going to have a picnic.
3 A: What's Peter going to do?
B: He's going to fly a kite.
4 A: What's Carmen going to do?
B: She's going to go swimming.

6
- Read the examples with the class. Check that students understand *probably*. Write sentences with *maybe* and *I think I'll ...* on the board (*Maybe I'll go to university. I think I'll go to university*).
- Ask individual students: *What will you do when you leave school?* Encourage students to use *probably* or *maybe* or *I think I'll ...* in their answers.

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Writing extra

- Write the following on the board:
  This afternoon it will rain in the west of the country, but in the east it will be warm and dry. There will be thunderstorms in the evening, but tomorrow it will be hot and sunny everywhere.
- Ask students to imagine they are in one of the following places in March: Mumbai (India), Caracas (Venezuela), Moscow (Russia) or Sydney (Australia). Ask students to write a weather report for the place they have chosen.
- Ask individual students to read out their weather reports without mentioning the name of the city. Ask other students to guess which city it is.

Exam practice: Listening Part 1

84 Exam guide

- Students listen to five short conversations. For each conversation, they will see three pictures (or occasionally, three words or numbers) and will have to choose the picture which relates to the information they hear.

7

- Read the **Exam tip** with the class. Ask students to write a list of words they think they will hear for each picture (for example, walk, sail, cycle, boat, bike, mountains, ski, snow, sea, beach, fishing boats, tree, car, thunderstorm).
- Play the CD and ask students to tick the words they hear.
- Ask students to read questions 1-4. Check they understand them.
- Play the CD again and ask them to choose the correct answer for each conversation.
- Play the CD again for them to check their answers.
- Check answers with the class.

Answer key
1 B 2 A 3 C 4 A

20 Transcript

(W = Woman, M = Man, G = Girl, B = Boy, T = Teacher)

1 **W:** It's too windy for cycling. Let's just go for a walk today.
M: But this weather's great for sailing – let's do that.
W: OK and we can do the bike ride tomorrow. I heard on the TV that the wind's going to stop tonight.
M: Good idea!

2 **G:** I hope you have lots of snow on your skiing holiday.
B: Thanks, but I've just heard the weather forecast and it's not at all good.
G: It's not going to rain, is it?
B: Worse than that – it's going to be warm and sunny, so there won't be any snow.

3 **M:** Thanks for the postcard. Could you see those mountains from your hotel window?
W: They were behind the hotel. Our room was at the front and we were very near the sea.
M: So could you see the beach?
W: It was too far away. But we could see the fishing boats really well – it was very interesting.
B: Sorry I'm late.

4 **T:** Did your dad have problems with the car again?
B: The car's fine. But there was a big tree across the road near our house. I think it fell down in that terrible thunderstorm during the night – so I had to walk and it took a long time.
T: Oh well. Never mind!

Exam practice: Reading and Writing Part 9

82 Exam guide

- Students are asked to write a note, email, or postcard to a friend. To achieve the maximum number of marks they must clearly communicate three pieces of information. These are either given as three prompts in the question or as three questions in a short piece of writing from a friend (as in this task).

8

- Ask students to read the note. In pairs, ask them to identify the three questions and discuss how they are going to answer them.
- Ask students how they will begin their reply (*Dear Sally*). Ask them to write their email.
- Read the **Exam tip** with the class. Tell students to check the number of words they write. Tell them that if they write fewer than 25 words they may lose marks.
- Ask some students to read out their emails to the class.

Answer key
(sample answer)
Dear Sally
I live in a small village in the north of Spain. When you come in May the weather will be warm and sunny. We are going to walk in the mountains near here.
From Luis

More practice
Workbook page 19
Common errors worksheet 3, page 49 (Use of *will*)

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Review 3
UNITS 7-9

Answer key

1
1 fast
2 suit
3 team
4 an accident
5 baseball
6 woods

2 (sample answers)
She might keep them in the fridge in the winter.
They may be asleep.
It might be surprising for other people.

3
1 and
2 so
3 so
4 when
5 when

4
1 E
2 F
3 C
4 D
5 A

5 (sample answers)
1 You should wear a belt.
2 You should get some trainers.
3 Why don't you wear a hat?
4 You should try basketball.
5 Why don't you wear a smart shirt?

6
1 going
2 walking
3 going
4 to stay
5 snow

7 (sample answers)
1 A baseball is smaller than a football. A table tennis ball is the smallest.
2 A hill is taller than a tree. A mountain is the tallest.
3 A leather jacket is more expensive than a T-shirt. A diamond ring is the most expensive.
4 A bear is more dangerous than a sheep. A crocodile is the most dangerous.
5 Karate is easier than skateboarding. Football is the easiest.

Common errors worksheet 3: Answer key

Gerunds versus infinitives

1
1 A
2 A

2
1 an infinitive
2 a gerund
3 gerund; infinitive

3
1 I love meeting new people.
2 He hopes to go to university.
3 I wanted to call you last night.
4 She hates playing tennis.
5 I would like to travel all over the world.
6 She usually goes skiing in winter.

Use of *will*

1
1 B
2 B
3 B

2
1 will
2 will
3 would like

3
1 I will do the washing up tonight.
2 She would like to be a dentist in the future.
3 I'll go shopping for you if you like.
4 I think he'll probably be late.
5 I'd like to go to Italy next year.
6 I'll phone you later.

First conditional

1
1 A
2 B

2
1 present simple
2 will
3 if clause

3
1 If it rains, we won't go for a walk.
2 I'll go and watch the match if my uncle buys a ticket for me.
3 If you don't like the present, I will buy you a different one.
4 If you cycle to school, you will get fit.
5 You won't be healthy if you watch TV all day.
6 (correct)

Irregular adverbs

1
1 B
2 A

2
1 badly
2 carefully
3 fast
4 well
5 hard
6 quietly

3
1 carefully
2 well
3 quietly
4 fast
5 hard
6 badly

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Common errors worksheet 3

Gerunds versus infinitives

1 Choose the correct sentences.

1 A I want to go home.
B I want going home.
2 A I'd like to play tennis.
B I'd like playing tennis.

2 Choose the correct words to complete the rules.

1 We use **a gerund / an infinitive** after verbs such as *want, decide, need* and *hope*.
2 We use **a gerund / an infinitive** after verbs such as *enjoy, like, hate* and *love*.
3 We use *I like* + **gerund / infinitive**, but *I'd like* + **gerund / infinitive**.

3 Make sentences using these words.

1 I / love / meet / new people.
2 He / hope / go / to university.
3 I / want / call / you / last night.
4 She / hate / play / tennis.
5 I / would like / travel / all over the world.
6 She / usually / go / ski / in winter.

4 Write sentences about things you like doing, and things you want to do.

Use of *will*

1 Choose the correct sentences.

1 A I help you if you like.
B I'll help you if you like.
2 A I think you enjoy this film.
B I think you'll enjoy this film.
3 A I'll like to see you this evening.
B I'd like to see you this evening.

2 Choose the correct words to complete the rules.

1 We use ***will*** / **present simple** to make offers and promises.
2 We use ***will*** / **present simple** to make guesses about the future.
3 We use ***will*** / ***would like*** to talk about things we want to do.

3 Make sentences using these words.

1 I / do / the washing up / tonight.
2 She / be / a dentist / in the future.
3 I / go / shopping / for you / if you like.
4 I / think / he / probably / be / late.
5 I / like / go to Italy / next year.
6 I / phone / you / later.

4 Write some more offers, promises and guesses about the future.

First conditional

1 Choose the correct sentences.

1 A If you play well, you will win the match.
B If you will play well, you will win the match.
2 A You don't win the match if you don't play well.
B You won't win the match if you don't play well.

2 Choose the correct words to complete the rules.

In first conditional sentences,
1 we use **present simple** / ***will*** in the *if* clause.
2 we use **present simple** / ***will*** in the main clause.
3 we use a comma between the two clauses when the **if clause** / **main clause** comes first.

3 Correct the mistakes in the sentences. One sentence is correct.

1 If it will rain, we won't go for a walk.
2 I'll go and watch the match if my uncle will buy a ticket for me.
3 If you don't like the present, I buy you a different one.
4 If you cycle to school you will get fit.
5 You don't be healthy if you watch TV all day!
6 You'll fall off your bike if you go too fast.

4 Write some more sentences about things that will happen *if...* .

Irregular adverbs

1 Choose the correct sentences.

1 A He drives very slow.
B He drives very slowly.
2 A She works hard.
B She works hardly.

2 Most adverbs are formed by adding *-ly* to an adjective, but some are irregular. Write the adverb forms.

1 bad ___ 4 good ___
2 careful ___ 5 hard ___
3 fast ___ 6 quiet ___

3 Complete the sentences with the adverbs from Activity 2.

1 Carry the glass ___ so you don't spill your drink.
2 She played very ___, and she won the match!
3 You must speak ___ in the library.
4 Henry can run very ___.
5 If you work ___, you will get good exam results.
6 I don't like children who behave ___.

4 Write some more sentences using regular and irregular adverbs.

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Going on holiday

10.1 What are we doing on Saturday?

Exam practice	Vocabulary	Language focus
• Listening Part 5	• holidays	• present continuous for future arrangements

Warmer

- Ask students to look at the photos. Ask: *Where are these places?* (London) *What can you see in the photos?*
- Write the following questions on the board: *Where did you go on your last holiday? What did you do? Where would you like to go on holiday?* In pairs, ask students to discuss the questions.

Background extra

Photo A is Buckingham Palace, the Queen's London residence.
Photo B is St Paul's Cathedral, which was built in the 17th century.
Photo C is Tower Bridge. It has a road crossing that can be raised to allow tall ships to pass through.
Photo D is the London Eye which was opened in 2000 to celebrate the new Millennium. It is the tallest Ferris wheel in Europe (135 metres high).
Photo E is Big Ben. It is part of the Houses of Parliament in Westminster.

Vocabulary: holidays

1
- Check that students understand the words in the box. Model and drill the pronunciation, if necessary.
- In pairs, ask students to complete the phrases. Tell students that in some cases more than one answer is possible, and they should discuss all the possibilities with their partner.

Answer key

1 guide book	**7** suitcase
2 hotel	**8** luggage
3 holiday / tickets	**9** holiday
4 travel agent	**10** tourist information office
5 map / guide book	**11** luggage / suitcase
6 tour guide	

2
- In pairs, ask students to look at the phrases in Activity 1 and discuss which things they do before they go on holiday and which things they do while they are on holiday.

Answer key
Before you go on holiday: read a guide book, book your tickets, pay the travel agent, pack your suitcase, collect your tickets, plan your holiday
While you are on holiday: send a postcard, read a guide book, stay at a hotel, look at a map, listen to the tour guide, visit the tourist information office, carry your suitcase

3
- Ask students to read the email and answer the questions. Check the meanings of any unknown words.
- Check answers with the class.

Answer key
1 F **2** F **3** T **4** T

- Ask students to correct the false sentences. (1 Sam booked the holiday on the Internet. 2 Sam is going to buy his suitcase this weekend.)

Language focus: present continuous for future arrangements

4
- Read the examples with the class and ask students what tense the verbs are in (present continuous).
- Elicit the correct words to complete the rules.

Answer key
1 the future **2** arrangements **3** say

- Ask students to find other examples of the present continuous in the email (*I'm going with a group ... , We're staying in a hotel ... , Are you staying in London?*) Elicit that they all refer to the future.

5
- Ask students to do this activity individually.
- Check answers with the class.

Answer key
1 We're going on a bus tour tomorrow.
2 How long are we staying at the museum?
3 Where is the tour guide taking us today?
4 I'm buying some postcards for my family later.
5 Are you bringing your guide book?

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Speaking extra

- In pairs, ask students to discuss what they are doing this evening / this weekend?
  A: *What are you doing this evening?*
  B: *I'm going to the cinema. / I'm doing my homework.*
- Ask individual students to tell the class what their partner is doing this evening / this weekend. *Eva is going to a friend's house this weekend.*

Exam practice: Listening Part 5

90 Exam guide

- Students are tested on their ability to extract specific information from a listening text with one speaker. Students have to listen and complete a set of notes. Spelling may not have to be totally accurate in some answers, although when a word is spelt out it must be correctly spelt.

6
- Ask students to look at the spaces in the notes and try to guess what type of answer is needed (for example, number, word or price).
- Read the **Exam tip** with the class. Focus on answer number 2 in the notes and ask students what they might hear on the CD for this information. Try and elicit *Lunch will cost... .*
- Play the CD and ask students to fill in the missing information. Play the CD again for students to check their answers.
- Check answers with the class. Tell students they have to spell *Piccadilly* correctly to get the mark.

Answer key
1 40 **2** £10 **3** Sea **4** hotel **5** Piccadilly

21 Transcript

Now listen carefully everyone – here are our plans for tomorrow. Breakfast will be at 8 o'clock. Don't be late because we're going on the London Eye at nine thirty and it will take us 40 minutes to get there. A ride on the London Eye takes 30 minutes and if the weather's good we'll get a great view of the city.
Next, we're walking to Covent Garden. At twelve thirty we'll have lunch and then you can do some shopping. Lunch will cost about £10 and you'll need some spending money as well. £20 will be enough I think.
At 3 o'clock we're going to the Science Museum. We're seeing a film there called *Deep Sea* in the 3D cinema. You won't believe your eyes when you see some of the fish in that film!
After that, at about six, we're going back to the hotel to have dinner. There will also be time for you to have a rest and change your clothes. Finally, at seven thirty we are going to see *Grease* at the Piccadilly Theatre. That's P-I-C-C-A-D-I-L-L-Y. It's a great show and I am sure you will all really enjoy it.

Speaking

7
- In pairs, ask students to decide who is A and who is B. Tell them to look at the relevant pairwork pages.
- Focus attention on the questions in the box on page 49 and ask a pair of students to demonstrate the first question and answer.
- Monitor round the class. Encourage students to answer in full sentences and to use the contracted form *we're* rather than the full form *we are*.

Answer key
(sample answers)
Student A
A: What are we doing at 1 o'clock?
B: We're having a picnic lunch.
A: How are we getting to the Houses of Parliament?
B: We're getting there by boat.
A: Where are we going at 4.30?
B: We're visiting Westminster Abbey.
A: What time are we leaving the hotel?
B: We're leaving the hotel at 7.30.
A: Where are we having dinner?
B: We're having dinner at the Hard Rock Café.

Student B
B: What are we doing at 9.30?
A: We're having breakfast at 9.30.
B: Where are we going at 10.30?
A: We're visiting the Tower of London.
B: Where are we going at 2 o'clock?
A: At 2 o'clock we're going to the Houses of Parliament and Big Ben.
B: What time are we returning to the hotel?
A: We're returning to the hotel at 6 o'clock.
B: What are we doing at 8 o'clock?
A: We're having dinner at 8 o'clock.

8
- Tell students to use the pairwork notes for Activity 7 for ideas of things they could include (meals, visits, entertainment).
- Tell groups to elect a spokesperson to tell the rest of the class about their plans. You could give students a copy of the transcript for Activity 6 to help them.

More practice
Workbook page 20

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10.2 The buses are too crowded

Exam practice	Vocabulary	Language focus
• Listening Part 3	• transport	• *too* and *not enough*

Warmer

- Ask students: *How do you get to school? Which form of transport do you use most? Why? Which form of transport is good in a big city?*

Vocabulary: transport

1
- Ask students to work in pairs to find the things in the pictures.
- Check answers with the class. Model and drill pronunciation of the words, if necessary.
- Explain that *underground* is a British word and *subway* is American.

Answer key

bicycle E	helicopter C	tram F
boat J	motorbike L	the underground
bus D	plane A	(the subway) B
car H	taxi I	
coach K	train G	

Speaking extra

- Ask students to work in pairs and discuss which means of transport is
  - the most / least comfortable
  - the most / least expensive
  - the safest / least safe
- Ask some pairs for their opinions. Ask other students if they agree.

2
- Focus on the verbs in the box and check that students understand the meanings.
- Ask students to match the verbs with the forms of transport.
- Check answers with the class.

Answer key

catch: a bus, plane, train
drive: a bus, car, coach, taxi, train, underground train
fly: a plane, helicopter
get on/off: a bicycle, boat, bus, coach, motorbike, plane, train, tram, the underground
get in/out of: a car, helicopter, taxi
miss: the boat, bus, coach, plane, train
ride: a bicycle, motorbike
sail: a boat
take: a bus, taxi, train, tram, the underground

Reading

3
- Tell students they are going to read some comments from a website. Tell them to read the comments quickly to find out what they are about (transport in San Francisco).
- Ask students to read the comments and find the answers to the questions.
- Check answers with the class.

Answer key

1 Anne **2** Louis **3** Yu Cheng **4** Louis
5 Yu Cheng **6** Yu Cheng **7** Anne

Language focus: *too* and *not enough*

4
- Read the examples with the class. Ask students to underline the adjectives (*expensive, cheap*), and the nouns (*trams, money, parking spaces*).
- Ask students to complete the rules.
- Elicit answers around the class.
- Point out the difference between *too* and *very*. (*very* = a lot, *too* = more than you want)

Answer key

1 too **2** not enough

- Explain that we use *enough* before plural or uncountable nouns, but with uncountable nouns we use a singular verb form. *There isn't enough water.*

Language booster *too much* and *too many*

- Elicit examples of countable and uncountable nouns.
- Call out the nouns, and ask students to respond with *too much* or *too many*:
  cars – too many; food – too much etc.

5
- Read the example together. Ask students to translate it into their own language.
- Ask students to do the activity individually, then compare their answers in pairs.
- Check answers with the class.

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Answer key
1 The bicycle is too big. The child is not tall enough.
2 The people are too late. The people are not early enough.
3 The boat is too expensive. He hasn't got enough money.

Exam practice: Listening Part 3

88 Exam guide

- Students answer five multiple-choice questions, each with three options. They are given time to read the questions before the recording starts. The recording may be an informal conversation between two friends or classmates, or a semi-formal conversation on the phone or in a shop, tourist information centre, museum, etc.

6
- Ask students if any of them have visited the US. Tell students they are going to listen to a girl called Teresa talking about her holiday in the US.
- Read the **Exam tip** with the class. Write the first two lines of dialogue on the board. They will see that all three possible answers are mentioned. Elicit which is the correct answer (C).
- Ask students to read through the remaining questions.
- Play the CD and ask them to circle the correct answers.
- Play the CD again so they can check their answers. Check answers with the class.

Answer key
1 A 2 B 3 A 4 C 5 B

22 Transcript

(A = Andy, T = Teresa)
A: Hi, Teresa. How was your holiday in the US?
T: It was great, but six weeks wasn't enough. We needed another three or four weeks!
A: Did you travel around by car?
T: Most people do that, but we went everywhere by bus. The trains are good too, but we didn't use those.
A: Did you go to Disneyland?
T: Yeah! I couldn't believe how big it was. And we were lucky because it wasn't very busy the day we went. But Mum and Dad weren't happy about the prices!
A: And what about the Grand Canyon?
T: That was great! Some people take a helicopter or a plane flight to see it, but we did it the hard way – on foot!
A: And did you visit any interesting towns?
T: Lots! Los Angeles, San Francisco, Las Vegas. We also wanted to go to Phoenix but there wasn't enough time.
A: What did you think of San Francisco?
T: We loved it – my mum liked the cafés and restaurants and I liked the zoo. Dad liked the bridge best.
A: It sounds like an amazing holiday!
T: It was!

Speaking extra

- In pairs, tell students they are going to ask and answer questions about their last holidays.
- Brainstorm questions and write them on the board:
  Where did you go? Did you enjoy it?
  How did you travel? What places did you visit?
- Ask a few students to report back to the class about their partner's holiday.

Speaking

7
- Read the example with the class and tell students they should use *too* and *not enough* where appropriate.
- In pairs, ask students to write down all the different forms of transport in their town, and give advice about each of them.
- Ask some pairs to tell the class their advice.

Answer key
(sample answers)
The town isn't very big. You can walk everywhere.
You should cycle. It's quicker.
Taxis are slow because there are too many cars.
There are buses, but they are too crowded.

Writing extra

- Tell students to write a short paragraph about transport in their town or city to answer a question about transport in their town on a website like the one on page 50.
- They can use the ideas they have discussed in their groups, but they should work individually.

More practice
Workbook page 21
Common errors worksheet 4, page 63 (*much* and *many*)

Photocopiable activity

A postcard home (Page 91)
Topic: holidays
Language: holidays, present continuous for future plans
1 Students read the postcard and match the sentence halves.

Answer key
1 B 2 E 3 A 4 F 5 D

2 Students choose the activities they would like to do.
3 Students write their postcards. Remind them to use the present continuous for their plans.
4 Students read their postcards to each other and decide which is the best holiday.

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Around town

11.1 Have you been there?

Exam practice	Vocabulary	Language focus
• Listening Part 4 • Reading and Writing Part 4	• buildings	• present perfect versus past simple

Warmer

- Ask students to look at the photos. Ask: *What do you think the buildings are? Do you recognise any of them? Are they modern or old? Which is the most attractive / least attractive?*

Background extra

Photo A is The Guggenheim Museum in Bilbao, Spain. It is a modern art museum.
Photo B is The Golden Gate Bridge in San Francisco.
Photo C is Sydney Opera House in Sydney, Australia.
Photo D shows Chichen Itza, ruins from the Mayan civilisation in Mexico.
Photo E is a skyscraper in the City of London called the Gherkin.
Photo F is Bran Castle, known as Dracula's Castle, near Bran in Romania.
Photo G is Notre Dame Cathedral in Paris, France.

Vocabulary: buildings

1
- Put students into pairs for this activity. Tell them to ask and answer questions about each photo, and decide what type of building each one is.
- Check answers with the class, and check understanding of the words. Model and drill pronunciation of the words if necessary.

Answer key
A museum **B** bridge **C** theatre **D** ruin
E office building **F** castle **G** church

Exam practice: Listening Part 4

90 Exam guide

- Students listen to dialogue and complete a set of notes with one or more words or number.
- They may need to listen for times, numbers, dates, prices or spellings of words.

2
- Read the **Exam tip** with the class. Tell students that they will lose marks if they don't spell the words correctly. For other words which are not spell out on the CD correct spelling is not essential.
- Ask students to look at the notes and check what type of information is missing (for example, name, price or noun).
- Play the CD and ask students to listen for the missing information. Play the CD again so that students can check their answers.
- Check answers with the class.

Answer key
1 the sports centre **2** Despereaux
3 £4.50 **4** library **5** half past five

23 Transcript

(L = Liz, T = Tina)
L: So what is there to do in Hadley, Tina?
T: Well, we've got a castle from the 13th century.
L: Hmm. I'm not too interested in ruins. But I love swimming.
T: Me too. I went to the new pool in the sports centre last week. It's really big.
L: Sounds great. Do you have a movie theatre here?
T: Yes. And there's a good film on this week. It's called *The Tale of Despereaux*. Have you seen it?
L: No. What's it called again? *The Tale of...*
T: Despereaux. That's D-E-S-P-E-R-E-A-U-X. I haven't seen it either. Shall we go?
L: Sure.
T: During the week is best. Tickets are only £4.50 then. On Saturdays and Sundays they're £7.50.
L: OK! Is there a skatepark?
T: Yes, it's across the road from the library, by the river, but I've never been there.
L: Great. Oh I nearly forgot - I've just written a postcard to my mom and dad but I haven't mailed it yet.
T: You'll have to hurry. The post office shuts at half past five and it's quarter past five already.
L: Sounds like I don't have time - I'll go tomorrow.

Speaking extra

- In pairs, ask students to discuss what there is to do in their town.
- Tell them to imagine that one of them is a visitor to their town. The visitor must make a note of things they want to know about the town. Their partner must answer their questions.
- Ask students to change roles and repeat the activity.

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Language focus:
present perfect versus simple

3
- Ask students to look at the examples and underline the verbs. Ask them whether the verbs are in the past simple or present perfect.
- Elicit the correct words to complete the rules.

Answer key
1 past simple **2** present perfect
3 since; for

- Ask students to translate the examples into their own language.
- Focus attention on *She's never been to the skate park.*
- Write these sentences on the board and ask students to translate them into their own language. Make sure students understand the difference between them.
  She has gone to the skate park. (= She went to the skatepark and she is still there.)
  She has been to the skate park. (= She went there but she has now returned).

Language booster *just, yet* and *already*

- Read the **Language booster** with the class. Make sure students understand the difference between *just, yet* and *already*.
- Ask students to translate the examples into their language.
- Elicit more example sentences.

4
- Ask students to do the activity individually.
- Check answers with the class.

Answer key
1 Did you go to; I went
2 Have you ever visited; I went
3 Did you arrive; I've been
4 Did you see; I haven't seen

Exam practice:
Reading and Writing Part 4

✓ **74 Exam guide**

- This tests students' ability to understand the main ideas in a longer text. The texts are adapted from authentic sources such as magazine articles, website pages, etc. They may contain more difficult vocabulary than in other parts of the exam, but students don't have to understand every word in order to complete the task successfully. There are different task types in this part. Questions will be either multiple-choice or Right / Wrong / Doesn't Say options.

5
- Read the **Exam tip** with the class. To demonstrate the tip, focus attention on the phrase *on foot* in the example. Ask students how this is phrased in the text (*a short walk*).
- Ask students to complete the task individually. Check answers with the class.

Answer key
1 B **2** B **3** C **4** A **5** C **6** C **7** A

Speaking

6
- Focus attention on the sample dialogue. Ask a pair of students to read it out.
- Ask students to identify the verbs and say what tense they are in. Point out the use of the present perfect for the first question and the past simple for the follow-up question.
- Check that students understand the meaning of the words in the box.
- Ask students to ask their partner questions about the places in the box, or their own ideas.
- Monitor and check that students are asking follow up questions using the past simple.
- Ask some students to tell the class about their partner's experiences. *Paolo has never been to the UK, but he has been to the United States. He went there in 2007.*

More practice
Workbook page 22
Common errors worksheet 4, page 63 (Present perfect versus past simple)

Photocopiable activity

A room with a view (Page 92)
Topic: buildings
Language: buildings, pronouns, the passive

1 Ask students the questions. Do not give the answers at this stage.

2 Students read the text and identify the hotel (photo B).

3 Elicit some examples of pronouns. Students complete the activity individually. Elicit that we use pronouns to avoid repeating nouns.

Answer key
1 he **2** he **3** it **4** they **5** they **6** they **7** they

4 Students read the text and choose the correct verbs.

Answer key
1 was built **2** was turned into **3** decided
4 are painted **5** have **6** are brought **7** think

5 Students rewrite the sentences.
6 Students prepare their ideas individually.
7 Put students into pairs to discuss, then put them with a different partner to discuss again.

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11.2 Turn left at the traffic lights

Exam practice	Vocabulary	Language focus
• Reading and Writing Part 1 • Reading and Writing Part 7	• places in town	• giving directions

Warmer

- Tell students to look at the map. Ask them what they can see. Ask: *Which of these things do you have in your town?*

Background extra

- Around the world young people can start driving at different times. In the UK you can get a Provisional Licence when you are 17. To get a full driving licence you must pass a theory test and a practical driving test.
- The minimum age for learning to drive in much of the rest of Europe is 18. In the USA the age varies from state to state and in a few states young people can get their Learner's Permit when they are 14. Around the rest of the world the average minimum age for learning to drive is 17 or 18.

Vocabulary: places in town

1
- Put students in pairs to complete the sentences with the prepositions. Point out that students should imagine they are the people near the railway.
- Check answers and check that students understand the meaning of the prepositions.

Answer key
1 between **2** behind / next to **3** in front of
4 opposite **5** next to

- Ask students to write three more sentences about the map using the prepositions.

Writing extra

- Ask students to write sentences about where four of their classmates are sitting using the prepositions in Activity 1. (*This person is sitting in front of ... and next to ... .*)
- Ask students to swap sentences with their partner, and try and guess who their partner is describing.

Listening

2
- Check that students understand the meaning of *near*. Tell students that the three conversations all happen at the place where the people are on the map.
- Play the CD once and ask students to write down the three places (post office, The Orange House, supermarket).
- Play the CD again and ask students to draw lines on the map showing the directions.
- Check answers with the class.

Answer key
Check that students have drawn lines to...
1 the post office **2** The Orange House
3 the supermarket

- Ask students how the people on the CD asked for directions. Try and elicit: *Excuse me, where's the ... / Excuse me, I'm looking for ... / Excuse me, is there a ... near here?*

24 Transcript
(B = Boy, G = Girl)

1 **B:** Excuse me, where's the post office?
G: The post office? Go straight on past the church, and then take the first road on the left. The post office is at the end of that road, next to the river.
B: Take the first road on the left. OK. Is it far?
G: About two minutes on foot.
B: Thanks.

2 **G:** Can you help me? I'm looking for The Orange House.
B: That's the dance club isn't it? Go straight on and turn left at the traffic lights.
G: Is it on the other side of the river?
B: No, if you go over the bridge, you've gone too far. It's opposite the post office. You can't miss it.
G: OK, thanks.

3 **B:** Excuse me, is there a supermarket near here?
G: Yes, but it's quite far. Go straight on and turn right at the traffic lights. Go past the museum and the hotel until you get to the big roundabout. Turn left at the roundabout and left again at the traffic lights. The supermarket's on the right, opposite the library.
B: So right at the traffic lights, then left at the roundabout and left again. Great. Thanks a lot.
G: No problem.

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Language focus: giving directions

3
- Ask students to match the directions with the pictures.
- Check answers with the class and make sure students understand all the directions.

Answer key
1 D 2 C 3 B 4 F 5 A 6 E

4
- Put students into pairs and ask them to turn to the relevant page in the Pairwork section and follow the instructions.
- Encourage students to use the phrases from Activity 3.

Answer key
(sample answers)
Student A
the hotel: Take the first road on the left and go over the bridge. Turn right at the traffic lights and go straight on at the crossroads. It's on the left.
the cinema: Go straight on and turn right at the traffic lights. Go straight on at the roundabout and go over the bridge. Turn left at the crossroads. The cinema is on the right.
the skate park: Take the first road on the right, then turn right. Turn left at the roundabout. The skate park is on the right.
Student B
the museum: Take the first road on the left and go over the bridge. Turn left at the traffic lights and go over another bridge. The museum is on the right.
the market place: Take the first road on the right and then take the first road on the left.
the post office: Take the second road on the right, by the traffic lights. Turn left at the roundabout and go over the bridge. Then take the first road on the right. The post office is on the left.

Exam practice:
Reading and Writing Part 1

✓ 68 Exam guide
- Students see eight real-world notices and are tested on their general understanding of them. They have to match five sentences to the appropriate notices.

5
- Read the **Exam tip** with the class. Ask students to look at all the signs and say what the topic of the activity is (road signs).
- Ask students to match the sentences with the signs.
- If there are any sentences they are unsure about, tell students to leave these until last.
- Tell them there are two signs which are not needed.
- Check answers with the class.

Answer key
1 C 2 G 3 A 4 E 5 H

6
- Ask students which signs they did not use (B and F).
- Elicit sentences to explain what they mean.

Answer key
(sample answers)
B This path is only open to bicycles.
F You mustn't cross the road until the lights change to green.

Exam practice:
Reading and Writing Part 7

✓ 79 Exam guide
- Students complete a short text which has ten spaces in it. They must write ONLY one word in each space. The activity focuses mainly on the testing of grammatical words, but there may be one or two questions testing vocabulary. Students must spell each word correctly to get the mark.

7
- Tell students to read the emails quickly. Ask them what the relationship is between Jake and Luis (friends).
- Read the **Exam tip** with the class. Remind students to look carefully at the words before and after each space.
- Ask students to do the activity individually. Check answers with the class.

Answer key
1 at 2 to 3 until 4 there 5 get
6 straight 7 turn 8 it 9 past 10 too

Speaking

8
- Put students into groups for this activity.
- Ask them to take turns to give directions. The other members of the group must try and guess the place.

More practice
Workbook page 23

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12.1 I think technology is great

Exam practice	Vocabulary	Language focus
• Reading and Writing Part 5	• technology	• *believe, hope, know, say* and *think*

Warmer

- Ask students to look at the picture. Ask: *Does your room look like this? What things do you have in your bedroom? When do you use your mobile phone?*

Vocabulary: technology

1
- Put students in pairs to find the things in the picture.
- Check answers with the class and make sure students understand all the words. Model and drill pronunciation if necessary.

Answer key

computer A	mobile phone G	screen C
games console E	MP3 player H	television B
keyboard D	radio F	

- In pairs, ask students to discuss which of the items they use most / least.

Speaking extra

- Put students into groups of three or four. Tell them to imagine they are locked up in prison for three months. They can choose three of the items in Activity 1 to have in their cell, but they all have to agree on which items they want.
- Students discuss what they want, giving reasons, and they then take a vote to decide. Ask each group to tell the rest of the class which items they have chosen.

2
- Check students know the meanings of the words in the boxes. Focus attention on the examples. Elicit another sentence as an example.
- In pairs, students make other sentences, then correct their partner's.

Answer key

(sample answers)
You use a radio to chat to friends.
You use a television to send emails.
You use a keyboard to listen to music.
You use a computer to record music.
You use a games console to surf the internet.
You use a mobile phone to watch cartoons.

3
- Ask students to read the technology quiz and check they understand the questions. Ask them to circle *yes* or *no* for each question.
- In pairs, students compare their answers, then check their results on page 64.
- Ask students if they agree with what the results say about them.

Background extra

- Recent developments in technology have given young people increased opportunities for interacting with each other. Typical uses for a student in the UK or USA might include texting friends to arrange to meet up, using the internet to research some homework or using a social networking site to post photos or message friends.
- Texting is increasingly popular and in the UK on New Year's Eve 2007 over 290 million text messages were sent, 30% more than the same time in 2006.

Listening

4
- Tell students to read the questions carefully, and check that they understand them.
- Play the CD and ask students to listen for the answers.
- Check answers with the class.

Answer key

1 two hours **2** 60 **3** yesterday
4 No, she doesn't.

- Ask students if they agree with Annie's opinion on modern technology.

25 Transcript

(P = Presenter, A = Annie)

P: And the next caller on the line is Annie. Hi, Annie. Do you think you are addicted to modern technology?
A: Well, my mum says I am, but I don't agree. I probably spend about two hours a day online, chatting to friends, or looking at websites, and I send about 60 text messages a day. I don't think that's a lot, do you?
P: It sounds like a lot to me! When do you send all those texts?
A: Between lessons and after school. But my teacher took my phone away yesterday. I hope he gives it back to me soon! I want to know what my friends are doing.
P: But you shouldn't use your phone during lessons!

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A: I know. But I wasn't sending text messages; I was trying to find some information on the internet!
P: I see! So, Annie, why do you think adults worry about teenagers and the way they use modern technology?
A: I don't know! They worry too much. They think it's bad for us, but it isn't. It helps us study and it helps us stay in touch with our friends!
P: OK. Thanks, Annie. And our next caller is ...

Language focus:
believe, *hope*, *know*, *say* and *think*

5
- Check that students understand the meaning of the verbs.
- Ask students to translate the example sentences into their language.
- Elicit the correct words to complete the rules.
- Explain to students that usually in spoken English when we use these verbs we leave out *that*.

Answer key
1 don't have to **2** never use

6
- Ask students to do this activity individually.
- Check answers with the class.

Answer key
1 B **2** D **3** F **4** A **5** C **6** E

Speaking extra
- Write the following statements on the board:
  1 Children under 10 shouldn't use mobile phones.
  2 Chatting online is more fun than watching TV.
  3 Playing computer games is good for you.
- In groups, ask students to discuss whether they agree or disagree with these statements, using the verbs from Activity 5.

Exam practice:
Reading and Writing Part 5

✓ 76 **Exam guide**
- Students are tested on their knowledge of grammatical words through a short reading text. The texts are adapted from original sources such as magazine and newspaper articles. Words are deleted from the text and students are asked to complete the text by choosing from three options.

7
- Read the **Exam tip** with the class. Tell students to look carefully at the title of the article and the photo. Ask them what they think the article is about. Don't accept or reject their guesses at this stage.
- Check that students understand *texting*. Tell students to read the article quickly to check whether their ideas were right. Elicit that the text is about a girl who won a texting competition.
- Focus on the example and remind students to look carefully at what comes before and after each space.
- Ask students to complete the rest of the activity individually.
- Check answers with the class.

Answer key
1 B **2** C **3** C **4** A **5** C **6** B **7** B **8** A

Speaking

8
- Brainstorm questions for the survey and write them on the board, for example:
  Do you think children should use mobile phones in schools?
  Do you think teenagers need mobile phones?
  Do you think modern technology is a good thing / bad thing?
  Do you think children spend too much time on their computers / watching TV?
- In groups of four or five, ask students to write their questions. Give each group a letter name A, B, C, etc. Tell each student in the group to choose one other group to interview, so that they end up interviewing everyone in the class.
- In their original groups, ask students to collate their information, and write sentences about what they learnt.
- Write the following phrases on the board to help:
  Most people think that ... .
  A few people believe that ... .
  Half the class say that ... .
  No-one thinks that ... .
- Students could write up their results for homework.

More practice
Workbook page 24
Common errors worksheet 4, page 63 (Adjectives: *-ing* versus *-ed*)

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12.2 An amazing story

Exam practice	Vocabulary	Language focus
• Speaking Part 2 • Reading and Writing Part 4	• books and reading	• past continuous

Warmer

- Ask students: *Do you like reading? How many books do you read in a year? What's your favourite book? When and where do you read?*

Vocabulary: books and reading

1
- Put students in pairs to find the things in the picture.
- Check answers with the class and make sure students understand the meaning of all the words. Model and drill pronunciation if necessary.

Answer key
comic D dictionary B magazine A
newspaper B novel E

- Ask students which of these things they read.

2
- Check that students understand the meaning of the words in the box. They can use a dictionary to find any unknown words.
- Elicit sentences from individual students.

Answer key
(sample answers)
You can find:
... advertisements in newspapers or magazines.
... articles in newspapers or magazines.
... cartoons in comics.
... crosswords in newspapers.
... information about a place or person in magazines.
... information about a word in a dictionary.
... photographs in magazines.
... pictures in comics / magazines / newspapers.
... sports news in newspapers.
... exciting stories in novels.
... weather reports in newspapers.

Exam practice: Speaking Part 2

✓ 94 Exam guide

- Students follow prompt cards to ask and answer questions with a partner. They are given 3–4 minutes to do this task.

3
- Read the **Exam tip** with the class. Elicit other phrases to ask for clarification: *Can you say that again? Can you say that more slowly?*
- Ask students to look at their prompt cards on the relevant Pairwork pages. Choose two students to demonstrate the first question and answer.
- Remind students they should try and make their conversation as natural as possible.
- They should give full answers, not just one word answers.

Answer key
(sample answers)
Library
A: Does the library have any computers?
B: Yes, it has five new computers.
A: What's the address?
B: It's 22 Park Street.
A: Can you get any coffee there?
B: Yes, there's a coffee machine.
A: Are there any books for teenagers?
B: Yes, there are books for everyone.
A: Is it open every day?
B: It's open every day except Sunday.

Magazine
B: What's the name of the new magazine?
A: It's called Your World.
A: How much is it?
B: It's £2.50.
A: What does it have inside?
B: It has stories, photos and news.
A: When can you buy it?
B: It's on sale every month.
A: Where can you buy it?
B: In the newsagent's.

Language focus: past continuous

4
- Ask students to read the sentences and decide which verbs are A and which are B.

Answer key
1 was reading = A; walked in = B
2 walked in = B; was sitting = A

- Elicit that we use the past continuous and the past simple in this way when we want to say that one action happened in the middle of a longer action.

5
- Elicit the correct words to complete the rule.

Answer key
to be; *-ing*

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Language booster *when* and *while*

- Read the **Language booster** with the class. As a class, rewrite the examples in Activity 4 using *while* (*While Claudia was reading a comic, the teacher walked in. The teacher walked in while Paula was sitting in her chair.*)

6
- Ask students to look at the picture on page 58. Focus on the example question and answer in the speech bubbles.
- In pairs, ask students to ask and answer questions about the other people.

Answer key
(sample answers)
What was ... doing when the teacher walked in?
Jun was sleeping.
Donna was taking a magazine out of her bag.
Hugo was reading a novel and crying.
Paula was sitting in the teacher's chair.
Lars was cutting out a photo.
Luis was laughing at a cartoon in a newspaper.
Angela was doing a crossword in the newspaper.

7
- Ask students to write sentences about what they were doing at these times. Tell them to make some true and some false.
- Focus attention on the example. Tell students that if they think their partner's sentence is true, they should say *I think that's true.*

Exam practice:
Reading and Writing Part 4

✓ 74 Exam guide

- This tests students' ability to understand the main ideas in a longer text. The texts are adapted from authentic sources such as magazine articles, website pages, etc. They may contain more difficult vocabulary than in other parts of the exam, but students don't have to understand every word in order to complete the task successfully. There are different task types in this part. Questions will be either multiple-choice or Right / Wrong / Doesn't Say options.

8
- Ask students to read the text quickly and answer the questions. Check answers with the class.

Answer key
The article is about Laura Simpson, a 16-year-old student. The bus driver was taken ill and the bus went off the road. It happened in Australia.

9
- Read the **Exam tip** with the class. As an example, focus on question 2 and ask students to find the information in the text. Elicit that this information is not mentioned, therefore C is the correct answer.
- Ask students to complete the task individually.
- Check answers with the class.

Answer key
1 B 2 C 3 A 4 B 5 B 6 A 7 B

Writing

10
- Ask students to think of a famous person they would like to meet. Tell them they are going to write a story about meeting this person.
- Read through the plan with the class, then ask students to write their stories individually.
- Ask some students to read their stories to the class.

More practice
Workbook page 25
Common errors worksheet 4, page 63 (*Look at, see* and *watch*)

Photocopiable activity

Don't miss this film! (Page 93)
Topic: film reviews
Language: films, punctuation

1 Students read the review and choose the correct answers.

Answer key
1 capital letter 2 exclamation mark 3 comma
4 comma 5 speech marks

2 Students read the review and correct the punctuation.

Answer key
'Indiana Jones and the Kingdom of the Crystal Skull' is the fourth film about the adventures of the archaeologist Indiana Jones. In the film Indiana Jones travels to Peru to look for a mysterious crystal skull. The film stars Harrison Ford as Indiana Jones, Karen Allen as Marion, and Cate Blanchett as a beautiful spy. It is an exciting and funny film. It has wonderful actors and the music is very good. 'Indiana Jones and the Kingdom of the Crystal Skull' is definitely a great film!

3 Students write their own reviews. Pin the reviews around the classroom.

4 Students walk around the classroom and read the reviews. Ask some students which ones they enjoyed reading.

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Review 4
UNITS 10-12

Answer key

1
1 boring
2 chat
3 market
4 bank
5 wheel
6 ticket
7 click
8 favourite

2
1 It's in your trainer.
2 It's under the bed.
3 It's next to the computer.
4 It's on the television.
5 It's next to the bed.

3
1 On Tuesday she's meeting Debbie at the museum.
2 On Wednesday she's getting some money from the bank.
3 On Thursday she's borrowing a guidebook from the library.
4 On Friday she's buying tickets from the railway station.
5 On Saturday she's going to Paris.

4
1 David has taken a train across Russia.
2 David has used the underground trains in London.
3 David hasn't flown in a helicopter.
4 David hasn't driven a bus in New York.
5 David has sailed a boat from England to France.

5
1 too slow
2 too late
3 not big enough
4 too soon
5 not good enough

6
1 Claudia hopes to make her own website this year.
2 Viktor believes people won't use keyboards in the future.
3 Loretta says she uses chatrooms every day.
4 Cassandra knows she spends too much time online.
5 Jun thinks phoning people is better than emailing them.

7 (sample answers)
1 I was eating my lunch when a bear arrived.
2 I was sitting on the beach when it started to rain.
3 I was taking a photo when I lost my wallet.
4 I was waiting at the bus stop when I found some money.
5 I was dancing when I hurt my foot.

Common errors worksheet 4: Answer key

Much and *many*

1
1 A
2 A
3 B

2
1 uncountable
2 countable
3 negative
4 affirmative

3
1 much
2 many
3 much
4 a lot of
5 lots of
6 a lot of

Look at, *see* and *watch*

1
1 B
2 A
3 A

2
1 see
2 look at
3 watch

3
1 watch
2 see
3 looking at
4 see
5 Look at
6 watched

Present perfect versus simple past

1
1 A
2 B

2
1 simple past
2 present perfect
3 present perfect

3
1 Mike went to Milan last week.
2 I've bought a guidebook already.
3 We haven't paid for the tickets yet.
4 Did you go to Canada last year?
5 Sara tried horse-riding in June.
6 Have you seen my photos of Barcelona.

Adjectives: *-ing* versus *-ed*

1
1 A
2 B

2
1 -ed
2 -ing

3
1 surprised
2 exciting
3 disappointing
4 tiring
5 interested
6 frightening

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Review 4

UNITS 10-12

Common errors worksheet 4

Much and *many*

1 Choose the correct sentences.

1 A I haven't got much money.
B I haven't got many money.
2 A There are too much people.
B There are too many people.
3 A He eats much chocolate.
B He eats a lot of chocolate.

2 Choose the correct words to complete the rules.

1 We use *much* with **countable** / **uncountable** nouns.
2 We use *many* with **countable** / **uncountable** nouns.
3 We usually use *much* and *many* in **affirmative** / **negative** sentences and questions.
4 We usually use *a lot of* or *lots of* in **affirmative** / **negative** sentences.

3 Complete the sentences by adding *much* or *many*.

1 How **much** / **many** money have you got?
2 She hasn't got **much** / **many** friends.
3 I can't hear you. There's too **much** / **many** noise!
4 Hurry up, we haven't got **a lot of** / **many** time.
5 There are **much** / **lots of** people on the bus.
6 Wow! There's **a lot of** / **much** traffic today.

Look at, see and *watch*

1 Choose the correct sentences.

1 A I like seeing cartoons.
B I like watching cartoons.
2 A I saw my friend in the park.
B I looked at my friend in the park.
3 A Wow! Look at that picture.
B Wow! See that picture.

2 Complete the table with *look at*, *see* and *watch*.

	1 _____	2 _____	3 _____
We see something	Y	Y	Y
We choose to look carefully	N	Y	Y
We look for a long time	N	N	Y

3 Complete the table with *look at*, *see* or *watch*.

1 Shall we _____ a DVD tonight?
2 Where is he? I can't _____ him.
3 Uh oh! The teacher is _____ us.
4 Was Mark at the party? I didn't _____ him there.
5 _____ that photo. It's beautiful!
6 I _____ a really interesting programme last night.

4 Write more sentences with *look at*, *see* and *watch*.

Present perfect versus past simple

1 Choose the correct sentences.

1 A We visited Paris last year.
B We've visited Paris last year.
2 A I never visited London.
B I've never visited London.

2 Choose the correct words to complete the rules.

1 We use *present perfect* / *past simple* for things that happened at a definite time in the past.
2 We use *present perfect* / *past simple* for things that happened sometime in the past.
3 We use *present perfect* / *past simple* with *just*, *yet* and *already*.

3 Make sentences using present perfect or the past simple.

1 Mike / go to Milan / last week.
2 I / buy a guidebook / already.
3 we / not pay for / the tickets / yet.
4 you / go to Canada / last year?.
5 Sara / try / horseriding / in June.
6 you / see / my photos of Barcelona.

4 Write sentences about things you did last year, and things you have done sometime in the past.

Adjectives: *-ing* versus *-ed*

1 Choose the correct sentences.

1 A It was a very boring lesson.
B It was a very bored lesson.
2 A I was really boring.
B I was really bored.

2 Choose the correct words to complete the rules.

1 We use in *-ed* / *-ing* adjectives to describe how we feel.
2 We use in *-ed* / *-ing* adjectives to say what we think of something.

3 Choose the correct adjectives to complete the sentences.

1 I was very **surprised** / **surprising** when she gave me a present.
2 It's a very **excited** / **exciting** film.
3 I was very **disappointed** / **disappointing** film.
4 That was a very **tired** / **tiring** walk.
5 Are you **interested** / **interesting** in history?
6 It's a very **frightened** / **frightening** film.

4 Write more sentences using *-ed* and *-ing* adjectives.

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Answer key

Reading and Writing

Part 1

1 D
2 B
3 H
4 F
5 C

Part 2

6 A
7 C
8 B
9 A
10 B

Part 3 (a)

11 C
12 C
13 B
14 A
15 C

Part 3 (b)

16 C
17 G
18 A
19 E
20 B

Exam Extra! Yes and No

Yes: Sure, I'd love to, That's right, Certainly, OK, Of course, Fine
No: Never!, I'm afraid not, I'm sorry I can't.

Part 4

21 B (Ryan's parents didn't teach him, they paid for a lesson in which somebody else taught him.)
22 A (Ryan says he's been a flight attendant for two years.)
23 B (Ryan's never bored because the passengers are all different and interesting and he's always learning something new.)
24 B (He likes it when there's a storm.)
25 C (We know there is a night flight from London to Tenerife but there is no information in the text about how often it goes.)
26 A (Ryan says the staff never have to pay for their tickets.)
27 B (Ryan has had holidays all over the world.)

Part 5

28 C
29 A
30 C
31 B
32 A
33 C
34 B
35 C

Exam Extra! Five key grammar rules

1 My sister likes strawberry ice cream.
2 I watched a great film last night.
3 Is today your birthday?
4 Does your teacher wear a tie every day?
5 My brother has got 200 CDs!

Part 6

36 pillow
37 shelves
38 computer
39 mirror
40 lamp

Part 7

41 much
42 to
43 so
44 from
45 old
46 it
47 on / next
48 a
49 when / after
50 me

Part 8

51 (Saturday) 16th Dec
52 7.00 / 7 / seven
53 jeans
54 (slice of) pizza
55 £8.00

Exam Extra! Reading carefully

1 *Holiday Time*
2 £15
3 Saturday
4 9th
5 camera

Part 9

1 1 B and C
2 A (He hasn't said what time they should meet.)
3 C
4 A
5 C (The writer has not put a name at the end.)

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2 A Hi Charlie,
Let's meet at 12.00. I'd like to eat at Pizza Express in the shopping centre. I want to buy some CDs.
See you,
Ahmed

B Hi Charlie,
I'll meet you at the Lakeside Shopping Centre at 9.30 in the morning. I have to buy a T-shirt and some jeans. I'd like to have lunch at McDonalds. How about you?
Juan

C Hi Charlie,
Let's meet in the shopping centre at 1 o'clock. We can have lunch in the park. I want to buy a football magazine and some chocolate.
From
Franco

Listening

Part 1

1 C
2 A
3 C
4 B
5 A

Part 2

6 E
7 D
8 H
9 F
10 C

Part 3

11 C
12 A
13 B
14 A
15 C

Part 4

16 10.30 (a.m.) / half past ten
17 poster(s)
18 £3.50
19 library
20 (old) shirt

Part 5

21 Tillbury Road
22 £4.50
23 3.00
24 café
25 07869-345-211

Speaking

Part 1

Exam Extra!
Different ways of asking the same question

1 D 2 A 3 B 4 F 5 C 6 E

Part 2

(Sample answers)

Exam Extra!
What do I do if I don't understand?

1 Can you say that again? / Can you speak louder?
2 What does (that word) mean?
3 Can you say that more slowly?

(Sample answers)

Internet café

B: Where is the internet café?
A: It's at 22 Cross Street.
B: When is it open?
A: It's open from 10 a.m. to 7 p.m.
B: What can I do there?
A: You can surf the internet, play games and send emails.
B: Does the café sell food?
A: Yes, they sell hot and cold drinks and snacks.
B: How much does it cost?
A: It costs £3 per hour.

New computer game

A: What is the name of the game?
B: Road Hogs.
A: What is the price?
B: It costs £30.
A: Is it fun?
B: Yes, it is very exciting. You can race around a city.
A: Where can I buy it?
B: You can buy it in computer game shops or online.
A: How many players can play?
B: One to four players can play.

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EXAM GUIDE

Transcripts

Listening Part 1

0

Girl: Were there many people at the party last night?
Boy: About thirty.
Girl: That's not many.
Boy: No, but more than last time.

1

Phillip: Have you done your history project, Lizzie? Don't we have to give it to the teacher on Monday? I haven't started mine yet!
Lizzie: Don't worry, we've got more time than that. She doesn't want it until Friday now.
Phillip: Really? When did she tell us that?
Lizzie: In the lesson on Wednesday. Weren't you listening, Philip?

2

Mum: Do you need anything for the holiday, Melissa? Have you got enough T-shirts?
Melissa: I've got lots of T-shirts Mum, but I can't find my sunglasses anywhere.
Mum: They're in the cupboard in my bedroom. What about shorts? I'm sure yours are all too small for you now.
Melissa: You're right. Let's get some new ones when we go shopping tomorrow.

3

Boy: What time shall we go to the basketball match on Sunday, James?
James: Well, it starts at quarter to two, so I think we should try to be there at quarter past one.
Boy: OK. I'll see you at the bus stop at twelve forty-five.
James: Fine. Don't be late!

4

Boy: Do you live on Farley Street, Sandra?
Sandra: That's right. Number 14, next to the house with the big gates.
Boy: Oh, I know. There's a tree in your front garden isn't there?
Sandra: That's number 18. We've got flowers in our front garden. My mum loves growing things!

5

Boy 1: Let's play one of your computer games. This car racing one looks good.
Boy 2: I'm a bit bored with that. Let me show you this one. You make songs with it. It's really clever.
Boy 1: OK. And when you come to my house we can play with my new football one.
Boy 2: Great! I really like football games.

Listening Part 2

Tim: Hi, Mia. How was school?
Mia: Hi, Tim. Good. We did a class project to find out people's favourite TV programmes. There were some surprises.
Tim: I know what you like best - cartoons!
Mia: That's right. And everyone knows Rob loves anything to do with plants and animals.
Tim: Your friend Hannah's a great cook, she must watch all the cooking shows.
Mia: You're wrong. She's a big fan of rock and reggae so she loves any concerts on TV.
Tim: Carl really likes tennis so I suppose he likes sports programmes best.
Mia: He prefers playing to watching. But he never misses anything about foreign countries and places to go on holiday.
Tim: And what about Rosie? She's very clever isn't she.
Mia: Her favourite shows are the ones where teams answer questions and win prizes - she says she learns a lot from them. Anyway, what programmes do you like best Tim?
Tim: Oh I really enjoy an exciting film - for me that's even better than an international football match.
Mia: Oh right....

Listening Part 3

Felicity: Hi, Daniel. I missed yesterday's meeting about the school camping trip. Are we still going on the 15th May?
Daniel: We leave on the 29th now, Felicity. But we have to pay by the 22nd.
Felicity: OK. How much is it?

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Daniel: It's £55 for the campsite and £27 for the food, so it's £82 altogether.
Felicity: That's not bad. What do we have to bring?
Daniel: Well, the campsite has tents for us, but we need our own sleeping bags. We can use the school's plates and cups.
Felicity: Where are we going? To the mountains again?
Daniel: To the south coast this year. The campsite's on a farm but the beach is only ten minutes away by bus.
Felicity: That sounds great! And what are we going to do there?
Daniel: Well, swimming and windsurfing, of course. And some climbing if the weather's good. But there won't be any long walks this year!
Felicity: Oh good! And I suppose we have to leave really early?
Daniel: That's right! It takes six hours to get there, so the coach is leaving at 6.30. We have to meet at school at quarter past 6.
Felicity: Oh, no!

Listening Part 4

Ros: Why don't you come to the Art Club at the museum on Saturday, Dan?
Dan: Oh I don't know...
Ros: You won't have to get up early. It starts at ten thirty and it finishes at half past twelve. It's really good fun.
Dan: But you know I'm no good at painting .
Ros: That doesn't matter. Last week we made animals out of card and next time we're making posters to put on the wall.
Dan: Mmm. Is it expensive?
Ros: My mum booked five meetings for me and she paid twelve pounds fifty but it's three pounds fifty if you just go to one.
Dan: OK I'll come! Which room is it in the museum?
Ros: In the library, on the ground floor just past the café.
Dan: I know. Do I need to take anything with me?
Ros: One week we had to take a bottle to draw, but this week you'll only need an old shirt to keep you clean.
Dan: I'm sure Dad's got one. See you Saturday!

Listening Part 5

Graham: Hi, Charlie. It's Graham. I'm just calling about going to the cinema tomorrow. The film is on at the Apex Cinema on Tillbury Road, that's T-I-L-L-B-U-R-Y. Do you know where it is? I think there's a map on their website. The tickets there are usually £5.70 but ours will only be £4.50 because we're going in the afternoon. I'm going to take some extra money as well, so I can get some popcorn. The film starts at four thirty, but let's meet at 3.00. I want to show you the photos from skateboarding at the weekend. They're really good! So, where shall we meet? I think there's a restaurant on one side of the cinema, but it's quite expensive. I'll wait for you in the café on the other side. We can look at my photos there. Anyway, my mobile is 07869-345-211. Call me if there's a problem. See you!

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Mark scheme

EXAM GUIDE

Reading and Writing Part 9

How the marks are decided

Candidates have to communicate a written message such as a note, or an email to a friend. There are three points that the candidate has to address in the answer – either by using the three prompts or by responding to three questions in an email or note. For full marks all three points must be clearly communicated.

Candidates should write between 25 and 35 words. They will lose marks if they write fewer than 25 words. However, they should not write too much as this increases the likelihood of error.

Examiners will consider grammar, spelling, punctuation, and vocabulary insofar as they affect the candidate's ability to communicate the three points of the message clearly and unambiguously.

The mark scheme

Mark	Criteria
5	• All three parts of the message are clearly communicated. • There are some minor spelling, grammar or punctuation errors.
4	• All three parts of the message are clearly communicated. • There are some errors with spelling, grammar or punctuation.
3	• All three parts of the message have been attempted. • The message is a little difficult to understand. OR • Two parts of the message are clearly communicated. • There are some minor spelling or grammar errors.
2	• Only two parts of the message are communicated. • There are some errors in spelling and grammar. • The message is quite difficult to understand.
1	• Only one part of the message is communicated.
0	• The question has not been attempted, or it is totally incomprehensible.

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Examples of marks and examiner's comments

Question

Read this email from your English friend, Lee.

From: Lee
To:

Thanks for inviting me to your house tomorrow.
What time shall I come? What are we going to do?
What should I bring?

Write Lee an email and answer the questions.
Write 25-35 words.
Write the email on your answer sheet.

Five marks

Hi Lee
I'll meet you at four o'clock. I like to do skateboarding. What about you?
Remember to bring your skateboard and some old clothes.

Examiner's comment:
The three points are clearly communicated, with only occasional errors.

Four marks

Dear Lee
You can come in the afternoon at 2 o'clock. I think we the park. Please bring your CDs we can listening them together.
Bye
Andreas

Examiner's comment:
Although there are some grammar errors the three points are clearly communicated.

Three marks

Dear Lee
I want go the shopping centre with you in the afternoon. We buy the burger to Macdonalds and we drinking cola so bring any money.
See you
Marc

Examiner's comment:
Only two points communicated. There is no arrival time. Some minor grammar errors but these do not impede communication.

Two marks

Hi Lee
I am come to my house last week. I can you come at four thirty. Let's to watching a DVD. Harry Potter is my favorite. You know?

Examiner's comment:
Two points are attempted but the errors impede communication and require interpretation on the part of the reader.

One mark

Hello Lee
It's great you inviting me to your house tomorrow. I would like to play one game like Super Mario because is interesting and nice.
Thank you
Yuki

Examiner's comment:
Only one point is communicated. The time and information about what to bring are not attempted.

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EXAM GUIDE

The Speaking Paper

How the marks are decided

Each candidate is assessed on his or her **individual** performance in both parts of the speaking test. Candidates are not expected to produce completely fluent and error-free language.

The examiners will consider:

1 **Grammar and vocabulary**
Candidates should be able to communicate their intended meaning despite inaccuracies in grammar and vocabulary.

2 **Pronunciation**
First language interference is to be expected and will not be penalised unless it interferes with intelligibility and communication.

3 **Interactive communication**
Candidates must be prepared to participate in the tasks fully and appropriately. They should be able to ask for repetition and clarification and will be given credit for doing so. Excessive hesitation that causes strain on the listener will be penalised.

4 **Global achievement**
This mark is awarded by the examiner asking the questions (the interlocutor) and is based on each candidate's linguistic resources and their interactive ability to convey the required message.

Examples of low-scoring and high-scoring answers

Speaking Part 1

A low-scoring candidate

EXAMINER: Paolo , tell me about your home town.
STUDENT: My home town is very big. There are many shops. I think is very nice. That's all.
EXAMINER: Thank you.

A high-scoring candidate

EXAMINER: Elisa, tell me something about your family.
STUDENT: Sure. My mother's a nurse and my dad's a teacher, he teaches history. I have two sisters. My older sister works in the USA. She's a teacher too. She teaches Spanish. My other sister is still at school
EXAMINER: Thank you.

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Speaking Part 2

EXAMINER: Candidate A, here is some information about a cinema.

Candidate B, you don't know anything about the cinema so ask A some questions about it. Use these words to help you.

Do you understand?

Hollywood Cinema
High Street

Toy Story
5.30pm 8.30pm

Seats £5.00
Students £2.50

Cinema

- name of cinema ?
- film ?
- time ?
- tickets / cost ?
- where / cinema ?

Low-scoring candidates

B: Name of cinema?
A: Hollywood Cinema, High Street.
B: What film?
A: Toy Story.
B: Tickets cost?
A: Seats £5.00, students £2.50

Examiner's comment:
These candidates are simply reading the prompts from the cards, rather than forming questions or sentences, so they will get a low score.

High-scoring candidates

B: What's the name of the cinema?
A: It's called the Hollywod Cinema.
B: OK, thank you. What is the film?
A: It's called Toy Story.
B: Right. What time is the film?
A: It's at 5.30 and 8.30.
B: How much the tickets cost?
A: Sorry could you repeat that?
B: How much are the tickets cost?
A: £5.00 or £2.50 for students.
B: I see, do you know, where is the cinema?
A: Er, just a minute, it's in High Street.
B: OK, thank you very much.

Examiner's comment:
Although these candidates do not always form questions accurately, the meaning is clearly conveyed, so they will get a high score.

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WORKBOOK

Answer key

Unit 1

Lesson 1

1
1 E, Africa
2 F, Asia
3 G, South America
4 B, Europe
5 H, Africa
6 A, South Africa
7 D, Europe

2
1 one hundred and ninety five
2 twenty
3 fifty-four
4 twelve
5 twenty-seven
6 three

3
1 How do you pronounce this word?
2 Sorry, I don't understand.
3 Can you say that again, please?
4 What does 'windy' mean?
5 How do you spell that?

4 Students' own answers.

Lesson 2

1
People: beginner, classmate, pupil, student, teacher
Places to study: college, library, university
Furniture: board, chair, desk, table
Exams: diploma, degree, test
Exam verbs: fail, pass, take

2
Across:
1 beginner
3 diploma
6 take
7 pass
9 study
11 desk
12 class

Down:
2 geography
4 pupil
5 art
8 science
10 teach

3
1 teacher
2 university
3 library
4 test

4
1 ten ten, ten past ten
2 six thirty, half past six
3 three forty-five, a quarter to four
4 eight fifteen, a quarter past eight
5 twelve twenty-five, twenty-five past twelve

Unit 2

Lesson 1

1
1 brother
2 grandparents
3 cousin
4 uncle
5 sister

2
1 Debbie
2 Amanda
3 George
4 Marina

3
1 Where do you come from?
2 Where do you live now?
3 Have you got any brothers and sisters?
4 Is he in London too?
5 Do you write all your songs?
6 Which singers do you like?

4
1 B
2 A
3 B
4 C
5 A

Lesson 2

1
1 A
2 B
3 D
4 E
5 H
6 I
7 G
8 F

2
1 dentist
2 nurse
3 manager
4 pilot
5 journalist
6 mechanic
7 farmer
8 secretary
Word going down: engineer

3
1 photographer
2 actor
3 travel writer
4 musician
5 songwriter
6 film producer
7 explorer

4
1 doesn't work
2 are reading
3 sends
4 are playing
5 cooks

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WORKBOOK

Answer key

Unit 3

Lesson 1

1
1 train. It's not a place.
2 shop. You can't eat there.
3 house. You can't watch things there.
4 nightclub. It's not a meal.
5 magazine. You can't watch it.

2
1 A
2 D
3 B
4 E
5 C

3 (sample answers)
1 Shall we go to a concert?
2 How about going shopping?
3 Let's go to a baseball match.

4
1 B
2 A
3 C
4 B
5 C

Lesson 2

1
1 Don't be late!
2 Don't forget my party.
3 Bring a friend.

2
1 Choose
2 Invite
3 Don't ask
4 Tell
5 Buy
6 Tidy
7 Don't forget
8 Play

3
1 Shall I
2 Shall I
3 Can you

4
1 on
2 to
3 at
4 can
5 and / or
6 for
7 will / does
8 is
9 going
10 Shall

Unit 4

Lesson 1

1
1 in the toys deparment on the second floor
2 in the women's clothes department on the first floor
3 in the food department on the lower ground floor
4 in the electrical goods department on the third floor
5 in the sports department on the lower ground floor
6 in the men's clothes department on the third floor
7 in the furniture department on the third floor
8 in the coffee bar on the first floor

2
1 size
2 try
3 colours
4 take
5 much

3
1 Saturday
2 10.15 (a.m.)
3 Gino's Café / (the) café
4 14
5 (a big) bag

Lesson 2

1
1 is, on
2 are, on
3 is, next to
4 is, under
5 are, on
6 is, behind
7 are, in

2
1 B
2 C
3 A
4 A
5 C
6 A
7 B

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WORKBOOK

Answer key

Unit 5

Lesson 1

1
1 D
2 C
3 B
4 E
5 A
6 F

2
1 are some
2 is some
3 are some
4 isn't any
5 aren't any

3
1 aren't
2 much
3 any
4 many
5 any
6 some

4
1 B
2 B
3 C
4 A
5 A

Lesson 2

1
1 vegetables
2 pasta / pizza
3 chips / cola
4 ice cream
5 pizza / pasta
6 lemonade
7 cola / chips
8 onion rings

2
Sandwiches: cake
Ice cream: burger
Fruit juice: cream
Hot drinks: cola

3
1 like
2 want
3 can
4 have
5 about
6 much

4
1 bowl
2 waiter
3 vegetables
4 bill
5 table

Unit 6

Lesson 1

1
1 actor
2 boring
3 action
4 comedy
5 romantic
6 fantasy
Word going down: cinema

2
1 cry
2 exciting
3 thriller
4 wonderful

3
1 mine
2 yours
3 your
4 mine
5 her
6 hers

4
1 like
2 with
3 a
4 at
5 next
6 it
7 That
8 Shall
9 me
10 your

Lesson 2

1
uvh***piano***lsholpop
ijebu***drums***jiook
rockfnddeth***guitar***
iade***hiphop***etl
violinlouv

2
1 had to
2 can't
3 don't have to

3
1 E
2 C
3 F
4 G
5 D

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WORKBOOK

Answer key

Unit 7

Lesson 1

1
1 dress
2 boots
3 jeans
4 trousers
5 sweater
6 raincoat
7 skirt

2
1 but
2 because
3 when
4 if
5 so

3
1 Sunday
2 £3.00
3 outside the library
4 7.00
5 red handbag

Lesson 2

1
1 festival
2 homes
3 lights
4 luck
5 clothes
6 food
7 visitors
8 children
9 fireworks
10 presents

2
1 On; at; in; at
2 at
3 On
4 in; on; in
5 at; on

4 (sample answers)
Christmas is my favourite festival. My grandparents come to our house.
We all put on our best clothes.
We eat roast turkey and plum pudding.
I love it because everyone is happy and I like getting presents.
Carla xx

I really like Bonfire night on 5th November.
We build a big fire in the park and buy fireworks.
When it gets dark we light the fire and everybody enjoys watching the fireworks
Carrie xx

Unit 8

Lesson 1

1
1 foot / face
2 hand / head
3 arm
4 stomach
5 eye / ear
6 mouth
7 nose
8 hand / head
9 foot / face
10 eye / ear

2
1 E
2 C
3 A
4 D
5 B

3
1 I fell off my skateboard and hurt my hand.
2 Can you ring the dentist please, Mum? I can't go to my appointment tomorrow.
I don't feel well. I've got a temperature.
3 I'm sorry, Mr Straw. I couldn't do my Maths homework last night. I ate some fish and felt sick afterwards.
4 I can't help you clean the car today, Dad. I've got a bad pain in my back.

4
1 medicine
2 temperature
3 appointment
4 stomach
5 nurse

Lesson 2

1
water sports: swimming, surfing (water-skiing)
winter sports: skiing (snowboarding)
team sports: football (basketball, baseball, hockey)
individual sports: karate, swimming, tennis (horse riding)

2
1 dangerous
2 well
3 quick
4 happily
5 careful
6 slow

3
1 won't be; spend
2 keep; will get / I'll get
3 will be / I'll be; swim

4
1 B
2 C
3 B
4 A
5 C

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WORKBOOK

Answer key

Unit 9

Lesson 1

1
1 horse
2 camel
3 lion
4 parrot
5 tiger
Other animal: elephant

2
1 more interesting
2 more dangerous
3 better
4 smaller
5 faster

3
1 longer
2 best
3 friendliest
4 more dangerous
5 most intelligent

4
1 B
2 A
3 C
4 C
5 A

Lesson 2

1
Across:
1 field
2 ice
4 mountain
5 town
6 sun
7 rain

Down:
3 forest
7 clouds
8 autumn
9 windy

2
1 There's going to be a storm.
2 I'm going to go sailing.
3 The weather forecast says it's going to be a sunny day.
4 It's not going to rain, so we're going to spend the day on the beach.
5 Is it going to rain?

3
1 H
2 C
3 A
4 E
5 F

Unit 10

Lesson 1

1
1 soap
2 toothpaste
3 comb
4 swimming costume
5 passport
6 quide book
7 flight ticket
8 summer clothes
9 book
10 shampoo
11 towel

2
1 I'm packing
2 We're leaving
3 We're driving
4 we're flying
5 are coming
6 they're meeting
7 they're staying

3
1 £150
2 24th June
3 7.45 a.m.
4 sailing
5 sleeping bag

Lesson 2

1
1 a motorbike
2 a train
3 a boat
4 a taxi
5 a tram

2
1 too many people
2 not enough money
3 not enough time
4 too many flies

3
1 expensive
2 late
3 big
4 tired
5 fast

4
1 A
2 C
3 A
4 A
5 B
6 A
7 C
8 B

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WORKBOOK

Units 11 and 12

Answer key

Unit 11

Lesson 1

1
1 D
2 A
3 E
4 B
5 C

2
1 He has taken his books back to the library.
2 He hasn't checked the time of his flight.
3 He has changed his money at the bank.
4 He hasn't looked online for places to visit.
5 He has phoned Steve.
6 He hasn't finished all his homework.

3
1 for
2 since
3 since
4 for

4
1 G
2 B
3 E
4 F
5 H

Lesson 2

1
1 fire station. This is a building, not something on a road.
2 platform. This is for trains, not cars and buses.
3 library. You can't do sport here.
4 river. This is water, not a road.
5 hotel. You stay here.

2
1 museum
2 river
3 petrol station
4 library
5 skatepark

3
1 Take
2 over
3 Turn
4 on
5 opposite
The directions lead to the restaurant.

5 (sample answer)
Dear John,
I'd like to see you. We can meet on Saturday. How about going to watch a football match? Come to my apartment first. It's near the High Street. Turn left after the bank, and it's on the right.
See you next week,
George.

Unit 12

Lesson 1

1
1 screen
2 keyboard
3 email
4 mobile phone
5 surf
6 cartoon
7 games
8 chat room
Word going down: computer

2
1 C
2 A
3 F
4 B
5 D
6 E

3
1 She's watching
2 She's looking at
3 She's going to watch

4
1 with
2 lots
3 and
4 my
5 in
6 one
7 are
8 a
9 to
10 of

Lesson 2

1
1 C
2 E
3 F
4 B
5 D
6 A

2
1 saw
2 were waiting
3 were wearing
4 saw
5 ran

3
1 C
2 C
3 A
4 C
5 A
6 A
7 B
8 B

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Answer key

Reading and Writing Paper

Part 1
1 G
2 F
3 B
4 H
5 A

Part 2
6 C
7 B
8 C
9 A
10 C

Part 3 (a)
11 A
12 B
13 C
14 B
15 A

Part 3 (b)
16 F
17 A
18 H
19 E
20 D

Part 4
21 B
22 B
23 C
24 A
25 A
26 B
27 C

Part 5
28 A
29 A
30 C
31 C
32 A
33 B
34 C
35 B

Part 6
36 towel
37 umbrella
38 volleyball
39 café
40 boat

Part 7
41 for
42 all
43 from
44 than
45 got
46 like
47 on / next / this
48 have / need
49 there
50 if / when / that

Part 8
51 May 21st
52 £24.00
53 2 p.m.
54 train
55 camera

Part 9
(sample answer)

Hi Billy,
My new DVD is called Iron Man. It is an action film.
Can you come to my house on Saturday at 3 p.m.?
Please bring some snacks.
From
Omar

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Listening Paper

Part 1

1 A
2 B
3 B
4 C
5 C

Part 2

6 B
7 A
8 F
9 H
10 G

Part 3

11 B
12 A
13 A
14 A
15 C

Part 4

16 Leighton
17 01746-994-021
18 £465
19 horse riding
20 party

Part 5

21 14
22 friends
23 (digital) camera
24 Horsley
25 13th March

Speaking Paper

(sample answers)

Part 1

1 My name is Fernando.
2 I am from Madrid.
3 I like English and Art.
4 On Saturdays I play football with my friends and on Sundays I do my homework.
5 I have a sister. Her name is Maria. She is fifteen years old.

Part 2

Shelton Zoo

B: Where is the zoo?
A: It's on Hadstock Road in Shelton.
B: What can I see there?
A: You can see the new baby elephant.
B: When does it open in summer?
A: It opens at 10 a.m.
B: Are the tickets expensive?
A: A family ticket costs £20.
B: Can children play there?
A: Yes, there is an adventure playground for children.

Living with Lions

A: What is the name of the book?
B: It's called *Living with Lions*.
A: Who is the writer?
B: Charles Weston.
A: What is it about?
B: It is about life in an African animal park.
A: What is the price?
B: It costs £16.50.
A: Where can I buy it?
B: You can it in bookshops or online.

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Transcripts

Listening Part 1

0

GIRL: What time did the party start?
BOY: 3 o'clock.
GIRL: Were there many people there?
BOY: About 30 I think.

1

MARIE: Are you coming to watch the baseball match tonight, Joseph?
JOSEPH: I can't, Marie. I've got to take my little brother to his football lesson and then I've got a tennis match after that.
MARIE: Oh. Who are you playing?
JOSEPH: I don't know yet. It's a competition at my club, so they'll tell me when I get there.

2

MARTA: The party starts at 7 o' clock, doesn't it, Jenny?
JENNY: Yes, but we don't want to be the first ones to arrive. Come to my house at a quarter past and we'll walk together from there.
MARTA: OK. Then we'll arrive at about half past seven.
JENNY: Great!

3

MARY: Mum, I've missed my bus! Can you drive me to school today?
MUM: I can't, Mary. Dad needs the car because he's got a doctor's appointment at 9.00. There'll be another bus soon, won't there?
MARY: The next one's in 20 minutes and that's too late! I know, I'll cycle! That'll be the quickest.
MUM: OK. See you later, Mary.

4

MUM: How was your shopping trip? Did you get something to wear to the wedding?
BOY: Yes. I found this shirt to go with my grey trousers.
MUM: And what about a belt?
BOY: I couldn't find one I liked.

5

DAD: Have you decided what you want to eat yet, Lily? I think I'm going to have fish and chips.
LILY: I'll have the steak, Dad. I don't really like fish.
DAD: OK. And what do you want with it? Chips or boiled potatoes?
LILY: Boiled potatoes are much healthier than chips, so I'll have those.

Listening Part 2

BOY: Wow! This is a great house, Katy. Your bedroom's so big!
KATY: I know. I can even have a computer in here. I'm going to put it on this desk.
BOY: OK. And what about these dictionaries? Shall I put them on the shelf?
KATY: Er, can you put them in that big cupboard instead? I don't use them very often.
BOY: Sure. Now, what about this little pillow? I suppose you want that on the sofa?
KATY: That goes on my bed actually.
BOY: And what about your plant? Are you going to leave it on the floor?
KATY: Well, it needs light, so let's put it on top of this small cupboard by the window. Great. OK, what's next? Ah my favourite photograph. I want to be able to see it from my bed, so...
BOY: Well, if we move the big cupboard along a bit, it can go on the table, like this.
KATY: Great!
BOY: Just your toy bear now! You had him on your bed in your old house, didn't you?
KATY: Yes, but put him on the sofa now. I'm a bit too old to have a bear on my bed!

Listening Part 3

MARK: Hi, Fiona. When's your new bike arriving? This morning?
FIONA: No, it's coming tomorrow – in the afternoon. I'm really excited!
MARK: Is it a shopping bike with a big basket on the front?

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Fiona: No way! I wanted a racing bike but Dad said they weren't very strong so I chose a mountain bike. They'll go anywhere.

Mark: Did you buy it from the cycle shop in town?

Fiona: I looked there and in newspaper advertisements but they didn't have what I wanted so I ordered one online. But I'll have to put the bike together when it arrives.

Mark: I can help you do that if you like.

Fiona: Thanks, Mark, but I want to try to do it myself. Dad says he'll check it for me afterwards.

Mark: OK. Well, let's go for a ride when it's ready. We could go through the woods to the beach.

Fiona: OK, and we can take a picnic and have it in a field on the way.

Mark: What about next Saturday at 9.30?

Fiona: Let's make it 10.30 so I can get some fruit and drinks when the shop opens at 9.

Mark: OK, see you then!

Listening Part 4

Isabelle: Hi, Angela. Listen, I've found a really good summer camp we can go to. It's called Island Adventure. It looks fantastic!

Angela: I really hope my mum will let me go, Isabelle. Where is it?

Isabelle: It's by the sea, near a town called Leighton.

Angela: How do you spell that?

Isabelle: L-E-I-G-H-T-O-N.

Angela: And is there a phone number my mum can call for more information?

Isabelle: Yes, it's 01746-994-021. Or she can book it on 01746-854-239.

Angela: Thanks. And do you know how much it costs?

Isabelle: Yes, I've got all the prices here. In May and June it's £375 a week, and in July and August it's £465 a week.

Angela: And what about the activities? What can we do there?

Isabelle: Lots of sports, for example surfing and sailing and swimming. Oh, and horse-riding. That'll be good for you because you love animals so much! Oh and one more thing.

Angela: Yes?

Isabelle: On the last night they always have a party. Everyone gets dressed up and dances until late.

Angela: Sounds brilliant! I'll talk to my mum tonight.

Listening Part 5

DJ: Now it's competition time on the Picture Show. We want all you young artists between the ages of 11 and 14 to send in a piece of art that you have done.

We had lots of great pictures last year. Last year the topic was animals, but this year it's friends. You can send us a painting, a pencil drawing or a photograph and it can show one person or a group of people but it must be your own work.

There are some great prizes. The prize for the best picture will be a camera, a really good digital one. The other winners will get boxes of paints and coloured pencils.

Send your picture together with your name and an email address or telephone number to 95 High Street Horsley – that's H-O-R-S-L-E-Y. And write Art Competition on the envelope.

All pictures must be in our office on or before the 13th of March, so to be sure of being on time, you should post them by the 10th of March. And I'm afraid we can't return your pictures to you.

So start work now! We can't wait to see your pictures.

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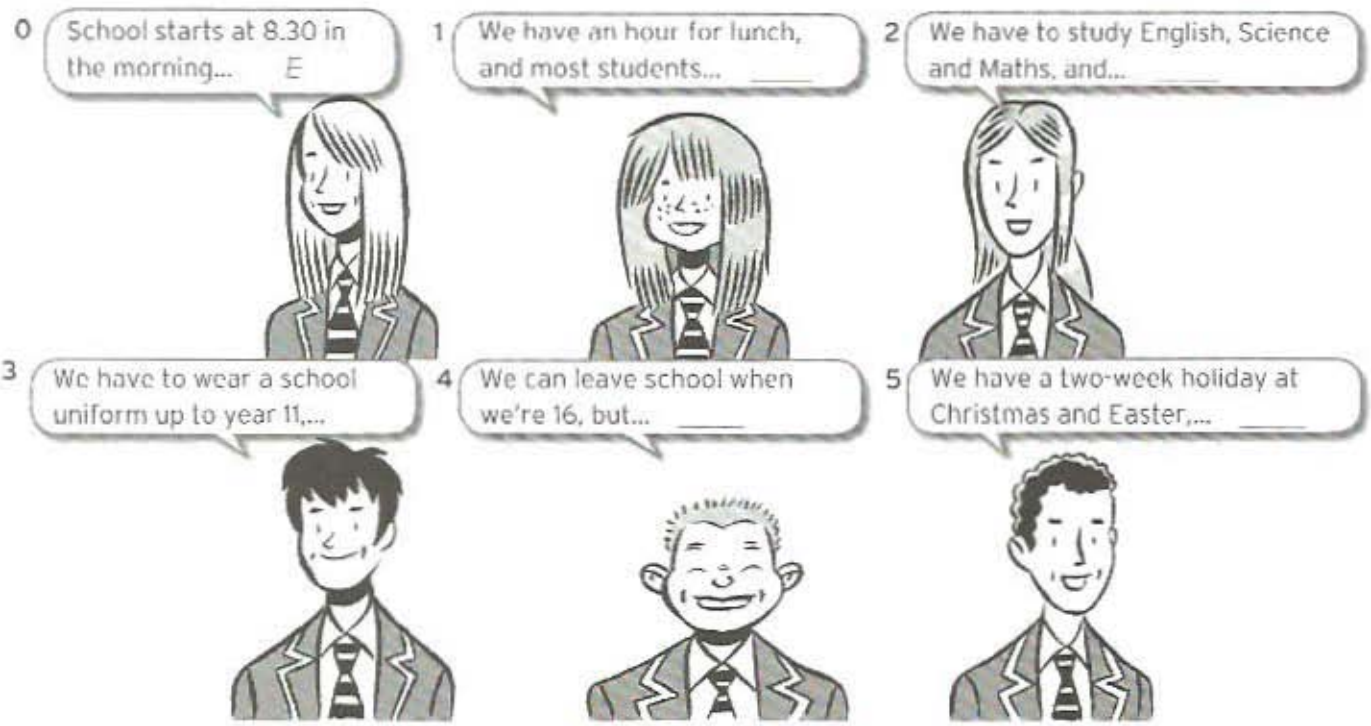
Photocopiable activity

UNIT 1

The best years of your life?

1 Match the two halves of the comments about a school in England.



A ...and a six week holiday in the summer.

B ...most students stay at school until they are 18.

C ...we can choose to study History, Geography, French and Art.

D ...eat in the school cafeteria.

E ...and finishes at 3.30 in the afternoon.

F ...but in years 12 and 13 we can wear our own clothes.

2 Which comments in Activity 1 are true for your school? Write the numbers (0-5). _____

3 Write four sentences about your school.

1 _____

2 _____

3 _____

4 _____

4 Work in pairs. Read your partner's sentences. Discuss which school you prefer: your school, or the school in England.

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Photocopiable activity

UNIT 2

What is the best job for you?

1 What's important to you in your future job? Put these in order, from 1 (the thing you most want) to 8 (the thing you least want).

work outdoors ___ work in an office ___ earn a lot of money ___

use my hands ___ travel to other countries ___ use my imagination ___

have a regular routine ___ help other people ___

2 Match the jobs to the pictures.

0 actor *L*
1 artist ___
2 businessman/ woman ___
3 doctor ___
4 engineer ___
5 hairdresser
6 journalist ___
7 mechanic ___
8 nurse ___
9 pilot ___
10 secretary ___
11 teacher ___



3 Look at Activity 1 again. In which jobs do people do these things? Discuss with a partner?

A: Who works outdoors?

B: I think a mechanic and an engineer work outdoors.

4 Complete these sentences about you. Use the ideas from Activity 1.

1 I really want to _____ _____

2 I think I'd quite like to _____ _____ _____

3 I don't think I'd like to _____ _____ ___

4 I really don't want to _____ _____

5 Read your sentences to other students. Listen to other students and tell them which job they should do.

A: I really want to help people and I think I'd quite like to earn a lot of money.

B: You should be a doctor.

6 Which job do other students think you should do? Do you agree? Tell your partner why / why not.

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Photocopiable activity

UNIT 3

I love dancing!

1 Match the words to the pictures.

don't like hate love don't mind like

0  *love* 1 _____ 2 _____ 3 _____ 4 _____

2 Look at the pictures and complete the sentences.

Wes / Beth / Milly / Harry / Sophie /







0 Wes *loves playing football* _____.

1 Beth _____.

2 Milly _____.

3 Harry _____.

4 Sophie _____.

3 Do you like these things? Write sentences about you.

0 wearing smart clothes
1 dancing
2 going to the supermarket
3 talking to friends on the internet
4 playing basketball
5 getting up early

0 *I hate wearing smart clothes.*
1 _____
2 _____
3 _____
4 _____
5 _____

4 Write two more questions for this free time survey. Then ask other students and note their answers.

Do you like...					
wearing smart clothes?					
going to the supermarket?					
playing basketball?					
dancing					
talking to friends on the internet?					
getting up early?					

A: Do you like wearing smart clothes?
B: No, I hate it. / I don't mind it.

5 Report the results of your survey.

Six people like wearing smart clothes.
Two people don't mind getting up early.

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Photocopiable activity

UNIT 4

My dream bedroom

1 Write the words in the table, then add more words.

black blue comfortable glass gold leather
long loud modern round square wood

Colour	Shape	Material	Other
black			

2 Read about Niall's dream bedroom. Complete spaces 1-5 using *is* or *are*.



My dream bedroom is big and square. In the middle of the room there is a round bed made of gold. There (0) *is* a long desk made of wood next to the bed, and on the desk there is a very loud stereo. In front of the desk there (1) _____ a very comfortable leather chair. There (2) _____ posters of my favourite football team on one wall, and there (3) _____ a very large TV screen on another wall. There (4) _____ lamps in the corners of the room with colours which change when I am happy or sad, and the ceiling is made of glass, so I can lie on the bed and look at the sky.

3 What is your dream bedroom? Write a description of it.

_____

_____

_____

_____

_____

4 Work in groups. Read your description to the other students in your group. Vote for the best bedroom.

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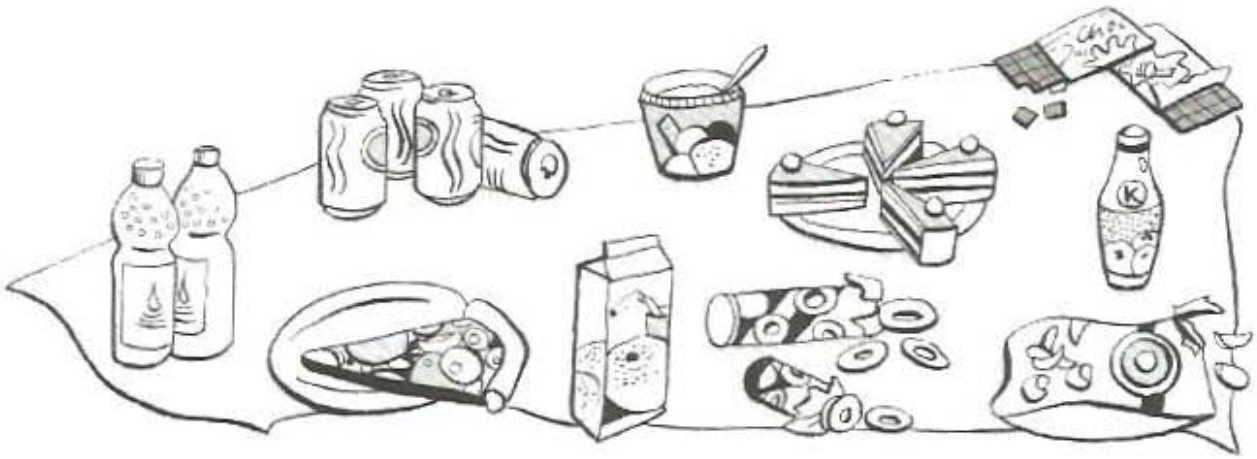
Photocopiable activity

UNIT 5

Planning a picnic



1 Complete the food descriptions, then match the descriptions with the pictures.

tub packel bars cans bottles jar slice carton packets pieces

0 a __ *slice* __ of pizza
1 two _____ _____ of mineral water
2 two _____ _____ of chocolate
3 a __ _____ of tomato ketchup
4 a _____ _____ of orange juice
5 four ___ _____ of cola
6 a _____ _ of ice cream
7 four __ _____ _ of cake
8 two _ _____ of biscuits
9 a _____ ____ of crisps

2 Work in pairs. You are going to organise a picnic and barbecue for your class. There are 20 people, and you have £25 to spend. What do you want to buy? Look at the supermarket price list and write your shopping list.

large pizzas:	*£1.50 each*	*grapes:*	*£1.00 (small bag)*	*lemonade:*	*£1.50 (large bottle)*
barbecue chicken:	*£3.50 (6 pieces)*	*large chocolate cake:*	*£3.00 each*	*apples:*	*80p (bag of 8)*
tomato ketchup:	*£1.50 (large jar)*	*burgers:*	*£3.50 (box of 4)*	*biscuits:*	*£1.25 (large packet)*
mineral water:	*85p (large bottle)*	*crisps:*	*£1.20 (large packet)*	*ice cream:*	*£1.50 (tub)*
cola:	*40p (small can)*	*orange juice:*	*£1.00 (carton)*	*chocolate:*	*£1.00 (bar)*

_____ ___ ___ _____ _____ ___ ___ _____ ___
_____ ___ ___ _____ _____ _____ _____ _
___ ___ _____ _____ _____ _____ _____
___ ___ ___ _____ _____ ___ ___ ___ ___

3 Talk to other students. Tell each other what you are going to buy for your picnic.

We're going to buy 2 pizzas, 3 packets of crisps, 2 cartons of orange juice...

4 Choose the best picnic and tell the rest of the class.

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Photocopiable activity

UNIT 6

At the movies

1 Complete the film reviews with these words and expressions.

science fiction film horror film comedy detective film love story



Return of the Vampires

Everybody thinks the vampires are dead, but when you are asleep at night, they come to find you and drink your blood. A very scary (0) *horror film* ! Are you safe in your bed at night?



Battle of the Robots

In the year 4000, machines control the world. But there are good robots and bad robots, and only one side can win. Will the future really be like this? An exciting (1) _____ !



Together Forever

This is a beautiful film about two young people who fall in love during a war. They have a lot of problems in their lives, but romance always wins in the end. A wonderful (2) _____ !



Murder at Midnight

Three murders in different parts of the city at exactly the same time! This is a difficult mystery for the police. Will they find the killers before it's too late? A great (3) _____ !



Crying with Laughter

Two families, six children, two dogs, and one long summer holiday by the sea! What can possibly go wrong? There are lots of laughs in this very funny (4) _____ !

2 Read the reviews again. Which films do you want to watch? Which ones don't you want to watch? Complete the sentences.

1 I want to watch _____ because _____ .

2 I don't want to watch _____ because _____ .

I want to watch 'Return of the Vampires' because I love horror films.

3 Work in groups. Tell your group which films you want to watch and which films you don't want to watch.

I want to watch... *Me too!* *Really? I don't* *Let's watch...*

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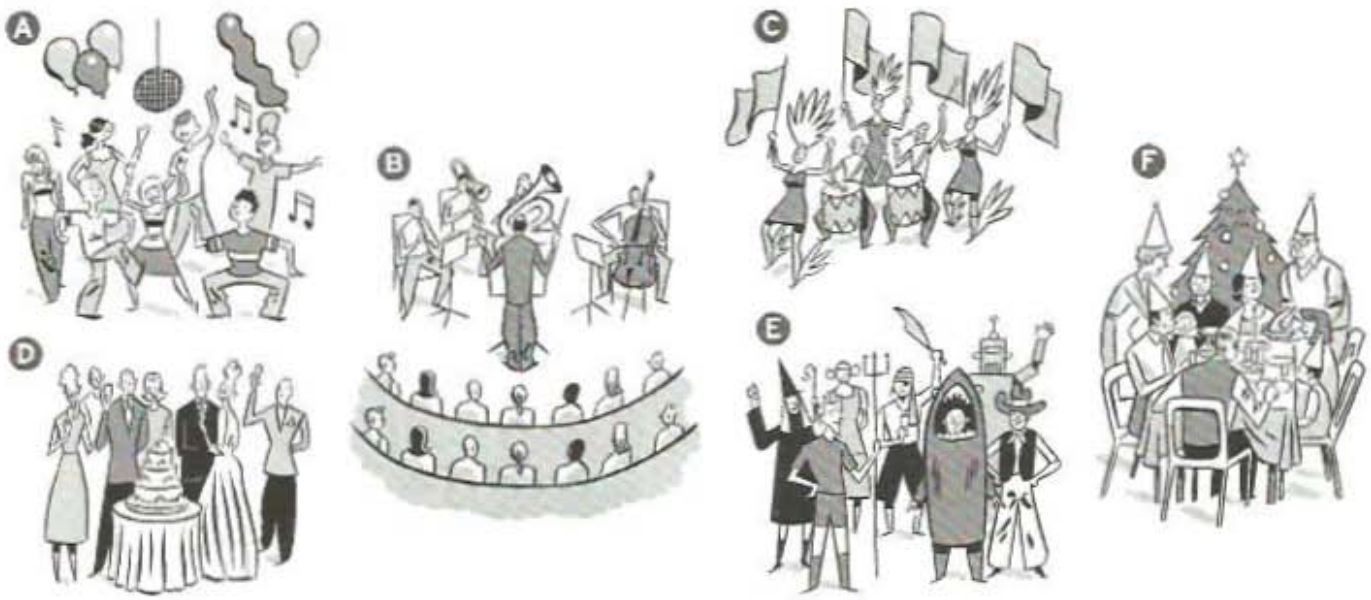
Photocopiable activity

UNIT 7

Let's celebrate!



1 Match the pictures with the names of the special occasions.

0 wedding reception D
1 birthday party ____
2 fancy dress party ____
3 carnival procession
4 Christmas dinner ____
5 school concert

2 Mike is talking about a wedding reception. Complete the description with *and, because, but* and *so*.

My uncle got married last year. The wedding was in the afternoon, (0) *and* *in the evening I went to the reception with my parents, my sisters, and the rest of our family. Our family is very big,* (1) _____ *there were lots of guests - probably about 200! The reception was a big meal in a very expensive restaurant. For me the best part was at the end,* (2) _____ *we all had a big piece of wedding cake! When the meal finished there was a disco,* (3) _____ *after the meal and the cake I was too tired to dance!*

3 You are going to talk about a special occasion you celebrated in the past. Make notes.

Special occasion: _____

- **When was it?** _____
- **Where was it?** _____
- **Who was there?** _____
- **What happened?** _____
- **I enjoyed it / didn't enjoy it because** _____

_____

4 Work in pairs. Tell each other about your special occasion, and decide who had more fun.

5 Tell the rest of the class what you decided, and why.

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Photocopiable activity

UNIT 8

How healthy are you?



1 Match the two parts of the phrases.

0 eat	A some exercise
1 do	B cold
2 get a	C fast food
3 feel	D sick
4 walk	E more than 2 km
5 visit	F a sports centre

2 Complete the questions with the phrases from Activity 1.

0 How often	*do you eat fast food* ?
1 How often	_____ ?
2 How often	_____ ?
3 When did you last	_____ ?
4 When did you last	_____ ?
5 When did you last	_____ ?

3 Work in pairs. Ask your partner the questions in Activity 2. Circle your partner's answers.

	A	B	C	D
0	every day	once or twice a week	not very often	never
1	hardly ever	once or twice a month	once or twice a week	every day
2	very often	a few times a year	about once a year	hardly ever
3	this week	last week	a few weeks ago	a few months ago
4	a few months ago	a few weeks ago	last week	this week
5	more than a month ago	about two weeks ago	last week	this week

4 How healthy is your partner? Add up your partner's score.

A = 1 point B = 2 points C = 3 points D = 4 points

TOTAL SCORE	HEALTH REPORT
18 - 24	Congratulations! You are very healthy!
12 - 17	Not bad! But you can still look after yourself even better!
6 - 11	Oh dear! You should definitely do more exercise and eat healthier food!

5 How healthy are you? Do you agree with the results? Discuss with your partner. Who is the healthiest in the class?

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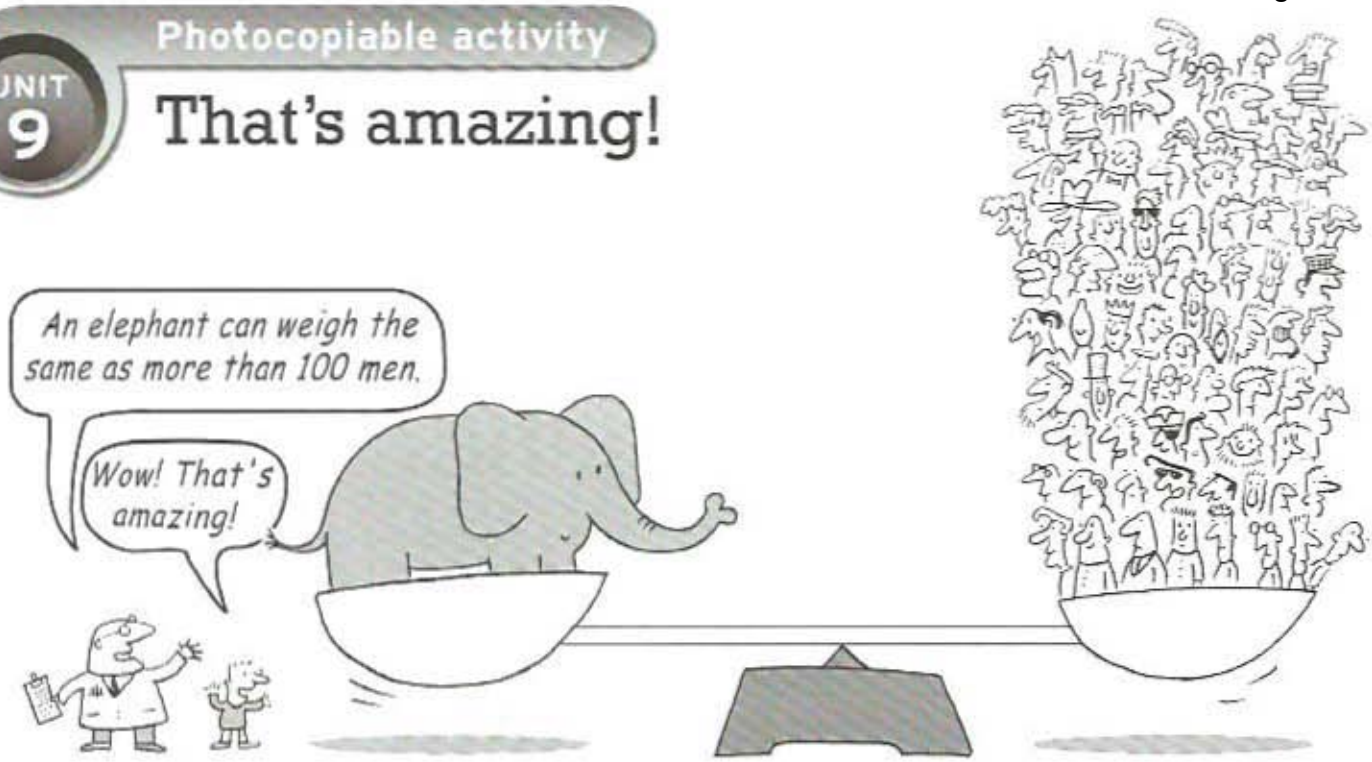
Photocopiable activity

UNIT 9

That's amazing!



1 Work in pairs. Can you guess the answers to these questions?

0 What is the biggest animal?	elephant / (blue whale) / lion
1 What is the hottest country?	Spain / Libya / Australia
2 What is the heaviest land animal?	hippopotamus / elephant / rhinoceros
3 Which country has the highest mountains?	Nepal / Chile / Switzerland
4 Which is the longest river?	the Amazon / the Nile / the Mississippi
5 Where is the sunniest place?	Florida / the Sahara Desert / Siberia

2 Match the two parts of the sentences and discover the answers.

0 The blue whale can be 25 metres long and is	A long, making it the world's longest river!
1 The hottest country in the world is Libya,	B mountains are in Nepal!
2 The heaviest elephant weighed the same	C where the temperature is sometimes 60°C!
3 Eight of the ten highest	D Desert is the sunniest place in the world!
4 The River Nile is nearly 7,000 kilometres	E as 165 men, more than any other land animal!
5 With 12 hours of sun every day, the Sahara	F the biggest animal in the world!

3 Work in pairs. Read the sentences in Activity 2 to each other. React using these expressions.

That's amazing! Really? I can't believe it!

That's interesting! You're joking! Wow!

4 Write two sentences with interesting information about the world, your town, your family or you.

1 _____

2 _____

5 Read your sentences to other students. React using the expressions from Activity 3.

A: My mother can speak four languages. *B: That's amazing!*

6 Decide which information is most surprising.

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Photocopiable activity

UNIT 10

A postcard home

Dear Alice,

It's Wednesday morning. I arrived here three days ago and I'm really enjoying myself. It's a great city, with some lovely buildings, and the shops are fantastic! On Monday I spent the day sunbathing on the beach, and yesterday I went to an amazing art museum. This afternoon I'm going on a bus tour around the city, and tonight I'm going to the theatre. I'm flying home the day after tomorrow, so I'll see you soon.

Tracey

Alice Thomas
14 Severton Road
Newford
NF6 4DS

1 Read Tracey's postcard to her friend, then match the two parts of the sentences.

0 Tracey arrived...	A on Wednesday.
1 She spent the day sunbathing on the beach...	B two days ago.
2 She went to the art museum...	C on Sunday.
3 She's going on a bus tour around the city...	D on Friday.
4 She's going to the theatre...	E on Tuesday.
5 She's flying home...	F on Wednesday night.

2 Imagine you are on holiday. Choose one activity you would like to do each day.

WELCOME TO YOUR SUNNYBEACH HOLIDAY!

CHOOSE ONE FREE ACTIVITY YOU WANT TO DO EACH DAY, AND HAVE A GREAT TIME!

SUNDAY	ARRIVE. WELCOME PARTY AND DISCO IN THE EVENING
MONDAY MORNING	HORSERIDING / SAILING / FISHING
TUESDAY AFTERNOON	TOUR OF THE CITY / MUSEUM / TENNIS
WEDNESDAY EVENING	THEATRE / CINEMA / MUSIC CONCERT
THURSDAY MORNING	SURFING / SAILING / WATERSKIING
FRIDAY EVENING	DINNER IN A LOCAL RESTAURANT / BARBECUE ON THE BEACH / TRADITIONAL FESTIVAL
SATURDAY AFTERNOON	SHOPPING AT THE LOCAL MARKET / ZOO / ART GALLERY
SUNDAY	FLY HOME



3 Write a postcard to a friend. Talk about what you have done, and your plans for the next few days.

Dear _____,

It's Wednesday afternoon.

4 Work in pairs. Read your postcard to your partner. Which is the best holiday?

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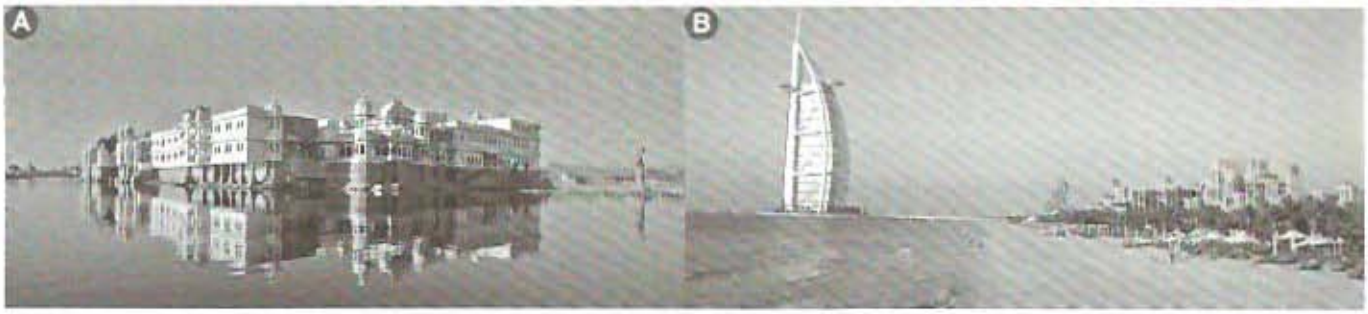
Photocopiable activity

UNIT 11

A room with a view



1 Look at the pictures of two unusual hotels. Where do you think they are?

2 Read about one of the hotels. Which hotel is it?

Burj Al Arab is a very famous hotel in Dubai. (0) Burj Al Arab *It* is also one of the tallest and most interesting hotels in the world. A British architect called Tom Wright designed the hotel. (1) Tom Wright _____ wanted the hotel to look special, so (2) Tom Wright _____ designed (3) the hotel _____ to look like a giant sailing boat. The rooms in the hotel are very special too. (4) The rooms _____ all have a view of the Arabian Sea, and (5) the rooms _____ all have an office, a large-screen TV, and a private dining room. Guests can also arrive at the hotel in a special way. (6) Guests _____ can be driven to the hotel in a Rolls-Royce car, or (7) guests _____ can arrive by helicopter!

3 Read the text and replace the underlined nouns with pronouns.

4 Read these sentences about the second hotel. Choose the correct verbs.

0 The Lake Palace Hotel is a beautiful, old-fashioned hotel, which **located / is located** in the middle of a lake in India.
1 However, the Lake Palace Hotel was not a hotel when the Lake Palace **built / was built**.
2 At first the Lake Palace was only for the royal family, but the Lake Palace **turned into / was turned into** a hotel in 1955...
3 when the royal family **decided / were decided** the royal family did not need it anymore.
4 The hotel still feels very special today. The rooms **painted / are painted** in beautiful colours,...
5 and the rooms all **have / are had** lovely views of the lake and mountains.
6 Guests **brought / are brought** to the Lake Palace Hotel by a special boat and...
7 many people **think / are thought** that the Lake Palace Hotel is one of the quietest and most beautiful places in the world.

5 Rewrite the sentences from Activity 4 to make a paragraph. Remember to use pronouns.

_____

_____

_____

_____

6 Which hotel would you like to stay in? Think of three reasons.

7 Talk to other students. Do they agree with you? Which hotel do most students want to stay in?

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Photocopiable activity

UNIT 12

Don't miss this film!

1 Read the review of 'The Incredible Hulk'. Then choose the correct answers in the punctuation rules below.



'The Incredible Hulk' tells the story of Bruce Banner, a scientist who changes into a monster when he is angry. At the start of the film Bruce Banner is living in Brazil, but later he travels to the USA, because he wants to find the answer to his problem and get away from his enemies. 'The Incredible Hulk' is great! The story is exciting, the special effects are wonderful and the actors are also very good. Bruce Banner is played by Edward Norton, who was also in 'Red Dragon'. The film also stars William Hurt, Liv Tyler, and Tim Roth. Don't miss this film!

1 We use a CAPITAL LETTER / small letter at the beginning of a name, country or sentence.
2 We use a question mark (?) / an exclamation mark (!) to say something more strongly.
3 We use a comma (,) / apostrophe (') between different things in a list.
4 We use a comma (,) / full stop (.) between different parts of the same sentence.
5 We can put speech marks ('...') / commas (, ... ,) around the title of a book or film.

2 Read a review of 'Indiana Jones and the Kingdom of the Crystal Skull'. Correct the punctuation.



'indiana jones and the kingdom of the crystal skull' is the fourth film about the adventures of the archaeologist indiana jones. In the film indiana jones travels to peru to look for a mysterious crystal skull. the film stars harrison ford as indiana jones 'karen allen as marion' and cate blanchett as a beautiful spy. It is an exciting and funny film 'it has wonderful actors' and the music is very good. 'indiana jones and the kingdom of the crystal skull' is definitely a great film?

3 Write a review of a film you like. Include information about the story and the actors, and say why you like it.

4 Walk round the class and read all the reviews. Which films would you like to see? Tell the class. Which is the most popular film?

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Exam answer sheets

UNIVERSITY of CAMBRIDGE
ESOL Examinations

Candidate Name

Centre No

Candidate Signature

Candidate No

Examination Title

Examination Details

Centre

Supervisor:

KET Paper 1 Reading and Writing Candidate Answer Sheet

Instructions

Use a PENCIL (B or HB).
Rub out any answer you want to change with an eraser.

For Parts 1, 2, 3, 4 and 5:
Mark ONE letter for each question.
For example, if you think C is the right answer to the question, mark your answer sheet like this.

0 | A | B | C

Part 1

1	A	B	C	D	E	F	G	H
2	A	B	C	D	E	F	G	H
3	A	B	C	D	E	F	G	H
4	A	B	C	D	E	F	G	H
5	A	B	C	D	E	F	G	H

Part 2

6	A	B	C
7	A	B	C
8	A	B	C
9	A	B	C
10	A	B	C

Part 3

11	A	B	C					
12	A	B	C					
13	A	B	C					
14	A	B	C					
15	A	B	C					
16	A	B	C	D	E	F	G	H
17	A	B	C	D	E	F	G	H
18	A	B	C	D	E	F	G	H
19	A	B	C	D	E	F	G	H
20	A	B	C	D	E	F	G	H

Part 4

21	A	B	C
22	A	B	C
23	A	B	C
24	A	B	C
25	A	B	C
26	A	B	C
27	A	B	C

Part 5

28	A	B	C
29	A	B	C
30	A	B	C
31	A	B	C
32	A	B	C
33	A	B	C
34	A	B	C
35	A	B	C

Turn over for Parts 6 - 9 →

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For Parts 6, 7 and 8:

Write your answers in the spaces next to the numbers left to right as this:

0 example

Part 6	Do not write here
36	1 [illegible] 0
37	1 [illegible] 0
38	1 [illegible] 0
39	1 [illegible] 0
40	1 [illegible] 0

Part 7	Do not write here
41	1 [illegible] 0
42	1 [illegible] 0
43	1 [illegible] 0
44	1 [illegible] 0
45	1 [illegible] 0
46	1 [illegible] 0
47	1 [illegible] 0
48	1 [illegible] 0
49	1 [illegible] 0
50	1 [illegible] 0

Part 8	Do not write here
51	1 [illegible] 0
52	1 [illegible] 0
53	1 [illegible] 0
54	1 [illegible] 0
55	1 [illegible] 0

Part 9 (Question 56): Write your answer below.

Do not write below (Examiner use only)

0 1 2 3 4 5

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ESOL Examinations

Candidate Name

Centre No.

Candidate Signature

Candidate No.

Examination Title

Examination Details

Centre

Supervisor:

KET Paper 2 Listening Candidate Answer Sheet

Instructions

Use a PENCIL (B or HB).

Rub out any answer you want to change with an eraser.

For Parts 1, 2 and 3:
Mark ONE letter for each question.
For example, if you think C is the right answer to the question, mark your answer sheet like this:

0 A B C

Part 1	
1	A B C
2	A B C
3	A B C
4	A B C
5	A B C

Part 2	
6	A B C D E F G H
7	A B C D E F G H
8	A B C D E F G H
9	A B C D E F G H
10	A B C D E F G H

Part 3	
11	A B C
12	A B C
13	A B C
14	A B C
15	A B C

For Parts 4 and 5:
Write your answer in the space next to the question.
Spell words correctly.

0 example

Part 4	Do not write here
16	
17	
18	
19	
20	

Part 5	Do not write here
21	
22	
23	
24	
25	

KET L

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