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Welcome

This unit is designed to serve as a review, giving students the opportunity to revise and practise language they already know, and it is also a tool for teachers to find out how much students know already and which areas students may need to do more work on before continuing with the course.

A PEOPLE

1 Greetings and introductions

- a** ▶ **CD1 T1** Students read through the words in the box and the gapped dialogue. Go through the example, if necessary. Students complete the exercise. Students can compare answers in pairs. Play the recording for students to listen and check, pausing the recording as necessary.

TAPESCRIPT

Liz: Hi. My name's Liz.
Monica: Hello, Liz. I'm Monica.
Liz: Nice to meet you. Excuse me a moment. Hi, Jack. How are you?
Jack: I'm fine, thanks. How about you?
Liz: I'm OK, thanks. Monica, this is my friend, Jack.
Monica: Nice to meet you, Jack.
Jack: Nice to meet you too, Monica.

Answers
2 I'm 3 fine 4 you 5 this 6 Nice

- b** In groups of three, students act out the dialogue in Exercise 1a. Students can change the names and invent new names for themselves, if they want. Monitor and help as necessary. Ask stronger groups to act out their dialogue in front of the class.

* OPTIONAL ACTIVITY

If students are meeting for the first time, you may like to expand Exercise 1b. Separate the class into two groups and give students two minutes to practise the dialogue with as many people as possible in the other group. When time is up, have a team competition with students naming students in the other group and scoring one point for each correct answer.

LOOK!

Go through the examples in the Look! box with students and remind them of subject pronoun and possessive adjective changes. If necessary, elicit the

other subject pronouns and possessive adjectives from them and write them on the board:

I – my you – your he – his
she – her it – its we – our
you – your they – their

2 The verb *be*

- a** Go through the pictures with students and remind them when *'re* is used (it's the contracted form of *are*). Students complete the exercise. They may use short forms where possible. Check answers.

Answers
2 'm/am 3 'm not/am not; I'm/I am 4 's/is
5 's not/ is not/ isn't; 's/is 6 're not/aren't/ are not; 're/are

Language note

Point out to students that it is possible to say *He's/She's/It's not* instead of *He/She/It isn't*; *You're/We're/They're not* instead of *You/We/They aren't* e.g. *He's not Spanish. They're not Japanese.* This is particularly common in spoken English.

- b** ▶ **CD1 T2** Students read through the dialogue. Check any problems. Remind them to use short forms where possible. Students complete the exercise and compare answers in pairs. Play the recording for students to check or change their answers. Play the recording again, pausing as necessary.

TAPESCRIPT

Jack: Hi. My name's Jack, and this is Monica.
She's from Italy.
Marek: Nice to meet you. I'm Marek, and those two people are my friends, Barbara and Adam. Are you from Rome, Monica?
Monica: No, I'm from Milan. Where are you from?
Marek: We're from Poland. Adam and I are from Warsaw and Barbara's from Gdansk. Are you on holiday in Cambridge?
Monica: No, I'm not. I'm a student at a language school here. Are you all students?
Marek: Yes, we are. We're at a language school too.

Answers
2 is 3 's/is 4 'm/am 5 are 6 Are 7 'm/am
8 are 9 're/are 10 are 11 's/is 12 Are
13 'm/am 14 Are 15 are 16 're/are

- c** In pairs, students ask and answer questions orally about the people in Exercise 2b.

3 Possessive adjectives

Books closed. Write the subject pronouns (*I, you, etc.*) on the board and then the first possessive adjective (*my*). Elicit the others from students. Students open their books at page 7 and read the instructions and the email in Exercise 3. Students complete the exercise and compare answers in pairs. Check answers as a class.

Answers
2 your 3 Your 4 my 5 Their 6 her 7 his
8 Our 9 His 10 your

Language note
Although *it/its* are used for animals, *he/his* and *she/her* can be used for animals if you know their gender (as in Exercise 3, question 9).

4 have / has got

Warm up
As an introduction to this exercise for weaker classes, ask students to describe what they have in their pockets or bags. Elicit the form *I have got ...* (give an example of your own if students find this difficult) and expand by asking students if they can remember what was in a student's bag. Elicit *He has got ...* Write the different forms of *have got* on the board and elicit the short forms, negatives and inversion in questions. Ask a few questions of your own to make sure students understand this verb, e.g. *T: Elisa, have you got any brothers or sisters?*
Sl: Yes, I've got ...

Language note
Students may produce questions like *How many brothers have you?*, so they may find it helpful to think about how they say these things in their own language and note the differences.

a ▶ **CD1 T3** Read through the instructions and the questions with students. Elicit the words they are likely to be listening for to answer the questions (numbers). Play the recording. Check answers, playing and pausing the recording again as necessary.

TAPESCRIPT
Monica: Have you got a big family, Marek?
Marek: No, there's just me and my mother and my brother, Milos.
Monica: So you haven't got any sisters?
Marek: No, I haven't.
Monica: How old is your brother?
Marek: Milos? He's nineteen. He's at university now. He's a really good-looking guy. He's tall and he's got fair hair and green eyes.

Monica: He sounds great.
Marek: What about you? Have you got any brothers and sisters?
Monica: Yeah, I've got two little sisters. There's Silvia – she's twelve. And then there's Lisa – she's nine.
Marek: Have they got black hair, like you?
Monica: Yes, we've all got black hair. Silvia's got brown eyes, too, but Lisa's eyes are blue – they're amazing!

Answers
1 One brother, no sisters.
2 Two sisters, no brothers.

b ▶ **CD1 T3** Look at the table with students and make sure they understand what they have to do. Elicit some different possible colours for hair and eyes. Play the recording for students to complete their tables. Check answers. Play the recording again, pausing as necessary for students to clarify any problems.

Answers
Milos: 19; fair; green
Silvia: 12; black; brown
Lisa: 9; black; blue

c Go through the example with students, showing them how each line must be followed to find out who has/hasn't got things. Students complete the exercise. Check answers.

Answers
2 My parents have got green eyes.
3 My aunt and uncle haven't got a cat.
4 My friend's brother has got a red nose.
5 Sid's father hasn't got a car.
6 My grandfather has got grey hair.

* OPTIONAL ACTIVITY

Write the following questions on the board.

- 1 Have you got a pet?
- 2 Have you got a bicycle?
- 3 Have your parents got a car?
- 4 Has your family got a flat or a house?
- 5 Has your flat/house got a garden?

In pairs, students ask and answer the questions noting down their partner's answers. Monitor and make sure pairs are taking turns to ask and answer and are using the correct question and verb forms. Note down any repeated mistakes to go through as a class later. You may like to practise this form further by asking students to write a short paragraph about their partner. Ask a few students to read out their sentences to the class. Are there any interesting pieces of information for further discussion?

* OPTIONAL ACTIVITY

Divide the class into pairs and ask students to draw a picture of their partner (you should get some humorous results!). Tell students they are going to interview their partner in order to write a paragraph under the drawing. In open class, elicit some questions and write them on the board. In pairs, students interview each other and write a short paragraph about their partner. These can be placed on the walls of the classroom (or passed around the class) for students to look at. You could ask them to find people that they have something in common with and report back to the class.

B ROOMS AND HOMES

1 Colours

- a Ask students to write the name of each colour. Monitor and check spelling.

Answers

2 black 3 brown 4 pink 5 grey 6 red
7 green 8 yellow 9 blue 10 orange

- b Read through all the colours and check students know them all. Explain that students must find things in the classroom for each colour. In small groups, students complete the exercise. To make this more fun, you can set a time limit and the group who can match things to the most colours is the winner.

* OPTIONAL ACTIVITY

Call out a student's name and a classroom object; the student has to give you the colour of that object. Continue like this until you are sure students are confident with the colour adjectives.

2 Rooms and furniture

- a Elicit as many rooms in a house as you can and write them on the board. Students then look at pictures A–F. Go through the example with them. Students complete the exercise.

If weaker students have problems labelling the rooms, give them further clues, e.g.
You cook food in the ... kitchen.
You eat in the ... dining room.
You sleep in the ... bedroom.
You watch TV in the ... living room.
You have a bath in the ... bathroom.

Students compare answers in pairs before a whole class check.

Answers

B kitchen C dining room D bedroom
E living room F bathroom

- b Students read through the furniture vocabulary in the box. Check any problems. Go through the example with them, explaining that they must match the words in the box to the labelled items in each picture. Students complete the exercise. Check answers.

Answers

2 fridge 3 cooker 4 sink 5 window
6 table 7 chair 8 bed 9 cupboard 10 sofa
11 armchair 12 shower 13 toilet 14 bath

* OPTIONAL ACTIVITY

Mime an action in one of the rooms in Exercise 2, e.g. *cooking in the kitchen* and ask students: *Where am I? / Which room am I in?* Students guess using the phrases *In the kitchen/bathroom*, etc. until they get the correct answer. In small groups, students mime the other rooms and the other members of the group guess which room they're in.

3 There is / There are

- a Write the following sentences on the board.
There is a table in my kitchen.
There are three chairs in my living room.

Read the sentences with students. Ask them if the nouns in each sentence are singular or plural, elicit the answers and then ask students to look at the expressions used with each. Make sure students understand that *There is / There's ...* is for singular and *There are ...* is for plural.

Students read through sentences 1–5. Go through the first item with them as an example. Ask them to look at the noun and decide if it is singular or plural (singular) and elicit that *There's ...* should be used. Students complete the exercise. Check answers.

Answers

2 There are 3 There are 4 There are
5 There's a

- b Students look at the picture in their books for 30 seconds. With books closed, in pairs, students make as many sentences as they can about the picture. They can do this orally or by writing their sentences down. Monitor and check they are using *There's / There are* and nouns correctly. To make this more fun, you can set a time limit and the pair with the most correct sentences is the winner!

4 Prepositions of place

- a Read through the instructions and the prepositions in the box with students. Check students understand all the prepositions by giving them a few examples using things in the classroom, e.g.

My desk is between the board and the door. Your dictionary is in your bag. etc. In pairs, students now make sentences about items in the picture. They can use *There is / There are* expressions with the prepositions or they can concentrate only on using the prepositions. Monitor and check they are using the prepositions correctly. Review any problems at the end of the exercise.

Example answers
There's a cat in the box. / The cat is in the box.
The TV is next to the door.
The windows are behind the sofa.
There's a picture between the windows.
The books are on the table.
There's an umbrella on the rug.

- b** Students draw a plan of their own house/flat. Give an example of the type of detail required by drawing a plan of your own house/flat on the board. Go through the example sentences in the book with the whole class. In pairs, students describe their house to their partner. Encourage students to explain in detail, using *there is/are*, prepositions of place, colours and the vocabulary of rooms and furniture. Circulate to help with any vocabulary questions.

C **ACTIVITIES**

1 **Activity verbs**

Read through the verbs in the box with students, checking pronunciation. You can mime some of these to help students understand, if necessary. Students then look at pictures 1–12. Go through the example with them. Students complete the exercise. They can compare answers in pairs before a whole class check.

Answers
2 read 3 close 4 jump 5 cry 6 open
7 smile 8 listen 9 shout 10 run 11 write
12 swim

2 **Imperatives**

Read the instructions as a class and do the first item as an example, if necessary. Remind students to match the pictures with the verbs and decide if they need a positive or a negative imperative. Students complete the exercise. Check answers.

Answers
2 Close the window! 3 Smile! 4 Don't jump!
5 Listen! 6 Don't shout!

* **OPTIONAL ACTIVITY**

Whole class. This gives further practice in positive imperatives. The aim of this activity is for students to follow your commands (using the verbs in Exercise 1) if you say *Teacher says ...* followed by an imperative. If you say an imperative only without *Teacher says ...* in front of it, students should NOT follow your instructions. Any student who follows an instruction which has been said without *Teacher says ...* is out of the game, e.g.
T: *Teacher says smile* (students should all smile).
Teacher says jump (students should all jump). Cry (students should not cry).

After a few verbs, ask for student volunteers to come out and take the role of the teacher.

3 **Adverbs of frequency**

Warm up

Books closed. Introduce the idea of frequency by asking students what they do at the weekends. Ask the following questions and make a list of the activities on the board: *Do you go to the cinema / play football / watch TV / visit your grandparents / walk the dog / go swimming*, etc. Students will probably answer *Yes* or *No* at this stage, but leave the list of activities on the board to return to later.

- a** Students put the adverbs in the correct place in the diagram.

Answers
1 always 2 usually 3 often 4 sometimes
5 hardly ever 6 never

Return to the activities on the board and ask students to tell you which of them they always/usually/often/sometimes/hardly ever/never do at the weekend. Ensure they use the correct word order in their answers.

LOOK!

Read through the examples in the Look! box with students. Offer some more examples of your own to clarify the rule.

- b** Read through the sentences with students and check understanding. Students complete the sentences so that they are true for them.

Answers
Students' own answers

Language note

When using *always* and *usually*, students often make the following mistakes:

I always play football.

I usually visit my grandmother.

Point out to students that, in many cases, they need to say when events take place:

I always play football on Sundays.

I usually visit my grandmother at the weekend.

- c**
- Divide the class into pairs and ask them to compare answers with a partner before listening to some example sentences in open class.

4 Object pronouns

To introduce this section write the following table on the board (do not write the object pronouns at this stage):

Subject	Possessive pronoun	Object pronoun
I	My	<i>Me</i>
You	Your	<i>You</i>
He	His	<i>Him</i>
She	Her	<i>Her</i>
We	Our	<i>Us</i>
They	their	<i>Them</i>

Elicit the object pronouns by writing the words *He likes ...* on the board and ask students to complete the table.

Ask students to complete the sentences using the object pronouns. Check answers.

Answers

2 me 3 her 4 him 5 you 6 us

5 can/can't for ability

Warm up

To introduce the language in this exercise, write the following sentences on the board:

I can swim.

I can't speak French.

Point out the positive and negative forms and elicit the question form from students.


Ask students some questions of your own to check understanding, e.g.

T: *Elisa, can you swim?*

S1: *Yes, I can. / No, I can't.*

T: *Milos, can you speak French?*

S2: *Yes, I can. / No, I can't.*

- a**
-  **CD1 T4**

Read the instructions and ask students to look at the first two columns of the table (Marek and Liz) only. Remind them of the marking system. Play the recording, pausing after the first answer to check students understand what they have to do.

Play the recording for students to complete the exercise. Check answers. Play the recording again, pausing as necessary for students to clarify any problem answers.

TAPESCRIPT

Liz: Jack and Monica are at the swimming pool.

Do you want to go there too?

Marek: No, not really. I can't swim!

Liz: Really?

Marek: Yeah, really. But I'd like to learn. Maybe you can teach me.

Liz: No, I don't think so. I can swim but not very well. You're good at music, aren't you?

Marek: Well, yeah, I can sing – I really like singing. And I can play the piano and the guitar.

Liz: I can't play any musical instruments. We've got a piano at home but I can't play it. And I can't sing, either. When I sing at home, my brother shouts at me.

Marek: Don't listen to him! Anyway, you're really good at art. You can paint and draw – I love your pictures.

Liz: Can you paint?

Marek: Oh, I can paint a bit, but not very well.

Answers

Marek: swim **X**; sing **✓✓**; play the piano **✓✓**; paint **✓**

Liz: swim **✓**; sing **X**; play the piano **X**; paint **✓✓**

- b**
- Go through the example with students, reminding them to look carefully at how they have marked the table. Pay attention to the use of *but*. As students write sentences, monitor to check they are using forms correctly. Check some in open class.

Example answers

Marek can sing very well, but Liz can't.

Marek can play the piano very well, but Liz can't.

Marek can paint, but not very well. Liz can paint very well.

- c**
- Students now think about the activities in the table and complete the third column about themselves.
- d**
- In pairs, students ask and answer questions and complete the last column of the table about their partner. Ask one pair to demonstrate the example to the rest of the class. Students continue asking and answering until they have completed their table. Monitor and check students are using the correct forms and that they are taking it in turns to ask and answer. Ask some students to report back to the class what they found out about their partner.

D IN TOWN AND SHOPPING

1 Places

Read through the items in the box with students, making sure they understand them all. Go through the example, if necessary. Students complete the exercise. Check answers.

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

2 There is/are (negative and questions) + a/an/any

Make sure students understand when to use *a/ an/any* in negatives and questions. Elicit a few questions and answers from students about their town to demonstrate this point, e.g.
T: Alex, is there a cinema in (name of students' town)?
S1: Yes, there is.
S1: Bertha, are there any supermarkets in (name of students' town)?
S2: Yes, there are.

- a Students read through items 1–4 and a–d. Do the first item with them as an example, if necessary. Remind students they should look carefully at the verbs in items 1–4 and the nouns in a–d to see if they are singular or plural. Students complete the exercise. Check answers.

Answers
2 b 3 d 4 a

- b Read through the instructions with students and do the first question as an example if necessary. Students complete the sentences. Monitor and check students are using the forms correctly. Feedback in open class, writing answers on the board where necessary to draw attention to the use of the article or *any*.

Answers
2 Is there / is. 3 Is there / there is.
4 Are there / there aren't.

- c Students read through sentences 1–4. Do the first item with them as an example, if necessary. Remind them to look at the verb and the noun carefully before they choose *a* or *any*. Students complete the exercise. Check answers.

Answers
2 a 3 a 4 any

- d Weaker classes: As an introduction to this activity, students may be interested to hear some sentences about the place you lived when you were a child. Write some sentences on the board to help give students ideas for their own sentences.

Stronger classes: Encourage students to ask you questions about the place you lived as a child. Give students two minutes to write as many sentences as they can about the place they live. In pairs, students compare sentences before listening to a few examples in open class.

3 Times

Read through the sentences with students and ask them to say them out loud. If students have difficulty telling the time in English, you may like to ask questions about when things happen, e.g. *What time does school start? What time do you get up?*

Answers
2 The café opens at nine fifteen and closes at nine o'clock.
3 The disco opens at ten o'clock and closes at one thirty.
4 The train leaves at seven twenty and arrives at nine thirty-five.
5 The film starts at seven forty-five and finishes at nine thirty.
6 The bookshop opens at ten o'clock and closes at six o'clock. On Saturdays the bookshop closes at twelve fifteen.

* OPTIONAL ACTIVITY

For further practice you could write the following items on the board and ask students to make sentences: 7.35; 5.15; 6.00; 8.20; 11.45; 4.30; 2.50.
Divide the class into pairs and tell them to write times for their partners to say out loud, scoring one point for each correct sentence.

4 Clothes

- a Books closed. Elicit as many clothes as students know and write them on the board.
Students open their books at page 13 and read the instructions for Exercise 4a. Go through the example with them. They write in as many of the words as they can and then write the other letters in the correct order and match the words to the pictures to complete the exercise. Weaker students can work in pairs. Students complete the exercise. Check answers. Check any pronunciation problems at this point.

Answers

- 2 skirt 3 trainers 4 scarf 5 socks 6 jumper
7 jacket 8 jeans 9 shirt 10 dress 11 shoes
12 trousers

- b** Go through the examples with students, reminding them of the singular and plural forms of the verb *be*. Students can complete this exercise in pairs or you can call out the items from Exercise 4a and ask students to respond.

Language note

It may be useful to point out to students that colours come after the verb *be* in English. We say: *It’s a blue shirt*. NOT ~~*It’s a shirt blue*~~.

- c** Go through the example questions and answers with students. In pairs, students ask and answer about their favourite clothes.

5 Money and prices

If you can, bring in some examples of US dollars, British pounds and euros to show students before you begin this exercise.


- a** In open class, match the words and symbols. To check understanding ask students where each currency is used.

Answers

- 1 pound 2 euro 3 dollar

LOOK!

Go through the information in the Look! box with students, making sure they understand how to say the written prices correctly.

- b**  **CD1 T5** Students read through the list of prices. Remind them what the sign is for each currency. Play the recording for students to hear how the prices are pronounced. Go round the class asking students to say the prices out loud. Correct any errors in pronunciation.

TAPESCRIPT/ANSWERS

- 1 Twelve pounds
2 Twenty-five euros
3 One hundred and twenty-five dollars
4 Eleven dollars twenty-five
5 Seventeen euros fifty
6 Fifteen pounds ninety-nine

- c** In pairs, students now go through the items in Exercise 4a and say the prices. With weaker students, you may want to call out an item and a student’s name and the student has to say the price, so that you can check that everyone is saying the prices correctly.

Answers

- 1 The T-shirt is twenty-four dollars.
2 The skirt is a/one hundred and eighteen euros.
3 The trainers are a/one hundred and twenty pounds.
4 The scarf is nine dollars fifty.
5 The socks are five pounds twenty-five.
6 The jumper is fifty-six euros fifty.
7 The jacket is a/one hundred and ninety-five pounds.
8 The jeans are fifty-four euros seventy-five.
9 The shirt is forty-seven euros.
10 The dress is eighty-five pounds.
11 The shoes are sixty-two dollars ninety-nine.
12 The trousers are thirty-nine euros ninety-nine.

- d** In pairs, students ask and answer about the items in Exercise 4a. Ask one pair to demonstrate the example dialogue. Monitor and check students are using the correct question forms and that they are taking turns to ask and answer.