

## 1

# My family, my friends & me

## Unit objectives

KEY FOR SCHOOLS	people, daily life
TOPICS	
GRAMMAR	<i>have got</i> , present simple, question words
VOCABULARY	family, time, daily activities, describing people
READING	Part 2: Choosing the correct word
WRITING	Part 6: <i>this</i> and <i>these</i> – singular and plural nouns
LISTENING	Part 3: Choosing the correct time
SPEAKING	Part 1: Answering the <i>Tell me about ...</i> question

## People

### Grammar

#### Grammar – *have got*

- 1 With books closed, write the question *Have you got an unusual family?* on the board. Invite a brief class discussion on what an unusual family might be, e.g. a lot of brothers and sisters, family members with the same names or birthdays, etc. Students open their books and do the exercise. Point out the small glossary under the text and make sure students understand the word *twin*.

#### Answers

- False (I've got a twin brother and we've got two sisters.)
- True (I've got the same name as my dad and his dad.)
- True (I've got the same birthday as my sister, my mum and her sister.)

- 2 Encourage the students to tell you when we use *have got* (with *I, you, we, they*) and *has got* (with *he, she, it*).

#### Answers

Words to underline:  
 Title: Have you got  
 Jack: Yes! I've got  
 Roz: Yes, we have.; I've got the same  
 Greg: I've got a twin; we've got two sisters.

- We use *have* or *has* and *not*
- We use *Have I/you/we/they got ...?* or *Has he/she/it got...?*

- 3 Point out that all the examples of mistakes in the 'correct the mistake' exercises in this book are taken from real Key or Key for School exam scripts. Refer students to the Grammar reference on page 78. They can use these pages before or during the exercises. They can also use them to help them revise.

#### Answers

2 My dad ~~is~~ = has got 3 This city ~~have~~ got = has got 4 It's a big swimming pool = It's got a 5 My phone ~~isn't~~ got = hasn't got 6 we ~~are~~ a lot of food = we've got

- 4 Encourage the students to read the whole text first before they start writing. Check they understand *nickname*.

#### Answers

2 Have ... got 3 haven't (have not) got 4 've (have) got  
 5 's (has) got 6 hasn't (has not) got 7 've (have) got 8 have got

#### Further practice

In pairs, students ask and answer questions about their names and their family and friends' names. Brainstorm a list of possible question on to the board first, e.g. *Have you got an unusual name? Have your friends got nicknames? Has your brother got an unusual name?*

See the Workbook and CD ROM for further practice.

## Reading

### Part 2

#### Vocabulary – Family

- 1 With books closed, brainstorm a list of family words and write them on the board. Make sure the list includes the words needed in this exercise. Encourage the students to find male and female pairs of words, e.g. brother & sister, son & daughter, etc.

With books open, ask the students to look at Roz's family tree first. Ask and answer questions around the class about it, e.g. *Has Roz got any brothers or sisters? What are Roz's parents' names? Has she got any cousins?*, etc. Encourage the students to read Roz's email first before they complete it. With a weaker class, read the email through first with the answers before they start writing.

#### Further practice

The students could draw their own family tree and then tell their partner about their family.

#### Answers

2 parents 3 aunt 4 uncle 5 children 6 cousins  
 7 grandfather 8 wife 9 sons

- 2 In this exercise, ask students to work in pairs and think about where they might say these sentences in order to help them. They can share their ideas with the class when you check the answers.

#### Answers

2 ✓ 3 ✓ 4 ✓ 5 ✓

- 3 Read the Exam tip as a class. Point out that these sentences are similar to those in Exercise 2 but here there is more information before and after each word which the students need to read. They can now choose the correct answer because of that.

#### Answers

2 hair 3 begins 4 kinds 5 sure

### Exam task

Ask the students to read the instructions for the Exam task and to tell you what they have to do in this part. Point out that the first sentence in the exam instructions will tell them what the sentences are about, i.e. Meg's family. Encourage the students to read the complete sentence first and try to think of a possible answer before they look at the three answers and choose the correct one.

#### Answers

1 B 2 B 3 C 4 A 5 B

## Writing

### Part 6

- 1 With books closed, write *In my school bag, I've got ...* on the board. Go around the class asking each student to tell you at least one possible object, e.g. *a book, a pencil case*, etc. Ask the students to open their books, read the short text and identify the objects in the pictures before they write. In pairs they ask and answer questions with *Have you got ...?* about their school bags, e.g. *Have you got an old toy in your school bag? Yes, I have. What about you?*

#### Answers

1 toy 2 diary 3 comb 4 pens, pencils 5 snack

- 2 Encourage the students to look at the Exam task and to tell you what they have to do in this part. Remind them that the first sentence of the instructions will tell them what the sentences are about; i.e. everyday objects. Read through the Exam tip as a class and ask the students which of the answers will be singular nouns and which will be plural.

#### Suggested answers

2 purse, wallet 3 pen, pencil 4 trainers, football boots  
 5 violin, guitar 6 mobile, computer

- 3 Ask the students to look at the Exam task again. Point out that we know how many letters there are in each word, because the first letter is there and then there is one space for each other letter in the word. Ask the students to count the number of spaces for each word in this exercise so that they know how many letters there are in each word.

#### Answers

2 purse 3 pen 4 trainers 5 violin 6 mobile

### Exam task

Encourage the students to read the sentences and think of possible words before they look at the first letter and spaces. Remind them to look out for words like *this* or *these* which will tell them if the word is singular or plural. Also remind them to count the number of spaces.

#### Answers

1 umbrella 2 bag 3 diary 4 watch 5 chairs

- 4 Do two or three examples first as a class using the sample answers below.

#### Suggested answers

1 I put my pens and pencils in this. (pencil case) 2 I sleep in this at night. (bed) 3 I do my homework on this. (desk) 4 I brush my teeth with this (toothbrush). 5 I write my school work in this. (notebook).

## Daily life

## Grammar & vocabulary

### Vocabulary – Daily activities

- 1 If necessary, revise the time in English by writing several examples on the board and asking students *What's the time?* Point out that they might hear different ways of asking the question (*What's the time?* or *What time is it?*) and telling the time (*It's seven forty* or *It's twenty to eight*.)

Do the first time as a class, then ask students to work in pairs asking and answering the question.


#### Answers

1 What's the time in 1? It's seven forty or twenty to eight.  
 2 What's the time in 2? It's nine thirty or half past nine.  
 3 What's the time in 3? It's twelve fifty-five or five to one.  
 4 What's the time in 4? It's three fifteen or a quarter past three.  
 5 What's the time in 5? It's ten forty-five or a quarter to eleven.  
 6 What's the time in 6? It's eleven thirty-five or twenty-five to twelve.

- 2 Students look at Lee's photo album first to try to identify the verbs before they read the expressions 1–8.

#### Answers

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

- 3  1 Before the students listen, they should try to predict what time Lee does the things in the photos, e.g. *I think Lee walks to school at 8.30. What about you?*

#### Answers

2 8.45 3 9.00 4 1.20 / 13.20 5 4.00 / 16.00 6 4.10 / 16.10 7 8.00 / 20.00 8 9.30 / 21.30

### Recording script

Friend: Tell me about what you do every day, Lee.  
 Lee: Well, (1) I usually wake up at 8 o'clock. I have a shower and I have breakfast. I leave home at a quarter to nine and I walk to school with my friends. (3) School starts at nine o'clock and if we're late, the teacher gets angry.  
 Friend: Really? Do you have lunch at school?  
 Lee: Yes, I do. (4) We have lunch at twenty past one.  
 Friend: What do you do after school?  
 Lee: School finishes at three forty-five and (5) I get home at four o'clock. I usually have a snack like a piece of bread or some biscuits and then (6) I do my homework at about ten past four. We have dinner

when my parents get home and then (7) at eight o'clock, we all watch TV together.

Friend: What time do you go to bed?

Lee: My sister goes to bed at nine o'clock and (8) I go to bed at half past nine.

### Grammar – Present simple

- 4 With books closed, ask the students questions about the present simple using the rules, e.g. *When do we add –s or –es to the verb? How do we make the negative, questions and short answers?* If necessary, refer the student to the Grammar reference on page 78.

#### Answers

1 c 2 a 3 b

- 5 Remind the students that there is only one mistake in each of these sentences.

#### Answers

2 ~~don't~~ = doesn't 3 ~~watch~~ = watches 4 ~~Do~~ = Does  
 5 ~~cost~~ = costs 6 ~~start the match?~~ = does the match start?  
 7 ~~doesn't~~ = doesn't 8 ~~I'm not~~ = I don't

- 6 Do the first two sentences as a class. Point out that the times are probably not true for the students so that they will need to write a sentence in both the negative and the affirmative, giving the correct information.


#### Suggested answers

- 2 I don't walk to school with my friends at 8.30. I catch the bus at 8.10.  
 3 School doesn't start at 9.00. It starts at 8.30.  
 4 I don't have lunch at 12.00. I have lunch at 1.00.  
 5 My friends don't do their homework at 4.00. They do their homework at 5.30.  
 6 My mum doesn't get home at 6.00 She gets home at 7.00.  
 7 We don't watch TV at 7.00. We watch TV at 8.30.  
 8 My best friend goes to bed at 10.00. He doesn't go to bed at 8.30.

See the Workbook and CD ROM for further practice on Grammar & Vocabulary.

## Listening

### Part 3

- 1  2 Ask the students to read the instructions in the Exam task and to tell you what they have to do in this part: listen to Scott talking about his school day and choose the correct answer. Encourage the students to look at the picture and to say what is unusual about Scott's day. Read the Exam tip as a class. Ask the students to work in pairs and take turns to read and say the times.

#### Answers

1a 2 a 3 a

### Recording script

Amanda: Hi, Scott! How are you?

Scott: Oh hi, Amanda! I'm tired!


Amanda: Well, don't go to bed so late!

Scott: But I don't. I watch sports on TV and (1) then I go to bed at about nine fifteen. The problem is I wake up really early.

Amanda: Why's that?

Scott: I take the boat to school now, and it goes at half past seven in the morning so (2) my mum wakes us up at a quarter past six. We have breakfast and (3) leave home at seven.

### Exam task

-  3 Encourage the students to read through all the questions before they listen and to ask you for help with any words they don't understand. Point out that in the exam they will listen to each recording twice. Play the recording once. Students can help each other with any answers they didn't hear. Play the recording again. If you wish, photocopy the recording script on page 94 for each student. Ask them to underline the sentences which give them the answers. Play the recording again.

#### Answers

1 C 2 B 3 A 4 A 5 B

### Recording script

*Listen to Scott talking to his cousin Amanda about his school day. For each question, choose the right answer (A, B or C).*

Amanda: Hi, Scott! How are you?

Scott: Oh hi, Amanda! I'm tired!

Amanda: Well, don't go to bed so late!

Scott: But I don't. I watch sports on TV and then I go to bed at about nine fifteen. (0) The problem is I wake up really early.

Amanda: Why's that?

Scott: I take the boat to school now, and (1) it goes at half past seven in the morning, so my mum wakes us up at a quarter past six. We have breakfast and leave home at seven.

Amanda: So have you changed schools, then?

Scott: Yes. The school on our island is for six to eleven year olds. (2) Now I'm twelve, I go to school on another island with my sister Tanya. She's fourteen now.

Amanda: Oh, I see. So do you get home late in the evening?

Scott: Quite late. The boat back home is two hours after school. (3) My mum's sister lives near the school so we go and have dinner at her house.

Amanda: When do you have time to do your homework?

Scott: (4) We usually find a quiet table on the boat. When we get home, we watch TV, listen to music or use the computer.

Amanda: And what's your new school like?

Scott: Great! (5) I like my maths teacher best but the English and sports classes are cool, too!

Amanda: Sounds good! When can I come and visit?

**CLIL** Geography: In small groups, students choose four or five islands around Great Britain and research each one. They find out about the population and services, e.g. schools and shops. Students produce a short report on each of their chosen islands. As a class, they produce a large map of Great Britain and stick their reports near their chosen islands.

### Grammar – Question words

- 2 With books closed, brainstorm some questions and write them on the board. Encourage the students to tell you when we use each one. If necessary, help the students by asking questions, e.g. *What word do we use to ask about a place?* (Where) *A time?* (What time or When) *A date?* (When?), etc.

#### Answers

2 Where 3 What time 4 How 5 When 6 What

- 3 Check the students' answers and then encourage the students to ask and answer the questions in pairs. Alternatively, divide the class into two or three teams and invite one student to come to the front to be the quizmaster. All the other students close their books. The quizmaster asks the questions and the teams have to answer them correctly in full sentences.

#### Answers

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

- 4 Explain that to write the questions students have to choose one word or phrase from each box. As a class, make two or three questions together. If necessary, remind the students how to form present simple questions and that we use *do* with *I, you, we, they* and *does* with *he, she, it*. In pairs, students take turns to ask and answer their questions.

#### Suggested answers

Where do you go to school? What time does your brother wake up? When does your mum go to work? How do you go to school? Where do your friends do their homework?

## Speaking

### Part 1

#### Vocabulary – Describing people

- 1 Revise vocabulary to describe people (e.g. *curly / straight, long / short, dark / fair + hair, tall / short; brown / green / blue eyes*, etc.). With a stronger class, encourage the students to describe the people before they read the sentences.

#### Further practice

Students write descriptions of people they know; e.g. their teacher, best friend, etc.

#### Answers

2 A 3 D 4 C

- 2 Begin by giving the class an example. Describe someone in the room, perhaps yourself, and encourage the students to say who it is. Check students' work as they write their sentences in pairs.

- 3 Students work in groups of six so each group has to listen to three descriptions. They follow the example and use the question and answer *Is it ...? Yes, it is / No, it isn't*. Fast finishers continue to describe more people they know.
- 4 **4** Point out that there are two parts to the Speaking Exam. In Part 1, the examiner will ask each candidate some personal questions. At the end of Part 1, the examiner will ask a *Tell me about ...* question.

#### Answers

1 your English teacher 2 your school day

#### Recording script

Examiner: Ana, tell me about (1) your English teacher.

Ana: Mrs Reed.

Examiner: Jon, tell me about (2) your school day.

Jon: Well, I wake up at a quarter past eight. I walk to school with my friends. School starts at nine o'clock. After school, I do my homework and then I watch TV.

- 5 Read the Exam tip as a class. Remind students they need to speak in full sentences of at least 4 or 5 words.

#### Answers

Jon gives the best answer because he speaks in full sentences and he says more than Ana.

- 6 Elicit from the class that Ana doesn't give a good answer because 'Mrs Reed' isn't a full sentence and Ana doesn't answer with at least three sentences.

#### Suggested answers

2 She's got short, dark hair and blue eyes.  
 3 She goes to school by car.  
 4 She doesn't have lunch at school.  
 5 I like her because she's very nice.

#### Exam task

Students work in pairs. Give them time to prepare their answers before they do the task. Remind them to use full sentences and answer with at least three sentences.

#### Suggested answers

1 A: Tell me about your school day.  
 B: I wake up at 7.30. I go to school with my dad. School starts at 8.30. After school, I walk home and then I do my homework.  
 2 A: Tell me about your favourite teacher.  
 B: Her name's Mrs Reed. She's got short, dark hair and blue eyes. She goes to school by car. She doesn't have lunch at school. I like her because she's very nice.  
 3 A: Tell me about what you do at the weekend.  
 B: I wake up at 9.00. I play football with my friends or we ride our bikes. On Sunday, I go to my grandparents' house.  
 4 A: Tell me about your best friend.  
 B: His name is Lucas. He's got short, dark hair and blue eyes. He's quite tall. I like him because he's very funny.



# 2 In my free time

## Unit objectives

KEY FOR SCHOOLS	hobbies & leisure, personal opinions
TOPICS	
GRAMMAR	adverbs of frequency, <i>Do you like ...? / Would you like ...?</i>
VOCABULARY	free time activities, expressions of like and dislike
READING	Part 3a: Thinking of a possible answer
WRITING	Part 7: Using the correct pronoun
LISTENING	Part 4: Spelling names correctly
SPEAKING	Part 1: Answering questions about free time activities

## Hobbies & leisure

### Grammar & vocabulary

#### Vocabulary – Free-time activities

- 1 Explain that in many schools in the UK and USA, there are different school clubs which the students can join. Ask the students to look at the noticeboard and say which of the clubs look interesting. Students work in pairs.

#### Answers

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

- 2 Encourage the students to read the whole message first before they complete it. Point out that these are all examples of verb + noun combinations / collocations and it is a good idea to learn these words as chunks, rather than as separate words, e.g. *take photos* rather than *take* and *photos*.

#### Answers

2 watch 3 sleep 4 listen 5 play 6 draw

#### Grammar – Adverbs of frequency

- 3 Check that students know what an adverb of frequency is first. Point out that it might be a short word like *usually* or *sometimes* or it might be a longer expression like *once a month*. Refer students to the Grammar reference on page 79.

#### Answers

1 after 2 before 3 both answers correct

- 4 After they have completed the exercise, encourage the students to make a note of typical mistakes e.g. *one times = once*, we don't use a negative verb with *never* and we use *every* and not *all* with *day* – *I wake up early every day*.

#### Answers

2 The classes are ~~at~~ Monday and Wednesday = every  
 3 They ~~often are~~ = are often  
 4 They ~~some times~~ watch = sometimes  
 5 I ~~don't never~~ eat = never  
 6 ~~usually~~ = usually

7 ~~two times~~ a month = twice

8 ~~Always she~~ cooks = She always cooks

- 5 Point out that the students need to read the complete sentence first before they choose the word.

#### Answers

2 never 3 three times a week 4 every day 5 always 6 once a year



**CLIL** Maths – using graphs: In small groups, the students design a class survey about free-time activities using *How often do you ...?* or *Do you ever ...?* This could be an oral survey or the students could use a free online survey tool like Survey Monkey to create a written survey. When the students have done their survey, they should present the results using bar graphs and pie charts.

See the Workbook and CD ROM for further practice on Grammar & Vocabulary.

## Listening

### Part 4

- 1 Point out that there are five parts to the Listening Paper and that the task in Parts 4 & 5 is similar, i.e. the students need to complete some notes with times, places, names, etc. In Part 4, they listen to two people whereas in Part 5, they listen to one person. Read through the Exam tip as a class.

#### Answers

1 two  
 2 1 a time 2 where the club is 3 name of a film 4 a price  
 5 an email address

- 2 If the students don't know anything about these famous people, read out the information below and see if the students can guess who it is, e.g.

Teacher: *His name is Johnny Depp. He was born in the USA on 9 June 1963. He plays Jack Sparrow., etc.*

Student: *Is it photo 1?*

#### Suggested answers

- 1 Johnny Depp: Born in the USA, 9 June 1963. Plays Jack Sparrow in the *Pirates of the Caribbean*.  
 2 Dakota Fanning: Born in the USA, 23 February 1994. Has been in *The Twilight Saga*.  
 3 Taylor Lautner: Born in the USA, 11 February 1992. Has been in *The Twilight Saga*.  
 4 Jaden Smith: Son of Will Smith. Born in the USA, 8 July 1998. Has been in *The Karate Kid*.

- 3 5 If necessary, revise the alphabet and the sounds with the class. Encourage the students to group the letters into seven sound groups:

/ei/	/i:/	/e/	/ai/	/əu/	/u:/	/a:/
A,H,J,K	B,C,D,E,G,P,T,V	F,L,M,N,S,X,Z	I,Y	O	Q,U,W	R


### Answers

2 Hannah Dakota Fanning 3 Taylor Daniel Lautner  
 4 Jaden Syre Smith

### Recording script

Paula: Hi, Sheila!  
 Sheila: Oh hi, Paula! Can you help me with the spelling of the full names of these famous people?  
 Paula: Sure! The first one's Johnny Depp. (1) His full name is John J-O-H-N Christopher C-H-R-I-S-T-O-P-H-E-R Depp D-E-Double P.  
 Sheila: And what about Dakota Fanning? How do you spell that?  
 Paula: Well, her full name is Hannah Dakota Fanning. (2) That's H-A-Double N-A-H D-A-K-O-T-A F-A-Double N-I-N-G.  
 Sheila: Thanks! And this one is Taylor Lautner, I mean Taylor Daniel Lautner. How do you spell that?  
 Paula: (3) It's T-A-Y-L-O-R D-A-N-I-E-L L-A-U-T-N-E-R.  
 Sheila: Cool! And that's Jaden Syre Smith, isn't it?  
 Paula: Yes, you're right. Do you want me to spell his name, too?  
 Sheila: Yes, please!  
 Paula: (4) It's J-A-D-E-N S-Y-R-E S-M-I-T-H.  
 Sheila: Thanks, Paula.

### Exam task

 6 Encourage the students to read the Exam task and to tell you what it is about (a cinema club). Play the recording twice and make sure that the students spell the email address in question 5 correctly.

You can photocopy the recording script on page 94 for each student. They listen again and underline the sentences that give the answers.

### Answers

1 5.15 2 computer room 3 New Moon 4 £3.80 5 jaykes

### Recording script

*You will hear a boy, Ben, asking a friend about a cinema club. Listen and complete each question.*

Ben: Hello, Hannah.  
 Hannah: Hi, Ben.  
 Ben: Hannah, I'm thinking of joining the Cinema Club. You're a member, aren't you?  
 Hannah: Yes, I am. It's brilliant!  
 Ben: When do you meet?  
 Hannah: We meet once a week, on Monday afternoons.  
 Ben: What time?  
 Hannah: Well, some of us have got hockey training from 4 to 5 p.m. (1) so the club meets at 5.15 p.m., when everyone can come.  
 Ben: That sounds OK. Do you still meet in the library?  
 Hannah: (2) We've just moved to the computer room, which is opposite the library. It's got a much better screen.

Ben: Oh, yes. I know where it is. What do you do in the club?

Hannah: Well, one of us usually chooses a film, we watch it and then we talk about it. Last week, we saw *Push* with Dakota Fanning. (3) Next week, we're going to watch *New Moon*. You know, the one with Taylor Lautner in it. You should come!


Ben: How much does it cost?

Hannah: It's £1.60 a week or (4) £3.80 a month.

Ben: Cool! Who do I need to speak to?

Hannah: Send an email to (5) jaykes@cinemaclub.com. That's J-A-Y-K-E-S.

Ben: Great! I'll do that tonight.

4  7 Point out that we say *at* for '@' and *dot* for '.'

### Answers

jaykes at cinema club dot com

### Recording script

Ben: Cool! Who do I need to speak to?  
 Hannah: Send an email to (1) jaykes@cinema club.com. That's J-A-Y-K-E-S.  
 Ben: Great! I'll do that tonight.

5 Read the cinema club address together as an example.

### Answers

What's the email address for the cinema club? It's maria@cinemaclub.com  
 What's your best friend's email address? It's john@bestmail.com  
 What's the email address for the school? It's petershighschool@highschool.com  
 What's your email address? It's ana@coolmail.com

### Further practice

In small groups, students ask and answer questions about their school clubs and after-school activities.

## Grammar

### Grammar – Do you like...? / Would you like...?

1 In pairs, students read the dialogue together. Ask which question we use to ask someone if they like something (*Do you like + ...ing?*) and which question we use to invite someone to do something (*Would you like + infinitive?*).

### Suggested answers

Sam likes eating food from all over the world but he doesn't want to join Ruby's club. He isn't interested in cooking.

2 Encourage the students to read the conversation with gaps all the way through first before they complete it. Refer students to the Grammar reference on page 79.

### Answers

2 Do you like reading 3 Would you like to come 4 Would you like to go 5 Do you like playing 6 Would you like to watch

### Further practice

In pairs, students take the part of A or B.

- 3 With books closed, invite different students to do things and ask for a response, e.g. *Would you like to go to the cinema? No. Would you like to play a game? Yes.* Point out that a short answer like *yes* and *no* sounds rude in English and brainstorm some longer replies, e.g. *Yes, please. No, thanks.* Write these on the board.

#### Answers

I'd love to, (I'm afraid not..)

- 4 If you wrote possible replies on the board in Exercise 3 (see above), encourage the students to compare their ideas with the expressions in the book.

#### Answers

Yes: I'd love to. Sure! Good idea.

No: No, thanks! I'm afraid not. I'm sorry, I can't.

- 5 Check that the students understand the events by asking them which sound the most / least interesting. Model the first conversation in the example with a strong student. Encourage fast finishers to make up some more dialogues.

#### Suggested answers

A: Would you like to run a half marathon with me?

B: I'm afraid not. I can't run fast.

A: Would you like to go camping this weekend?

B: I'm sorry, I can't. I'm busy this weekend.

A: Would you like to visit the Science Museum with me tomorrow?

B: Good idea! I love that museum.

See the Workbook and CD ROM for further practice.

## Reading

### Part 3a

- 1 Students look at the Exam task and say what they have to do in this part. Explain that Reading Part 3 has two parts and the Exam task on this page focuses on the first part. Read the Exam tip as a class. Point out that although they should try to think of their own answer first, they will need to choose one of the given answers. After the students have done the exercise, write their suggested answers on the board.

#### Suggested answers

2 Would you like to come with me? 3 No, I can't draw.

4 Really? 5 Yes, please! I love camping.

- 2 If you have written the students' suggestions on the board in Exercise 1, compare their ideas with these answers. Tell the students to cross out the answers as they use them.

#### Answers

2 Can you sing? 3 Not often. 4 So do I. 5 I'm afraid not. I'm busy.

#### Exam task

Remind the students that they should try to think of a possible reply before they read the three answers.

#### Answers

1 A 2 C 3 A 4 B 5 B

- 3 & 4 Do the example and, if necessary, question 1 together as a class. Say *Fine thanks* to the class and encourage the students to tell you a suitable question (*How are you?*). Do the same with *How do you do?* (*How do you do?*).

#### Suggested answers

1 How often do you go to the cinema? B Sometimes, with my friends.

I think Johnny Depp is a great actor. C Do you think so?

2 There's a pencil on the floor. A Whose is it?

Don't write! B I haven't written anything.

3 What do you like doing in your free time? B Listening to music.

Have you got your keys? C I hope so.

4 Have you got your maths book? A I think so.

Can you close the window? C It isn't open.

5 Would you like to play tennis at the weekend? A I'm busy on Saturday.

Do you ever play tennis? C Not very often.

## Personal opinions

### Speaking

#### Part 1

- 1 Encourage the students to tell you which of the words have a stronger negative or positive meaning; i.e. *hate*, *be terrible at*, *be brilliant at*, *love*.

#### Answers

Negative	Positive
hate	be good at
don't like	enjoy
be terrible at	prefer
be bad at	love
	like
	be brilliant at
	be interested in

- 2 Point out that after all these expressions, we use the *-ing* form. Also point out that the students can use the activities in the box or their own ideas.

#### Suggested answers

2 playing computer games, cooking 3 going to concerts, dancing  
 4 reading books, writing emails 5 trying new food, cooking

- 3 Remind the students that the question here is *Do you like + ing?* Encourage the students to answer with a variety of the opinion expressions.

#### Suggested answers

Do you like playing computer games? Yes, I do. I'm good at playing computer games.

Do you like going to concerts? Yes, I do. I'm interested in going to concerts.


Do you like reading books? Yes, I do. I enjoy reading books.

Do you like writing emails? No, I don't. I hate writing emails.

- 4 Remind the students that in Part 1, the examiner will ask personal information questions, e.g. about their free-time activities. In pairs, students read and complete the dialogue, then write down the missing words. Don't check them yet.

#### Answers

- 2 What other things do you do in your free time?  
 3 How often do you watch TV?

- 5  8 Play the recording for students to check their answers. Then ask students *Are the answers good or not?* (*They're not good because they are rather short*). Before reading the Exam tip, encourage the students to think of ways they could improve the answers.

#### Recording script

- Examiner: (1) What do you usually do at the weekend?  
 Candidate: I listen to music.  
 Examiner: (2) What other things do you do in your free time?  
 Candidate: I watch TV.  
 Examiner: (3) How often do you watch TV?  
 Candidate: After dinner.

- 6 Elicit ideas from the class before they read the example.

#### Suggested answers

- I watch TV with my family. We prefer watching films to watching sports.  
 I usually watch TV after dinner on weekdays. At weekends I sometimes watch TV in the morning.

#### Exam task

Point out that the examiner's third question will reflect the students' answer for question two, e.g.

- 2 What other things do you do? I **go swimming**.  
 3 How often do you **go swimming**? I go ...

Remind Student B to use the opinion expressions (*I like, enjoy, prefer, etc.*) on this page and the adverbs of frequency. Encourage the students to take turns to be student A and B.

#### Suggested answers

- A: What do you usually do at the weekend?  
 B: On Saturday morning, I usually do my homework. In the afternoon, I often meet my friends. I love watching films so I sometimes go to the cinema on Sunday afternoon.  
 A: What other things do you do in your free time?  
 B: I'm good at dancing so I go to dance classes.  
 A: How often do you go to dance classes?  
 B: I go to dance classes twice a week. We sometimes do a show on Saturday.

See the Workbook and CD ROM for further practice.

## Writing

### Part 7

- 1 Encourage the students to look at the Exam task and to say what they have to do in this part (complete an email). Point out to the students that if they write more than one word, the answer is not correct. Read the Exam tip as a class.

#### Answers

- 2 me 3 him 4 We 5 their 6 us 7 His 8 They

- 2 Elicit one or two sentences from the class first to check that everyone knows what to do. Either correct any mistakes with pronouns when the students make them or write a list of their mistakes on the board for them to correct when they have finished speaking.

#### Suggested answers

He's got a camera so he likes taking photos with it. I think he enjoys drawing because there's a picture. He plays the guitar because I can see one. I think his favourite football team is Barcelona because there's a poster and he loves watching films. I think his favourite film is *Star Wars*.

- 3 Encourage the students to read the email first without writing, pointing out that it is good exam technique to read through any text first to get a general idea. Ask some general questions to check that the students have understood the email, e.g. *Where is Kazuo from? Has he got any brothers or sisters? What is his best friend good at?*, etc.

#### Suggested answers

In his free time, Kaz likes listening to music and drawing pictures, he plays the guitar and he goes to the cinema. He sometimes has dinner in a pizza restaurant.

#### Exam task

Stress that they can write **one** word only. Students should check they have used the correct pronouns in 3, 5 and 9.

#### Answers

- 1 in 2 have 3 Their 4 at 5 me 6 to 7 play 8 a 9 we  
 10 about

#### Further practice

Students can use Kazuo's email to help them write their own message about themselves.

#### Sample answer

My name is Alexandre but my friends call me Alex. I'm 12 years old and I live in São Paulo, Brazil. I've got two brothers. Their names are Enzo and Vitor. My best friend Miguel is good at playing basketball and his favourite team is the Chicago Bulls. In my free time, I like watching films. On Saturdays, I always meet my friends and we go to the cinema. I also enjoy taking photos with my camera.



# 3 Eating in, eating out

## Unit objectives

KEY FOR SCHOOLS	house & home, food & drink
TOPICS	
GRAMMAR	<i>There is / are, a / an, some &amp; any, How much / many? a lot, a little, a few, (don't) have to</i>
VOCABULARY	house and furniture, food & drink
READING	Part 5: Choosing <i>some, any, few</i> or <i>little</i> correctly
WRITING	Part 8: Finding the correct information
LISTENING	Part 5: Writing down prices in pounds (£) correctly
SPEAKING	Part 2: Asking correct questions, answering questions about email addresses and websites

## House & home

### Grammar & vocabulary

#### Vocabulary – House & furniture

- 1 In pairs, ask the students to look at the pictures and to say what time of day it is and where the people are in each picture. (A bedroom; B living room; C kitchen; D Hall; E bathroom) Point out that Harun is a boy's name.

#### Answers

2 C 3 B 4 A

- 2 Encourage the students to think of some more items to add to the table. Ask the students to find the items in the table in the pictures in Exercise 1.

#### Suggested answers

bedroom	bathroom	living room	kitchen
desk, lamp, mirror	mirror, toilet, shower	bookshelf, sofa	cooker, cupboard, fridge, shelf, chair

#### Grammar – *There is / are, a / an, some & any*

- 3 You could do this exercise as a memory test. Ask the students to look at the pictures for one or two minutes and then close their books. Read the sentences and elicit the answers. When the students have finished, ask them to underline examples of *There is* and *There are* and *a / an, some* and *any* and to say when we use each one. If necessary, refer the students to the Grammar reference on page 80.

#### Answers

2 Angela 3 Harun 4 Noelia

- 4 Ask the students to say why the words are wrong, e.g. question 1: we usually use *some* in positive sentences and not *any*; question 2: we use *an* before a vowel sound, etc.

#### Answers

2 ~~a~~ ice-cream = an 3 Behind my house ~~is there~~ = there is  
 4 don't bring ~~some~~ food = any 5 cooks ~~a~~ bread = some bread  
 / bread 6 bring ~~a~~ tomatoes = some tomatoes 7 There ~~are~~ a  
 lot of water = There is 8 ~~There's~~ = There are

## Reading

### Part 5

#### Grammar – *How much / many? a lot, a little, a few*

- 1 With books closed, ask the students if they know how to make an omelette and ask them for the ingredients. Students read the messages and check their ideas.

#### Answers

Students should underline: a lot of eggs, a little oil, a little salt, (a few potatoes)

- 2 Encourage the students to say which of the ingredients are countable and which are uncountable before they complete the rules. Refer students to the Grammar reference on page 80.

#### Answers

1 countable 2 uncountable 3 & 4 countable and uncountable (in any order).

- 3 Encourage the students to read the whole text first and then to say if the nouns are countable or uncountable before they choose the correct words.

#### Answers

1 much 2 little 3 many 4 few 5 little 6 many 7 little  
 8 much

#### Exam task

Encourage the students to read the instructions and to say what they have to do in this part: read a text and choose the best word. Read the Exam tip as a class. Ask the students to read the complete text first without writing. Then with books closed, they tell you what they learned about Mamadou. With books open, focus the students' attention on the first two spaces and ask them what words are missing. Remind them to look at the noun (beds) and to think about whether it is countable or uncountable, singular or plural.

#### Answers

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

#### Further practice

In pairs, students ask and answer questions about what they have for breakfast and where they have it; e.g. *What do you have for breakfast? Where do you have it? Do you have it with your parents?*

**CLIL** Geography / Social Sciences: The information about Mamadou was taken from the Oxfam Cool Planet website which has information about kids from all over the world. Divide the class into three teams and give each team a food: pink carrots, cocoa or bananas. Each team looks at the website and finds some information about their food. They tell the rest of the class three facts. Give them some questions to help them, e.g. *Where do they grow these crops? Who buys them? How does this help the farmers?*

See the Workbook and CD ROM for further practice.

## Food & drink

### Grammar & vocabulary

#### Vocabulary – Food & drink

- 1 With books closed, brainstorm a list of food and drink onto the board. With books open, students try to find the words on the board in the pictures. Elicit other kinds of food and drink they can see. Tell them to read the complete descriptions and match them to the pictures with their pens down. They will complete the descriptions in Exercise 2.

#### Answers

2 Picture C 3 Picture A

- 2 Clear up any problems with vocabulary before the students start writing.

#### Answers

2 milk 3 fish 4 rice 5 onions 6 soup 7 chicken 8 juice

#### Further practice

In pairs, the students ask and answer questions about the food they like, e.g. *Do you like chicken, meat and fish? I like chicken and meat but I don't like fish very much.*

#### Grammar – (don't) have to

- 3 Point out that many schools in the UK, Australia, South Africa and New Zealand have a 'tuck shop' which sells food, drink and often stationery, too.

#### Answers

1 fast food like burgers and pizza 2 at school

- 4 Students read the interview again and underline the answers in the text. Point out that we use *(don't) have to* to talk about things which are and aren't necessary.

#### Answers

2 F (I have to pay for my lunch before school starts.)  
 3 F (Two students have to collect our food from the tuck shop)  
 4 F (We don't have to wash up.)

- 5 Check that the students know how to write the positive, negative and question form of *have to* first. If necessary, refer the students to the Grammar reference on page 80. Remind students to read the dialogue before writing.

#### Answers

2 Do you have to wake up 3 have to get up 4 Do you have to tidy 5 don't have to tidy 6 have to make 7 has to make 8 have to eat


#### Further practice

In pairs, students ask and answer questions about the things they have to do at home, e.g. *Do you have to wash up? Do you have to clean the floor? Do you have to tidy your room?*

See the Workbook and CD ROM for further practice on Grammar & Vocabulary.

## Listening

### Part 5

- 1  9 Remind the students that Listening Part 5 is similar to Part 4 because the students have to complete notes, but in this part they listen to one person only. Ask the students to tell you what the listening is about (buying something in a fast food café). Read the Exam tip together. Tell students if they need to complete a price, this price will always be in pounds (£). Check they know how to write prices in pounds (£) and that we use a dot '.' to separate the pounds from the pence (£5.56). Point out that the answers are not in the same order on the recording so the students need to listen carefully. If necessary, play the recording several times.

#### Answers

2 £1.15 3 £2.80 4 £1.35 5 89p

#### Recording script

Server: Next customer, please!  
 Boy: Oh, that's me!  
 Server: Can I help you?  
 Boy: Yes. Can I have a fried egg, please?  
 Server: One or two eggs?  
 Boy: One egg, please. How much is it?  
 Server: (1) That's one pound seventy-five. Do you want bread and butter with that?  
 Boy: Yes, please. No, wait. How much is an omelette?  
 Server: That's two pounds twenty-seven or (3) two pounds eighty with cheese.  
 Boy: OK. I'll have a cheese omelette and a slice of bread and butter, please.  
 Server: Anything to drink?  
 Boy: How much is a cup of hot chocolate?  
 Server: (5) All our hot drinks are eighty-nine p. And how about a piece of cake too?  
 Boy: Oh. OK. How much is it all?  
 Server: So, a cheese omelette, (2) a slice of bread and butter for one pound fifteen, a cup of hot chocolate and (4) a piece of our special cake for one pound thirty five. That's six pounds nineteen.  
 Boy: Here you are.  
 Server: Enjoy your meal!