

1

My family, my friends & me

UNIT OBJECTIVES

A2 KEY FOR SCHOOLS TOPICS: family, daily life, people

GRAMMAR: *have got*, present simple, question words

VOCABULARY: family, time, daily activities, describing people

READING AND WRITING PART 2: understanding the task;

PART 7: describing pictures with correct prepositions

LISTENING PART 3: understanding the task

SPEAKING PART 1: answering the *tell me something about ...* question

Family

Grammar

Grammar – *have got*

STARTER

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.

- 1 Students open their books and do the exercise. Point out the definition under the text and make sure students understand the word *twin*.

Answers

- 1 F (I've got a twin brother and we've got two sisters.)
 2 T (I've got the same name as my dad and his dad.)
 3 T (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*). Point out the use of contractions in Exercise 1 (*I've got, we've got*), and remind students that these are short forms of *I have got* and *we have got*.

Answers Words to underline:

- Title: Have you got
 Tim: Yes! I've got
 Mathilde: Yes, I have; I've got the same
 Emin: I've got a twin; we've got two sisters.
 Question 1: Emin hasn't got
 1 We use *have* or *has* and *not*
 2 We use *Have I/you/we/they got ...?* or *Has he/she/it got ...?*
 3 We use the verb *have* without *got* (*Yes, I have. No, I haven't*).

- 3 Point out that all the examples of mistakes in the 'correct the mistake' exercises in this book are taken from real A2 Key or Key for School exam scripts. Refer students to the Grammar reference on page 90. They can use these pages before or during the exercises. They can also use them to help them revise.

Answers 1 she gets = she has got / she's got
 2 she got = she has got / she's got
 3 I'm got = I've got / I have got
 4 my father gets = my father has got / my father's got

- 4 Encourage the students to read the whole text first before they start writing. Check they understand *nickname* by reading the definition under the exercise.

Answers 2 Have ... got 3 haven't (have not)
 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 questions 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 online resources for further practice.

People

Reading & Writing Part 2

- 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.

With books open, ask the students to look at Sofia's family tree first. Ask and answer questions around the class about it, e.g. *Has Sofia got any brothers or sisters? What are Sofia's parents' names? Has she got any cousins?* Encourage the students to read Sophia's blog post first before they complete it. With a weaker class, read through the blog post as a class, stopping at each gap and eliciting the answer using the family tree.

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

FURTHER PRACTICE

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

Exam task

Tell the students that in Reading & Writing Part 2, they read three short texts about different people, books, films, places, etc. They then match information with the correct text by answering seven questions.

Read through the questions as a class first and make sure that everyone understands them. This could be done by asking students around the class to answer the questions about themselves, e.g. *Who lives with a grandparent? Me. I live with my grandmother.*

Read the exam tip as a class. Students do the exam task. Encourage them to underline the information in the text which gives them the answer to each question.

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

Reading & Writing Part 7

- 1** Tell the students that in Reading & Writing Part 7, they have to write a story of 35 words or more based on three pictures.

With books closed, brainstorm the answer to the question *Where is your favourite place to spend time?* Write the students' answers on the board. After the students have completed the exercise, ask them if the places shown in the pictures are the same or different to the places they chose.

Answers 1 bedroom 2 park 3 beach 4 street
5 school

- 2** Read the exam tip together and then ask students to complete the exercise using the correct preposition from the box. Make sure that the students understand that there are some extra prepositions in the box that they do not need to use.

Answers 1 in 2 to 3 on 4 along 5 out of

FURTHER PRACTICE

Students make sentences using the words on the board from Exercise 1 (their favourite places to spend time) and adding a preposition to talk about each one, e.g. *Yesterday I went to the sports centre.*

- 3** Look at the first picture as a class and read the sentence that describes it. Point out that the sentence is in the past simple. Ask students to suggest ideas to describe what happened in the following two pictures. Try to elicit the vocabulary required to describe the pictures: *shop assistant, wallet, return, happy.* Then ask students to write one or two sentences to tell the story. Check as a class and accept any stories which are appropriate.

Sample answer

A boy bought a book in a shop. He left his wallet in the shop, and the shop assistant saw it. The shop assistant went out of the shop and returned the wallet to the boy. The boy was very happy.

Exam task

Ask students to read the instructions and remind them that they have to write a story of 35 words or more based on three pictures. Contractions (e.g. *didn't*) count as two words (*did + not*).

Let students look at the three pictures for a few minutes in order to understand the story. Then ask them to write the story. Select three or four students to read their stories to the class. Accept any appropriate stories. Make sure students understand that there can be more than one correct answer.

Sample answer

When she woke up, Ana stayed in her bedroom and called her friend. She talked for a long time and arrived late at the breakfast table. Her dad got very angry and told her to eat quickly. Unfortunately she didn't finish in time and she missed the school bus.

Daily life

Grammar & Vocabulary

- 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.*) Point out that we don't usually use the 24-hour clock when telling the time, so we don't say *It's nineteen forty.*


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

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 Kyle's photo album first to try to identify the verbs in the pictures before they read the expressions 1–8.

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

- 3**  **02** Before the students listen, they should try to predict what time Kyle does the things in the photos, e.g. *I think Kyle walks to school at 8.30. What about you?*

Answers B 8.45 C 9.00 D 1.20 / 13.20 E 4.00 / 16.00
F 4.10 / 16.10 G 8.00 / 20.00 H 9.30 / 21.30

Recording script

- Friend: Tell me about what you do every day, Kyle.
- Kyle: Well, (A) I usually wake up at eight o'clock. I have a shower and I have breakfast. (B) I leave home at a quarter to nine and I walk to school with my friends. (C) School starts at nine o'clock and if we're late, the teacher gets angry.
- Friend: Really? Do you have lunch at school?
- Kyle: Yes, I do. (D) We have lunch at twenty past one.
- Friend: What do you do after school?
- Kyle: School finishes at three forty-five and (E) I get home at four o'clock. I usually have a snack like a piece of bread or some biscuits and then (F) I do my homework at about ten past four. We have dinner when my parents get home and then (G) at eight o'clock, we all watch TV together.
- Friend: What time do you go to bed?
- Kyle: My sister goes to bed at nine o'clock and (H) I go to bed at half past nine.

Grammar – the 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 main verb? How do we make the negative, questions and short answers?* If necessary, refer the students to the Grammar reference on page 90.

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 have = doesn't have
3 want = wants
4 do = does
5 What you think = What do you think
6 It doesn't matter = It doesn't matter


- 6** Do the first two sentences as a class. Point out that the times are probably not true for the students so they will need to write a sentence in both the negative and the affirmative, giving the correct information, e.g. *I don't wake up at 7.00. I wake up at 7.30.*

Sample 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 doesn't go to bed at 8.30. He goes to bed at 10.00.

► See the Workbook and online resources for further practice.

Listening Part 3

- 1**  **03** Ask the students to read the instructions in the exam task and to tell you what they have to do in the task: listen to Simon 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 Simon'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 in Exercise 1 before they listen.

Answers 1 a 2 a

Recording script

- Amanda: Hi, Simon! How are you?
- Simon: Oh hi, Amanda! I'm tired!
- Amanda: Me too! I go to sleep really late because my brother watches TV in his room, and I can hear it.
- Simon: Oh, that's a shame! But you don't have to get up really early, like I do!
- Amanda: Get up really early? Why's that?
- Simon: I take the boat to school now. It goes at half past seven, so (1) Mum wakes us up at a quarter past six. We have breakfast and (2) leave home at seven.

Exam task

 **04** 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 54 for each student. Ask them to underline the sentences which give them the answers. Play the recording again.

Answers 1 B 2 C 3 B 4 A 5 C

Recording script

You will hear Simon talking to his friend Amanda about his school day.

- Amanda: Hi, Simon! How are you?
- Simon: Oh hi, Amanda! I'm tired!
- Amanda: Me too! (1) I go to sleep really late because my brother watches TV in his room, and I can hear it.
- Simon: Oh, that's a shame! But you don't have to get up really early, like I do!
- Amanda: Get up really early? Why's that?
- Simon: I take the boat to school now. (2) It goes at half past seven, so Mum wakes us up at a quarter past six. We have breakfast and leave home at seven.
- Amanda: So you've changed schools?
- Simon: Yes. The school on our island is for six to eleven year olds. (3) Now I'm twelve, I go to school on another island with my sister Tanya. She's fourteen now.
- Amanda: Oh. What about getting home?
- Simon: The boat goes two hours after school finishes. (4) Mum's sister lives near the school so we have dinner there.
- Amanda: So that's your school day! (5) It's not like mine – much more interesting – and longer!
- Simon: It's what everyone my age on the island does.
- Amanda: Some people probably think it's fun, or even exciting, but I don't like boats.
- Simon: Well, it's the only way!

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 the question words (*how, what, what time, when, where, who*) 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).*

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. Play the recording again if necessary. 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.

Sample answers

Who is your best friend? What do you do in the evening? Where do you go to school? How do you go to school? What time does your brother wake up? When does your mum go to work?

People

Speaking Part 1 (Phase 2)

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


Answers 2 A 3 D 4 C

FURTHER PRACTICE

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

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 by describing some famous people.

4  **05** Point out that there are two parts in the Speaking exam, and that each part has two phases. In Part 1 Phase 1, the examiner asks each candidate some personal questions. Then, in Part 1 Phase 2, the examiner asks a *Tell me something about ...* question about the candidate's daily life and interests.

Answers 1 your English teacher 2 your school day

Recording script

Examiner: Ana, tell me something about (1) your English teacher.
Ana: Mrs Reed.
Examiner: Malik, tell me something about (2) your school day.
Malik: 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. Point out that students should speak using full sentences where possible.

Answers Malik 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.

Sample 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 think about their answers before they do the task. Remind them to use full sentences and answer with at least three sentences.

Sample answers

- 1 A: Tell me something 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 something 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. I like her because she's very nice.
- 3 A: Tell me something 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 something 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

A2 KEY FOR SCHOOL: hobbies & leisure, personal opinions

GRAMMAR: adverbs of frequency, *Do you like ...? / Would you like ...?*

VOCABULARY: free-time activities, expressions of like and dislike

READING & WRITING PART 3: using synonyms to find the correct answer from three options;

PART 5: choosing the correct pronoun

LISTENING PART 4: understanding the task and distractors

SPEAKING PART 1: answering personal questions

Hobbies & leisure

Grammar & Vocabulary

STARTER

With books closed, brainstorm a list of activities that the students do in their free time. Use the question *What do you do in your free time?* Try to elicit some of the activities that are in the book, e.g. *watch films, play sports.*

- 1 Ask the students to work in pairs to complete the activities with the verbs. Remind them to use each verb only once.

Answers

2 collect things
 3 play sports
 4 draw pictures
 5 take photos
 6 watch films
 7 listen to songs
 8 sleep in a tent

- 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 1 photos 2 films 3 in a tent 4 to songs
 5 instrument 6 pictures

Grammar – Adverbs of frequency

- 3 Check that students know what an adverb of frequency is first. Elicit some examples. 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 92.

Answers

1 after 2 before 3 both answers correct

- 4 Ask students to read the whole text first and then try to find the mistakes. Point out that they may be spelling mistakes, word order mistakes or a word which needs changing. Students check answers in pairs before checking as a class.

Answers

2 normally = normally
 3 often are = are often
 4 sometimes = sometimes
 5 I don't never eat = I never eat / I don't ever eat
 6 usually = usually
 7 two times a month = twice a month
 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 three times a week 3 every day 4 always

CLIL Maths – using graphs: Students work in groups. Each group chooses a different hobby or free-time activity and designs a class survey about it 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. Students then ask everyone in the class to respond to their survey and make a graph of the results. The graph could be a bar graph or a pie chart. Each group presents their results to the rest of the class.


► See the Workbook and online resources for further practice.

Listening Part 4

- 1 Point out that there are five parts in the Listening paper and that these exercises look at Part 4. Ask students to work in pairs to find the answers to the questions by looking at the exam task.

Answers

1 five
 2 three
 3 Question 2 – 1 person
 Question 3 – 2 people
 Question 4 – 2 people
 Question 5 – 1 person

- 2  06 Ask students to read the extracts from the conversation before they listen. Tell them to try to think of a word which might go in each gap. Make sure students understand that these are extracts and the recording includes other information too. Tell them that

Jasmine is the first speaker and Abbey is the second speaker. Play the recording and repeat if necessary.

Answers 1 also 2 reason 3 haven't

Recording script

Jasmine: I saw a film yesterday. That actor you like was in it. He's really good-looking, isn't he?
 Abbey: Yes, he is. He's also a really good actor. That's the reason I prefer him to any other actor.
 Jasmine: Mm. Maybe the film I saw yesterday wasn't one of his best!
 Abbey: Yeah, in the last few years his films haven't been very good.

- 3** Read the exam tip as a class and go over the instructions. Ask students to work in pairs to underline the parts of the conversation which mention A, B and C. Emphasise that they are looking for where the speakers mention, and not necessarily agree with, each option – the speakers might disagree with an option, e.g. A. Check answers as a class.


Answers

A 'In the last few years his films haven't been very good.'
 B 'He's really good looking, isn't he?' 'Yes, he is.'
 C 'He's also a really good actor. That's the reason I prefer him to any other actor.'

- 4** Read the instructions together as a class and see if the students can identify which answer is correct and why. Highlight how important it is for students to understand the precise meaning of the question.

Answer The right answer is C, because Abbey says 'That's the reason I prefer him to any other actor.'

Exam task

 **07** Encourage the students to read the exam task. Make sure they understand all the vocabulary. Ask them to name an example of each type of film in 1 to check understanding (*comedy* is a false friend in some languages). Play the recording twice.

You can photocopy the recording script on page 54 for each student. They listen again and underline the sentences that give the answers.

Answers 1 B 2 C 3 C 4 A 5 B

Recording script

1 *You will hear two friends talking about a film they've just seen. What type of film was it?*
 Boy: I really liked that film.
 Girl: Me too! Usually I prefer adventure stories, and I've never liked scary films before, but that one was great – really enjoyable.
 Boy: I know! It's strange, isn't it, that we think it's fun to be frightened.

Girl: Yeah, that's funny, isn't it? But we only like it when we know it's not real.

2 *You will hear a boy talking about a camping trip. Who did he go camping with?*

We had a great time camping. The weather was good, so my uncle and I cooked outside every day. His cooking isn't as good as my mum's, but it's OK. Because it was sunny during the day, it was still quite warm at night, too. I'm lucky – I've never been camping when it's rainy. My brother has. He says it's awful!

3 *You will hear a boy, James, talking to his mother about basketball lessons. What does James ask his mother to do?*

Mum: Did you see the information about your basketball lessons, James?

James: Yeah – thanks for booking those, Mum. I read the information so I know when the lessons start.

Mum: Yes – next week! Do you need new T-shirts and shorts?

James: Mm. I have some shorts, but they're a bit tight. Can you get me some new ones?

Mum: Yes, I'll do that tomorrow.

4 *You will hear two friends discussing a practice for their dance group. What do they still need to do?*

Boy: Is everything ready for dance practice tomorrow?

Girl: Nearly. I've downloaded a video of the dance we chose on my phone.

Boy: Great! We picked a good one! Mr. Davies has agreed that we can use the hall, so we have somewhere to dance.

Girl: Good. One more thing – I'm not sure if everyone knows what time to come.

Boy: OK. I'll send a message.

5 *You will hear a girl talking about horse riding. Why does she like horse riding?*

I started horse riding last year. I didn't really know anything about horses before, but my friend goes riding, and she invited me to go with her. I go regularly now. It's really fun. It's great to be out in the countryside, in the fresh air – much better than being in a sports centre.

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?*).

Sample answers

Sam loves 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 conversations with gaps all the way through first before they complete them. Refer students to the Grammar reference on page 92.

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 short answers like *yes* and *no* sound rude in English and brainstorm some longer replies, e.g. *Yes, please. No, thanks.* Write these on the board.

Answers

Underline: *I'd love to* Circle: *I'm afraid not.* / *(Not really.)*

- 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., That's great – thanks!, Sure!, Good idea.*
 No: *No, thanks, I'm afraid not., I'm sorry, I can't., I'm afraid I'm busy., I'd like to, but 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.

Sample answers

A: *Would you like to run a 5km-run this summer?*
 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 tomorrow?*
 B: *Good idea! I love that museum.*

► See the Workbook and online resources for further practice.

Reading & Writing Part 3

- 1** Encourage the students to look at the exam task and say what they have to do in Reading & Writing Part 3 (read a text and choose the correct option from three choices for five questions). Make sure the students understand that they may need to look for synonyms of the words in the text when choosing the correct answer. Tell them that synonyms are words that mean the same. The students match the words that mean the same, then check their answers in pairs.

Answers 1 e 2 d 3 b 4 a 5 f 6 c

- 2** Read the question and the three possible answers together as a class and check understanding. Then students read the text. Point out that the part of the text which is underlined is where they can find information about answer B. Explain that although the boy says that the author's stories aren't easy to understand (i.e. they are difficult), he doesn't say that the book is too difficult for him to finish, so answer B is wrong. The students do the exercise, then talk in pairs about which answer (A or C) is correct. Check as a class.

Answers A – she's not well-known
 C – I hope no one tells me how it ends
 The correct answer is C.

Exam task

Ask the students to read the introduction to the interview. Then ask some questions to check understanding, e.g. *How old is Kris? (15) What does he do? (he paints / he has a website of his own paintings).* Ask students to read the questions first. Point out that the answers to questions 1–4 are in the same order in the text. The final question is a global question, referring to the text as a whole.

Answers 1 C 2 B 3 B 4 C 5 A

Personal opinions

Speaking Part 1 (Phase 2)

- 1** Explain that in Speaking Part 1 there are two phases. In Phase 1, candidates answer factual personal questions about their name, age and where they come from or live. In Phase 2, they answer three questions about daily life, interests, likes, etc. The first two questions are short-answer questions (though responses should not be too short) and the third is longer, *Tell me something about ...*

Go over the expressions in the box with the class. Ask the students to say which expressions have the stronger negative or positive meaning; i.e. *hate / be terrible at, be brilliant at / love.*

Answers

Positive: enjoy prefer love like be brilliant at
 be interested in

Negative: don't like be terrible at be bad at

- 2** Go over the example with the class. 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.

Sample answers

2 playing computer games, cooking
 3 going to concerts, dancing
 4 messaging friends, reading books
 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.

Sample 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 trying new food? No, I don't. I hate trying new food.

- 4** Remind the students that in Speaking Part 1 Phase 2, the examiner will ask personal information questions, e.g. about their free-time activities. Point out that the conversation here shows the examiner asking short-answer questions at the beginning of Phase 2. In pairs, students read and complete the conversation, writing down the missing words. Don't check them yet.

Answers 1 Do you play 2 do you spend

- 5**  **08** Play the recording for students to check their answers. Then ask students *Are the candidate's answers good or not?* (They're not good because they are rather short.) Encourage the students to think of ways they could improve the candidate's answers.

Recording script

Examiner: Now, let's talk about weekends. What sports do you play at the weekend?
 Candidate: I'm sorry, I don't understand.
 Examiner: (1) Do you play football at the weekend?
 Candidate: No. I play volleyball.
 Examiner: Who (2) do you spend time with at the weekend?
 Candidate: I spend time with my friends.

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

Sample answers

I usually have a volleyball match with my team on Saturday or Sunday morning. We play at the sports centre.
 I always spend time with my friends at the weekend.
 Sometimes I go shopping with my friends on Saturday afternoon.

Exam task

Point out that the examiner asks three questions in the conversation only because the candidate does not understand the first question. Therefore, Student A should only need to ask two questions: *What sports do you play at the weekend?* and *Who do you spend time with at the weekend?* Remind Student B to use the opinion expressions (*I love, enjoy, prefer, etc.*) on the page and adverbs of frequency. Encourage the students to take turns to be student A and B.

Sample answers

I sometimes play football in the park on Saturday afternoon.
 I usually go swimming on Sunday morning.
 I usually see my friends on Saturday morning. Sometimes we go to the town centre. I spend Sunday with my family.

► See the Workbook and online resources for further practice.

Reading & Writing Part 5

- 1** Encourage the students to look at the exam task and say what they have to do in Reading & Writing Part 5 (read a text such as an email or message and add six missing words). Point out that if they write more than one word, the answer is not correct. Read the exam tip as a class.

Answers 2 it 3 him 4 her 5 we 6 she 7 them 8 it

- 2** Elicit one or two sentences from the class first to check that everyone knows what to do. Encourage them to use pronouns in their answers. 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.

Sample 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 drums because there are drums in the picture. I think he likes adventure films because there's a poster on the wall and music because of the headphones. He likes reading because there are some books above the bed.

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

Sample answers

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

Exam task

Stress that the students can write **one** word only. They should check they have used the correct pronouns in 2 and 5.

Answers 1 have/ve 2 Their 3 to 4 a 5 we 6 about

FURTHER PRACTICE

Students can use Hasan'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.
 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

A2 KEY FOR SCHOOLS TOPICS: house & home, food & drink

GRAMMAR: *there is/are, a/an, some & any, (don't) have to*

VOCABULARY: house & furniture, food & drink

READING & WRITING PART 4: using context to choose answers; **PART 7:** using correct tenses

LISTENING PART 2: writing prices in pounds (£) correctly

SPEAKING PART 2: answering questions about likes and dislikes

House & home

Grammar & Vocabulary

STARTER

With books closed, ask the question *Which rooms do you have in your house?* Brainstorm the names of different rooms. Then ask students to name one piece of furniture they have in each room.

- 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 hall; D bathroom; E kitchen). If necessary, point out that Harun is a boy's name.

Answers 2 E 3 B 4 A

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

Sample answers

bedroom: desk, lamp, mirror, shelf, chair
bathroom: toilet, shower, mirror
living room: bookshelf, sofa, mirror, chair
kitchen: 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 93.

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 requests and not *any*; question 2: we use *an* before a vowel sound.

Answers

2 a assistant chef = an assistant chef
 3 is there a sofa = there is a sofa / there's a sofa
 4 some money = any money
 5 a beautiful trainers = some beautiful trainers
 6 there are a small bed = there is a small bed / there's a small bed
 7 there is a lot of different things = there are a lot of different things

Reading & Writing Part 4

- 1** With books closed, ask the students if they know which ingredients are needed to make an omelette. Write their suggestions on the board and try to elicit some of the food vocabulary from the text message conversation, e.g. eggs, salt, butter. Remind students to read the conversation all the way through before doing the exercise.

Answers Underline: make, break, mix, cook, cut up, add

- 2** It may be helpful to ask students to say what they can use to do the actions described by the verbs, e.g. *you cut with a knife, you mix with a spoon.*

Sample answers

You use the instructions to make an omelette.
 You break an egg to use it.
 When you mix, you put two things together.
 You cook the egg before you eat it.
 You cut something up into small pieces.

- 3** Read the exam tip as a class. Point out that the students should try to understand each option before deciding which one is the correct answer.
- 4** Ask the students to do the task in pairs. Make sure they talk about each option.

Answers 1 A 2 B 3 B 4 C

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). Ask the students to read the complete text including the title first without writing. Then with books closed, they tell you what they learned about Moussa. With books open, focus the students' attention on the first two gaps and ask them what words are missing. The students then complete the rest of the task individually.

Answers 1 B 2 A 3 C 4 A 5 B 6 C

FURTHER PRACTICE

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

CLIL Geography – Students work in small groups and use the internet to find out more about the country of Mali. Each group should produce a poster, giving information about the country, e.g. population, national flag, climate, culture, food.

► See the Workbook and online resources for further practice.

Food & drink

Grammar & Vocabulary

- 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 students to read the complete descriptions before they start writing. Clear up any problems with vocabulary.

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

- 2** The students match the descriptions with the pictures. Check answers.

Answers 2 Picture C 3 Picture A

FURTHER PRACTICE

In pairs, the students ask and answer questions about the food they like, e.g. *Do you like chicken and fish? I like chicken 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 / in his classroom

- 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 T (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 93.

Remind students to read the conversation before writing.

Answers

2 Do; have to wake up
3 have to get up
4 Do; 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 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?*

CLIL Geography/Cooking: Students work in small groups. Each group chooses a different country and researches the national dish of that country. They should produce a list of ingredients and a recipe.

► See the Workbook and online resources for further practice.

Listening Part 2

- 1**  **09** Ask the students to look at the picture and predict what the recording is about (buying something in a fast food café). Read the exam tip together. Tell students if they need to complete a price in Listening Part 2, 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). Then, write some prices on the board and make sure students know how to pronounce them, e.g. £3.50 = three pounds fifty / £1.40 = one pound forty / 35p = thirty-five p. Tell students that the answers are in the same order as the questions. If necessary, play the recording several times.

Answers 2 £2.80 3 89p 4 £1.15 5 £1.35

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 (2) 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: (3) All our hot drinks are eighty-nine p. And how about a piece of cake, too?