



COMPLETE

Key
for Schools
Teacher's Book



WITH
DOWNLOADABLE
RESOURCE PACK

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The unique exam journey in *Complete Key for Schools* allows learners to build their confidence and develop their skills as they progress through each unit, ensuring they are ready on exam day. Along the journey there are ...

Full reading, listening, writing and speaking exam tasks in every unit with step by step preparation exercises to ensure students have the skills necessary to understand and do the exam task.

Exam advice boxes with up-to-date tips which are placed before every exam task in every unit, so students can apply the tips as they do the task.

Opportunities to fine tune and practise each exam task, confident in the knowledge that the materials are checked by the same team who writes the exams.

8

Listening Part 5

• Always cross out the example answer in the second column so you don't choose it by mistake.

• You will often hear two things mentioned for one question. Only one of them is correct. Listen carefully to decide which one to choose.

Listen
again

1 For these questions, choose the correct answer. You will hear Marta talking to her dad about what she and her friends bought at the computer fair. Write two things (A-H) that are mentioned for each person.

People

Marta

1. CD

2. Snake

3. Awa

4. Panda

5. Virtual

Objects

A camera

B case

C computer game

D keyboard

E laptop

F memory card

G mouse

H smartphone

2 Listen again. What did each person actually buy? Choose the correct option from the two in Exercise 2.

Vocabulary

Technology verbs

3 Write in pairs. Look at the technology facts below. Do you think they are true or false?

Teenagers and technology

- Teenagers **check** their social media messages up to 100 times per day.
- 90% of teenagers **upload** pictures to social media.
- Most teenagers **download** music and films from the internet.
- Teenagers don't **email** each other very often.
- A typical teenager **sends** messages about 12 times per day.

4 Complete the sentences with the correct form of a word in bold from Exercise 2.

- 1 I don't **call** my friends very often because it's easier to **message**.
- 2 My friend **send** me films from the internet, because it's cheaper than going to the cinema.
- 3 When I want to contact someone, I **text** them a message.
- 4 I **text** two new friends yesterday.
- 5 My sister **check** her social media page about 30 times yesterday.

5 Work in pairs. Are the sentences in Exercise 2 true for you?

Did you get my message?

6 Match the words from the advertisement with the photos. Which object is in the picture but not in the advertisement? What is it called?

Exercises targeting common A2 Key problem areas, using data from the Cambridge Learner Corpus, so students can overcome language areas of difficulty in time for the exam.

Reading Part 4

1 Look at the photos of Alek Wek. Who do you think she is? What is she doing?

2 Read the article below quickly and answer the questions.

- Where is Alek Wek from?
- Where did she study?
- What does she do now?

• Reading Part 4 mostly tests vocabulary.

• You must complete a short text.

• You must choose the correct answer (A, B or C) for each space.

3 Look at the sentences in the article about Alek Wek. Try to fill the gaps without looking at options A, B or C. Use these questions to help you.

Cap 1: Do you think he was easy?

Cap 2: What need do you use to say how old someone is?

Cap 3: Do good students learn slowly?

Cap 4: What word do you use to get money by working?

Cap 5: Think of a word that goes with very.

Cap 6: Think of a word that is about time.

Alek Wek

Alek Wek was born in South Sudan in 1977. She had a (1) _____ of the three last names there was a war. At the (2) _____ of 14, she left her family in Sudan and moved to London to live with her cousin.



Alek learned English very (3) _____, she was a good student, and she also worked hard after school to (4) _____ money which she sent home to her mother.



When she was eighteen she went to college and studied fashion, technology and business.

She was very (5) _____ and one day a person from a model agency saw her in the street and asked her to work for them. It wasn't (6) _____ before she became a rich and famous model. Now she works to help people in South Sudan.

4 Read the article about Alek Wek again. For each question, choose the correct answer.

1 A difficult	B heavy	C young
2 A age	B year	C time
3 A early	B quickly	C already
4 A earn	B win	C pay
5 A excellent	B favourite	C beautiful
6 A far	B long	C wide

I'm shopping!

Extra practice sections for writing and speaking exam tasks at the back of the book with preparation exercises and model exam tasks for students to follow.

8

Grammar

can/could/couldn't

► Page 10 Grammar reference
 GRAMMAR: CAN/COULD

1 Do you think our lives are **quite** than our parents' lives because of technology? Why?

2 Match sentences 1–5 with options A–H.

- 1 You **could** find information any quickly.
- 2 You **can** carry thousands of things with you.
- 3 You **couldn't** put a telephone anywhere you want.
- 4 You **could** easily get lost in a strange place.
- 5 You **can't** find information any quickly.

A You couldn't carry thousands of things with you.
 B You can't put a phone in your pocket.
 C You can't easily get lost in a strange city.

3 Complete the rules with *present* or *past*.

Rules

- 1 We **use can** and **can't** to talk about ability in the **present**.
- 2 We **use could** and **couldn't** to talk about ability in the **past**.
- 3 We **use the infinitive** without *to* after other all forms of **present** **could**.

4 Earn confidence! **Don't** make mistakes with modals like *can/could* and *couldn't*. Correct the mistakes in each sentence.

- 1 I can sleep very far, but she **couldn't** find her mobile phone.
- 2 I can't remember my name.
- 3 You **can't** get anything but a cup of coffee.
- 4 You **couldn't** carry a suitcase alone when she was five.
- 5 I **can't** find my bag.

3D / can/could

Listen and repeat. Notice how can/can't aren't pronounced.

- 1 My phone can do lots of things.
- 2 Can it take photos?
- 3 Yes, it can.
- 4 Did it can't do my homework.

5 Match the sounds [a–c] with the rules (1–3).

a /kən/ b /kən/ c /kən/

- 1 To positive sentences and questions, with *present*. /kən/
- 2 To positive short answers. It's pronounced /kən/
- 3 To negative sentences. can't is pronounced /kən/

6 **Work in pairs.** What things can we do now that you **couldn't** do when you were four years old?

show play an instrument ride a bike
 use a library/phone listen write my name

Can you do it now?

Yes, I can.

Could you ride a bike when you were four?

No, I couldn't.

WRITING PART 7: A STORY

1 Read the story text. How many words could you write?

Write it in the lines provided.

Write the story. Use any of the words provided.

Write 40 words or more.





MODEL ANSWER

One day, the first part of the story
 Jack was in the park outside. He
 was very happy when he was playing
 soccer. He decided to play football.
 As soon as he finished and
 turned back, he had found a soccer
 ball. Later, he had found a soccer ball
 and he played together. They played
 soccer for an hour.

NEW LANGUAGE AND IDEAS FOR STORIES

Use the story on interesting things:
 interesting, different

Use past simple and past continuous verbs:
 was going, was meeting

Use the connectors:
 first, then, after, the next day

Use adjectives to describe people, places and feelings:
 quick, and, when, about, happy

Use adverbs:
 quickly, slowly, carefully

Use interesting verbs:
 turned, ran, walked

Go to page 10

Student's Book overview

All *Key for Schools* full listening, reading, speaking and writing exam tasks have topics specifically chosen for teenagers.

Eye-catching images in the *Starting off* section at the beginning of each unit get students interested in the unit topic.

1 Hi, how are you?

Starting off

1 What do you see in the picture?
2 Complete the conversation with ideas from the box.

Listening Part 1

1 Listen to the numbers. Write the numbers in the box.

2 Listen and write the numbers you hear.

3 Listen to the conversations. Write down the three numbers you hear in each conversation.

Exam advice

1 You must choose the correct picture.

2 You must choose the correct picture.

3 You must choose the correct picture.

Brightly designed *Exam advice* boxes precede all exam tasks in every unit.

Relevant pronunciation points clearly link to input language.

Clearly flagged, brightly designed grammar rules boxes explain the key grammar points.

Grammar

Present simple

1 We use the verb to be to talk about age, nationality, etc.

2 We use the present simple to talk about things that happen regularly.

3 Look at the pictures. Talk about activities and the words from the box. Then listen and check.

Vocabulary

Family members

Steve and Mary
Tom and Janet
Gina and Alan
Carl
Megan
Bob

Reading Part 2

1 Mark in small groups. Discuss the questions. Do you disagree or not?

2 Read the text and answer the questions. Write the answers in the box.

Communicative speaking activities encourage topic discussion.



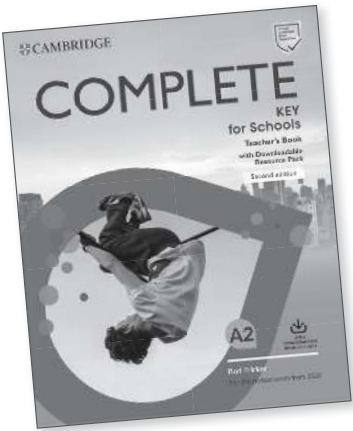
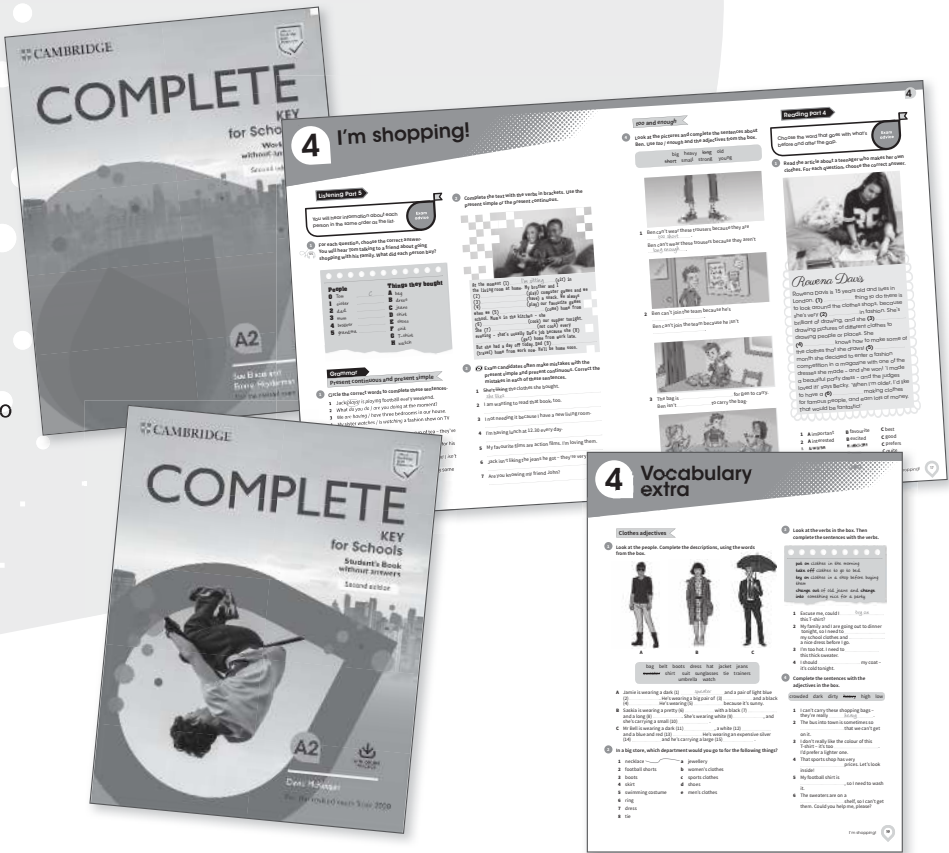
Component line-up

Workbook without answers with Audio Download

The activities in the Workbook consolidate the language presented in the Student's Book. It also includes extra exam practice with exam advice boxes. 12 pages of Vocabulary Extra consolidate topic vocabulary taught in each unit in the Student's Book. Students can access and download the audio files using the code in the book.

Online Workbook

The Online Workbook is a digital version of the print Workbook and allows you to track your students' progress, highlighting areas of strength and weakness for ongoing performance improvement.



Teacher's Book with Downloadable Resource Pack

The Teacher's Book includes step-by-step activities for each stage of the lesson, with answer keys, background information, extra activities and photocopiable audioscripts. It also includes unit target vocabulary word lists with two vocabulary practice activities per unit. The Teacher's Book also provides access to:

- The Class Audio
- Extra teacher photocopiable resources
- Speaking videos

Test Generators

The test generator allows teachers to build their own tests for each unit, term and end-of-year assessment. They are available at two levels: standard and plus.

Presentation Plus

Presentation Plus is easy-to-use, interactive classroom presentation software that helps you deliver effective and engaging lessons. It includes the Student's Book and Workbook content and allows you to present and annotate content and link to the online resources.

A2 Key for Schools content and overview

Part/Timing	Content	Exam focus
1 Reading and Writing 1 hour	<p>Part 1: Discrete three-option multiple choice questions on six short texts.</p> <p>Part 2: Matching. There are three short texts with seven items. Candidates are asked to decide which text an item refers to.</p> <p>Part 3: Three-option multiple choice. Candidates read a text and are asked to choose the correct answer from five multiple-choice questions.</p> <p>Part 4: Three-option multiple-choice cloze. A text is followed by six questions. Candidates select the correct word from each question to complete the text.</p> <p>Part 5: Open cloze. Candidates complete gaps in one or two short texts.</p> <p>Part 6: Writing – short message</p> <p>Part 7: Writing – story</p>	<p>Part 1: Candidates focus on overall understanding of emails, notices and messages.</p> <p>Part 2: Candidates read for specific information and detailed comprehension.</p> <p>Part 3: Candidates read for detailed understanding and main ideas.</p> <p>Part 4: Candidates read and identify the appropriate word.</p> <p>Part 5: Candidates read and identify the appropriate word with the focus on grammar.</p> <p>Part 6: Candidates write a communicative note or email of at least 25 words.</p> <p>Part 7: Candidates write a narrative of at least 35 words describing the people, events and locations that are shown in three pictures.</p>
2 Listening approximately 30 minutes	<p>Part 1: Five short dialogues with three-option multiple-choice questions with pictures.</p> <p>Part 2: Longer dialogue. Five gaps to fill with words or numbers.</p> <p>Part 3: Longer informal dialogue with five three-option multiple-choice items.</p> <p>Part 4: Five three-option multiple choice questions on five short dialogues or monologues.</p> <p>Part 5: Matching. There is a longer informal dialogue. Candidates match five items with eight options.</p>	<p>Part 1: Candidates are expected to listen and identify key information.</p> <p>Part 2: Candidates are expected to identify and write down key information.</p> <p>Part 3: Candidates listen to identify specific information, feelings and opinions.</p> <p>Part 4: Candidates listen to identify the main idea, message, gist, topic or point.</p> <p>Part 5: Candidates listen to identify specific information.</p>
3 Speaking 8–10 minutes per pair of candidates	<p>Part 1 Phase 1: Each candidate interacts with the interlocutor, giving factual information of a personal nature.</p> <p>Part 1 Phase 2: A topic-based interview where the interlocutor asks each candidate two questions about their daily life.</p> <p>Part 2 Phase 1: A discussion based on topic-based artwork prompts. Candidates discuss the objects and activities in the artwork with each other.</p> <p>Part 2 Phase 2: The interlocutor leads follow-up discussion on same topic as Phase 1. Each candidate is asked two questions.</p>	<p>Part 1: Candidates focus on interactional and social language.</p> <p>Part 2: Candidates focus on organising a larger unit of discourse.</p>