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

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 gots = 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

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 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

Grammar & Vocabulary

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.

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.

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

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
Friend: Tell me about what you do every day, Kyle.

Kyle: Well, some people probably think it's fun, or even exciting, but I don't like boats.

Simon: Well, it's the only way!

Friend: Really? Do you have lunch at school?

Kyle: Yes, I do. We have lunch at twenty past one.

Friend: What do you do after school?

Kyle: School finishes at three forty-five and I get home at four o'clock. I usually have a snack like a piece of bread or some biscuits and then I do my homework at about ten past four. We have dinner when my parents get home and then 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 I go to bed at half past nine.

**Grammar – the present simple**

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

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

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**

1 I don’t walk to school with my friends at 8.30. I catch the bus at 8.10.
2 School doesn’t start at 9.00. It starts at 8.30.
3 I don’t have lunch at 12.00. I have lunch at 1.00.
4 My friends don’t do their homework at 4.00. They do their homework at 5.30.
5 My mum doesn’t get home at 6.00. She gets home at 7.00.
6 We don’t watch TV at 7.00. We watch TV at 8.30.
7 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**

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

**Exam task**

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**

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.

**Answers**

1 a 2 a
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.

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.

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**

<table>
<thead>
<tr>
<th>1</th>
<th>your English teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>your school day</td>
</tr>
</tbody>
</table>

**Recording script**

Examiner: Ana, tell me something about (1) your English teacher.
 Ana: Her name’s 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.

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.

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 normaly = normally
3 often are = are often
4 somtimes = sometimes
5 I don't never eat = I never eat / I don't ever eat
6 ussually = 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
4 Question 3 – 2 people
5 Question 4 – 2 people
6 Question 5 – 1 person

2 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
UNIT 2 IN MY FREE TIME

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**

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.

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 the precise 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 – Do you like ...? / Would you like ...?**

In pairs, students read the dialogue together. Ask which question we use to ask someone if they like something (Do you like + - ?) 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.

**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
UNIT 2 IN MY FREE TIME

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.*

**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.
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

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.

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.

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**Reading & Writing Part 5**

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**

1. it
2. him
3. her
4. we
5. she
6. them
7. it

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.

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

Students can use Hasan’s email to help them write their own message about themselves.

**Sample answer**

My name is Alejandre 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.