

**GRAMMAR**

- a** 1 A  
2 C  
3 C  
4 A  
5 B  
6 B  
7 C  
8 A  
9 B  
10 C

- b** 11 A  
12 C  
13 B  
14 B  
15 C

- c** 16 B  
17 C  
18 A  
19 A  
20 B

- d** 21 C  
22 A  
23 C  
24 B  
25 A

**VOCABULARY**

- a** 1 B  
2 C  
3 B  
4 A  
5 A  
6 B  
7 C  
8 B  
9 C  
10 A

- b** 11 B  
12 B  
13 C  
14 A  
15 C

- c** 16 A  
17 B  
18 A  
19 C  
20 A

- d** 21 A  
22 C  
23 C  
24 B  
25 A

**GRAMMAR**

- 1 C
- 2 B
- 3 B
- 4 B
- 5 C
- 6 B
- 7 A
- 8 A
- 9 B
- 10 A
- 11 C
- 12 B
- 13 A
- 14 A
- 15 C
- 16 B
- 17 A
- 18 C
- 19 B
- 20 B

**PRONUNCIATION**

- a**
- 1 B
  - 2 C
  - 3 C
  - 4 A
  - 5 B
- b**
- 6 A
  - 7 A
  - 8 B
  - 9 B
  - 10 C

**VOCABULARY**

- a**
- 1 A
  - 2 A
  - 3 C
  - 4 B
  - 5 C
- b**
- 6 B
  - 7 A
  - 8 A
  - 9 C
  - 10 B
- c**
- 11 B
  - 12 B
  - 13 A
  - 14 B
  - 15 C
  - 16 B
  - 17 A
  - 18 A
  - 19 C
  - 20 C

**GRAMMAR**

- 1 C
- 2 B
- 3 A
- 4 B
- 5 B
- 6 A
- 7 C
- 8 A
- 9 A
- 10 B
- 11 C
- 12 B
- 13 C
- 14 B
- 15 C
- 16 A
- 17 A
- 18 B
- 19 C
- 20 C

**PRONUNCIATION**

- a**
- 1 A
  - 2 C
  - 3 C
  - 4 B
  - 5 C
- b**
- 6 B
  - 7 A
  - 8 A
  - 9 B
  - 10 C

**VOCABULARY**

- a**
- 1 B
  - 2 C
  - 3 A
  - 4 C
  - 5 B
  - 6 B
  - 7 C
  - 8 B
  - 9 A
  - 10 B
- b**
- 11 C
  - 12 B
  - 13 A
  - 14 B
- c**
- 15 A
  - 16 C
  - 17 B
- d**
- 18 B
  - 19 C
  - 20 B

**GRAMMAR**

- 1 A
- 2 B
- 3 C
- 4 C
- 5 B
- 6 A
- 7 B
- 8 C
- 9 C
- 10 B
- 11 C
- 12 C
- 13 B
- 14 B
- 15 A
- 16 C
- 17 B
- 18 A
- 19 B
- 20 C

**PRONUNCIATION**

- a**
- 1 C
  - 2 B
  - 3 C
  - 4 C
  - 5 A
- b**
- 6 C
  - 7 C
  - 8 B
  - 9 B
  - 10 B

**VOCABULARY**

- a**
- 1 C
  - 2 B
  - 3 A
  - 4 A
  - 5 A

- b**
- 6 C
  - 7 B
  - 8 C
  - 9 C
  - 10 C
  - 11 A
  - 12 C
  - 13 A

- c**
- 14 A
  - 15 B
  - 16 C
  - 17 B
  - 18 B
  - 19 C
  - 20 B

**GRAMMAR**

- 1 A
- 2 B
- 3 A
- 4 A
- 5 C
- 6 A
- 7 C
- 8 A
- 9 C
- 10 A
- 11 A
- 12 C
- 13 B
- 14 A
- 15 C
- 16 A
- 17 C
- 18 B
- 19 C
- 20 A

**PRONUNCIATION**

- a**
- 1 A
  - 2 B
  - 3 A
  - 4 C
  - 5 C
- b**
- 6 B
  - 7 A
  - 8 B
  - 9 A
  - 10 C

**VOCABULARY**

- a**
- 1 A
  - 2 A
  - 3 C
  - 4 B
  - 5 B
  - 6 A
  - 7 C
  - 8 C
- b**
- 9 C
  - 10 A
  - 11 C
  - 12 B
  - 13 A
  - 14 A
  - 15 B
  - 16 C
  - 17 B
  - 18 A
  - 19 A
  - 20 B

**GRAMMAR**

- 1 B
- 2 B
- 3 B
- 4 C
- 5 A
- 6 C
- 7 A
- 8 C
- 9 B
- 10 A
- 11 A
- 12 C
- 13 C
- 14 B
- 15 B
- 16 C
- 17 A
- 18 A
- 19 B
- 20 C

**PRONUNCIATION**

- a**
- 1 B
  - 2 C
  - 3 C
  - 4 B
  - 5 B
- b**
- 6 C
  - 7 A
  - 8 B
  - 9 A
  - 10 C

**VOCABULARY**

- a**
- 1 A
  - 2 B
  - 3 C
  - 4 B
  - 5 B
  - 6 C
  - 7 B
  - 8 A
  - 9 B
  - 10 C
  - 11 A
  - 12 C
  - 13 A
  - 14 B
  - 15 C
- b**
- 16 A
  - 17 B
  - 18 A
  - 19 A
  - 20 B

**GRAMMAR**

- 1 A
- 2 A
- 3 A
- 4 C
- 5 C
- 6 B
- 7 A
- 8 A
- 9 A
- 10 B
- 11 C
- 12 C
- 13 B
- 14 A
- 15 C
- 16 C
- 17 B
- 18 C
- 19 C
- 20 B

**PRONUNCIATION**

- a**
- 1 B
  - 2 C
  - 3 C
  - 4 A
  - 5 B
- b**
- 6 A
  - 7 C
  - 8 A
  - 9 A
  - 10 B

**VOCABULARY**

- a**
- 1 C
  - 2 C
  - 3 B
  - 4 A
  - 5 A
  - 6 C
  - 7 A
  - 8 A

- b**
- 9 C
  - 10 A
  - 11 B
  - 12 B
  - 13 C
  - 14 A
  - 15 C
  - 16 C
  - 17 B
  - 18 B
  - 19 C
  - 20 A

**GRAMMAR**

- 1 B
- 2 C
- 3 B
- 4 C
- 5 A
- 6 C
- 7 C
- 8 A
- 9 A
- 10 C
- 11 B
- 12 C
- 13 A
- 14 B
- 15 C
- 16 C
- 17 A
- 18 A
- 19 B
- 20 B

**PRONUNCIATION**

- a**
- 1 B
  - 2 B
  - 3 C
  - 4 B
  - 5 B
- b**
- 6 A
  - 7 C
  - 8 C
  - 9 C
  - 10 B

**VOCABULARY**

- a**
- 1 A
  - 2 B
  - 3 A
  - 4 C
  - 5 C
  - 6 A
  - 7 B

- b**
- 8 C
  - 9 C
  - 10 B
  - 11 A
  - 12 B
  - 13 A
  - 14 B

- c**
- 15 C
  - 16 B
  - 17 A
  - 18 B
  - 19 C
  - 20 C

**GRAMMAR**

- 1 A
- 2 A
- 3 B
- 4 C
- 5 B
- 6 C
- 7 C
- 8 B
- 9 B
- 10 C
- 11 B
- 12 A
- 13 B
- 14 B
- 15 C
- 16 B
- 17 B
- 18 C
- 19 A
- 20 C

**PRONUNCIATION**

- a**
- 1 C
  - 2 A
  - 3 C
  - 4 A
  - 5 C
- b**
- 6 C
  - 7 A
  - 8 C
  - 9 B
  - 10 A

**VOCABULARY**

- a**
- 1 B
  - 2 B
  - 3 C
  - 4 A
  - 5 B
- b**
- 6 A
  - 7 B
  - 8 B
  - 9 C
  - 10 A
- c**
- 11 A
  - 12 B
  - 13 C
  - 14 A
  - 15 C
- d**
- 16 C
  - 17 B
  - 18 C
  - 19 A
  - 20 A

**GRAMMAR**

- 1 C
- 2 C
- 3 B
- 4 B
- 5 A
- 6 B
- 7 C
- 8 A
- 9 C
- 10 B
- 11 A
- 12 C
- 13 B
- 14 B
- 15 A
- 16 C
- 17 B
- 18 C
- 19 B
- 20 B

**PRONUNCIATION**

- a**
- 1 B
  - 2 B
  - 3 C
  - 4 B
  - 5 B
- b**
- 6 A
  - 7 C
  - 8 C
  - 9 C
  - 10 B

**VOCABULARY**

- a**
- 1 A
  - 2 C
  - 3 B
  - 4 A
  - 5 C
  - 6 C
- b**
- 7 B
  - 8 A
  - 9 A
  - 10 B
  - 11 B
  - 12 B
  - 13 A
  - 14 C
  - 15 C
  - 16 A
  - 17 B
- c**
- 18 A
  - 19 C
  - 20 B

**GRAMMAR**

- 1 B
- 2 A
- 3 A
- 4 C
- 5 C
- 6 B
- 7 C
- 8 B
- 9 B
- 10 C
- 11 A
- 12 A
- 13 C
- 14 C
- 15 A
- 16 C
- 17 A
- 18 B
- 19 A
- 20 B

**PRONUNCIATION**

- a**
- 1 C
  - 2 A
  - 3 A
  - 4 C
  - 5 B
- b**
- 6 B
  - 7 A
  - 8 C
  - 9 B
  - 10 A

**VOCABULARY**

- a**
- 1 A
  - 2 A
  - 3 B
  - 4 A
  - 5 B
  - 6 C
  - 7 C

- b**
- 8 C
  - 9 A
  - 10 A
  - 11 B
  - 12 A
  - 13 C
  - 14 B
  - 15 C
  - 16 A
  - 17 B
  - 18 C
  - 19 B
  - 20 C

**GRAMMAR**

- 1 A
- 2 B
- 3 A
- 4 A
- 5 C
- 6 A
- 7 C
- 8 B
- 9 C
- 10 A
- 11 C
- 12 B
- 13 B
- 14 C
- 15 C
- 16 A
- 17 A
- 18 C
- 19 C
- 20 B

**PRONUNCIATION**

- a**
- 1 C
  - 2 B
  - 3 C
  - 4 C
  - 5 B
- b**
- 6 C
  - 7 A
  - 8 A
  - 9 C
  - 10 B

**VOCABULARY**

- a**
- 1 A
  - 2 B
  - 3 A
  - 4 C
  - 5 B
  - 6 C
  - 7 C
  - 8 B
  - 9 A
  - 10 C
  - 11 C
  - 12 C
  - 13 B
  - 14 A
  - 15 B
- b**
- 16 B
  - 17 A
  - 18 A
  - 19 C
  - 20 C

**Grammar, Vocabulary, and Pronunciation****GRAMMAR**

- 1**
- 1 Is
  - 2 you
  - 3 you
  - 4 she
  - 5 It
  - 6 aren't / 're not
  - 7 aren't / 're not
  - 8 'm

- 2**
- 1 My
  - 2 Their
  - 3 his
  - 4 Our
  - 5 your
  - 6 Its

- 3**
- 1 your
  - 2 Their
  - 3 is
  - 4 aren't
  - 5 Her
  - 6 Are

**VOCABULARY**

- 4**
- 1 zero
  - 2 Sunday
  - 3 one hundred
  - 4 eight
  - 5 Tuesday
  - 6 forty

- 5**
- 1 Mexican
  - 2 Italy
  - 3 Africa
  - 4 Turkish
  - 5 French
  - 6 Japan

- 6**
- 1 Work
  - 2 turn
  - 3 Listen
  - 4 open
  - 5 stop
  - 6 Do
  - 7 spell
  - 8 Answer

**PRONUNCIATION**

- 7 1 name  
2 bike  
3 you  
4 egg  
5 this
- 8 1 sand|wich  
2 mu|se|um  
3 com|pu|ter  
4 good|bye  
5 air|port

**Reading and Writing****READING**

- 1 1 A  
2 A  
3 B  
4 C  
5 B  
6 B  
7 A  
8 B
- 2 1 29.  
2 French  
3 Columbia University  
4 America, Africa, Asia and Europe.  
5 Lina.  
6 The Italian teacher.  
7 Spain

**WRITING**

Student's own answers.

**Task completion:** The task is fully completed and the answer is easy to understand.  
(4 marks)

**Grammar:** The student uses appropriate structures to achieve the task. Minor errors do not obscure the meaning. (3 marks)

**Vocabulary:** The student uses a sufficient range of words and phrases to communicate the message clearly. (3 marks)

**Listening and Speaking****LISTENING**

- 1**
- 1 B
  - 2 B
  - 3 C
  - 4 A
  - 5 A

- 2**
- 1 B
  - 2 A
  - 3 B
  - 4 A
  - 5 B

**SPEAKING**

**Interactive communication and oral production:** The student communicates effectively with his / her partner, asking and answering simple questions, and where necessary initiating conversation and responding. The student uses appropriate strategies to complete the task successfully. (5 marks)

**Grammar and Vocabulary:** The student uses a sufficient range of vocabulary and structure to communicate clearly. Minor occasional errors do not impede communication. (5 marks)

**Pronunciation:** The student's intonation, stress, and articulation of sounds make the message clear and comprehensible. (5 marks)

**Grammar, Vocabulary, and Pronunciation****GRAMMAR**

- 1**
- 1 B
  - 2 A
  - 3 B
  - 4 B
  - 5 A
  - 6 B
  - 7 B
  - 8 B
- 2**
- 1 don't park
  - 2 Be
  - 3 Let's
  - 4 Don't eat
  - 5 Let's
  - 6 Listen
- 3**
- 1 Scottish
  - 2 very good teachers
  - 3 cheap
  - 4 am
  - 5 expensive
  - 6 nice day

**VOCABULARY**

- 4**
- 1 new
  - 2 hungry
  - 3 really cold
  - 4 very
  - 5 full
  - 6 stressed
  - 7 really
- 5**
- 1 magazines
  - 2 pen
  - 3 wallet
  - 4 key
  - 5 headphones
  - 6 photo
- 6**
- 1 expensive
  - 2 full
  - 3 strong
  - 4 fantastic
  - 5 easy
  - 6 slow
  - 7 dangerous

**PRONUNCIATION**

- 7 1 car  
2 purses  
3 hot  
4 rich  
5 look
- 8 1 beau|ti|ful  
2 ex|pen|sive  
3 ma|ga|zine  
4 sci|ssors  
5 di|ffi|cult

**Reading and Writing****READING**

- 1 1 A  
2 B  
3 B  
4 A  
5 B  
6 C  
7 B  
8 A
- 2 1 Louisa  
2 Simon  
3 Simon  
4 Louisa  
5 Louisa  
6 Louisa  
7 Simon

**WRITING**

Student's own answers.

**Task completion:** The task is fully completed and the answer is easy to understand.

(4 marks)

**Grammar:** The student uses appropriate structures to achieve the task. Minor errors do not obscure the meaning. (3 marks)

**Vocabulary:** The student uses a sufficient range of words and phrases to communicate the message clearly. (3 marks)

**Listening and Speaking****LISTENING**

- 1 1 C  
2 A  
3 C  
4 A  
5 B

- 2 1 B  
2 C  
3 B  
4 B  
5 A

**SPEAKING**

**Interactive communication and oral production:** The student communicates effectively with his / her partner, asking and answering simple questions, and where necessary initiating conversation and responding. The student uses appropriate strategies to complete the task successfully. (5 marks)

**Grammar and Vocabulary:** The student uses a sufficient range of vocabulary and structure to communicate clearly. Minor occasional errors do not impede communication. (5 marks)

**Pronunciation:** The student's intonation, stress, and articulation of sounds make the message clear and comprehensible. (5 marks)

**Grammar, Vocabulary, and Pronunciation****GRAMMAR**

- 1**
- 1 speak
  - 2 study
  - 3 reads
  - 4 doesn't play
  - 5 don't have
  - 6 goes
  - 7 doesn't like
  - 8 work
- 2**
- 1 Does
  - 2 do
  - 3 Does
  - 4 doesn't
  - 5 do
  - 6 Do
- 3**
- 1 What kind of car does she have?
  - 2 Does your wife play tennis?
  - 3 How many students are in the class?
  - 4 Do hairdressers wear uniforms?
  - 5 When do you use your laptop?
  - 6 Is your friend here?

**VOCABULARY**

- 4**
- 1 a uniform
  - 2 drive
  - 3 tea
  - 4 live
  - 5 housework
  - 6 take
  - 7 sorry
  - 8 speak
- 5**
- 1 musician
  - 2 teacher
  - 3 journalist
  - 4 chef
  - 5 doctor
  - 6 receptionist
- 6**
- 1 In the afternoon.
  - 2 Because I like it.
  - 3 Jazz.
  - 4 I'm an administrator.
  - 5 In a shop.
  - 6 27 years old.

**PRONUNCIATION**

- 7 1 ma|na|ger  
2 hair|dress|er  
3 po|lice|man  
4 ar|chi|tect  
5 ad|mi|ni|stra|tor

- 8 1 nurse  
3 journalist  
5 thirsty  
7 university  
10 Turkish

**Reading and Writing****READING**

- 1 1 A  
2 C  
3 C  
4 A  
5 B  
6 B  
7 B  
8 A
- 2 1 31  
2 Dublin  
3 doctor  
4 hospital  
5 no  
6 German  
7 one sister, Esther

**WRITING**

Student's own answers.

**Task completion:** The task is fully completed and the answer is easy to understand.

(4 marks)

**Grammar:** The student uses appropriate structures to achieve the task. Minor errors do not obscure the meaning. (3 marks)

**Vocabulary:** The student uses a sufficient range of words and phrases to communicate the message clearly. (3 marks)

**Listening and Speaking****LISTENING**

- 1** 1 B  
2 A  
3 B  
4 C  
5 A

- 2** 1 E  
2 A  
3 D  
4 B  
5 C

**SPEAKING**

**Interactive communication and oral production:** The student communicates effectively with his / her partner, asking and answering simple questions, and where necessary initiating conversation and responding. The student uses appropriate strategies to complete the task successfully. (5 marks)

**Grammar and Vocabulary:** The student uses a sufficient range of vocabulary and structure to communicate clearly. Minor occasional errors do not impede communication. (5 marks)

**Pronunciation:** The student's intonation, stress, and articulation of sounds make the message clear and comprehensible. (5 marks)

**Grammar, Vocabulary, and Pronunciation****GRAMMAR**

- 1**
- 1 A
  - 2 B
  - 3 B
  - 4 A
  - 5 B
  - 6 A
  - 7 B
- 2**
- 1 in
  - 2 to
  - 3 at
  - 4 in
  - 5 in
  - 6 on
  - 7 at
- 3**
- 1 parents'
  - 2 teacher's
  - 3 James's
  - 4 Whose
  - 5 Sergio's
  - 6 children's

**VOCABULARY**

- 4**
- 1 uncle
  - 2 cousin
  - 3 grandmother
  - 4 niece
  - 5 father
  - 6 son
  - 7 husband
- 5**
- 1 does
  - 2 take
  - 3 have
  - 4 has
  - 5 wake
  - 6 starts
  - 7 go
- 6**
- 1 usually
  - 2 ever
  - 3 three
  - 4 never
  - 5 day
  - 6 months

**PRONUNCIATION**

- 7 1 close  
2 old  
3 brother  
4 who  
5 one
- 8 1 I|ta|lian  
2 heal|thy  
3 some|times  
4 grand|mother  
5 Sep|tem|ber

**Reading and Writing****READING**

- 1 1 B  
2 C  
3 C  
4 B  
5 C  
6 A  
7 B  
8 C
- 2 1 Francoise  
2 Kenzo  
3 Maria Jose  
4 Kenzo  
5 Francoise  
6 Kenzo  
7 Maria Jose

**WRITING**

Student's own answers.

**Task completion:** The task is fully completed and the answer is easy to understand.

(4 marks)

**Grammar:** The student uses appropriate structures to achieve the task. Minor errors do not obscure the meaning. (3 marks)

**Vocabulary:** The student uses a sufficient range of words and phrases to communicate the message clearly. (3 marks)

**Listening and Speaking****LISTENING**

- 1 1 A  
2 B  
3 A  
4 B  
5 A

- 2 1 4 o'clock  
2 in April  
3 six days a week  
4 She has breakfast.  
5 her daughter's

**SPEAKING**

**Interactive communication and oral production:** The student communicates effectively with his / her partner, asking and answering simple questions, and where necessary initiating conversation and responding. The student uses appropriate strategies to complete the task successfully. (5 marks)

**Grammar and Vocabulary:** The student uses a sufficient range of vocabulary and structure to communicate clearly. Minor occasional errors do not impede communication. (5 marks)

**Pronunciation:** The student's intonation, stress, and articulation of sounds make the message clear and comprehensible. (5 marks)

**Grammar, Vocabulary, and Pronunciation****GRAMMAR**

- 1**
- 1 Why is the baby crying?
  - 2 We aren't waiting for a taxi.
  - 3 Are you using this computer?
  - 4 Is Jude getting dressed?
  - 5 Britta's watching TV in her bedroom.
  - 6 Is it raining at the moment?
  - 7 They're running because it's late.

- 2**
- 1 'm checking
  - 2 's snowing
  - 3 snows
  - 4 's making
  - 5 think
  - 6 's helping
  - 7 wants

- 3**
- 1 speak
  - 2 play
  - 3 can't
  - 4 Can you
  - 5 can't
  - 6 I can

**VOCABULARY**

- 4**
- 1 goes
  - 2 call
  - 3 remember
  - 4 take
  - 5 running
  - 6 find
  - 7 meet
  - 8 paint

- 5**
- 1 sunny
  - 2 cloudy
  - 3 snow
  - 4 foggy
  - 5 shining
  - 6 raining

- 6**
- 1 send
  - 2 use
  - 3 play
  - 4 make
  - 5 talk
  - 6 have

**PRONUNCIATION**

- 7 1 language  
2 English  
3 spring  
8 thanks  
10 studying
- 8 1 in|stru|ment  
2 par|lia|ment  
3 ca|the|dral  
4 sta|di|um  
5 pa|lace

**Reading and Writing****READING**

- 1 1 A  
2 A  
3 C  
4 A  
5 B  
6 A  
7 B  
8 B  
9 B
- 2 1 Jessica  
2 Harrison  
3 Jessica  
4 Charlotte  
5 Jessica  
6 Charlotte

**WRITING**

Student's own answers.

**Task completion:** The task is fully completed and the answer is easy to understand.  
(4 marks)

**Grammar:** The student uses appropriate structures to achieve the task. Minor errors do not obscure the meaning. (3 marks)

**Vocabulary:** The student uses a sufficient range of words and phrases to communicate the message clearly. (3 marks)

**Listening and Speaking****LISTENING**

- 1 1 raining  
2 Buenos Aires  
3 speak different languages at work  
4 October  
5 May

- 2 1 A  
2 B  
3 B  
4 A  
5 A

**SPEAKING**

**Interactive communication and oral production:** The student communicates effectively with his / her partner, asking and answering simple questions, and where necessary initiating conversation and responding. The student uses appropriate strategies to complete the task successfully. (5 marks)

**Grammar and Vocabulary:** The student uses a sufficient range of vocabulary and structure to communicate clearly. Minor occasional errors do not impede communication. (5 marks)

**Pronunciation:** The student's intonation, stress, and articulation of sounds make the message clear and comprehensible. (5 marks)

**Grammar, Vocabulary, and Pronunciation****GRAMMAR**

- 1**
- 1 isn't
  - 2 'm not
  - 3 Is
  - 4 are
  - 5 Do
  - 6 is
- 2**
- 1 being
  - 2 sitting
  - 3 listening
  - 4 dancing
  - 5 cooking
  - 6 doing
- 3**
- 1 them
  - 2 her
  - 3 their
  - 4 you
  - 5 my
  - 6 her
  - 7 us
  - 8 me

**VOCABULARY**

- 4**
- 1 third
  - 2 February
  - 3 fifty-first
  - 4 June
  - 5 summer
  - 6 eleventh
  - 7 December
  - 8 August
- 5**
- 1 desert
  - 2 towards
  - 3 strange
  - 4 valuable
  - 5 decide
  - 6 inside
- 6**
- 1 trumpeter
  - 2 choir
  - 3 classical
  - 4 concerts
  - 5 accordionist
  - 6 drummer

**PRONUNCIATION**

- 7 1 gui|tar  
2 fan|tas|tic  
3 mu|si|cian  
4 key|board  
5 terr|i|ble

- 8 1 sixth  
2 spring  
3 fruit  
4 ice  
5 mind

**Reading and Writing****READING**

- 1 1 B  
2 A  
3 B  
4 C  
5 B  
6 A  
7 A  
8 C  
9 A  
10 B
- 2 1 500,000  
2 Germany, Italy, France and the Netherlands (and Hungary)/ all over Europe  
3 Wednesday 15<sup>th</sup> August  
4 30 degrees  
5 No you can't.

**WRITING**

Student's own answers.

**Task completion:** The task is fully completed and the answer is easy to understand.  
(4 marks)

**Grammar:** The student uses appropriate structures to achieve the task. Minor errors do not obscure the meaning. (3 marks)

**Vocabulary:** The student uses a sufficient range of words and phrases to communicate the message clearly. (3 marks)

**Listening and Speaking****LISTENING**

- 1**
- 1 17<sup>th</sup> November
  - 2 Juliette
  - 3 29<sup>th</sup> November
  - 4 summer
  - 5 some guitar lessons and a guitar
- 2**
- 1 B
  - 2 B
  - 3 B
  - 4 A
  - 5 A

**SPEAKING**

**Interactive communication and oral production:** The student communicates effectively with his / her partner, asking and answering simple questions, and where necessary initiating conversation and responding. The student uses appropriate strategies to complete the task successfully. (5 marks)

**Grammar and Vocabulary:** The student uses a sufficient range of vocabulary and structure to communicate clearly. Minor occasional errors do not impede communication. (5 marks)

**Pronunciation:** The student's intonation, stress, and articulation of sounds make the message clear and comprehensible. (5 marks)

**Grammar, Vocabulary, and Pronunciation****GRAMMAR**

- 1**
- 1 were
  - 2 was
  - 3 were you
  - 4 Were
  - 5 weren't
  - 6 was
- 2**
- 1 didn't visit
  - 2 chatted
  - 3 did ... arrive
  - 4 lived
  - 5 did ... finish
  - 6 studied
  - 7 Did ... watch
  - 8 didn't close
- 3**
- 1 didn't
  - 2 wore
  - 3 had / ate
  - 4 drank
  - 5 went
  - 6 get

**VOCABULARY**

- 4**
- 1 politician
  - 2 inventor
  - 3 singer
  - 4 dancer
  - 5 director
  - 6 composer
- 5**
- 1 d
  - 2 c
  - 3 e
  - 4 a
  - 5 b
  - 6 g
  - 7 f
- 6**
- 1 get
  - 2 have
  - 3 go
  - 4 go
  - 5 get
  - 6 have
  - 7 go
  - 8 get

**PRONUNCIATION**

- 7 1 watched  
2 waited / started  
3 started / waited  
4 listened / lived  
5 lived / listened

- 8 1 sci|en|tist  
2 in|ven|tor  
3 ac|tor  
4 com|po|ser  
5 pol|i|ti|cian

**Reading and Writing****READING**

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

- 2 1 F  
2 F  
3 T  
4 T  
5 F  
6 T  
7 T  
8 F

**WRITING**

Student's own answers.

**Task completion:** The task is fully completed and the answer is easy to understand.  
(4 marks)

**Grammar:** The student uses appropriate structures to achieve the task. Minor errors do not obscure the meaning. (3 marks)

**Vocabulary:** The student uses a sufficient range of words and phrases to communicate the message clearly. (3 marks)

**Listening and Speaking****LISTENING**

- 1**
- 1 B
  - 2 B
  - 3 C
  - 4 C
  - 5 A

- 2**
- 1 C
  - 2 E
  - 3 A
  - 4 B
  - 5 D

**SPEAKING**

**Interactive communication and oral production:** The student communicates effectively with his / her partner, asking and answering simple questions, and where necessary initiating conversation and responding. The student uses appropriate strategies to complete the task successfully. (5 marks)

**Grammar and Vocabulary:** The student uses a sufficient range of vocabulary and structure to communicate clearly. Minor occasional errors do not impede communication. (5 marks)

**Pronunciation:** The student's intonation, stress, and articulation of sounds make the message clear and comprehensible. (5 marks)

**Grammar, Vocabulary, and Pronunciation****GRAMMAR**

- 1**
- 1 was
  - 2 couldn't
  - 3 lost
  - 4 did
  - 5 went
  - 6 saw
  - 7 Did you watch
  - 8 read
- 2**
- 1 Is there a TV in the bedroom?
  - 2 There isn't a swimming pool in the garden.
  - 3 There aren't any ghosts in the house.
  - 4 Is there a school in the village?
  - 5 Is there a fireplace in the living room?
  - 6 There are some shops near our new house.
- 3**
- 1 a
  - 2 was
  - 3 any
  - 4 wasn't
  - 5 Was
  - 6 wasn't

**VOCABULARY**

- 4**
- 1 in front of
  - 2 above
  - 3 into
  - 4 opposite
  - 5 into
  - 6 under
  - 7 down
  - 8 out of
- 5**
- 1 balcony
  - 2 armchair
  - 3 shelf
  - 4 sofa
  - 5 garden
  - 6 ceiling

- 6**
- 1 fell
  - 2 took
  - 3 said
  - 4 bought
  - 5 read
  - 6 wore
  - 7 found
  - 8 ate
  - 9 thought
  - 10 got
  - 11 spoke
  - 12 wrote

**PRONUNCIATION**

- 7**
- 1 near
  - 2 could
  - 3 saw
  - 4 died
  - 5 had
- 8**
- 1 bath|room
  - 2 ga|rage
  - 3 un|der
  - 4 be|hind
  - 5 o|ppo|site

**Reading and Writing****READING**

- 1**
- 1 A
  - 2 B
  - 3 B
  - 4 B
  - 5 C
  - 6 B
  - 7 A
  - 8 C
- 2**
- 1 25 The Crofts
  - 2 202b Blossom Tower
  - 3 Riverview
  - 4 25 The Crofts
  - 5 Riverview
  - 6 Riverview
  - 7 202b Blossom Tower

**WRITING**

Student's own answers.

**Task completion:** The task is fully completed and the answer is easy to understand.

(4 marks)

**Grammar:** The student uses appropriate structures to achieve the task. Minor errors do not obscure the meaning. (3 marks)

**Vocabulary:** The student uses a sufficient range of words and phrases to communicate the message clearly. (3 marks)

**Listening and Speaking****LISTENING**

- 1 1 C  
2 B  
3 A  
4 A  
5 C

- 2 1 a study  
2 sad  
3 balcony  
4 doesn't have central heating  
5 40

**SPEAKING**

**Interactive communication and oral production:** The student communicates effectively with his / her partner, asking and answering simple questions, and where necessary initiating conversation and responding. The student uses appropriate strategies to complete the task successfully. (5 marks)

**Grammar and Vocabulary:** The student uses a sufficient range of vocabulary and structure to communicate clearly. Minor occasional errors do not impede communication. (5 marks)

**Pronunciation:** The student's intonation, stress, and articulation of sounds make the message clear and comprehensible. (5 marks)

**Grammar, Vocabulary, and Pronunciation****GRAMMAR**

- 1**
- 1 any
  - 2 an
  - 3 some
  - 4 some
  - 5 a
  - 6 any
- 2**
- 1 none
  - 2 much
  - 3 a little
  - 4 a lot
  - 5 any
  - 6 a lot of
- 3**
- 1 older
  - 2 safer
  - 3 more tired
  - 4 more difficult
  - 5 more expensive
  - 6 worse
  - 7 drier
  - 8 hotter

**VOCABULARY**

- 4**
- 1 one thousand and ten
  - 2 nine hundred and ninety-nine
  - 3 twenty-seven thousand, four hundred
  - 4 a hundred and twenty-three
  - 5 three hundred thousand
  - 6 twenty-two million
- 5**
- 1 oranges / strawberries
  - 2 oranges / strawberries
  - 3 peas / mushrooms / lettuce
  - 4 peas / mushrooms / lettuce
  - 5 peas / mushrooms / lettuce
  - 6 tea / mineral water / fruit juice
  - 7 tea / mineral water / fruit juice
  - 8 tea / mineral water / fruit juice
- 6**
- 1 carton
  - 2 bottle
  - 3 box
  - 4 can
  - 5 jar
  - 6 packet

**PRONUNCIATION**

- 7 1 olive oil  
2 steak  
3 meat  
4 bread  
5 butter
- 8 1 thousand  
2 container  
3 million  
4 carton  
5 potatoes

**READING**

- 1 1 A  
2 C  
3 B  
4 A  
5 B  
6 B  
7 C
- 2 1 a dish  
2 two hours  
3 green tea  
4 fish  
5 lunch  
6 meat  
7 family  
8 after

**WRITING**

Student's own answers.

**Task completion:** The task is fully completed and the answer is easy to understand.  
(4 marks)

**Grammar:** The student uses appropriate structures to achieve the task. Minor errors do not obscure the meaning. (3 marks)

**Vocabulary:** The student uses a sufficient range of words and phrases to communicate the message clearly. (3 marks)

**Listening and Speaking****LISTENING**

- 1** 1 A  
2 A  
3 A  
4 B  
5 B

- 2** 1 A  
2 B  
3 B  
4 A  
5 B

**SPEAKING**

**Interactive communication and oral production:** The student communicates effectively with his / her partner, asking and answering simple questions and where necessary initiating conversation, and responding. The student uses appropriate strategies to complete the task successfully. (5 marks)

**Grammar and Vocabulary:** The student uses a sufficient range of vocabulary and structure to communicate clearly. Minor occasional errors do not impede communication. (5 marks)

**Pronunciation:** The student's intonation, stress, and articulation of sounds make the message clear and comprehensible. (5 marks)

**Grammar, Vocabulary, and Pronunciation****GRAMMAR**

- 1**
- 1 's going to be
  - 2 are going to pay
  - 3 'm going to find
  - 4 's going to fly
  - 5 isn't going to be
  - 6 're going to climb
  - 7 Are you going to come

- 2**
- 1 most worried
  - 2 best
  - 3 funniest
  - 4 worst
  - 5 biggest
  - 6 most expensive
  - 7 youngest

- 3**
- 1 are going to be
  - 2 are ... going to go
  - 3 's going to rain
  - 4 are ... going to buy
  - 5 'm not going to break
  - 6 Is ... going to pass

**VOCABULARY**

- 4**
- 1 become
  - 2 visit
  - 3 fall
  - 4 move
  - 5 get
  - 6 meet
  - 7 book

- 5**
- 1 art gallery
  - 2 bus station
  - 3 zoo
  - 4 bridge
  - 5 hospital
  - 6 theatre
  - 7 chemist's
  - 8 road

- 6**
- 1 go
  - 2 stay
  - 3 have
  - 4 eat
  - 5 buy

**PRONUNCIATION**

- 7 1 square  
2 chemist's  
3 surprise  
4 car  
5 hospital
- 8 1 de|part|ment  
2 ga||le|ry  
3 fu|ture  
4 sou|ve|nir  
5 phar|ma|cy

**Reading and Writing****READING**

- 1 1 A  
2 B  
3 C  
4 B  
5 A  
6 C  
7 B  
8 B  
9 A  
10 A
- 2 1 Because you can remember the noise.  
2 a lot of souvenirs  
3 No he doesn't (because it is the busiest time and Cuzco is full of visitors).  
4 the whole city and the sea  
5 in early February or late March.

**WRITING**

Student's own answers.

**Task completion:** The task is fully completed and the answer is easy to understand.  
(4 marks)

**Grammar:** The student uses appropriate structures to achieve the task. Minor errors do not obscure the meaning. (3 marks)

**Vocabulary:** The student uses a sufficient range of words and phrases to communicate the message clearly. (3 marks)

**Listening and Speaking****LISTENING**

- 1** 1 C  
2 C  
3 B  
4 B  
5 C

- 2** 1 A  
2 B  
3 B  
4 B  
5 A

**SPEAKING**

**Interactive communication and oral production:** The student communicates effectively with his / her partner, asking and answering simple questions, and where necessary initiating conversation and responding. The student uses appropriate strategies to complete the task successfully. (5 marks)

**Grammar and Vocabulary:** The student uses a sufficient range of vocabulary and structure to communicate clearly. Minor occasional errors do not impede communication. (5 marks)

**Pronunciation:** The student's intonation, stress, and articulation of sounds make the message clear and comprehensible. (5 marks)

**GRAMMAR, VOCABULARY, AND PRONUNCIATION****GRAMMAR**

- 1**
- 1 haven't
  - 2 came
  - 3 go
  - 4 met
  - 5 haven't met
  - 6 was
  - 7 waited
- 2**
- 1 What time do they usually start work?
  - 2 Why are you studying?
  - 3 Have you been to Asia and Africa?
  - 4 Where did she buy her bag?
  - 5 How often do you go to the theatre?
  - 6 How many languages can she speak?
- 3**
- 1 Have your cousins been to Germany before?
  - 2 Joaquin hasn't heard Elena sing before.
  - 3 Has anyone found my keys?
  - 4 We haven't downloaded any new apps recently.
  - 5 Bradley has fallen in love again.
  - 6 She's read this book twice.
  - 7 Have you ever eaten Turkish food?

**VOCABULARY**

- 4**
- 1 done
  - 2 seen
  - 3 given
  - 4 sung
  - 5 met
  - 6 bought
  - 7 taken
- 5**
- 1 worn
  - 2 left
  - 3 forgotten
  - 4 made
  - 5 written
  - 6 had
  - 7 spent
- 6**
- 1 beautiful
  - 2 wardrobe
  - 3 ceiling
  - 4 doctor
  - 5 journalist
  - 6 garage

**PRONUNCIATION**

- 7 1 con|ti|nent  
2 re|cent|ly  
3 sound|track  
4 ex|pe|ri|ence  
5 e|pi|sode
- 8 1 fallen  
2 done  
3 spent  
4 given  
5 spoken

**READING AND WRITING****READING**

- 1 1 A  
2 A  
3 B  
4 C  
5 B  
6 A  
7 A
- 2 1 when he was 4 years old  
2 Oleg Semenov and his father.  
3 5 am.  
4 Because it relaxes him.  
5 classical.  
6 no, he doesn't (his wife says he plays badly).  
7 the mountains.  
8 because it isn't cheap/ it is expensive.

**WRITING**

Student's own answers.

**Task completion:** The task is fully completed and the answer is easy to understand.  
(4 marks)

**Grammar:** The student uses appropriate structures to achieve the task. Minor errors do not obscure the meaning. (3 marks)

**Vocabulary:** The student uses a sufficient range of words and phrases to communicate the message clearly. (3 marks)

**LISTENING AND SPEAKING****LISTENING**

- 1 1 B  
2 B  
3 A  
4 B  
5 A

- 2 1 B  
2 B  
3 A  
4 B  
5 A

**SPEAKING**

**Interactive communication and oral production:** The student communicates effectively with his / her partner, asking and answering simple questions, and where necessary initiating conversation and responding. The student uses appropriate strategies to complete the task successfully. (5 marks)

**Grammar and Vocabulary:** The student uses a sufficient range of vocabulary and structure to communicate clearly. Minor occasional errors do not impede communication. (5 marks)

**Pronunciation:** The student's intonation, stress, and articulation of sounds make the message clear and comprehensible. (5 marks)

**Grammar, Vocabulary, and Pronunciation****GRAMMAR**

- 1**
- 1 do ... like
  - 2 Are
  - 3 doesn't speak
  - 4 are ... going
  - 5 finishes
  - 6 are
  - 7 don't like
  - 8 are having
  - 9 play
  - 10 isn't
  - 11 does ... do
  - 12 rains
  - 13 open
  - 14 are
  - 15 go
- 2**
- 1 do
  - 2 Her
  - 3 it
  - 4 an
  - 5 don't
  - 6 many
  - 7 in
  - 8 isn't
  - 9 a
  - 10 in
  - 11 to
  - 12 often
  - 13 don't/can't
  - 14 on
  - 15 watching
- 3**
- 1 Can he
  - 2 sometimes play
  - 3 practises
  - 4 her
  - 5 parents'
  - 6 at
  - 7 aren't
  - 8 quite young
  - 9 are
  - 10 going

**VOCABULARY**

- 4** 1 Germany  
2 relaxed  
3 sister  
4 August  
5 terrible  
6 breakfast  
7 brother  
8 ring  
9 guitar  
10 March

- 5** 1 sad  
2 bad  
3 relaxed  
4 cheap  
5 always  
6 get up  
7 old  
8 white  
9 quiet  
10 cold

- 6** 1 taking  
2 student  
3 kind  
4 have  
5 get  
6 meet  
7 do  
8 many  
9 instruments  
10 speak

- 7** 1 go  
2 administrator  
3 sunny  
4 thirsty  
5 turn off  
6 closes  
7 at  
8 making  
9 do  
10 Would

**PRONUNCIATION**

- 8 1 gui|tar                      6 mu|sic  
2 beau|ti|ful                7 eve|ning  
3 Spa|nish                    8 De|cem|ber  
4 break|fast                9 ho|li|day  
5 sur|prised                10 ex|er|cise

- 9 1 do  
2 answer  
3 Japan  
4 young  
5 cousin  
6 high  
7 fish  
8 her  
9 Hungary  
10 go

**Reading and Writing****READING**

- 1 1 B  
2 A  
3 B  
4 A  
5 B  
6 A  
7 A  
8 A  
9 C  
10 B
- 2 1 The Juilliard School in New York City.  
2 Because the teachers are amazing.  
3 6 months.  
4 She's a receptionist in a hotel.  
5 Her cousin Rachel.

**WRITING**

Student's own answers.

**Task completion:** The task is fully completed and the answer is easy to understand.  
(4 marks)

**Grammar:** The student uses appropriate structures to achieve the task. Minor errors do not obscure the meaning. (3 marks)

**Vocabulary:** The student uses a sufficient range of words and phrases to communicate the message clearly. (3 marks)

**Listening and Speaking****LISTENING**

- 1** 1 B  
2 A  
3 C  
4 A  
5 B

- 2** 1 C  
2 A  
3 E  
4 B  
5 D

**SPEAKING**

**Interactive communication and oral production:** The student communicates effectively with his / her partner, asking and answering simple questions, and where necessary initiating conversation and responding. The student uses appropriate strategies to complete the task successfully. (5 marks)

**Grammar and Vocabulary:** The student uses a sufficient range of vocabulary and structure to communicate clearly. Minor occasional errors do not impede communication. (5 marks)

**Pronunciation:** The student's intonation, stress, and articulation of sounds make the message clear and comprehensible. (5 marks)

**Grammar, Vocabulary, and Pronunciation****GRAMMAR**

- 1**
- 1 was
  - 2 read
  - 3 couldn't
  - 4 wasn't
  - 5 'm going to check
  - 6 hasn't visited
  - 7 're going to give
  - 8 did ... find
  - 9 walked
  - 10 forgot
  - 11 to call
  - 12 Have ... eaten
  - 13 're going to have
  - 14 weren't
  - 15 have/'ve ... given

- 2**
- 1 the
  - 2 is/ 's
  - 3 than
  - 4 There
  - 5 more
  - 6 much
  - 7 got
  - 8 to
  - 9 some
  - 10 ago
  - 11 How
  - 12 to
  - 13 were
  - 14 ever
  - 15 any

- 3**
- 1 fluently
  - 2 well
  - 3 been
  - 4 the tallest
  - 5 many
  - 6 dinner
  - 7 cheaper
  - 8 fallen
  - 9 more expensive
  - 10 to buy

**VOCABULARY**

- 4** 1 crisps  
2 study  
3 where  
4 strawberries  
5 politics  
6 tomorrow  
7 eat  
8 good  
9 spices  
10 park

- 5** 1 have  
2 have  
3 go  
4 get  
5 get  
6 have  
7 go  
8 go  
9 get  
10 go

- 6** 1 in  
2 from  
3 rent  
4 stop  
5 air  
6 out  
7 centre  
8 fruit  
9 front  
10 before

- 7** 1 on  
2 got  
3 left  
4 last  
5 patiently  
6 stay  
7 seen  
8 have  
9 met  
10 jar

**PRONUNCIATION**

- 8**
- 1 a|ttach|ment
  - 2 mu|se|um
  - 3 dish|wash|er
  - 4 in|for|ma|tion
  - 5 car|ton
  - 6 vege|ta|bles
  - 7 de|part|ment store
  - 8 ga|rage
  - 9 de|li|cious
  - 10 ca|the|dral

- 9**
- 1 steak
  - 2 tree
  - 3 near
  - 4 onion
  - 5 sugar
  - 6 booked
  - 7 cereal
  - 8 there
  - 9 floor
  - 10 egg

**Reading and Writing****READING**

- 1**
- 1 A
  - 2 B
  - 3 B
  - 4 C
  - 5 A
  - 6 A
  - 7 B
  - 8 B
  - 9 C
  - 10 B
- 2**
- 1 in April/ a month ago.
  - 2 last weekend
  - 3 Armando
  - 4 chocolate is his favourite
  - 5 white.

**WRITING**

Student's own answers.

**Task completion:** The task is fully completed and the answer is easy to understand.

(4 marks)

**Grammar:** The student uses appropriate structures to achieve the task. Minor errors do not obscure the meaning. (3 marks)

**Vocabulary:** The student uses a sufficient range of words and phrases to communicate the message clearly. (3 marks)

**Listening and Speaking****LISTENING**

- 1 1 C  
2 C  
3 B  
4 A  
5 B

- 2 1 B  
2 A  
3 D  
4 C  
5 E

**SPEAKING**

**Interactive communication and oral production:** The student communicates effectively with his / her partner, asking and answering simple questions, and where necessary initiating conversation and responding. The student uses appropriate strategies to complete the task successfully. (5 marks)

**Grammar and Vocabulary:** The student uses a sufficient range of vocabulary and structure to communicate clearly. Minor occasional errors do not impede communication. (5 marks)

**Pronunciation:** The student's intonation, stress, and articulation of sounds make the message clear and comprehensible. (5 marks)

**Grammar, Vocabulary, and Pronunciation****GRAMMAR**

- 1**
- 1 going
  - 2 Did
  - 3 There
  - 4 his
  - 5 an
  - 6 than
  - 7 Would
  - 8 in
  - 9 can
  - 10 going
  - 11 Are
  - 12 went
  - 13 haven't
  - 14 in
  - 15 watching
  - 16 it
- 2**
- 1 into
  - 2 cheap phone
  - 3 any
  - 4 lunch
  - 5 the oldest
  - 6 well
  - 7 next to
  - 8 on
  - 9 to go
  - 10 Whose
- 3**
- 1 'm looking
  - 2 wasn't born
  - 3 sent
  - 4 don't drive
  - 5 Was
  - 6 Have... met
  - 7 aren't going to have
  - 8 remembered
  - 9 is going
  - 10 is... living
  - 11 aren't
  - 12 do ... like
  - 13 had
  - 14 were

**VOCABULARY**

- 4**
- 1 walk
  - 2 never
  - 3 find
  - 4 American
  - 5 wrong
  - 6 make
  - 7 railway
  - 8 vegetables
  - 9 sunny
  - 10 uncle
- 5**
- 1 A
  - 2 C
  - 3 B
  - 4 C
  - 5 B
  - 6 A
  - 7 A
  - 8 B
  - 9 C
  - 10 C
- 6**
- 1 Sunday
  - 2 third
  - 3 today
  - 4 winter
  - 5 two hundred and seventy
  - 6 December
- 7**
- 1 secret
  - 2 take
  - 3 newspaper
  - 4 headphones
  - 5 sad
  - 6 umbrella
  - 7 musician
  - 8 start
  - 9 internet
  - 10 yellow
  - 11 heating
  - 12 play
  - 13 expensive
  - 14 glasses

**PRONUNCIATION**

- 8**
- 1 there/airport
  - 2 there/airport
  - 3 call/ forty
  - 4 call/ forty
  - 5 dangerous/ break
  - 6 dangerous/ break
  - 7 night / cry
  - 8 night / cry
  - 9 bread/ centre
  - 10 bread/ centre

- 9**
- 1 en|gi|neer
  - 2 ceilling
  - 3 hair|dress|er
  - 4 ba|na|nas
  - 5 arm|chair
  - 6 po|lice|wo|man
  - 7 bet|ween
  - 8 re|mem|ber
  - 9 be|lieve
  - 10 a|comm|o|da|tion

**READING**

- 1**
- 1 A
  - 2 B
  - 3 A
  - 4 B
  - 5 B
  - 6 A
  - 7 A
  - 8 B
  - 9 C
  - 10 A
- 2**
- 1 in Melbourne
  - 2 old, interesting buildings
  - 3 by bus, train, tram or car
  - 4 you get lost in 10 minutes (because there are so many roads you can't drive down).
  - 5 Italian

**WRITING**

Student's own answers.

**Task completion:** The task is fully completed and the answer is easy to understand.

(4 marks)

**Grammar:** The student uses appropriate structures to achieve the task. Minor errors do not obscure the meaning. (3 marks)

**Vocabulary:** The student uses a sufficient range of words and phrases to communicate the message clearly. (3 marks)

**Listening and Speaking****LISTENING**

- 1 1 C  
2 B  
3 A  
4 A  
5 B

- 2 1 B  
2 E  
3 D  
4 C  
5 A

**SPEAKING**

**Interactive communication and oral production:** The student communicates effectively with his / her partner, asking and answering simple questions, and where necessary initiating conversation and responding. The student uses appropriate strategies to complete the task successfully. (5 marks)

**Grammar and Vocabulary:** The student uses a sufficient range of vocabulary and structure to communicate clearly. Minor occasional errors do not impede communication. (5 marks)

**Pronunciation:** The student's intonation, stress, and articulation of sounds make the message clear and comprehensible. (5 marks)

# Grammar activity answers

## 1A verb be $\oplus$ , subject pronouns

- a 2 She's 3 You're 4 They're 5 It's 6 I'm 7 We're  
8 They're 9 We're 10 You're 11 It's 12 He's  
b 2 She is 3 You are 4 They are 5 It is 6 I am 7 We are  
8 They are 9 We are 10 You are 11 It is 12 He is

## 1B verb be $\ominus$ and $\odot$

- 1 2 is 3 Are 4 am 5 's 6 'm 7 's 8 are 9 'm  
10 'm 11 Are 12 'm not 13 'm 14 's 15 's 16 Is  
17 isn't 18 's 19 are 20 Are 21 aren't 22 're  
2 2 's 3 Are 4 'm not 5 are 6 'm 7 Is 8 is 9 Are  
10 'm not 11 'm 12 are 13 Is 14 's 15 Is 16 isn't  
17 Is 18 isn't 19 Are 20 aren't 21 're

## 1C possessive adjectives: *my, your, etc.*

- 2 his 3 our 4 their 5 your 6 our 7 Their 8 your  
9 my 10 her 11 our 12 my

## 2A singular and plural nouns

- a 2 a; magazines  
3 a; children  
4 an; airports  
5 a; universities  
6 a; dictionaries  
7 an; addresses  
8 a; men  
9 a; laptops  
10 a; cities  
b 3 What are they? They're headphones.  
4 What is it? It's a (mobile) phone.  
5 What are they? They're keys.  
6 What are they? They're newspapers.  
7 What are they? They're chairs.  
8 What is it? It's a pizza.  
9 What are they? They're tissues.  
10 What is it? It's an umbrella.  
11 What is it? It's a wallet.  
12 What are they? They're sandwiches.

## 2B adjectives

- 2 It's a cheap hotel. 3 They're expensive watches.  
4 It's a fast train. 5 It's an easy exercise. 6 She's a beautiful actress.  
7 They're long snakes. 8 They're old women.  
9 It's a small car. 10 They're new boots. 11 It's a dangerous road.  
12 They're tall men.

## 2C imperatives, *let's*

- a 3 Don't take 4 listen 5 Don't stop 6 Turn off  
7 Have 8 Be 9 Sign 10 Slow down  
b 2 Let's go 3 Let's have 4 Let's cross 5 Let's ask  
6 Let's check

## 3A present simple $\oplus$ and $\ominus$

- 2 She plays the guitar. 8 She listens to music.  
3 She doesn't eat meat. 9 She doesn't live in Oxford.  
4 She doesn't play tennis. 10 She has a cat.  
5 She goes to the gym. 11 She wears glasses.  
6 She drinks coffee. 12 She doesn't smoke.  
7 She studies French.

## 3B present simple $\oplus$ , $\ominus$ and $\odot$

- a 2 live 3 do...do 4 do...work 5 Do...like  
6 love 7 Do...work 8 don't work  
b 2 teaches 3 Does 4 doesn't 5 works 6 like  
7 doesn't like 8 rains 9 Do 10 doesn't 11 Do 12 Do

## 3C word order in questions

- 2 Are you a vegetarian?  
3 Where are your parents from?  
4 What phone do you have?  
5 How many languages do you speak?  
6 Do you need a new phone?  
7 How do you spell your surname?  
8 When do you listen to the radio?  
9 Where do you do your homework?  
10 Who is your favourite singer?  
11 What do you do at the weekend?  
12 What TV programmes do you watch?

## 4A possessive 's, *Whose...*

- 3 It's Pete's CD. 4 It's Rachel's book. 5 It's Pete's ticket.  
6 They're Rachel's scissors. 7 They're Pete's music books.  
8 It's Keira's white coat. 9 They're Rachel's board pens.  
10 It's Toby's shirt. 11 It's Pete's piano. 12 It's Keira's car.  
13 They're Toby's tennis balls. 14 It's Rachel's dictionary.  
15 They're Toby's trainers. 16 It's Keira's bag.

## 4B prepositions of time and place (*in, on, at, to*)

- a 2 at 3 on 4 on 5 in 6 at 7 in 8 on 9 in  
10 at 11 on 12 on 13 at 14 in 15 at  
b 1 in 2 to 3 in 4 at 5 to 6 in/at 7 at 8 to  
9 in/at 10 at

## 4C adverbs and expressions of frequency

- 2 He always sleeps for eight hours.  
3 They sometimes go to the cinema on Friday.  
4 She meets her friends once a week.  
5 He is always tired in the morning.  
6 She never eats meat.  
7 He often does his homework on the bus.  
8 He is sometimes late for class.  
9 They do yoga twice a week.  
10 He hardly ever goes to the hairdresser.  
11 He often goes to the doctor.  
12 She studies English every day.

## 5A *can / can't*

- 2 can't take 3 Can...sit 4 can't find 5 can cook 6 can't hear  
7 Can...open 8 can't park 9 can't speak 10 Can...help  
11 can't swim 12 can dance

## 5B present continuous: *be + verb + -ing*

- 1 2 's washing 3 's listening 4 is...doing 5 are...doing  
6 'm getting  
2 7 Are...watching 8 's happening 9 're winning  
10 aren't playing 11 aren't...watching 12 'm working  
13 is watching  
3 14 are...doing 15 're counting 16 aren't counting  
17 're playing 18 's...doing 19 's looking  
4 20 's...doing 21 Is...working 22 're travelling  
23 are...doing 24 'm not working 25 'm looking for

## 5C present simple or present continuous?

- 1 do...think 2 takes 3 are having 4 are...going 5 go  
6 are...doing 7 'm waiting 8 's having 9 'm listening  
10 Do...wear 11 don't like 12 's raining 13 rains  
14 are...crying 15 'm watching 16 's...stopping 17 stops  
18 do...see 19 meet 20 Do...finish 21 'm working  
22 are...looking 23 put 24 do...do 25 swim  
26 's...trying 27 watches

## 6A object pronouns: *me, you, him, etc.*

- 2 us 3 it 4 me 5 you 6 them 7 me 8 her 9 him  
10 them 11 us 12 it 13 her 14 me 15 it 16 you  
17 him 18 them 19 her 20 us

## 6B *like (+ verb + -ing)*

- 2 I don't mind doing  
3 I love swimming  
4 I hate going  
5 I don't like sitting  
6 I love having  
7 I don't like waiting  
8 I don't mind living  
9 I like listening  
10 I love cooking  
11 I hate looking for  
12 I don't like watching  
13 I hate getting up  
14 I like shopping

## 6C *be or do?*

- 2 'm 3 is 4 isn't 5 's 6 do 7 're 8 do 9 are  
10 's 11 don't 12 is 13 Are 14 am 15 's 16 's  
17 Do 18 don't 19 are 20 Do 21 is 22 don't 23 's

## 7A past simple of *be*: *was / were*

- 2 wasn't (He was American.)  
3 was  
4 weren't (They were from Scandinavia.)  
5 was  
6 wasn't (He was a writer.)  
7 were  
8 was  
9 weren't (They were philosophers.)  
10 was  
11 wasn't (He was German.)  
12 were  
13 wasn't (Her first album was 19.)  
14 weren't (They were from Peru.)  
15 was  
16 were  
17 weren't (They were Italian.)  
18 was  
19 were  
20 wasn't (He was a German physicist.)

## 7B past simple: regular verbs

- 1 2 didn't study 3 studied 4 lived 5 did...live  
6 rented 7 Did...talk 8 wanted 9 learned  
2 10 Did...like 11 loved 12 didn't want 13 Did...  
travel 14 didn't travel 15 Did...stay 16 stayed  
3 17 Did...watch 18 didn't 19 worked 20 didn't finish  
21 started 22 missed 23 didn't arrive  
4 24 called 25 didn't answer 26 texted 27 didn't...text  
28 didn't talk 29 chatted 30 didn't chat 31 wanted  
32 danced

## 7C past simple: irregular verbs

- a 2 was 3 were 4 bought 5 got 6 had 7 got 8 wore  
9 was 10 got 11 was 12 went 13 found 14 drank  
15 put on 16 went 17 were 18 said 19 couldn't  
20 wasn't 21 felt 22 got 23 spent 24 didn't have  
b 2 did they wear 3 did they get 4 was  
5 did they do / drink 6 did they do  
7 did some people say 8 Did they get  
9 did they spend 10 Did they have

## 8A past simple: regular and irregular verbs

- 2 didn't come 3 did you see 4 Did you do 5 was  
6 woke up 7 had 8 drove 9 didn't have 10 went  
11 came 12 did 13 made 14 did you come  
15 arrived 16 sat 17 read 18 checked 19 had  
20 watched 21 went to sleep 22 Did you speak  
23 did she say 24 didn't talk 25 said 26 called  
27 heard 28 took 29 closed 30 didn't say 31 left

## 8B *there is / there are, some / any + plural nouns*

- a 3 Is there a double bed in the bedroom? Yes, there is.  
4 Is there a piano in the living room? No, there isn't.  
5 Is there a plant in the study? No, there isn't.  
6 Is there a dishwasher in the kitchen? Yes, there is.  
7 Are there any cupboards in the bathroom? Yes, there are.  
8 Are there any chairs in the bedroom? No, there aren't.  
b 2 There are some plants in the living room.  
3 There's a mirror in the hall.  
4 There aren't any books in the living room.  
5 There's a computer in the study.  
6 There isn't a clock in the kitchen.  
7 There's a fireplace in the living room.  
8 There are some shelves in the study.

## 8C *there was / there were*

- 1 2 there wasn't 3 There was 4 Were there 5 there  
weren't 6 there was 7 there were  
2 8 there was 9 Was there 10 there were 11 Were  
there 12 There were  
3 13 There was 14 there were 15 Were there 16 there  
were 17 there was  
4 18 There were 19 Were there 20 there  
were 21 there weren't

## 9A countable / uncountable nouns; *a / an, some / any*

- a 2 Is there any butter? No, there isn't.  
3 Are there any carrots? No, there aren't.  
4 Is there any cheese? Yes, there is.  
5 Is there any fish? No, there isn't.  
6 Is there a / any chicken? Yes, there is.  
7 Are there any eggs? Yes, there are.  
8 Is there any orange juice? No, there isn't.  
b 2 There's some tomato juice.  
3 There's a / some pineapple.  
4 There aren't any strawberries.  
5 There aren't any peppers.  
6 There's some milk.  
7 There are some mushrooms.  
8 There isn't any ice cream.

## 9B quantifiers; *how much / how many, a lot of, etc.*

- 2 many / He eats a lot of burgers.
- 3 many / He doesn't eat many chips.
- 4 much / She doesn't eat any meat.
- 5 many / She eats a lot of vegetables.
- 6 much / She doesn't drink much Diet Coke.
- 7 much / She drinks a lot of milk.
- 8 much / She doesn't eat much bread.
- 9 many / She doesn't eat any apples.
- 10 much / He doesn't eat any rice.
- 11 much / He eats a lot of pasta.
- 12 many / He doesn't drink many cups of espresso.

## 9C comparative adjectives

- 2 Skype is older than Facebook.
- 3 A Cartier watch is more expensive than a Swatch watch.
- 4 New York is hotter than London (in the summer).
- 5 An orange is healthier than an apple.
- 6 Rome is drier than Buenos Aires.
- 7 A man is slower than a horse.
- 8 Russia is bigger than Canada.
- 9 Shanghai is more crowded than Istanbul.
- 10 Travelling by car is more dangerous than travelling by plane.
- 11 The Burj Khalifa tower is taller than the Empire State Building.
- 12 Stockholm is sunnier than Paris.

## 10A superlative adjectives

- a
- 2 What's the wettest town in the world?
  - 3 What's the smallest country in the world?
  - 4 What's the highest city in the world?
  - 5 What's the longest beach in the world?
  - 6 What's the driest desert in the world?
  - 7 What's the busiest train station in the world?
  - 8 What's the most populated city in the world?
  - 9 What's the most popular tourist destination in the world?
  - 10 What's the most expensive city in the world?
- b
- 2 Cherrapunji in India
  - 3 Vatican City
  - 4 La Rinconada in Peru
  - 5 Praia do Cassino in Brazil
  - 6 the Atacama Desert in Chile
  - 7 Shinjuku Station in Tokyo
  - 8 Shanghai in China
  - 9 France
  - 10 Zurich in Switzerland

## 10B *be going to* (plans)

- 1 2 'm going to watch
- 2 3 aren't going to study 4 're going to live
- 3 5 'm not going to go out 6 'm going to go to bed
- 4 7 Is...going to be 8 's going to bring
- 5 9 are...going to do 10 're going to stay 11 Are...going to take 12 're going to visit
- 6 13 's going to buy 14 's...going to do 15 's going to give

## 10C *be going to* (predictions)

- 2 He's going to listen
- 3 He's going to win
- 4 They aren't going to eat
- 5 She's going to make
- 6 It's not going to snow
- 7 She's not going to buy
- 8 He's going to play
- 9 She's going to get married.
- 10 He's going to take
- 11 They're going to visit
- 12 She's going to paint

## 11A adverbs (manner and modifiers)

- a
- badly dangerously well noisily carefully easily hard quietly patiently fast loudly slowly
- b
- 2 slowly 3 carefully 4 easily 5 well 6 quietly 7 fast 8 hard 9 patiently 10 dangerously 11 badly 12 loudly

## 11B verb + *to* + infinitive

- a
- 2 to be 3 to play 4 to drive 5 to buy 6 to have 7 to get 8 to do
- b
- 1 Would 2 Do 3 Does 4 Would 5 Would

## 11C definite article: *the* or no *the*

- 1 3 - 4 -
- 2 5 - 6 the
- 3 7 - 8 - 9 -
- 4 10 - 11 the 12 -
- 5 13 the 14 -
- 6 15 the 16 the 17 The
- 7 18 - 19 The 20 the
- 8 21 the 22 the
- 9 23 the 24 - 25 -
- 10 26 - 27 the 28 -

## 12A present perfect

- 1 Have...seen 2 've broken 3 haven't worn 4 've bought 5 has travelled 6 Have...met 7 've eaten 8 hasn't finished 9 Has...arrived 10 's taken

## 12B present perfect or past simple?

- 1 2 did...leave
- 2 3 Have...been 4 went 5 was
- 3 6 Has...arrived 7 phoned
- 4 8 saw 9 didn't like 10 Have...seen 11 saw 12 loved
- 5 13 Have...seen 14 haven't 15 stayed 16 didn't see
- 6 17 Have...been 18 have 19 did...go 20 was 21 Did...have 22 was
- 7 23 've been 24 've...visited 25 've seen 26 went 27 had 28 did...enjoy 29 met 30 was
- 8 31 Have...spoken 32 haven't 33 got 34 did...say 35 got

## 12C revision: question formation

- 2 How did you get
- 3 What was
- 4 Are you having
- 5 Would you...to try
- 6 Where did you go
- 7 Why is...leaving
- 8 Can you play
- 9 Why didn't you have
- 10 Have you done
- 11 Are you going to go out
- 12 Whose...is
- 13 How often do...have
- 14 Why did...go
- 15 When was...born
- 16 Have you...eaten
- 17 Are you going to fly
- 18 What time does...finish
- 19 How many...do you sleep
- 20 What's...going to do

# Vocabulary activity instructions

## 1A Days of the week / Numbers 0–20

### A pairwork spelling activity

#### LANGUAGE

Days of the week, numbers 0–20

- Give each student a worksheet and tell them to look at the letter snakes. Tell them to find the numbers and days and write them in the correct place in the lists.

**a** eight, five, twelve, eleven, Thursday, thirteen, twenty, Monday, nineteen, fourteen, Saturday, fifteen, Wednesday

- For **b**, get Sts to complete the two lists with the missing numbers and days.
- Check answers.
- In **c**, get Sts to look at the code and write the words.

**c** 1 twelve 2 goodbye 3 museum 4 welcome  
5 nineteen 6 Saturday

- In **Activation**, each student thinks of three words, days, or numbers and puts them into the code. Put Sts in pairs and tell them to dictate the code numbers to a partner, and he/she works out what the words are.
- Put Sts in pairs and tell them to dictate the code numbers to a partner, and he/she works out what the words are.

## 1B The world

### Filling in information

#### LANGUAGE

Countries and nationalities

- Give each student a worksheet. Focus on **a**, and tell Sts to complete the name of the country and write the nationality, using the photos to help them.
- Check answers.

**a** 2 France, French 3 Germany, German 4 China, Chinese  
5 Argentina, Argentinian 6 Turkey, Turkish  
7 Poland, Polish 8 Mexico, Mexican

- For **b**, tell Sts to identify the countries and nationalities from the photos and complete the sentences.
- Check answers.

**b** 1 Japan 2 Brazilian 3 Australia 4 African  
5 Irish 6 Russia 7 Swiss 8 Czech Republic

- In **Activation**, Sts look at the photos in **a** and **b** and say the countries and nationalities.

## 1C Classroom language

### Completing sentences

#### LANGUAGE

Common classroom expressions: *What page is it?*, etc.

- Give each student a worksheet. Tell Sts to look at the pictures and complete the conversations.
- Check answers.

- |   |                |                                          |
|---|----------------|------------------------------------------|
| 1 | <b>Student</b> | How do you say 'kot' in English?         |
|   | <b>Teacher</b> | It's 'cat'.                              |
|   | <b>Student</b> | How do you spell it?                     |
|   | <b>Teacher</b> | C-A-T.                                   |
| 2 | <b>Teacher</b> | Open your books, please.                 |
|   | <b>Student</b> | What page is it?                         |
|   | <b>Teacher</b> | Eighty-four.                             |
| 3 | <b>Student</b> | Sorry I'm late!                          |
|   | <b>Teacher</b> | OK. Sit down.                            |
| 4 | <b>Teacher</b> | Answer the questions.                    |
|   | <b>Student</b> | Can you help me, please?                 |
|   | <b>Teacher</b> | Yes, what's the problem?                 |
| 5 | <b>Teacher</b> | Do exercise A.                           |
|   | <b>Teacher</b> | Can you match the words and definitions? |
|   | <b>Student</b> | I don't understand.                      |

- For **Activation**, put Sts in pairs and get them to practise the conversations.

## 2A Things

### An anagram activity

#### LANGUAGE

Things: *key, sunglasses, coin*, etc.

- Explain to Sts that they are going to solve anagrams of common objects and match them to photos. If necessary, write a few anagram examples on the board, e.g. *SITSUE – TISSUE*.
- Give each student a worksheet. Tell Sts to first solve the anagram, and then write it with *a / an* if the noun is singular. Finally, they should match the word to a photo and write the number in the box.
- Check answers.

**b** a coin 1 **c** a purse 11 **d** a watch 5 **e** a wallet 12  
**f** a file 10 **g** scissors 9 **h** a magazine 6  
**i** a laptop 4 **j** sunglasses 8 **k** a key 2 **l** a diary 3  
**m** a ticket 13 **n** a stamp 14 **o** an umbrella 15

- For **Activation**, put Sts in pairs and get them to cover the words and look at the photos to test each other.

## 2B Opposites crossword

### A crossword activity

#### LANGUAGE

Common adjectives: *fast, slow*, etc.

- Tell Sts that they are going to solve a crossword. Explain / Elicit the meaning of *across* and *down*.
- You can either give each student a worksheet, or put Sts in pairs and give each pair a worksheet. Sts complete the crossword, using the opposites of the adjectives given.

- Check answers.

**a** **DOWN** 2 difficult 4 empty 5 strong 7 light 8 fast 10 dirty 15 high 17 old  
**ACROSS** 3 expensive 6 small 9 cold 11 different 12 short 13 beautiful 14 right 16 good 18 rich

- For **Activation**, put Sts in pairs and get them to cover the crossword and use the clues to test each other.

### 3A Verb phrases

#### Matching phrases and verbs

##### LANGUAGE

Common verb phrases: *listen to music, do exercise, etc.*

- Give each student a worksheet. Focus on the examples and make sure Sts understand them. Then give Sts time to complete the **VERB** column. Highlight that they need to use *do* and *play* twice.
- Check answers.

**a** 4 have 5 do 6 go 7 drink 8 live 9 read 10 speak 11 take 12 study 13 work 14 listen 15 say 16 wear 17 do 18 play 19 watch 20 like 21 play 22 cook 23 drive

- For **Activation**, Sts test themselves or each other by covering the **VERB** column and saying the phrases.

**EXTRA IDEA** Put Sts in pairs and get them to take turns making true sentences with the verb and the first collocate in either the positive or negative.

### 3B Jobs

#### A crossword activity

##### LANGUAGE

Jobs: *waiter, pilot, etc.*

- Tell Sts that they are going to solve a crossword. Make sure they remember the meaning of *across* and *down*.
- You can either give each student a worksheet, or put Sts in pairs and give each pair a worksheet. Sts complete the crossword, using the photos.
- Check answers.

**DOWN** 1 journalist 2 builder 3 musician 5 hairdresser 7 doctor 8 actor 9 engineer 11 cleaner 13 pilot 16 vet  
**ACROSS** 4 nurse 6 policewoman 10 architect 12 dentist 14 waiter 15 lawyer 17 receptionist 18 soldier

- For **Activation**, put Sts in pairs and get them to test themselves or each other by covering the crossword, looking at the pictures, and saying the jobs.

## Practical English 2 Time

### Practising writing times

#### LANGUAGE

Telling the time: *It's one o'clock, It's quarter past eight*

- Give each student a worksheet and get them to look at the pictures. Get them to answer the question *What time is it?* by writing the times for each picture.

- Check answers.

**a** 2 It's ten past eleven.  
 3 It's quarter past two.  
 4 It's ten to five.  
 5 It's twenty-five to seven.  
 6 It's twenty-five past nine.  
 7 It's five past one.  
 8 It's half past twelve.  
 9 It's five to six.  
 10 It's quarter to three.  
 11 It's twenty past ten.  
 12 It's twenty to four.

- Sts test themselves or each other by covering the sentences and asking each other the times.

### 4A The family

#### Deciding if sentences are true or false

##### LANGUAGE

Family members: *father, son, etc.*

- Put Sts in pairs, **A** and **B**, and give each student a worksheet **A** or **B**.
- Sts look at the family tree and sentences 1–10. Sts write *T* (true) or *F* (false) for each sentence. Monitor and help if necessary.
- For **b**, tell Sts **A** to start by reading sentence 1 to Sts **B**, who must say if the sentence is true or false and correct it if it is false. Sts then swap roles and take turns reading their sentences.
- Check answers.

**a** **Student A:** 1 F 2 F 3 T 4 T 5 F 6 F 7 T 8 F 9 T 10 T  
**Student B:** 1 F 2 T 3 T 4 F 5 T 6 F 7 T 8 F 9 T 10 F

- For **Activation**, put Sts in pairs and get them to test each other by asking questions, e.g. *Who is Sally's aunt?*

### 4B A day in the life of a fitness instructor

#### Telling a story from pictures

##### LANGUAGE

Everyday activities: *She wakes up at 6.00 a.m.*

- Give each student a worksheet and explain that this is the daily routine of a fitness instructor. Go through the sequence quickly to elicit the verbs. Focus on *-s* for the third person.

- 1 She wakes up at 6.00 a.m.
- 2 She gets up at 6.15 a.m.
- 3 She does exercise.
- 4 She has a shower.
- 5 She gets dressed.
- 6 She has breakfast.
- 7 She goes / cycles to work.
- 8 She gets to work at 9.30 a.m.
- 9 She teaches / works from 10.00 a.m. to 1.00 p.m.
- 10 She has lunch at 1.30 p.m.
- 11 She teaches / works from 3.30 p.m. to 5.30 p.m.
- 12 She goes / cycles home.
- 13 She cooks dinner.
- 14 She watches TV.
- 15 She goes to bed at 10.30 p.m.

- Put Sts in pairs and get them to describe the fitness instructor's day together. Encourage them to add information, e.g. *She has cereal and fruit for breakfast* (picture 6).

**EXTRA CHALLENGE** Elicit the sequence from the class and ask some extra questions, e.g. *Where does she have lunch? Does she go to work by bus?*

## 5A More verb phrases

### A puzzle, completing verb phrases

#### LANGUAGE

Common verb phrases: *remember somebody's name, use the internet, etc.*

- Give each student a worksheet and ask Sts to complete the **VERBS** column with the correct verb, which must make sense with the phrase. Focus on the example and count the letters in the verb – there is a space for each letter.
- Check answers.

a 2 use 3 swim 4 send 5 find 6 forget 7 tell  
8 meet 9 look for 10 see 11 help 12 give  
13 sing 14 take 15 wait for 16 try 17 draw  
18 run 19 hear 20 call 21 buy 22 leave  
23 paint 24 talk

- For **Activation**, put Sts in pairs and get them to cover the **VERBS** column and test their partner.

## 5C The weather

### A pairwork activity describing the weather

#### LANGUAGE

Weather words and verbs: *It's sunny, It's raining, etc.*

- Put Sts in pairs, **A** and **B**, and give each student a worksheet **A** or **B**. Give Sts time to do the first exercise individually, and then check answers.

1 windy 2 sunny 3 cloudy 4 raining 5 snowing

- Focus on **b**. Remind Sts of the question *What's the weather like?* Explain that they are going to ask each other questions in pairs to complete the missing information in the **Weather**

and **Temperature** columns. Point out the example question and answer, and remind them of the word *degrees*.

- In their pairs, Sts take turns to ask and answer questions about the weather.
- When they have finished, Sts should compare charts.

## 6B Dates

### A bingo game activity

#### LANGUAGE

Dates and months: *the sixth of July, the twentieth of February*

- Each worksheet has eight bingo cards. Make enough copies so each student has a bingo card.
- Tell Sts that they are going to play a bingo game. Give each student a bingo card. Tell them that you will read some dates. If they have the date on their card, they should cross it out. The first student to cross out all the dates should shout *Bingo!*
- Read out the dates at the top of the worksheet at random and tick them off as you go.
- When a student shouts *Bingo!*, check their card to make sure they crossed off the correct dates. The first student to cross out all the dates is the winner.

**EXTRA IDEA** If Sts need more practice, make some more copies of the cards and the dates and get Sts to play in groups with one of the Sts saying the dates. Remind them to tick off the dates as they read them.

## 7C go, have, get

### Matching verbs and phrases

#### LANGUAGE

Expressions with *go, have, get*

- Put Sts in pairs, **A** and **B**, and give each student worksheet **A** or **B**. Give Sts time to complete the task individually. Check answers.

**Student A** 1 go 2 get 3 have 4 get 5 go 6 get 7 go  
8 have 9 have 10 go

**Student B** 1 have 2 go 3 have 4 have 5 go 6 get 7 go  
8 go 9 have 10 get

- Focus on **Activation** and get Sts to ask and answer their questions. Remind them to ask for more information and then to 'return' the questions, e.g. *What about you? / And you?*

## 8B Race around the house

### Naming things in the house from definitions

#### LANGUAGE

Things in the house and furniture, rooms

- Put Sts in pairs and give each pair a worksheet. Tell them they have to identify house vocabulary as quickly as possible.
- Start the activity and set a time limit of ten minutes.
- Check answers. Pairs who have all the correct answers win.

1 armchair 2 lamp 3 pictures / paintings 4 mirror  
5 bedroom 6 carpet 7 cooker 8 air conditioning  
9 stairs 10 cupboard 11 fridge 12 bathroom  
13 ceiling 14 washing machine 15 wardrobe 16 shelves  
17 garden 18 garage 19 bath 20 central heating

- For **Activation**, tell Sts to cover the furniture words, look at the definitions, and then say the furniture words.

## 8C Prepositions of place

### A describe-and-draw activity

#### LANGUAGE

Prepositions of place: *on, under, between, etc.*, furniture

- Revise prepositions of place quickly, by making a drawing on the board or using the classroom. Remind Sts of *there is / are*, and *on the right* and *on the left*.
- Tell Sts they will each have a picture of a room which they have to describe to their partner. Their partner will draw furniture and objects into the picture exactly as their partner describes it.
- Put Sts in pairs, **A** and **B**, and give each student worksheet **A** or **B**. Tell Sts **A** to describe what is in Room 1 for Sts **B** to draw in. When they have finished, they swap roles for Room 2.
- Finally, get Sts to look at the originals and compare them with what they have drawn.

## 9A Food

### Naming food from pictures

#### LANGUAGE

Food: *apple, bread, etc.*

- Give each student a worksheet and tell Sts to use the photos to find one food word for each of the letters. Point out the examples.
- You could do this as a race in pairs. In this case, make sure everyone starts at the same time, and set a time limit.

a apple b bread c carrots e egg f fish  
h hamburger i ice cream j juice l lettuce  
m mushrooms o onion p peas r rice s sandwich  
t tomatoes v vegetables y yoghurt

- Check answers, getting Sts to spell the words.
- For **Activation**, put Sts in pairs, **A** and **B**. Tell Sts **A** to say the first letter of five food words for Sts **B** (with page face down) to guess. Then get them to swap roles.

## 9C Guess the number

### A pairwork activity to practise saying and writing high numbers

#### LANGUAGE

High numbers: *two hundred and fifty-five, one thousand five hundred, etc.*

- Put Sts in pairs, **A** and **B**, and give each student a worksheet. Focus on the list of numbers, and elicit how to say them. Then give Sts time to individually read the sentences and complete them with a number from the list. They should not compare at this point. Monitor and help.
- When Sts have finished, get them to do **Activation** and compare answers. Sts **A** read sentence 1 to Sts **B**. If **B** doesn't agree with the number **A** has chosen, he / she says what he / she thinks the right number is. Monitor and help.
- Check answers. You could ask Sts if they were surprised by any of the answers. Encourage them to say why.

- 2 The total number of countries in the world is one hundred and ninety-six (196).
- 3 A person with a good level of English knows about five thousand (5,000) words.
- 4 A hippopotamus normally weighs about one thousand seven hundred (1,700) kilograms.
- 5 A normal person sleeps for about two thousand nine hundred and twenty (2,920) hours every year.
- 6 A day has eighty-six thousand four hundred (86,400) seconds.
- 7 An Olympic swimming pool has two million five hundred thousand (2,500,000) litres of water.
- 8 Sixty-four million one hundred thousand (64,100,000) people live in the UK.
- 9 The River Amazon is six thousand nine hundred and ninety-two (6,992) kilometres long.
- 10 The novel *Emma*, by Jane Austen, has one hundred and fifty-five thousand eight hundred and eighty-seven (155,887) words.

**EXTRA IDEA** Ask Sts to look up information on their phones and modify the sentences to create their own. They can choose a book, for example, and look up the number of words on Google.

## 10A Places and buildings puzzle

### Solving a puzzle to find a hidden phrase

#### LANGUAGE

Buildings and places: *post office, chemist's, etc.*

- Give each student a worksheet. Explain that Sts have to write the answers to the clues in the puzzle. If their answers are correct, they will find a phrase in the shaded area down the middle of the puzzle.
- Get Sts to do **a** and **b** individually or in pairs.
- Check answers.

a 1 post office 2 hospital 3 square 4 church 5 chemist's  
6 mosque 7 bridge 8 town hall 9 market 10 theatres  
11 museum 12 car park 13 river 14 station 15 art gallery  
b Missing phrase: places in the city

- Get Sts to cover the puzzle, look at the definitions, and test themselves.
- For **Activation**, if Sts worked individually, put them in pairs and tell them to cover the puzzle, look at the definitions, and say the words.

# Communicative activity instructions

## 1A You say, you answer

### A pairwork matching activity

Sts play matching games to practise greeting phrases, numbers, and days of the week. Copy one worksheet per pair and cut into **A** and **B**.

#### LANGUAGE

*Hello, I'm Sally.*

*My name's Tim. Nice to meet you.*

- Write HELLO, I'M SALLY. on the board. Then write NICE TO MEET YOU, BEN. and HI, SALLY, I'M BEN. Ask students which answer they think is correct, HI, SALLY, I'M BEN.
- Put Sts in pairs, **A** and **B**. Give out the worksheets and focus on **a**. Give Sts time to read their sentences.
- Explain that Sts **A** start by reading the sentences in the **You say** column and Sts **B** choose their answers from the **You answer** column.
- Monitor and help if necessary.

| STUDENT A                       | STUDENT B                                |
|---------------------------------|------------------------------------------|
| Hi, I'm Mike. What's your name? | My name's Sally.                         |
| Hi, Mark, this is Anna.         | Nice to meet you, Anna.                  |
| What's your phone number?       | It's 07478203124.                        |
| How are you?                    | Fine, thanks. And you?                   |
| Hello, I'm George.              | Hi, George. I'm Chris. Nice to meet you. |
| STUDENT B                       | STUDENT A                                |
| How are you?                    | I'm very well, thank you.                |
| What day is it today?           | It's Monday.                             |
| Nice to meet you, Jim.          | Nice to meet you, too.                   |
| Hello! My name's Ben.           | Nice to meet you, Ben. I'm Laura.        |
| See you on Saturday. Bye.       | Yes, see you on Saturday. Goodbye.       |

- Finally, get Sts to repeat the activity, covering the **You answer** column.

## 1B Nationalities bingo

### A bingo game activity

Sts play bingo to practise nationalities and the names of countries. Copy one worksheet and cut up one bingo card per student. The list of nationalities is for the teacher.

#### LANGUAGE

Nationalities and countries: *American, Poland, etc.*

- Give each student a bingo card. With classes of more than 12, give more than one student the same card or give one card per pair.
- Explain that Sts are going to play a bingo game. Tell Sts that you will say a nationality. If they have that country on their card, they should cross it out. The first student / pair to cross out all the countries should shout *Bingo!*

- Say the nationalities at random, ticking them off as you go.
- When a student / pair shouts *Bingo!* ask them to say the countries on their card. Check that they are the ones you have already ticked. If not, continue the game. The first student / pair to cross off all the countries on their card correctly is the winner.

**EXTRA IDEA** Put Sts in groups of three or four to play a second game. Tell the groups to choose one person to be the caller. Give each caller the list of nationalities and each student a new bingo card. Tell the callers to say the nationalities at random. Remind them to keep a note of the nationalities as they say them.

## 1C Personal information

### A mingle activity

Sts ask and answer questions to complete business cards with personal information. Copy and cut up one worksheet per eight Sts.

#### LANGUAGE

*What's your name, please? And your surname?*

*What's your email address? Can you spell it? (+ alphabet)*

*What's your phone number? (+ numbers 0–10)*

- If necessary, revise the alphabet and numbers before starting.
- Put Sts in groups of eight (or fewer, e.g. if you have 20 Sts, have two groups of eight and one of four). Use one set of cards per group.
- Give each student one strip. Focus on the first card and tell them that they are that person. Check that they know how to say the @ sign (*at*) and the . (*dot*). Tell them not to worry if they can't pronounce the names perfectly.
- Now focus on the blank cards, and elicit and drill the questions they need to ask to get that information (see **Language**). If necessary, write them on the board.
- Tell Sts they are at a conference. They must complete the blank business cards with information about two other people from their group. Demonstrate with a student first.
- Sts mingle and complete their forms.
- When Sts have finished, get them to check the information they have written down.

## 2A Mystery objects

### A pairwork guessing game

Sts talk about close-up photos of everyday objects. Copy one worksheet per pair.

#### LANGUAGE

*What's this? I think it's a (pencil).*

*What are these? I think they're (sunglasses).*

Common objects

- Copy the questions and answers in **Language** onto the board. Model and drill pronunciation.
- Put Sts in pairs and give out the worksheets. They take turns to ask and answer questions pointing at the photos.
- If a pair has answered all the questions they can, but still don't know what some of the objects are, they can ask other pairs.
- At the end of the activity, go through all the photos and ask Sts what they are.

1 scissors 2 a watch 3 a laptop 4 pens  
5 headphones 6 coins 7 an identity card 8 a charger  
9 photos 10 magazines 11 an umbrella 12 glasses  
13 a credit card 14 a lamp 15 a wallet 16 keys

## 2B Can you name...?

### Sts fill in a column with vocabulary

Sts read some adjective + noun phrases and write the names of well-known people and objects. Copy one worksheet per pair.

#### LANGUAGE

Adjectives: *old / young, rich / poor*

- Put Sts in pairs and give out the worksheets. Tell them that they are going to play a game. Each pair has to fill in the blank column with names. You could start by eliciting expensive makes of watches, e.g. *Rolex*. Tell Sts that if they are the only pair with their answer, they get 3 points; if another pair has the same answer, they only get 1 point.
- Set a time limit, e.g. five minutes, or up to ten minutes, depending on the level of your class. Alternatively, stop the game when the first pair fills in the whole column.
- When time is up get feedback. Remind Sts of the point system. Continue until Sts have shared all their answers. Sts add up their points to find the winner.

**EXTRA IDEA** Say some of the Sts' answers to the class, e.g. *skiing* (a dangerous sport), *Bill Gates* (a rich person) and elicit the adjective + noun phrases.

## 2C Dominoes

### A dominoes game

Sts match different sentences. Copy and cut up one worksheet per group of three or four Sts.

#### LANGUAGE

Imperatives ☐ ☐; *let's*

*The room's hot. Turn on the air conditioning.*

*I'm tired. Let's go to a café!*

- Tell Sts they are going to play dominoes. Let them help you explain if they know the rules. Use an example from the worksheet if necessary.

This is a library.

This room's hot.

Turn on the air conditioning!

I'm thirsty.

- Put Sts in groups of three or four. Give each group a set of cards.
- In groups of three, each student takes four dominoes; in groups of four, each student takes three. There should be some left.
- Sts look at their cards. Clarify any vocabulary problems before they start.
- One student in each group places a card on the table. The person on his / her left places the card that matches the sentence correctly at one end of his / her card. If he / she doesn't have a card that matches, he / she misses a turn and takes a card from the middle.
- Monitor that the game is being played correctly.
- The game continues until all the cards are on the table. The winner is the first student to use all his / her cards.

## 3A I work... He works...

### Sts use cards to make true sentences about themselves and their classmates

Sts make true statements about themselves and in the third person singular. Copy and cut up one worksheet per group of three or four Sts.

#### LANGUAGE

Present simple: *I / he / she* ☐ ☐

*I work in an office.*

*He doesn't drink coffee.*

- Write the verb *work* on the board. Elicit phrases that go with *work*, e.g. *in an office, late*. Make sentences using *I*, e.g. *I work in an office. I work late.*, etc., asking Sts if these are true for you. If they aren't true, change them to *I don't work late.*, etc.
- Put Sts in groups of three or four. Give each group a set of cards.
- Sts take turns to pick up a card and make a sentence that is true for them with *I / I don't*, until there are no cards left.
- Tell Sts to stay in their groups and that they are going to play again, but a bit differently. They have to shuffle the cards and repeat, but this time trying to remember what other students said, e.g. *David doesn't work in an office., Maria drinks coffee.*
- Monitor to make sure Sts are using the third person correctly.
- The game ends when Sts have used all the cards.
- Get feedback from various groups.

**EXTRA IDEA** Sts shuffle the cards again and try to make only positive sentences using the verbs and a collocate which makes the sentence true for them, e.g. *I drink Diet Coke. I read magazines.*, etc.

## 3B Present simple questionnaire

### A pairwork questionnaire

Sts make questions in the first and third person singular and note down their partners' answers. Copy one worksheet per pair and cut into **A** and **B**.

#### LANGUAGE

Present Simple all forms

*Do you live near a supermarket? No, I don't.*

*Does Paula live near a supermarket? Yes, she does.*

- Put Sts in pairs, **A** and **B**, and give out the worksheets. Give Sts time to look at their questions and check any vocabulary problems.
- Tell Sts to ask each other the questions and to mark a tick (✓) or a cross (X) in the first column, **Do you...?**
- Monitor and help if necessary.
- When Sts have finished, they do **b** and Sts change partners. Put two Sts **A** and two Sts **B** together in new pairs. Sts tell their partner the name of the person they interviewed first. Sts write the name in the gap at the top of the second column.
- Sts ask each other questions about their partner's first partner. Sts put a tick (✓) or a cross (X).
- Monitor the correct use of *Does* in the questions.

**EXTRA IDEA** Write **WHAT?** / **WHERE?** / **WHO?** / **WHEN?** / **WHY?** on the board and get students to ask for extra information using the question words.

*Do you live near a supermarket?*

Yes )  
( *Where (is it)?*  
*In Baker Street.* )

## 3C Famous people

### A pairwork information exchange activity

Sts ask for information to complete sentences. Copy one worksheet per pair and cut into **A** and **B**.

#### LANGUAGE

Word order in questions, question words, present simple , 

*What instrument does Samuel L Jackson play? He plays the trumpet.*

*What restaurants does Jennifer Lawrence like? She likes fast food restaurants.*

- Put Sts in pairs, **A** and **B**, and give out the worksheets. Focus on the photos of the famous people, and the incomplete questions. Explain that Sts **A** and Sts **B** have different information, so they will need to ask each other questions to complete the information.
- Give Sts time to write their questions. Monitor and help.
- When Sts are ready, get Sts **A** to ask Sts **B** their first question, and to complete the answer. Sts **B** then ask their first question.
- Sts continue until they have completed the information.
- Finally, get Sts to compare their sentences, and check all questions and answers.

## 4A Everyday objects

### A Happy Families game

Sts practise everyday objects and possessive 's. Copy and cut up one set of cards per group of three or four Sts.

#### LANGUAGE

Everyday objects, possessive 's

*Do you have Kate's dictionary?*

*Yes, here you are. / No, sorry.*

- Tell Sts they are going to play a game called *Happy Families*. Sts may have a similar game in their language you can refer to.
- There are five sets of cards. Write the names of the five people on the board and under one of the names, the four objects they possess. Point to an object word and ask *What's this?* Elicit *It's Robin's book. They're Robin's headphones*. Model and drill pronunciation.
- Put Sts in groups of four. Give each group a set of cards. One student shuffles and deals the cards face down so that each student has five cards.
- Tell Sts to look at their cards. Point out the name at the top of each card and explain that the three small pictures at the bottom are the other objects they need to collect for that person.
- Sts collect a set of cards by asking the other Sts in the group. Tell Sts they can ask anyone in their group, but must address one person when asking the question.
- When a student is given the card he / she wants, he / she must give one of his / her cards to the other student. Sts must always have only five cards in their hands.
- Now drill the questions and answers in **Language**.
- Demonstrate with one group first.
- Sts play the game. One student starts and then it's the turn of the student on his / her left. The game finishes when a student has collected a complete set of four cards for one of the people. The cards are re-dealt and the game starts again.
- Monitor to make sure Sts are playing correctly.
- The game could be played in groups of five. In this case each student has four cards.

## 4B Prepositions questionnaire

### A pairwork question and answer activity

Sts complete the questions and then ask a partner. Copy one worksheet per pair and cut into **A** and **B**.

#### LANGUAGE

Prepositions of time and place: *on, in, at, to*

*Do you have lunch at home during the week?*

*Do you get up late on Sunday mornings?*

- Put Sts in pairs, **A** and **B** and give out the worksheets.
- Give Sts time to complete the questions in **a** with a preposition. Then check answers.

**A** 1 at 2 at, on 3 in 4 to, on 5 at 6 at 7 in 8 in 9 on 10 in, at 11 in

**B** 1 to, on 2 in 3 on 4 to, at 5 on 6 at 7 at 8 in, in 9 in 10 to, on 11 at

**C** 1 at 2 on 3 on 4 to, in 5 in 6 on 7 in 8 on 9 to, at 10 to, at 11 at, in

- Tell Sts that the questions are different on worksheets **A** and **B**. Now tell them to do **b** and ask each other their questions. Encourage Sts to ask their partner for more information. Remind them to 'return' the questions with: *What about you? And you?*

## 4C How often? board game

### A group board game

Sts talk about how often they do activities using adverbs and expressions of frequency. Copy one worksheet for each group of three or four students. You will also need one counter per student and a dice per group.

#### LANGUAGE

Present simple + adverbs of frequency: *never, sometimes, etc.* or expressions of frequency: *once a week, etc.*

- Tell Sts they are going to play a board game.
- Write on the board GET UP AFTER 10 O'CLOCK and HAVE A BIG BREAKFAST. Ask Sts to make a sentence with the phrase and include an adverb or expression of frequency, e.g. *every day*.
- Put Sts in small groups of three or four. Give each group a worksheet, a dice and a counter or coin for each student. Tell Sts to put their counters on the square marked **START**.
- Sts roll the dice and move clockwise to the corresponding square. They make a true sentence using the phrase and one of the adverbs or expressions of frequency.
- Set a time limit. Students continue until one of them gets back to **START** square or time is up. Monitor and help.

**EXTRA IDEA** Ask Sts if they can remember any of their group's sentences, e.g. *Chris buys clothes once a month*.

## 5A What can you do?

### A group card game

Sts turn over cards and try to do the tasks or answer the questions. Copy and cut up one worksheet per group of three or four Sts.

#### LANGUAGE

*can / can't*

- Put Sts in groups of three or four. Give each group a set of cards face down or in an envelope.
- Demonstrate the activity by asking a student to turn over a card and read the question. You then do the task or answer the question.
- Tell Sts to continue playing. One student turns over a card and the next student has to do the task or answer the question. The others in the group decide if it's correct.
- If a card is correctly used, Sts put it aside. If not, the next student tries to answer the question or do the task on the card.
- Sts play until they run out of cards or time is up.

## 5B Guess what I'm doing!

### A miming activity

Sts take a card, mime the action and the others guess what he / she is doing. Copy and cut up one worksheet per group of three or four Sts.

#### LANGUAGE

Present continuous: *You are waking up.*

- Demonstrate the activity. Write on the board YOU ARE... Tell Sts you are going to mime a sentence and they need to guess *exactly* what is on the card. Pick up a card and mime what's on it, making sure you elicit the correct sentence from Sts.
- Put Sts in groups of three or four and give each group a set of cards face down.
- One student picks up a card and mimes the action. The others in the group have to guess the sentence on the card.
- Monitor to make sure the mimers don't speak.
- Set a time limit. Sts play until they run out of cards or until time is up.

**EXTRA IDEA** Students can write their own present continuous sentences and mime them in front of the class if they want to (or give them to someone else to mime). Make sure Sts who mime in front of the class are outgoing and comfortable with it.

**EXTRA IDEA** Cut up one sheet, and put Sts in groups. Give one card to a student in each group to mime. When someone has said the correct sentence, they bring you the card and exchange it for another one.

## 5C It's Friday evening

### A pairwork information gap activity

Sts ask questions to find out what people are doing or what they usually do. Copy one worksheet per pair and cut into **A** and **B**.

#### LANGUAGE

Present Simple or Present Continuous? ☐+, ☐-, ☐?

*What does he usually do on Friday evenings?*

*What is he doing this evening?*

- Write on the board:  
PETER USUALLY \_\_\_\_\_ ON FRIDAY EVENINGS.  
PETER \_\_\_\_\_ THIS EVENING.
- Elicit the questions to complete the missing information (*What does Peter usually do on Friday evenings? What is Peter doing this evening?*). Complete the sentences with *goes to the cinema* and *is doing homework*. Now rub PETER out and write SAM AND CHRIS. Elicit the changes in the questions and in the sentences (*What do / are Sam and Chris...?*)
- Put Sts in pairs, **A** and **B**, and give out the worksheets. Focus on the examples. Give Sts time to look at the chart and think what questions they have to ask.
- Sts ask and answer questions to complete their charts. Monitor to make sure Sts are asking their questions correctly.
- When they have finished, tell Sts to compare their charts.

## 6A The pronoun game

### A group matching pairs game

Sts match nouns and pronouns in a game of pelmanism. Copy and cut up one worksheet per group of three or four Sts. Divide the cards into sentences and pronouns.

#### LANGUAGE

Subject and object pronouns: *I, me, he, him*, etc.

- Tell Sts they are going to play a game where they have to match the pronouns to the nouns in sentences.
- Put Sts in groups of three or four and give each group a set of the shuffled sentence cards and a set of the shuffled pronouns cards face down on the desk.
- Sts take it in turns to turn over one sentence card and one pronoun card. If the cards match, the student should say the sentence aloud, replacing the noun or nouns with the pronoun. If the sentence is correct, the student keeps the cards and has another turn. If the cards don't match, the student turns the cards over again and puts them at the bottom of each pile.
- Sts play till there are no more cards. The student with the most pairs of cards is the winner.

**NON-CUT ALTERNATIVE** Copy one worksheet per pair. Get Sts to decide which pronoun they should use to replace the underlined words. Check answers.

## 6B Likes and dislikes

### A group activity

Sts use cards to ask each other questions about their likes / dislikes. Copy and cut up one worksheet per group of three or four Sts.

#### LANGUAGE

*like + (verb + -ing)*

*Do you enjoy meeting new people? No, I don't. I don't like meeting new people.*

- Demonstrate with an example on the board: / LIKE DO SPORT OR EXERCISE. Elicit the full question (*Do you like doing sport or exercise?*) and point out that they need to put the underlined verb (*do*) in the *-ing* form. Ask several Sts the question and elicit *Yes, I do / No, I don't*. Now write **WHAT ABOUT YOU?** on the board and get a student to ask you. Answer the question. Give more information e.g. *No, I don't. I hate doing sport* or *Yes, I do. I like going to the gym*.
- Put Sts in groups of three or four and give each group a set of cards. Set a time limit. One student picks up a card and thinks about the question he / she needs to ask, using the prompt. The student asks the question and everyone in the group answers. Highlight that if a student answers *No, I don't*, he / she should say how he / she feels about the activity with another verb. The last student to answer should then return the question with *What about you?* Sts continue picking up cards and asking the question to the group.
- Sts continue playing until they run out of cards or until time is up.

**EXTRA CHALLENGE** Encourage Sts to give a reason and/or an example when they answer their questions.

## 6C Tell me about you

### A pairwork revision activity

Sts complete the questions and then ask a partner. Copy one worksheet per pair and cut into **A** and **B**.

#### LANGUAGE

Question for revision: *be / do*

- Write a couple of examples on the board and elicit what is needed to complete each question:  
WHAT \_\_\_\_\_ YOUR FAVOURITE COLOUR?  
HOW OFTEN \_\_\_\_\_ YOU GO TO THE CINEMA?  
\_\_\_\_\_ YOU SPANISH?  
\_\_\_\_\_ YOU LIKE ENGLISH CLASS?
  - Put Sts in pairs, **A** and **B**, and give out the worksheets.
  - Give them time to complete their questions. Check answers.
- A** 1 is 2 do 3 Do 4 are 5 is 6 is 7 are 8 do 9 do 10 do  
**B** 1 do 2 do 3 is 4 do 5 are 6 do 7 is 8 Do 9 Do 10 Are
- Now tell Sts to ask each other the questions. Point out that the questions are different for **A** and **B**. Remind Sts that when they ask questions beginning *What is...?* they should contract and say *What's...?*
  - Get feedback from various pairs.

## 7A Where were you?

### A pairwork activity

Sts ask each other where they were at various times in the past. Copy one worksheet per pair and cut into **A** and **B**.

#### LANGUAGE

Past simple verb *be*: *was / were*

- Draw a clock on the board and quickly revise the time.
- Demonstrate the activity. On the board, draw a clock showing the time 8:15 and write underneath **YESTERDAY MORNING**. Write **WHERE... YOU AT...?** and elicit the full question (*Where were you at 8.15 yesterday morning?*).
- Elicit answers from different Sts. You may need to revise prepositions of place *in / at / on* (**Grammar Bank 4B**) and write them on the board.
- Put Sts in pairs, **A** and **B**, and give out the worksheets.
- Tell Sts to ask each other where they were at those times. Point out that they need to use *last night* and *yesterday* too, not just the times.
- Give students a minute to look at the times. Monitor and help.
- Sts **A** then ask their first question and Sts **B** answer. Then Sts **B** ask their first question and Sts **A** answer. Monitor and help.
- When Sts have finished, get feedback to find out where various Sts were at different times.

## 7B Are we in Australia?

### A pairwork story-telling activity

Sts put a story in order and then re-tell it. Copy one worksheet per pair and cut into cards.

#### LANGUAGE

Past simple regular verbs: *booked, arrived, asked*

- Ask Sts to give you names of cities in Australia. Elicit any information Sts may know about Sydney.
- Write the first sentence of the story on the board. **LAST APRIL TWO BRITISH TEENAGERS, RAOUL AND EMMA, WANTED TO GO TO AUSTRALIA FOR THEIR SUMMER HOLIDAY.** Tell them that this is the beginning of a story, and that they are going to put the story in order.
- Put Sts in pairs and give them a set of cards. Tell them to find the first sentence and then try to put the rest of the cards in order.
- Check answers. Get Sts to underline the regular verbs and drill the pronunciation of the past tense verbs.
- Tell Sts to turn the cards over, keeping them in the right order, and try to remember the story, turning the cards to check. Monitor and help.

**EXTRA CHALLENGE** See if any pair can tell a version of the story in their own words from memory.

**EXTRA IDEA** Keep back the last sentence and give Sts only eight cards. When they have put the story in order, get Sts to guess what the last sentence is. Elicit any ideas and then give out the last card for them to check.  
You can also let them create different endings for the story with their guesses, Sts share their ideas and then you give them the last card. Sts decide which is the best ending.

## 7C Born on 31st December

### A pairwork activity

Sts ask for information to complete a text about a famous person. This is a two-page activity. Copy one worksheet (**A** and **B**) per pair.

#### LANGUAGE

Past simple regular and irregular verbs

- Write **ANTHONY HOPKINS** and **ELIZABETH ARDEN** on the board and ask Sts if they know anything about them. Then tell Sts that the two people have something in common, and elicit ideas. Then tell them that they were both born on 31st December.
- Explain that Sts are going to ask and answer questions to complete a text about these two people. On the board write **ANTHONY HOPKINS WAS BORN ON \_\_\_\_\_** and elicit the question (*When was Anthony Hopkins born?*). Tell them that they will have gaps in one of their texts and need to make questions in the same way.
- Put Sts in pairs, **A** and **B**, and give out the worksheets. Focus on **a** and go through the *Glossary* with the class.
- Tell Sts **A** to complete their questions about Anthony Hopkins, and Sts **B** to read the text about him. Monitor and help with the questions and any vocabulary problems.
- When they are ready, Sts **A** ask their questions, and Sts **B** answer. Sts **A** complete the text with the information.
- They then swap roles for the next text.
- When Sts have finished, they can compare their worksheets to check their answers.
- Finally, focus on **d**. Sts cover their worksheets and try to remember five facts about Anthony Hopkins and Elizabeth Arden.

## 8A Past simple question time

### A pairwork activity

Sts practise making questions using prompts. Copy and cut up one worksheet per group of three Sts.

#### LANGUAGE

Past simple regular and irregular verbs

*What time did you get up? I got up at 7.*

*Did you make your bed? Yes, I did.*

- Tell Sts that they are going to revise the past simple by asking and answering questions.
- Demonstrate the activity. Take a card, write the first prompt on the board and elicit the question from Sts. Now ask a student the question. Then write another prompt and repeat the process. Remind Sts of how the rhythm of the question changes depending on whether it has a question word or not.
- Put Sts in groups of three and give each group a set of cards. Set a time limit. Sts then take a card, and ask one of the other Sts all the questions on the card. They repeat until there are no cards left or time is up.
- Monitor and help.

**EXTRA CHALLENGE** Encourage the student who is answering the questions to give more information where possible, and the student who is asking to try to ask extra questions where appropriate.

**EXTRA IDEA** Ask Sts to talk about their partner, using their answers to the questions. e.g. *Katie went to Australia on her last holiday. She went with her husband and they stayed in a really nice hotel for three weeks. They saw the Sydney Opera House. They didn't have any problems.*

## 8B A place to rent

### A pairwork information gap activity

Sts role-play a phone call for information about a place to rent. This is a two-page activity. Copy one worksheet (**A** and **B**) per pair.

#### LANGUAGE

*there is / there are* ☐ ☐

*Is there a garage? Yes, there is.*

*How many bedrooms are there? There are two bedrooms.*

- Pre-teach *estate agent*. Put Sts in pairs, **A** and **B**, and give out the worksheets. Explain that they are going to role-play a phone conversation to rent a place to live.
- Focus on **a** and get Sts to read the instructions. Tell Sts **A** that they are estate agents and have a flat that they want to rent out. They must read the instructions and information about the flat. Tell Sts **B** that they are looking for a flat to rent. They must read the instructions and prepare their questions. Highlight that all the questions are with *there is / there are* except the first two and the last two, which are with *is*. Encourage Sts **B** not to write the missing words, but to remember them.
- Monitor and help.
- Tell Sts **B** to focus on the speech bubble and start the conversation. Remind Sts that the conversation is on the phone.
- At the end of the role-play, find out how many Sts **B** decided to rent the flat.
- Focus on **b** and get Sts to swap roles and do the second role-play.

## 8C What's different?

### A spot the differences pairwork activity

Sts describe the same room in the present and in the past, using furniture vocabulary and *there is / there are* and *there was / there were*. This is a two page activity. Copy one worksheet (**A** and **B**) per pair.

#### LANGUAGE

*there is / there are + there was / there were* ☐ ☐

Prepositions of place

Furniture

- Revise the furniture vocabulary for the activity.
- Put Sts in pairs, **A** and **B**, and give out the worksheets. Focus on Room 1 and explain that Sts have pictures of the same room, but Sts **A** have it as it is now and Sts **B** as it was in the 1960s. Ask them to look at their pictures for one minute.

- Write *THERE IS / THERE ARE* and *THERE WAS / THERE WERE* on the board. Elicit which they should use for the present and which for the past.
- Get Sts **A** to describe Room 1 to Sts **B**, using *there is / there are*. Tell Sts **B** to circle the differences on their picture. Point out that there are at least nine differences. Monitor and help.
- Now Sts **B** describe Room 1, using *there was / there were* and the Sts **A** circle the differences.
- Sts repeat the activity with Room 2, but this time Sts **B** start and use *there is / there are*. Sts **A** then describe their bedroom in the 1960s using *there was / there were*. Point out that there are at least nine differences. Monitor and help.
- Tell Sts to compare pictures and then elicit some sentences for each picture from the class. Finally, ask Sts which version of each room they prefer.

#### Room 1 differences:

- 1 In the 1960s there were three armchairs. Now there is a sofa.
- 2 In the 1960s there was one table (in front of the armchairs). Now there are two tables (one in front of the sofa and one next to it).
- 3 In the 1960s there was a painting above the fireplace. Now there are three above the sofa.
- 4 In the 1960s there was a carpet. Now there is a wooden floor.
- 5 In the 1960s there was a bookcase. Now there isn't a bookcase.
- 6 In the 1960s there were two lamps on the floor. Now there is one lamp on the table.
- 7 In the 1960s there wasn't a plant (in front of the window). Now there's a plant.
- 8 In the 1960s there wasn't a clock (on the wall). Now there is a clock.
- 9 In the 1960s there was a TV next to the fireplace. Now there is a TV on the wall.

#### Room 2 differences:

- 1 In the 1960s there was a rug. Now there isn't a rug.
- 2 In the 1960s there wasn't a TV. Now there is a TV.
- 3 In the 1960s there were two posters on the wall (above the desk). Now there is one poster.
- 4 In the 1960s there were two chairs. Now there's one chair.
- 5 In the 1960s there wasn't a computer (on the desk). Now there is a computer.
- 6 In the 1960s there was a radio. Now there isn't a radio.
- 7 In the 1960s there was a shelf with some books. Now there isn't a shelf.
- 8 In the 1960s there was a plant next to the desk. Now there isn't.
- 9 In the 1960s there was a mirror (next to the bed). Now there isn't a mirror.

## 9A Shopping list

### A pairwork checking activity

Sts check items on a shopping list to see what is needed. Copy one worksheet per pair and cut into **A** and **B**.

#### LANGUAGE

*Do we need any...? Yes, we need some... / No, we don't need any...*

- Demonstrate the activity by writing a shopping list for classroom material on the board, e.g. PENS, PAPER, DICTIONARIES, READERS, DVDS etc. Then ask Sts *Do we need any pens?* Try to elicit *Yes, we need some pens* or *No, we don't need any pens* and write the two answers on the board. Continue with the other things on the list, ticking or crossing them according to what Sts think is needed.
- Put Sts in pairs, **A** and **B**, and give out the worksheets. Focus on **a**. Tell Sts **A** that they are in the supermarket and have made a list, but are not sure what they really need. They phone **B**, who is at home and will look in the fridge to see what they have and what they need.
- Tell Sts **A** to start the conversation with *Hi. I'm in the supermarket. Do we need any...* to ask **B** about the things on the list; **B** looks at his/her picture and answers. **A** then puts a tick (✓) for things they need and a cross (✗) for things they don't need. Monitor and help.
- When they have finished, Sts swap roles and do **b**.

## 9B How much / many board game

### A board game activity

Sts play a game and complete questions with *much / many* and answer them. Copy one worksheet for each group of three or four students. You will also need one counter per student and a dice per group.

#### LANGUAGE

*How much fruit do you eat a day? Quite a lot.*

*How many emails did you send yesterday? Not many.*

- Write on the board:  
How \_\_\_\_\_ COFFEE DO YOU DRINK A DAY?  
How \_\_\_\_\_ VEGETABLES DO YOU EAT A DAY?  
and elicit the missing words, reminding Sts that *coffee* is singular uncountable, and that *vegetables* are plural countable.
- Get Sts to ask you the questions and answer with a quantifier, e.g. *a lot / quite a lot / not many / not much / a little / a few / none* and then give a bit more detail, e.g. a reason or an example. Then ask some different Sts the questions and encourage them to answer in the same way.
- Put Sts in groups of three or four. Give each group a worksheet, a dice, and some counters. Focus on the quantifiers in the middle of the board and make sure Sts know what they all mean and how to use them.
- Sts roll the dice and move clockwise to the corresponding square. They have to complete the question they land on with *much / many* and then answer, using one of the quantifiers, giving a reason or an example where possible. Monitor to make sure Sts play the game correctly.
- Either set a time limit or stop the game when one group has a winner, i.e. a student who has gone the whole way round the board.

## 9C Guess the comparative

### A pairwork activity

Sts read sentences and guess what the missing comparative adjective is. Copy one worksheet per pair and cut into **A** and **B**.

#### LANGUAGE

Comparatives: *colder, bigger, healthier*

*Scotland is colder than England.*

- Demonstrate the activity. Write on a piece of paper *Scotland is colder than England*. Do not show this to Sts. Then write on the board SCOTLAND IS \_\_\_\_\_ THAN ENGLAND.
- Elicit possible comparative adjectives, getting Sts to say the whole sentence. If what they say is *not* what you have on the piece of paper, e.g. *Scotland is smaller than England*, *Scotland is more beautiful than England*, etc. say *Try again*, until someone comes up with the sentence you have. Point out that their sentences are also correct, but that the objective is for them to guess the comparative that you had.
- Put Sts into pairs, **A** and **B**, and give out the copies. Tell Sts to work individually at first and complete the gaps. Remind them that the missing words are all comparative adjectives. Monitor, making sure Sts are writing correct and logical adjectives.
- Now get Sts to sit face to face if possible. **B** reads out his / her sentence 1 to **A**. If it's the same as what **A** has, he / she says *That's right*. If not **A** says *Try again*, and he / she continues guessing comparatives until he / she gets it right.
- Now **A** reads his / her completed sentence 2. Sts continue until they have said all the sentences.

## 10A What do you know about the UK?

### A quiz about Britain

Sts revise superlatives. Copy one worksheet per student.

#### LANGUAGE

Superlatives: *busiest, most popular*, etc.

*What's the busiest London airport?*

*What's the most popular kind of restaurant?*

- If necessary, quickly revise the formation of superlatives with examples on the board, e.g.:  
THE (TALL) PERSON IN THE CLASS IS...  
THE (POPULAR) SPORT IN THE COUNTRY IS...
  - Give out the worksheets. First, in **a** get Sts to complete the questions individually with superlative adjectives. Check answers.
  - Check answers.
- a** 1 busiest 2 most popular 3 biggest 4 longest 5 sunniest  
6 the wettest 7 largest 8 most popular 9 oldest  
10 most common 11 highest 12 biggest
- Now for **b**, put Sts in pairs and set a time limit for them to choose the correct answers. Monitor and help.

- Check answers. Find out who got the most answers right.
- b 1 a 2 c 3 b 4 b 5 b 6 a 7 b 8 a 9 a 10 c 11 a 12 c**
- In the same pairs, Sts write five questions about their country or countries. Monitor and help. Sts then ask another pair/group their questions.
  - In **d**, Sts ask another pair their questions.

## 10B Future plans

### A pairwork activity

Sts use prompts to ask each other questions about their future plans using *going to*. Copy one worksheet per pair and cut into **A** and **B**.

#### LANGUAGE

Plans: *be going to* + verb

- Write on the board:  
/ WATCH THE NEWS THIS EVENING?  
/ GO TO A PARTY TONIGHT?  
/ GO CAMPING NEXT SUMMER?
- Get Sts to ask you the questions and answer, giving reasons if possible. Then ask Sts the questions and some follow-ups (*Why? Why not? Where?*, etc.) and elicit the three questions with *going to*.
- Tell Sts they are going to ask their partner questions and they must also ask follow-up questions. Tell them the questions their partner has are different, so they can also ask *And you?*
- Put Sts in pairs, **A** and **B**. Give out the worksheets and tell Sts to ask each other questions using *Are you going to...?*
- Monitor and help. You can then ask Sts to tell you their partner's future plans, *He is going to have lunch with his family tomorrow*, etc.
- Get feedback, asking Sts to tell you their partner's future plans, e.g. *Pedro is going to have lunch with his family tomorrow*, etc.

**EXTRA IDEA** Tell Sts to cover the questions and tell them to ask you any questions they can remember.

## 10C Predictions

### A pairwork role-play

Sts use cards to predict each other's future. Copy and cut up one worksheet per pair.

#### LANGUAGE

Predictions: *be going to* + verb

- These are the same cards that are used in the Student's Book lesson. Take a card, show it to the class and ask *What does this card mean?* Elicit *It means you're going to...* Repeat with the other cards.
- Tell Sts they are going to role-play a fortune teller and client activity. Put Sts in pairs, **A** and **B**. Sts **A** are the fortune tellers and Sts **B** are the clients.

- Give Sts **A** a set of cards and tell them to shuffle them and to lay them on the desk face down. Sts **B** now choose five cards, but don't turn them over.
- Now tell Sts **A** they are going to turn the cards over one by one and use them to predict Sts **B**'s future. Sts **B** should ask for more information.
- When Sts have finished, they swap roles and Sts **B** become the fortune tellers. Finally, get some feedback from the class and find out what Sts thought about their predicted future.
- Finally, get some feedback from the class and find out what Sts thought about their predicted future.

## 11A Read slowly

### An adverb group activity

Sts get a sentence and an adverb and have to read their sentence in the way their adverb indicates. Copy and cut up one worksheet if you have up to 12 students, if not, one worksheet per eight students.

#### LANGUAGE

Adverbs: *fast, slowly, quietly*

- Write **I AM VERY ANGRY RIGHT NOW!** on the board. Read it in a happy voice. Ask Sts *How am I reading it?* and try to elicit *happily*. Demonstrate a couple more, e.g. *quietly, tiredly*. Make sure you point out you want the adverb and not the adjective and remind Sts of the *-ly* ending.
- Explain that they are going to read aloud some sentences for other Sts to guess the adverb. If you have a class of up to 12, do it as a class activity. For larger classes, divide the class into groups. Give each student a cut-out sentence, and an adverb.
- Sts now read the sentence in the way the adverb indicates and others guess the adverb.

**EXTRA IDEA** Repeat the activity giving Sts different sentences and adverbs.

## 11B Dreams and plans

### A pairwork activity

Sts choose six questions from a list to ask their partner. Copy a worksheet per student.

#### LANGUAGE

Verbs + *to* + infinitive: *want to, need to, would like to, hope to, plan to, learn to, forget to*

- Put Sts in pairs and give out the worksheets. Give them time to read the questions and make sure there are no problems with vocabulary.
- Now tell Sts to choose six questions to ask their partner. Tell them to circle the questions.
- Sts ask each other their chosen questions. Encourage them to 'return' the questions with *What about you?* or *And you?* if their questions are different. Monitor and help.
- Get feedback to find out about different Sts dreams and plans.

## 11C Speak for 30 seconds

### A board game activity

Sts practise speaking about different topics for 30 seconds. Copy one worksheet for each group of three or four Sts. You will also need one counter per student and a dice per group.

#### LANGUAGE

Definite article, *the* or no *the*

- Tell Sts they are going to play a board game.
- Put Sts in groups of three or four. Give each group a worksheet, a dice and some counters.
- Explain the rules of the game. Sts roll the dice and move their counters. When a student lands on a square, he / she must talk about the topic for 30 seconds. Then each of the other students can ask an extra question.
- Someone in the group times the 30 seconds.
- The game finishes when someone reaches **FINISH**, but they must roll the exact number. If they don't, they move an excess backwards.

## 12A Have you done it?

### A pairwork information gap activity

Sts practise asking and answering present perfect questions. Copy one worksheet per student.

#### LANGUAGE

Present perfect simple

*I've read the Game of Thrones books. I think / don't think it's true.*

- Demonstrate the activity. Write two sentences in the present perfect on the board for yourself, one true, one not true, e.g. *I'VE READ ALL THE GAME OF THRONES BOOKS*. Ask Sts if they think it's true or not and why. Elicit some answers, e.g. *I think it's true because you love the TV series*. Then tell them if your sentences are true or not.
- Give each student a worksheet and quickly go through the questions, making sure Sts understand all the lexis. Tell them to complete the sentences using the verbs in brackets, so that half of the sentences are true and half of them not true.
- For **b**, explain that they are going to guess which of their partner's sentences are true and which are not.
- Put Sts in pairs, **A** and **B**. Tell Sts **A** to read their first sentence. Sts **B** then say whether they think it is true or not and why. Sts **A** then write *T* or *F* after the sentence depending on what their partner guessed. They continue until Sts **A** have read all their sentences. Then Sts **A** tell Sts **B** if they guessed correctly or not and why.
- Sts then swap roles.
- Get feedback and find out which pairs knew each other best. Ask Sts if they found out anything that surprised them.

**EXTRA IDEA** Let Sts try to guess how you would complete the sentences to make them true for you.

## 12B Have you ever...?

### A class mingle speaking activity

Sts practise the present perfect and the past simple with question prompts. Copy and cut up one worksheet for a class of 14 Sts or two if more.

#### LANGUAGE

Present perfect or past simple questions

*Have you ever read a book with more than 500 pages? What book was it?*

- Put Sts in groups of six or eight (even numbers where possible). A small class of up to 14 Sts can work as a whole. Ask each student to write *Yes, I have.* or *No, I haven't.* in big letters on two pieces of paper. Give every student in the class a question card and tell them to complete the first question with the past participle of the verb in brackets.
- Demonstrate first with a different question, e.g. *Have you ever been to the UK?* Sts should lift up either their *Yes, I have.* piece of paper or *No, I haven't.* one. Then ask a few past simple questions (e.g. *When did you go there? Did you like it?*) to those who answered *Yes, I have.*
- Now in their groups one student asks the group his / her first question (*Have you ever...?*). The rest of the group should lift either their *Yes, I have.* or *No, I haven't.* piece of paper.
- The student who asked the question then chooses a student who answered *Yes, I have.* to ask the follow-up questions to. Then another student continues with his / her question.
- When they have asked their questions, you could give out more cards if there are any left.

## 12C Revision questions

### A revision activity

Sts revise and practise key structures from Files 1–12. This could be used as a last revision before the final exam. Copy and cut up one set of cards per pair.

#### LANGUAGE

Questions and answers: past, present and future

- Tell Sts the object of this activity is to ask and answer as many questions as they can to revise the English they know. Demonstrate by taking a card and asking one student some of the questions. Then take another card and quickly copy some of it onto the board. Get Sts to use the prompts to ask you complete questions. Remind Sts that the symbol / means a word (or words) is missing.
- Put Sts in pairs. Give each pair a set of cards. Set a time limit, e.g. ten minutes. Sts take turns to take a card and ask their partner the questions. Encourage them to ask further questions. Monitor, help and correct.