

# Entry test key

## 1 Saying *hello* and *goodbye*

2 I'm 3 How 4 fine 5 this 6 Hi

## 2 Countries and nationalities

2 Chinese 3 Brazilian 4 Spanish 5 Russian  
6 Canadian 7 Polish

## 3 Numbers

**a** 2 twelve 3 sixty 4 twenty-five 5 seventy-four  
6 thirty-three 7 nine 8 sixteen 9 forty-eight

## 3 Numbers

**b** 2 14 3 68 4 21 5 11 6 87 7 50 8 32 9 99

## 4 Time

2 one o'clock 3 four o'clock 4 twelve o'clock  
5 ten o'clock 6 three o'clock

## 5 Question words

2 What 3 How 4 Who 5 Where 6 What

## 6 Personal information

2 f 3 e 4 a 5 d 6 b

## 7 Nouns

2 book 3 man 4 hamburger 5 sandwich  
6 pen 7 computer 8 door 9 window  
10 phone 11 CD

## 8 Plurals

2 books 3 hamburgers 4 sandwiches 5 pens  
6 computers 7 doors 8 windows 9 phones  
10 CDs 11 men

## 9 Colours

2 brown 3 orange 4 yellow 5 purple 6 green

## 10 Pronouns

2 you 3 He 4 She 5 We 6 They

## 11 Object pronouns

2 you 3 him 4 her 5 us 6 them

## 12 Family

2 sister 3 husband 4 wife 5 father 6 mother

# Teaching notes for communication activities and grammar practice key

## Unit 1

### Communication activity

#### Areas practised

The verb *be*: questions and short answers;  
Question words *what, where, how old*;  
Nationalities

- Divide the class into groups of five or six. Ask each group to cut up one sheet into a set of cards.
- Ask each student in the group to pick up a card. Tell them that they are the person on the card, and that they must not show their card to the other students.
- Explain that students must ask and answer questions using the correct form of the verb *be* to find out information about the other members in their group. Tell them that within their group there is a teacher, a singer, a model, an actor, a footballer, and a tennis player. Go through example questions with a stronger student. For example, *What is your name? Where are you from? How old are you? Are you a model/footballer?*
- Explain that they must write sentences about the other members of their group. Write an example on the board: *Paolo Pinto is a teacher. He is 34 years old. He is Brazilian.*
- Students complete the activity.
- Monitor and check students are forming the questions and answers correctly. Note down any repeated errors to go through as a class after the activity.

### Grammar practice key

1

- 2 am/'m
- 3 Is
- 4 is/'s
- 5 are/'re
- 6 is/'s
- 7 is/'s
- 8 Are

2

- 2 You aren't my hero.
- 3 My brother isn't a footballer.
- 4 I'm not old.
- 5 She isn't Spanish.

3

- 6 It isn't a cheap computer.
- 7 I'm not a model.
- 8 You aren't a good singer.
- 9 Homework isn't great.
- 2 Is; it isn't
- 3 Am; you are
- 4 Is; she isn't
- 5 Are; I am
- 6 Am; you aren't
- 7 Is; he is
- 8 Are; I'm not
- 9 Is; it is

4

- 2 g 3 f 4 a 5 e 6 c 7 b

## Unit 2

### Communication activity

#### Areas practised

*Do you like ...? / We (don't) like ...*; Short answers

- Divide the class into student A and B pairs.
- Give students five minutes to fill in their own answers to the questions.
- Explain that students must take turns at asking their partner the questions on the questionnaire, putting a tick or a cross in the column. Tell them to answer questions with short answers and encourage them to use the positive and negative adjectives they learned in this unit. Ask a stronger pair to demonstrate.

*A: Do you like computer games?*

*B: Yes, I do. They're fantastic. / No, I don't. They're terrible.*

- Monitor and check students are using the question and answer forms correctly, noting down any repeated errors to go through at the end of the activity.
- Ask for class feedback about what students had in common with their partner. For example, *We like American films. We don't like homework.*
- Finally, conduct a class survey to find out what are the most and least popular things on the questionnaire. Is there something that everybody likes or dislikes?

## Grammar practice key

1

- 2 Are
- 3 is
- 4 are/'re
- 5 is/'s
- 6 are/'re
- 7 is/'s
- 8 are
- 9 am/'m

2

- 2 Is; he is
- 3 Are; they are
- 4 Are; we aren't
- 5 Are; aren't
- 6 Is; it is

3

- 2 her; She
- 3 They; them
- 4 I; me
- 5 he; He

4

- 2 ✓
- 3 ✗ Are we right?
- 4 ✗ No, we aren't Chinese.
- 5 ✗ Yes, I like Tom Cruise.
- 6 ✗ He's a great actor.
- 7 ✓
- 8 ✗ I like them a lot.

## Unit 3

### Communication activity

#### Areas practised

Present simple: questions and short answers

- Divide the class into student A and B pairs.
- Ask each pair to cut up one sheet into a pack of 16 cards. Tell them to place the pack face down in the middle of the table.
- Explain that student A must pick up the top card and ask student B a question based on it, using the verb on the card. Student B answers the question and asks student A the same question. Ask a stronger pair to demonstrate.

A: *Do you listen to classical music?*

B: *No, I don't. Do you listen to classical music?*

- Students work through all the cards, then get together with another pair (Students C and D).

- Students A and C, and students B and D, then ask each other the same questions about their partners. For example, *Does he/she listen to classical music?* Tell them to make a note of the answers.
- When all the questions have been answered, check the answers to see how many were remembered correctly.
- Monitor and check students are forming the questions and answers correctly. Note down any repeated errors and go through as a class after the activity.

## Grammar practice key

1

- 2 live
- 3 watches
- 4 goes
- 5 studies
- 6 play
- 7 reads

2

- 2 ✗ I like Green Day a lot.
- 3 ✗ Do you study Portuguese at school?
- 4 ✓
- 5 ✗ Karen plays tennis at the weekend.
- 6 ✓
- 7 ✗ We don't really like our house.
- 8 ✗ Do they live in a big city?

3

- 2 Kevin's
- 3 Sue's
- 4 Emily's
- 5 Mike's
- 6 Sue's
- 7 Mike's

4

- 2 his
- 3 her
- 4 their
- 5 our
- 6 my
- 7 your

## Unit 4

### Communication activity

#### Areas practised

*There's / there are* (statements, negatives, questions and answers); Prepositions of place; Places in towns

- Divide the class into student A and B pairs.
- Explain that student A must study Picture 1 for two minutes and try to remember everything about it. Meanwhile student B must write five questions about the picture to test student A's memory of it. For example, *Is there a ... ? Are there any ... ? Where is the ... ?*
- When the two minutes are up, students turn the pictures face down. Student B then asks student A the questions and notes how many questions are answered correctly.
- When all the questions have been answered, ask students to study Picture 2 and reverse roles.
- Monitor and check students are forming the questions and answers correctly. Note down any repeated errors and go through as a class after the activity.

#### Grammar practice key

- 1
- 2 are
  - 3 aren't
  - 4 Are
  - 5 isn't
  - 6 Is
  - 7 are
  - 8 's

- 2
- 2 are
  - 3 isn't
  - 4 Is
  - 5 Are
  - 6 is
  - 7 aren't

- 3
- 2 ✗ Are there any interesting museums?
  - 3 ✗ There are lots of cheap computers in this shop.
  - 4 ✗ There isn't a hospital near here. / There is no hospital near here.
  - 5 ✓
  - 6 ✗ There isn't a post office in this street.
  - 7 ✓

- 4
- 2 c 3 a 4 b 5 c 6 a

## Unit 5

### Communication activity

#### Areas practised

*has got* (statements, negatives, questions and answers); Parts of the body

- Divide the class into student A and B pairs. Ask each pair to cut up one sheet. Tell students to place the cut up pack face down on the desk and a complete sheet face up on the desk, so both students can see it clearly.
- Explain that student A must select two 'friends' from the cut up pack. Student A must not show these cards to student B.
- Student B looks at the complete sheet, and asks questions to try to find out who student A has selected. For example, *Has he got a big nose? Is she small?*, etc.
- When student B finds out who one of the friends is, student A puts that card down.
- When both friends have been found, students swap roles.
- Monitor and check the students are forming the questions and answers correctly. Note down any repeated errors and go through as a class after the activity.

#### Grammar practice key

- 1
- 2 Why do you like Brad Pitt
  - 3 Why is the baby called Hilary
  - 4 Why have you got seven pets
  - 5 Why is Dan's hair a different colour

- 2
- 2 a 3 e 4 b 5 c

- 3
- 2 Has ... got; hasn't
  - 3 Has ... got; has
  - 4 Have ... got; you have
  - 5 Have ... got; we haven't
  - 6 Have ... got; they have
  - 7 Has ... got; he has
  - 8 Have ... got; I haven't

- 4
- 2 ✗ Have you got a newspaper?
  - 3 ✗ Why has your sister got blue hair?
  - 4 ✗ They haven't got their books.
  - 5 ✗ Why are chimpanzees and people similar?
  - 6 ✓
  - 7 ✗ I've got long curly hair.
  - 8 ✓

## Unit 6

### Communication activity

#### Areas practised

*I'd like ... ; Sorry, I haven't got ... ;* Countable and uncountable nouns; Food vocabulary

- Divide the class into groups of three or four. Ask each group to cut up one sheet into a set of cards.
- Tell students to place the cards face up on the desk and sort them into countable and uncountable nouns.
- Tell each student to make a note of four things they want to buy from the other students.
- Mix up the cards and distribute them between the students of each group.
- Explain that students must take turns at asking each other for the items on their list. If a student has the item, the card is given to the student who asked for it and they swap roles. Ask a stronger pair to demonstrate.

A: *I'd like some chips, please.*

B: *Here you are. / Sorry, I haven't got any chips.*

- The object of the game is to collect all the items on the list.
- Monitor and check students are forming the questions and answers correctly. Note down any repeated errors and go through as a class after the activity.

### Grammar practice key

1

- 2 sandwich (C)
- 3 homework (U)
- 4 chips (C)
- 5 coffee (U)
- 6 money (U)
- 7 Biology (U)
- 8 orange (C)

2

- 2 b 3 a 4 c 5 a 6 b 7 c

3

- 2 d 3 e 4 c 5 g 6 a 7 f

4

- 2 ✗ I would love some apples and bananas.
- 3 ✗ This newspaper is old.
- 4 ✓
- 5 ✗ She has got (some) work to do.
- 6 ✓
- 7 ✗ Give me that salt, please.
- 8 ✗ Try this tea. It's delicious!

## Unit 7

### Communication activity

#### Areas practised

Present simple; adverbs of frequency; time expressions

- Divide the class into student A and B pairs.
- Ask each pair to cut up one sheet into one pack each of the Activity cards and Frequency cards. Tell them to place the Activity cards face down on the desk.
- Students take turns at picking up an Activity card. Each time they make a sentence about themselves, their friends or their family, according to the card they have picked. The sentences can be true or false. For example, *My uncle plays football every day.* Ask them to pick up the corresponding Frequency cards. Students should make a note of their sentences.
- When all the Activity cards have been used, they join with another pair and read each other's sentences out. Students from the other pair try to guess if the sentences are true or false. The pair with the most correct guesses wins.
- Monitor and check students are forming the questions and answers correctly. Note down any repeated errors and go through as a class after the activity.

### Grammar practice key

1

- 2 go
- 3 help
- 4 buys
- 5 like
- 6 play
- 7 watches
- 8 works

2

- 2 Sandra doesn't go to school.
- 3 Sandra helps her mother with the shopping twice a week.
- 4 Sandra's mother sometimes buys clothes for Sandra and her brothers.
- 5 Her brothers never like their clothes.
- 6 She plays volleyball with her friends once a week.
- 7 Sandra's father usually watches them.
- 8 He sometimes has to work at weekends.

- 3
- 2 We often go dancing on Friday evenings.
  - 3 My aunt hardly ever uses her mobile phone.
  - 4 I always watch the news in the evening.
  - 5 Your answers are sometimes wrong. / Your answers are wrong sometimes. / Sometimes, your answers are wrong.
  - 6 My little brother is usually in bed at eight o'clock.
  - 7 James never orders a starter.

- 4
- 2 ✗ She drinks tea three times a day.
  - 3 ✗ Chat shows are always boring.
  - 4 ✓
  - 5 ✗ My mother sometimes watches football.
  - 6 ✗ I buy a newspaper once a week.
  - 7 ✗ Susan hardly ever wears black.
  - 8 ✓

## Unit 8

### Communication activity

#### Areas practised

Imperatives: positive and negative

#### Useful expressions

*It's your turn / my turn. That's right. / That's wrong.*

You will need a dice and some counters for each group.

- Divide the class into groups of four or five. Ask each group to cut up one sheet to get one board game and one set of Chance cards. Ask them to put the cards face down on the table.
- Students place their counters on the start square. The first student in the group rolls the dice and moves the number of squares shown on the dice.
- They must then look at the prompt on the square they land on and follow the instructions: if they land at the bottom of a ladder, they move to the top of it; if they land on the head of a snake, they move back to its tail; if they take a Chance, they follow the instructions on the card.
- Explain that students must follow the Chance card instructions correctly, or they have to pay the penalty written on the card.
- The game continues until everyone has reached the finish.
- Monitor and check students are performing the actions correctly. Note down any repeated errors and go through as a class after the game.

## Grammar practice key

- 1
- 2 Open ... Don't talk.
  - 3 Look ... Don't laugh.
  - 4 Go away! ... Don't shout.
  - 5 Hang on ... Don't forget.

- 2
- 2 d 3 f 4 a 5 g 6 b 7 c

3 Possible answers:

- 2 Read a book.
- 3 Give it some food.
- 4 Don't go near them.
- 5 Don't buy them.
- 6 Don't worry.
- 7 Don't watch it.

- 4
- 2 ✗ Don't walk on the grass.
  - 3 ✗ Please try to be good.
  - 4 ✓
  - 5 ✗ Listen to your teacher.
  - 6 ✗ Turn right, opposite the supermarket.
  - 7 ✓
  - 8 ✗ Please don't use my computer.

## Unit 9

### Communication activity

#### Areas practised

*can/can't* (ability); *like / don't like + -ing*; Sports vocabulary

- Divide the class into student A and B pairs.
- Ask each pair to cut up one sheet into a pack of 16 cards. Tell them to place the pack face down in the middle of the table.
- Explain that student A must pick up the top card of the pack and ask student B a question based on it, using the verb on the card. For example, *Can you juggle?*
- If student B answers the question positively, Student A asks a follow-up question: *Do you like juggling?* Then student B asks student A the same question(s).
- Students work through all the cards, then get together with another pair (students C and D).
- Students A and C, and students B and D then ask each other the same questions about their partners. For example, *Can he/she juggle? Does he/she like juggling?* Tell them to make a note of the answers.

- When all the questions have been answered, check the answers to see how many were remembered correctly.
- Monitor and check students are forming the questions and answers correctly. Note down any repeated errors and go through as a class after the activity.

## Grammar practice key

- 1
- 2 Jenny can't juggle
  - 3 Jenny can sing, but she can't play the guitar.
  - 4 Mark can't sing, but he can play the guitar.
  - 5 Mark and Jenny can drive a car.
  - 6 Jenny can drive a car, but she can't ride a bike.
  - 7 Mark can't count in Chinese.
  - 8 Jenny can count in Chinese, but she can't read Chinese.

- 2
- Students' own answers.

- 3
- 2 I love playing rugby.
  - 3 She really likes watching soap operas.
  - 4 My friend and I hate doing homework.
  - 5 You love singing pop songs.
  - 6 Simon likes listening to classical music.
  - 7 We hate going shopping.
  - 8 He loves walking in the park.

- 4
- 2 ✗ I can't understand cricket.
  - 3 ✓
  - 4 ✗ She doesn't really like driving.
  - 5 ✓ I love playing football, but I don't like watching it.
  - 6 ✗ Do you hate taking part in games?
  - 7 ✓
  - 8 ✗ Can you walk on your hands?

## Unit 10

### Communication activity

#### Areas practised

Present continuous: statements, questions and short answers; *Is there / Are there ... ?*; House and furniture vocabulary

- Divide the class into student A and B pairs. Ask student A to look at picture 1 and student B to look at picture 2. Tell the students that they must not show their pictures to their partners. Give them a few minutes to look at their pictures.

- Explain that they must ask and answer questions to find eight differences between the pictures. To do this, they will need to use the present continuous tense. Ask a stronger pair to demonstrate.

A: *Is there a man cleaning the cooker?*

B: *No. There's a woman cleaning the cooker.*

- Students complete the exercise.
- Monitor and check students are taking turns to ask and answer questions, and that they are using the forms correctly. Note down any repeated errors to go through as a class after the activity.
- Ask for class feedback. Did they find all eight differences?

## Grammar practice key

- 1
- 2 's not raining
  - 3 'm babysitting
  - 4 aren't having
  - 5 's cleaning
  - 6 's taking
  - 7 's singing

- 2
- 2 Is your friend reading a book
  - 3 Are you wearing new clothes
  - 4 What are you doing
  - 5 Are you sitting on a chair
  - 6 Are you having a good time
  - 7 Is your teacher sleeping

- 3
- Students' own answers.

- 4
- 2 ✗ My brother isn't going to school today.
  - 3 ✓
  - 4 ✗ Harry and Phil are having a fight.
  - 5 ✗ Why are you crying?
  - 6 ✓
  - 7 ✗ I am hoping you can help me.
  - 8 ✓

## Unit 11

### Communication activity

#### Areas practised

*Can* (permission); Prepositions *at, in, on*

- Divide the class into student A and B pairs. Ask each pair to cut up one sheet into a set of picture cards and a set of sentence cards.

- Students spread out all the cards face down on the table (not in a pile). Explain to students that they must turn over one picture card and one sentence card and see if they match. If the cards match, the student keeps them and has another turn. If they don't match, the student must turn the cards back over in exactly the same place. The winner is the student who has the most pairs when the game has finished and there are no more cards on the table.
- Ask a stronger pair to demonstrate. Ask them to read out the sentence they turn over. Ask the whole class if they think it matches the picture card which was turned over.
- The game continues like this until students have matched all the picture cards and sentences using their memory and the picture content to help them.
- Monitor and check students are taking turns to turn the cards over and helping each other find the pairs. Check that they are reading the sentences and not merely turning the cards over.
- Ask for class feedback. Students can come and stick their matching pairs on the board.

## Grammar practice key

1 2 b 3 a 4 c 5 a 6 c

2 2 can; you can't  
3 Can; he can  
4 Can I; you can't

3 1 ones  
2 one ... one; one  
3 ones  
4 one; one  
5 ones; ones  
6 one

4 2 ✗ Can I have that blue shirt?  
3 ✗ Is Thanksgiving in November?  
4 ✓  
5 ✗ I like those white trainers, but I don't like the black ones.  
6 ✓  
✗ We love walking in the park in autumn.  
8 ✗ Can I use your car, please?

## Unit 12

### Communication activity

#### Areas practised

*Was / were*: questions and short answers;  
Ordinal numbers; Dates

- Divide the class into groups of three or four. Ask each group to cut up two sheets into two sets of cards and to cut the dates off one set of cards.
- Ask the students to put the dated cards in a pile face down in the middle of the table. Tell students to distribute the undated cards equally among themselves. Explain that students have photographs of two travellers.
- Tell the first student to pick a dated card from the pile in the middle. If it is the same picture as one they have in their hand, they must put it at the bottom of the pile and pick another.
- The student looks at the picture and the date and asks the other students to guess where the traveller was on that date. For example, *Where was Mr Jones on the 5th of April? Where were Mr and Mrs Jones on the 10th of May?* Students take turns to ask questions based on the cards they have in their hands. For example, *Was she/Mrs Jones in Paris?*
- When a student guesses correctly they keep the two matching cards, and the next student takes a card from the pile in the middle. The game continues until all the cards are matched up, and the winner is the student with the most matching cards.
- Monitor and check students are forming the questions and answers correctly.
- Ask for class feedback. Students say where the traveller was on any given date.

## Grammar practice key

1 2 a 3 c 4 a 5 c 6 a 7 b

2 We weren't in Rome last April.  
3 Marcia wasn't with her friends last night.  
4 There wasn't a swimming pool in the hotel.  
5 You weren't very funny yesterday.  
6 I wasn't at home all day yesterday.  
7 They weren't in the park with their children.  
8 Those weren't my sandwiches!



3

- 2 Were; Yes, they were.
- 3 Was; No, it wasn't.
- 4 Were; No, I wasn't.
- 5 Were; Yes, I was.
- 6 Was; Yes, she was.
- 7 Were; No, we weren't.
- 8 Were; Yes, they were.

4

- 2 ✗ Where was she last Sunday morning?
- 3 ✗ The weather was lovely last July.
- 4 ✓
- 5 ✗ The food wasn't very good.
- 6 ✗ Were your parents at the cinema last night?
- 7 ✗ There were lots of good restaurants near our hotel.
- 8 ✓

## Unit 13

### Communication activity

#### Areas practised

Past simple: questions and short answers; Verb and noun collocations

- Divide the class into groups of four or five.
- Ask each group to cut up one sheet into a pack of twelve cards. Tell them to place the pack face down in the middle of the table.
- Explain that on each card is a picture of an activity, and that this is what they did last night.
- Explain that the first student in each group must pick up the top card and look at the activity on it. The other students in the group must ask *yes/no* questions and try to find out what the student did. Go through example questions with a stronger student: *Did you have a bath? Did you go to the cinema?* etc.
- The student who guesses correctly picks up the next card from the pile, and the game begins again.
- Monitor and check students are forming the questions and answers correctly. Note down any repeated errors and go through as a class after the activity.

### Grammar practice key

1

- 2 married
- 3 organised ... didn't remember
- 4 opened ... arrived
- 5 cried ... died
- 6 didn't like ... changed

- 7 tried ... didn't listen
- 8 stayed ... played

2

- 2 The dog didn't destroy my homework.
- 3 We didn't finish the test before nine o'clock.
- 4 I didn't hate vegetables when I was small.
- 5 She didn't cry at the end of the film.
- 6 They didn't seem like nice people.

3

- 2 did you stay
- 3 did you travel
- 4 did you travel with
- 5 did you return last night

4

- 2 ✗ I didn't go to the cinema last night.
- 3 ✓
- 4 ✗ They didn't play football last week.
- 5 ✗ Where did you live when you were young?
- 6 ✓
- 7 ✗ When did Florence Nightingale die?
- 8 ✗ She studied Mathematics when she was at university.
- 9 ✗ What did you do last summer?

## Unit 14

### Communication activity

#### Areas practised

Comparison of adjectives

- Divide the class into groups of four. Ask each group to cut up one sheet into a pack of twenty-eight cards and tell them to distribute them evenly among themselves.
- The first student lays a card face up on the table. The second student lays one of their cards next to it.
- The second student must make a sentence comparing the two cards on the table. For example, *A castle is bigger than a house.*
- The next student lays a card next to the last card and also makes a comparative sentence, comparing their card to the last card laid down.
- If a student cannot make a correct or sensible sentence, they must keep their card and the next student has a turn.
- The first student to get rid of all their cards is the winner.
- Monitor and check students are forming the comparative sentences correctly.

## Grammar practice key

1

- 2 more comfortable
- 3 longer
- 4 hotter
- 5 healthier
- 6 more fashionable
- 7 better
- 8 warmer

2

- 2 more interesting than
- 3 more popular than
- 4 curlier than
- 5 shorter than
- 6 sunnier than
- 7 more famous than
- 8 worse than

3

Students' own answers

4

- 2 ✗ Life is better today than it was when I was young.
- 3 ✓
- 4 ✗ I am busier today than I was yesterday.
- 5 ✗ Mike Myers is funnier than Jim Carrey.
- 6 ✓
- 7 ✗ Please try to be more careful next time.
- 8 ✗ The starter was bad, but the main course was worse.