

# Entry tests key

## Entry test A

1 2 I'm 3 hi 4 How 5 fine 6 about  
7 OK 8 friend 9 Nice

2 **a** 2 he hasn't  
3 they have  
4 she hasn't  
5 I haven't  
6 they have

**b** 2 Has Jack got brown hair?  
3 Have Mr and Mrs Smith got a daughter?  
4 Has Susan got green eyes?  
5 Have John's brothers got a cat?  
6 Has Jane got long hair?

3 2 are 3 is 4 are 5 is 6 aren't 7 aren't  
8 isn't 9 Are 10 isn't 11 'm not

## Entry test B

1 2 brown 3 yellow 4 green 5 purple  
6 orange

2 **a** 2 cooker 3 fridge 4 bed 5 armchair  
6 sofa 7 cupboard 8 table  
9 shower 10 sink 11 toilet

**b** 2 There's a shower in the bathroom.  
3 There's a cooker in the kitchen.  
4 There's a bed in the bedroom.  
5 There are two sinks: there's one in the kitchen and one in the bathroom.

3 2 There's a yellow sofa in the hall.  
3 There's an old chair in the bedroom.  
4 There are two computers behind the door.  
5 There's a new bed in the bedroom.  
6 There are five people in the kitchen.

4 2 on 3 between 4 next to 5 behind  
6 on

## Entry test C

1 2 read 3 listen 4 write 5 swim 6 run

2 2 Look 3 Don't swim 4 Don't laugh  
5 Close 6 Write

3 **a** and **b** Students' own answers.

**c** 2 I can't  
3 she can  
4 he can't  
5 they can  
6 he can't

4 2 them 3 us 4 me 5 you 6 her

## Entry test D

1 2 station 3 clothes shop 4 bookshop  
5 café 6 post office

2 **a** 2 Is there a  
3 There isn't a  
4 Are there any  
5 Is there an  
6 There aren't any

**b** 2 there is 3 there aren't 4 there isn't  
5 there are 6 there isn't

3 2 five o'clock  
3 twelve o'clock  
4 ten o'clock  
5 six o'clock  
6 one o'clock

4 2 jeans 3 jumper 4 jacket 5 dress  
6 trousers

5 2 twelve dollars 3 five pounds forty-five  
4 eleven euros thirty 5 one/a hundred  
and sixty two dollars 6 forty-four euros  
twenty-five

# Teaching notes for communication activities and grammar practices

## Unit 1

### Communication activity A

#### Areas practised

Present simple (positive and negative, questions and short answers); *like + -ing*  
Hobbies and interests

#### Useful expressions

*It's your/my turn; Yes, that's right; No, that's wrong; move back a square; throw the dice; I'm the winner!*

**You will need:** a dice for each group; some coloured counters or small objects, e.g. erasers, coins, etc.

- Divide the class into groups of four or five. Use one copy of the board game for each group.
- Each group member places their counter on the START square.
- The first person in the group rolls the dice and moves their counter accordingly.
- They must then look at the prompt on the square they land on and make a sentence using it. The sentence doesn't have to be true.
- The other group members decide if the sentence is grammatically correct. If it is correct the person stays on that square until it is their turn again. If the sentence is not correct they must move back one square.
- The game continues in this way until everyone has finished.
- Monitor and check students are using the positive and negative forms of the present simple correctly and make a note of any repeated errors to go through as a class after the activity.

### Communication activity B

#### Areas practised

Present simple (questions and short answers)  
School subjects

- Give students a few minutes to read the questionnaire. Make sure that they understand the phrases.
- Tell students they must ask and answer using the present simple. Remind them of the present simple questions and short answers by going through the first question on the questionnaire as a class. Elicit more questions.

- Explain that students must walk around and ask each other the questions on their questionnaire. They note down the name of each person beside the corresponding question.
- Give students a set time (e.g. five minutes) to go around asking and answering the questions.
- 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 students to feedback to the rest of the class on what they have found out about the other students in the class. If there are any interesting findings, encourage students to discuss them in more detail when they feedback.

### Grammar practice key

1

- 2 They don't watch videos every day.
- 3 We don't play the piano after school.
- 4 Paula doesn't like football.
- 5 You don't study English.
- 6 My uncle doesn't teach Italian.
- 7 We don't like music.
- 8 Juan and José don't play football every day.
- 9 My classes don't start at 8.00 am.

2

- 2 I play computer games after school.
- 3 Susana writes emails every day.
- 4 My parents like winter.
- 5 We like football.
- 6 You like parties.
- 7 My sister drives a car.
- 8 Dario swims in the river every morning.
- 9 Clare and Lucy know the answer.

3

- 2 My sister loves speaking English.
- 3 My parents hate playing computer games.
- 4 You love watching TV.
- 5 We like swimming in the river.
- 6 Frank hates playing football.
- 7 Our dogs love running in the park.
- 8 I hate doing homework.
- 9 My grandparents love driving their car.

4

- 2 My parents like going to the cinema.
- 3 We love swimming in the river.
- 4 My dad doesn't like playing computer games.
- 5 She studies English.
- 6 My brother loves reading books.
- 7 They don't like talking in English.
- 8 My friend listens to pop music every day.
- 9 Julie loves flying.

5

- 2 Does she live in London?
- 3 Do they go swimming in the summer?
- 4 Do you and your friends play football in the park?
- 5 Does he speak English and Spanish?
- 6 Does Anne have lunch at two o'clock every day?
- 7 Do you go to guitar classes on Thursdays?
- 8 Do they fly to New York every winter?
- 9 Does she work in a school?

6

- 2 Yes, I do. 3 Yes, I do. 4 No, they don't.  
 5 No, it doesn't. 6 Yes, she/he does.  
 7 Yes, we do. 8 No, I don't. 9 No, we don't.

## Unit 2

### Communication activity

#### Areas practised

Present simple and present continuous  
 Housework vocabulary

#### Useful expression

*catch a thief*

- Divide the class into student A and B pairs. Copy and cut up one sheet for each pair.
- Give students a few minutes to look at the pictures.
- Explain that students must ask and answer questions, using the present simple or the present continuous, to find all the information about what police officer Bill usually does (his daily routine) and what he is doing today in the Hotel De Luxe. Go through the example with a stronger pair. Explain that they must write the information in their notebooks. At the end of the activity, students should have eight facts about Bill's routine and eight facts about what he is doing today.
- Monitor and check students are using the tenses correctly and are forming questions and answers correctly. Note down any repeated errors to go through as a class after the activity.

- Stronger classes can then retell the story, using the present simple and present continuous tenses.

## Grammar practice key

1

- 2 Helen 's/is washing the car.
- 3 Dad 's/is doing the ironing.
- 4 Are you going shopping?
- 5 Paul and Mark aren't/are not cleaning the bathroom.
- 6 I 'm/am doing my homework.
- 7 Is Ruth working in Belize?
- 8 They aren't/are not tidying up.
- 9 I 'm/am making my bed.

2

- 2 are doing
- 3 'm/am cooking
- 4 are, tidying
- 5 's/is listening
- 6 's/is playing
- 7 is, having
- 8 Are, doing
- 9 Is making

3

- 2 ✓
- 3 ✓
- 4 ✗ Do you read the newspaper every day?
- 5 ✗ Do you like your English classes?
- 6 ✓
- 7 ✓
- 8 ✓
- 9 ✗ Are you doing the washing-up now?

4

- 2 f 3 b 4 h 5 g 6 i 7 a 8 c 9 e

## Unit 3

### Communication activity

#### Areas practised

Past simple: the verb *be*; *was born / were born*  
 Past simple: regular verbs

- Divide the class into A and B pairs. Copy and cut up one sheet for each pair.
- Students read through their texts silently. Go through the first item of each text as an example with the class, making sure they understand which verb form to use. Students then write the correct form of the verbs in their notebooks.

- Student A must now check their text with student B. Student A should read out their text to student B. If a verb is wrong, student B must not tell A the correct answer right away. Student A should try to work it out.
- Students then swap roles.
- Monitor and check students are using the correct verb forms. Note down any repeated errors to go through as a class after the activity.

#### Answers student A

1 was born 2 was 3 lived 4 moved  
5 was 6 stayed 7 worked 8 started  
9 appeared 10 directed 11 starred  
12 worked 13 married 14 was  
15 appeared

#### Answers student B

1 was born 2 moved 3 was 4 started  
5 was 6 was 7 trained 8 was 9 was  
10 worked 11 married 12 separated  
13 continued 14 starred 15 accepted

### Grammar practice key

1 2 Was 3 was 4 were 5 wasn't 6 was  
7 A Was B wasn't 8 A Were B were  
9 A Were B wasn't, was

2 2 were born 3 was born 4 wasn't born  
5 were, born 6 wasn't born  
7 was, born

3 2 started, didn't finish 3 Did, use  
4 studied 5 didn't clean 6 lived 7 walked  
8 Did, watch 9 rained, didn't play

4 2 Pick up 3 climb up 4 Get out  
5 Put down 6 Get in 7 Take them off  
8 Come down

## Unit 4

### Communication activity

#### Areas practised

Past simple: regular and irregular verbs

Past time expressions

Sports

- Divide the class into small groups of four or five. Use one sheet for each group.
- Explain to students that they must make three different card piles: one pile with the verb cards, one pile with the sports pictures and one with the time expressions. Check

students have sorted the cards correctly. The cards should then be piled face down so that students can't see them.

- Demonstrate the activity by asking a stronger student to turn over one card from each pile. Make sure they have a verb, a sport picture and a time expression. The student must now make up a sentence using all three parts (the sentence does not have to be true!). The other members of the group decide if the sentence is grammatically correct. If the sentence is correct, the next student can have a turn. If the sentence is wrong, then the student tries again with the same cards.
- Continue in this way until students have used all the cards. Cards can then be shuffled for students to play the game again if they need more practice.
- Monitor and check students are forming the past tenses correctly and that the time expressions are being put in the right place. Make a note of any repeated errors to go through as a class after the activity.

### Grammar practice key

1 2 began 3 didn't want 4 talked  
5 didn't study 6 went 7 left 8 didn't  
beat 9 thought, were

2 2 Did they have breakfast before they  
went to school?  
3 Did your brother play football last weekend?  
4 Did you do your homework last night?  
5 Did the team win the competition yesterday?  
6 Did your parents go on holiday last summer?  
7 Did we buy food for the party at  
the weekend?  
8 Did you see that science programme on  
television last night?  
9 Did they tell you about their holiday?

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

4 yesterday morning afternoon evening last week February Sunday ago ten years an hour a month thirteen days

## Unit 5

### Communication activity

#### Areas practised

*have to / don't have to*

Jobs

- Divide the class into pairs. Use one sheet for each pair.
- Students spread the cards face up over their table.
- Ask one pair of students to choose a person in the picture and two sentence prompts. Students then use the three items to make a sentence about the person they have chosen. Explain that one part of the sentence must use *has to* and the other part must use *doesn't have to*.
- Encourage students to choose sensible options for the *has to* part, but they can use their imaginations for the *doesn't have to* part.
- Monitor and check that students are using the sentence parts correctly.
- Ask pairs to feedback to the rest of the class.

Alternatively, this can be played with two piles of cards (one of pictures and one of sentence prompts). Students choose one person card and two sentence prompts unseen and make up a sentence in the same way as the procedure above.

### Grammar practice key

1

- 2 Does she have to do the ironing every day?
- 3 Do they have to study tonight?
- 4 Do you have to wear a uniform?
- 5 Do vets have to learn English?
- 6 Do we have to go to the party tonight?
- 7 Does he have to get good results?

2

- 2 Yes, you do. 3 No, you don't.
- 4 Yes, he does. 5 No, I don't.
- 6 Yes, they do. 7 Yes, we do.
- 8 No, they don't. 9 No, you don't.

3

- 2 ✓
- 3 ✗ Does my mother have to go to work?
- 4 ✗ Do your parents have to drive to work?
- 5 ✓
- 6 ✓
- 7 ✗ Does my brother have to come?
- 8 ✓
- 9 ✗ Do they have to learn Spanish?

4

- 2 don't have to 3 have to 4 had to / didn't have to
- 5 didn't have to 6 don't have to 7 didn't have to
- 8 have to / don't have to 9 had to / didn't have to

## Unit 6

### Communication activity

#### Areas practised

*some and any*; possessive pronouns; sleeping and waking.

Revision of *There is/are* questions and short answers; *How much/many* questions and short answers; present continuous

- Divide the class into student A and B pairs.
- Tell the students that they must not show their pictures to their partners. Give students a few minutes to look at their pictures.
- Explain that they must ask and answer questions using the language in the box to find ten differences between the pictures. Ask a stronger pair to read out the example and make sure students understand which question and answer forms to use.
- Monitor and check students are taking turns to ask and answer questions and that they are using question and answer forms correctly. Note down any repeated errors to go through as a class after the activity.
- Ask pairs to feedback to the class. Did they find all ten differences?

#### Answers picture A

- 1 There are 10 students in the class.
- 2 One student is wearing glasses.
- 3 One student is asleep.
- 4 One student is daydreaming about football.
- 5 There is half a litre of water.
- 6 Two students are playing a game of football.
- 7 One girl is talking on her mobile phone.
- 8 One boy is eating a sandwich.
- 9 One girl is reading a book.
- 10 The teacher is female and is writing on the blackboard.

#### Answers picture B

- 1 There are 12 students in the class.
- 2 Two students are wearing glasses.
- 3 Two students are asleep.
- 4 One student is daydreaming about being a star.
- 5 There is one litre of water.
- 6 Four students are playing a game of tennis.

- 7 Two students are talking on their mobile phones.
- 8 One boy is eating an apple.
- 9 One boy is playing a computer game.
- 10 The teacher is male and is talking to someone at the door of the classroom.

## Grammar practice key

- 1
  - 2 ✗ Have you got any oranges?
  - 3 ✓
  - 4 ✓
  - 5 ✗ There aren't any onions in this recipe.
  - 6 ✗ There isn't any milk in this glass.
  - 7 ✗ We've got some homework tonight.  
/ We haven't got any homework tonight.
  - 8 ✓
  - 9 ✗ I haven't got any good ideas for the band.  
/ I've got some good ideas for the band.

- 2
  - 2 many 3 much 4 many 5 much 6 many
  - 7 much 8 many 9 much

- 3
  - 2 Is there a tomato in the fridge?
  - 3 Have some birthday cake!
  - 4 He has got a big bedroom.
  - 5 I have got an umbrella.
  - 6 Is there an onion in the pan?
  - 7 There are some dogs in the park.
  - 8 I've got an idea!
  - 9 They go on an expensive holiday every year.

- 4
  - 2 mine 3 his 4 theirs 5 ours 6 hers
  - 7 mine 8 ours 9 yours

## Unit 7

### Communication activity

#### Areas practised

Comparative adjectives; superlative adjectives

- Divide the class into groups of four. Use one game for each group.
- Each student chooses a coin or other small object (an eraser, sharpener, etc.). Use a coin as a dice: show students which side of the coin is heads (they move forward one square) and which side is tails (they move forward two squares).
- Each player should choose one column and start at the square marked START.
- Students take turns to toss the coin to see how many spaces they can move their counters.

- Players move their counters and read the prompts on the square they land on.
- They should talk for 30 seconds on the corresponding subject using the superlative of the adjective in brackets. The rest of the group must time the speaker.
- If a player can talk about the subject for 30 seconds, he/she stays on that square. If the player can't, he/she misses a turn. The first player to finish is the winner.
- Monitor groups to see that they are using the correct superlatives. Make a note of any repeated errors to go through as a class after the activity.

## Grammar practice key

- 1
  - 2 more intelligent than
  - 3 shorter than
  - 4 tidier than
  - 5 more friendly than
  - 6 more boring than
  - 7 smaller than
  - 8 more exciting than
  - 9 easier than

- 2
  - 2 ✓
  - 3 ✗ Books are more interesting than computer games.
  - 4 ✗ I think English is easier than French.
  - 5 ✗ My English spelling is better than my English grammar.
  - 6 ✓
  - 7 ✗ Dogs can run faster than cats.

- 3
  - 2 worst 3 smallest 4 happiest 5 longest
  - 6 most important 7 best 8 shortest
  - 9 easiest

- 4
  - 2 the oldest 3 the most beautiful
  - 4 the smallest 5 easier than 6 worse than
  - 7 better than

## Unit 8

### Communication activity

#### Areas practised

Present continuous for future arrangements  
Future time expressions; holiday activities

- Divide the class into student A and B pairs. Cut up the text items for each pair and the student A/B parts.

- Give students a few minutes to read through the information. Check any problems.
- Go through the example as a class, drawing students' attention to the use of the present continuous.
- Students then complete their own holiday table and ask their partner about their holiday.
- Monitor and check students are using the present continuous question forms correctly and that they are taking turns to ask and answer. Note down any errors to go through as a class after the activity.
- Ask pairs to feedback to the class.

## Grammar practice key

1

- At 12.30 pm on Saturday she's having lunch with Marta.
- At 7.00 pm on Saturday she's seeing a film.
- At 9.00 am on Sunday she's studying for a test.
- At 1.00 pm on Sunday she's having lunch with her grandparents.
- At 8.00 pm on Sunday she's meeting Ana.

2

- My father isn't seeing the bank manager today. He's seeing him tomorrow.
- We aren't having a party on Friday. We're having one on Saturday.
- You aren't spending a day on a canal boat. You're spending a week.
- Linda isn't having lunch at 12.30. She's having lunch at 1.00.
- My brother isn't having a driving lesson today. He's having one tomorrow.

3

- ✓
- ✗ She is seeing the dentist in two days' time.
- ✓
- ✗ Are you going camping next summer?
- ✓
- ✗ My brother is flying to Paris in September.

4

- are driving
- are taking
- are planning
- are staying
- are crossing
- are spending
- am going
- are, doing

## Unit 9

### Communication activity

#### Areas practised

*will/won't*

Expressions to talk about the future

- Divide the class into student A and B pairs. Copy and cut up one sheet for each pair.
- Go through an example as a class. Students now make questions from the prompts. Remind them to write their questions, using *will* or *won't*.
- Students then take turns to answer the questions. They should look at the picture clues and use them to answer their partner's questions.
- Monitor and check students are taking turns to ask and answer and that they are using the question and answer forms correctly. Make a note of any repeated errors to go through as a class after the activity.
- Ask several pairs to demonstrate some of their questions and answers to the class.

#### Grammar practice key

1

- won't do
- will take place
- will stay
- will ask
- will go
- will buy

2

- Martina won't be a famous footballer. Cesare will be a famous footballer.
- Martina will live abroad. Cesare will live abroad.
- Martina will learn to drive. Cesare will learn to drive.
- Martina will buy a house. Cesare will buy a house.
- Martina will go to university. Cesare won't go to university.
- Martina won't learn to speak Russian. Cesare won't learn to speak Russian.

3

- ✗ I won't go to the park at the weekend.
- ✓
- ✓
- ✗ You won't have a lot of work to do.
- ✓
- ✓

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

## Unit 10

### Communication activity

#### Areas practised

*too* + adjective; adverbs

The weather

- Divide the class into pairs. Use one sheet for each pair.
- Students spread out all the cards face down on their table.
- Explain to students that they must turn over one picture card and one sentence card and see if they match. If they 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.
- Ask a stronger pair to demonstrate and 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 they are helping each other find the pairs. Check that they are reading the sentences and not merely turning the cards over.
- Ask pairs to feedback to the class and read out or come and stick their matching pairs on the board.

Alternatively, this could be done in small groups.

#### Grammar practice key

1 2 badly 3 slowly 4 hard 5 quickly  
6 quietly 7 late 8 well 9 early

- 2
- ✓
  - ✓
  - ✗ Paco and Juana play the clarinet badly.
  - ✗ My father speaks Chinese well.
  - ✓
  - ✗ He fell off his bike but luckily, he didn't break his leg.
  - ✓
  - ✗ Did you answer all the exam questions easily?

3 2 too dangerous 3 too expensive 4 too hot 5 too dark 6 too easy 7 too big 8 too young 9 too cold

4 2 sunny 3 temperatures 4 cloudy 5 cool 6 rain 7 sun 8 warm

## Unit 11

### Communication activity

#### Areas practised

*be going to*: intentions and predictions

Phrasal verbs

- Ask students to cut up the score sheet. Do not let students read the score sheets.
- Students read the quiz. Check any problems.
- Explain that students have to answer the questions.
- Once they have completed the quiz, ask students to read the score sheets. Students can add up their scores and compare results.
- Ask pairs to feedback to the class. Were there any surprising results?

Note: This is meant to be light-hearted and fun and students should not take it seriously.

#### Grammar practice key

- 1
- 2 My dad is going to work less.
  - 3 My brother is going to give up listening to loud music.
  - 4 My sister is going to take up German classes.
  - 5 My brother is going to read a book per week.
  - 6 My grandmother is going to learn to drive a car.
  - 7 My grandfather is going to go on holiday every two months.

- 2
- ✗ John isn't going to visit his brother in London.
  - ✓
  - ✓
  - ✓
  - ✓
  - ✗ We're going to learn to dance salsa.
  - ✓
  - ✗ She's not going to do the washing.
  - ✗ Are we going to travel to Scotland in September?

3

2 mustn't eat 3 must throw, away 4 must go  
5 mustn't move 6 must do 7 mustn't walk

4

2 must 3 must 4 mustn't 5 mustn't  
6 mustn't 7 mustn't 8 must 9 must

## Unit 12

### Communication activity

#### Areas practised

First conditional; *when* and *if*

- Divide the class into groups of four. Use one sheet per group.
- Each student chooses a topic sentence.
- Explain to students that they must finish off the first sentence, using the correct tense for the first conditional. Then they must start the second sentence with the end of their first sentence. Demonstrate this with one of the sentences.
- Students then fold their first sentence under so that all that can be seen is the first half of the new conditional sentence. Then they pass their sheet to the next student in the group.
- The next student continues that sentence and then writes the start of the next one.
- Encourage students to use some adjectives of feeling from the unit.
- The activity continues in this way until all the students in each group have written sentences in all the columns.
- Monitor and check students are using the first conditional correctly and make a note of any repeated errors to go through as a class at the end of the activity.
- Once students have written all their sentences, the papers are unfolded and a group member reads out the whole sequence of sentences.
- The class can vote for the most interesting/sensible or the funniest/silliest series of sentences.

1

- 2 If it rains, we won't go to the football match.
- 3 Will you come to my party if I invite you?
- 4 I'll watch television when I finish my homework.
- 5 Will Mike retire when he's 65?
- 6 If it's too hot, they won't go to the zoo.
- 7 If I buy a cake, will you eat half?
- 8 Will you meet me at the airport when I arrive?

2

- 2 ✓
- 3 ✗ If you are hard-working, you'll pass your exams.
- 4 ✓
- 5 ✗ When I feel tired, I'll go to bed.
- 6 ✓
- 7 ✗ You'll see lots of fish if you swim underwater.

3

- 2 see 3 stays 4 won't watch 5 will invite 6 will, eat 7 grows

4

- 2 interested 3 boring 4 frightened 5 frightening 6 tired 7 annoying 8 bored 9 tiring

## Unit 13

### Communication activity

#### Areas practised

*should / shouldn't; What's it like? / What are they like?*

Personality adjectives

- Divide the class into teams of four to six. Use one sheet for each team.
- Put the cards in a pile face down on each team's table.
- Explain to students that they must each turn over a card and look at the adjective of personality on it. The other team members must not see the card.
- They must describe this adjective to the rest of their team without using the adjective and the other words on the card.
- The rest of the team have to guess what the adjective is.
- If a student guesses a word correctly, he/she wins a point.
- If the student describing the adjective uses words they cannot say, he/she must tell the group the word and the next student has a turn.
- Students continue in this way.
- Monitor and check students are describing the adjectives without using the words they cannot say. Note down any errors to go through as a class after the activity.

## Grammar practice key

1

- 2 shouldn't 3 should 4 should  
5 shouldn't 6 should 7 shouldn't  
8 should 9 shouldn't

2

- 2 Do you think I should wear the green dress?  
3 John shouldn't talk to his teacher like that!  
4 You shouldn't eat so much chocolate.  
5 Do you think we should go to the cinema?  
6 He shouldn't be rude to his parents.  
7 Helen should be polite to the customers.  
8 You should take your umbrella.  
9 Should they take a present?

3

- 2 ✓  
3 ✗ Should she travel alone in Brazil?  
4 ✗ You shouldn't kiss your neighbour in England.  
5 ✓  
6 ✗ You should look after your suitcase.  
7 ✓  
8 ✓  
9 ✗ She shouldn't speak English in Spain.

4

- 2 What is the food like?  
3 What are the houses like?  
4 What is London like?  
5 What are the shops like?  
6 What are the clothes like?

## Unit 14

### Communication activity

#### Areas practised

Present perfect + *ever* / *never*

Animals

Verb and noun pairs: *raise money, win a prize, break a record, build a house, tell a joke, take a risk*

Revision of past simple questions

- Divide the class into student A and B pairs.
- Students read through their questions. Check any problems.
- Demonstrate a question and answer with a stronger pair. Draw students' attention to the present perfect question but remind them they will have to answer the follow up questions in the past simple.
- Students ask and answer their questions.

- Monitor and check students are taking turns to ask and answer and that students are making a note of their partner's replies where relevant.
- Once students have asked and answered all their questions, ask pairs to feedback to the class. If they have a cross in a box, encourage them to answer using 'X has never ...'.
- If there are any interesting answers, encourage students to tell the class more about them.

## Grammar practice key

1

- 2 has lost 3 has cleaned 4 has rained  
5 have eaten 6 have travelled 7 have met  
8 has built 9 has won

2

- 2 Have they ever owned an unusual pet?  
3 Have you received the letter?  
4 Has she ever seen a parrot?  
5 Have we ever eaten potatoes?  
6 Have you ever touched a snake?  
7 Have they ever written a book?  
8 Has she ever been to Paris?  
9 Has he ever milked a cow?

3

- 2 ✓  
3 ✗ She has eaten too much today.  
4 ✗ Ow! I've cut my finger!  
5 ✗ I'm hungry. I haven't eaten since yesterday!  
6 ✓  
7 ✗ He has built all the houses in this street.  
8 ✓  
9 ✗ He hasn't got any Elvis CDs.

4

- 2 ever 3 never 4 never 5 ever 6 ever  
7 never 8 ever 9 ever