



مدونة المناهج السعودية

<https://eduschool40.blog>

الموقع التعليمي لجميع المراحل الدراسية

في المملكة العربية السعودية

## GRAMMAR

### 1 Questions

Add words to make questions. (3 marks)

Example: Are you Alan?  
No, I'm Andy.

- 1 - \_\_\_\_\_ are \_\_\_\_\_ from?  
- I'm from Vancouver, in Canada.
- 2 - \_\_\_\_\_ you \_\_\_\_\_ Tokyo?  
- No, I'm from Nagoya.
- 3 - \_\_\_\_\_ Paris. And you?  
- I'm from Barcelona.

### 2 It's..., Where is...?

Write sentences on the lines, adding 's or is. (4 marks)

Example:  
I'm from Salonika.  
Where is that?  
It's in Greece.

(Where that?)  
(It in Greece.)

- 1 Veronica is from Miami.  
\_\_\_\_\_  
\_\_\_\_\_ (Where Miami?)  
\_\_\_\_\_ (It in the USA.)
- 2 Is Shanghai in Japan?  
\_\_\_\_\_  
\_\_\_\_\_ (No, I think it in Vietnam.)  
\_\_\_\_\_ (No, Shanghai in China.)

### 3 I / We + verb

Add *not* or *no* to the gaps. (3 marks)

Example:  
Fiona and I are married. We have no children at the moment.

- 1 I live with my boyfriend, but we're \_\_\_\_\_ married.
- 2 I'm married, but I have \_\_\_\_\_ children.
- 3 I'm \_\_\_\_\_ married, and I have no children.

## VOCABULARY

### 4 Countries

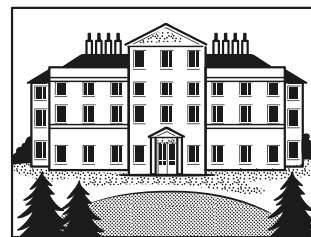
Write the name of the country on the line. Use the letters to help you. (3 marks)

Example: Stefano is from L\_a\_y. He lives in Milan.  
Italy

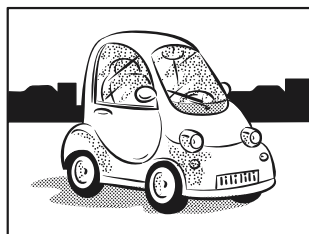
- 1 Oleg is from R\_s\_i\_. He lives in Moscow.  
\_\_\_\_\_
- 2 Michael is from E\_g\_a\_d. He lives in Manchester.  
\_\_\_\_\_
- 3 Lilly is from C\_i\_a. She lives in Shanghai.  
\_\_\_\_\_

### 5 big, small

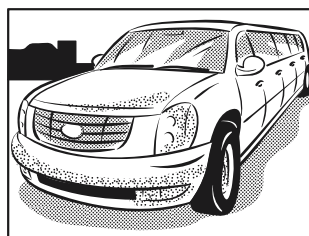
Write sentences for the pictures. (10 marks)



Example: It's a small room. 1 \_\_\_\_\_



2 \_\_\_\_\_ 3 \_\_\_\_\_



4 \_\_\_\_\_ 5 \_\_\_\_\_

## 6 Numbers 0–10

Write the missing number. (4 marks)

Example: zero one two

- 1 one three \_\_\_\_\_
- 2 seven eight \_\_\_\_\_
- 3 ten eight \_\_\_\_\_
- 4 \_\_\_\_\_ three two

## 7 boy, girl ...

Write the missing words. (4 marks)

Example: Luke and Pamela have two girls and a boy.

- 1 Sally and Chris have one c\_\_\_\_\_.  
– a g\_\_\_\_\_ called Lucinda.
- 2 Pierre and Mathilde have three c\_\_\_\_\_.  
– three b\_\_\_\_\_ called Thierry, David and Nicholas.

## KEYWORD

### 8 this

Add *this, it or it's* to the gaps. (4 marks)

Example: What's this?

- 1 \_\_\_\_\_ is my father. His name is Colin.
- 2 – What's this?  
– \_\_\_\_\_ my desk.
- 3 Tim is my son. \_\_\_\_\_ is his bed.
- 4 I live in an apartment. \_\_\_\_\_ is very small.

## EXPLORE SPEAKING

### 9 Say hello and goodbye

Add words to the conversations. (5 marks)

Example:

you how are

- Hi, Ahmed. How are you?  
– OK, thanks.

1 OK you are

- Hello, Amy. \_\_\_\_\_ ?  
– Yes, thanks.

2 you OK and I'm

- Hi, Sophie. How are you?  
– \_\_\_\_\_ .  
\_\_\_\_\_ ?

3 thanks yes fine

- Hello, Ben. Is everything OK?  
– \_\_\_\_\_ , \_\_\_\_\_ .

4 you meet nice to

- \_\_\_\_\_ , David.  
– You too. Bye.

5 you goodbye see

- \_\_\_\_\_ , Michelle.  
– \_\_\_\_\_ .

## GRAMMAR

### 1 Past time expressions

Complete each sentence with a past time expression from the box. (4 marks)

Example:

I was a student at university from 1988 to 1991.

when in until for

- 1 I finished university \_\_\_\_\_ 1991.
- 2 I went to live in Hong Kong \_\_\_\_\_ a few months.
- 3 \_\_\_\_\_ I was there, I worked in a café.
- 4 I worked there \_\_\_\_\_ I had money to travel.

### 2 Questions: *When... ?; How long... ?*

Write the questions correctly. (5 marks)

Example:

- (get home / you / When / last night? / did)  
– When did you get home last night?  
– About 11.30.

- 1 (you / When / get / your first job? / did)  
– \_\_\_\_\_  
– In July 1987.
- 2 (there? / How / you / long / work / did)  
– \_\_\_\_\_  
– Only about 46 weeks.
- 3 (school? / When / your daughter / did / start)  
– \_\_\_\_\_  
– Last year.
- 4 (World War? / was / When / First / the)  
– \_\_\_\_\_  
– From 1914 to 1918.
- 5 (on holiday? / were / long / your parents / How)  
– \_\_\_\_\_  
– Three weeks.

## VOCABULARY

### 3 Nationalities, jobs

Complete the nationalities and jobs. (8 marks)

Example:

Gamel Abdel Nasser was an Egyptian leader.  
(pitgyna; deare)

- 1 Octavio Paz was a M\_\_\_\_\_ w\_\_\_\_\_.  
(axniec; etrir)
- 2 Sandro Botticelli was an I\_\_\_\_\_ p\_\_\_\_\_.  
(alinta; antire)
- 3 Johnny Cash was an A\_\_\_\_\_ s\_\_\_\_\_.  
(cemniar; giner)
- 4 Ravi Shankar is an I\_\_\_\_\_ m\_\_\_\_\_.  
(danin; caniusi)

### 4 Years

Write the years. (4 marks)

Example:

Abraham Lincoln was born in 1809.  
eighteen-oh-nine

- 1 Elvis Presley died in 1977.  
\_\_\_\_\_
- 2 Vladimir Lenin was born in 1870.  
\_\_\_\_\_
- 3 Audrey Hepburn was born in 1929.  
\_\_\_\_\_
- 4 George Best died in 2005.  
\_\_\_\_\_

## 5 Past simple verbs

Complete the sentences with the correct form of the verbs in the box. (5 marks)

Example:

She was born in Egypt.

live   become   move   write   marry

- Um Kulthum was born in Tamay ez-Zahayra, in Egypt. In 1923, she \_\_\_\_\_ to Cairo.
- She \_\_\_\_\_ in Cairo until she died in 1975.
- The writer Ahmad Rami \_\_\_\_\_ 137 songs for her.
- She \_\_\_\_\_ Hassen El Hafnaoui in 1955, but they never had children.
- She \_\_\_\_\_ one of Egypt's most famous singers.

## 6 Life events

Complete the sentences with the past form of one of the verbs in brackets. (4 marks)

Example:

My friend's parents lived in South America.  
(live / visit)

- My cousin \_\_\_\_\_ up in Brazil.  
(grow / become)
- She \_\_\_\_\_ a job as a teacher in London.  
(get / give)
- In 2004 she \_\_\_\_\_ Pietro, her husband.  
(find / meet)
- Their first child, a girl, \_\_\_\_\_ born last year.  
(have / be)

## KEYWORD

### 7 how

Write questions starting with *How*. (5 marks)

Example:

old / your parents ?

– How old are your parents?

– My father is 64 and my mother's 62.

- can / get / train station ?  
– How \_\_\_\_\_ ?  
– You can take a bus, or a taxi of course.
- much / these shoes ?  
– How \_\_\_\_\_ ?  
– Only €45!
- your brother / in university?  
– How \_\_\_\_\_ ?  
– Nearly six years, from 1996 to 2002.
- your wife / today?  
– How \_\_\_\_\_ ?  
– She's fine, thanks.
- your flat / from city centre?  
– How \_\_\_\_\_ ?  
– About a kilometre.

## EXPLORE WRITING

### 8 Say when things happened

Write the sentences with the correct form of the verb in brackets. (5 marks)

Example:

for a walk. / we (finish) / we (go) out / dinner

After we finished dinner we went out for a walk.

- a child / I (live) / with my grandparents. / I (be)  
When \_\_\_\_\_
- (travel) around the world. / my brother (leave) / he / school  
After \_\_\_\_\_
- to Spain / very little Spanish. / he (speak) / he (move)  
When \_\_\_\_\_
- he (write) his first / he (finish) university / book.  
After \_\_\_\_\_
- we (be) / we (work) / in London / in a café.  
When \_\_\_\_\_

## GRAMMAR

### ① lives, works, has

Add the correct form of *live, work or have* to the gaps. (10 marks)

Example: My sister lives in Canada.

- 1 I live in London and I \_\_\_\_\_ a flat in Paris.
- 2 Alice is a doctor. She \_\_\_\_\_ in a hospital.
- 3 I go to Spain every year. My brother and his children \_\_\_\_\_ there.
- 4 My mother \_\_\_\_\_ two jobs – teacher and wife!
- 5 All my friends \_\_\_\_\_ in London for a big company.
- 6 James \_\_\_\_\_ in a big house by the sea.
- 7 He \_\_\_\_\_ three sisters.
- 8 Karen and Mandy \_\_\_\_\_ in a big office.
- 9 My parents \_\_\_\_\_ in a small apartment in Paris.
- 10 My friend and I \_\_\_\_\_ new cars.

## VOCABULARY

### ② Numbers 11–20

Add the missing number to the gaps. (3 marks)

Example: ten    eleven    twelve

- 1 eleven    twelve    \_\_\_\_\_
- 2 twelve    fourteen    \_\_\_\_\_
- 3 \_\_\_\_\_    seventeen    fourteen

### ③ Family

Write the family words correctly. (3 marks)

Example: My sno is four years old. son

- 1 This is my mteorh, Sandra. \_\_\_\_\_
- 2 Alex is Sandra's habsnud. \_\_\_\_\_
- 3 They have three children, all dretgsahu. \_\_\_\_\_

### ④ work in, work for

Add *work for* or *work in* to the gaps. (5 marks)

Example: I work in a supermarket.

- 1 I \_\_\_\_\_ a school.
- 2 I \_\_\_\_\_ an office.
- 3 I \_\_\_\_\_ Air France.
- 4 I \_\_\_\_\_ a hotel.
- 5 I \_\_\_\_\_ Microsoft.

### ⑤ Places of work

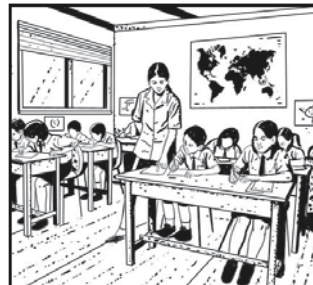
Write the names of the places. (5 marks)



Example: an office



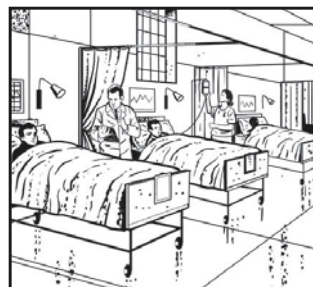
1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_

## SOUNDS AND SPELLING

### 6 the letters *th*

Write the words in the table. (8 marks)

Example:

/ð/	
<u>this</u>	

mother	birthday	with	think
father	three	thanks	the

/ð/	/θ/
_____	_____
_____	_____
_____	_____
_____	_____

## KEYWORD

### 7 *have* (1)

Write the sentences correctly. (6 marks)

Example:

two cats / We / and a dog. / have  
We have two cats and a dog.

1 three TVs / I / and two computers. / have

\_\_\_\_\_

2 and / has a / an MP3 player. / The child / bicycle

\_\_\_\_\_

3 three children / and a dog. / have / My friends

\_\_\_\_\_

4 or more. / have / Many / five children / people

\_\_\_\_\_

5 have / mobile phones. / The boys / two

\_\_\_\_\_

6 a television / My house / in every room. / has

\_\_\_\_\_

# Progress Test 3

## GRAMMAR

### 1 there's, there are

Add *there's* or *there are* to the gaps. (4 marks)

Example: There's a pen in my bag.

- 1 \_\_\_\_\_ lots of nice cafés in my street.
- 2 \_\_\_\_\_ a small flat above this shop.
- 3 \_\_\_\_\_ a beautiful swimming pool in the hotel.
- 4 \_\_\_\_\_ six people in the room.

## VOCABULARY

### 2 Towns

Write about the pictures. Use the letters to help you. (6 marks)

Example:



Lots of taxis, and a big mosque.



A c\_\_\_\_\_, four s\_\_\_\_\_ and a market.



Four h\_\_\_\_\_ and five t\_\_\_\_\_.



A busy s\_\_\_\_\_, with a café and lots of p\_\_\_\_\_.

### 3 Places in towns

Where are the people? Write the places. (4 marks)



Example: They're at a café.



1 They're at the \_\_\_\_\_.



2 She's at the \_\_\_\_\_.



3 They're at a \_\_\_\_\_.



4 He's at the \_\_\_\_\_.

### 4 Clock times

Write the numbers. (3 marks)

Example: one fifteen 1.15

- 1 six forty-five \_\_\_\_\_
- 2 nine o'clock \_\_\_\_\_
- 3 eleven fifty-five \_\_\_\_\_



## 5 morning, afternoon

Add *morning, afternoon, evening or night* to the gaps. (6 marks)

Example: She finishes school at 4 in the afternoon (p.m.)

- I start work at 8 in the \_\_\_\_\_ (a.m.) and finish at 8 in the \_\_\_\_\_ (p.m.), so I work 12 hours every day.
- I go to bed at 11.00 at \_\_\_\_\_ (p.m.) and get up at 6 in the \_\_\_\_\_ (a.m.), so I sleep for 7 hours.
- The bar is open from 3 in the \_\_\_\_\_ (p.m.) to 11.30 at \_\_\_\_\_ (p.m.).

## 6 in, on, at

Add *in, on or at* to the gaps. (5 marks)

Example: I go for a walk in the morning.

- I'm free \_\_\_\_\_ Friday.
- I go swimming \_\_\_\_\_ the afternoon.
- They finish work \_\_\_\_\_ six o'clock.
- We play tennis \_\_\_\_\_ Saturday morning.
- You arrive at the office \_\_\_\_\_ 7.30 in the morning.

## SOUNDS AND SPELLING

### 7 The letter a

Write the words in the table.

Example:

/æ/	
<u>have</u>	

map garden thanks play name

/æ/	/ɑ:/	/eɪ/
_____	_____	_____
_____	_____	_____

## KEYWORD

### 8 at

Write the sentences correctly. (4 marks)

Example:

are / Allie and Jay / the hotel / at  
Allie and Jay are at the hotel.

- work. / Tom / is / at  
 \_\_\_\_\_
- the cinema. / Let's / meet / at  
 \_\_\_\_\_
- home. / works / at / Cindy  
 \_\_\_\_\_
- the shops. / at / My parents / are  
 \_\_\_\_\_

## EXPLORE SPEAKING

### 9 Responding to questions

Write the correct answer. (3 marks)

Example:

- Is this seat free?  
 - Yes, it is / he is.      it is

- Are you free on Friday?  
 - I'm not sure / I not sure.      \_\_\_\_\_
- Are you married?  
 - Yes, I'm / I am.      \_\_\_\_\_
- Is this your bag?  
 - No, it's not / isn't.      \_\_\_\_\_

## GRAMMAR

### 1 I don't (like) ...

Complete the sentences with the opposite (- or +) form of the first verb. (4 marks)

Example:

I **read** lots of books. I don't read magazines.

- 1 They **like** dogs. \_\_\_\_\_ cats.
- 2 We **don't speak** French. \_\_\_\_\_ Spanish.
- 3 I **don't play** the guitar. \_\_\_\_\_ the piano.
- 4 I **go** to school. I \_\_\_\_\_ to university.

### 2 Do you ...?

Write the questions. (7 marks)

Example:

- Do you play football?
- No, I don't.

- 1 - \_\_\_\_\_ d\_\_\_\_\_ coffee?  
- Only in the morning. I drink tea in the afternoon.
- 2 - \_\_\_\_\_ l\_\_\_\_\_ here?  
- Yes, this is my flat.
- 3 - \_\_\_\_\_ h\_\_\_\_\_ an MP3 player?  
- Yes, I have two.
- 4 - \_\_\_\_\_ s\_\_\_\_\_ Chinese?  
- Yes, a bit.
- 5 - \_\_\_\_\_ l\_\_\_\_\_ meat?  
- No, I'm a vegetarian.
- 6 - \_\_\_\_\_ w\_\_\_\_\_ in an office?  
- Yes, with two other people.
- 7 - \_\_\_\_\_ g\_\_\_\_\_ to university?  
- No, I'm still at school.

## VOCABULARY

### 3 Activity verbs

Write the correct verbs. Use TWO of the verbs in brackets for each sentence. (6 marks)

Example:

(go / have / speak / play)

I play football and I go out with my friends.

- 1 (listen / go / read / watch)  
I \_\_\_\_\_ DVDs and I \_\_\_\_\_ to music on my MP3 player.
- 2 (watch / read / speak / play)  
I \_\_\_\_\_ the guitar in a band, and I \_\_\_\_\_ TV.
- 3 (play / go / listen / read)  
I \_\_\_\_\_ books and magazines, and I \_\_\_\_\_ basketball.

### 4 Food

Write the food. (7 marks)

Example:



I sometimes eat pasta.



1 I never eat \_\_\_\_\_.



2 I sometimes eat \_\_\_\_\_.



3 We often eat \_\_\_\_\_.



4 They never eat \_\_\_\_\_.



5 I eat \_\_\_\_\_ every day.



6 I never eat \_\_\_\_\_.



7 I often have \_\_\_\_\_ for lunch.

## SOUNDS AND SPELLING

### 5 e, ee and ea

Write the words in the table. (6 marks)

Example:

/e/	
<u>bed</u>	

text teacher see Chinese tennis question

/e/	/i:/
_____	_____
_____	_____
_____	_____

## KEYWORD

### 6 go

Write the sentences. (5 marks)

Example:

often go / the cinema. / You / to  
You often go to the cinema.

- 1 on Saturday. / shopping / go / We  
 \_\_\_\_\_
- 2 every Friday night. / out / My parents / go  
 \_\_\_\_\_
- 3 the mosque / every day. / I / to / go  
 \_\_\_\_\_
- 4 for breakfast. / a café / sometimes go / We / to  
 \_\_\_\_\_
- 5 college. / Lots of / go / young people / to  
 \_\_\_\_\_

## EXPLORE WRITING

### 7 and / but

Join the sentences using *and* or *but*. (5 marks)

Example:

I play football. I also play tennis.  
I play football and I also play tennis.

- 1 The food in this restaurant is very good. The prices are high.  
 \_\_\_\_\_  
 \_\_\_\_\_
- 2 Her flat is very small. It's in a beautiful city.  
 \_\_\_\_\_  
 \_\_\_\_\_
- 3 I love cats. I don't like dogs.  
 \_\_\_\_\_  
 \_\_\_\_\_
- 4 They have a cup of coffee in the morning. They have another one after lunch.  
 \_\_\_\_\_  
 \_\_\_\_\_
- 5 There are lots of cafés near my house. There are no restaurants.  
 \_\_\_\_\_  
 \_\_\_\_\_

## GRAMMAR

### ① Singular and plural nouns

Write the words. (6 marks)



Example: two sandwiches



1 a pair of \_\_\_\_\_



2 two \_\_\_\_\_



3 lots of \_\_\_\_\_



4 some \_\_\_\_\_



5 three \_\_\_\_\_



6 two \_\_\_\_\_

### ② He / She doesn't + verb

Complete the sentences with the opposite (- or +) form of the first verb. (3 marks)

Example:

He **doesn't like** running but he likes swimming.

- 1 Tony **likes** fruit but he \_\_\_\_\_ vegetables.
- 2 My father **wears** black shirts but \_\_\_\_\_ black trousers.
- 3 She **doesn't play** basketball but she \_\_\_\_\_ tennis.

### ③ this, these

Write sentences with *this* or *these*. (4 marks)

Example:

I - like - jackets  
I like these jackets.

- 1 look - at - T-shirt  
\_\_\_\_\_
- 2 I - really like - books  
\_\_\_\_\_
- 3 carpet - is - very nice  
\_\_\_\_\_
- 4 is - my - cup  
\_\_\_\_\_

## VOCABULARY

### ④ Numbers 60-100

How old are the people? Write the numbers. (3 marks)

Example: 53      My husband is fifty-three.

- 1 76      My grandmother is \_\_\_\_\_.
- 2 83      My uncle is \_\_\_\_\_.
- 3 17      I'm \_\_\_\_\_.


## 5 Clothes


Add the missing letters to complete the conversations. (5 marks)


Example:

– How much are the s h o e s?  
– €40.95



1  – How much is the p \_ l \_ o \_ e \_ ?  
– €75

2  – How much are the \_ r \_ u \_ e \_ s ?  
– £44.50

3  – How much is the \_ k \_ r \_ ?  
– \$25

4  – How much are the \_ e \_ n \_ ?  
– £38.95

5  – How much is the \_ u \_ t ?  
– €175.50

## 6 Colours

Write the names of the colours. (5 marks)

Example: dre \_ red \_

- 1 thwie \_\_\_\_\_
- 2 nrege \_\_\_\_\_
- 3 olyewl \_\_\_\_\_
- 4 ulbe \_\_\_\_\_
- 5 wobnr \_\_\_\_\_

## SOUNDS AND SPELLING

### 7 the sound /ə/

Write the letter with a /ə/ sound. (6 marks)

Example:

children                    e

- 1 mother                    \_\_\_\_\_
- 2 company                    \_\_\_\_\_
- 3 parents                    \_\_\_\_\_
- 4 water                    \_\_\_\_\_
- 5 hospital                    \_\_\_\_\_
- 6 number                    \_\_\_\_\_

## KEYWORD

### 8 in, on

Add on or in to the gaps. (4 marks)

Example:

The cups are in the cupboard.

- 1 The keys are \_\_\_\_\_ the table.
- 2 My phone is \_\_\_\_\_ my bag.
- 3 The book is \_\_\_\_\_ the floor.
- 4 The coffee is \_\_\_\_\_ the shelf.

## EXPLORE SPEAKING

### 9 sorry / excuse me

Add Excuse me or Sorry to the gaps. (4 marks)

Example:

Excuse me, are you James King?

- 1 – What time is it?  
– \_\_\_\_\_, I don't know.
- 2 – \_\_\_\_\_ I'm late.  
– That's OK.
- 3 – \_\_\_\_\_, where's the cinema?  
– I don't know. I'm not from here.
- 4 – \_\_\_\_\_ . Is this your coat?  
– Yes, it is! Thank you!

# Progress Test 6

## GRAMMAR

### 1 Present simple: -s / -es endings

Write the correct form of the verb in brackets. (4 marks)

Example: Helen comes home late every day. (come)

- 1 My girlfriend and I \_\_\_\_\_ lots of films. (watch)
- 2 The children \_\_\_\_\_ swimming on Sunday mornings. (go)
- 3 You always \_\_\_\_\_ to my house for lunch on Fridays. (come)
- 4 Andy \_\_\_\_\_ work at 6.30. (finish)

### 2 There is / are, you can ...

Write the sentences correctly. (5 marks)

Example:

a good / the two / There's / between / train service  
There's a good train service between the two cities.

- 1 by boat. / work / can / to / you / go  
 In Venice, \_\_\_\_\_
- 2 cathedrals. / are / two / there  
 In Liverpool, \_\_\_\_\_
- 3 walk / in one hour. / the city centre / can / to  
 You \_\_\_\_\_
- 4 bus / every / There's / the beach / to / a  
 \_\_\_\_\_ hour.
- 5 or go / fly / to Brussels / can / You  
 \_\_\_\_\_ by train.

### 3 Present simple questions

Write the questions to go with the answers. (4 marks)

Example:

- Where do you work? (work)
- At the hospital.

- 1 - \_\_\_\_\_ (travel to work)  
 - By car, usually.
- 2 - \_\_\_\_\_ (have lunch)  
 - In the office cafeteria.
- 3 - \_\_\_\_\_ (get up)  
 - 7.00.
- 4 - \_\_\_\_\_ (have dinner)  
 - Quite late. At about 10.00.

## VOCABULARY

### 4 Transport

Add the missing letters. (5 marks)

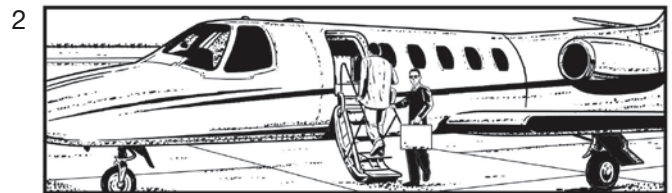
Example:



I often go by bus.



I sometimes go by t\_\_\_\_.



We usually go by p\_\_\_\_\_.



I usually go by u\_\_\_\_\_.



I always go by t\_\_\_\_\_.



We always go by t\_\_\_\_\_.

## 5 Adjectives

Write the words in brackets correctly. (5 marks)

Example:

The street is really noisy. (isnoy)

- 1 These shoes are very \_\_\_\_\_ (apehc) – only £7!
- 2 Steve loves \_\_\_\_\_ (tsfa) cars like Ferraris and Porsches.
- 3 Flights in Europe are less \_\_\_\_\_ (viesxepne) now – sometimes only €50!
- 4 I like this restaurant – the food is really \_\_\_\_\_ (odgo).
- 5 I don't like walking – it's \_\_\_\_\_ (olws).

## SOUNDS AND SPELLING

### 6 o, oa and oo

Write the words in the table. (8 marks)

Example:

/əʊ/	
<u>so</u>	

son have sorry coat brother book not

/ɒ/	/əʊ/	/ʌ/	/ʊ/
_____	_____	_____	_____
_____	_____	_____	_____

## KEYWORD

### 7 have (2)

Write the sentences correctly. (5 marks)

Example:

(every / He / a burger / has / day.)

He has a burger every day.

- 1 (home. / I / lunch / always have / at)  
\_\_\_\_\_
- 2 (three / day. / Most / have / every / people / meals)  
\_\_\_\_\_
- 3 (morning. / She / in the / always has / a shower)  
\_\_\_\_\_
- 4 (our parents. / don't / with / dinner / We / have)  
\_\_\_\_\_
- 5 (the evening / I never have / coffee / in)  
\_\_\_\_\_

## EXPLORE WRITING

### 8 so / because

Join the sentences using *so* or *because*. (5 marks)

Example:

The journey is about 60 kilometres. It takes about an hour.

The journey is about 60 kilometres, so it takes about an hour.

- 1 Alexey can't come to the cinema. He's very busy.  
\_\_\_\_\_
- 2 I often see my sister. She lives in the next street.  
\_\_\_\_\_
- 3 It's very cold. You need to take a coat.  
\_\_\_\_\_
- 4 I always go to bed early. I start work at 6.30 in the morning.  
\_\_\_\_\_
- 5 I never go to restaurants. It's expensive.  
\_\_\_\_\_

## GRAMMAR

### 1 Past simple positive

Write the past simple positive form of the verbs in brackets. (10 marks)

Example: Sarah had dinner with us last night. (have)

- 1 Alison \_\_\_\_\_ at 11.00 yesterday. (get up)
- 2 I \_\_\_\_\_ a film on TV last night. (watch)
- 3 Chris \_\_\_\_\_ his new job in May. (start)
- 4 The children \_\_\_\_\_ to a birthday party at the weekend. (go)
- 5 You \_\_\_\_\_ me this morning. (phone)
- 6 Andy \_\_\_\_\_ breakfast for everyone. (cook)
- 7 Felipe \_\_\_\_\_ to the football match on the radio. (listen)
- 8 I \_\_\_\_\_ my girlfriend at university. (meet)
- 9 It was a great holiday – we \_\_\_\_\_ with some friends in Milan. (stay)
- 10 I \_\_\_\_\_ a letter to my grandmother for her birthday. (write)

### 2 was / were

Circle the correct word. (5 marks)

Example: I was / were very tired today.

- 1 Penny and Lynne was / were at the party.
- 2 Graham and I wasn't / weren't very busy yesterday.
- 3 It was / were a very nice meal.
- 4 Gloria wasn't / weren't at work last week.
- 5 Gavin and Min-Jai wasn't / weren't at the meeting.

## VOCABULARY

### 3 Activities

Circle the incorrect word. (3 marks)

Example:

phone...

- a) ...friends b) ...emails c) ...family

1 have lunch...

- a) ...at home b) ...friends c) ...out

2 go...

- a) ...a walk b) ...shopping c) ...to a party

3 watch...

- a) ...a DVD b) ...music c) ...TV

### 4 Place expressions

Write the place expressions correctly. (4 marks)

Example: My friends are in a café. (féiaanc)

- 1 They are \_\_\_\_\_ . (tratapya)
- 2 Max is \_\_\_\_\_ . (hydliano)
- 3 Juliette and I are \_\_\_\_\_ (meotha)
- 4 Mr Sandys is busy. He's \_\_\_\_\_  
\_\_\_\_\_ . (intemaegta)

### 5 A film called ..., a book by ...

Write the sentences correctly. (4 marks)

Example:

(Spot / a little / has / called / dog)

Mike has a little dog called Spot.

- 1 (a good / know / Italian restaurant / Donatella's / called)  
I \_\_\_\_\_
- 2 (a good book / a / read / Russian writer / by)  
I \_\_\_\_\_
- 3 (by / Spanish director / an interesting film / a / I saw)  
Last night \_\_\_\_\_
- 4 (called / went / small café / to a / La Espinosa)  
We \_\_\_\_\_



## 6 Adjectives

Write the opposite of the underlined adjective. (4 marks)

Example:

The food in the restaurant was really bad.  
good

- 1 It's a very interesting film.  
b \_\_\_\_\_
- 2 There's a short film on TV tonight.  
l \_\_\_\_\_
- 3 These drinks were really cheap.  
e \_\_\_\_\_
- 4 Daniel's a terrible student.  
w \_\_\_\_\_

## KEYWORD

### 7 see, look at, watch

Complete the sentences. Use the form of a verb in brackets. (5 marks)

Example:

He's a doctor, so he sees a lot of people every day.  
(see / watch)

- 1 We \_\_\_\_\_ a really interesting film at the cinema last night. (see / look at)
- 2 He sometimes \_\_\_\_\_ his old family photos. (watch / look at)
- 3 It's the final of the French Open tennis today. Let's \_\_\_\_\_ it on TV. (look at / watch)
- 4 Eric stayed in bed yesterday and \_\_\_\_\_ TV all day. (watch / look at)
- 5 My sister works for a film magazine. She \_\_\_\_\_ more than 20 films a week! (see / look at)

## EXPLORE SPEAKING

### 8 Making requests

Circle the correct answer. (5 marks)

Example:

- Can I use this pen?
- No, sure / sorry. I need it.

- 1 - Can I use your phone?  
- Yes, of course / can.
- 2 - Can I have a sandwich, please?  
- Sure / Problem.
- 3 - Excuse me, can I use your computer to check my emails?  
- No, you can't / of course. There's no Internet.
- 4 - I'm thirsty. Can I have a drink?  
- Of course you can / no.
- 5 - I need to go to the shops. Can I use your bike?  
- Yes, no problem / sorry.

## GRAMMAR

### ① Past simple negative

Complete the sentences, using the past simple negative form of the verb in brackets. (4 marks)

Example:

I left the party early because I – anyone. (know)

I left the party early because I didn't know anyone.

1 I – out yesterday because I was tired. (go)

\_\_\_\_\_

2 The children – dinner because they had a big lunch.  
(have)

\_\_\_\_\_

3 Anna – early because she was on holiday. (wake up)

\_\_\_\_\_

4 There was a lot of noise in the street last night, so  
I – much. (sleep)

\_\_\_\_\_

### ② Past simple questions

Complete the questions with the correct form of the words in brackets. (4 marks)

Example:

Did Jake go to school today? (Jake / go)

1 \_\_\_\_\_ a good holiday? (you / have)

2 \_\_\_\_\_ the food? (she / like)

3 \_\_\_\_\_ to your wedding? (Gill and  
Alain / go)

4 \_\_\_\_\_ with friends in London?  
(they / stay)

### ③ Wh- questions

Complete the questions. (4 marks)

Example:

– When did the train leave?

– About ten fifty-five.

1 – \_\_\_\_\_ did your parents go for their holiday?

– To Greece. They had a great time.

2 – \_\_\_\_\_ did you go to Scotland?

– In April.

3 – \_\_\_\_\_ was the weather like?

– It was very wet.

4 – \_\_\_\_\_ did you see at the party on Friday?

– Lots of people – all my friends were there.

## VOCABULARY

### ④ Expressions with go

Write the sentences correctly. (5 marks)

Example:

(nice tomorrow / we / go / the weather's / swimming. / can)

If the weather's nice tomorrow we can go swimming.

1 (and I / camping. / often go / children)

My \_\_\_\_\_

\_\_\_\_\_

2 (to clubs / Friday night. / often go / on)

I \_\_\_\_\_

\_\_\_\_\_

3 (shopping. / is a / market / to go / good place)

The \_\_\_\_\_

\_\_\_\_\_

4 (a business trip. / go / because / to museums / it was / didn't)

I \_\_\_\_\_

\_\_\_\_\_

5 (winter. / skiing / go / every)

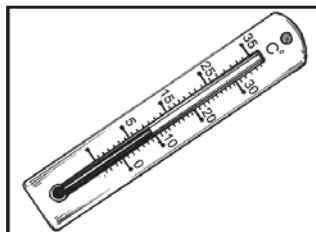
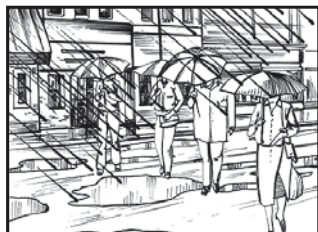
We \_\_\_\_\_

\_\_\_\_\_

## 5 Weather

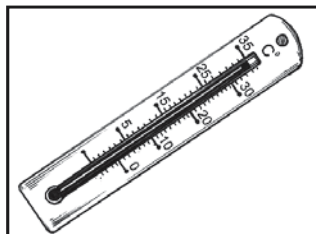
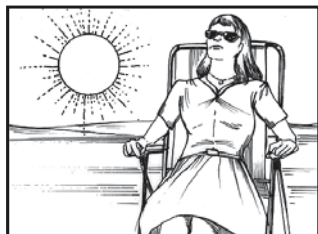
What is the weather like in each picture? (6 marks)

Example: cold



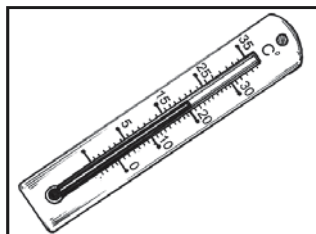
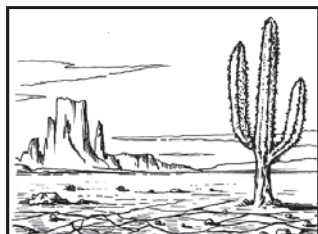
1 w \_\_\_\_

2 c \_\_\_\_\_



3 s \_\_\_\_\_

4 h \_\_\_\_



5 d \_\_\_\_

6 w \_\_\_\_\_

## SOUNDS AND SPELLING

### 6 /j/, /dʒ/ and /tʃ/

Write the words in the table.

Example:

/j/	
shop	

watch picture jeans station sugar lunch manager

/j/	/dʒ/	/tʃ/
_____	_____	_____
_____	_____	_____

## KEYWORD

### 7 do

Write each question correctly. Add *do*, *does* or *did*. (5 marks)

Example:

- You do a lot of exercise?  
Do you do a lot of exercise?
- Yes. I play tennis three times a week.

1 - What did you last night?

\_\_\_\_\_

- Nothing. I stayed at home.

2 - You do your homework last night?

\_\_\_\_\_

- Yes, of course! Here it is.

3 - Where your brother live?

\_\_\_\_\_

- He lives in Barcelona, in Spain.

4 - Where your parents usually go on holiday?

\_\_\_\_\_

- They often go to France.

5 - What you do at weekends?

\_\_\_\_\_

- Not much. I just relax.

## EXPLORE WRITING

### 8 A sequence of events

Rewrite the sentences. Put the activities in the correct order. (5 marks)

Example:

Dan went to the office and then had a shower.  
Dan had a shower and then went to the office.

1 I had a shower and got up.

\_\_\_\_\_

2 He had a coffee and went to the café.

3 We went home and went to bed. Then we went to the club.

4 We went to the hotel and then we arrived in London.

5 Simon stayed at home and went to bed. Then he watched TV.

## GRAMMAR

### 1 Present progressive

Complete each sentence with the present simple or present progressive form of the verbs in brackets. (8 marks)

Example:

(live; visit)

Philippa lives in Edinburgh, but now she's visiting a friend in Italy.

1 (have; have)

Most mornings I \_\_\_\_\_ breakfast at home but today I \_\_\_\_\_ it in a café.

2 (go; go)

Now I \_\_\_\_\_ to the cinema – I \_\_\_\_\_ to see a film every Friday.

3 (see; play)

I \_\_\_\_\_ all my football team's games, and now they \_\_\_\_\_ in the Cup Final.

4 (go; cook)

They often \_\_\_\_\_ to restaurants, but today they \_\_\_\_\_ at home.

### 2 Present progressive (future meaning)

Write the sentences correctly. (5 marks)

Example:

(with me / to stay / tomorrow. / friends / coming / are)

My friends are coming to stay with me tomorrow.

1 (Saturday. / on / next / is / going / holiday)

Hugo \_\_\_\_\_

2 (afternoon. / a party / children / this / having / are)

The \_\_\_\_\_

3 (her friend / morning. / is / tomorrow / meeting)

Elena \_\_\_\_\_

4 (working / next Saturday. / is / father)

My \_\_\_\_\_

5 (and / staying at home / his wife / tonight. / are)

Wayne \_\_\_\_\_

### 3 can, can't

Complete the conversations. (4 marks)

Example:

– Would you like to come?

– Yes, please.

1 – Would you like to go to the cinema?

– Sorry, I c\_\_\_\_\_.

2 – Would you like to come with me to the beach today?

– Today, no. But I c\_\_\_\_\_ tomorrow.

3 – Would you like to have dinner with me tonight?

– I'd l\_\_\_\_\_ to!

4 – We're having a party tomorrow. Would you like to come?

– Thanks, but I c\_\_\_\_\_.

## VOCABULARY

### 4 Telephone expressions

Complete the telephone conversations with the words in brackets. (6 marks)

Example: Hi Mike. This is Pablo. (is / hi / this)

1 – Hi, Norma, \_\_\_\_\_ Atousha. \_\_\_\_\_ \_\_\_\_\_ ?  
(busy / you / it's / are)

– Hi, Atousha. Yes, \_\_\_\_\_ . \_\_\_\_\_ you \_\_\_\_\_  
\_\_\_\_\_ later?

(am / me / can / I / call)

2 – Hi, Frank. \_\_\_\_\_ , I'm \_\_\_\_\_ \_\_\_\_\_ now.

(right / busy / look / really)

– OK, \_\_\_\_\_ . \_\_\_\_\_ \_\_\_\_\_ evening.

(call / I'll / this / you / sorry)

3 – \_\_\_\_\_ , Omar. \_\_\_\_\_ \_\_\_\_\_ .

(in / sorry / meeting / a / I'm)

– \_\_\_\_\_ \_\_\_\_\_ call \_\_\_\_\_ tonight? (you / I / can)

### 5 Suggestions

Complete the suggestions. Use the letters to help you. (3 marks)

Example:

Would you like to go to the beach?

1 L\_\_\_\_\_ ' \_\_\_\_\_ go for a walk.

2 W\_\_\_\_\_ c\_\_\_\_\_ watch a DVD.

3 H\_\_\_\_\_ a\_\_\_\_\_ a game of football?

## SOUNDS AND SPELLING

### 6 the letter u

Write the words in the table. (5 marks)

Example:

/ju:/
computer

suit bus university blue student

/ʌ/	/u:/	/ju:/
_____	_____	_____
_____	_____	_____

## KEYWORD

### 7 that

Add *that's* to the conversations. (5 marks)

Example:

- I'm going to Dubai.
- Really? Interesting.
- Really? That's interesting.

- 1 - She just had a baby.  
- Oh, wonderful!  
\_\_\_\_\_
- 2 - A nice photo.  
- Do you think so? It's my son.  
\_\_\_\_\_
- 3 - It's Tim's birthday next week. I want to buy a card.  
- A good idea.  
\_\_\_\_\_
- 4 - Francesca in hospital?  
- Really? Terrible.  
\_\_\_\_\_
- 5 - Excuse me, I think my jacket.  
- Oh, I'm sorry.  
\_\_\_\_\_

## EXPLORE SPEAKING

### 8 Replying to questions

Circle the correct answer. (4 marks)

Example:

- Did you see that film on TV last night?
- No, I don't / didn't. Was it good?

- 1 - Excuse me, do you work here?  
- Yes, I am / do. Can I help you?
- 2 - Is your sister in university?  
- No, she isn't / aren't. She's working in an office.
- 3 - Where's the train station? Do you know?  
- No, I don't / I'm not. Sorry, I'm not from here.
- 4 - Did your children go to school in France?  
- Yes, they went / did. In Paris.

# Progress Tests – Answer Key

## Progress test 1

### GRAMMAR

#### 1 Questions

- 1 Where are you from?
- 2 Are you from Tokyo?
- 3 I'm from Paris. And you?

#### 2 It's..., Where is...?

- 1 Where's / Where is Miami?; It's (It is) in the USA.
- 2 No, I think it's (it is) in Vietnam.;  
No, Shanghai's (Shanghai is) in China.

#### 3 I / We + verb

- 1 not 2 no 3 not

### VOCABULARY

#### 4 Countries

- 1 Russia 2 England 3 China

#### 5 big, small

- 1 It's a big house. 2 It's a small car. 3 It's a big room.
- 4 It's a big car. 5 It's a small house.

#### 6 Numbers 0–10

- 1 five 2 nine 3 six 4 four

#### 7 boy, girl ...

- 1 child; girl. 2 children; boys

### KEYWORD

#### 8 this

- 1 This 2 It's 3 This 4 It

### EXPLORE SPEAKING

#### 9 Say hello and goodbye

- 1 Are you OK? 2 I'm OK. And you?
- 3 Yes. Fine, thanks 4 Nice to meet you
- 5 Goodbye; See you

## Progress test 2

### GRAMMAR

#### 1 lives, works, has

- 1 have 2 works 3 live 4 has 5 work
- 6 lives 7 has 8 work 9 live 10 have

### VOCABULARY

#### 2 Numbers 11–20

- 1 thirteen 2 sixteen 3 twenty

#### 3 Family

- 1 mother 2 husband 3 daughters

#### 4 work in, work for

- 1 work in 2 work in 3 work for
- 4 work in 5 work for

#### 5 Places of work

- 1 a hotel 2 a school 3 a café
- 4 a hospital 5 a shop

### SOUNDS AND SPELLING

#### 6 The letters th

- /ð/ mother; with; father; the  
/θ/ birthday; think; three; thanks

### KEYWORD

#### 7 have (1)

- 1 I have three TVs and two computers.
- 2 The child has a bicycle and an MP3 player.
- 3 My friends have three children and a dog.
- 4 Many people have five children or more.
- 5 The boys have two mobile phones.
- 6 My house has a television in every room.

## Progress test 3

### GRAMMAR

#### 1 there's, there are

- 1 There are 2 There's 3 There's 4 There are

### VOCABULARY

#### 2 Towns

- 1 church; shops 2 houses; trees 3 street; people

#### 3 Places in towns

- 1 cinema 2 airport 3 restaurant 4 station

#### 4 Clock times

- 1 6.45 2 9.00 3 11.55

#### 5 morning, afternoon

- 1 morning; evening 2 night; morning
- 3 afternoon; night

#### 6 in, on, at

- 1 on 2 in 3 at 4 on 5 at

### SOUNDS AND SPELLING

#### 7 The letter a

- /æ/ map; thanks  
/ɑ:/ garden  
/eɪ/ play; name

### KEYWORD

#### 8 at

- 1 Tom is at work. 2 Let's meet at the theatre.
- 3 Cindy works at home. 4 My parents are at the shops.

### EXPLORE SPEAKING

#### 9 Responding to questions

- 1 I'm not sure 2 I am 3 it's not

## Progress test 4

### GRAMMAR

#### 1 *I don't (like) ...*

- 1 They don't like 2 We speak 3 I play  
4 I don't go

#### 2 *Do you ...?*

- 1 Do you drink coffee? 2 Do you live here?  
3 Do you have an MP3 player? 4 Do you speak Chinese?  
5 Do you like meat? 6 Do you work in an office?  
7 Do you go to university?

### VOCABULARY

#### 3 *Activity verbs*

- 1 watch; listen 2 play; watch 3 read; play

#### 4 *Food*

- 1 fish 2 fruit 3 vegetables 4 meat 5 bread  
6 rice 7 salad

### SOUNDS AND SPELLING

#### 5 *e, ee and ea*

- /e/ text; tennis; question  
/i:/ teacher; see; Chinese

### KEYWORD

#### 6 *go*

- 1 We go shopping on Saturday.  
2 My parents go out every Friday night.  
3 I go to a mosque every day.  
4 We sometimes go to a café for breakfast.  
5 Lots of young people go to college.

### EXPLORE WRITING

#### 7 *and / but*

- 1 The food in this restaurant is very good but the prices are high.  
2 Her flat is very small but it's in a beautiful city.  
3 I love cats but I don't like dogs.  
4 They have a cup of coffee in the morning and (they have) another one after lunch.  
5 There are lots of cafés near my house but (there are) no restaurants.

## Progress test 5

### GRAMMAR

#### 1 *Singular and plural nouns*

- 1 sunglasses 2 pens 3 newspapers 4 postcards  
5 stamps 6 watches

#### 2 *He / She doesn't + verb*

- 1 doesn't like 2 doesn't wear 3 plays

#### 3 *this, these*

- 1 Look at this T-shirt. 2 I really like these books.  
3 This carpet is very nice. 4 This is my cup.

### VOCABULARY

#### 4 *Numbers*

- 1 seventy-six 2 eighty-three 3 seventeen

#### 5 *Clothes*

- 1 pullover 2 trousers 3 skirt 4 jeans 5 suit

#### 6 *Colours*

- 1 white 2 green 3 yellow 4 blue 5 brown

### SOUNDS AND SPELLING

#### 7 *the sound /ə/*

- 1 e 2 a 3 e 4 e 5 a 6 e

### KEYWORD

#### 8 *in, on*

- 1 on 2 in 3 on 4 on

### EXPLORE SPEAKING

#### 9 *sorry / excuse me*

- 1 Sorry 2 Sorry 3 Excuse me 4 Excuse me

## Progress test 6

### GRAMMAR

#### 1 *Present simple: -s / -es endings*

- 1 watch 2 go 3 come 4 finishes

#### 2 *There is / are, you can...*

- 1 ...you can go to work by boat.  
2 ...there are two cathedrals.  
3 ...can walk to the city centre in one hour.  
4 There's a bus to the beach every...  
5 You can fly to Brussels or go...

#### 3 *Present simple questions*

- 1 How do you travel to work?  
2 Where do you have lunch?  
3 When / What time do you get up?  
4 When / What time do you have dinner?

### VOCABULARY

#### 4 *Transport*

- 1 tram 2 plane 3 underground 4 taxi 5 train

#### 5 *Adjectives*

- 1 cheap 2 fast 3 expensive 4 good 5 slow

## SOUNDS AND SPELLING

### 6 o, oa and oo

- /ɒ/ sorry; not
- /əʊ/ home; coat
- /ʌ/ son; brother
- /u/ book

## KEYWORD

### 7 have

- 1 I always have lunch at home.
- 2 Most people have three meals every day.
- 3 She always has a shower in the morning.
- 4 We don't have dinner with our parents.
- 5 I never have coffee in the evening.

## EXPLORE WRITING

### so / because

- 1 Alexey can't come to the cinema because he's very busy.
- 2 I often see my sister because she lives in the next street.
- 3 It's very cold so you need to take a coat.
- 4 I always go to bed early because I start work at 6.30 in the morning.
- 5 I never go to restaurants because it's expensive.

## Progress test 7

### GRAMMAR

#### 1 Past simple positive

- 1 got up 2 watched 3 started 4 went
- 5 phoned 6 cooked 7 listened 8 met
- 9 stayed 10 wrote

#### 2 was / were

- 1 were 2 weren't 3 was 4 wasn't 5 weren't

### VOCABULARY

#### 3 Activities

- 1 b) 2 a) 3 b)

#### 4 Place expressions

- 1 at a party 2 on holiday 3 at home
- 4 at a meeting

#### 5 A film called ..., a book by ...

- 1 I know a good Italian restaurant called Donatella's.
- 2 I read a good book by a Russian writer.
- 3 Last night I saw an interesting film by a Spanish director.
- 4 We went to a small café called La Espinosa.

#### 6 Adjectives

- 1 boring 2 long 3 expensive 4 wonderful

## KEYWORD

### 7 see, look at, watch

- 1 saw 2 looks at 3 watch 4 watched 5 sees

## EXPLORE SPEAKING

### 8 Making requests

- 1 of course 2 Sure 3 you can't 4 you can
- 5 no problem

## Progress test 8

### GRAMMAR

#### 1 Past simple negative

- 1 I didn't go out yesterday because I was tired.
- 2 The children didn't have dinner because they had a big lunch.
- 3 Anna didn't wake up early because she was on holiday.
- 4 There was a lot of noise in the street last night, so I didn't sleep much.

#### 2 Past simple questions

- 1 Did you have 2 Did she like
- 3 Did Gill and Alain go 4 Did they stay

#### 3 Wh- questions

- 1 Where 2 When 3 What 4 Who

### VOCABULARY

#### 4 Expressions with go

- 1 My children and I often go camping.
- 2 I often go to clubs on Friday night.
- 3 The market is a good place to go shopping.
- 4 I didn't go to museums because it was a business trip.
- 5 We go skiing every winter.

#### 5 Weather

- 1 wet 2 cool / cold 3 sunny 4 hot 5 dry
- 6 warm

#### Sounds and spelling

#### 6 /j/, /dʒ/, and /tʃ/

- /j/ station; sugar
- /dʒ/ jeans; manager
- /tʃ/ watch; picture; lunch

## KEYWORD

### 7 do

- 1 What **did** you do last night?
- 2 **Did** you do your homework last night?
- 3 Where **does** your brother live?
- 4 Where **do** your parents usually go on holiday?
- 5 What **do** you do at weekends?



## EXPLORE WRITING

### 8 A sequence of events

- 1 I got up and had a shower.
- 2 He went to the café and had a coffee.
- 3 We went to the club. Then we went home and went to bed.
- 4 We arrived in London and then we went to the hotel.
- 5 Simon stayed at home and watched TV. Then he went to bed.

## Progress test 9

### GRAMMAR

#### 1 Present progressive

- 1 have; 'm / am having
- 2 'm / am going; go
- 3 see; 're / are playing
- 4 go; 're / are cooking

#### 2 Present progressive (future meaning)

- 1 Hugo is going on holiday next Saturday.
- 2 The children are having a party this afternoon.
- 3 Elena is meeting her friend tomorrow morning.
- 4 My father is working next Saturday.
- 5 Wayne and his wife are staying at home tonight.

### VOCABULARY

#### 3 can, can't

- 1 can't
- 2 can
- 3 love
- 4 can't

#### 4 Telephone expressions

- 1 Hi, Norma, it's Atousha. Are you busy?; Yes, I am. Can you call me later?
- 2 Look, I'm really busy right now.; OK, sorry. I'll call you this evening.
- 3 Sorry, Omar. I'm in a meeting.; Can I call you tonight?

#### 5 Suggestions

- 1 Let's
- 2 We could
- 3 How about

## SOUNDS AND SPELLING

### 6 the letter u

/ʌ/ bus

/u:/ suit; blue

/ju:/ university; student

### KEYWORD

#### 7 that

- 1 Oh, **that's** wonderful!
- 2 **That's** a nice photo.
- 3 **That's** a good idea.
- 4 Really? **That's** terrible.
- 5 Excuse me, I think **that's** my jacket.

## EXPLORE SPEAKING

### 8 Replying to questions

- 1 do
- 2 isn't
- 3 don't
- 4 did

## Progress test 10

### GRAMMAR

#### 1 Past time expressions

- 1 in
- 2 for
- 3 When
- 4 until

#### 2 Questions: *When... ?; How long... ?*

- 1 When did you get your first job?
- 2 How long did you work there?
- 3 When did your daughter start school?
- 4 When was the First World War?
- 5 How long were your parents on holiday?

### VOCABULARY

#### 3 Nationalities, jobs

- 1 Mexican; writer
- 2 Italian; painter
- 3 American; singer
- 4 Indian; musician

#### 4 Years

- 1 nineteen seventy-seven
- 2 eighteen seventy
- 3 nineteen twenty-nine
- 4 two thousand and five

#### 5 Past simple verbs

- 1 moved
- 2 lived
- 3 wrote
- 4 married
- 5 became

#### 6 Life events

- 1 grew
- 2 got
- 3 met
- 4 was

### KEYWORD

#### 7 how

- 1 How can I get to the train station?
- 2 How much are these shoes?
- 3 How long was your brother in university?
- 4 How is your wife today?
- 5 How far is your flat from the city centre?

## EXPLORE WRITING

### 8 Say when things happened

- 1 When I was a child I lived with my grandparents.
- 2 After my brother left school he travelled around the world.
- 3 When he moved to Spain he spoke very little Spanish.
- 4 After he finished university, he wrote his first book.
- 5 When we were in London we worked in a café.

# English Unlimited Starter Achievement tests

## Speaking assessment scales

### Quick guide to marking

A mark of **5** means that the learner's speaking is well above Starter level.

A mark of **3** means that the learner's speaking is average for Starter level.

A mark of **1** means that the learner's speaking is not coherent enough to be properly assessed.

	<b>Task achievement</b>	<b>Range</b>	<b>Organisation</b>	<b>Pronunciation</b>	<b>Accuracy</b>
	<i>Did the learner complete the tasks in each section of the test?</i>	<i>Did the learner use a wide variety of vocabulary and grammar structures?</i>	<i>Did the learner express his/her ideas clearly and connect them together effectively?</i>	<i>Did the learner produce individual sounds clearly and use appropriate stress and intonation?</i>	<i>Did the learner produce grammatically correct language?</i>
<b>5</b>	All tasks completed successfully and without difficulty	A wide variety of both appropriate structures and vocabulary used confidently	Learner able to connect ideas clearly and effectively, using basic linkers and devices appropriate to the level	Clear pronunciation of sounds and use of stress and intonation to convey meaning, though L1 accent may be discernible	Very few errors in use of structures and vocabulary expected at this level, perhaps with evident ability to self-correct
<b>4</b>	Most tasks completed without difficulty	Some elements of 3 and some of 5	Some elements of 3 and some of 5	Some elements of 3 and some of 5	Some elements of 3 and some of 5
<b>3</b>	Tasks completed with occasional difficulty	A variety of appropriate structures used, with some inappropriate usage or difficulty retrieving appropriate language	Learner usually able to communicate and link ideas clearly, though with a lack of overall fluency	Some difficulty with sounds, stress and intonation, causing strain on the listener, though communication is rarely impaired	Errors in use of structures and vocabulary are frequent, but rarely impair communication
<b>2</b>	Frequent difficulties prevented task completion	Some elements of 1 and some of 3	Some elements of 1 and some of 3	Some elements of 1 and some of 3	Some elements of 1 and some of 3
<b>1</b>	Too little communication to assess	Too little communication to assess	Too little communication to assess	Too little communication to assess	Too little communication to assess

# 1A Who am I?

**Activity type:** Speaking – Information gap – Groups of six

**Aim:** To practise talking about yourself and asking questions

**Language:** Talk to someone for the first time – Coursebook p11

**Preparation:** Make one copy of the two worksheets for every six learners and cut each worksheet along the dotted line to make sets of six cards.

**Time:** 20 minutes

- 1 Draw a blank table on the board with these headings: *Name, From, Live, Married, Children*. Write your first name under *Name*. Ask a strong learner to come to the board. Say: *My name's (Anne). I'm from (England)*. Indicate that the learner should write where you are from under *From*. Next, say: *I live (in Cambridge)*. Encourage the learner to write your town or city name under *Live*. Say if you are married and how many children you have, e.g. *I am married and I have three children*. Encourage the learner to write *Yes* or *No* under *Married* and the number of children under *Children*.
- 2 Divide the class into groups of six. Give each learner in the group a different role card. (If you have more than six learners in a group, two learners can share a card and take turns to speak. If you have less than six learners in a group, stronger learners can have two cards or two weaker learners can share one card.) Look at a role card. Tell learners that this shows their name, where they are from, where they live, etc. Look at the table. Explain that they will speak to other learners in their group and fill in the table.  
  
Remind learners of language they can use and write it on the board: *My name's ...; I'm from ...; I live in ...; I'm (not) married; I have ... children / child*. Point out that the spellings of the names and places are above the table.
- 3 Learners mingle within their group and talk to one other person at a time. They say their information and the other learner writes it in the table. Go round and check as learners are speaking.
- 4 When they have completed the table, learners sit down and compare answers with their partners and the rest of the class.

<b>Name</b>	<b>From</b>	<b>Live</b>	<b>Married</b>	<b>Children</b>
<i>Jan</i>	<i>Poland</i>	<i>near London</i>	<i>yes</i>	<i>1</i>
<i>Amal</i>	<i>Iraq</i>	<i>in Dubai</i>	<i>yes</i>	<i>3</i>
<i>Li</i>	<i>China</i>	<i>in Hong Kong</i>	<i>yes</i>	<i>2</i>
<i>Yuki</i>	<i>Japan</i>	<i>near Tokyo</i>	<i>no</i>	<i>no</i>
<i>Cris</i>	<i>Mexico</i>	<i>in San Francisco</i>	<i>yes</i>	<i>4</i>
<i>Mel</i>	<i>England</i>	<i>near Manchester</i>	<i>yes</i>	<i>no</i>

## Extension

In the same group, learners mingle and talk to others using their real information.

# 1A Who am I? 1

Amal	Cris	Li	Mel	Yuki
England	Iraq	Japan	Mexico	
in San Francisco		in Hong Kong	near Tokyo	

## You

**Name:** Jan  
**From:** Poland  
**Live:** near London  
**Married:** yes  
**Children:** 1

Name	From	Live	Married	Children
Jan	Poland	near London	yes	1
		in Dubai		
	China			
			no	
				4
		near Manchester		



Cris	Li	Mel	Yuki	
England	Japan	Mexico	Poland	
near London	in San Francisco	in Hong Kong	near Tokyo	

## You

**Name:** Amal  
**From:** Iraq  
**Live:** in Dubai  
**Married:** yes  
**Children:** 3

Name	From	Live	Married	Children
Jan				
Amal	Iraq	in Dubai	yes	3
	China			
			no	
				4
		near Manchester		



Amal	Cris	Mel	Yuki	
England	Iraq	Japan	Mexico	Poland
near London	in San Francisco	near Tokyo		

## You

**Name:** Li  
**From:** China  
**Live:** in Hong Kong  
**Married:** yes  
**Children:** 2

Name	From	Live	Married	Children
Jan				
		in Dubai		
Li	China	in Hong Kong	yes	2
			no	
				4
		near Manchester		

# 1A Who am I? 2

Amal	Cris	Li	Mel
England	Iraq	Mexico	Poland
near London		in San Francisco	in Hong Kong

## You

**Name:** Yuki  
**From:** Japan  
**Live:** near Tokyo  
**Married:** no  
**Children:** no

Name	From	Live	Married	Children
Jan				
		in Dubai		
	China			
Yuki	Japan	near Tokyo	no	no
				4
		near Manchester		



Amal	Li	Mel	Yuki
England	Iraq	Japan	Poland
near London		in Hong Kong	near Tokyo

## You

**Name:** Cris  
**From:** Mexico  
**Live:**  
in San Francisco  
**Married:** yes  
**Children:** 4

Name	From	Live	Married	Children
Jan				
		in Dubai		
	China			
			no	
Cris	Mexico	in San Francisco	yes	4
		near Manchester		



Amal	Cris	Li	Yuki
Iraq	Japan	Mexico	Poland
near London		in San Francisco	in Hong Kong
			near Tokyo

## You

**Name:** Mel  
**From:** England  
**Live:**  
near Manchester  
**Married:** yes  
**Children:** no

Name	From	Live	Married	Children
Jan				
		in Dubai		
	China			
			no	
				4
Mel	England	near Manchester	yes	no

# 1B Conversation dominoes

**Activity type:** Reading – Dominoes – Pairs

**Aim:** To review conversation language

**Language:** Talk to someone for the first time – Coursebook p11; say hello and goodbye – Coursebook p12

**Preparation:** Make one copy of the worksheet for each pair of learners and cut it into a set of 16 dominoes along the dotted lines. Shuffle each set.

**Time:** 15–20 minutes

- 1 On the board, draw an empty domino like on the worksheet. Write *Fine, thanks.* in the left half and *Where are you from?* in the right. Draw another domino to the right. Cover *Fine, thanks.* with your hand. Elicit replies to *Where are you from?* and write a correct one in the left half of the second domino. Draw another domino to the left of the first. Cover *Where are you from?* with your hand. Elicit *How are you?* and write it in the right part of the domino. Draw a circle around *How are you?* and *Fine, thanks.* Draw another circle around *Where are you from?* and its answer. Explain to learners that these are both two-line dialogues.
- 2 Put learners into pairs. Give each pair one set of dominoes. Learners deal out the cards equally, face down. They do not look at each other's dominoes.
- 3 One learner puts a domino on the table. The other learner chooses one from his / her set which can be put at either end of the domino on the table so the two touching parts make a two-line dialogue. The dialogue must make sense. Learners then continue taking turns to put dominoes at either end of the chain, each time making a new two-line dialogue.
- 4 If a learner thinks the dominoes do not make a two-line dialogue, he / she can challenge his / her partner. If the dialogue is wrong, the learner must take back the domino and the turn passes to the learner who challenged. If learners are not sure, they should ask you for help.
- 5 When a learner cannot put down a domino, the turn automatically passes to his / her partner. The game continues until one learner has used all of his / her dominoes, or until nobody can make a correct dialogue. The learner who finishes first or who has the fewest remaining dominoes is the winner.

# 1B Conversation dominoes

I have only one child – a girl.	My name's Maria.	Hello Maria. I'm Ben.	Are you married?
Yes, but I have no children.	Are you OK?	Yes, I'm fine.	Where are you from?
I'm from Amman in Jordan.	We live in a flat with one room.	Oh, it's a small flat!	I'm from Brazil. And you?
I'm from Brazil too!	Where's St Petersburg?	I think it's in Russia.	I have a house with 22 rooms.
Oh, it's a very big house!	Are you from Canada?	No, I'm from England.	I live in a house in London. And you?
I have an apartment near Tokyo.	I'm not married. What about you?	I'm married and I have two children.	What's your name?
It's Chang Li.	How are you?	Fine, thanks.	This is my sister, Val.
Nice to meet you, Val.	Goodbye.	See you.	I have three boys. What about you?

# 2A Homestay families

**Activity type:** Speaking – Information gap – Pairs

**Aim:** To practise talking about people and their possessions

**Language:** Talk about people you know; Keyword *have* (1) – Coursebook p19

**Preparation:** Make one copy of the worksheet for each pair of learners. Cut each worksheet into A and B tables along the dotted line.

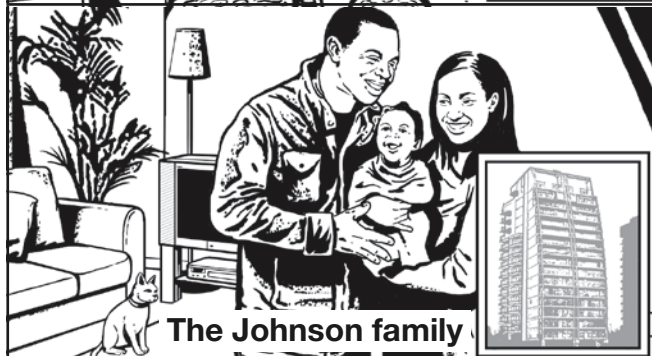
**Time:** 20–25 minutes

- 1 Learners imagine they are going to the UK to study English. They will stay with a British family. They will eat meals together with the family and they will be together some evenings and weekends. Make sure learners understand *stay* (to live somewhere for a short time). Brainstorm what makes a good homestay family: old or young; pets; children; big house; small flat? Write ideas on the board.
- 2 Make sure learners understand *pet*. Write *The Chan family* on the board. Under this, write:
  - *House / Flat:* ...
  - *Family:* ...
  - *Pets:* ...
  - ...Describe the picture of the Chan family at the top of the learners' worksheet, e.g. *The Chan family live in a small, old house. There is a man. He is about 60. He has a son and daughter. They are about 20, I think. They have a dog. They have a computer.* Ask learners to tell you what information to write on the board, e.g.
  - *House / Flat:* *small, old house*
  - *Family:* *man (60), son and daughter (20)*
  - *Pets:* *dog*
  - *computer*
- 3 Put learners into A/B pairs. Give out an A and a B table for each learner. Learners look at the picture of the Chan family. Remind learners of the information you wrote on the board. Encourage learners to write notes, not full sentences.
- 4 A has a picture of the Johnson family. A describes the picture. B listens and writes notes on his / her worksheet.
- 5 Learners take it in turns to describe the families in order to complete the worksheets.
- 6 When learners have finished, they look at the pictures and information they have written. Learners choose which family they would like to stay with.
- 7 *Round-up.* Ask a few learners which family they would like to stay with. Do other learners in the class agree?



# 2A Homestay families

A

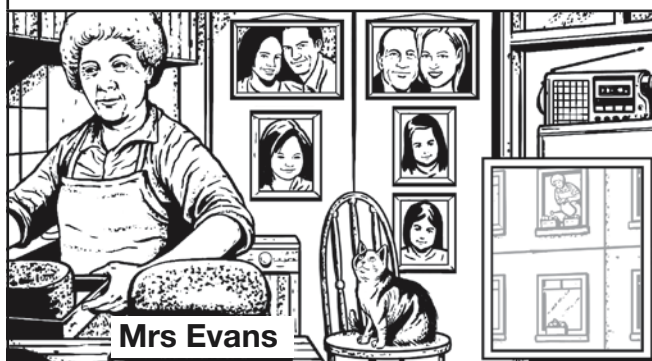


**The Clark family**

House / flat: \_\_\_\_\_

Family: \_\_\_\_\_

Pets: \_\_\_\_\_



**The Mansour family**

House / flat: \_\_\_\_\_

Family: \_\_\_\_\_

Pets: \_\_\_\_\_



B



**The Johnson family**

House / flat: \_\_\_\_\_

Family: \_\_\_\_\_

Pets: \_\_\_\_\_



**Mrs Evans**

House / flat: \_\_\_\_\_

Family: \_\_\_\_\_

Pets: \_\_\_\_\_



# 2B Three in a line

**Activity type:** Speaking – Noughts and crosses – Pairs

**Aim:** To review and personalise vocabulary and grammar from the Coursebook

**Language:** Review of vocabulary and grammar – Coursebook, Unit 2

**Preparation:** Make one copy of the worksheet for each pair of learners.

**Time:** 20 minutes

- 1 Draw a 3 x 3 noughts and crosses grid on the board. Check learners know how to play. Write a word that learners know into each square and demonstrate that they 'win' a square when they make a sentence including that word. Ask two strong learners to come to the board and play the game. Explain that the winner is the first to get three in a row horizontally, vertically or diagonally.
- 2 Put learners into pairs. Tell them to close their books. Give each pair a worksheet. They decide who is X and O.
- 3 One learner chooses a square on the grid and says a sentence containing that word. If (s) is at the end of the word, the learner can use the singular or plural form of the word. If the sentence is correct, the learner wins the square and can mark it with X or O. If learners are not sure the sentence is correct, they can look in the Coursebook to check, or ask you. If the sentence is incorrect, the square remains available. Learners take turns to continue.
- 4 Set a time limit of 15 minutes. Learners try to win three squares in a line (horizontally, vertically or diagonally). The learner with the most lines of three is the winner.

# 2B Three in a line

daughter(s)	his	restaurant(s)	for	live(s)
am / is / are	university	job(s)	student(s)	married
office	she	supermarket(s)	brother(s)	company
I'm	work(s)	camera(s)	bicycle(s)	name
husband	eleven	sister(s)	school	family
TV(s)	flat	mobile phone(s)	cat(s)	house
have / has	he	hospital(s)	shop(s)	I
my	waiter(s)	friend(s)	son(s)	near
her	child / children	fifteen	wife	from
parents	dog(s)	computer(s)	hotel(s)	in

# 3A Street scenes

**Activity type:** Speaking – Spot the difference – Pairs

**Aim:** To practise describing a street

**Language:** Streets; *there's* / *there are* – Coursebook p22 – Vocabulary and Grammar

**Preparation:** Make one copy of the worksheet for each pair of learners and cut it into A and B pictures along the dotted line.

**Time:** 15 minutes

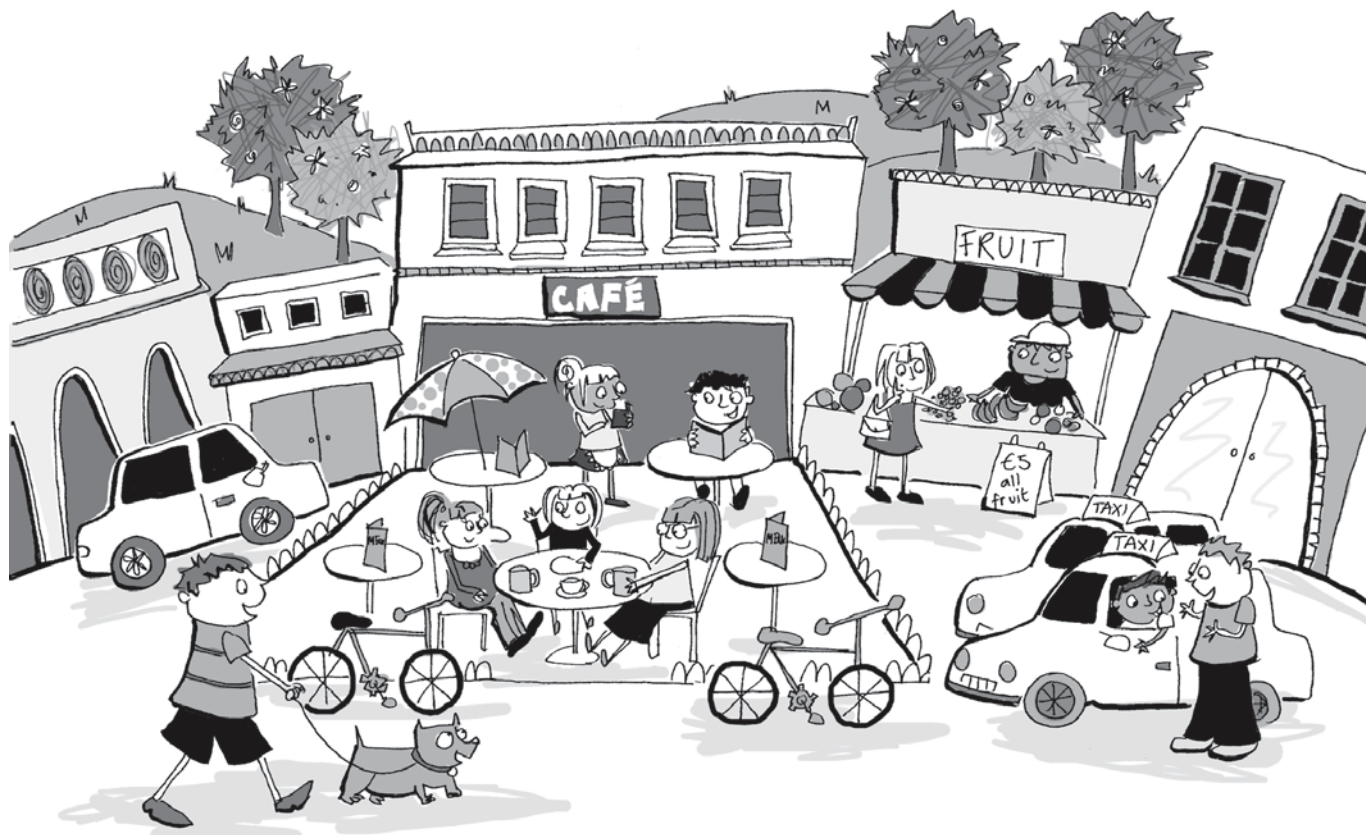
- 1 Ask a strong learner to come to the front of the class. Give picture B. Describe a few things in picture A using *There's ...* and *There are*, e.g. *There is a café and there are two bicycles*. Ask *Is it the same in your picture?* (No, there is one bicycle.). The learner describes a few things in picture B. Say when something is different. The learner sits down.
- 2 Write *There's*, *There are* on the board and remind learners to use *there's* + singular nouns and *there are* + plural nouns.
- 3 Put learners in A/B pairs. Give out pictures A and B. Learners take turns to describe their picture and find differences. There are five differences. Remind learners not to look at each other's pictures. Go round and check learners are using *there's* and *there are* correctly.
- 4 When learners have finished, they look at each other's pictures to check their answers.
- 5 *Round-up*. Learners tell you the five differences. Write them on the board.

**A** *There are two bicycles. There are two taxis. There are five trees. There are ten people (five men and five women). There is one dog.*

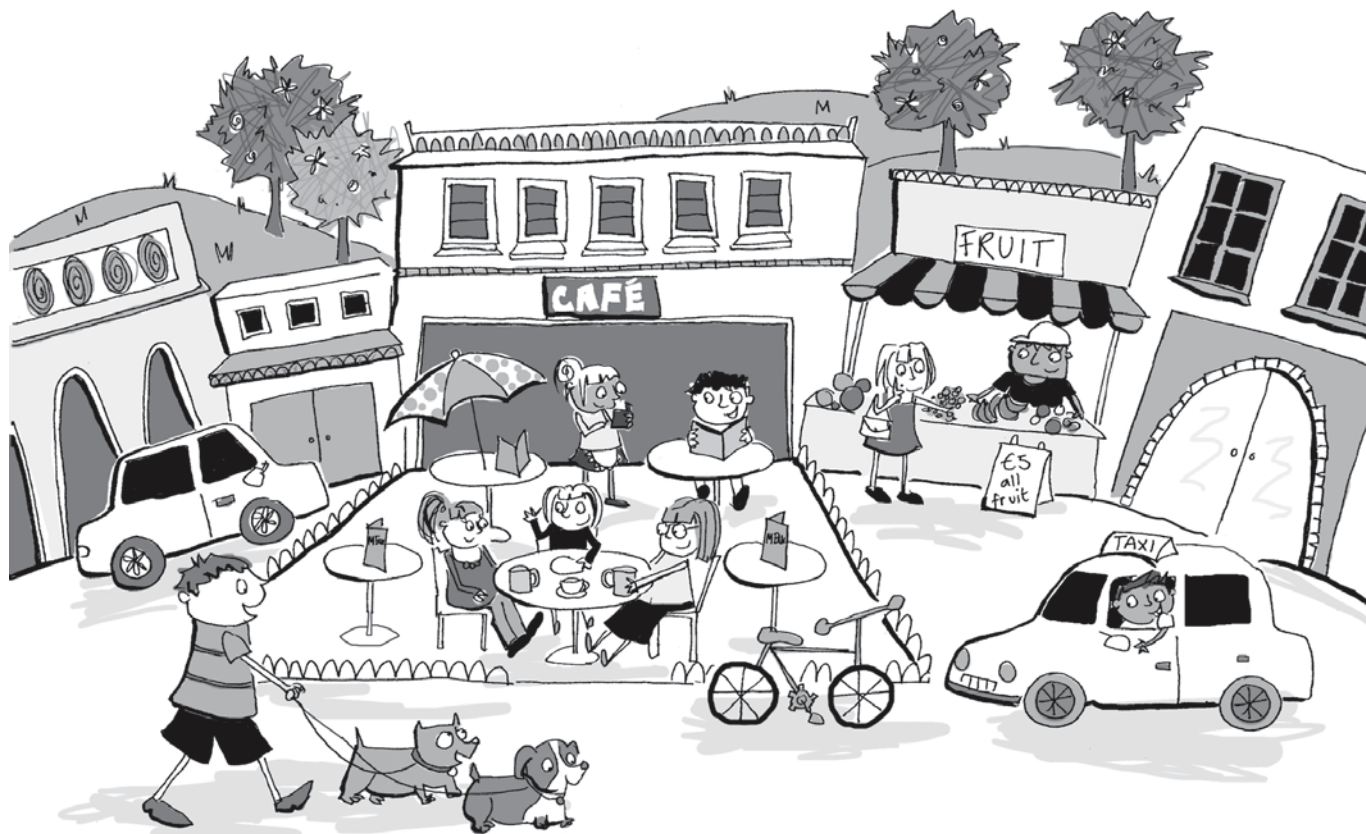
**B** *There is one bicycle. There is one taxi. There are four trees. There are nine people (four men and five women). There are two dogs.*

# 3A Street scenes

A



B



## 3B Short-answer snap

**Activity type:** Speaking – Snap – Pairs

**Aims:** To practise responding to questions with short answers

**Language:** Responding to questions – Coursebook p28

**Preparation:** Make one copy of the worksheet for each pair of learners. Cut along the dotted lines into a set of 32 cards.

**Time:** 15 minutes

- 1 Put learners into A/B pairs. Give out the A or B sets of cards to each learner. Learners shuffle their cards and put each pile face down on the table.
- 2 Both learners take the top card from their pile and put it face up on the table at the same time. If the A question and the B answer match grammatically (the answer can be *Yes* or *No*), then the first learner to say *Snap!* wins one point. If a learner calls *Snap!* when the cards do not match, their partner wins one point. If the cards don't match, learners put the cards to one side and pick up new ones from their pile. This continues until learners have turned over all the cards.
- 3 When learners have turned over all the cards in their pile, they each pick up their own cards and shuffle them. They continue playing until one of the players has 10 points.
- 4 Pairs who finish early can repeat the game, swapping A and B sets.

# 3B Short-answer snap

A

Are you English?	Are you busy?	Are you OK?	Are you free this evening?
Is he married?	Is your brother at school?	Is he from Saudi Arabia?	Is he a teacher?
Is she your teacher?	Is she Brazilian?	Is she at university?	Is she a doctor?
Is the supermarket closed?	Is your flat noisy?	Is it Tuesday today?	Is Shanghai in China?

B

Yes, I am.	Yes, I am.	No, I'm not.	No, I'm not.
Yes, he is.	Yes, he is.	No, he isn't.	No, he isn't.
Yes, she is.	Yes, she is.	No, she isn't.	No, she isn't.
Yes, it is.	Yes, it is.	No, it isn't.	No, it isn't.

# 4A Free time

**Activity type:** Speaking – Find someone who – Whole group

**Aim:** To practise asking and answering questions about free-time habits

**Language:** Say how you spend your time – Coursebook p35

**Preparation:** Make one copy of the worksheet for each learner.

**Time:** 15–20 minutes







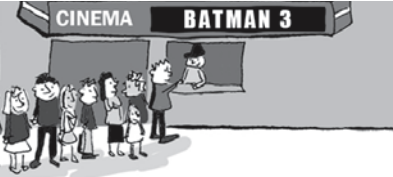



- 1 On the board, write: ... *often watches football matches*. Elicit the question form (*Do you often watch football matches?*). Write this on the board. Remind learners that *watch* changes to *watches*. Elicit the answers *Yes, I do.* and *No, I don't.* or *No, never.* Ask individual learners *Do you often watch football matches?* until somebody says *Yes*. Write the learner's name on the board in front of ... *often watches football matches*. If nobody says *Yes*, then write *X*.
- 2 Give each learner a worksheet. Learners spend a few minutes writing the other nine questions in the first column on the worksheet. Check answers with the class:

- 2 *Do you play guitar or piano?*
- 3 *Do you go shopping a lot?*
- 4 *Do you read a newspaper every day?*
- 5 *Do you play basketball?*
- 6 *Do you like computers?*
- 7 *Do you often go to the cinema?*
- 8 *Do you sometimes eat fast food?*
- 9 *Do you like Chinese food?*
- 10 *Do you read a lot of books?*

- 3 Learners move around the room and ask questions 1–10 to one person at a time. If learners can't leave their seats, they can work in large groups. When they find a learner who answers *yes*, they write his / her name in the gap on the worksheet and then move to another person.
- 4 Set a time limit of 10 minutes. Ask learners to return to their seats and tell the class something interesting they found out about other people.



# 4A Free time

<p>1 <i>Do you often watch</i> _____ <i>football matches</i> _____ ?</p>		<p>_____ often watches football matches.</p>
<p>2 _____ _____ ?</p>		<p>_____ plays guitar or piano.</p>
<p>3 _____ _____ ?</p>		<p>_____ goes shopping a lot.</p>
<p>4 _____ _____ ?</p>		<p>_____ reads a newspaper every day.</p>
<p>5 _____ _____ ?</p>		<p>_____ plays basketball.</p>
<p>6 _____ _____ ?</p>		<p>_____ likes computers.</p>
<p>7 _____ _____ ?</p>		<p>_____ often goes to the cinema.</p>
<p>8 _____ _____ ?</p>		<p>_____ sometimes eats fast food.</p>
<p>9 _____ _____ ?</p>		<p>_____ likes Chinese food.</p>
<p>10 _____ _____ ?</p>		<p>_____ reads a lot of books.</p>

# 4B Odd one out

**Activity type:** Speaking – Odd one out – Pairs / Groups of four

**Aim:** To review nouns, verbs and adjectives

**Language:** Review of vocabulary – Coursebook Unit 4

**Preparation:** Make one copy of the worksheet for each pair of learners. Cut along the dotted lines into a set of 36 cards.

**Time:** 20–25 minutes

- 1 Make sure learners understand *same* and *different*. Write on the board: *meat, salad, mother, chicken*. Ask which word is different and why (*meat, salad* and *chicken* are food, *mother* is not food).
- 2 Put learners into pairs. Give a set of cards to each pair. Learners look at the cards and check the meaning of any words they don't know with each other, the Coursebook, or you. One learner in each pair chooses four cards: three should have related meanings and one is different. The other learner identifies the word that is different.
- 3 Write on the board: *coffee, start, radio, rice*. Ask learners which word is different (*coffee, radio* and *rice* are nouns, *start* is a verb.)
- 4 One learner in each pair chooses another four cards: three should have the same part of speech and one is different. The other learner identifies the word that is different.
- 5 Learners work with their partner to make six sets of four words. Each set contains three words that are related in terms of meaning, or part of speech, or word stress and one word that is different. As learners are making sets, go round and check.
- 6 Put each pair of learners with another pair to make groups of four. Each pair shows their sets to the other pair, which tries to identify the 'odd one out'. The pair that correctly identifies the most 'odd one out' cards is the winner.

## Note

Learners may not choose the intended odd one out, but if they can justify why it is different from the other words, they win.

# 4B Odd one out

Italian	glass	tennis	newspaper
play	cheap	water	DVD
magazine	radio	Indian	teapot
TV	listen	music	orange juice
cup	coffee	bread	films
book	MP3 player	like	basketball
speak	strong	read	watch
nice	expensive	pasta	football
rice	Japanese	weak	good

# 5A At the market

**Activity type:** Speaking – Role play – Groups of four or six / Whole group

**Aim:** To practise language used for shopping

**Language:** Choose and buy things – Coursebook p43

**Preparation:** Make a copy of one worksheet for every learner.

**Time:** 25 minutes

- 1 Explain that you are at the market and you want to buy a bottle of water. Ask learners what questions they could ask. Build up the basic questions on the board:
  - *Can I have a bottle of water?*
  - *Do you have bottles of water?*
  - *How much is it?*

Remind learners of the plural forms of *How much is it?* and *It's ...* (*How much are they?; They're ...*).

- 2 To demonstrate the activity, take the role of the stall owner and ask learners to buy a bottle of water from you. Improvise a conversation, giving realistic answers to their questions. You could write this conversation on the board, e.g.
  - A Hello, can I help you?*
  - B Do you have bottles of water?*
  - A Yes.*
  - B How much are they?*
  - A They're 1.50.*
  - B OK, I'll take one, please.*

Elicit what the stall owner can say if he / she doesn't have an item (*No, sorry.*). Elicit also what the shopper can say if he / she doesn't want an item (*No, thank you.*).

- 3 Give each learner a copy of the worksheet. Look at the picture and check that learners know the items on the list. Divide the class into A and B learners. A is a shopper. A looks at the list and ticks *five* things to buy. Give learners a maximum amount of money they can spend (you could use your local currency). B is a stall owner. B ticks *ten* items that he / she sells, decides the price and writes it next to each item. Go round and check as learners are doing this.
- 4 Learners move around the classroom. B learners stand around the edge of the room and A learners visit their 'shops' and ask for the items on their lists. B can only sell items they ticked on their lists. If the items are too expensive, A can try another shop. Encourage A to move around to find a good price. When A buys something, they write the price next to the item on the worksheet. A must not spend more than the budget. If it is not possible for learners to move around the room, they could work in large groups, doing the same activity from their desks. Give a time limit of 15 minutes.
- 5 *Round-up.* When the role play has finished, ask a few A learners to tell you what they now have (i.e. what they bought at the market stall). Try to talk about this without using the past tense. Ask A learners: *Which shops are good / expensive?*

## Extension

Give out another worksheet for each learner. Repeat the role play, changing A and B roles.

# 5A At the market



- A large bottle of water.....  (Price: \_\_\_\_\_ )
- A small bottle of water .....  (Price: \_\_\_\_\_ )
- A cup of coffee .....  (Price: \_\_\_\_\_ )
- A cup of tea .....  (Price: \_\_\_\_\_ )
- A bottle of cola.....  (Price: \_\_\_\_\_ )
- A chicken sandwich .....  (Price: \_\_\_\_\_ )
- A salad sandwich .....  (Price: \_\_\_\_\_ )
- A postcard .....  (Price: \_\_\_\_\_ )
- Ten postcards.....  (Price: \_\_\_\_\_ )
- One stamp.....  (Price: \_\_\_\_\_ )
- Ten stamps .....  (Price: \_\_\_\_\_ )
- Three black pens .....  (Price: \_\_\_\_\_ )
- Three blue pens.....  (Price: \_\_\_\_\_ )
- A town map .....  (Price: \_\_\_\_\_ )
- A book .....  (Price: \_\_\_\_\_ )
- A women's magazine .....  (Price: \_\_\_\_\_ )
- A computer magazine .....  (Price: \_\_\_\_\_ )
- A sport magazine .....  (Price: \_\_\_\_\_ )
- A newspaper .....  (Price: \_\_\_\_\_ )
- An 'I love English' T-shirt .....  (Price: \_\_\_\_\_ )
- An 'I love you' T-shirt.....  (Price: \_\_\_\_\_ )
- An 'I love my teacher' T-shirt .....  (Price: \_\_\_\_\_ )
- A pair of sunglasses .....  (Price: \_\_\_\_\_ )
- A watch .....  (Price: \_\_\_\_\_ )
- A bag .....  (Price: \_\_\_\_\_ )

# 5B Bingo!

**Activity type:** Listening – Bingo game – Whole group

**Aim:** To practise listening comprehension of similar sounding words and plural forms

**Language:** Review of vocabulary – Coursebook, Unit 5

**Procedure:** Make one copy of the worksheet for every four learners. Cut the worksheet along the dotted lines to make four bingo cards.

**Time:** 20 minutes









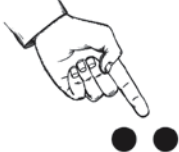

- 1 Give each learner one bingo card. Look at the words and pictures and check learners know the pronunciation.
- 2 Explain that you are going to say some words. When learners hear a word on their card they cross it out. Learners should listen carefully: some words are nearly the same, for example *stamp* and *stamps*. The first learner to cross out all the words on the card shouts *Bingo!*
- 3 Read out the words clearly in this order to the whole class: *ninety, glass, stamps, shirt, thirteen, these, sandwich, water, pens, watch, thirty, suit, watches, pen, waiter, sandwiches, stamp, glasses* (card D completed), *this* (card A completed), *nineteen* (cards B and C completed). The first learner to cross out all the words on the card and shout *Bingo!* is the winner.

## Extension

To play again, give out new cards. Check that learners have a different card from the first game. Call the words in any order, but make a note of them as you call. Alternatively, learners play in groups of five. A strong learner calls out the words in random order.



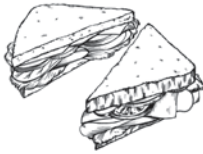


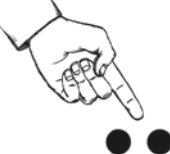



# 5B Bingo!

A

 pen	<b>13</b> thirteen	 watch
<b>90</b> ninety	 this	 sandwich
 stamps	 stamp	 water
 suit	 these	 glass









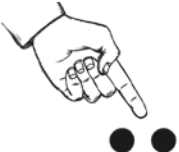


B











 waiter	 this	<b>19</b> nineteen
<b>13</b> thirteen	 sandwiches	 watch
 shirt	<b>30</b> thirty	 these
 glass	 sandwich	 stamps



C

<b>90</b> ninety	 glasses	 pens
 sandwiches	 waiter	<b>30</b> thirty
 water	 pen	 suit
 shirt	 these	<b>19</b> nineteen

D

 these	 pens	 watches
<b>13</b> thirteen	 sandwich	 waiter
 glasses	<b>90</b> ninety	 stamps
 glass	 stamp	 shirt

# 6A About town

**Activity type:** Speaking – Information gap and role play – Whole group / Groups of four or six

**Aim:** To practise asking how to get to places

**Language:** Transport; *How can I get to ...?* – Coursebook p48; p49 – Vocabulary

**Preparation:** Make one copy of the worksheet for every pair. Cut the worksheet along the dotted lines into two maps and two role cards

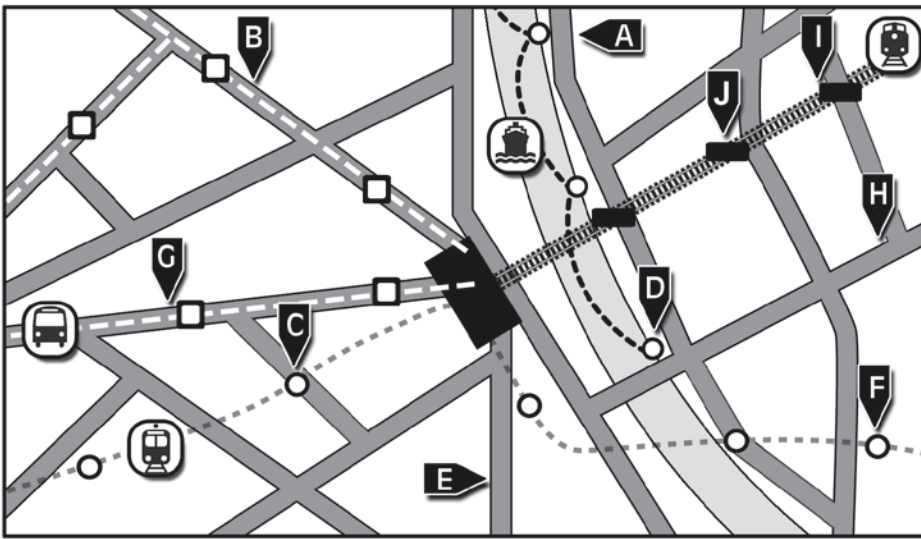
**Time:** 20 minutes

- 1 Explain that you are in a new town and you want to find the way to the train station. Learners tell you what question you could ask. (*How can I get to the train station?*)
- 2 Improvise a conversation, giving realistic answers to their questions. You could write this on the board, e.g.  
*A Excuse me, how can I get to the train station?*  
*B Well, you can go by bus, or you can walk there.*  
*A Thank you.*
- 3 Elicit other methods of transport (*taxi, bus, boat, train, etc.*)
- 4 Divide the class into A/B learners. Give a role card and map to each learner. Explain that they are in a new town. They have a list of places to visit.
- 5 Learners move around the classroom. Learners look at the map and find where they want to visit. Then, learners ask and answer questions, giving transport information. Encourage learners to greet and thank each other as appropriate. Encourage learners to describe how to get to a place, not to say *it's A*, etc. Learners then move to someone else for the next item on their list. If it is not possible for learners to move around the room, they could work in groups of four or six, doing the same activity from their desks.
- 6 The first learner to find all the places on his / her list is the winner.



# 6A About town

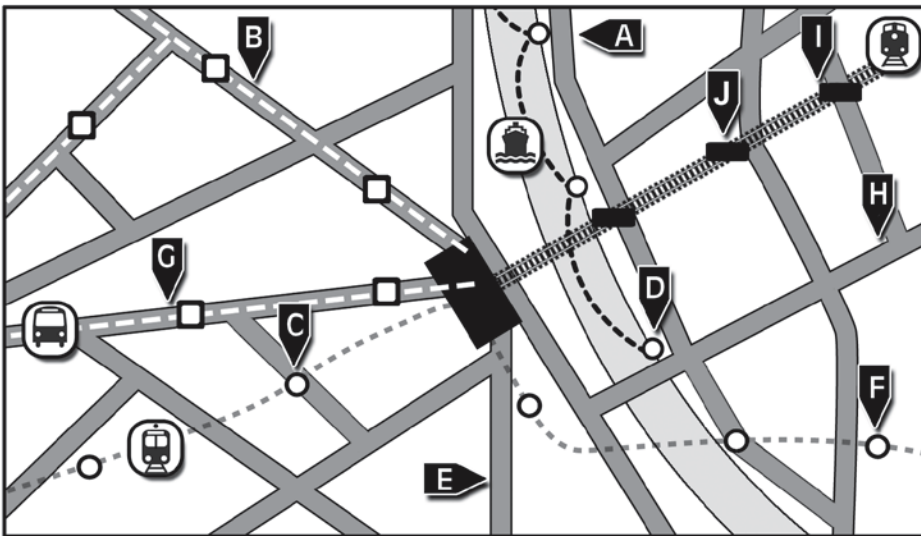
Map A



- A Hotel Plaza
- B \_\_\_\_\_
- C Internet café
- D \_\_\_\_\_
- E Church
- F \_\_\_\_\_
- G Theatre
- H \_\_\_\_\_
- I Burger House (\$)
- J \_\_\_\_\_



Map B



- A \_\_\_\_\_
- B Mosque
- C \_\_\_\_\_
- D Cinema
- E \_\_\_\_\_
- F Café Nino
- G \_\_\_\_\_
- H University
- I \_\_\_\_\_
- J Pizza Napoli (\$\$\$\$)



**A**

**Ask how to get to:**

- a mosque.
- an Italian restaurant.
- a cinema.
- the university.
- a café.

**B**

**Ask how to get to:**

- a theatre.
- a cheap restaurant.
- an Internet café.
- the church.
- a hotel.

# 6B My day

**Activity type:** Speaking – Information gap – Pairs

**Aim:** To practise asking and talking about the time and routines

**Language:** Talk about things you do every day – Coursebook p51

**Procedure:** Make one copy of the worksheet for every learner. Cut the worksheet along the dotted lines to make a set of 20 cards and one table for each learner.

**Time:** 20 minutes

- 1 Write on the board: *My day*. Next to this, draw a rough shape of a bed. Next to this, draw on a clock face the time you usually get up. Under this, write: *Do you ... at ...?* Encourage learners to guess the activity and ask you the question to check, e.g. *Do you get up at (7 o'clock)?* If learners can't correctly guess the activity, they can ask: *What do you do at (7 o'clock)?*
- 2 Draw a rough shape of two people standing. Next to this, write *evening*. Encourage learners to ask the question: *Do you meet friends in the evening?* or *What do you do in the evening?* Elicit the expressions *in the morning*, *in the afternoon* and *at night*.
- 3 Ask learners for some more everyday activities, e.g. *have breakfast*, *go to work*. Write these on the board.
- 4 Give each learner a *My day* table and a set of picture cards. Learners choose eight picture cards which can show activities they do every day. They place each one on a blank square on the table next to a clock face, or next to a time of day (*morning*, *evening*, etc.) they do the activity. If learners place a picture next to a clock face, they draw the time on the clock face they do the activity. Go round and check. Learners can interpret the pictures as they like. Avoid saying what each picture represents.
- 5 Learners work in pairs. They look at each other's tables and guess the activity and time, e.g. *Do you watch TV at 8 o'clock?* If they have no idea what the activity is, they can ask *What do you do at ...?* Remind learners that they can say *about* before times.
- 6 *Round-up*. Ask a few learners to tell the class one thing about their partner's day.

# 6B My day



## My day


# 7A Past simple board game

**Activity type:** Speaking – Board game – Groups of four

**Aim:** To practise using past simple verbs

**Language:** Past simple positive – Coursebook p55 – Grammar

**Materials:** Make one copy of the worksheet for every four learners. Make sure you have one counter for each learner and one coin for every four learners.

**Time:** 20–25 minutes

- 1 Write *cook* on the board. Ask learners what the past simple of *cook* is (*cooked*). Now say a sentence about yourself which is true or false, using this verb, e.g. *Last night, I cooked dinner for my family*. Write this on the board. Learners guess whether your sentence is true or false.
- 2 Underline *Last night* and elicit other time expressions we use with the past simple. Write these on the board, e.g. *yesterday, last Saturday, on Monday afternoon, last weekend, last week, last year*.
- 3 Put learners into groups of four. Give each group a worksheet. Give one counter to each learner.
- 4 Learners put all their counters on the START square and decide who is going to start. Learners then toss a coin and move the counter one square for a ‘head’ or two squares for a ‘tail’. Learners say a sentence using the verb in the square in the past simple which can be true or false, or follow the instruction to ‘Go back’, as appropriate. Learners can use one of the example expressions in the square, or they can use their own. The other learners guess whether the sentence is true or false. Each learner who guesses wrong misses the next turn.
- 5 Go round and check to make sure the past simple is being used correctly.
- 6 The game continues until one learner reaches the FINISH square.
- 7 *Round-up*. A few learners tell the class one thing they learned about someone else in their group.

# 7A Past simple board game

<p><b>17</b></p> <p><b>stay</b> ... at home ... in bed ... in a café</p>	<p><b>18</b></p> <p><b>have</b> ... a coffee ... a shower</p>	<p><b>19</b></p> <p><b>finish</b> ... work /school ... reading a book ... my homework</p>	<p><b>20</b></p> <p><b>FINISH</b></p>
<p><b>16</b></p> <p><b>go</b> ... to a party ... to the cinema</p>	<p><b>15</b></p> <p><b>GO BACK THREE SQUARES</b></p>	<p><b>14</b></p> <p><b>work</b> ... at home ... on the computer ... late</p>	<p><b>13</b></p> <p><b>cook</b> ... dinner ... at home ... a lot of food</p>
<p><b>9</b></p> <p><b>GO BACK THREE SQUARES</b></p>	<p><b>10</b></p> <p><b>write</b> ... an email ... a letter</p>	<p><b>11</b></p> <p><b>phone</b> ... a friend ... my parents ... my teacher</p>	<p><b>12</b></p> <p><b>meet</b> ... a friend ... my teacher</p>
<p><b>8</b></p> <p><b>have</b> ... lunch ... dinner</p>	<p><b>7</b></p> <p><b>go</b> ... shopping ... for a walk</p>	<p><b>6</b></p> <p><b>watch</b> ... television ... a DVD ... a film</p>	<p><b>5</b></p> <p><b>GO BACK THREE SQUARES</b></p>
<p><b>1</b></p> <p><b>START</b></p>	<p><b>2</b></p> <p><b>start</b> ... learning English ... my homework ... reading a book</p>	<p><b>3</b></p> <p><b>get up</b> ... late ... at 6.00 ... early</p>	<p><b>4</b></p> <p><b>listen</b> ... to some music ... to the radio</p>

# 7B A good week?

**Activity type:** Reading – Jigsaw reading – Pairs

**Aim:** To practise reading for detail. To practise saying what somebody did in the past.

**Language:** Past simple – positive – Coursebook p55; *be* past p56–57 – Grammar

**Preparation:** Make one copy of the two worksheets for every two learners.

**Time:** 20–25 minutes

- 1 Ask learners if they use Internet sites for posting messages or information about their life. If yes, how often? Introduce two characters who do this: Stefan and Agata.
- 2 Divide the class into A/B learners. Give out an A or B worksheet to each learner. Learners read and try to fill in the table.
- 3 When learners have finished, they check their answers with a partner who has read the same worksheet (in A/A and B/B pairs). Go round and check to make sure learners have the right answers.

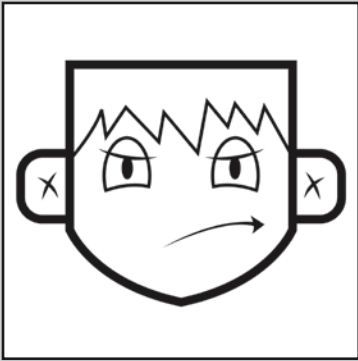
<i>On Monday Stefan and Agata watched a boring DVD.</i>	<i>Stefan – true Agata – false</i>
<i>Agata's grandfather is an interesting man.</i>	<i>Stefan – false Agata – true</i>
<i>Stefan and Agata went for a short walk on Wednesday.</i>	<i>Stefan – true Agata – false</i>
<i>Stefan was ill on Thursday.</i>	<i>Stefan – true Agata – don't know</i>
<i>Agata was happy on Thursday.</i>	<i>Stefan – don't know Agata – true</i>
<i>Agata talked about Brazil on Saturday.</i>	<i>Stefan – true Agata – true</i>
<i>Agata went to Brazil on Sunday.</i>	<i>Stefan – true Agata – true</i>
<i>It was a good week.</i>	<i>Stefan – false Agata – true</i>

- 4 Re-arrange the class so that learners are working in A/B pairs. Learners compare their answers and talk about the differences.
- 5 *Round-up.* When learners have finished, check answers with the class. Ask: *Who had the best week?*

# 7B A good week? A

○○○
← → ↻ ×

## Stefan\_Kaminsky



My wall
My photos
My friends

I worked all day and then we just watched a DVD in the evening. It wasn't very interesting.  
**Monday 8.32 p.m.**

I had lunch out with Agata and her grandfather – he's a boring old man!  
**Tuesday 7.54 p.m.**

I wrote a lot of emails at the office, and after work Agata and I went for a short walk.  
**Wednesday 9.09 p.m.**

Today was terrible! I was ill and stayed at home all day. I got up at 11.30 and watched TV.  
**Thursday 9.45 p.m.**

I went to work and had a lot of meetings. This evening, I went out with Alex and Otto. Then we watched the football match on TV. Brazil won 4-0! Terrible!  
**Friday 11.57 p.m.**

I helped Agata clean the flat. She wanted to talk about Brazil but I wasn't listening! This evening we went to a party. It wasn't very good because the music was really bad.  
**Saturday 11.30 p.m.**

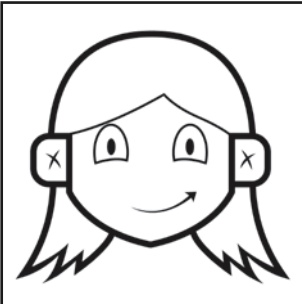
I got up late and Agata wasn't there. Where was she? Then I saw the note: "Look on the Internet ...".  
**Sunday 1.00 p.m.**

	True / False / Don't know
On Monday Stefan and Agata watched a boring DVD.	
Agata's grandfather is an interesting man.	
Stefan and Agata went for a short walk on Wednesday.	
Stefan was ill on Thursday.	
Agata was happy on Thursday.	
Agata talked about Brazil on Saturday.	
Agata went to Brazil on Sunday.	
It was a good week.	

# 7B A good week? B

⊙ ⊙ ⊙
← → ↻ ×

**Agata\_Nowak**



Stefan and I watched a really good DVD about life in Brazil. I want to go there, but not Stefan.  
**Monday 10.30 p.m.**

---

We met my grandfather for lunch. We looked at some photos of him on holiday in South America – he’s such an interesting man!  
**Tuesday 2.30 p.m.**

---

I did housework all day and so the flat’s really clean. I was tired but Stefan wanted to go for a long walk. It was good but I’m so tired!  
**Wednesday 9.21 p.m.**

---

Stefan was really tired this morning and stayed at home when I went to work. I had phone call from my manager and he asked me to go to Brazil next week for a meeting!!! Stefan was asleep when I got home.  
**Thursday 10.24 p.m.**

---

This morning I bought my ticket to Brazil for Sunday. I wanted to tell Stefan but he was out all day. So I read a book about Brazil.  
**Friday 10.48 p.m.**

---

Today, I cleaned the flat again. I talked to Stefan about Brazil, but he said “I don’t want to talk about Brazil!”.  
**Saturday 4.30 p.m.**

---

We went to a wonderful party this evening and talked to all my friends about Brazil.  
**Saturday 11.30 p.m.**

---

This morning I wrote a note to Stefan, and then I left home for the airport. Now I’m in Brazil – I can’t believe it!  
**Sunday 12.18 p.m.**

	<b>True / False / Don't know</b>
On Monday Stefan and Agata watched a boring DVD.	
Agata’s grandfather is an interesting man.	
Stefan and Agata went for a short walk on Wednesday.	
Stefan was ill on Thursday.	
Agata was happy on Thursday.	
Agata talked about Brazil on Saturday.	
Agata went to Brazil on Sunday.	
It was a good week.	



# 8A What's the weather like?

**Activity type:** Speaking – Picture matching – Pairs

**Aim:** To practise describing the weather

**Language:** Weather – Coursebook p66 – Vocabulary

**Preparation:** Make one copy of the worksheet for each learner.

**Time:** 15 minutes

- 1 Pre-teach *north, south, east, west*.
- 2 Write *Argentina* on the board and ask if learners know anything about it and its weather. (If you are in Argentina, ask about the weather in different regions of the country.)
- 3 Give out the worksheet. Focus learners on the maps. Describe the weather in the September map to the class, e.g. *In the east it's a bit cool but it's sunny. It's cool and cloudy in the south. In the west it's warm and sunny. And it's warm and cloudy in the north.* Learners say which month you are describing.
- 4 Learners work in pairs. One learner chooses a month and thinks for a few minutes about how to describe the weather. Then he / she describes the map to his / her partner without saying which month it is. The other learner listens and says the month. Learners take turns to describe two or three pictures each. Allow a few minutes thinking time before each description.
- 5 *Round-up.* When learners have finished, ask the class which is the best month to visit Argentina.

## Extension

Learners draw two simple maps of their own country with weather symbols for two different months. They give it to a partner who describes the weather in those months.

# 8A What's the weather like?

www.weatherworld.net

Argentina > weather

### January




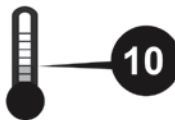




### March

### May

### July

### September

### November

 Sunny	 Wet	 Cold	 Cool
 Snow	 Cloudy	 Warm	 Hot

# 8B Where did you go?

**Activity type:** Reading and Speaking – Information gap – Pairs / Groups of four

**Aims:** To practise asking and answering questions in the past

**Language:** Talk about a place you visited – Coursebook p67

**Preparation:** Make one copy of worksheet 1 for every four learners. Cut along the dotted lines to make four cards. Make one copy of worksheet 2 for every learner.

**Time:** 20–25 minutes

- 1 Tell learners about a place you travelled to in the past. Encourage them to ask you questions, e.g. *Who did you go with? What was it like?*
- 2 Give each learner a copy of worksheet 2. Look at the prompts and ask learners to make past simple questions in pairs.

*1 Where did you go? 2 What was it like? 3 What did you do there?  
4 Who did you go with? 5 Where did you stay? 6 When did you go?  
7 What was the weather like? 8 What did you buy?*

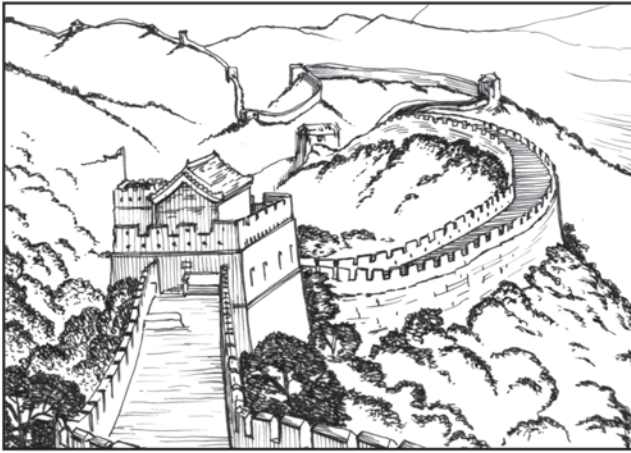
- 3 Put learners into groups of four. Give each learner a card: A, B, C or D. Explain that this is information about a place they visited last year. Individually, learners look at the information under the picture and fill in their column of their table. Go round and check.
- 4 Learners work in their groups and take turns to ask and answer the questions. They complete the table. Go round and check that learners are using the past simple.

	A	B	C	D
<i>1 Where did you go?</i>	<i>China</i>	<i>Costa Rica</i>	<i>Jordan</i>	<i>Russia</i>
<i>2 What was it like?</i>	<i>really interesting</i>	<i>beautiful</i>	<i>wonderful</i>	<i>very nice</i>
<i>3 What did you do there?</i>	<i>saw the Great Wall</i>	<i>walked in the rainforest</i>	<i>visited Petra – a very old city</i>	<i>went sightseeing in St Petersburg</i>
<i>4 Who did you go with?</i>	<i>my parents</i>	<i>my friend</i>	<i>my family</i>	<i>three friends</i>
<i>5 Where did you stay?</i>	<i>in five-star hotels</i>	<i>in Costa Rican people's homes</i>	<i>a hostel</i>	<i>a small hotel</i>
<i>6 When did you go?</i>	<i>last summer</i>	<i>in September</i>	<i>in January</i>	<i>in winter</i>
<i>7 What was the weather like?</i>	<i>very hot</i>	<i>hot and wet</i>	<i>cool</i>	<i>really, really cold</i>
<i>8 What did you buy?</i>	<i>Chinese tea</i>	<i>a hat</i>	<i>a carpet</i>	<i>a present for you!</i>

- 5 *Round-up.* When groups finish, ask them to say which holiday they like best.

# 8B Where did you go? 1

A



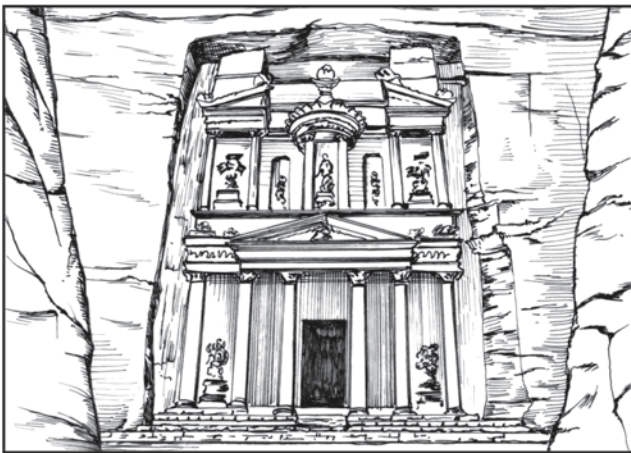
my parents Chinese tea  
in five-star hotels China  
really interesting  
(see) the Great Wall  
last summer very hot

B



(walk) in the rainforest  
in Costa Rican people's houses  
Costa Rica my friend  
a hat beautiful  
hot and wet in September

C



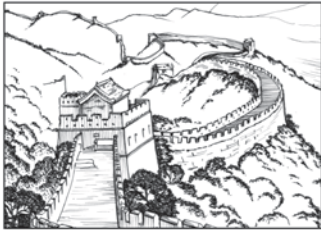
Jordan my family  
cool (visit) Petra – a very old city  
in January wonderful  
a carpet a hostel

D



a present for you!  
three friends a small hotel  
(go) sightseeing in St Petersburg  
really, really cold in winter  
Russia very nice

# 8B Where did you go? 2



	A	B	C	D
1 Where / go? _____				
2 What / it like? _____?				
3 What / do there? _____?				
4 Who / go with? _____?				
5 Where / stay? _____?				
6 When / go? _____?				
7 What / weather like? _____?				
8 What / buy? _____?				

# 9A Around the world

**Activity type:** Speaking and Listening – Running dictation – Pairs / Whole group

**Aim:** To practise the present progressive

**Language:** Present progressive – Coursebook p70 – Grammar

**Preparation:** Make one copy of worksheet 1 for each pair of learners. Make one copy of the worksheet 2 for the class. Cut along the dotted line into a set of 10 cards. Make sure the room is safe if learners are running.

**Time:** 15–20 minutes

- 1 Ask learners: *Do you have friends or family in other countries? What time is it there now? What are they doing?* Remind learners to use the present progressive.
- 2 Put learners into pairs. Give each pair a copy of worksheet 1. Learners discuss what they think the people in the pictures are doing. Stick the cut-up cards on a wall as far away from learners as possible, or all around the walls of the room.
- 3 Explain that learners must find out the names of the people in the pictures. All the names are also in the box above the map to help with spelling. Working in pairs, one learner in each pair runs to the wall where the cards are. The runner reads one card, remembers it and runs back to tell his / her partner. The runner must not write, only tell the writer the information he / she has found. The writer adds the names to the correct gaps.
- 4 The writer and runner change roles and continue filling in the gaps in this way. To ensure communication, it is important that the runner does not write. The first pair to finish should bring their answers to you to check. If they are correct, they win the game.
- 5 When one pair has won, stop the game. Check answers with the class.

1 *Susanna and Chris*  
2 *Jeff*  
3 *Maria*  
4 *Debora and Alex*  
5 *Ali*  
6 *Miriam and Hani*  
7 *Tarak and Marisa*  
8 *Ann*  
9 *Ken*  
10 *Pat*

- 6 *Round-up.* Ask the class questions what the people are doing, e.g. *What are Miriam and Hani doing?*

## Alternative

If you do not have a large classroom or learners cannot move easily, follow the above procedure, but do not put cards on the walls. Make one copy of worksheet 1 and 2 for each pair and cut worksheet 2 into eight cards. Give a set of cards to each pair. Learners put them in a pile face down on the table. One learner picks up a card, reads it silently and puts the card on the bottom of the pile. The other learner must not see the card. The reader tells the writer the information on the card. The writer writes the names in the correct gaps. Learners change roles for each new card.

# 9A Around the world 1

Ali	Ann	Debora and Alex	Jeff	Ken	Maria
Miriam and Hani		Pat	Susanna and Chris	Tarak and Marisa	

The map shows 10 numbered circles connected to 10 numbered photographs:

- 1: A woman in a uniform standing in a hallway.
- 2: A man in a suit sitting at a desk.
- 3: A woman talking on a mobile phone.
- 4: A man and a woman sitting at a table with coffee.
- 5: A group of people sitting around a table with money.
- 6: A woman and a man sitting at a table eating.
- 7: A man and a woman sitting at a desk.
- 8: A man in a uniform holding a card.
- 9: A woman sitting at a desk with a computer.
- 10: A man sitting at a desk with a computer.

# 9A Around the world 2

**Susanna and Chris**  
are going to work.

**Miriam and Hani**  
are having dinner.

**Jeff** is writing emails.

**Tarak and Marisa**  
are watching TV.

**Maria** is phoning  
customers.

**Ann** is going to bed.

**Debora and Alex**  
are having a coffee.

**Ken** is studying.

**Ali** is playing with  
his children.

**Pat** is getting up.



# 9B Three phone calls

**Activity type:** Speaking – Role play – Groups of three

**Aim:** To practise speaking on the telephone and making arrangements.

**Language:** Telephone expressions – Coursebook p70 – Vocabulary; Invitations and replies – Coursebook p73

**Preparation:** Make one copy of the worksheet for each learner.

**Time:** 20–30 minutes

- 1 Draw two people near the top of the board, far apart from each other. Draw a thought bubble from the first person with a picture or word inside to suggest a place to go out, e.g. *cinema*. Explain that the two people are having a phone conversation and the first wants to go to the cinema. Ask learners what they think the conversation would be. Start with the first person answering the phone and saying *Hello*. Build up a conversation on the board.
- 2 Elicit and write on the board *I'm (really) busy; I'll call you later; Can you call me later?; Who's calling?*.
- 3 Put learners into groups of three. Learners decide who is A, B and C in their group. Give each learner a worksheet.
- 4 Learners look at Conversation 1. Learners A and B close their Coursebooks. Learner C can look on p70. A and B think about what they should say in each part of the conversation. C helps by referring to the Coursebook. Learners should replace the letters A, B and C with their own names. Check learners know who is phoning who and who speaks first in each conversation.
- 5 A and B sit back to back. C sits where he / she can hear them both. A and B begin Conversation 1 using their notes. C listens and helps if necessary.
- 6 Repeat with Conversations 2 and 3. The learner who is not taking part in the conversation helps prepare and gives feedback.


## Extension

Ask a strong group to act out their conversations in front of the class.

# 9B Three phone calls

## Conversation 1

**A**

 Answer the phone and say your name.

Say you are fine.

Say yes.

Say that you are free then. Say "Let's ask C if he / she wants to come too."

Say goodbye.

**B**

Say hello and ask how A is.

Ask A to go somewhere with you. (Where?)


Say the time / day.

Say "That's fine".

Say goodbye.

## Conversation 2

**C**

 Answer the phone. Say your name.

Say you are fine but you are very busy. Ask if you can call back later.

Say that's OK. Say goodbye.

**A**

Say "Hello, it's (your name)". Ask how C is.

Say you are going out now. Ask C to call B.

Say goodbye.

## Conversation 3

**B**

 Answer the phone. Say your name.

Ask who's calling.

Say where you are going with A. Invite C.

Say the time / date.

Say goodbye.

**C**

Say hello (but don't say your name).

Say your name.

Say yes. Ask when.

Say that's OK or you are busy (you choose).

Say goodbye.

# 10A History Hear / Say

**Activity type:** Speaking and Listening – Hear / Say – Groups of three

**Aim:** To practise years and the past simple

**Language:** Years – Coursebook p78 – Vocabulary

**Preparation:** Make one copy of the worksheet for every three learners. Cut along the dotted lines into three separate cards.
























**Time:** 15–20 minutes

- 1 Pre-teach *moon*. Write on the board the following years: *1325, 1962, 2000, 2004, 2015* and ask learners how to say them (*thirteen twenty-five; nineteen sixty-two; two thousand; two thousand and four; two thousand and fifteen*). Write the following verbs on the board: *open, walk, start, make, die, get, be, become, write, leave*. Learners say the past simple form. Write answers on the board.
- 2 Put learners into groups of three. Give each learner a card, A, B or C. If you have one or two extra learners, they can share a card and take turns to speak, but there must be three cards in each group.
- 3 In each group, A starts by saying the year next to the word *START* in the *SAY* column (*2004*). The other learner who has that year in the *HEAR* column looks at the prompts next to it in the *SAY* column (*The Olympic Games / open / in Athens.*). The learner uses the prompts given to make a past simple sentence (*In 2004, the Olympic Games opened in Athens.*). The other learner who has this sentence in the *HEAR* column corrects the previous learner if necessary and responds with the year in the *SAY* column next to it (*1987*). The activity continues in this way until the group reaches *FINISH*. Go round and check as learners are speaking.
- 4 Learners turn over their cards when they finish. Say years and names from the exercise. Learners try to remember the information and make sentences. For example, if you say *Nelson Mandela* or *1918*, learners should say *Nelson Mandela was born in 1918*.

## Extension

Learners can find more information about all of these subjects at <http://en.wikipedia.org/>.

# 10A History Hear / Say

A		B		C	
HEAR	SAY	HEAR	SAY	HEAR	SAY
<b>START</b>	2004	 Kemal Atatürk became the President of Turkey.	1325	 1997	Mother Theresa / die / in Calcutta.
 Bill Gates left Microsoft.	2015	 Jackie Chan started acting.	1923	 Man walked on the moon.	1876
 Nelson Mandela was born.	1969	 Mother Theresa died in Calcutta.	1962	 Alexander Graham Bell made the first phone call.	2008
 Ibn Battuta started travelling.	1918	 Kim Dae-Jung got the Nobel Peace Prize.	1962	 The Olympic games opened in Athens.	1987
 Paulo Coelho wrote <i>The Alchemist</i> .	1997	 2004	The Olympic Games / open / in Athens.	 1918	Nelson Mandela / born.
 2000	Kim Dae-Jung / get / the Nobel Peace Prize.	 2008	Bill Gates / leave / Microsoft.	 1325	Ibn Battuta / start / travelling.
 1962	Jackie Chan / start / acting.	 1969	Man / walk / on the moon.	 1923	Kemal Atatürk / become / the President of Turkey.
 1876	Alexander Graham Bell / make / the first phone call.	 1987	Paulo Coelho / write / <i>The Alchemist</i> .	 2015	<b>FINISH</b>

# 10B All about me

**Activity type:** Speaking – Personalised guessing game – Pairs

**Aim:** To practise asking and answering questions about life events

**Language:** Life events – Coursebook p80 – Vocabulary

**Preparation:** Make one copy of the worksheet for each learner.

**Time:** 20–25 minutes

- 1 Choose three topics from the list on the worksheet. Write only your answers on the board (just one or two words for each answer). Say that these are about your life. Learners ask you *Yes / No* questions to find out about them. Make sure learners understand *first*.
- 2 Give out a worksheet to each learner. Learners choose *six* topics only. They write answers next to the six topics.
- 3 Learners copy their words onto the picture. They choose where to write them. Then, learners fold the worksheet along the dotted line, so that only the picture is visible.
- 4 Put learners in pairs. They look at each other's answers and think about why their partner wrote them. They think of questions they can ask to check if this is correct. Allow a few minutes for this.
- 5 Learners ask their partner *Yes / No* questions to check their ideas. Encourage them to ask follow-up questions.
- 6 *Round-up.* Learners tell the class one interesting thing they found out about their partner.

# 10B All about me

**Choose six. Write ...**

- the place where you went to school. \_\_\_\_\_
  - the place where you grew up. \_\_\_\_\_
  - the place where you were born. \_\_\_\_\_
  - a place you went to live. \_\_\_\_\_
  - the year you got your first job. \_\_\_\_\_
  - the year you met your husband or wife. \_\_\_\_\_
  - the year you got married. \_\_\_\_\_
  - the year you had a baby. \_\_\_\_\_
  - one thing you studied at university or school. \_\_\_\_\_
  - the number of years you went to university. \_\_\_\_\_
  - the number of times you moved. \_\_\_\_\_
  - the number of years or months you worked in your first job. \_\_\_\_\_
- 

**Write your six answers on the picture.**

