

COMPLETE

KEY for Schools

**Student's Book
without answers**

Second edition



A2



WITH ONLINE
PRACTICE

David McKeegan

For the revised exam from 2020

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Map of the units	4
Introduction	6
A2 Key for Schools content and overview	7
1 Hi, how are you?	8
2 We're going home	14
<i>Vocabulary and grammar review Units 1 and 2</i>	20
3 Dinner time	22
4 I'm shopping!	28
<i>Vocabulary and grammar review Units 3 and 4</i>	34
5 It's my favourite sport!	36
6 Have you got any homework?	42
<i>Vocabulary and grammar review Units 5 and 6</i>	48
7 Let's go to the museum	50
8 Did you get my message?	56
<i>Vocabulary and grammar review Units 7 and 8</i>	62
9 I love that film!	64
10 It's going to be sunny	70
<i>Vocabulary and grammar review Units 9 and 10</i>	76
11 I like to keep fit	78
12 Have you ever been on a plane?	84
<i>Vocabulary and grammar review Units 11 and 12</i>	90
13 What's your hobby?	92
14 Keep in touch!	98
<i>Vocabulary and grammar review Units 13 and 14</i>	104
Grammar reference	106
Phrasal verb builder	132
Irregular verbs	134
Writing bank	135
Speaking bank	143
Extra resources	149

Map of the units

Unit title	Reading and Writing	Listening	Speaking
1 Hi, how are you?	Part 2: Three English teenagers Part 6: an email	Part 1: Five short conversations	Part 1, Phase 1
2 We're going home	Part 1: signs and notices Part 7: a short story	Part 3: planning a party	Part 1, Phase 2
Vocabulary and grammar review Units 1 and 2			
3 Dinner time	Part 3: A young chef Part 5: completing a short text	Part 2: A cake competition	Part 2, Phase 1
4 I'm shopping!	Part 4: an article about Alek Wek Part 7: a short story	Part 5: a fashion show	Part 1, Phase 2
Vocabulary and grammar review Units 3 and 4			
5 It's my favourite sport!	Part 3: an interview with a young gymnast Part 6: an email	Part 4: short conversations or monologues	Part 2, Phase 1
6 Have you got any homework?	Part 2: Student life Part 5: completing short messages	Part 3: starting a new school	Part 2, Phase 2
Vocabulary and grammar review Units 5 and 6			
7 Let's go to the museum	Part 1: signs and notices Part 6: an email	Part 4: five short conversations	Part 2, Phase 1
8 Did you get my message?	Part 2: Three video makers Part 5: completing an email	Part 5: a computer fair	Part 1, Phase 2
Vocabulary and grammar review Units 7 and 8			
9 I love that film!	Part 4: Paddington Bear Part 7: a short story	Part 2: a music concert	Part 2, Phase 2
10 It's going to be sunny	Part 2: Holiday activities Part 5: completing a text	Part 1: five short conversations	Part 1, Phase 2
Vocabulary and grammar review Units 9 and 10			
11 I like to keep fit	Part 3: A young personal trainer Part 6: an email	Part 4: short conversations and monologues	Part 2, Phase 1
12 Have you ever been on a plane?	Part 1: signs and notices Part 7: a short story	Part 2: a park run	Part 1, Phase 2
Vocabulary and grammar review Units 11 and 12			
13 What's your hobby?	Part 3: A teenage Go player Part 6: an email	Part 3: Horse-riding lessons	Part 2, Phases 1 and 2
14 Keep in touch!	Part 4: Skywriting Part 5: completing a short text	Part 5: discussing website design	Parts 1 and 2
Vocabulary and grammar review Units 13 and 14			


Pronunciation	Vocabulary	Grammar
Word stress in numbers	Numbers Family members	Present simple Adverbs of frequency
Word stress: two-syllable words	Time Rooms Furniture	Present continuous <i>have got</i>
/s/, /z/, /ɪz/	School lunches Food phrases	Countable and uncountable nouns <i>How much / many: a few, a little, a lot</i>
/t/ and /ɪz/	Clothes and accessories Adjectives Shops	Present continuous and present simple <i>too</i> and <i>enough</i>
schwa /ə/	Sports <i>do, play</i> and <i>go</i> with sports Nationalities	Comparatives and superlatives Prepositions of time (<i>at, in, on</i>)
/v/ and /f/	School subjects Classroom objects Education verbs	<i>have to</i> Object pronouns
Past simple -ed endings	Buildings Directions	Past simple Imperatives
<i>can / can't</i>	Technology verbs Music	Past continuous <i>can / can't, could / couldn't</i>
-ing forms	Suggesting, accepting and refusing Adjectives	Verbs with -ing or to infinitive The future with the present simple, present continuous and <i>will</i>
<i>going to</i>	What's the weather like? Places	<i>going to</i> <i>must / mustn't</i>
Sentences with <i>if</i>	Parts of the body What's the matter? (ailments)	First conditional <i>something, anything, nothing, etc.</i>
/ʃ/ and /tʃ/	Means of transport Vehicles Travel verbs	Present perfect <i>should / shouldn't</i>
/w/ /v/ /b/	Hobbies Adverbs Jobs	Present perfect with <i>for</i> and <i>since</i> <i>may / might</i>
Sentence stress	Communication verbs -ed / -ing adjectives	The passive Present perfect with <i>just, already</i> and <i>yet</i>

Introduction



Who this book is for

Complete Key for Schools is a stimulating and thorough preparation course for students who wish to take the **A2 Key for Schools exam** from **Cambridge Assessment English**. It teaches you the reading, writing, listening and speaking skills which are necessary for the exam, as well as essential grammar and vocabulary. For those who are not planning to take the exam in the near future, the book provides skills and language which are all highly relevant for school-age learners moving towards an A2 level of English.

What the Student's Book contains:

- **14 units for classroom study.** Each unit contains:
 - an authentic exam task taken from each of the three papers in the **Key for Schools exam**. The units provide language input and skills practice to help you deal successfully with the tasks in each part.
 - essential information on what each part of the exam involves, and the best way to approach each task.
 - a wide range of enjoyable and stimulating speaking activities designed to increase your fluency and your ability to express yourself.
 - grammar and vocabulary activities and exercises for the grammar and vocabulary you need to know for the exam. When you are doing these exercises, you will sometimes see this symbol:  These exercises are based on research from the Cambridge Learner Corpus and they deal with the areas which often cause problems for candidates in the exam.
 - **seven unit reviews.** These contain exercises which revise the grammar and vocabulary that you have studied in each unit.
 - **Speaking and Writing reference sections.** These explain the possible tasks you may have to do in the Speaking and Writing papers, and they give you examples and models together with additional exercises and advice on how best to approach these Speaking and Writing exam tasks.
 - a **Grammar reference section** which clearly explains all the main areas of grammar you will need to know for the **Key for Schools exam**. There are also practice exercises for all grammar points.
 - extra online resources to help you with grammar, vocabulary and exam preparation.

Also available are:

- **Downloadable audio online** containing listening material for the 14 units of the Student's Book plus material for the Speaking Bank. The listening material is indicated by coloured icons  in the Student's Book.
- A **Teacher's Book** containing:
 - **step-by-step guidance** for handling the activities in the Student's Book.
 - a number of suggestions for **alternative treatments** of activities in the Student's Book and suggestions for **extension activities**.
 - **Photocopiable recording scripts** from the Student's Book listening material.
 - **complete answer keys** including recording scripts for all the listening material. All sections of text which provide answers to listening tasks are underlined.
 - **14 photocopiable word lists** (one for each unit) containing vocabulary found in the units. Each vocabulary item in the word list is accompanied by a definition supplied by the corpus-informed *Cambridge Learner's Dictionary*.
 - **access to extra photocopiable materials online** to practise and extend language abilities outside the requirements of the **Key for Schools exam**.
- A **Workbook** containing:
 - **14 units for homework and self-study.** Each unit contains further exam-style exercises to practise the reading, grammar and vocabulary, which also uses information about common exam candidate errors from the Cambridge Learner Corpus .
 - **Vocabulary Extra** sections, at the end of each unit, which contain further revision and practice of the essential **Key for Schools exam** vocabulary in the Student's Book units.
 - downloadable audio online containing all the listening material for the Workbook.
- A **Test Generator** containing:
 - a grammar and vocabulary test at standard and plus levels of each of the 14 units in the Student's Book.
 - three Term Tests including grammar, vocabulary and exam tasks for: writing, speaking, listening and reading
 - an end of year test including grammar and vocabulary from all 14 units along with exam tasks for: writing, speaking, listening and reading.

A2 Key for Schools content and overview

Part/Timing	Content	Exam focus
1 Reading and Writing 1 hour	<p>Part 1: Discrete three-option multiple choice questions on six short texts.</p> <p>Part 2: Matching. There are three short texts with seven items. Candidates are asked to decide which text an item refers to.</p> <p>Part 3: Three-option multiple choice. Candidates read a text and are asked to choose the correct answer from five multiple-choice questions.</p> <p>Part 4: Three-option multiple-choice cloze. A text is followed by six questions. Candidates select the correct word from each question to complete the text.</p> <p>Part 5: Open cloze. Candidates complete gaps in one or two short texts.</p> <p>Part 6: Writing – short message</p> <p>Part 7: Writing – story</p>	<p>Part 1: Candidates focus on overall understanding of emails, notices and messages.</p> <p>Part 2: Candidates read for specific information and detailed comprehension.</p> <p>Part 3: Candidates read for detailed understanding and main ideas.</p> <p>Part 4: Candidates read and identify the appropriate word.</p> <p>Part 5: Candidates read and identify the appropriate word with the focus on grammar.</p> <p>Part 6: Candidates write a communicative note or email of at least 25 words.</p> <p>Part 7: Candidates write a narrative of at least 35 words describing the people, events and locations that are shown in three pictures.</p>
2 Listening approximately 30 minutes	<p>Part 1: Five short dialogues with three-option multiple-choice questions with pictures.</p> <p>Part 2: Longer dialogue. Five gaps to fill with words or numbers.</p> <p>Part 3: Longer informal dialogue with five three-option multiple-choice items.</p> <p>Part 4: Five three-option multiple choice questions on five short dialogues or monologues.</p> <p>Part 5: Matching. There is a longer informal dialogue. Candidates match five items with eight options.</p>	<p>Part 1: Candidates are expected to listen and identify key information.</p> <p>Part 2: Candidates are expected to identify and write down key information.</p> <p>Part 3: Candidates listen to identify specific information, feelings and opinions.</p> <p>Part 4: Candidates listen to identify the main idea, message, gist, topic or point.</p> <p>Part 5: Candidates listen to identify specific information.</p>
3 Speaking 8–10 minutes per pair of candidates	<p>Part 1 Phase 1: Each candidate interacts with the interlocutor, giving factual information of a personal nature.</p> <p>Part 1 Phase 2: A topic-based interview where the interlocutor asks each candidate two questions about their daily life.</p> <p>Part 2 Phase 1: A discussion based on topic-based artwork prompts. Candidates discuss the objects and activities in the artwork with each other.</p> <p>Part 2 Phase 2: The interlocutor leads follow-up discussion on same topic as Phase 1. Each candidate is asked two questions.</p>	<p>Part 1: Candidates focus on interactional and social language.</p> <p>Part 2: Candidates focus on organising a larger unit of discourse.</p>

1

Hi, how are you?



Starting off

- 1 What do you see in the photos?
- 2 Complete the conversation with phrases from the box.

Do you like school? I'm 13. Nice to meet you.

~~What's your name?~~

Thiago: Hey. (1) *What's your name?*

Sophie: My name's Sophie.

Thiago: I'm Thiago. (2)
How old are you?

Sophie: (3)
What about you?

Thiago: I'm 13, too. (4)

Sophie: Yes, I do!

- 3 Listen and check.

- 4 Work in pairs. Practise the conversation.
Give true information about yourself.

Listening Part 1

Numbers

1 /P/ Word stress



Listen to the numbers. Underline the stressed part.

- | | |
|--------------------------|----------------------|
| 1 thirteen | thirty |
| 2 fourteen | forty |
| 3 fifteen | fifty |
| 4 sixteen | sixty |
| 5 seventeen | seventy |
| 6 eighteen | eighty |
| 7 a hundred and nineteen | a hundred and ninety |

2 Listen again and say the numbers.



3 Listen and circle the numbers you hear.



- | | | | |
|----|----|-----|-----|
| 13 | 30 | 17 | 70 |
| 14 | 40 | 18 | 80 |
| 15 | 50 | 119 | 190 |
| 16 | 60 | | |

4 Listen to the conversations. Write down the three numbers you hear in each conversation.



- 1 15
 2
 3

- You will hear five short conversations.
- You will hear each conversation twice.
- You must choose the correct picture.

Exam advice

5 Read question 1, and say the numbers on the doors. Listen and choose the correct answer.



- 1 Where does Thiago live?



A



B



C

6 Read questions 2-5. Underline the key words. Then describe what you can see in the pictures.

- 2 Which is Lucy's family?



A



B



C

- 3 How much is the bag?



A



B



C

- 4 Which is the girl's bus?



A



B



C

- 5 Which is Charlotte's favourite photo?



A



B



C

7 Listen. For these questions, choose the correct answer. Then listen again and check.



Grammar

Present simple

▶ Page 106 Grammar reference
Present simple

Rules

- We use the verb *to be* to talk about age, nationality, etc.
My brother is 12.
- We use the present simple to talk about things that are always true or things that happen regularly.
He's really good at football.
He lives in our street.

- Look at the photos. Talk about Adrian and Marcia using words from the box. Then listen and check.

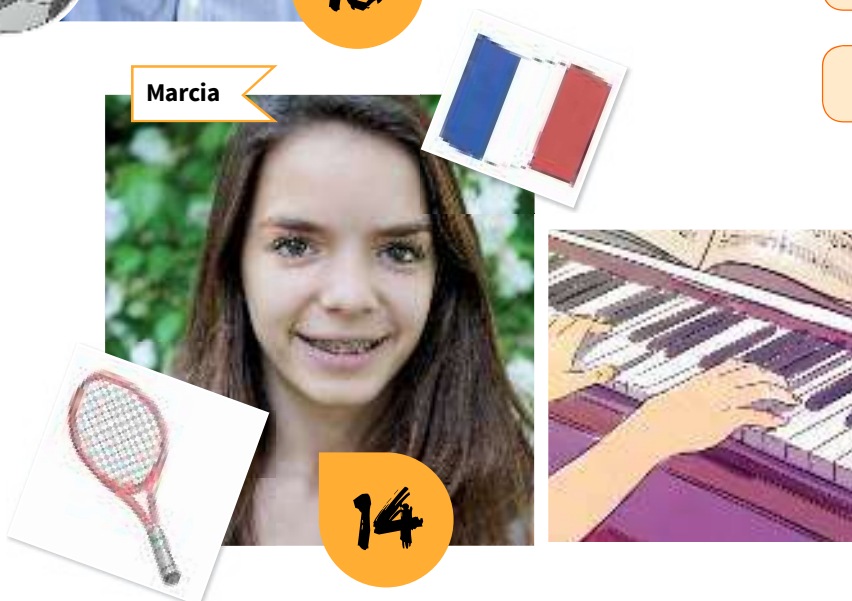
13 14 dancing France football
piano Poland tennis

Adrian is from Poland. He likes ...

Adrian



Marcia



- Ask and answer questions with *Do ...?* and *Are ...?*

Do you like football?

Yes, I do.

Are you from France?

No, I'm not.

- Complete the sentences with the correct present simple form of the verb in brackets. Use short forms.

My best friend's name (1) (be) Dexter. He (2) (not be) from England – he's from America. He (3) (love) sport, especially football. I (4) (not like) sport at all, but Dexter and I (5) (be) very good friends. We (6) (live) in the same street. Sometimes, I (7) (go) to his house and watch films. He (8) (not have) any brothers or sisters. His mum and dad (9) (be) really nice. They both (10) (work) at home. They (11) (be) a very happy family. Have you got a best friend?

- Work in pairs. Take turns to tell your partner about one of these people. Then ask and answer questions about them. Use the ideas below.

best friend brother father
mother sister teacher

be funny? be tall?
do sport? like music?

My best friend is from Spain.
She lives in Malaga.

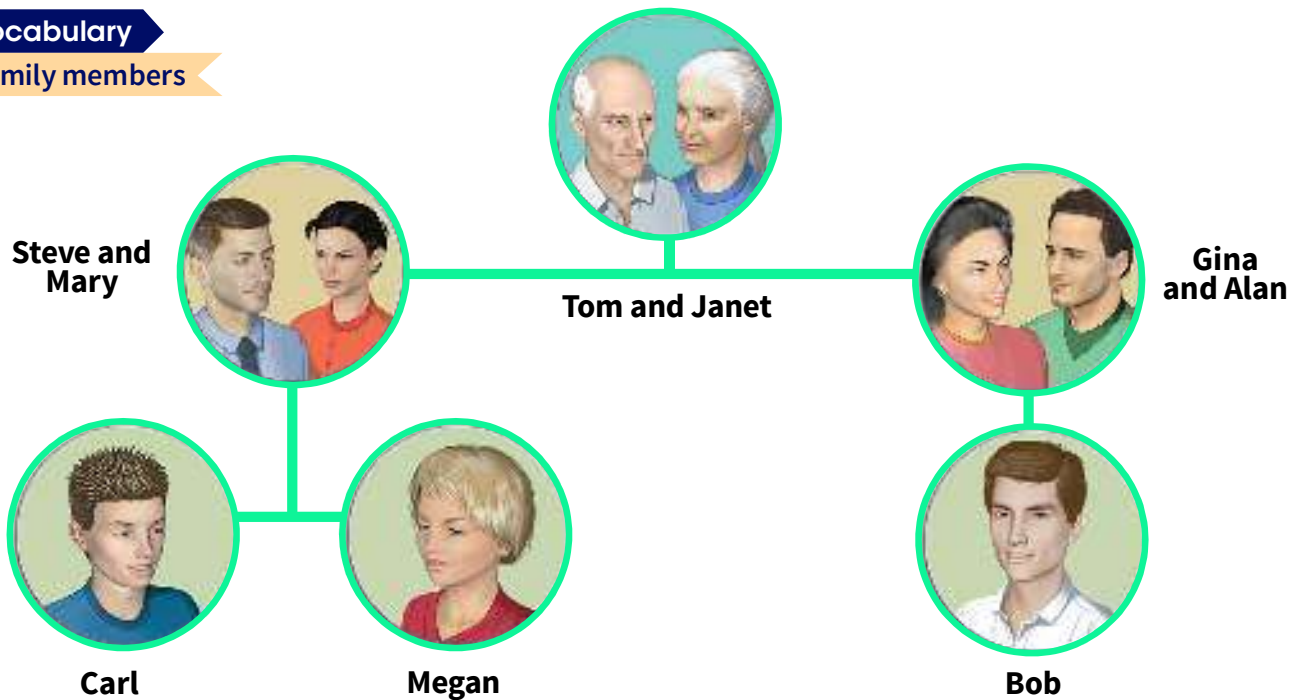
Is she funny?

Yes, she is.

Does she do any sport?

Vocabulary

Family members



- 1 Look at Carl's family tree.
Complete the sentences with words from the box.

aunt brother cousin daughter granddaughter
grandad ~~grandma~~ grandson husband sister
son uncle wife

- 1 Janet is Carl's *grandma*
- 2 Tom is Carl's
- 3 Tom is Janet's
- 4 Janet is Tom's
- 5 Alan is Carl's
- 6 Gina is Carl's
- 7 Bob is Carl's
- 8 Carl is Steve and Mary's
- 9 Megan is Steve and Mary's
- 10 Megan is Carl's
- 11 Carl is Megan's
- 12 Bob is Tom and Janet's
- 13 Megan is Tom and Janet's

- 2 Work in pairs. Draw your family tree. Ask and answer questions about your partner's tree.

Who is Alejandro?

He's my uncle.

Reading Part 2

- There are three short texts about a similar topic, and seven questions.
- You must match each question with one of the texts.
- The questions are not in the same order as the information in the text.

Exam advice

- 1 Work in small groups. Discuss the questions.
Are you similar or different?

- How old are you?
- Do you like sport?
- Where do you live?
- Do you like music?
- Who do you live with?

- 2 Reading Part 2 often asks you to find information.
Look at these extracts. Who has a brother and sisters?

Ellie: I'm 12 and I live in a city with my parents, my two sisters, Mel and Sue, and my little brother, Mark.

Laura: I live with my mum and dad. I'm nearly 13 and I don't have any brothers or sisters.

Chloe: I'm 13 years old – two years older than my little sister, Monica. ... I don't have any brothers ... My dad is a mechanic. My mum isn't from England ...

- 3 Look at the questions in Exercise 4 and underline the key words in each question.
- 4 For each question, choose the correct answer.

	Ellie	Laura	Chloe
1 Who has a <u>brother</u> and <u>sisters</u> ?	A	B	C
2 Who doesn't like sport?	A	B	C
3 Who says she wants to go to university?	A	B	C
4 Who is the oldest?	A	B	C
5 Who has a pet?	A	B	C
6 Who has a friend from another country?	A	B	C
7 Who can play a musical instrument?	A	B	C

THREE ENGLISH TEENAGERS

ELLIE

I'm 12 years old and I live in London with my parents, my two sisters Mel and Sue, and my little brother, Mark – oh, and our dog, Rufus! I'm the youngest girl in my family. Mel and Sue are both 19. They are at university. My best friend is called Stef. She's really funny and very good at playing the guitar. She's in a band. They're playing at the school party tonight.



LAURA

I live with my mum and dad in a small town in the north. I'm nearly 13. I don't have any brothers or sisters. My mum is a musician, and my dad teaches at the university. I hope to study there when I'm older. It's my birthday next week and I'm having a party. I'm inviting all my friends. We're having lunch then going to a football match. My best friend Anya is from Poland. She hates sport, but she'll still have fun!



CHLOE

I'm 13 years old – two years older than my little sister, Monica. I don't have any brothers. We live in a big family house in a village. I don't have any pets, but I'd really like a cat! My dad is a mechanic. My mum isn't from England. She's Spanish and she teaches languages at my school. Everyone in my family plays some kind of sport, but I don't like sports very much. All I play is my piano!



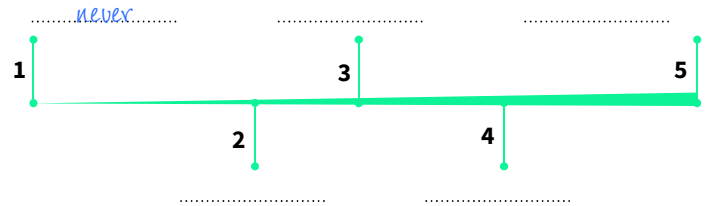
Grammar

Adverbs of frequency

► Page 107 Grammar reference
Adverbs of frequency

- 1 Look at this information about Ellie's week. Then complete the diagram with the underlined words.

- Ellie always gets up at 7.00 am.
- She usually does her homework in the evening.
- She is never late for school.
- She often goes shopping on Saturday.
- She sometimes does the washing-up at home.



- 2 Listen and complete the sentences about Stevie.

- Stevie always gets up at 8 o'clock.
- He does his homework in the morning.
- He is late for school on Mondays.
- He goes shopping on Wednesdays.
- He does the washing-up.

- 3 Complete the rules with **before** or **after**.

Rules

- Adverbs of frequency come the verb *to be*.
- Adverbs of frequency come other verbs.

- 4 Exam candidates often make mistakes with adverbs of frequency. Correct the mistakes in the sentences.

- I ~~stay~~ often stay at the beach.
- You are welcome always in my home.
- I usually can go out with my friends on Saturdays.
- Our teacher forgets never our homework.
- My dad goes often to work by bus.
- I usually am a good student.

- 5 Write sentences about yourself.

am happy am hungry do sport
do the washing-up ride a bike walk to school

I am always happy on Saturdays. It's the weekend!

- 6 Work in pairs. Ask and answer **How often ...?** questions about your sentences from Exercise 5.

Speaking Part 1

▶ Page 146 Speaking Bank
Speaking Part 1

- There are two main parts in the Speaking paper.
- In Part 1, you will talk with the examiner for three or four minutes.
- The examiner will first ask you about your name, your age, and where you are from.

Exam advice

Writing Part 6

▶ Page 139 Writing Bank
Writing Part 6

- There are two parts in the Writing test.
- First, you must write a note or an email.
- There are three points you need to write about.
- You must write 25 words or more.

Exam advice



- 1 Read this email. Underline the three points you need to write about.

Hi,

My name is Alex. I'm your new pen friend. I've got a little brother, and I love playing football. Have you got any brothers and sisters? What things do you like doing? What kind of music do you like?

Alex

- 2 Read two students' answers to the email. Which student answers all the points in Alex's email?

Hello Alex

My name is Juan. I've got three brothers and one sister. I love spending time with my friends and I enjoy sports. I like all kinds of music – but Taylor Swift is my favourite!

Juan

Hi Alex

Thanks for your email. My name is Stef and I am your pen friend. Tennis is my favourite sport. I love it. My mother doesn't like it.

Stef

- 3 Write your own answer to Alex's email. Write 25 words or more.

- 1 What things do you ask a person about when you meet them for the first time?

What's your name?

- 2 Match questions 1–6 with answers a–f. Then listen and check.

- 1 What's your name? *e*
- 2 Where are you from?
- 3 How old are you?
- 4 How many people are in your family?
- 5 Who in your family do you like spending time with?
- 6 How often do you meet your friends?

- a I'm from São Paulo. In Brazil.
- b There are five people.
- c I'm 13 years old.
- d I like spending time with my grandma.
- e My name is Gabriel Silva.
- f I meet them every day.

- 3 Work in pairs. Ask and answer questions 1–6 from Exercise 2.

2

We're going home



Starting off

- 1 What kind of home can you see in the photos
Which one would you like to live in? Why?
- 2 Work in pairs. Which homes do you think have these things?
a door a first floor a garage a gate a lift
a roof stairs a swimming pool windows
- 3 What kind of home do you live in? What does it have?
Use words from Exercise 2.

Listening Part 3

- 1 Work in pairs. Look at the party invitation.
- 1 What kind of party is it?
- 2 What time does it start?
- 3 Where is the party?



Time

- 2 Listening Part 3 sometimes has a question about time. Look at the clocks. Match them to the times (1–6).

- 1 two o'clock
- 2 quarter past four
- 3 half past twelve
- 4 quarter to ten
- 5 twenty-five to three
- 6 ten past eight



- You will hear a conversation between two people.
- There are five multiple-choice questions.
- You must choose between three possible answers: A, B or C.
- The answers may be sentences, numbers or words.

Exam advice

- 3 For these questions, choose the correct answer. You will hear Jarred talking to his friend Gemma about a party.

- 1 How does Jarred feel about Jake's party?
A worried B excited C surprised
- 2 What time does the party start?
A 2.00 B 2.30 C 3.00
- 3 Rachel is Gemma's
A cousin B friend C brother
- 4 The party is at
A 14 Green Street B 24 Green Street C 40 Green Street
- 5 What sort of music does Jarred think is best for parties?
A pop B hip hop C rock

- 4 Do you like parties? What do you like doing at parties?

Grammar

Present continuous

▶ Page 108 Grammar reference
Present continuous

- 1 It's Jake's surprise party. Look at the picture. Are these things true (T) or false (F)?



- 1 Emily is eating a sandwich. *T*
- 2 Jenny is writing an email. *F*
- 3 Jarred is singing.
- 4 Suzy is wearing sunglasses.
- 5 Simon is enjoying the party.
- 6 Jake and Rachel are dancing.
- 7 Martin isn't taking a selfie.

- 2 Choose the correct option in *italics* to complete the rules.

Rules

- 1 We use the present continuous to talk about things that *are happening now / usually happen*.
- 2 We form the present continuous with *to be / to have* and the *-ing* form of the verb.

3 Correct the sentences.



1 He is sleeping. (play)

*He isn't sleeping.
He's playing.*

2 She is writing. (read)

3 She's watching TV.
(listen / to music)4 They're laughing.
(cry)

Vocabulary

Rooms

1 Label the picture of Jake's new house.



2 Listen. What room are they in?

4 Listen and tick (✓) the correct answers.

1 Is he running?

A Yes, he is. ✓

B No, he isn't.

2 Are they dancing?

A Yes, they are.

B No, they aren't.

3 Is she typing?

A Yes, she is.

B No, she isn't.

4 Is he playing?

A Yes, he is.

B No, he isn't.

5 Are they singing?

A Yes, they are.

B No, they aren't.

5 Complete the questions. Write true answers.

1 *Are* you sleeping?

No, I'm not.

2 you sitting down?

3 your friends sitting near you?

4 your teacher helping you?

5 it raining?

6 Student A, look at the picture on Page 149. Student B, look at the picture on page 150. What is different? Ask and answer questions.

What's David doing in your picture?

bathroom ~~bedroom~~ dining room garage
garden hall kitchen living room

2 Listen. What room are they in?

3 Work in pairs. Take turns to say what you are doing. Your partner tries to guess what room you are in.

Reading Part 1

1

Mum, I'm in my bedroom and I'm studying. Can we have dinner at 8 o'clock after I finish all my homework? Thanks. Ben

- A Ben wants to do his homework in the dining room.
- B Ben doesn't want dinner before he finishes his homework.
- C Ben has got a lot of homework and doesn't want any dinner.

2

Hi Steve,
I've got the present for Miguel. It cost \$12, so can you give me half of that when you see me?
Thanks,
Chloe

3

Hi Angela,
Our swimming lesson is at 3 o'clock instead of 3.30. Mum can pick us up at 2.50. Don't forget your swimming hat, Dan.

4

Seavista Restaurant

Opening this weekend. Free food for children

5

Toby, Julie's party starts at 5pm, but we have football then. We can go afterwards at about 6pm. Let me know what you think. Kyle.

6

IMPORTANT NOTICE.

*Class 5C English is in Room 4 today.
(2.25 start, as usual)*

1 Work in pairs. Look at the messages in Exercise 2. Where are they (in a restaurant, on a phone, etc.)?

2 For each question, choose the correct answer.

- You will read short messages (short emails, text messages, notices, emails or labels).
- There are three options. Choose the option which means the same as the short message.

Exam advice

Chloe wrote this message because

- A she wants to borrow money to buy a present.
- B she needs ideas about what present to buy.
- C she wants to share the cost of a present.

Dan wants Angela to

- A take him to swimming classes.
- B be ready earlier than usual.
- C meet him at the pool.

- A The restaurant is old.
- B The restaurant has great food.
- C Guests don't have to pay for children's meals.

What should Toby do now?

- A Tell Kyle if he agrees to go to the party late.
- B Find out what time the party begins.
- C Ask Julie if he can come to the party.

- A This lesson is in a different place today.
- B This lesson is not happening today.
- C This lesson begins a bit later today.

Grammar

have got

▶ Page 109 Grammar reference
have got

1 Match the sentences with the pictures.

- 1 I've got the present for Miguel.
- 2 Ben has got a lot of homework.

A



B

2 Choose the correct option in *italics*.

- 1 I *have got* / *has got* blue eyes.
- 2 My dad *hasn't got* / *haven't got* dark hair.
- 3 *Have* / *Has* you got a big bedroom?
No, I *haven't* / *hasn't*.
- 4 I *hasn't* / *haven't* got a desk in my room.
- 5 *Have* / *Has* your brother got a new smart phone?
Yes, he *have* / *has*.
- 6 This is my cat. It *has* / *have* got a long tail.

3 Write five true or false sentences. Read them to your partner. Guess if they are true or false.

I've got four brothers.

False! You haven't got four brothers.

Yes, I have. It's true!

Vocabulary

Furniture

1 Label the picture.

bed bookshelf carpet chair curtains
desk lamp



2 /P/ Word stress (two-syllable words)

Listen to the words. Underline the stressed parts.

<u>bed</u> room	curtain
bookshelf	kitchen
carpet	table

3 Listen again and repeat the words.

4 Write sentences to describe your room. Practise saying them to your partner.

I've got red curtains in my bedroom.

Speaking Part 1

▶ Page 146 Speaking bank
Speaking Part 1

- In the second part of Speaking Part 1, the examiner will ask two questions about a topic.
- Then, the examiner will say *Please tell me something about ...*. You should say at least three things.

Exam
advice

1 Listen to two students doing Speaking Part 1.

- 1 What does the examiner want to know?
- 2 How many things does each student say?
- 3 Which student gives the best answer?

2 Write three true things for each answer.

- 1 Please tell me something about your **school**.

It's a big school. It's got a swimming pool.

I like it.

- 2 Please tell me something about your **English teacher**.

His/Her name is

.....

- 3 Please tell me something about your **favourite hobby**.

My favourite hobby is

.....

- 4 Please tell me about a nice day you spent with your **family**.

.....

.....

3 Work in pairs. Discuss the topics from Exercise 2.

Writing Part 7

▶ Page 141 Writing bank
Writing Part 7

- There are three pictures.
- You must write a short story.
- You must write 35 words or more.

Exam
advice

1 Work in pairs. Look at the pictures. Write down things you can see.



2 Discuss the questions.

Picture 1

- What do you want to call the boy?
- How old is he?
- Where is he?

Picture 2

- Where is the boy?
- What is he doing?

Picture 3

- Who can you see?
- How does the boy feel?
- What are they doing?

3 Read these ideas for picture 1. Which idea do you like best? Why?

- 1 This is Jack. He is 13 years old.
- 2 One day, Jack walks home from school.
- 3 Jack is walking home from school.

4 Finish writing the story.

1

Vocabulary and grammar review

Grammar

- 1 Complete the email with the present simple form of the verbs in brackets.



Hi,

My name (1) is (be) Carla. I (2) (live) in England with my family. I (3) (have) a brother called Sam. I (4) (not have) any sisters. I (5) (love) dancing. Sam (6) (love) sports, but he (7) (not like) school. I think school (8) (be) OK, but I (9) (not like) sports. My parents (10) (be) teachers. They (11) (not work) at our school. I (12) (be) happy about that!

Write soon!

Carla

- 2 Put the frequency adverbs in the correct place.

never

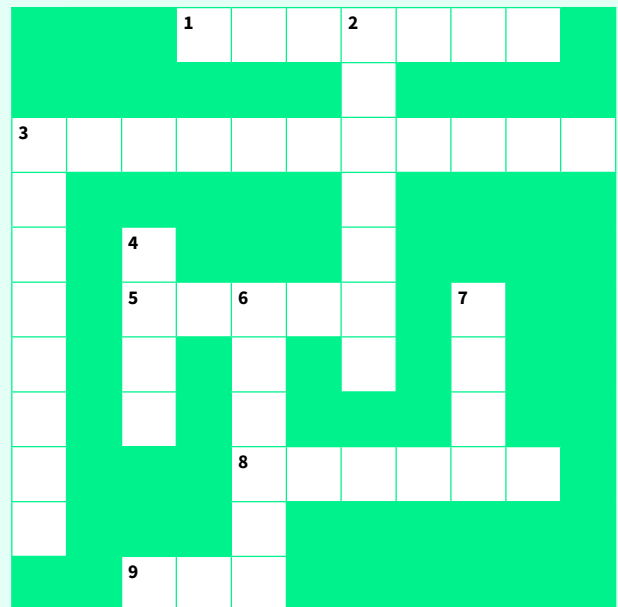
- 1 I am [^] late for school. (never)
- 2 We go shopping in the evening. (often)
- 3 My dad has breakfast at 7.30 am. (usually)
- 4 Dan does the washing-up. (never)
- 5 Do you do your homework in the morning? (often)
- 6 I watch TV in the evenings. (sometimes)
- 7 Maths lessons aren't fun. (usually)
- 8 Soraya is happy! (always)

Vocabulary

- 3 Complete the number lists.

- 1 three, four, five, six, seven, eight, nine
- 2 eight, ten, eleven, fourteen, sixteen
- 3 ninety, eighty, seventy, sixty, fifty
- 4 twenty, thirty, thirty-five, forty
- 5 thirteen, twelve, eleven, ten, nine, eight
- 6 one hundred, one hundred and ten, one hundred and thirty
- 7 twenty-two, thirty-three, forty-four, fifty-five
- 8 three, six, nine, twelve, fifteen, eighteen

- 4 Complete the crossword with family members.



Across

- 1 My father is my mother's ...
- 3 My mother's mother.
- 5 My dad's brother.
- 8 My parents' daughter.
- 9 My brother is my mother's ...

Down

- 2 My parents' son.
- 3 My brother is my grandfather's ...
- 4 My mother's sister.
- 6 My uncle's daughter.
- 7 My mother is my father's ...