

## 1

## All about me!

## UNIT OBJECTIVES

**B1 PRELIMINARY FOR SCHOOLS TOPICS:** personal identification, school

**GRAMMAR:** present simple and present continuous, *-ing* forms, modals: *have to, don't have to, must, mustn't, can/can't, should/shouldn't*

**VOCABULARY:** words to describe selves, likes and dislikes and school

**READING PART 2:** understanding the task

**PART 5:** using context to choose answers

**WRITING PART 1:** beginning / ending, linking and punctuation

**LISTENING PART 2:** understanding the task

**SPEAKING PART 1:** giving personal information

## Giving personal information

## Reading Part 2

## STARTER

Introduce the idea of finding e-pals on the internet and ask students if they've got one or if they have ever thought of having one. Which country would they like an e-pal from? What kind of information could they write about themselves? (e.g. family, home, school, hobbies and interests). Make a list on the board.

- Students read about Javi to see if he wrote about any of the topics suggested on the board. Ask students to read the text about Javi again and then, without looking, try to remember information about him.
- Get students to cover the text and see if they can answer the questions about Javi in pairs without looking at the text.

## Answers

Age: 15

From: Mexico

Type of school: high school

Favourite lesson: English

What does he like doing in his free time? *watching American TV shows, using his laptop (for playing games or contacting friends), writing songs, playing them on his guitar*

What sort of person is he? *tidy, friendly*

- Ask students to describe the two pictures to each other in pairs. Put any key words on the board, e.g. *tidy/untidy*. They then decide which room is Javi's. Ask them to give reasons, e.g. *I think Javi's room is B because it's tidy and there aren't many books on the shelves. Also, there is a guitar and paper and pens for drawing. I don't think it's A because Javi is tidy and doesn't like sports.*

## Sample answer

I think B is Javi's room because it's tidy, and there are some books, some DVDs and a guitar.

I don't think it's A because Javi doesn't like sport and he's tidy – this room is untidy and has a football poster and a tennis racket.

- Students underline the details and then decide which of the three people is the most similar to Javi. Which one would be the best e-pal for him? (Conor)

## Answers

Saskia: sending emails, playing computer games

Conor: someone who's lived in a different country, loves music, being in a band

Ethan: someone who is friendly and likes animals

## Exam task

Read the exam tip with the students and remind them that the classmates' requirements must match the e-pals' details completely. As in the previous practice exercise, they should be able to underline three pieces of matching information in each answer they choose. Remind them that they won't necessarily find the answer by 'word spotting', i.e. matching the same words in the people descriptors and in the short texts.

Answers 1 B 2 G 3 E 4 H 5 C

## FURTHER PRACTICE

When they have finished the exercise, ask students what they would write about themselves. Get them to discuss it in pairs, and then write a few lines about themselves and their hobbies and interests. Javi describes himself as friendly. Which positive adjectives would they use to describe themselves? Here are some examples – can students add any more?

creative	kind	confident
easy-going	cheerful	sociable
generous	honest	reliable
patient	positive	polite

► See the Workbook and online resources for further practice.


# Being at school

## Listening Part 2

- 1 Read through the words with the students and check pronunciation. Let them work in pairs to discuss which places they have in their school. If there are any places that they don't have, ask students whether they would like to have them in their school and what they could do there.
- 2 Check students understand the words in the exercise. Students work in pairs to complete the exercise. Check answers as a class.

### Answers

- 1 eat a packed lunch at school
- 2 hand in homework on time
- 3 arrive at school late
- 4 wear a uniform every day
- 5 attend classes
- 6 perform on stage
- 7 work hard
- 8 take exams
- 9 go on school trips
- 10 get good grades
- 11 join an after-school club
- 12 take up a new sport

- 3  02 Either ask the students to refer to the Grammar reference on page 78 before they do the exercise or use it to help them check their answers after they have finished. Ask students *Do you wear a uniform to school? Do you have to arrive at school on time?* Check that students understand that *have to* means that it is essential to do something. Remind them that *should* is used more for giving advice. We use *mustn't* when we want to say that something is forbidden. Students listen and find out about the rules at Sarah's school (the first answer has been given).

With a weaker class, you could provide gapped sentences from the audio and ask students to listen and fill in the gaps.

### Answers

- 2 She *has to* get good grades (if she can).
- 3 She *doesn't have to* wear a uniform.
- 4 She *has to* hand in homework on time. / She *has to* hand homework in on time.
- 5 She *should* join an after-school club.
- 6 She *mustn't* arrive at school late.

### Recording script


We go to school from 8.00 a.m. to 2.30 p.m. every day, with an hour off at 12 when we eat our lunch. (1) We have to attend classes every day unless we're sick, and (2) we have to get good grades if we can. But (3) we don't have to wear a uniform – we can wear our own clothes. (4) We have to hand in homework on time, and our teachers always tell us (5) we should do things outside of school, too – like join an after-school club or play football. And one very important thing – (6) we mustn't arrive at school late!

- 4 Students listen again and answer the question. Check answers as a class.

**Answer** B is correct. Sarah says she has *an hour off at 12 when we eat our lunch*.

- 5 After the students' discussions in pairs, elicit a few examples from different pairs to write up on the board. Try to elicit a sentence with each verb to write on the board.

## Exam task

- 03  Read through the exam tip with the class. Encourage students to use the time they are given in the exam to read through the questions. Before playing the recording, give students one minute to read the questions. Ask them to underline important words to help them listen for the correct information. Tell them that they should do the same in the exam.

**Answers** 1 A 2 C 3 A 4 B 5 C 6 B

### Recording script

1 *You will hear two friends talking about their new school hall.*

F: Hi, Ben. What do you think of the new school hall?

M: Well, it wasn't finished before the summer holidays, was it, so I really didn't know what to expect. But it's much better!

F: I love the colours they've used to paint it all.

M: Yeah, they're your favourites, aren't they? And now they've put in more windows, it's a bit brighter in there than in the old hall. But it's just so much larger than what we had before – incredible! That means we'll be able to use it in lots of different ways!

F: Absolutely.

2 *You will hear a girl talking to her brother about a concert.*

F: Have you decided yet about going to the school concert, Jamie?

M: Oh, I'll be there – but they're asking people to pay for concert tickets this year!

F: Well, it's to raise money for charity – and if money's a problem, I can get one for you. Anyway, if you took part, you could go for free!

M: Is that what you're going to do, then?

F: Absolutely! I'm singing! Come on! Loads of your friends'll come and watch – they love it when you play guitar.

M: Well, OK – but only if my mates get tickets!

3 You will hear two friends talking about the new school they've just moved to.  
 M: Do you like our new secondary school, Hazel?  
 F: Yeah, it's cool! The thing is, I came from a really small primary school, so it's taken me a while to feel at home here – but it's better now than when I started.  
 M: Yeah, it's a big place, isn't it?  
 F: Huge! But at least they're not at all strict about our uniforms and stuff. And my mum and dad said it was just like that when they studied at the school, too – and they got really good results!  
 M: Well, that's good to hear, because that's why my parents chose it for me!

4 You will hear a boy telling his friend about problems learning the piano.  
 F: How's the piano playing going, Mark?  
 M: Well, I'm really enjoying playing, but I'm not making much progress. My teacher's a bit disappointed, I think.  
 F: Well, having a teacher is a great way to learn – but maybe you could try just taking a favourite song, say, and learn to play that really well, before you move on and try playing something else. I mean, you've got loads of piano music on your laptop – you're always listening to that. So just choose something from there.  
 M: Yeah, it'll be easy to find something I like. Thanks!

5 You will hear two friends talking about a hockey match that the girl played in.  
 M: How did the hockey match go, Karen?  
 F: Well, I arrived at the sports field late, so I didn't have much time to prepare. But the match started and all of our team played brilliantly – including me! I mean, we didn't actually manage to beat the other team because no one scored. But that means we're going to play them again next week – so you can be there this time. It wasn't the same without you in the crowd!  
 M: I know – but don't worry. I'm really looking forward to watching your next match!

6 You will hear two friends talking about breaking up for the summer holidays.  
 M: Wow! The school summer holidays start soon!  
 F: I know! I'm helping Dad in his shop, so I'll be really busy!  
 M: Mm, I'm going to do something like that – I'm going to be bored otherwise. And lots of people we know in our class are going away for the holiday, so it'll be really quiet.  
 F: I know what you mean ... I hate not seeing them during the holidays. Anyway, I'm just off to get the library books we need for our school reading project. I'm looking forward to it!  
 M: Really? I've read most of them already – but I'll come with you!

**Speaking Part 1**

- 1 Choose students to say the letters. Ask others if they are correct. To help them remember the correct pronunciation, ask students to group the letters by sound:  
 A J C G B E P I Y W

**Answers** A /eɪ/ C /si:/ G /dʒi:/ I /aɪ/ B /bi:/ E /i:/ V /vi:/ J /dʒeɪ/ W /dʌbəl ju:/ Y /waɪ/ P /pi:/ Z /zed/

- 2 04 Students work in pairs to spell out the names. Then play the recording so they can check their answers.

Ask individuals to spell out the names after they have listened. Help students correct each other.

**Recording script**

- 1 S-M-I-T-H
- 2 J-O-H-N-S-O-N
- 3 W-Y-A-T-T
- 4 G-O-R-D-O-N
- 5 V-E-A-Z-E-Y

- 3 After students have completed the exercise, check their answers and get them to ask and answer the questions in pairs. Then, as a whole-class activity, give students a question number and get them to choose other class members and ask the questions.

**Answers** 1 is 2 do 3 is 4 Do 5 Have 6 Are 7 did 8 Can (*Do* is also possible, but both instances of *do* from the word box have already been used)

- 4 Now get students to match their completed questions from Exercise 3 with the likely answers.

**Answers** 1 c 2 g 3 a 4 f 5 h 6 e 7 d 8 b

- 5 After checking answers to Exercise 4, ask students to come up with their own answers to the questions in Exercise 3.  
 6 Encourage students to develop their answers to questions in Part 1 of the Speaking Test, rather than just giving short answers. Remind them that the examiner can only judge their English on what they actually say in the test, so they must speak as much as they can.

**Answers**

Question	A	B
1 Do you like English?	Yes.	The grammar is difficult, though.
2 Where do you live?	Italy.	In a small town called Chiavari.
3 Tell us about your English teacher.	Her name's Tina.	She's young and friendly and she makes us laugh!
4 What do you enjoy doing in the evening?	Watching TV.	My favourite programmes are music shows.
5 Tell us about your family.	There are three of us.	My mum's a nurse and my dad works in an office.

- 7** This exercise encourages students to develop their answers as fully as they can.

#### Sample answers

- I'm from Madrid in Spain. Madrid is the capital of Spain and it's a beautiful city.
- At the moment, I'm studying English, maths, science, art and lots of other subjects at school. But in the future, I'd like to study art at college.
- I live in Paris. It's a very big city – it's the capital of my country – but I like it.
- In my spare time, I go to an after-school club for tennis lessons. And on Saturdays I play football.
- In my family, there are five people altogether – my mum and dad, my two brothers and me.
- Last Saturday, I went shopping with my friends. Then we went to the cinema to see a film. It was great!

#### Exam task

**05** Read the exam tip with the class. Play the first question and pause the recording. Ask different students to respond. Encourage them to develop their answers as much as possible. Continue with the rest of the questions in the same way. Write up any useful phrases or vocabulary on the board.

#### Recording script

- Where are you from?
- What are you studying?
- Where do you live?
- What do you do in your spare time?
- Tell me about your family.
- What did you do last Saturday?

#### FURTHER PRACTICE

Write the questions on the board and ask students to work in pairs to ask and answer them.

### Grammar - Present simple & present continuous

- 1** Either ask the students to refer to the Grammar reference on page 79 before they do the exercise or use it to help them check their answers after they have finished.

#### Answers

- things we do regularly (routines); something that is always true
- things that are happening now
- the present continuous

- 2** Tell students they should read through the complete text before they start the exercise. Give them three minutes to read it through silently. Tell them not to think about choosing the correct words at this stage – they should only try to understand the gist of the text. Ask them to say what it is about (what Tan is doing at the moment). Students then read it again and make their choices. They can compare their answers with a partner before you check as a class. Choose students to read whole sentences aloud.

#### Answers

These are the correct forms:

- I'm sitting
- watching
- I watch
- I get
- I'm trying
- I'm writing
- Mum's cooking
- she usually makes
- she never has
- we're working and studying

- 3** Listen to check for accuracy and understanding of the task (monitor) as students discuss what is happening in Tan's house now and what happens regularly.

Then suggest some verbs to help students describe what might be happening now or what happens regularly in their house or at school.

sit	watch	cook	read
talk	go	eat	look
listen	visit	meet	wear

Get them to also make some negative sentences, and ask their partner questions, e.g. *What are you doing in the classroom at the moment? I'm not writing a diary. I'm talking to you. Say Tan is talking about a Friday evening. What do you usually do then?*

#### Sample answer

Happening now: writing this blog post, sitting on my bed, watching TV, trying to drink something, writing at the same time, cooking the dinner, working and studying hard  
 Happens regularly: watch it every Friday, get home from swimming club, makes roast chicken every Friday, never has time during the rest of the week

- 4** Students correct the sentences individually. Before they do the exercise, remind them that we use the present continuous to talk about what is happening now or to talk about a plan for the future. The present simple is used to talk about routines or habits and is used with those verbs which are stative, i.e. cannot be used in the continuous.

#### Answers

- organise – 're/are organising
- am going – go
- writing – writing
- are meeting – meet

▶ See the Workbook and online resources for further practice.

### -ing forms

- 5** Students decide which words mean *like* and *dislike*, then add the prepositions to the other words. Suggest that they learn the adjective plus preposition combinations.

**Answers**

+ 😊	- 😞
enjoy, like, love, quite like	hate, can't stand, dislike

afraid of  
 interested in  
 look forward to  
 worried about  
 fond of

- 6** Point out the verbs used after these words take the *-ing* form or a preposition plus *-ing* form.

**Answers** 1 going 2 to getting 3 in learning 4 cycling  
 5 at making 6 about failing

- 7** Students work in pairs. Monitor the students, checking for correct use of the *-ing* form and prepositions. Then, elicit some examples to write on the board. For example:

A: What kind of books are you interested in reading?

B: I'm interested in reading history books and I really like reading novels.

► See the Workbook and online resources for further practice.

**Reading Part 5**

- 1** Encourage students to read through the sentences first, and then before they look at the options, try to think of a word that could fit the gap. Don't go over the answers yet.
- 2** Students compare their answers to Exercise 1. Encourage students to talk about why their choice is correct and the other options are wrong. Go over the exam tip, pointing out that it is important to look at what comes both before and after each gap.

**Answers**

- C encouraged* is followed by an object + *to*, which the other verbs aren't. Here, *shown* would need to be used with *how to*, e.g. *He showed me how to do it.*
- A If you *get rid of* something, you throw it away or give it away, because you no longer need it. You can't use *rid of* with the other verbs.
- D A *pitch* is the part of a sports field where you play hockey or football. You play golf on a *course*, you run on a *track*, and you play tennis or basketball on a *court*.

**Exam task**

Remind students to read through the whole text before beginning to answer the questions. Students work alone to complete the task. Allow them ten minutes. Check answers as a class.

**Answers** 1 C 2 D 3 B 4 D 5 A 6 B

- 3** Students work in pairs to answer the questions. Encourage them to give detailed answers. Monitor as they are speaking, helping where necessary.
- 4** Discuss as a class. Elicit differences from the class.

**CLIL** Ask students to do some research into other famous people who were not successful students but who are/were successful in life. Have them choose one and write a short biographical profile of this person that mentions their experience in education and what they achieved in life despite this.

**Writing Part 1**

- 1** Ask students to read through the email in pairs first and summarise what they have read, then answer the questions to test their understanding.

**Answers**

- The email is from Sam. It's about going to a basketball game together, how they'll get there, what they'll take and what they'll do afterwards.
- You have to cover four points, corresponding to the four notes in red.

- 2** Students work in pairs to answer the questions, imagining what they would write to Sam. You could give them the following examples: *I'm so pleased that your dad is going to let you come. That's great! I'm really happy that ... I'd prefer to go on the bus because ... I'd rather cycle than go on the bus, because ... Why don't we take ... Let's take some ... , shall we? How about taking some ... ? I'm really sorry, but I'm afraid I can't ...*

**Sample answers**

- I'm so pleased that your dad is going to let you come. That's great! I'm really happy that ...
- I'd prefer to go on the bus because ... I'd rather cycle than go on the bus because ...
- Why don't we take ... ? Let's take some ... , shall we? How about taking some ... ?
- I'm really sorry, but I'm afraid I can't ... because ...

- 3** Students read Jake's reply and work in pairs to complete the exercise. Check where students have underlined the text.

**Answers**

It should be underlined as follows:  
That's great! I'm so happy you're able to come! I know we'll have a good time.  
 I'd rather go on the bus than cycle, if that's OK with you, because my bike is broken at the moment.  
Why don't we take some sandwiches with us? I'll ask my mum to make some. Could you bring some bottles of water?  
 I'm really sorry, but I'm afraid I can't come to your house afterwards, because my grandparents are coming to visit then. But thanks for asking me – maybe I could come next week instead?

**Beginnings & endings**

- 4** Go through the beginnings and endings, pointing out that some phrases you would only use with friends, but some are more formal and could be used with a teacher, for example. The more formal ones are *Dear Sam* and *Best wishes*. Before students do the exercise, ask them

to look back at the two emails and tell you what the relationship between Sam and Jake is. (They are friends, but not very close friends – Jake says *I'm really sorry, but I'm afraid I...* and *if that's OK with you*, which are quite formal/polite structures. Therefore, *Dear Sam*, *Sam* and *Best wishes* are too formal and *lots of love* is too informal.)

**Answers**

Jake could begin his email by saying:  
*Hi, Sam!*  
*Hello, Sam*  
 and end it by saying:  
*See you soon*  
*Bye for now*  
 The other phrases are too formal for this situation.

- 5** Check that students know what each of the verbs in the box means. Then, get students to match the verbs to the sentences.

**Answers** 2 thanking 3 advising 4 describing  
 5 suggesting 6 apologising 7 inviting 8 explaining  
 9 offering

**FURTHER PRACTICE**

As a follow-up, get each pair of students to write down another example for each of the verbs. They could then read them to another pair, who have to identify which verb it is an example of.

- 6** Ask students to work in pairs and think about what they could say in each situation. (They don't need to write the whole email.) Elicit some answers from around the room, and write some correct examples on the board.

**Sample answers**

- 1 I'm so sorry I was late yesterday.
- 2 Shall we meet tomorrow at 5 p.m.?
- 3 I've just got a new yellow T-shirt with a silver star on it. It's cool!
- 4 I can't go out at the weekend, because I'm visiting my grandparents. Really sorry!
- 5 It was really kind of you to invite me to your party!
- 6 If I were you, I'd try to hand in my homework on time.
- 7 I'd rather go to the cinema than stay at home tonight.

**Linking words**

- 7** Elicit examples with each linking word (*and*, *but*, *so* and *because*) to make sure students understand them. Students complete the exercise in pairs. Check answers as a class.

**Answers**

- 2 I arrived home and (I) opened the door.
- 3 I shouted hello, but no one was at home.
- 4 I was hungry, so I made myself a sandwich.
- 5 My sandwich wasn't very nice because I'd put too much salt in it.
- 6 I wanted to make toast, but I'd used all the bread.

**FURTHER PRACTICE**

Ask students in pairs to write two more sentences for each linking word. Choose students to write their sentences on the board (leaving out the linking word) and ask the class to suggest the missing linking word.

- 8** This exercise uses two linking words that weren't covered in Exercise 7: *although* and *despite*. Elicit examples of sentences using *although* and *despite* to check students' understanding, and tell them that they should use these linking words in their answers. Then, students work individually to complete the sentences before checking as a class.

**Answers** 1 so 2 and 3 because 4 but 5 Although  
 6 Despite

**Punctuation**

- 9** Ask students to explain when we use a full stop (at the end of a sentence). Ask *What do we use at the end of a question?* (a question mark). *When do we use a capital letter?* (at the beginning of a sentence and for people's names, e.g. *Amy*. We also use a capital letter if we're talking about our own relatives without using *my*, e.g. *Mum said I can come* or *Granddad's sitting in the garden*, but not when we use *my*, e.g. *My mum said I can come* or *My granddad's sitting in the garden*.)

Ask students to read through the email first and then add the punctuation. They can check with a partner before you check as a class.

**Answers**

Hi, Robyn  
 I'm sorry, but I can't come to the cinema tomorrow because I have to go to the dentist. I'd forgotten all about it until my mum reminded me. I don't think I'll be home in time for the film. My appointment's at two o'clock and the film starts at three, doesn't it? Maybe we could go on Saturday instead. What do you think? Let me know. See you soon!  
 Jennie

**Exam task**

Read through the exam tip with the students. Then read through the exam task. Ask students to imagine the answers to the following questions to help them write a complete answer: *Which would you prefer – walking or horse riding? What would be useful to take? When could you meet?*

**Answers**

Hi, Jo  
 That's great news! I'm really glad you can come! I know we'll have a great time.  
 I'd rather try horse riding than do some walking, because I've never done it before and it sounds fun! What about you? What would you like to do? Will your parents let you go horse riding? How about taking some snacks in case we get hungry? We should also pack a warm sweater in our bags, because it might be cold. And don't forget your camera!  
 Yes, it's a good idea to meet. How about next Saturday if you're free then? Would that be OK for you?  
 See you then!  
 (108 words)

# Acknowledgements

## Author acknowledgements

Sue Elliott and Amanda Thomas would like to thank each other as co-authors, and would also like to extend their thanks to their families for all their help and support.

## Publishers acknowledgements

The authors and publishers are grateful and would like to extend a special thanks to Lorraine Poulter, Sarah Dev-Sherman (Project Manager – for holding everything together so brilliantly), Rob Vernon and Sarah Curtis (Editors).

In addition, the publishers and authors would like to thank the following for their role in reviewing the material in general and in particular those who participated in the development of the exam tasks: Jane Coates, Sara Georgina Vargas Ochoa, Cressida Hicks, Judy Alden, Carole Bartlett, Tom Bradbury, Mark Little, Marla Del Signore, Bartosz Michałowski, Lucy Mordini, Claire Nielsen-Marsh, Rebecca Rayne, Ingrid Solberg and Catriona Watson-Brown.

Development of this publication has made use of the Cambridge English Corpus (CEC). The CEC is a computer database of contemporary spoken and written English, which currently stands at over one billion words. It includes British English, American English and other varieties of English. It also includes the Cambridge Learner corpus, developed in collaboration with the University of Cambridge ESOL examinations. Cambridge University Press has built up the CEC in order to provide evidence of authentic language use to better inform the production of learning materials.

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