

Introduction

The Teacher's Resource Pack for *Messages* Level 2 contains a range of photocopiable materials for you to use with your classes. It will help provide a complete set of materials for the classroom, with further resources available on the *Messages* website, www.cambridge.org/elt/messages

The Teacher's Resource Pack contains the following elements:

- Introduction with tests marking scheme
- Entry test and answer key
- Pattern drills
- Teaching notes and answer keys for the photocopiable activities
- Photocopiable communication activities and grammar exercises
- Module tests
- Final test
- Test answer keys

The contents are organised by these main areas, with each of the sections marked by a grey side label for easy reference.

Entry test

The entry test is for use at the beginning of the course and has been designed with two purposes. It can be used purely as a diagnostic entry test – there are straightforward language exercises to check how much students have retained from their previous learning – or it can be used to provide extra remedial practice.

Pattern drills

The pattern drills are designed to give students clearly staged practice of formulating newly learnt structures orally, thereby helping them to gain confidence before attempting to use the structures in a freer context. There is a drill for every key area of language taught in the course and some steps contain two drills. You may therefore wish to use them before the *Use what you know* activities in the corresponding steps. The Teacher's Book notes indicate where we would suggest using them in each case. Alternatively, you may wish to use them at a later stage as revision.

Recordings of the pattern drills are on the Workbook CD (tracks 14–42). The example sentence is recorded twice so that students can hear it with the response and then formulate it themselves. In all the pattern drills, there is a brief pause between the prompt and the response for you to pause the CD and allow students to say the sentence before they hear it. As students will have a copy of the CD in their Workbook, you can encourage them to repeat the pattern drills at home to reinforce the language they have learnt in class.

Teaching notes for the photocopiable activities

These contain clear step-by-step instructions for all the activities. In addition, there are answers for the communication activities where relevant and answers for all of the grammar practice exercises.

Photocopiable communication activities and grammar exercises

The communication activities reflect the key grammar and/or vocabulary in each unit. They are designed to activate new language in a communicative context. They cover a range of fun and motivating activity types, for example, board games, quizzes, information gap activities, descriptions, etc.

The grammar exercises cover specific areas of the key grammar from each unit. They are intended for fast finishers or students who need extra practice.

Mixed-ability classes: if you have a mixed-ability class and your students need further remedial practice, please log onto our website www.cambridge.org/elt/messages where you can download easier grammar exercises. There are four of these exercises for every unit in the book.

Module tests

Please see page 5 for a full marking scheme.

This section contains six module tests. Each of the tests covers one module (two units) in the Student's Book.

Each test consists of six parts:

Grammar (20 marks): this is divided into two sections (a and b), with ten marks each. Activity types vary, but include:

- Completing discrete, gapped sentences by selecting one word from three choices provided or by choosing from words in a box. Both of these activities are designed to test understanding of key language at sentence level.
- Writing the correct verb forms from a list of infinitives, or complete sentences using the correct tense, for example. This part is designed to test students' knowledge and use of key verb forms they have studied.
- Changing the form of the verb from affirmative to negative, in order to test their ability to apply the grammar of a language point across its various forms.

Vocabulary (20 marks): is also divided into two sections (a and b) with ten marks each. Activity types vary, but include:

- Completing discrete, gapped sentences by selecting one word from three choices provided or by choosing from words in a box. These test students' ability to use new vocabulary in the correct contexts.

- Spelling a word by placing the letters in the correct order, or completing the missing letters of a word after reading a clue. Both of these activities test students' ability to spell and to recognise words on an individual level.
- Labelling illustrations. This tests students' ability to identify lexis, as well as spelling the word correctly.
- Choosing which word does not belong in a closed group of four. This tests students' ability to focus on the connections between words and encourages them to think of vocabulary in terms of related areas.

Reading (10 marks): in each of these sections there is one text with one set of comprehension questions. These may be true/false statements, writing questions for given answers, or open questions, for example. They are designed to test students on the type of sub-skills practised in the Student's Book, for example, reading for specific information, or gist.

Writing (10 marks): in this section students write a reply to a prompt such as an email or letter from an imaginary penfriend and must include specific topics in their answers.

Listening (10 marks): the listening section is divided into two sections. Students listen to one extract, a dialogue, a monologue or several speakers, which is played at least twice. There are two sets of questions. In questions 1–5, students are tested on their general understanding, for example, the topics discussed or the speakers' attitudes. In this section, students may have to tick the topics discussed from a given list, or write down the names of key vocabulary mentioned, for example. Questions 6–10 require more detailed comprehension and test students' ability to listen for specific information. They may be required to answer specific questions or choose from true/false statements.

NB The recordings for the listening tests are on the Class Cassettes/CDs, at the end of each module.

Speaking (10 marks): this section is divided into two sections (a and b). In part a, students are required to answer specific questions asked by you. These always start with greetings, and are followed by questions based on topics and language covered in the modules. They are designed to help students activate the language they have learnt and demonstrate their knowledge of the key vocabulary and grammar. In part b students work with another student to complete a designated task based on prompt cards. The speaking section of the test includes both the instructions for the teachers and the prompt cards for the students. In most cases you will only need to copy one page for every two students.

Final test

The final test has the same format and marks available as the modular tests, but tests language from all parts of the course. As its name suggests, it is designed to be done upon completion of the course, and may therefore be used as an end-of-year test.

Examinations

The modular tests and final test of *Messages* have been designed to provide useful preparation for students taking public examinations such as UCLES KET and Trinity Integrated Skills.

Test keys

These are positioned at the end of each test and include tapescripts for the listening tests.

Test marking scheme

The answer key to the entry test is on page 10. The marking scheme is straightforward and the number of marks awarded is written at the end of each exercise.

Each of the modular tests and the final test have six components and there are 80 marks available. Each test follows the same format:

Section 1	Grammar	20 marks
Section 2	Vocabulary	20 marks
Section 3	Reading	10 marks
Section 4	Writing	10 marks
Section 5	Listening	10 marks
Section 6	Speaking	10 marks

How to mark Section 4 Writing

Each item has a maximum of five marks, giving a total of ten marks. Marks should be awarded according to two main criteria:

- Relevant content. Has the student answered the question fully and included all the given topics? (5 marks)
- Appropriate use of grammar and vocabulary, including spelling. (5 marks)

How to mark Section 6 Speaking

In each of the two sections, give each student a mark based on overall performance. Marks should be awarded according to two main criteria:

- Task completion: have they included the main points in their prompts? Have their responses been relevant? Have they managed to communicate their ideas successfully, without too many misunderstandings? (5 marks)
- Appropriate use of grammar and vocabulary. (5 marks)

In section b, where the two students talk to each other, it is important to judge each separately: for example, if Student B is weak, this should not affect the mark of a stronger Student A.

The marks should be recorded on the Listening page of each student's test in the box labelled 'Speaking'.

1 Grammar

a Complete the sentences. Circle the right answer: a, b or c.

0 A: Have you got an English dictionary?

B:

a Yes, I do. b Yes, I've got. **c** Yes, I have.

1 A: What your new teacher like?

B: She's very friendly.

a does b is c would

2 Hey, John. We're going swimming. Do you

want to come with

a her b them c us

3 There isn't milk on the table.

a some b any c a

4 I eat any chocolate this week!

a mustn't b can c must

5 Can I have apple please?

a any b a c an

6 A: Does Matt play football?

B:

a Yes, he is. b Yes, he does. c Yes, he can.

7 Natalie at your party last

Saturday?

a Was b Is c Were

8 You see the new Harry Potter

film. It's fantastic.

a can b can't c must

9 Do you like bag? It was a

birthday present from my mum.

a these b this c those

10 so rude! Please listen to me.

a Don't be b Be c Don't

10

Name

Class Date

b Complete the sentences with the correct form of the verbs in the box.

wear ~~de~~ eat listen not know study
 buy have got be go not speak

0 What **are** you **doing**
 after school today?

1 I'm sorry, I the answer.

2 Jack to music upstairs at
 the moment.

3 Natalie Mexican food for
 the first time last weekend.

4 Tom's parents him
 a computer next week.

5 Where you yesterday?

6 Paul English very well but
 he understands a lot.

7 We to Spain for two weeks
 every summer.

8 What you
 at university next year?

9 Chris and Sophie a
 beautiful house.

10 you your
 new dress to John's party yesterday?

10

Name
Class Date

c Write the past form of these verbs.

- | | | | |
|-----------|----------------|----------|-------|
| 0 wake up | <u>woke up</u> | 10 leave | ..... |
| 00 work | <u>worked</u> | 11 like | ..... |
| 1 arrive | ..... | 12 meet | ..... |
| 2 buy | ..... | 13 play | ..... |
| 3 come | ..... | 14 read | ..... |
| 4 do | ..... | 15 see | ..... |
| 5 eat | ..... | 16 smile | ..... |
| 6 get | ..... | 17 speak | ..... |
| 7 go | ..... | 18 study | ..... |
| 8 have | ..... | 19 visit | ..... |
| 9 know | ..... | 20 walk | ..... |

10

ENTRY TEST

d Put the words in the right order and make sentences.

- 0 weekend / don't / games / We / at / play / computer / the
We don't play computer games at the weekend.
- 1 to / time / do / usually / what / ? / go / bed / you

- 2 new / like / ? / are / classmates / your / what

- 3 parents / usually / you / ? / do / your / help

- 4 Saturday / is / a / Sarah / party / on / having

- 5 those / Paul / ? / buy / trainers / did / why

- 6 school / you / late / always / for / are

- 7 cinema / you / I / to / tomorrow / with / come / the / can't

- 8 see / Phil / summer / going / his / the / cousins / is / in / holidays / to

- 9 does / Natalie / school / her / after / never / homework

- 10 the / eat / you / library / in / mustn't


10

Grammar	40
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Unit 1 Step 2

He/She thinks + adj

 Listen to Joe and Sadie. What do they think? For example:

(Joe) It's awful.

Joe thinks it's awful.

(Sadie) It's great.

Sadie thinks it's great.

(Joe) It isn't very good.

Joe doesn't think it's very good.

(Sadie) It isn't very interesting.

Sadie doesn't think it's very interesting.

(Joe) It's stupid.

Joe thinks it's stupid.

(Sadie) It isn't funny.


Sadie doesn't think it's funny.

(Joe) It's beautiful.

Joe thinks it's beautiful.

Unit 1 Step 3

like + noun/verb + ing

 Listen to the names of different interests and activities, then make questions. For example:

swimming

Do you like swimming?

horror films

Do you like horror films?

going out

Do you like going out?

athletics

Do you like athletics?

going shopping

Do you like going shopping?

singing


Do you like singing?

learning English

Do you like learning English?

Unit 2 Step 1

Present simple: affirmative

 What time does everyone get up? Listen to the example, then make sentences.

Matt / quarter to eight

Matt gets up at quarter to eight.

Ben / eight o'clock

Ben gets up at eight o'clock.

Joe and Sadie / seven thirty

Joe and Sadie get up at seven thirty.

My grandparents / six o'clock

My grandparents get up at six o'clock.

Mel / eight fifteen

Mel gets up at eight fifteen.

I / quarter past seven


I get up at quarter past seven.

Nick / six thirty

Nick gets up at six thirty.

Unit 2 Step 2

Frequency adverbs

 Listen to the sentences, then say the opposite using *never*. For example:

I always go to bed early.

I never go to bed early.

I always have a shower in the morning.

I never have a shower in the morning.

I always walk to school.

I never walk to school.

I often argue with my friends.

I never argue with my friends.

I usually cook the dinner.

I never cook the dinner.

I often play cards.


I never play cards.

I often go jogging.

I never go jogging.

Unit 3 Step 1

Past simple: was, were

 Listen to the example, then make sentences about yesterday.

Matt – at school

Matt was at school yesterday.

you – very angry

You were very angry yesterday.

we – at the swimming pool

We were at the swimming pool yesterday.

the weather – great

The weather was great yesterday.

my friends – at the beach


My friends were at the beach yesterday.

Lisa – in the library

Lisa was in the library yesterday.

Unit 3 Step 2

Past simple: regular and irregular verbs

 Listen to the example, then talk about things that happened this morning.

I often listen to the radio.
I listened to the radio this morning.

They always get up early.
They got up early this morning.

She often goes running.
She went running this morning.


We usually have toast for breakfast.
We had toast for breakfast this morning.

He always travels by train.
He travelled by train this morning.

I often see Jack.
I saw Jack this morning.

Unit 3 Step 3

Past simple: negative

 Listen to the example, then make negative sentences.

We played basketball yesterday. (volleyball)
We didn't play volleyball.

We stayed in a hotel last summer. (at a campsite)
We didn't stay at a campsite.

We saw Joe yesterday. (Ben)
We didn't see Ben.


We went to a party on Friday. (the cinema)
We didn't go to the cinema.

We had pasta for lunch. (sandwiches)
We didn't have sandwiches.

We took our sleeping bags with us. (a tent)
We didn't take a tent.

Unit 4 Step 1

Past simple: questions

 Listen to the sentences about what Lisa did last Sunday. Ask questions about Sadie with *When* and *Where*.

Lisa left home at half past nine. (When)
When did Sadie leave home?

Lisa went to the museum. (Where)
Where did Sadie go?

Lisa arrived at ten o'clock. (When)
When did Sadie arrive?

Lisa had lunch at the museum café. (Where)
Where did Sadie have lunch?


Lisa got home at three o'clock. (When)
When did Sadie get home?

Lisa started her homework at four o'clock. (When)
When did Sadie start her homework?

Lisa did her homework in the dining room. (Where)
Where did Sadie do her homework?

Unit 4 Step 2

Past simple: questions and short answers

 Listen and answer the questions.
 For example:

Did Clare go to university? (yes)
Yes, she did.

Did she study geography? (no)
No, she didn't.

Did she like working in New Zealand? (yes)
Yes, she did.

Did Jack go to France? (yes)
Yes, he did.


Did they go by plane? (no)
No, they didn't.

Did they often go swimming? (yes)
Yes, they did.

Did they have a good time? (yes)
Yes, they did.

Unit 5 Step 2

Present continuous

 What are they doing? Listen to the example and answer the questions.

What's Matt doing? (eat a sandwich)
He's eating a sandwich.

What are Joe and Sadie doing? (go to the newsagent's)
They're going to the newsagent's.

What's Mel doing? (buy some sunglasses)
She's buying some sunglasses.


What are your friends doing at the moment? (do their homework)
They're doing their homework.

What's Lisa doing? (visit her cousin)
She's visiting her cousin.

What are you doing here? (wait for you)
I'm waiting for you!

Unit 10 Step 2

How much/many?

 Listen to the example and make questions.

onions

How many onions have we got?

eggs

How many eggs have we got?

bread

How much bread have we got?

fruit

How much fruit have we got?

bananas

How many bananas have we got?

milk


How much milk have we got?

bottles of water

How many bottles of water have we got?

Unit 11 Step 1

must/mustn't

 Listen to the example, then make sentences with *must* and *mustn't*.

Don't ride your bike here!

You mustn't ride your bike here.

Get up now!

You must get up now.

Tidy your room!

You must tidy your room.

Don't look!

You mustn't look.

Finish your homework!

You must finish your homework.

Don't forget your key.


You mustn't forget your key.

Don't drive too fast!

You mustn't drive too fast.

Unit 11 Step 2

should/shouldn't

 Listen to the problems and give advice.

I can't hear very well. (see a doctor)

You should see a doctor.

My tooth hurts. (go to the dentist)

You should go to the dentist.

I want to save some money. (get a job)

You should get a job.

I'm not very healthy. (get some exercise)

You should get some exercise.

It's very cold and it's raining. (not go out)

You shouldn't go out.

I'm worried about the test tomorrow. (not worry about it)


You shouldn't worry about it.

Horror films give me bad dreams. (not watch them)

You shouldn't watch them.

Unit 12 Step 2

1 First conditional

 Listen to the questions and say the answer. For example:

What will you do if the bus doesn't come? (walk)
I'll walk.


What will you say if Ben's angry? (sorry)
I'll say sorry.

What will you do if the campsite is full? (sleep on the beach)
I'll sleep on the beach.

What will you buy if you win some money? (a bike)
I'll buy a bike.

What will you have if we go to the café? (an ice cream)
I'll have an ice cream.

2 First conditional

 It's Sunday morning. It's raining and Ben's in bed. He doesn't know what to do. Listen to the example, then continue.

stay in bed – his mother will be angry
If he stays in bed, his mother will be angry.

go for a walk – he'll get wet
If he goes for a walk, he'll get wet.

play cards with his sister – they'll argue
If he plays cards with his sister, they'll argue.

do his homework – his mother will be pleased
If he does his homework, his mother will be pleased.

close his eyes – he'll go back to sleep
If he closes his eyes, he'll go back to sleep.

stay in bed – he'll be happy
If he stays in bed, he'll be happy.

Unit 1

Grammar Practice

1 2 can play 3 can't run 4 can't play
 5 can run 6 can't read 7 can speak
 8 can't speak

2 2 There are 3 There's 4 there isn't
 5 Are there 6 there aren't 7 Is there
 8 There's

3 2 We've got a new television.
 3 My friend James has got long black hair.
 4 Matt hasn't got a mobile phone.
 5 Spiders have got eight legs.
 6 I haven't got any money.
 7 Have you got a camera?
 8 Has Sally got any pets?

4 2 Do you like horror films?
 3 Can you play the guitar?
 4 Where do you live?
 5 What's your address?
 6 Can owls see at night?
 7 What do you think of this music?

Communication Activity

- For further practice of *Can you ...?*, *Do you like ...?* and *Have you got ...?*, use the information gap activity on page 23. Make photocopies of the page and cut them into A and B sheets for each pair in the class. Students ask each other questions to fill in their table. They use the picture on their sheet to answer their partner's questions. Both students then work together to complete the True/False exercise.

Answers

1 False. 2 True. 3 True. 4 False. 5 False.
 6 True.

Unit 2

Grammar Practice

1 2 washes 3 rings 4 enjoy 5 goes 6 play
 7 has 8 does

2 2 Paul's get – Paul gets
 3 playing – play
 4 doesn't – don't
 5 not wears – doesn't wear
 6 catch – catches
 7 never don't – never

3 Questions as shown. Students' own answers.
 2 Do you live in a big city?
 3 Does your maths teacher wear glasses?
 4 Do you and your friends play football?
 5 Where does your best friend live?
 6 How often do you tidy your room?

4 2 never has
 3 don't usually watch
 4 doesn't often read
 5 always come
 6 Does James often go
 7 always listen
 8 usually wear

Communication Activity

- For further practice of the present simple and expressions of frequency, use the information gap activity on page 25. Make photocopies of the page and cut them into A and B sheets for each pair in the class. Students ask each other questions to complete the table. Both students then work together, using the table to complete the matching task.

Answers

1 e 2 d 3 a 4 i 5 g 6 b 7 j 8 f 9 c
 10 h

Unit 3

Grammar Practice

1 2 was 3 weren't 4 was 5 wasn't 6 were
 7 weren't 8 wasn't

2 2 stayed 3 listened 4 travelled 5 arrived
 6 finished 7 carried 8 belonged

3 2 went 3 got 4 put 5 took 6 ran
 7 came 8 saw

4 2 doesn't – didn't
 3 came – come
 4 not enjoyed – didn't enjoy
 5 went – went
 6 saw – see
 7 slept – slept
 8 get – got

1 can/can't

Look at the information in the table and complete Rosa's sentences.
 Use *can* or *can't*.

My name's Rosa. I ¹ can read music
 and I like playing the piano. I

² tennis but I'm not very
 good at it because I ³ fast.

My friend Sam ⁴ tennis but he ⁵ fast and he loves athletics. He
⁶ music. Sam and I ⁷ Spanish but we ⁸ German.

	run fast	play tennis	read music	speak German	speak Spanish
Rosa	X	✓	✓	X	✓
Sam	✓	X	X	X	✓

2 there is / there are

Complete the sentences. Use the right form of
there is / there are.

1 There's some lemonade in the kitchen.

2 elephants in Asia and Africa.

3 an email message from Lisa.

4 You can have some bread, but
 any butter.

5 any good CDs in this shop?

6 I want to make an omelette, but
 any eggs.

7 a computer in the library?

8 an internet café in West Road.

7 you / a camera?

8 Sally / any pets?

4 Questions and answers

Write the questions.

1 (your favourite colour?)

A: What's your favourite colour?

B: Blue.

2 (like / horror films?)

A:

B: No, I don't.

3 (play / the guitar?)

A:

B: Yes, I can.

4 (Where / live?)

A:

B: I live in London.

5 (your address?)

A:

B: 15 Greenway Street.

6 (owls / see / at night?)

A:

B: Yes, they can.

7 (What / think / of this music?)

A:

B: I don't like it very much.

3 have got

Write the sentences. Use the right form of
have got.

1 Nicole / a brother and a sister

Nicole's got a brother and a sister.

2 We / a new television

.....

3 My friend James / long black hair

.....

4 Matt / not / a mobile phone

.....

5 Spiders / eight legs

.....

6 I / not / any money

.....

Student A

- 1 Imagine you are Carlos. Answer your partner's questions.
- 2 Your partner's name is Steve. Ask questions and complete the table.

How old are you?

Can you speak Japanese?

- 3 Work with your partner. Are the sentences true or false?

- 1 Carlos isn't from Europe.
- 2 The boys both enjoy reading.
- 3 Steve is very good at sport.
- 4 Carlos can't play a musical instrument.
- 5 Steve is interested in art.
- 6 They both like going to the swimming pool.



STEVE

How old?	<u>16</u>	British?	.....	Live?	.....
can?				.....	.....
like?				.....	.....
got?				.....	.....

Student B

- 1 Your partner's name is Carlos. Ask questions and complete the table.

How old are you?

Can you speak Japanese?

- 2 Imagine you are Steve. Answer your partner's questions.

- 3 Work with your partner. Are the sentences true or false?

- 1 Carlos isn't from Europe.
- 2 The boys both enjoy reading.
- 3 Steve is very good at sport.
- 4 Carlos can't play a musical instrument.
- 5 Steve is interested in art.
- 6 They both like going to the swimming pool.



CARLOS

How old?	<u>15</u>	British?	.....	Live?	.....
can?				.....	.....
like?				.....	.....
got?				.....	.....

1 Present simple: affirmative

Complete the sentences. Use the right present simple form of the verbs in the box.

have go enjoy do ~~get~~ play wash ring

- | | |
|--|---|
| 1 I <u>get</u> home from school at about 4.30. | 5 Mum to work four days a week. |
| 2 Mr Johnson his car every weekend. | 6 We tennis and basketball at school. |
| 3 My parents' alarm clock at 6.30. | 7 Jack a shower in the evening. |
| 4 My sister and I going to the gym. | 8 Mel always her homework. |

2 Present simple: affirmative and negative

Look for a mistake in each sentence. Underline the mistake and correct it.

- | | |
|---|----------------|
| 1 I'm not like this pizza – it's awful! | <u>I don't</u> |
| 2 After breakfast, Paul's get ready for school. | ..... |
| 3 They don't often playing computer games. | ..... |
| 4 We doesn't go to school at the weekend. | ..... |
| 5 Adam not wears trainers. | ..... |
| 6 Eva catch the bus in Smith Street. | ..... |
| 7 People never don't swim here because the water isn't clean. | ..... |

3 Present simple: questions and answers

Write the questions. Then write true answers.

- you / enjoy / cooking?
 A: Do you enjoy cooking?
 B: No, I don't.
- you / live / in a big city?
 A:
 B:
- your maths teacher / wear / glasses?
 A:
 B:
- you and your friends / play / football?
 A:
 B:
- Where / your best friend / live?
 A:
 B:
- How often / you / tidy your room?
 A:
 B:

4 Present simple with frequency adverbs

Complete the sentences. Put the adverbs in the right place.

- I always have a shower before I get dressed.
(have / always)
- Daniel cereal for breakfast.
(have / never)
- We TV after school. (not watch / usually)
- Kate magazines. (not read / often)
- Sally and her friends to school by train. (come / always)
- James bowling? (go / often)
- You to the radio in the morning. (listen / always)
- British students a school uniform. (wear / usually)

Student A

1 Look at the things Tanya does in her free time. Ask your partner questions and complete the table.

What does she do at 7 o'clock on Thursday?
 She goes swimming.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7.00 swimming	7.00 jogging	7.00 swimming	7.00 swimming	7.00 swimming	7.00 jogging	7.30 jogging
4.00 gymnastics	4.00	3.45 Camera Club	3.45 rollerblading	4.00	10.30	10.00 church
8.30 music programme on TV				8.00 (or bowling, 1st Friday of each month)	3.00 8.00 dance club or cinema	1.00 lunch with grandparents

2 Answer your partner's questions.



3 Work with your partner. Match 1–10 with a–j and make true sentences about Tanya.

- | | |
|-------------------------------|-----------------------------------|
| 1 Tanya gets up early | a every Saturday afternoon. |
| 2 She goes to the pool | b three times a week. |
| 3 She plays basketball | c goes dancing on Saturday night. |
| 4 She goes bowling | d five times a week. |
| 5 She does gymnastics | e every morning. |
| 6 She goes jogging | f plays computer games. |
| 7 She doesn't often | g twice a week. |
| 8 She never | h on Friday night. |
| 9 She sometimes | i once a month. |
| 10 She usually watches videos | j go out at night. |

Student B

1 Look at the things Tanya does in her free time. Answer your partner's questions.

2 Ask your partner questions and complete the table.

What does she do at 7.00 on Saturday?
 She goes jogging.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7.00 swimming	7.00 jogging	7.00 swimming	7.00 swimming	7.00 swimming	7.00 jogging	7.30 jogging
4.00 gymnastics	4.00 swimming	3.45	3.45	4.00 gymnastics	10.30 market	10.00 church
8.30				8.00 watch videos (or bowling, 1st Friday of each month)	3.00 basketball	1.00 grandparents
					8.00 dance club or	

3 Work with your partner. Match 1–10 with a–j and make true sentences about Tanya.

- | | |
|-------------------------------|-----------------------------------|
| 1 Tanya gets up early | a every Saturday afternoon. |
| 2 She goes to the pool | b three times a week. |
| 3 She plays basketball | c goes dancing on Saturday night. |
| 4 She goes bowling | d five times a week. |
| 5 She does gymnastics | e every morning. |
| 6 She goes jogging | f plays computer games. |
| 7 She doesn't often | g twice a week. |
| 8 She never | h on Friday night. |
| 9 She sometimes | i once a month. |
| 10 She usually watches videos | j go out at night. |



1 Grammar

a Complete the sentences. Circle the right answer: a, b or c.

- 0 There any flowers on the table.
 a isn't **b** aren't c are
- 1 Paul got a brother.
 a doesn't b haven't c hasn't
- 2 Where are my trainers? I can't find
 a them b him c her
- 3 a good film on TV this evening?
 a Are there b Is there c Aren't there
- 4 Do you enjoy cards?
 a to play b playing c play
- 5 Can Tom French?
 a speak b speaks c to speak
- 6 A: Does Emma like athletics?
 B:
 a Yes, I do. b Yes, they do. c Yes, she does.
- 7 This is my dad's new car. Do you like?
 a it b him c her
- 8 A: Have you got a computer at home?
 B:
 a No, I don't. b Yes, I have. c Yes, I do.
- 9 I go swimming – on Tuesdays and Saturdays.
 a always b once a week c twice a week
- 10 We sometimes late for school.
 a are b go c come

	10
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Name
Class Date

b Complete the sentences with the right present simple form of the verbs in the box.

think live not agree wash help not know enjoy have not eat go watch
--

- 0 Zak *thinks* computer games are boring.
- 1 Sally her hair five times a week.
- 2 I to bed early on school days.
- 3 When John usually a shower?
- 4 Jackie meat because she's a vegetarian.
- 5 We sometimes Mum cook the dinner.
- 6 Matt swimming in the sea.
- 7 A: Where your cousins ?
 B: In New York.
- 8 I'm sorry, I the answer.
- 9 Mike television every day.
- 10 We with you.

	10
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Grammar		20
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2 Vocabulary

a Complete the sentences. Circle the right answer: a, b or c.

- 0 Australia is a country.
 a exciting b interesting **c** great
- 1 I think *The Hobbit* is an book.
 a brilliant b interesting c fantastic
- 2 When do you usually get ?
 a home b to home c at home
- 3 I agree you.
 a for b to c with
- 4 I love swimming in the sea. It's really
 a awful b exciting c boring
- 5 I go to sleep I go to bed.
 a after b then c before
- 6 I have a shower and then I
 a get undressed b get up c get dressed
- 7 Andy Roddick is a tennis player. He wins a lot of games.
 a silly b fantastic c awful
- 8 My cousin Paul is really I like him very much.
 a funny b stupid c boring
- 9 A: What do you usually do in the evening you go to bed?
 B: I check my emails.
 a after b after that c before
- 10 I don't like geography. I think it's really
 a fascinating b boring c funny

	10
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Name
Class Date

b What are these interests/activities?

- 0 gingo tou going out
- 1 mystornoa
- 2 temenig snedrif
- 3 stleciath
- 4 rorroh slimf
- 5 yalpgin scrad
- 6 muptroce smage
- 7 oggin gnoggij
- 8 mignimsw
- 9 dagrine
- 10 isgnu het treetnin

	10
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Vocabulary		20
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3 Reading

Read the text.

Name
Class Date

JILL WOODWARD is an English teacher at a big secondary school in London.

She lives in a small house near the school with her husband, Mark, and their two sons, Jack and Josh. Her husband is also a teacher, but he teaches at a different school.

Jill has a very busy life. She gets up at half past six every day. She has breakfast and then has a shower and gets dressed. Before she leaves for school, she takes the family dog for a quick walk in the park. After that she wakes the children up and makes sandwiches for their lunch. At eight o'clock she goes to school and her school day begins.

She teaches four lessons a day, Monday to Thursday, and then on Friday she has five lessons. She enjoys teaching very much but she is always tired at the end of the week because her classes are very big and she works very hard.



On Saturdays Jill usually gets up late and reads the newspaper and she enjoys spending time with Mark. The boys often go out with their friends. Sunday is a family day so they all do something together. When there is a good film on they go to the cinema or they go to the local pizzeria for an Italian meal.

Time goes very quickly and then it's Monday again!

Answer the questions:

- 0 What is her name?
Jill Woodward
- 1 What does Jill teach?

- 2 Where does Jill live?

- 3 What is her husband's name?

- 4 How many children has she got?

- 5 What time does she get up?

- 6 What does she do before she has a shower?

- 7 What time does she go to work?

- 8 How many lessons does she teach in a week?

- 9 What do the boys often do on Saturdays?

- 10 What do Jill and her family do on Sundays?

Reading	10
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4 Writing

You've got a new penfriend, Matt. You want to tell him about your hobbies.

Say:

- **what** you like doing
- **how often** you do your hobbies and
- **why** you like them.

Write 25–35 words.

Name


Class Date

Writing	10
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Name


Class Date

5 Listening

 Five people talk about their hobbies. For questions 1 – 5, choose what each speaker talks about. Write a letter (A–H) in each box.

- 1 Speaker 1
 2 Speaker 2
 3 Speaker 3
 4 Speaker 4
 5 Speaker 5

- A going to the cinema
 B reading
 C using the Internet
 D going shopping
 E astronomy
 F swimming
 G computer games
 H playing cards

 Listen again, and choose the right option for questions 6 – 10.

- 6 How often does Speaker 1 do his/her hobby?
 a once a week b twice a week c every day
- 7 How often does Speaker 2 do his/her hobby?
 a every day b once a week c once a month
- 8 How often does Speaker 3 do his/her hobby?
 a every day b every weekend c every week
- 9 How often does Speaker 4 do his/her hobby?
 a every Friday b every Saturday c every Sunday
- 10 When does Speaker 5 like doing his/her hobby?
 a Saturday morning b Sunday afternoon c Monday evening

Listening		10
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Speaking		10
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Test total		80
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6 Speaking

A Two students answer your questions.

- Greet Students A and B and ask them how they are.
- Ask each student questions using language associated with giving information of a factual, personal kind e.g. *What do you like doing in your free time? What do you usually do at the weekends? What do you think of?* (This is to practise present simple / routines / hobbies / giving opinions.)

B Two students talk to each other.

- Give Student A a copy of card A and give Student B a copy of card B. Explain that they should take it in turns to ask one another's opinions of the activities/topics on their cards (*What do you think of ...?*). They should give their opinion and then say why they like/dislike each activity/topic. The student who has asked the question should agree/disagree, also giving reasons. Encourage them to speak as freely as possible.



A

Ask your partner their opinion about:

computer games

television

football



B

Ask your partner their opinion about:

the Internet

books

tennis

1 Grammar

a 1 c 2 a 3 b 4 b 5 a 6 c 7 a 8 b 9 c 10 a

b 1 washes 2 go 3 does ... have 4 doesn't eat 5 help 6 enjoys 7 do ... live
 8 don't know 9 watches 10 don't agree

2 Vocabulary

a 1 b 2 a 3 c 4 b 5 a 6 c 7 b 8 a 9 c 10 b

b 1 astronomy 2 meeting friends 3 athletics 4 horror films 5 playing cards
 6 computer games 7 going jogging 8 swimming 9 reading 10 using the Internet

3 Reading

Suggested answers

- | | |
|--|---|
| 1 She teaches English. | 6 She has breakfast. |
| 2 In London. / Near the school / In a small house. | 7 At eight o'clock. |
| 3 Mark. | 8 Twenty-one. |
| 4 Two. | 9 They often go out with friends. |
| 5 At half past six. | 10 They go to the cinema or the local pizzeria. |

4 Writing

Free exercise

5 Listening

Tapescript

- 1 I go every Wednesday and Thursday after school. There's a swimming pool near my house so it's very easy for me. I also love swimming in the sea, but only in the summer.
- 2 My favourite films are horror films. I don't know why – I guess it's a bit strange, but there's a great film club at the cinema in the town centre so I go once a week.
- 3 I've got a computer in my room so I spend hours every day playing games. My parents always buy me new games for my birthday and for Christmas. The games now are fantastic. Sometimes I play with my brother but I usually play alone.
- 4 Every Saturday I meet my best friend, Natalie, in town and we go round the shops. We never buy anything because we haven't got any money, but it's fun just looking. I like clothes shops and Natalie likes looking at CDs.
- 5 I like fantasy books and detective stories. The best time to read is when it's raining. I like reading on Sunday afternoons after I finish my homework. I always buy books with my pocket money.

Answers

- 1 – F; 2 – A; 3 – G; 4 – D; 5 – B
 6 b 7 b 8 a 9 b 10 b

6 Speaking

Free exercise