

6 FRIENDS

Objectives

FUNCTIONS	helping a friend; describing people
GRAMMAR	<i>have / has got</i> (positive, negative and questions); countable and uncountable nouns
VOCABULARY	parts of the body; describing people

Student's Book page 56–57

READING

- 1 As a warm-up, play a game of vocabulary tennis. Split the class into two groups. Ask groups to take it in turns to say the name of a colour. When one of the groups cannot think of an example the other team wins a point. Play the game again with adjectives, verbs and other word groups of your choice.

If there is an IWB (interactive whiteboard) available in the classroom, this activity would best be done as a heads-up activity with the whole class. Focus on the photos. Say: *a woman with a child*, and nominate a student to call out the correct letter on the board. The rest of the class agree or disagree with the answers. Alternatively, students do the matching activity in pairs before checking answers with the whole class. Say each of the things in the list for students to repeat and check pronunciation. Ask: *Can you see a student in the class with short black hair / a shaved head / green eyes / long curly hair?*

Answers

2 D 3 B 4 C 5 A 6 E

- 2 **SPEAKING** Read through the instructions and check understanding of the sentences. In open class, brainstorm words to complete each sentence and write them on the board. Students complete the sentences individually, then share their answers with a partner. Listen to some example sentences in open class as feedback.
- 3 **1.61** Tell students they are going to read and listen to an article about a girl called Delaney. Play the audio while students read the text to find the answer to the question. Tell them it is not important to understand every word. Students compare their answer with a partner before checking in open class.

Answer

Delaney has cancer.

- 4 Read through the sentences with students and check/clarify: *in hospital, a lot, difficult, strong*. Ask stronger students to answer any of the questions they can from memory before they read again. Encourage students to underline the key information in the questions that they will be looking for in the text. Students read the text in more detail to match the parts of the sentences. Suggest that they underline the parts of the text that helped them find their answers. Students check their answers with a partner before whole-class feedback. During feedback, ask individuals to refer to the parts of the text that support their answers.

Answers

1 a 2 f 3 c 4 b 5 d

Optional extension

Have a reading race. Divide the class into pairs and tell students to find as many different verbs in the text as possible in two minutes (not including *to be / to have / have got*). When time is up, students count up how many verbs they have found. Ask the pair with most verbs to read them out and make a list on the board. Ask other pairs to add to the list if possible.

There are sixteen verbs:

loves, feels, take, check, say, smiles, like, looks, talks, wants, shaves, sees, go, understand, tell, think

THINK VALUES

Helping a friend

- 1 **SPEAKING** Read through the instructions and the different methods of helping a friend. Perhaps using mime, check/clarify: *lend* (mime a situation where you borrow from a student / the student lends something to you), *give a hug*. Working in pairs or small groups, students discuss how they would help a friend in the different situations. Listen to some of their ideas in open class as feedback and praise any original ideas.

Optional extension

Ask students to work in small groups and imagine that one of their friends is very ill. Students work together to think of different ways they could help their friend. This could include doing simple favours, or could be charity events, like in the reading text. Monitor and help with vocabulary and ideas. Listen to some examples from each group in open class.

GRAMMAR

have / has got (positive and negative)

- 1 Look at the sentences from the article. Ask students to look back at the article and check which the correct form is. Check answers.

Answers

- 1 's got
- 2 hasn't got
- 3 have got

Students work with a partner to complete the rule and the table. Point out the contraction of *have* to 've and *has* to 's. To check students have understood the form, ask them to cover the table and do a quick substitution drill, for example:

Teacher: I (nods head) a car.

Students: I've got a car.

Teacher: We (shakes head) brown hair.

Students: We haven't got brown hair.

Rule

- 1 got

Table

- 1 haven't 2 has

Language note

Explain to students that in short answers with *has/have got*, the *got* is dropped and only the *have/has* is used, e.g. *Have you got a sister? Yes, I have.*; *Has he got a sister? Yes, he has.*

- 2 Read through the sentences with students and check understanding. Go through the example. Students complete the exercise individually, then compare answers with a partner. During whole-class feedback, check students are pronouncing the forms of *have got* correctly.

Mixed-ability

To make this exercise easier for weaker classes, write the answers on the IWB in random order for students to choose from. To make it easier still, give students two options for each gap to choose from.

Answers

- 1 hasn't got / has not got, 's got / has got
- 2 haven't got / have not got
- 3 've got / have got
- 4 haven't got / have not got
- 5 's got / has got, 's got / has got

Fast finishers

Ask students to write true positive and negative sentences about themselves and members of their family using *have/has got*.



Be aware of common errors related to the use of *have/has got, go to Get it right on Student's Book page 124.*

Workbook page 54 and page 124

VOCABULARY

Parts of the body

- 1 1.62 As a warm-up, have a class brainstorm of parts of the body. Ask students to refer back to pages 56 and 57 to find some examples.

Students read through the words in the list, then work with a partner to label the picture. Play the audio for students to check their answers, pausing after each word for students to repeat and practise pronunciation. Point out the short vowel sound in *foot* and the diphthongs in *ear* and *mouth*.

Answers

- 1 face
- 2 nose
- 3 mouth
- 4 body
- 5 foot
- 6 ear
- 7 eye
- 8 arm
- 9 hand
- 10 leg

Fast finishers

Ask students to find pictures of people in previous units and label the parts of the body in these pictures, if possible without looking at the words on page 58.

- 2 **SPEAKING** Divide the class into pairs. Give students thirty seconds to memorise the labels. Students work in pairs to test each other on parts of the body. As feedback, do some examples with individuals in open class.

Workbook page 57

LISTENING

- 1 As a warm-up, ask students: *What presents do you give your friends?* Listen to some examples in open class. Read through the sentences in open class and check/clarify: *present, friendship, band*. Use the photo to show students a friendship band. Students discuss the questions with a partner. Listen to some of their ideas and have a show of hands to see who agrees with the sentences.
- 2 Ask students to look at the photo and read the text. Students answer the question individually, then compare answers with a partner. Check answers in open class.

Answers

- Famous people have got them.
They are fun and look cool.
They help us to think of our friends.

- 3 1.63 Tell students they are going to listen to a girl talking about her hobbies. Play the audio while students complete the exercise. Tell them they do not need to understand every word and that they should focus mainly on answering the question in the exercise. Allow them to compare answers with a partner before whole-class feedback.

Answer

listening to music, swimming, making friendship bands

Audio Script Track 1.63

Interviewer Hi, Ella.
 Girl Hello.
 Interviewer Can I ask you a question?
 Girl OK.
 Interviewer Have you got a hobby?
 Girl Yes, I have. I've got three actually. I listen to music a lot. I go swimming. And I make friendship bands.
 Interviewer Wow, you make them?
 Girl Yes, I do.
 Interviewer How many friendship bands have you got?
 Girl Not a lot. Only five or six. I always give them away. I give them to my friends.
 Interviewer OK. Have you got lots of friends?
 Girl Erm. I've got two or three very good friends. And I'm friends with most of the girls and boys in my class, so about 25 altogether.
 Interviewer How much time do you spend on your hobby?
 Girl On making friendship bands? Hmm. I don't know. An hour a day maybe.
 Interviewer And how much money do you spend on it?
 Girl Not a lot. I use rubber bands. And they aren't expensive.
 Interviewer How many colours do you use for your bands?
 Girl Sometimes I use only one or two colours. And I sometimes use seven or eight. Have a look at this one. It's got eight different colours.
 Interviewer Wow. It's beautiful. Congratulations!
 Girl Thank you.

- 4 1.63 Read through the questions in open class and check/clarify: *total*, *spends*, *rubber bands*. Repeat the audio while students complete the exercise. Allow them to compare answers with a partner before checking in open class. If necessary, play the audio again, pausing to clarify answers.

Mixed-ability

Stronger classes: Students may like to work in pairs and try to answer the questions from memory before listening to the audio again to complete the exercise. Check answers in open class.

Answers

- 1 very good friends
- 2 25/twenty-five
- 3 an hour
- 4 expensive
- 5 colours

GRAMMAR

have / has got (questions)

- 1 Books closed. As a lead-in, review the positive and negative forms of *have/has got* and write them on the board (as in the table on page 58).

Books open. Look at the three sentences with students and ask them: *What is different about the verb?* (the subject and *have* are inverted). Students work with a partner and complete the exercise. Check answers.

Answers

1 c 2 a 3 b

Complete the table with students. Remind them that we do not use *got* with short answers.

Table

1 Has 2 has 3 hasn't

- 2 Give students three minutes to think of answers to the questions. Students work individually. Monitor to help with any difficulties.

Mixed-ability

Stronger students should think of more details to expand their answers.

Weaker students can write their answers in preparation for the next exercise.

Fast finishers

Ask students to write more *Have you got ...?* questions in preparation for the next exercise.

- 3 **SPEAKING** Before students share their answers, read questions 1–6 out loud for students to repeat and practise pronunciation. Students stand up and move around the classroom asking questions to different students and looking for a person to answer *Yes* to each question. Encourage students to expand on their answers where possible. Monitor to make sure students are using the correct intonation and answering with the correct short answer. In order to promote fluency, do not interrupt unless errors impede communication. Make a note of any repeated errors and write them on the board during feedback for students to correct.

Mixed-ability

Stronger students and fast finishers in Exercise 2 can ask further *Have you got ...?* questions.

Countable and uncountable nouns

- 4 Look at the words in the list with students and go through the examples in each column. Ask students to work with a partner and discuss where to place the remaining items. Elicit answers from individuals and ask the rest of the class to agree or disagree with their answers. During feedback, complete the three columns on the board to clarify answers.

Answers

Countable (singular):

an apple
a colour
a hobby

Countable (plural):

some chairs
some pens

Uncountable:

some money
some fun
some work

When the table is complete, students complete the rule in pairs. Check answers in open class and elicit more examples from students to check they have understood the rule.

Rule

1 an 2 some

Language note

Explain to students that uncountable nouns have no plural form.



Be aware of common errors related to countable and uncountable nouns, go to Get it right on Student's Book page 124.

Workbook page 54–55 and page 124

Student's Book page 60–61**READING**

- 1 1.64 As a warm-up, ask students to work in pairs and describe a friend's brother or sister. Encourage them to describe their hair and eyes and to use *has got* in their descriptions. Listen to some examples in open class.

Check/clarify: *right* and *No way!* Ask students to read and listen to the dialogue and answer the question, then compare their answer with a partner. Check answer in open class.

Answer

Olivia's brother's new friend is Chloe's brother.

- 2 **SPEAKING** Students read the text again, and in pairs, decide which of the pictures shows Freddie. Encourage students to give reasons for rejecting the other two pictures. During feedback, nominate individuals to describe each picture before checking the answer in open class.

Answer

Picture 1

VOCABULARY**Describing people (1)**

- 1 Look at the words in the list. Use hand gestures to show the difference between *short*, *long*, *straight*, *wavy* and *curly*. Make sure students understand the headings in the table. Students work with a partner to categorise the words. During feedback, say the words for students to repeat and check pronunciation. Draw attention to the silent *gh* in *straight* and the long vowel sound (with different spellings) in *grey*, *wavy* and *straight*. Allow students to ask you questions about words for other hairstyles (e.g. *spiky*, *crew cut*, *fringe*, etc.) to add to their lists.

Answers

eye colour:

grey, brown, green, black

hair colour:

black, blonde, red, brown

hair style:

curly, short, wavy, straight

- 2 **SPEAKING** Students work with a partner to describe the people in the photos. Remind them to use *has got* as in the examples and the words from Exercise 1. Monitor and help with any vocabulary. Nominate pairs to feed back to the rest of the class.

BACKGROUND INFORMATION

James Rodriguez (born 12 July 1991) is a Colombian footballer. He is an attacking midfielder. He began his professional career in Argentina, then moved to Porto in Portugal and to Monaco. He was transferred to his present club Real Madrid in 2014 for a fee of €80 million, making him the fourth most expensive player in history.

Pink (born Alecia Moore, 8 September 1979) is an American singer. She released her first album *Can't Take Me Home* in 1997 and has since released another five albums. Her second album, *Missundaztood* (2001) sold 15 million copies and made her a world superstar.


George Clooney (born 6 May 1961) is an American actor and director. He began his career on television in *E.R.* from 1994 to 1999, then went on to act in films. Some of his most famous films are *Ocean's Eleven*, *The American*, *Up In The Air* and *Gravity*.

Shakira (born 2 February 1971) is a Colombian singer, dancer and philanthropist. Her biggest hits include *Whenever, Wherever* and *Hips Don't Lie*, which is one of the the best-selling songs of the 21st century. She founded the Pies Descalzos (Barefoot) Foundation in 1997, which provides education and food for 4,000 children.

PRONUNCIATION


For pronunciation practice of long vowel sound /ei/, go to Student's Book page 120.

Describing people (2)

- 3  1.67 If there is an IWB available in the classroom, this activity would best be done as a heads-up activity with the whole class. Zoom in on the pictures at the top of the page, or ask students to cover the words. Say: *beard*, and nominate a student to call out the correct letter on the board. The rest of the class agree or disagree with the answers. Alternatively, students do the matching activity in pairs before listening to the audio and checking answers with the whole class. During feedback, say the words for students to repeat and check pronunciation. Point out the same vowel sound in *tall* and *short*.


Answers

2 C 3 D 4 B 5 G 6 F 7 E

- 4  1.68 Students work with a partner to order the words in the sentences. Play the audio for students to check their answers. Pause after each sentence and nominate individuals to match the sentence with a picture in Exercise 3.

Answers

- 1 She wears glasses. (D)
- 2 He's got a moustache. (B)
- 3 He's got a beard. (A)
- 4 She's got an earring in her right ear. (C)
- 5 She is not short, she's quite tall. (E)

- 5  1.69 If you're short on time, and if students have access to the audio files online, set this exercise for homework. Read through the instruction and dialogue with students and check understanding. Point out the use of *What does he look like?* to ask about a person's appearance. Play the audio while students complete the dialogue. Allow them to compare answers with a partner before whole-class feedback.

Mixed-ability

Stronger students may like to cover the rest of the page and try to complete the dialogue before listening to the audio to check their answers.

Answers

- 1 eyes
- 2 glasses
- 3 short
- 4 smile

- 6 **SPEAKING** Students work with a partner to practise the dialogue. Tell them they should practise the dialogue several times and try to improve it each time. They should also swap roles after each practice, so that each student gets to practise both parts. Monitor and help with difficulties in pronunciation and intonation. Ask for volunteers to say the dialogue in open class as feedback. Ask: *Can any pair say the dialogue without looking in your books?*

Optional extension

Shadow reading: Students try to speak the lines from the dialogue in time with the audio. This is a great way for students to practise features of connected speech such as rhythm and intonation. It's also lots of fun.

Workbook page 57

FUNCTIONS

Describing people

- 1 Ask students to read through the dialogue and answers a–d. Point out the two different uses of *like* and confirm that they have a separate meaning to the verb *to like*. Students work with a partner to complete the dialogue. Check answers.

Answers

1 a 2 b 3 c

- 2 **SPEAKING** Students work in pairs and each chooses a different famous person. Students take turns to ask questions to find the identity of the person. To make this more competitive, ask students to find out who needs to ask the fewest questions to get the answer. Listen to some examples in open class as feedback.

TRAIN TO THINK

Attention to detail

- 1 **SPEAKING** Divide the class into AB pairs and ask them to look at their pictures. It is important that they do not look at each other's pictures! Students take turns to describe a person in their picture and look for six differences.
- 2 **SPEAKING** After a few minutes, regroup students into groups of four and ask them to tell each other the differences they found. Monitor to make sure students are using full sentences rather than simply pointing at the picture. Check answers in open class.

Optional extension

If students have access to mobile technology, ask them to work with a partner and use the Internet to find a photo of four people. Tell them the people should look as different as possible. Students show their photos to a different pair for one minute only. They then have one minute to remember as much as possible about the people in the photo. Score one point for each correct sentence. You could then regroup students to do the same activity with a different pair. If your students haven't got internet access, this activity could also be done using pictures from magazines.

Student's Book page 62–63

CULTURE

Welcoming people around the world

- 1 Books closed. As a warm-up, write the following on the board:

Your best friend

Your grandmother

Your teacher

Ask: *What do you do when you meet these people? What do you say?*

Ask students to discuss the questions in small groups. Listen to some of their answers in open class as feedback and write some of their answers on the IWB.

Books open. If there is an IWB available in the classroom, this activity would best be done as a heads-up activity with the whole class. Look at the photos and read the actions one by one. Nominate individuals to match the actions to the photos. Alternatively, students answer the questions in pairs before checking answers with the whole class. Use the photos to show the meaning of *shake*, *rub*, *bow* and *stick out*. Check pronunciation of *tongue*, *silk* and *bow* (explain that *bow* has the same vowel sound as *how*).

Answers

Photo 1: shake hands, touch

Photo 2: rub noses, touch

Photo 3: a piece of silk

Photo 4: bow their heads

Photo 5: put their hands together


Photo 6: stick out their tongue

Photo 7: kiss, touch

- 2 Read the question and elicit the answer in open class.

Answer

A

- 3  1.70 Play the audio while students read the article to complete the exercise. Tell them not to worry if they do not understand every word, but to focus on answering the questions. Allow them to compare answers with a partner before a whole-class check.

Answers

Photo 1: Western countries

Photo 2: New Zealand

Photo 3: Mongolia

Photo 4: many countries in the East / China

Photo 5: Thailand

Photo 6: Tibet

Photo 7: many countries around the world

- 4 Read through the sentences with students and check/clarify: *greeting*, *tradition*, *show*, *hold*.

Encourage students to underline the key information in the questions that they will be looking for in the text. Students read the text to find out if the statements are true or false. Suggest that they underline the parts of the text that helped them find their answers. Students check their answers with a partner before feedback. During feedback, ask individuals to correct the false statements.

Mixed-ability

Ask stronger students to answer any of the questions they can from memory before they read again.

Answers

- 1 F – In Thailand, people put their hands together and bow.
- 2 F – In Tibet, people stick out their tongue when they greet each other.
- 3 T
- 4 T
- 5 F – In western countries, many people shake hands when they greet each other.
- 6 F – People greet each other with a kiss in many countries around the world.
- 7 T

- 5 **SPEAKING** Students work with a partner and discuss the questions. Monitor and help as necessary, encouraging students to express themselves in English and to use any new vocabulary they have learned from the text on page 62. Ask pairs or groups to feedback to the class and discuss any interesting points further.

Mixed-ability

Divide the class into pairs or small groups roughly according to level.

Weaker students can choose one question to discuss.

Stronger students can discuss both questions.

WRITING

Describing a friend

- 1 Working individually, students read the description and match it to one of the pictures. Allow them to check their answer with a partner and encourage them to give the reasons for their choice.

Answer

Picture 1

- 2 Working with a partner, students complete the notes about James. Monitor and help with any difficulties. Check answers in open class.

Answer

black, curly and short (in any order), glasses, popular

- 3 Students work individually to make notes about their best friend. Monitor and help with vocabulary. Encourage students to cover all of the points covered in the notes in Exercise 2 and to add extra information if possible.
- 4 Divide the class into pairs and ask students to ask and answer questions about their best friends. Listen to some examples in open class as feedback.
- 5 If you're short on time, set this exercise for homework. Students expand their notes into a short text. In the next lesson, ask them to exchange texts with another student and to comment on each other's work. Students make any necessary corrections and changes to their own work. Listen to some examples in open class as feedback and display work on the walls if space allows.

Student's Book page 64–65

CAMBRIDGE ENGLISH: Towards Key

THINK EXAMS

READING AND WRITING

1 Part 4: Multiple-choice reading comprehension

Answers

1 A 2 C 3 B 4 A 5 A

TEST YOURSELF UNITS 5 & 6

1 VOCABULARY

Answers

1 do 2 headphones 3 arm 4 dance 5 glasses
6 go 7 beard 8 curly 9 eyes 10 out

2 GRAMMAR

Answers

- 1 She doesn't like shopping.
- 2 They never listen to rock music.
- 3 You haven't got many DVDs.
- 4 She has got lots of money.
- 5 I always get to school late.
- 6 Have you got lots of books?
- 7 We are usually tired on Sunday evenings.

3

Answers

- 1 ~~go~~ often often go
- 2 ~~listen~~ not don't listen
- 3 ~~play~~ plays
- 4 ~~Have~~ has
- 5 ~~don't~~ doesn't
- 6 ~~a~~ work work
- 7 ~~You~~ have Have you

4 FUNCTIONAL LANGUAGE

Answers

- 1 like, doesn't, look
- 2 worry, great, help