

# 2 THE WAYS WE LEARN

## Objectives

FUNCTIONS	asking and giving / refusing permission to do something
GRAMMAR	present perfect with <i>for</i> and <i>since</i> ; <i>a</i> , <i>an</i> , <i>the</i> or no article
VOCABULARY	school subjects; verbs about thinking

Student's Book page 20–21

## READING

- 1 You could set a homework research task for students to find out about Gever Tulley and alternative education before the lesson. You could then start by asking students to tell the class what they have found out.

### BACKGROUND INFORMATION

Gever Tulley is an American writer, computer scientist and founder of the Tinkering School. He is the author of *50 Dangerous Things (You Should Let Your Children Do)* and he believes that children should not be over-protected as this harms their ability to learn and think.


The Tinkering School is an example of alternative schooling. Another example of this is the Steiner school system, which emphasizes independence and allows students to choose activities from a group of options. Classrooms are mixed-age and children learn through discovery rather than through direct instruction. There is also freedom of movement in the classroom. Another example of alternative education is the Sudbury Schools, which are run democratically and where students and staff are equals. There are weekly meetings to decide on school rules, use of budget, hiring and firing of staff etc. Each individual has an equal vote.

As a warm up, ask students: *How often do you work together to create something? In which subjects do you do most teamwork? Is it something you enjoy?* Listen to some of their ideas in an open class discussion.

### Mixed-ability

Divide the class into pairs according to level and ask them to create mind maps similar to the example on page 20. Weaker students can complete one mind map, stronger students can attempt all three. Monitor and help with any questions. When students have finished, ask individuals to come to the board and draw a mind map. If you are working with an interactive whiteboard (IWB), ask students to use different colours as this helps draw attention to individual words and makes the mind map easier to read. Elicit further ideas from other students and add them to the examples.

- 2 Ask students to describe what they can see in the photos and imagine where they were taken. Ask them: *Have you done any of the things in the photos?*

- 3  1.14 This exercise is closely modelled on Reading Part 4 of the Cambridge English: Preliminary exam. Read through the questions with students and check understanding. Check/clarify: *innovative*, *tools*, *injury*, *protection*. Ask students to underline the key information in the questions that will help them find their answers. Play the audio while students read and listen. Divide the class in pairs for students to answer the questions. Encourage students to underline the parts of the text that helped them choose their answers. Check answers with the whole class.

### Answers

1 D 2 C 3 B 4 A

- 4 Students read through the options and work in pairs to answer the question. Point out to students that the answers do not appear directly in the text and that they should imagine what Gever Tulley might say based on what they have read. Check the answer and ask students why they think the other options are incorrect. Refer to any points in the text that clarify the answers.

### Answers

C, D

### Optional extension

Divide the class into pairs and ask students to discuss whether the author of the article is positive or negative about the Tinkering School. Ask them to read through the article and underline phrases that support their answers. Listen to some of their ideas in open class feedback.

## THINK VALUES

### Learning for life

- 1 Working individually, students complete the exercise. Ask them to re-read the text and note down the reasons for their choices.
- 2 **SPEAKING** Read through the speech bubbles with students. Divide the class into pairs or small groups for them to compare their answers. Monitor and help students to explain their ideas. Listen to some of their answers with the whole class and encourage further discussion.

- 3 **SPEAKING** In pairs or small groups, students discuss the questions. Monitor and help as necessary, encouraging students to express themselves in English and to use any vocabulary they have learned from the text. Ask pairs or groups to feedback to the class and discuss any interesting points further.

#### Optional extension

Ask students which of the six things in Exercise 1 they are taught at school. Ask them: *In which subjects are you taught them? Do you learn them from teachers or from other students? If you are not taught them, do you think you should be?* Divide the class into small groups for them to do the task. After five minutes, appoint a spokesperson from each group to feed back some of their ideas to the whole class.

### Student's Book page 22–23

## GRAMMAR

### Present perfect with *for* and *since*

- 1 Review the present perfect – make sure students understand how it is formed and when it is used. Then ask students to work individually to find examples of the present perfect in the article. Ask students why the past simple is not used instead (the present perfect refers to an indefinite point in the past, or refers to an action which started in the past and continues in the present).

#### Answers

Children have made fantastic things ...  
 They have built a rollercoaster.  
 They have made a rope bridge ...  
 They have made tree houses ...  
 Some children have cut themselves ...  
 Tinkering School has been around for many years now, but nobody has ever suffered a serious injury ...  
 Gever Tulley's ideas have worked very well.  
 A lot of children have gone to his summer schools ...  
 Since it started, Brightworks has been written about ...  
 Most of the articles have been very positive ...  
 They have praised the quality ...  
 They have found the children are more motivated ...  
 ... there have also been critical voices.  
 Some people have said ...  
 She has been a student at the school ...  
 ... I've never sat in a "normal" class ...  
 ... it's been a very exciting experience.  
 I've worked hard...  
 ... there hasn't been one single moment ...

#### Language note

Students may confuse the *for* and *since*, possibly due to L1 interference, e.g. *I have been here since five years*. Point out that we use *for* with a period of time and *since* when we mention a specific time.

- 2 Weaker classes: Write these sentences on the board:  
*Paul has lived in Paris since April.*  
*Sally has lived in Paris for three months.*  
 Ask students: *Who lives in Paris now?* (both Paul and Sally). Ask students to identify the tense in each sentence (the present perfect). Elicit or explain the use of the present perfect tense to indicate unfinished time and elicit the construction (*have/*

*has* + past participle). Point out that regular verbs have the same past simple form and past participle e.g. *has lived – lived, has played – played*. There is a list of irregular verbs on page 128 of the Workbook. Students complete the exercise in pairs.

Read through the rule in open class and elicit the answers.

#### Answers

1 since 2 for

#### Rule

1 for 2 since

- 3 Ask students to think about whether *for* and *since* refer to a period or a point in time. Students complete the chart and check answers with a partner before whole-class feedback.

#### Answers

*for* – a year, a long time, many years, days, an hour  
*since* – your birthday, yesterday, 2014, I phoned you, Friday

#### Fast finishers

Ask students to add further examples to each list.

#### Optional extension

As a quick and fun practice of *for* and *since*, separate the class into two groups and ask them to test each other. One group should say a sentence with *for*, e.g. *I have lived here for three years*. The other group have to say the same information in a sentence with *since*, e.g. *I have lived here since 2011*. This is more entertaining (and difficult) if groups are only given ten seconds to think of the correct answer. You should act as judge and timekeeper, giving groups one point if they say a correct sentence in the given time.

- 4 Read through the sentences with the whole class and ask students to think about when each action started (numbers 1,5), or how long it has been taking place (numbers 2,3,4). Working individually, students complete the sentences with the correct form of the verbs in brackets. Check answers with the whole class. Point out that they do not repeat the auxiliary *have* before *phoned* in sentence 3.

#### Answers

1 have been, since 2 hasn't seen, for 3 haven't written, phoned, for 4 has lived, for 5 have had, since

- 5 Students construct sentences using the present perfect with *for* or *since* and the words in brackets. Go through the example sentence with the whole class. With weaker classes, you might like to elicit which word (*for* or *since*) students need to complete each sentence. Check answers with the whole class and make sure students are using the present perfect. If you're short on time, set this exercise as homework.

## Answers

- 1 They have been in the youth club for three hours.
- 2 Joanne and I have been good friends since primary school.
- 3 She has played in the volleyball team for two months.
- 4 I ought to see a doctor. I've been sick for a week.
- 5 I haven't heard a lot from Sandra since last October.

### Optional extension

For further practice of the difference between *for* and *since*, write this table on the board:

for		since
a day	→	yesterday
... hours	←	8 am
two days	→	...
... months	←	Christmas
ten minutes	→	...
... years	←	I was born
fourteen years	→	...

Tell students that each time period leading to the present has an equivalent with *for* or *since*. If necessary give them an example with the sentence: *We've been in this classroom for ... minutes* or *We've been in the classroom since ... o'clock*. Tell students to work in pairs to complete the table with the correct time phrases in each column.

### Suggested answers

for		since
three hours	←	8 am
two days	→	Monday
10 months	←	Christmas
ten minutes	→	11.30 am
15 years	←	I was born
fourteen years	→	2000

Workbook page 18 and page 122



Be aware of common errors related to present perfect with *for* and *since*, go to Get it right on Student's Book page 122.

## VOCABULARY

### School subjects

#### BACKGROUND INFORMATION

##### School subjects in the United Kingdom

In the UK, secondary education between the ages of 11 and 16 is split into two stages: Key Stage 3 (11–14) and Key Stage 4 (14–16). At Key Stage 3, students have to study twelve subjects. These are the same as the subjects in Vocabulary Exercise 1, with the exception of Drama, which is not a statutory subject. The twelfth subject is called Citizenship and focuses on politics, the legal system, the role of the media etc. and encourages students to research and debate topics. Students have to study a foreign language. At Key Stage 4, students study similar subjects, but have more choice in what they study.

- 1 1.15 Books closed. As an introduction to this activity, write *school subjects* in the centre of the board. Brainstorm subjects that students study. Ask them: *Can you think of any other subjects?*

Books open. Working individually, students look at the pictures and match them to the subjects. With stronger classes, ask students to cover the names of the subjects and try to complete the activity before looking at the names.

Listen to the audio to check, pausing as necessary to check pronunciation.

### Answers

1 K 2 G 3 D 4 I 5 E 6 A 7 J 8 H 9 C  
10 F 11 L 12 B

### Audio Script Track 1.15

- A Geography
- B Spanish
- C ICT (Information and Communication Technology)
- D Art Education
- E Design and Technology
- F Maths
- G Music
- H PE (Physical Education)
- I Drama
- J English
- K Science
- L History

- 2 **SPEAKING** Students work individually and make notes on their answers to the questions. Divide the class into pairs for students to compare their answers. Monitor and check students are pronouncing the subjects correctly. Listen to some of their answers in whole class as feedback.

### Fast finishers

Explain to students that the subjects in Exercise 1 are similar to those studied in the United Kingdom. Ask students to write sentences describing how this curriculum compares to the one in their country. Which do they prefer?

### Optional extension

As an extension to Exercise 2, you might like to refer back to the list of subjects and ask students to discuss why they think they study the subjects, e.g. *Why do you study Art Education? Why do you do PE?* Give students some time to discuss the subjects in small groups and then hold a class vote to decide which they feel are the most and the least useful subjects.

Workbook page 20

## LISTENING

1 As a warm up activity and to introduce the topic, show students some photographs or, if you have access to an IWB, videos of people doing dangerous things, e.g. bungee jumping or roof jumping. Ask students if they have ever done anything dangerous. Listen to some of their ideas and write any interesting vocabulary on the board.

With the whole class, ask students to look at the photos and to match them to the activities. Nominate individual students to give answers. Ask students: *Why do you think we like doing dangerous things?*

### Answers

1 B 2 A 3 E 4 C 5 D

2 **SPEAKING** In pairs students discuss the question. Monitor to help with any vocabulary problems and check that students are using English and not L1. As feedback, ask some of the students to share their experience with the rest of the class.

3 **1.16** Tell students they are going to hear two people talking about a book. Play the audio while students listen and answer the question. Tell students not to worry about difficult words, but to concentrate on the task. Students compare their answers with a partner before whole-class feedback.

### Answers

Make a fire, spend an hour blindfolded, drive a car

### Audio Script Track 1.16

John Hi, David.  
 David Oh, hi, John.  
 John I'm going to the pool. Want to come along?  
 David I can't. My dad has asked me to do some things with Nick.  
 John Your little brother? Oh, you're babysitting. Too bad.  
 David No, I'm not actually babysitting. My dad's going to be with us, too.  
 John So what are you doing?  
 David Well, it's a long story. It all started with a book my dad read recently. It's called *50 Dangerous Things You Should Let Your Children Do*.  
 John What? Seriously?  
 David Yeah.  
 John And?  
 David And ... , the book's cool, really. Parents are normally 'don't do this' and 'don't do that', right?  
 John Yeah, tell me about it.  
 David Well, this book says that parents should let children do things that most parents don't let them do.  
 John Wow! OK. Let children do things like what?  
 David So, for example, parents should let children make a fire.  
 John Really? Isn't that dangerous?  
 David Well, of course, kids shouldn't be alone when they make a fire. Parents should be with them, so they learn that fire can be dangerous. And of course they must not make a fire in a place where it is forbidden.  
 John Uh-huh. What else?

David Kids should spend an hour blindfolded.  
 John Really, young children? That's dangerous.  
 David That's right. That's why they couldn't do that on their own. Their parents need to make sure that nothing happens to them.  
 John OK, but why?  
 David The child learns something new. It's a new experience. And it's interesting for the child, too. They learn to be cautious.  
 John Hmm. Cool.  
 David Oh, something else.  
 John What's that?  
 David Parents should let their children drive a car.  
 John Really? In the street?  
 David No, no. In an empty space where there are no other cars, obviously.  
 John Wow!  
 David Yeah, but I'm not sure Dad will try this one with Nick.  
 John He thinks he'll probably drive straight into a tree, right?  
 David Look, I need to go now. I need to get some sausages.  
 John Sausages?  
 David Yes, Dad and I are going to show Nick how to make a fire. And then we want to grill some sausages.  
 John Really, wow! I'd love to come along.  
 David Why don't you?  
 John Would that be OK with your dad?  
 David Of course. He'd be happy if you could join us. And Nick ...  
 John What about him?  
 David Well, he'll be proud to show you he can make a fire!  
 John Of course!

4 **1.16** Read through the sentences with students to check understanding. Check/clarify: *babysitting*. Ask students to underline which key information they will need to listen for. Stronger students may like to try to answer the questions before listening again. Play the audio while students decide if the sentences are true or false. Let students compare answers with a partner before listening to the audio again. During feedback, ask students to explain the reasons for their answers.

### Answers

1 F 2 F 3 T 4 T 5 F 6 T

## FUNCTIONS

### Asking and giving / refusing permission

1 As a warm up activity, ask students to imagine that they are in England to learn English and they are staying with an English family. They want to ask the family if they can borrow a bicycle. Ask them: *What would you say?* Listen to their ideas and try to elicit. *Can I borrow a bicycle? Will you let me use your bicycle?* Ask students to work in pairs and order the two dialogues. Check answers with the whole class. Elicit which of the sentences ask for permission, give permission and refuse permission. During feedback, say the sentences for students to repeat altogether and check pronunciation. Students practise the dialogues in pairs. Monitor to help with any problems.

## Answers

2, 4, 3, 1 3, 1, 4, 2

- 2 Read through the instructions and sentences and check understanding. You may like to do the first question with the whole class as an example. Students complete the exercise and check answers with a partner before whole-class feedback.

## Answers

1 AP, GP 2 AP, RP 3 AP, GP 4 AP, GP

## ROLE PLAY

- 3 Books closed. Divide the class into pairs. Ask them to write down as many expressions from Exercise 2 as they can remember. Monitor and check they are writing expressions correctly. Open books and read through the instructions with students. Weaker classes: Give them five minutes (or more if necessary) to prepare a short role play. Stronger classes should be able to create role plays without preparation time. If students have access to a recording facility (using their mobile phones, for example), they could record their conversation and play it back to check their own pronunciation and intonation. They can then repeat the exercise and listen for improvements. Invite some of the groups to act out their role play for the rest of the class and ask students to decide which pair uses the most AP, GP or RP expressions.

### Optional extension

For further practice of this language, ask each student to prepare three questions asking for permission to do something. Students then mingle and ask their questions to other members of the class, who should respond with one of the phrases for giving or refusing permission.

## Student's Book page 24–25

## READING

- 1 A recording of this text is available with your digital resources. As a warm up activity on the topic of brains, draw two brain shapes on the board and write *14-year-old brain* under one and *50-year-old brain* under the other. Ask students: *What does each brain spend its time thinking about?* Give an example to get them started e.g. *Which brain thinks about computer games? Which one thinks about going to the supermarket?* Divide the class into pairs and ask students to discuss which activities to put with each brain. Listen to some of their ideas in open class as feedback. Read through the questions and ask students to discuss them in pairs or small groups. Listen to some of their ideas in whole class as feedback and write any interesting vocabulary on the board.
- 2 Tell students they are going to read an article about how the brain works. Check pronunciation of words 1–5. Do not explain meaning at this stage. Students work with a partner to complete the matching exercise. Play the audio while students read and listen to the text to check their answers.

## Answers

b 1 c 3 d 4 e 2

- 3 Check students understand the meaning of the sentences. Ask students to read the text again and underline the key information which helps them answer the questions. With stronger classes, encourage them to answer from memory before reading the text again to check. During whole-class feedback, ask students to tell you which parts of the text helped them to choose their answers. Weaker classes: To help students answer the questions, you may want to play the audio again, pausing as necessary to clarify any problems.

## Answers

1 T 2 T 3 T 4 F – There are several things we can do to make our brain stronger. 5 T

## TRAIN TO THINK

### Learning about texts

- 1 Students read the different descriptions of the text and choose which is most suitable. During feedback, ask them to say why the others are incorrect.

## Answer

C

- 2 Students work with a partner to complete the exercise. Ask them to underline the language which helps them to choose the titles. Check answers with the whole class, referring to specific language in the text which supports their answers.

## Answers

Paragraph 1: B Paragraph 2: D Paragraph 3: C

### Optional extension

Divide the class into two groups, A and B. Give all As one text and all Bs another. You could use texts from the Workbook for this. In pairs, students write a one-sentence summary of each paragraph in their text. Summaries should be written up neatly on a separate piece of paper in random order. Put two pairs together to form AABB groups. Pairs swap summaries and texts and attempt to match their partner's summaries to the correct paragraphs. Give them five minutes or so for this. Pairs then return to their AABB groups and check answers. You could encourage students to comment on each other's summaries and even try to improve on them.

## GRAMMAR

### a, an, the or no article

- 1 Read through the instructions. In pairs students complete the activity. Monitor and help with any problems. When students have completed the exercise, do not comment on their answers, but ask them to complete the rule.

During feedback on Exercise 1, check students have completed the rule correctly, and then ask them to refer to the rule when they give their answers.

### Answers

(Food) is important for your body. But did you know that the food you eat is important for your brain, too? Here is an example: (sugar) . (Sugar) tastes good. But the sugar from (sweets) can create (problems) . Your concentration and your (memory) get worse. What can we learn from the example here? It's better to eat an orange or a banana than to eat (chocolate) , because that's good for your brain and for your body.

### Rule

a, an the no article

- 2 Working individually, students complete the exercise. To help weaker students, you could tell them how many times they need to use each type of article (*the* x 3, *an* x 1, *no article* x 4). Let students compare answers with a partner, then check answers with the whole class and ask students to explain why they chose the answer. To check which students are answering correctly, ask all students to answer at the same time, raising their right hand if they think the answer is *the*, their left hand for *a/an* or no hands for *no article*. You should immediately be able to see if any of the students are making mistakes. If you're short on time, set this exercise as homework.

### Answers

1 -;- 2 The 3 an; the 4 - 5 the;-

- 3 Students read through the text. Check any problems with vocabulary. Go through the example as a class, if necessary. Students complete the text. Check answers following the same hand-raising feedback procedure as in Exercise 2.

### Answers

1 - 2 - 3 a 4 - 5 - 6 A 7 the

### Fast finishers

Ask students to write sentences containing nouns that don't take an article.

Workbook page 19 and page 122

## VOCABULARY

### Verbs about thinking

- 1 Books closed. Ask students: *What do you think about most? Do you think about different things at different times of day?*

Ask students: *Do you know any verbs to describe how you think about the past? (e.g. remember). Do you know any verbs to describe how you think about the future? (e.g. wonder). Do you know any other 'thinking' verbs? Write some of their ideas on the board.*

Books open. Students work in small groups and discuss the meanings of the verbs. Ask them to check in a dictionary if they are not sure. Weaker classes: This is quite a challenging activity and students may need several examples to clarify the differences between the verbs. Check answers and elicit some sample sentences from students to clarify meaning.

### Fast finishers

Ask students to decide which of the verbs can be followed by the following words: *who, it, that*. Tell them that some of the verbs can be followed by more than one of the words. They should use a dictionary to check their ideas. Check answers during feedback on Exercise 1.

- 2 Read through the exercise and check understanding of vocabulary. Students complete the exercise and check answers with a partner before whole-class feedback. During feedback pay attention to the pronunciation of the verbs.

### Answers

1 think 2 believe 3 imagine 4 realised 5 believe  
6 recognise 7 guess 8 concentrate 9 wondered  
10 suppose

## PRONUNCIATION

For pronunciation practice in word stress, go to Student's Book page 120.

- 3 **SPEAKING** Read through the questions in open class. You may like to give some examples of your own to get students started. In pairs or small groups, students discuss the questions. Monitor and help as necessary, encouraging students to express themselves in English. Praise them for using verbs from Exercise 1. Ask pairs or groups to feedback to the class and discuss any interesting ideas further.

Workbook page 20

Student's Book page 26–27

## CULTURE


### A day in the life of ...

#### BACKGROUND INFORMATION

**Moscow** (population c.11.5 million) is the capital city and financial centre of Russia. It has been ranked the second most expensive city in the world. Moscow is home to many world famous ballet companies including the Royal Moscow Ballet, Moscow City Ballet and Bolshoi Ballet.

**Chicago** (population c.2.7 million) is the third most populous city in the USA. The city is an international hub for finance, industry, technology, telecommunications, and transport. It is also a cultural centre, and is particularly famous for its blues, jazz, soul and house music. Chicago is home to several basketball teams, the most famous of which is the Chicago Bulls.

**Sydney** (population c. 4.76 million) is a city on the South East coast of Australia. It originated as a penal colony in 1776, but has now grown into one of the most multicultural cities in the world. Famous landmarks include the Sydney Opera House in Sydney Harbour and Bondi Beach.

- 1  1.19 As a warm up activity, ask students: *Would you like to go to a special school where you spend all day studying and practising your favourite activity? What type of school would it be? Can you think of any disadvantages of this type of school?* Listen to some of their ideas and encourage open class discussion.

Tell students they are going to read about three students who go to special schools. Students work in pairs or small groups to answer the question. Then play the audio for students to listen and read to check their answers. Encourage them not to focus on difficult words. Check answers with the whole class.

- 2 Read through the questions with the class. Students read the text again and answer the questions. Ask them to compare their answers in pairs before whole-class feedback.

### Answers

1 Ethan 2 Ella 3 Alexander 4 Alexander 5 Ella  
6 Ethan

- 3 **VOCABULARY** Read through the definitions quickly. Ask students to complete the activity, reading the text again to find the words or phrases that match the definitions.

### Mixed-ability

Stronger students may like to attempt the activity without re-reading the text. With weaker students, give students the first letter of each word to guide them. Check answers and during feedback, check the pronunciation of new vocabulary.

### Answers

2 warm-up 3 classical ballet 4 strengthen  
5 weight training 6 away match 7 nearly midnight  
8 completely exhausted 9 lecture 10 carbohydrates  
11 workshop 12 performance

### Optional extension

If there is time, point out that parts of the third text are written in note form. Ask students to work in pairs and decide which words are necessary to make full sentences. Go through the text with the whole class as feedback.

- 2 Students read the email again and work in pairs to complete the exercise.

### Answers

a Are you enjoying your new school? b His father is working in the UK ... c I'm spending more time at school ... d We're also getting a lot more homework ...  
Present continuous tense – for temporary actions or situations happening in and around the present time.

- 3 Students work with a partner to order the sentences. Give weaker classes the first (and last) word in each sentence to help them. Check answers with the whole class.

### Answers

1 There's a new kid in my class, too. 2 I come home at 5.30 four times a week. 3 But I love the projects we do in this class.

Present simple – for actions or situations which are permanent or happen regularly.

- 4 Tell students that there is a basic format which should be followed when writing an email and that Kylie's email follows this format. With the whole class, look quickly through the email and elicit the order of the paragraphs.

### Answers

1 c 2 a 3 d 4 b

- 5 Tell students they are going to write a response to Kylie's email. Working individually, students make notes on what to include in the email. Monitor and help students with ideas. As feedback, discuss the type of things students have decided to include.
- 6 Ask students to write their email. Encourage them to organise their writing as outlined in Exercise 5 and to use the present continuous.

In a subsequent lesson, divide the class into small groups and ask students to read each other's emails and decide which is the most interesting. Listen to the most interesting email from each group in open class and hold a class vote to decide which one is the best.

## WRITING

### An email describing your school routine

- 1 As a warm up to this activity, ask students: *How often do you send emails? What sort of things do you write about?* Tell students they are going to read an email from a girl describing her new school. Students read the email and answer the questions. Let them check their answers with a partner before a whole-class check.

### Answers

1 She's enjoying it. 2 She thinks he's cool. 3 No, she doesn't. 4 She has more time at school and more homework. 5 Technology and Design. She loves the projects.

## CAMBRIDGE ENGLISH: Preliminary

## THINK EXAMS

## READING

## Part 3: True/false

1

## Answers

1 B 2 B 3 B 4 A 5 A 6 B

## LISTENING

## 1.20 Part 1: Multiple choice

2

## Answers

1 B 2 A 3 A 4 A 5 C

## Audio Script Track 1.20

1 What did Sally buy at the shops?

Pete Did you get everything?  
 Sally Um, everything except for the eggs. They didn't have any.  
 Pete But did you get the milk and the bread?  
 Sally Yes, and I got some apples, too.

2 What time is it?

Girl Are we late?  
 Boy I don't think so. The film starts at seven o'clock.  
 Girl Are you sure? I think it starts at half past six.  
 Boy Let me see. Oh, no! You're right. And it's six o'clock already! We are late.  
 Girl So, come on, let's hurry up and go!

3 How did Brian get to work?

Kate You're half an hour late Brian. What happened?  
 Brian I know, I'm sorry. I had a problem with my car.  
 Kate Oh, dear. Did you get the bus?  
 Brian I wanted to, but I missed it, so I decided to walk.  
 Kate Really? But you live on the other side of town.  
 Brian I know. I'm exhausted.

4 Which lesson did Fred enjoy most?

Mum Did you have a good day at school Fred?  
 Fred It was OK, apart from History. That was boring as usual. But luckily that was in the morning and the rest of the day was fine.  
 Mum So what did you do after lunch?  
 Fred We had science. That was lots of fun, and then we had music, which was alright.

5 When is Tom's brother's birthday?

Tom It's my brother's 18th birthday next Thursday.  
 Lisa Really? I thought he was 18 already.  
 Tom No, he's only 17.  
 Lisa Next Thursday? So he's going to be 18 on the 18th.  
 Tom No, next Thursday is the 19th.  
 Lisa So it is.

## TEST YOURSELF UNITS 1 &amp; 2

## VOCABULARY

1

## Answers

1 won 2 active 3 wrote 4 creative 5 wonder  
 6 realise 7 guess 8 brave 9 recognise 10 missed

## GRAMMAR

2

## Answers

1 haven't opened 2 bus 3 didn't see 4 didn't open  
 5 haven't seen 6 the bus

3

## Answers

The correct sentences are:

1 Correct sentence  
 2 I've **already** travelled ~~already~~ to more than ten countries.  
 3 We've lived here ~~since~~ **for** three years.  
 4 I've ~~gone~~ **went** to a party last night.  
 5 This is my bicycle. I've had it for two years.  
 6 It's important to eat a lot of ~~the~~ fruit if you want to be healthy.

## FUNCTIONAL LANGUAGE

4

## Answers

1 A Can                      B afraid  
 2 A Let's                    B idea  
 3 A thinking                B definitely  
 4 A OK                        B go