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## INTRODUCTION

### 1 What is the Common European Framework?

The Common European Framework (CEF) seeks to standardise the description and assessment of levels achieved in different languages across Europe.

A1: This is the first level described by the CEF and it refers to students in their first year or two of studying English. This can otherwise be referred to as Elementary.

A2: This is the second level which is usually reached by students who have been studying English for up to three years. This can otherwise be referred to as Pre-Intermediate.

### 'Can-do' checklist

The Can-do checklist at the end of each unit tells the teacher and students what particular aspects of language the unit has practised. They are called 'can-do statements', as they concentrate on the language learners can successfully use in English, and are directly linked to the CEF descriptors for these levels. The contents page of this book summarises the functional language practised.

### 2 Why should I use this book?

It is a rich resource of lively, photocopiable materials for use with secondary-school students who have been studying English for one to three years.

This book is perfect for teachers looking for interesting skills work to complement a course book.

- The topics are fun and engaging for teenagers.
- Each unit is carefully staged to be both entertaining and achievable.
- Each unit presents and practises a wide range of new vocabulary.
- Each unit provides REAL language practice, linked to the CEF descriptors.
- Each unit provides practice in writing and speaking, and reading or listening.
- Each unit takes between 45-60 minutes of class time.

### 3 How do I use this book?

This shows that the unit is reading based.

This shows that the unit is listening based. This example indicates that the listening is the second in unit 12.

The book is divided into two sections. Units 1-20 are suitable for students at A1 level and units 21-40 are for students at A2 level. The first ten units in each section have a reading input and the second ten have a listening input.

Within the sections, the units gradually become more difficult. (The grading of the units is a guide.) You may wish to use the more difficult units to stretch your students or easier units for less advanced classes.

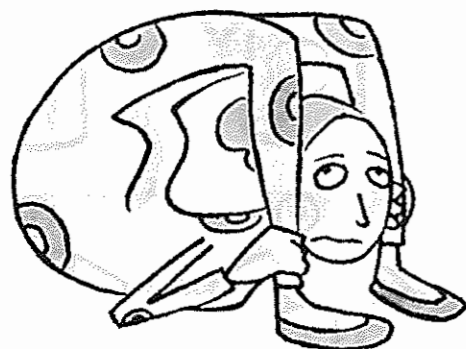
The Teachers' Notes, at the end of the book, give ideas on how to stage the lessons. There are also some suggestions for extra activities, keys to the exercises and transcripts for the listening items.

Select activities to give extra practice for language presented in your course book or simply for fun! Choose the appropriate units for your class from the contents page where you can find information about level, topic and language items practised.

Writing activities can be used for homework, or done in class, at your discretion.

# 6 CAN YOU...?

1 Some people can do strange things with their bodies! Like this! Can you do this?



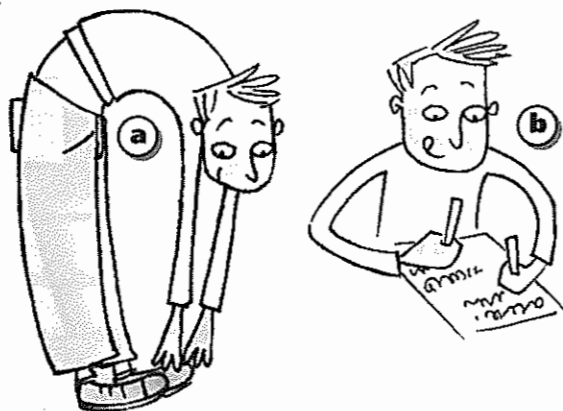
2 In A there are seven verbs and in B there are 10 parts of the body. Complete them with the letters.

A.  
P W T S M R  
Move \_ut \_rite \_ead \_tand \_ouch

B.  
B T W Th M E T N E H  
\_ongue \_ead \_oes \_outh \_umb  
\_rist \_ose \_ars \_ands \_eybrows

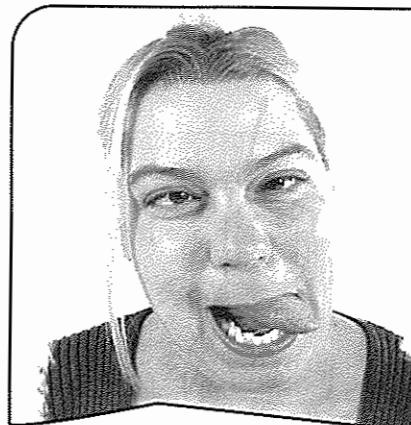
3 Match these questions to the pictures.

- 1 Can you touch your nose with your tongue? .....
- 2 Can you move one eyebrow? .....
- 3 Can you touch your wrist with your thumb? .....
- 4 Can you put your toe in your mouth? .....
- 5 Can you touch your toes? .....
- 6 Can you move your ears? .....
- 7 Can you stand on your head? .....
- 8 Can you write with both hands? .....
- 9 Can you read upside down? .....



Now ask your partner to show you.

4 Read this short article. What can Martina do really well?



## The Ugly Competition

Every year, in Marston village, there is an important competition. Today is the day of 'The Ugly Competition'. People come from all over the world and try to make the ugliest face. The winner last year was Martina Bates and she made a really horrible face! Martina says that she practises a lot. Sometimes people think she's rude but she's only practising! Martina learned to make faces when she was five years old. She wanted to frighten her sister! In England they say, 'If the wind changes and you are making a face, your face will stay the same for ever.' I hope it's not windy this afternoon!

5 Now correct the underlined words.

- 1 The competition is in a different place each year. ....
- 2 People make beautiful faces. ....
- 3 Martina learned to make faces when she was ten. ....
- 4 Martina doesn't practise much. ....
- 5 If the wind stops, your face will stay the same. ....

6 Find words in the text that mean:

- |                       |  |
|-----------------------|--|
| 1 a small town .....  | 4 to scare .....                                 |
| 2 not beautiful ..... | 5 kind of weather when the air moves a lot ..... |
| 3 not polite .....    |  |

7 Can you make ugly faces? Have a 'Ugly Competition' in your class.

8 Writing. Here is another strange competition: 'Can you eat six burgers in two minutes?' With a partner, think of 4 more 'Can you' competitions!

9 Speaking. Here are some more 'Can You' questions. Ask your partner.

- |   |  |
|---|--|
| 1 Can you say 'Hello' in four languages?  | 4 Can you touch your nose with your foot?        |
| 2 Can you make the noise of a police car? | 5 Can you name three famous English footballers? |
| 3 Can you sing a song in English?         | 6 Can you say English words for one minute?      |

### Can-do checklist

- I can ask and answer questions about ability.
- I can understand a short, simple article.
- I know the parts of the body.

# 19 HOW BRAVE ARE YOU?

**1 Match these words to the explanations.**

1. Brave	a) something that can kill you
2. open air	b) not dead, not cooked
3. dangerous	c) a place with a lot of trees and animals
4. alive	d) not in a house or building, outside
5. jungle	e) not scared

**2 Ask three people in your class these questions. Answer 'Yes', 'Maybe' or 'No'.**

	Yes	Maybe	No
1 Would you sleep in the open air at night alone?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Would you put your head in a box with spiders?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Would you drink water from a river?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Would you put ants inside your clothes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Would you eat something alive, like a worm?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**3** There is a programme on TV about people who lived in the jungle for two weeks. Which things were difficult for them? Listen and circle.

- a sleep outside    b the weather    c noises at night    d food    e animals

**4** What did Peter and his friend do in the jungle? Listen again and tick the correct pictures.

a

b

c

d

e

f

g

**5** Unjumble these letters to find the animals Peter talks about.

- |           |           |               |
|-----------|-----------|---------------|
| 1 driepss | 2 sticnse | 3 sant        |
| 4 smowr   | 5 kenas   | 6 droloccosie |

Can you name some more animals in the jungle?

.....

**6** Listen again and complete these sentences.

put put slept ate caught walked did

- He ..... in the open air.
- They ..... snakes and small animals to cook.
- They ..... some difficult tests.
- He ..... his head in a box.
- Julie ..... some horrible things.
- He ..... in a river.
- They ..... a lot of insects inside his clothes.

**7** Writing. With a partner, write four tests for the people in the jungle.

You must ...

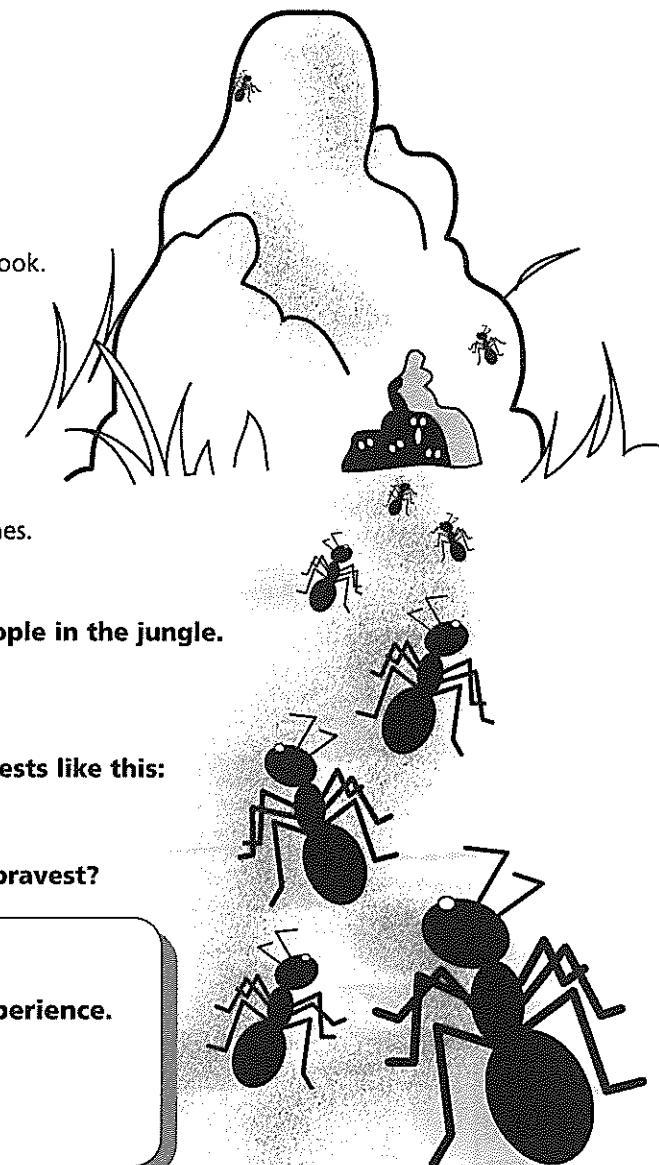
**8** Speaking. Work in groups of four. Ask about your tests like this:

Would you ... ?

How many 'yes' answers do you have? Who is the bravest?

**Can-do checklist**

- I can understand a simple description of an experience.
- I can talk about a simple imaginary situation.
- I can write simple instructions.



# 35 WE'RE LISTENING TO YOU!

**1** Talk about these questions.

- 1 Do you have a mobile phone?
- 2 Where do you use it?
- 3 Where CAN'T you use a mobile?
  - a) In a hospital.    b) In shops.
  - c) In the street.    d) On a plane.
  - e) In restaurants.    f) In some trains.

**2** Listen to these people talking on the phone. Write the words under the pictures.

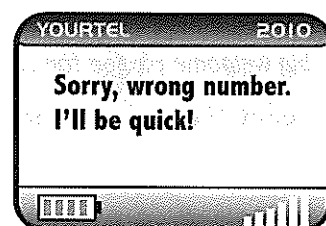
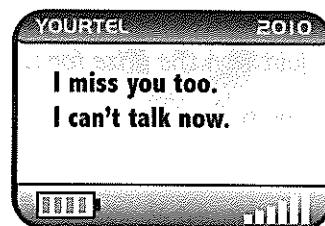
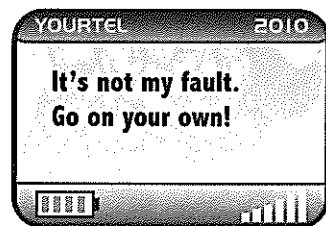
angry    difficult    unfinished  
embarrassing    sad    romantic

**3** Listen again and answer the questions.

- 1 Who are they talking to?
- 2 What are they talking about?



**4** Listen and repeat these expressions from the conversations.



**5** Now put the correct words from the expressions into the sentence.

- 1 It's not ..... It was my brother.
- 2 I ..... my family when I'm on holiday.
- 3 I can't ..... now. My parents are in, .....
- 4 No, it wasn't him. It was .....
- 5 I know you haven't got much time so I .....

**6** This is Ben's half of a phone conversation. With a partner, complete the other half of the conversation with these sentences.

I'm having dinner at seven.  
My sister's staying with us next weekend.  
I'm watching "Lord of the Rings" at the moment.  
I'm busy tomorrow.  
My brother's staying with us this weekend.  
No, I'm going to watch a programme on TV.



**7** Look at how Ben tries to make arrangements.

Have you got any plans for this ...?  
Shall I come round at ...?  
Shall we go out ...?  
Let's meet on ... at ...  
How about ...?  
We can go for ....  
I'll wait for you to phone me.

Here are some responses.



**8** Speaking. With a partner make arrangements to do these things. Remember to say when and where you'll meet.

- 1 See the new Spiderman film.
- 2 Go to the beach.
- 3 Go to a Valentine's dance.
- 4 Go shopping together.

**9** Writing. Write one side of a phone conversation. Then see if your partner can fill in the missing part.

Can-do checklist

- I can identify the topic of conversation around me.
- I can understand the main point of messages.
- I can write a short simple text.
- I can discuss arrangements.