

# Key to Speaking Module 1

Aims: • To exchange personal information and ask each other questions.  
• To practise the verbs *can* and *be* and adjectives.

First, get students to ask you the questions and answer them. Then tell them to choose one classmate and ask him/her questions. Finally, have them report the answers to the class.

## Example

*Mary's favourite colour is red and her favourite thing is her shoes.  
She can speak English but she can't drive. She wants to be a teacher.  
She is active and funny. She isn't lazy or shy.*

What's your favourite colour?  
What's your favourite gadget?  
Can you speak English?  
Can you drive?  
What's your ideal job?  
Are you active or lazy?  
Are you funny or shy?

# Key to Speaking Module 2

Aim: To talk about daily routines and to practise the Present Simple and adverbs of frequency.

- Tell students to look at the pictures and say which of these activities they do and how often using adverbs of frequency. Then ask them to tell you what they prefer or can't stand doing choosing from the activities shown.
- Alternatively, you can have students talk in pairs and ask each other questions about the activities shown and then report to the class.

## Example

*Maria never plays basketball. She hates it.  
She always reads magazines in the afternoon.*



hoover	play basketball
cook	clean the house
go shopping	do the washing-up
read magazines	watch TV
talk on the phone	

# Key to Speaking Module 3

Aim: To practise the Present Progressive, vocabulary relating to members of a family and the rooms of a house, as well as prepositions of place.

- Tell students to look at the picture that shows members of the Brown family in different rooms of the same house doing different things. Explain that they need to look at the details.
- Have them look at the picture for a minute and then turn it over. Have them talk in pairs asking each other questions about the members of the Brown family (where they are and what they are doing).
- Choose some pairs to act out the dialogues.

### Example

**A:** Where's Mr Brown's son?

**B:** He's in the bedroom.

**A:** What's he doing?

**B:** He's watching TV.

**A:** Where's the TV?

**B:** It's on the table.

### Key

- Mr Brown is in the bathroom. He's having a shower.

- Mrs Brown is in the kitchen. She's talking on the phone.

- Mr Brown's daughter is in her room. She's reading a book.

- Grandmother is in the living room. She's reading a newspaper.

- Grandfather is in the garden. He's painting a picture.



# Key to Speaking Module 4

Aim: To practise countable and uncountable nouns and *some/any*.

- Have students look at the pictures and talk in pairs. Explain that one of them is the greengrocer who should make up prices for the fruit and vegetables and the other is a customer who asks questions about the items in the pictures.
- Have the students talk in pairs. Then, choose some pairs to act out the dialogues.

### Example

**A:** Do you have any bananas / cherries / apples / carrots / peas / lettuce / spinach?

**B:** Yes, I do.

**A:** How much are they / is it?

**B:** They're / It's...

**A:** OK, I'd like a kilo please.

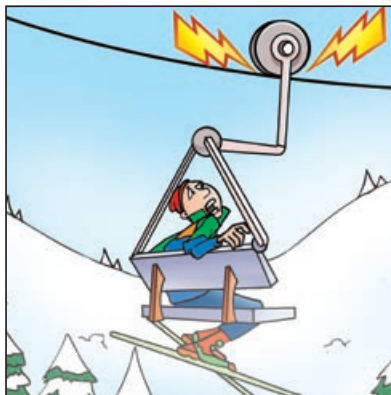
# Key to Speaking Module 5

Aim: To talk about the past and to tell a story.

Have students look at the pictures that show a holiday that went wrong. Explain to them that they should use the prompts given and tell the story using the Past Simple.

### Suggested answer:

Last March Ian went on holiday to the mountains. He had an awful time. First of all, when he went skiing, the ski lift got stuck. He was terrified! The next day, he went mountain biking but the brakes on his bike didn't work, so he fell off the bike and bumped his head. Finally, when he went into the forest, he touched some plants and he got a terrible rash on his face because he was allergic to them. That holiday went really wrong!



go skiing / ski lift / get stuck / terrified



go mountain biking / brakes not work / fall / bump / head



go forest / touch / plant / get / rash / face

# Key to Speaking Module 6

Aim: To practice talking about future arrangements and making suggestions.

Have students talk in pairs. One of them should ask questions using the prompts given and the future going to. The other one should reply and make a suggestion when appropriate using *let's*, *how about*, *why don't we* or *why don't you*.

### Example

**A:** Are you going to a music festival this weekend?

**B:** Yes, I am. Why don't you come with me?

go to a music festival  
take part in a competition  
go to an awards ceremony  
go to the cinema  
take part in a protest march  
stay at home

# Key to Speaking Module 7

Aim: To practise using vocabulary related to physical appearance, items of clothing and the comparative form.

- Have students look at the pictures and spot the differences.
- Tell them to report to the class using the comparative form.

## Suggested answers

*In picture A Jim's hair is darker than in picture B.*

*In picture A Jim's trousers are darker than in picture B.*

*In picture A Jim is taller than in picture B*

*In picture B Jim's T-shirt is darker than in picture A.*

*In picture B Jim's watch is darker than in picture A.*

*In picture A Kate's hair is longer than in picture B.*

*In picture A Kate's top is darker than in picture B.*

*In picture A Sally's hair is longer than in picture B.*

*In picture A Sally has fair hair but in picture B she has dark hair.*

*In picture A Sally's top and trousers are darker than in picture B.*

*In picture A Steve's T-shirt is darker than in picture B.*

*In picture B Steve's boots and trousers are darker than in picture A.*

*In picture B Emily's shoes are darker than in picture A.*

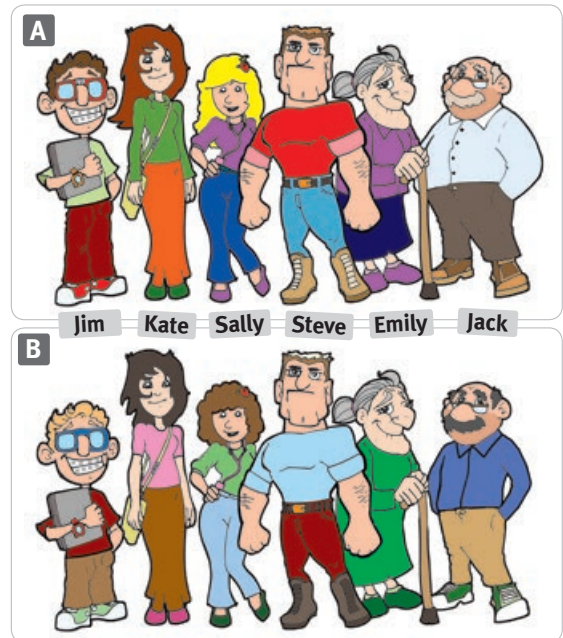
*In picture A Emily is wearing a blouse and skirt but in picture B she is wearing a dress.*

*In picture A Jack is chubbier than in picture B.*

*In picture A Jack's trousers are darker than in picture B.*

*In picture B Jack's shirt is darker than in picture A.*

*Jack is wearing different shoes in the two pictures.*



# Key to Speaking Module 8

Aim: To practise the Present Perfect Simple and the Past Simple.

- Have students talk in pairs. Tell them that they are at an extreme sports camp and that they have different schedules. They should compare their schedules and ask and answer questions as in the example.
- Point out the difference between the Past Simple and the Present Perfect Simple and if necessary, remind students of the time expressions used with each tense.

## Examples

**A:** *Have you swam in the lake?*

**B:** *No, I haven't but on Monday I tried scuba diving.*

**B:** *Have you tried bungee jumping?*

**A:** *No, I haven't but on Monday I swam in the lake.*

A	
Monday	swim / lake
Tuesday	go sailing
Wednesday	jump / waterfall
Thursday	camp / wild

B	
Monday	try scuba diving
Tuesday	go rafting
Wednesday	explore / caves
Thursday	try bungee jumping