#Jenny

Finally I get this ebook, thanks for all these I can get now!

#Rio

Cool! I'am really happy

#Markus Jensen

I did not think that this would work, my best friend showed me this website, and it does! I get my most wanted eBook

#Hun Tsu

wtf this great ebook for free?!

#Che Salsa

My friends are so mad that they do not know how I have all the high quality ebook which they do not!

#Diego Butler

so many fake sites. this is the first one which worked! Many thanks

SOLUTIONS ELEMENTARY WORKBOOK KEY

3 1 Tell your friends.
2 Join our club.
3 Visit our website.
4 Do gymnastics and get fit.
5 Come to our next meeting.
6 Talk about your favourite hobby.

4 1 at, on 4 about
2 at 5 on
3 to 6 for

5 Students' own announcements

Self check 2 page 23

Across
3 bad 11 read
6 computer 13 fashion
7 hardly 17 play
9 Where 18 swimming
10 take

Down
1 stand 12 Does
2 sometimes 14 always
4 never 15 hate
5 What 16 When
6 cycling 19 go
8 terrible

Get ready for your exam 1
page 24–25

Reading

- Students do the preparation tasks on page 24. In class.
- Exercise 1 activates students' background knowledge by asking students to write at least five things they know about Australia and New Zealand.
- Ask students to skim the text to answer the question in exercise 2. Set a time limit of 2–3 minutes. Then check the answer.
- Students work in pairs to match the key words with their definitions in exercise 3. If they have problems, they can use a dictionary or they find the answers during a whole-class check.
- The Reading task (matching questions to paragraphs) can be done in class or set for homework. If students do it for homework, tell them not to do the task too quickly. It should take them about 10–15 minutes. Ask them to underline sections of the text to support their answers. They should not use dictionaries when doing the Reading task.
- When students have done the task (even for homework), ask them to check their answers in pairs. They should explain why they have chosen a certain answer.
- Check the answers with the class. Ask students to refer to the text to support their choices. Don't give students the key if their answers are wrong, but let them discuss queries with the class.

Use of English

- The Use of English task (banked gap-fill) can be done in class or at home.
- Before doing the task, give students the following advice:
  – read the text to get an idea of what it is about.
  – the answers must fit both the meaning and the grammar of each sentence.
  – read the text again when you have finished to check your answers.
- If students do the task in class, they can work individually or in pairs. If they work individually, let them compare their answers in pairs.
- When students have done the task (even for homework), check the answers with the class. Don't give students the key. Elicit the answers from them and let them discuss any points of disagreement.

Listening

- The recordings for the Listening tasks are on the MultiROM. Remember that students should hear each recording twice.
- Refer students to the preparation task and tips on page 24 before they listen.
- The preparation questions should help students prepare for the topic, and they will also revise vocabulary they might hear in the recording. Students discuss their answers in pairs or small groups.
- Give students time to read the instruction to the exam task (correcting false statements) and the statements themselves. Ask them to guess what the people in the recording are going to talk about. Students discuss their ideas in pairs before checking their predictions with the whole class.
- Play the recording through once and get students to note down their answers.
- Students check their answers in pairs. Play the recording again so that students can check / complete their answers.
- Check the answers with the class. If students are unsure of any of the answers, play the relevant section of the recording again.

Writing

- Refer students to the preparation task and tip on page 25 before they start writing.
- Students do the preparation tasks in class. They can either work individually or in pairs to complete the gapped letter in exercise 1. If they work individually, ask them to compare their answers in pairs before checking with the class.
- Refer students to the Writing task (an informal letter) and elicit the answers to exercise 2.
- Students write the first draft of their letter at home.
- In the next class, ask students to work in pairs and swap their first drafts. Write the following questions on the board and ask students to make comments on their partner's work:
  Has the writer included all the required points?
  Is the letter divided into paragraphs?
  Can you understand what the writer is trying to say?
- Ask students to edit their letters based on their partner's comments and to produce a final version.

Speaking

- Before students do the Speaking task (exchanging information), refer them to the preparation tasks and tips on page 25.
- Students do exercise 1 in pairs to revise collocations with *do, play* and *go*. Check the answers with the class.
- Students work individually to complete the conversation in exercise 2 before checking the answers with the class.
- Refer students to the exam task. Give them time to think about the questions they might ask their friend.
- Ask a confident student the following questions:
  Do you have enough free time?
  What do you like doing most in your free time?
  What else do you do?
  How often do you ...?
  Who do you ...?
  When do you usually ...?
  Why do you / don't you ...?
- Encourage students to ask similar questions to find out some information about you. If they have problems with question formation, ask them to work in pairs and prepare at least four questions between them.

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Solution Elementary Workbook Answer Key Lesson 2