





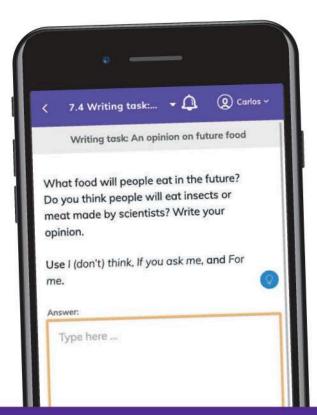
EMPOWER is a six-level general English course for adult and young adult learners, taking students from beginner to advanced level (CEFR A1 to C1). *Empower* combines course content from Cambridge University Press with validated assessment from the experts at Cambridge Assessment English.

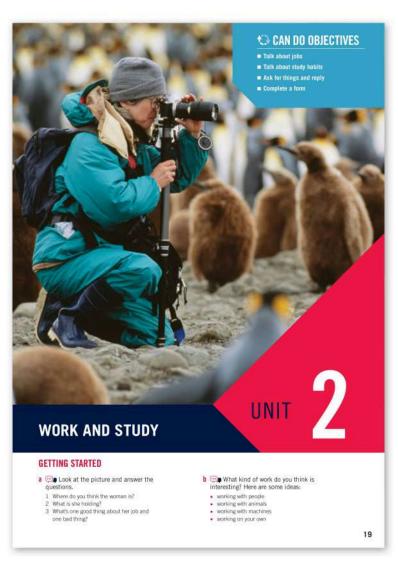
Empower's unique mix of engaging classroom materials and reliable assessment enables learners to make consistent and measurable progress.

Content you'll love.

Assessment you

can trust.





Better Learning with Empower

Better Learning is our simple approach where **insights** we've gained from research have helped shape **content** that drives **results**.

Learner engagement

1 Content that informs and motivates

Insights

Sustained motivation is key to successful language learning and skills development.

Content

Clear learning goals, thoughtprovoking images, texts and speaking activities, plus video content to arouse curiosity.

Results

Content that surprises, entertains and provokes an emotional response, helping teachers to deliver motivating and memorable lessons.



2 Personalised and relevant

Insights

Language learners benefit from frequent opportunities to personalise their responses.

Content

Personalisation tasks in every unit make the target language more meaningful to the individual learner.

Results

Personal responses make learning more memorable and inclusive, with all students participating in spontaneous spoken interaction.

There are so many adjectives to describe such a wonderful series, but in my opinion it's very reliable, practical and modern.

Zenaide Brianez, Director of Studies, Instituto da Língua Inglesa, Brazil

Measurable progress

1 Assessment you can trust

Insights

Tests developed and validated by Cambridge Assessment English, the world leaders in language assessment, to ensure they are accurate and meaningful.

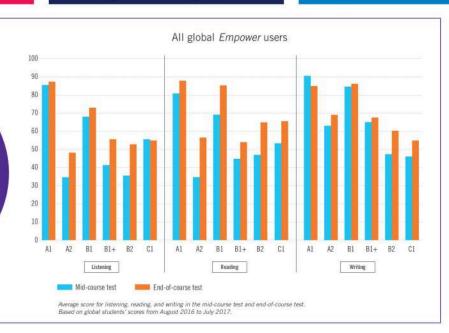
Content

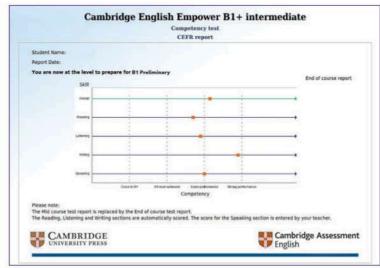
End-of-unit tests, mid- and endof-course competency tests, and personalised CEFR test report forms provide reliable information on progress with language skills.

Results

Teachers can see learners' progress at a glance, and learners can see measurable progress, which leads to greater motivation.

Results of an impact study showing % improvement of Reading levels, based on global Empower students' scores over one year.





We started using the tests provided with Empower and our students started showing better results from this point until now.

Kristina Ivanova, Director of Foreign Language Training Centre, ITMO University, Saint Petersburg, Russia

2 Evidence of impact

Insights

Schools and colleges need to show that they are evaluating the effectiveness of their language programmes.

Content

Empower (British English) impact studies have been carried out in various countries, including Russia, Brazil, Turkey and the UK, to provide evidence of positive impact and progress.

Results

Colleges and universities have demonstrated a significant improvement in language level between the mid- and end-of-course tests, as well as a high level of teacher satisfaction with Empower.

Manageable learning

1 Mobile friendly

Insights

Learners expect online content to be mobile friendly but also flexible and easy to use on any digital device.

Content

Empower provides easy access to Cambridge One: Digital Workbook content that works on any device and includes practice activities with audio.

Results

Cambridge One: Digital Workbook content is easy to access anywhere and produces meaningful and actionable data so teachers can track their students' progress and adapt their lesson accordingly.



I had been studying
English for ten years before
university, and I didn't
succeed. But now with
Empower I know my level
of English has changed.

Nikita, Empower Student, ITMO University, Saint Petersburg, Russia

2 Corpus-informed

Insights

Corpora can provide valuable information about the language items learners are able to learn successfully at each CEFR level.

Content

Two powerful resources – Cambridge Corpus and English Profile – informed the development of the *Empower* course syllabus and the writing of the materials.

Results

Learners are presented with the target language they are able to incorporate and use at the right point in their learning journey. They are not overwhelmed with unrealistic learning expectations.

Rich in practice

1 Language in use

Insights

It is essential that learners are offered frequent and manageable opportunities to practise the language they have been focusing on.

Content

Throughout the Empower Student's Book, learners are offered a wide variety of practice activities, plenty of controlled practice and frequent opportunities for communicative spoken practice.

Results

Meaningful practice makes new language more memorable and leads to more efficient progress in language acquisition.



There are plenty of opportunities for personalisation.

Elena Pro, Teacher, EOI de San Fernando de Henares, Spain

2 Beyond the classroom

Insights

Progress with language learning often requires work outside of the classroom, and different teaching models require different approaches.

Content

Empower is available with a print workbook, online practice and documentary-style videos that expose learners to real-world English, plus additional resources with extra ideas and fun activities.

Results

This choice of additional resources helps teachers to find the most effective ways to motivate their students both inside and outside the classroom.

Unit overview

Unit Opener

Getting started page – Clear learning objectives to give an immediate sense of purpose.

Lessons A and B

Grammar and Vocabulary – Input and practice of core grammar and vocabulary, plus a mix of skills.

Cambridge One: Digital
Workbook
(online, mobile):
Grammar and Vocabulary

Lesson C

Everyday English – Functional language in common, everyday situations.

Cambridge One:
Digital Workbook
(online, mobile):
Listening and Speaking

Unit Progress Test

Lesson D

Integrated Skills – Practice of all four skills, with a special emphasis on writing.

Cambridge One:
Digital Workbook
(online, mobile):
Reading and Writing

Review

Extra practice of grammar, vocabulary and pronunciation. Also a 'Review your progress' section for students to reflect on the unit.

Mid- / End-of-course test

Additional practice

Further practice is available for outside of the class with these components.

Cambridge One: Digital Workbook (online, mobile)

Workbook (print)

Components

Resources - Available on cambridgeone.org

- Audio
- Video
- Unit Progress Tests (print)
- Unit Progress Tests (online)
- Mid- and end-of-course assessment (print)
- Mid- and end-of-course assessment (online)
- Cambridge One: Digital Workbook (online)
- Photocopiable Grammar, Vocabulary and Pronunciation worksheets

CONTENTS

	on and objective	Grammar	Vocabulary	Pronunciation	Everyday English
Weld	come!	Possessive adjectives; Question words; a l an; Regular plural forms	Numbers; The alphabet; Colours; Classroom objects and instructions	Noticing word stress	Saying hello and introducing people; Spelling words
Unit	1 People	117,11800112011 \$100010211202111001			
Getti	ng started Talk about meeting per	ople from other countries			
1A	Talk about where you're from	be: positive and negative	Countries and nationalities	Syllables and word stress	
1B	Talk about people you know	be: questions and short answers	Adjectives	Sound and spelling: /k/; Sound and spelling: long and short o	
IC	Ask for and give information			Intonation for checking; Consonant clusters	Asking for and giving information
1D	Write an online profile				
_	ew and extension More practice	Y.	WORDPOWER from		
	2 Work and study				
Getti 2A	ng started Talk about what kind o Talk about jobs	Present simple: positive	Jobs	Word stress;	
2B	Talk about study habits	and negative Present simple: questions	Studying; Time	-s endings do you	
2C	Ask for things and reply	and short answers		Sound and spelling: ou	Asking for things and
2D	Complete a form				replying
Povi	ow and extension. More exection		WODDDOWED		
	ew and extension More practice 3 Daily life		WORDPOWER work		
	ng started Talk about what you do	every day			
3A	Talk about routines	Position of adverbs of	Time expressions;	Sentence stress;	
3B	Talk about technology in your life	frequency	Common verbs Technology	Sound and spelling: /aɪ/ and /eɪ/ Word stress:	
3C	Make arrangements		100,111,010,0	Main stress and intonation Main stress;	Making arrangements
3D	Write an informal invitation			Thinking about what you want to say	, maning artangement
Revi	ew and extension More practice		WORDPOWER Preposition	s of time	
Unit	4 Food				
Getti	ng started Talk about eating with				
4A	Talk about the food you want	Countable and uncountable nouns; a / an, some, any	Food	Sound and spelling: <i>ea</i> ; Sound and spelling: /k/ and /g/	
4B	Talk about the food you eat every day	Quantifiers: much, many, a lot (of)	Cooking		
4C	Arrive at and order a meal in a restaurant			Word groups	Arriving at a restaurant; Ordering a meal in a restaurant
4D	Write a blog post about something you know how to do				
Revi	ew and extension More practice		WORDPOWER like		
	5 Places				
	ng started Talk about what a good		New York Control of the Control of t	March Company	
5A	Talk about towns	there is / there are	Places in a city	there's; Sound and spelling: /b/ and /p/	
5B	Describe rooms and furniture in your home	Possessive pronouns and possessive 's	Furniture	Sound and spelling: vowels before r	Angles and Angles and Angles and Angles
5C	Ask for and give directions			Sentence stress	Asking for and giving directions
5D	Write a description of your neighbourhood				
-	ew and extension More practice	1	WORDPOWER Preposition	s of place	
	6 Family				
	ng started Talk about a family yo		Establish		
6A	Talk about your family and your family history	Past simple: be	Family; Years and dates	Sound and spelling: /ʌ/; Sentence stress	
6B	Talk about past activities and hobbies	Past simple: positive	Past simple: irregular verbs	-ed endings; Sound and spelling: ea	
6C	Leave a voicemail message and ask for someone on the phone		Verbs	Sound and spelling: a	Leaving a voicemail message
6D	Write a life story				
Revi	ew and extension More practice		WORDPOWER go		
	and the state of t				

Listening	Reading	Speaking	Writing
Five conversations		Saying hello and introducing people	Names and addresses
A conversation about where you're from		Where you're from	Sentences about you
A conversation about people you know	Social media posts about people you know	People you know	Notes about people you know
At the gym reception		Asking for and giving information; Checking understanding	Unit Progress Test
First day of an English class	Online profiles	Using social media	An online profile; Capital letters and punctuation
	An article about Gabby Scampone	Jobs	Sentences about jobs
A survey about study habits	An online forum about study habits	Studying; Study habits	Questions about study habits
Ordering in a café; Asking for help		Asking for things and replying; Reacting to news	Unit Progress Test
Three monologues about studying English; A teacher addressing her class	A competition entry form	Studying English	A form; Spelling
A conversation about family routines	An article about an unusual workplace	Daily routines; Spending time with your family; Routines you share with others	A dialogue; Notes about routines you share with other people
Three conversations about gadgets	An interview about using the Internet	Technology in your life	Sentences about gadgets you've got; Questions about gadgets you've got
Making arrangements to go out	monot	Making arrangements; Thinking about what you want to say	Unit Progress Test
A monologue about someone's family	Two informal emails	Plan a party	An informal email invitation; Inviting and replying
A conversation about buying food	An article about world markets	Buying food;	
A conversation about cooking	A factfile about Albert Adrià; Two personal emails	The food you like and don't like Cooking programmes; Cooking; The food you eat	Questions about food
At a restaurant		Arriving at a restaurant; Ordering a meal in a restaurant; Changing what you say	Unit Progress Test
Four monologues about cooking	A cooking blog	Cooking; A good cook you know; Cooking for others	A blog post about something you know how to do; Making the order clear
	An article about an unusual town	Places you like; Describing a picture of a town; What there is in a town	Questions and sentences about what ther is in a town
A conversation about a new home	An advertisement	Your home and furniture	Sentences about your home
On the street		Giving and following directions; Checking what other people say	Unit Progress Test
Three monologues about neighbourhoods	A website about neighbourhoods around the world	What makes a good neighbourhood; Your neighbourhood	A description of your neighbourhood; Linking ideas with and, but and so
A conversation about a family tree		Your family	Notes about your family
A conversation about childhood hobbies	An article about Steve Jobs	Steve Jobs; What you did at different times; A childhood hobby	Notes about a childhood hobby
On the phone		Leaving a voicemail message; Asking for someone on the phone; Asking someone to wait	Unit Progress Test

	7 Trips ng started Talk about where you'd like Talk about past trips	STANDARD SOURCE TO STANDARD SOURCE			
'A	_				
			Transport	did you	
В	Talk about past trips	Past simple: negative and questions	Transport	did you; Sound and spelling: /ɔː/	
	Talk about what you like and dislike about transport	love like don't mind hate + verb + -ing	Transport adjectives	Word stress	
С	Say excuse me and I'm sorry			Intonation for saying excuse me; Emphasising what we say	Saying excuse me and I'm sorry
D	Write an email about yourself			Emphasising what we say	3011
levie	ew and extension More practice		WORDPOWER get		
Jnit 8	8 Fit and healthy				
	ng started Talk about sport and exerc				
BA	Talk about past and present abilities; Talk about sport and exercise	can I can't, could I couldn't for ability	Sport and exercise	Can, can't, could and couldn't; Sound and spelling: /u:/ and /u/	
B	Talk about the body and getting fit	have to / don't have to	Parts of the body; Appearance	have to; Word stress	
C	Talk about health and how you feel			Joining words	Talking about health and how you feel
BD	Write an article				
	ew and extension More practice		WORDPOWER tell / say	/	
	9 Clothes and shopping				
	ng started Talk about shopping in you		Channing Manny	Word stress is compound souns	
)A	Say where you are and what you're doing	Present continuous	Shopping; Money and prices	Word stress in compound nouns; Sentence stress	
В	Talk about the clothes you wear at different times	Present simple or present continuous	Clothes	Sound and spelling: o; Syllables	
C	Shop for clothes			Joining words	Choosing clothes; Paying for clothes
D	Write a thank-you email				
levie	ew and extension More practice		WORDPOWER time		
	10 Communication				
	ng started Talk about how you use you Compare and talk about things you have	ur smartphone Comparative adjectives	IT collocations	Sentence stress	
ОВ	Talk about languages	Superlative adjectives	High numbers	Word stress; Main stress	
OC	Ask for help			Main stress and intonation	Asking for help
	Write a post expressing an opinion				
	ew and extension More practice		WORDPOWER most		
-	11 Entertainment ng started Talk about films and TV pro	ogrammas valu aniovad whon	vou woro a child		
	Ask and answer about mins and TV pro entertainment experiences	Present perfect	Irregular past participles	Sentence stress; Sound and spelling: /3:/	
1B	Talk about events you've been to	Present perfect or past simple	Music	Syllables	
1C	Ask for and express opinions about things you've seen			Main stress and intonation	Asking for and expressing opinions
1D	Write a review				
tevie	ew and extension More practice		WORDPOWER Multi-w	vord verbs	
	12 Travel		TA MALA YV		
ettin	ng started Talk about photographs				
	Talk about holiday plans	be going to	Geography	Syllables and word stress; Sentence stress	
2B	Give advice about travelling	should I shouldn't	Travel collocations	should / shouldn't	
2C	Use language for travel and tourism			Intonation for showing surprise; Consonant clusters	Checking in at a hotel; Asking for tourist information
2D	Write an email with travel advice			The second secon	
levie	ew and extension More practice		WORDPOWER take		
	est althorner entre expression expression in the contract of the expression of	Communication Plus p. 130		ar Focus p. 138	Vocabulary Focus p. 162
	ular verbs p. 129	- Samuration Files p. 100	Granilla		

Listening	Reading	Speaking	Writing
A conversation about travelling	Three stories about holidays	A trip around your country	Notes about a trip around your country
A conversation about travelling	Timee stories about Holidays	A trip around your country	Notes about a trip around your country
A conversation about transport in Moscow	A webpage about city transport around the world; Four reviews of transport systems	Metros and express buses you know; Disagreeing about transport; Transport you use	Notes about transport
On the train	Condense #2760cmm # Objects (2001)	Saying excuse me and I'm sorry; Showing interest	Unit Progress Test
A conversation about choosing a homestay family	Two online profiles; An email from Ahmed	Homestay families; English-speaking countries you'd like to visit	An email about yourself; Linking ideas with <i>after, when</i> and <i>while</i>
A podcast about training for a	An article about Paralympian	Famous sporting events and people;	Sentences about present and past abilities
marathon	Jonnie Peacock	Running and exercise; Present and past abilities	Sentences about present and past abilities
Two monologues about exercise	An article about High Intensity Interval Training	Getting fit; The things people have to do; Yoga; Parts of the body	Sentences and notes about what people have to do
At the gym		Health and how you feel; Expressing sympathy	Unit Progress Test
A conversation about a free-time activity	An email about a company blog; A blog article about a free-time activity	Free-time activities in your country; Your free-time activities	An article; Linking ideas with <i>however</i> ; Adverbs of manner
Four phone conversations about meeting		Meeting friends in town; Saying where you are and what you're doing	Sentences about what you are doing
Two phone conversations about what	Two posts about living abroad;	Shopping; Festivals in your country;	Notes about what someone you know is
people are wearing	Text messages about what people are doing	Clothes	wearing
Shopping for clothes		Choosing clothes; Paying for clothes; Saying something nice	✓ Unit Progress Test
Four monologues about giving presents	Two thank-you emails	The presents you like to get; Giving presents and thanking people for them	A thank-you email; Writing formal and informal emails
A conversation about phones	An online discussion about	Headphones and earbuds; Phones;	Notes about two similar things
A conversation about phones	headphones and earbuds	Comparing two similar things	Notes about two similar triings
A radio programme about	A blog about languages	Languages; Blogs and language	
Asking for help		websites; High numbers Asking for help;	
Asking for help		Checking instructions	(Unit Progress Test
Three monologues about text messages	Four text messages; Six posts on an online discussion board	Sending messages; Social media posts	A post expressing an opinion; Linking ideas with also, too and as well
A conversation about a magazine quiz	Three fact files about actors; A magazine quiz about actors; An article about actors	Popular films, TV programmes and books	Questions about films, TV programmes and books
A conversation about music in Budapest	An article about Budapest	Budapest; Kinds of music; Entertainment events in your town or city	Notes about entertainment events in your town or city
A night out		Going out in the evening; Asking for and expressing opinions;	Unit Progress Test
A conversation about a film	Three film reviews	Responding to an opinion Films	A film review;
			Structuring a review
Two conversations about holidays	A web page about holidays	Natural places; Important things when on holiday; Holiday plans	
Two monologues about things people like when travelling	An article about living in a different country	Living in a different country; Travelling and holidays;	
A prize holiday		Giving advice about travelling Checking in at a hotel; Asking for tourist	✓ Unit Progress Test
A conversation about a planned	An email with travel advice;	information; Showing surprise Planning holidays; Porto	An email with travel advice;
holiday	An email asking for travel advice		Paragraph writing

WELCOME!

- Possessive adjectives; Question words; alan; Regular plural forms
- Numbers; The alphabet; Colours; Classroom objects and instructions







II FIRST CONVERSATIONS

- 2 00.02-00.06 Listen to five short conversations. Match them with pictures a—e.
- b 000.02-00.06 Listen again. Who says these sentences? Match them with pictures a-e.
 - 1 D Nice to meet you.
 - 2 How are you?
 - 3 What's your name and address?
 - 4 How do you spell that?
 - 5 Can we pay, please?
 - 6 Is that your flat?

2 SAYING HELLO

- a Read Conversation 1. Put the sentences in the correct order.
 - Hello. Nice to meet you. I'm Pierre.
 - Hello, Pierre. Nice to meet you.
 - Hello. I'm Tony, and this is my wife, Joanna.
 - **D**00.02 Listen and check your answer.
- b In pairs, say hello and say your name.
- c In groups of four, say hello. Say your name and introduce your partner.
- d 000.03 Read Conversation 2 and complete the sentences. Listen and check your answers.

fine	thanks	how	
A Hi, N	Nick. 1		are you?
B I'm ²		,	thanks. And you?
A I'm	OK. 3	150	

e Meet other students. Have a conversation with two or three people in the class.



3 NUMBERS

a Conversation 3.
Complete the bill.

How much do they pay? € _____

======	====	
ITEM	NO.	PRICE
COFFEE	(2)	€
ICE CREAM	(2)	€
To	tal ANK	€
	WIAL.	100

b 00.07 Listen and circle the numbers you hear. Then say all the numbers.

13 15 16 17 12 30 50 60 70 20

c Choose the correct answer.

25 = twenty and five / twenty-five

61 = sixty-one / one and sixty

110 = a hundred ten / a hundred and ten

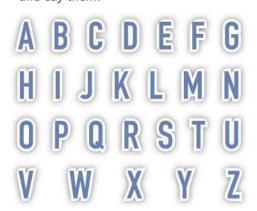
d Read the numbers aloud. Then say the next three numbers.

1, 2, 3, 4, ... 10, 20, 30, ... 15, 25, 35, ... 31, 33, 35, ... 50, 100, 150, ...



THE ALPHABET

a DOO.08 Listen to the letters of the alphabet and say them.



- **b** Pronunciation Which letters have ...?
 - 1 the same long sound as see /iː/
 - 2 the same long sound as day /eɪ/
 - 3 the same short sound as egg /e/
- Test a partner. Student A, point to a letter. Student B, say the letter.

d Say these colours and spell the words.



- e Write two words you know in English. Say the word and ask your partner to spell it.
- f 000.05 Listen to Conversation 4 and complete the name and address.



- g . Work in pairs. Student A, tell Student B:
 - your first and last name
- your address

Student B, ask Student A to spell their name and address. Write the information down. Then swap roles.

How do you spell your ... ?

5 POSSESSIVE ADJECTIVES

- a **2**00.06 Read and listen to Conversation 5. <u>Underline</u> the correct answer.
 - A This is a nice photo. This is my / your wife and his / her brother.
 - B Oh, yes. Is that our I your flat?
 - A Yes, that's our / their flat in London.

her

B Mmm, it's very nice.

their

b Complete the table.

our

I live here.	This is my flat.
Do you live here?	Is this <u>your</u> flat?
He lives here.	This is flat.
She lives here.	This is flat.
We live here.	This is flat.
They live here.	This is flat.

his

- Complete the sentences with a word from the table in 5b.
 - 1 This is my brother. ____ name is George.
 - 2 Jenny and Phil are old friends, and that's ____ car.
 - 3 That's a good photo of you. And is that _____ daughter?
 - 4 In this photo, we're on holiday with _____ friends Sue and Bill.
 - 5 I know that girl in the photo. What's ____ name?



a Match objects 1–10 with a–j in the picture.

1 a notebook 6 a cupboard 2 a dictionary 7 a desk 3 a projector 8 a whiteboard 4 a question 9 an answer 5 a pen 10 a coursebook

- b **200.09 Pronunciation** Notice the stressed syllable in the words in 6a. Listen, then practise saying the words.
- **c** When do we usually use *an*? Choose the correct answer. a before *a*, *e*, *i*, *o*, *u* b before other letters
- d Write a or an next to each word.



e Choose one of the words from 6a or 6d. Other students ask questions to guess the word.



f Look at how words change in the plural. Complete the rules.

Singular → Plural	Rule
a pen → pens	Most words add in the plural.
a baby → babies	Change a final -y to and add
a glass → glasses	If a word ends in -s, -x, -sh or -ch, we add

CLASSROOM INSTRUCTIONS

- a ○00.10 Listen and follow the instructions you hear.

 Then listen again. Which verbs do you hear each time?

 open close look at read turn to write ask work
- b Underline the correct words. Listen and check.
- 1 What's / Who's this? An apple or an orange?
 - 2 When's / Where's Tokyo?
 - 3 How / What do you say this word?
 - 4 Who's / When's the president?
- 5 When's / What's your English lesson?
- C Match questions 1-4 with answers a-d.
 - 1 What's 'amigo' in English? a It's a boat for cars and people.
 - 2 How do you spell 'night'? b 'Pee-pl'. 3 What's a 'ferry'? c Friend.
 - 4 How do you say this word? d N-I-G-H-T.
- **d** Write a question like questions 1–4 in 7c. Then ask other students your question.



GETTING STARTED

- a Look at the picture and answer the questions.
 - 1 What different countries are the people from?
 - 2 Why are they together?
 - for a sports game
- for a party
- for a music concert
- 3 How do they feel? Here are some ideas:
 - a bored
- c good
- e sad

- b excited
- d happy
- f tired
- b When do you meet people from other countries? Here are some more ideas:
 - on holiday
 - on a language course
 - never
 - at work
 - at parties

1 I'M FROM FRANCE

Learn to talk about where you're from

- 6 be: positive and negative
- 🚺 Countries and nationalities

LISTENING AND READING

a		Look	at	pictures	a-f	and	answer	the
	ques	tions.						

- 1 What sport do all the people like?
- 2 Match countries 1-6 with pictures a-f

IVI	aten countries 1 0 Wil	ii pictures e	4 1.
1	Brazil	4 [Japar
2	Spain	5 [Russi
3	Germany	6 [Franc

- b 01.01 Listen and check. Practise saying the countries.
- C 01.02 Thomas and Lena are at the World Cup. Listen and tick (✓) the three things they talk about.

1 [football	4	a city
2	countries	5 [TV

3 food

d 01.02 Listen again. Complete the conversation.

THOMAS Hi there! My name's Thomas. What's your ¹_____?

LENA I'm Lena.

THOMAS Hi, Lena! Where are you ²_____? Russia?

Yeah, you're right! I'm Russian. I'm from St Petersburg. LENA

THOMAS Oh, yes! It's a really beautiful city.

Yes, I think so too. So, 3_____ are you from, LENA

Thomas?

_____. I'm French. THOMAS Me? I'm from 4___ Oh, the French team's really good! LENA **THOMAS** Of course! We're ⁵_____!

- **e** Are sentences 1–4 true (*T*) or false (*F*)? Correct the false sentences.
 - 1 Thomas and Lena are friends.
 - 2 Lena is from Russia.
 - 3 Thomas likes St Petersburg.
 - 4 Lena says the football team from France is very bad.
- f <u>Underline</u> the two nationalities in the conversation in 1d.









2 VOCABULARY

Countries and nationalities

a Thomas says:

I'm from France. I'm French.

pol.03 Find other pairs of countries and nationalities in the box below. Listen and check.

Ru|ssia Bra|zil|i|an Spa|nish Ja|pan Ru|ssian Ger|many Ja|pan|ese Ger|man Bra|zil Spain

- **b O1.03 Pronunciation** Notice how many syllables each word has. <u>Underline</u> the stressed syllable in each word in the box in 2a.
- c D01.03 Listen again and repeat.
- **d** Make sentences about the people below with the words in 2a.
 - 1 Lena: She's Russian . She's from _____.
 - 2 The people in pictures a–f: They're _____.
 They're from _____.
- e Look at the conversation in 1d again. Complete the question. Then ask your partner.



f Now go to Vocabulary Focus 1A on p. 162 for more countries and nationalities.





GRAMMAR

be: positive and negative

- a **D01.06** Listen to the next part of the conversation between Thomas and Lena. What do they talk about?
 - a their football teams
 - b the town where Thomas is from
- b <u>Underline</u> the correct answers. Listen again and check.
 - 1 Thomas is / isn't from Paris.
 - 2 Lena's friends are I aren't Russian.
 - 3 Her friends are / aren't at the match.
 - 4 It's / It isn't 8:00.
- C Look at the pairs of sentences and complete the rule.
 - 1 It's a town near Paris. It isn't very big.
 - 2 They're all in the hotel. They aren't here.
 - 3 I'm from France. I'm not from Paris.

To make *am*, *is* and *are* negative, we add _____ We often use contractions for the verb: it **is** not = it is**n't** they **are** not = they are**n't** | **am** not = |**'m** not

The match isn't on yet. Her friends aren't at the match.

d Complete the table with the correct forms of the verb *be*.

Positive (+)	Negative (–)
I'm from St Petersburg.	I French.
He a really good player.	She from Moscow.
They say they tired.	They at the match.

- e >>> Now go to Grammar Focus 1A on p. 138.
- f Thomas and Lena talk more in the café. Add the verb be to make correct sentences.

Thomas says: 1 My brother at university in Madrid.

2 My mother and father not here.

Lena says: 3 Russia not very hot in April.

4 My friends really interesting and fun.

- **g** Write two positive and two negative sentences about you with the verb *be*. Make two of them false.
- h Read your sentences to a partner and say if your partner's sentences are true or false.

4 SPEAKING

- a >>> Communication 1A Student A: Go to p. 130. Student B: Go to p. 133.
- **b** Work in small groups. Tell other students:
 - your name
- your home town
- your country and nationality

1B SHE'S A LOVELY PERSON

Learn to talk about people you know

- 6 be: questions and short answers
- Malentives

11 READING

- a Look at pictures a-d. Where do you think the people are?
- **b** Read the texts and match them with pictures a-d. Are your ideas in 1a correct?
- C Who do you think says sentences 1–4?
 - 1 'I have four classes every day.'
 - 2 'It's fun to travel with friends.'
 - 3 'My family members live in different places.'
 - 4 'She speaks two languages Spanish and Portuguese.'
- d who would you like to meet: Suzi, James, Alex or Saddah? Why?

Now Photo!









Suzi

This is me in Rio de Janeiro with my friend Claudia. She lives in Brazil, but she's from Spain. She's a lovely person - very warm and kind.

o view Suzi's photos

leave Suzi a message



James

In this photo I'm chatting with my cousin, Eric. He lives in Sydney. He's Australian, but I'm from England - Eric's mother and my father are brother and sister. Eric is a really pleasant guy and he's a brilliant doctor. He's well known in his part of Sydney.

view James's photos

p leave James a message



In this photo I'm on holiday with my friend Tom. He's a fantastic friend and he's very cool. He's a great person to be on holiday with.

view Alex's photos

p leave Alex a message



Saddah

This is my colleague Maram. We're teachers and we work together in a school. She's quiet, but she's really friendly. She's also very popular with her students.

view Saddah's photos

leave Saddah a message

2 VOCABULARY

Adjectives

a Look at the sentence. The <u>underlined</u> words are adjectives. Are they about Rio de Janeiro or Claudia?

She's a lovely person - very warm and kind.

b <u>Underline</u> nine more adjectives in the texts. Then put them in the correct blanks.

1	very good:,
2	nice: lovely, warm, kind,
3	famous:
4	he/she doesn't talk much:
5	people like him/her-

C Pronunciation Three words in the texts have the /k/ sound:

kind cool quiet

<u>Underline</u> the /k/ sound in these words. Which two words do not have /k/?

cold car cheap kitchen like coffee quick back key know come make school cat

d Talk about people you know. Use adjectives from 2b.

My friend Emma's very friendly and very popular.

My best friend Joe's a cool guy.

My aunt Sophia's fantastic

– she's a very warm and
friendly woman.

Now go to Vocabulary Focus 1B on p. 163 for more adjectives.

3 LISTENING

- a **DOI.12** Listen to the conversations. Complete the nationalities (1–3) on the profiles below.
- b **11.12** Listen again. Complete the profiles with adjectives 4–6.



Name Roman Nationality ¹_____ Personality ⁴____



Names Diego and Mia Nationality 2____

Personality 5

-	ĸ.	
V		
OLD I	्या	

Name Laura
Nationality ³_____
Personality ⁶_____

4 GRAMMAR be: questions and short answers

a **Oli.13** Complete the answers with the words in the box. Listen and check.

- 6	aren't	isn't	is	are		
1	Is she	Italian	?		No, she	She's from Spain.
2	Is he	from Po	olan	d?	Yes, he	
3	Are th	iey mar	ried	!?	Yes, they	
4	Are th	ey Spa	nish	1?	No, they	They're from Mexico.

b Complete the table with the correct forms of the verb be.

Questions (?)	Short answers		
Are you Australian? you Brazilian? he/she Turkish? they Italian?	Yes, I am. Yes, we are. Yes, he/she Yes, they	No, I'm not. No, we aren't. No, he/she No, they	

- c >>> Now go to Grammar Focus 1B on p. 138.
- d Complete the conversations. Use contractions 's, 're and isn't if possible. Listen and check.

A My friend Tony ¹ 's English. He ² very kind.
 B ³ he from London?
 A Yes, he ⁴ American. They ⁶ very warm and friendly.
 B ⁷ they married?

A No, they 8_____. They 9_____ just good friends.

5 SPEAKING

a Write down words about friends, family and famous people you know from other countries.

Camilla - British, cool, popular Gabriel - Mexican, quiet, kind

b Talk about the people you know. Look at the conversations in 4d to help you.



EVERYDAY ENGLISHWhat's your surname?

Learn to ask for and give information

- Checking understanding
- Consonant clusters



11 LISTENING

- a Dook at the pictures of Dan and Leo. Use personality adjectives from p. 12 to describe them.
- b 1001.16 Watch or listen to Part 1. Choose the correct answer.
 - 1 Dan wants to: 2 Leo wants to:
- a finish something
- a do an exercise class
- b do some exercise. b go for a run.
- 3 Martina is: a in the office
- b at the gym.
- c 101.17 Leo talks to the gym receptionist. Watch or listen to Part 2. What does Leo want to do? Choose the correct answer.
 - a join the gym b book a fitness class
 - c pay for a fitness class.

- d Modern Watch or listen to Part 2 again. Are the sentences true (T) or false (F)? Correct the false sentences.
 - 1 The class starts at 7:20.
 - 2 Ten people can go to the fitness class.
 - 3 The class is in Studio 2.



USEFUL LANGUAGE

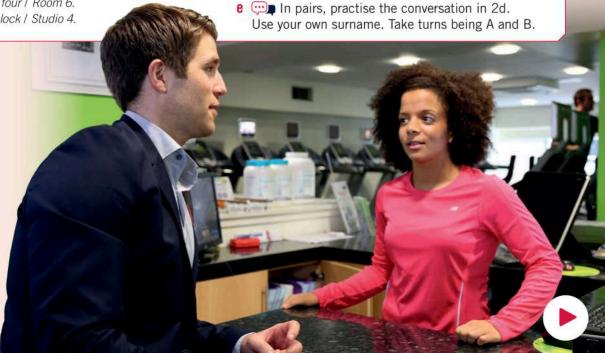
Asking for and giving information

- a Who says sentences 1-7 at a gym: the receptionist (R) or a visitor (V)?
 - 1 What time's the next class?
 - 2 And what's your address?
 - 3 How can I help?
 - 4 Thanks for your help.
 - 5 Can you spell that, please?
 - 6 And where's the class?
 - 7 What's your surname?
- a Seymour.
- b You're welcome.
- c S-E-Y-M-O-U-R.
- d It's at twenty past seven.
- e It's in Studio 1.
- f I'd like to do a fitness class.
- g 18 New Street.
- b **DOI.18** Match 1–7 with a–g. Listen and check.
- C Underline the correct answers.
 - 1 It's in ten past four / Room 6. 2 It's at eight o'clock / Studio 4.

d **Q**0119 A is a receptionist and B wants information. Complete the conversation. Look at 2a and 2b to help you. Listen and check.

Α	Hello.	How	can	1	you?
---	--------	-----	-----	---	------

- **B** I'd ²______ to do a computer course.
- A No problem.
- **B** When's the first lesson?
- A It's tomorrow at eight o'clock.
- **B** And ³_____ the lesson?
- A It's here in Room 5.
- B Great. Can I book a place?
- A Certainly. ⁴______ your surname?
- B Moore.
- A Can you 5_____ that, please?
- **B** M-O-O-R-E.
- A Thank you. Enjoy the class.







3 LISTENING

- at the gym. Answer the questions.
 - 1 Who is Martina?
 - 2 What does she say about Dan?
 - a He's very busy. b He's a bit lazy.
- b What is a good time to go to the gym?
 - before work / school
- at lunchtime
- after work / school
- never

4 CONVERSATION SKILLS

Checking understanding

a Complete the mini-conversations with the words in the box.

so that's sorry

SONIA It's at twenty past seven.

SONIA 7:20.

SONIA It's in Studio 1.

²_____ 7:20 in Studio 1?

- b Which expression in 4a means:
 - 1 I'm not sure and I want to check.
 - 2 I don't understand. Can you say that again?
- c DOI.21 Pronunciation Listen to what Leo says in 4a. Does the intonation go up \nearrow or down \searrow on 1 and 2?
- d work in pairs. Use the dialogue map to practise checking understanding. Take turns being A and B.

Tell each other your surname and spell it Repeat the information.

Answer with sorry?

5 PRONUNCIATION

Consonant clusters

a **D**01.22 Listen to the time. Notice how the consonant clusters in **bold** are pronounced. eight o'clock

/t/ /kl//k/

b DOI.23 Listen to the words below. How many consonant sounds do the letters in bold have?

eighty three six

c D01.24 Practise saying these times. Listen and repeat.

1 seven o'clock (7:00) 4 three forty (3:40)

5 six thirty (6:30) 2 six ten (6:10) 3 eight twenty (8:20) 6 twelve twenty (12:20)

6 SPEAKING

a **Communication 1C** Student A: Go to p. 131. Student B: Go to p. 133.

WUNIT PROGRESS TEST

→ CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

Capital letters and punctuation

SPEAKING AND LISTENING

- a Ask and answer the questions.
 - 1 Do you use social media?
 - 2 Do you have an online profile?
 - 3 Which of the following information is on it?
 - your name
- where you live
- your age
- your job
- your nationality
- things you like
- **b** Look at Kate and Carla's profiles and complete the table with yes (\checkmark) , no (x) or don't know (DK).

She's	20 years old	from London	Italian	a teacher	a student
Kate	DK				
Carla	1				

- C 01.25 The people in the picture are on an English course. Listen and answer the questions.
 - 1 Is this the first or the last day of the course?
 - 2 What city are they in?

Name

16

d 01.25 Listen again. Complete the table.

Country

	Kate and Mike	UK	They're		The others: You're one of the students in
	Carla	Italy	She's a		the picture.
	Masato		English is	for his work.	Say who you are and add one more thing.
	Carmen		She's a	of IT.	
18. 50.4	Orhan		His	is in London.	l'm Masato. My home town is Kyoto.
	Marisa		Her	is in London.	
		P P I I I I I I I I I I I I I I I I I I	A G D ea at au b t d tf dk g V 0 d S Z f 3 n n h r r w		

One other thing we know



KATE MARKS

Teacher, International College

Age: -

Lives in London, UK

Friends: 132

VIEW

Photos

VIEW



CARLA DI MAMBRO

Student, University of Milan

Age: 20

Lives in Milan

From Varese, Italy

Friends: 189

VIEW

Photos

VIEW

e Work in groups of five or six. It's your first day at International College.

Student A: You're the teacher.

2 READING

a Read Kate and Carla's profiles for the new course. <u>Underline</u> any new information.



I'm Kate Marks. I'm from Wigan. It's a small town near Manchester in England. I live in London and I'm a teacher at International College. I'm married and I have two small children: a boy and a girl.

I like languages, music and films.

< Back



I'm Carla Di Mambro. I'm Italian. I'm from Varese, but I study marketing at the University of Milan. It's my first time in London and I'm very happy to be here. Are other people new to London?

I like running, swimming and yoga.

< Back

3 WRITING SKILLS

Capital letters and punctuation

- 2 Look at the profiles in 2a. Tick (✓) the words that have capital letters.
 - 1 first names of people
 - 2 | last names of people
 - 3 names of companies, schools, universities
 - 4 \(\sigma\) names of countries and nationalities
 - 5 names of sports
 - 6 names of towns or cities
 - 7 all nouns
 - 8 all words at the start of a sentence
 - 9 The word /
- **b** *I'm* = *I* am. What are the full forms of these contractions?

1 it's

4 isn't

2 she's

5 aren't

3 you're

c Correct the words. Add an apostrophe (') to each word.

1 lm

4 hes

2 arent

5 were

3 isnt

6 theyre

- **d** Look at the commas (,) and full stops (.) in the online profiles. Which do we use ...?
 - a at the end of a sentence
 - b after words in a list
- **e** Correct the sentences. Add capital letters and punctuation (. , '?).

i live in paris its amazing → I live in Paris. It's amazing.

- 1 im from shanghai its a big city in china
- 2 i like basketball old cars and jazz
- 3 im a french teacher in australia
- 4 this isnt my first time in london
- 5 are all the teachers from britain

WRITING

- **a** Write a profile about yourself. Use the profiles in 2a to help you. Give this information:
 - your name
 - your nationality
 - your home town
 - your job
 - what you like
- Swap profiles with another student and check the capital letters and punctuation.

Update Your Profile				
Add Photo Upload File Take a Photo	l'm			
	I like			
Save	<u> </u>			

Review and extension

1 VOCABULARY

a	Complete the sentences wit	h the correct nationality word.
	1 Vora's from Dio do Janoiro	Sho's

- Vera's from Rio de Janeiro. She's ___
- 2 Pedro's from Madrid. He's ______.
- 3 Kurt and Erika are from Berlin. They're ____
- 4 Ellen's from Melbourne. She's _____
- 5 Claude and Sabine are from Paris. They're ____
- 6 Takashi's from Tokyo. He's ______.

b Complete the text about Vera with the correct adjective.

Vera's far	nily members a	re all ¹ fc. Her m	nother's
2 _W	_m and ³ k	d, and her father is	very ⁴ ne
He's a ⁵ b	t doctor.	Her sister Pia is ⁶ q	t, but she's
very 7f	V.		

GRAMMAR

a Complete the text with the correct form of the verb be. Use contractions where possible.

Hi. I ¹	Paolo and I ²	from Sydney, Australia.
I 3	a university student. I	⁴ really lucky because
I live near	my sister Barbara. She	e ⁵ an English teacher,
and she 6_	very popular w	ith her students. She ⁷
very kind a	and friendly. We ⁸	Australian, but our parents
9 fr	om Italy. They 10	doctors.

- b Write questions for the answers. Use the word in *italics* to start your question.
 - 1 Are ...? No, I'm not. I'm Brazilian.
 - 2 Is ...? Yes, she's very kind.
 - 3 Are ...? No, they aren't. They're from Germany.
 - 4 What's ...? My name's Abdulaziz.
 - 5 Where ...? I'm from Venezuela.
- **c** Write questions and short answers.

1	you Turkish?	Yes
2	she your sister?	No
3	they friendly?	Yes
4	you both from the USA?	No
5	he well known?	No

- d Complete the conversation with one word in each blank. A contraction (I'm, you're, he's) is one word.
 - A Hello. What's 1_____ name?
 - B I'm Juan.
 - A ²______ you from Mexico?
 - **B** Yes,³______from Jalisco.
 - A And that woman over there. Is ⁴______ your sister?
 - **B** No, she ⁵_____. She's a student at my school.

 - A OK. And ⁶______ she from?

 B She's Italian. ⁷_____ from Venice.
- e Practise the conversation in 2d with a partner and use your own personal information.

3 WORDPOWER from

- a Match sentences 1-4 with pictures a-d.
 - 1 Is the flight from Hong Kong here?
 - 2 I'm not American. I'm from Canada.
 - 3 The shops are open from 9:00 am to 6:00 pm.
 - 4 My house is about five kilometres from the city centre.









b Match examples 1-4 in 3a with rules a-d.

We use from to talk about:

- a times
- b a starting place
- c our country or city
- d how far away something is
- C Match sentences 1-4 with rules a-d in 3b.
 - 1 Our lunch break is from 12:30 to 1:30.
 - 2 Our hotel's about five kilometres from the airport.
 - 3 The train from Paris is now at platform two.
 - 4 I'm from Argentina.
- **d** Add *from* in the correct place in these sentences.
 - 1 This postcard is New Zealand.
 - 2 Breakfast is seven o'clock to ten o'clock every morning.
 - 3 The bank's only 200 metres here.
- e Put the phrases in the correct order to make sentences.
 - 1 from / Denmark / I'm
 - 2 open from / the supermarket's / 7:30 am to 9:30 pm
 - 3 my place is / from school / two kilometres
- f Are the sentences in 3e true for you? Change them to make them true.

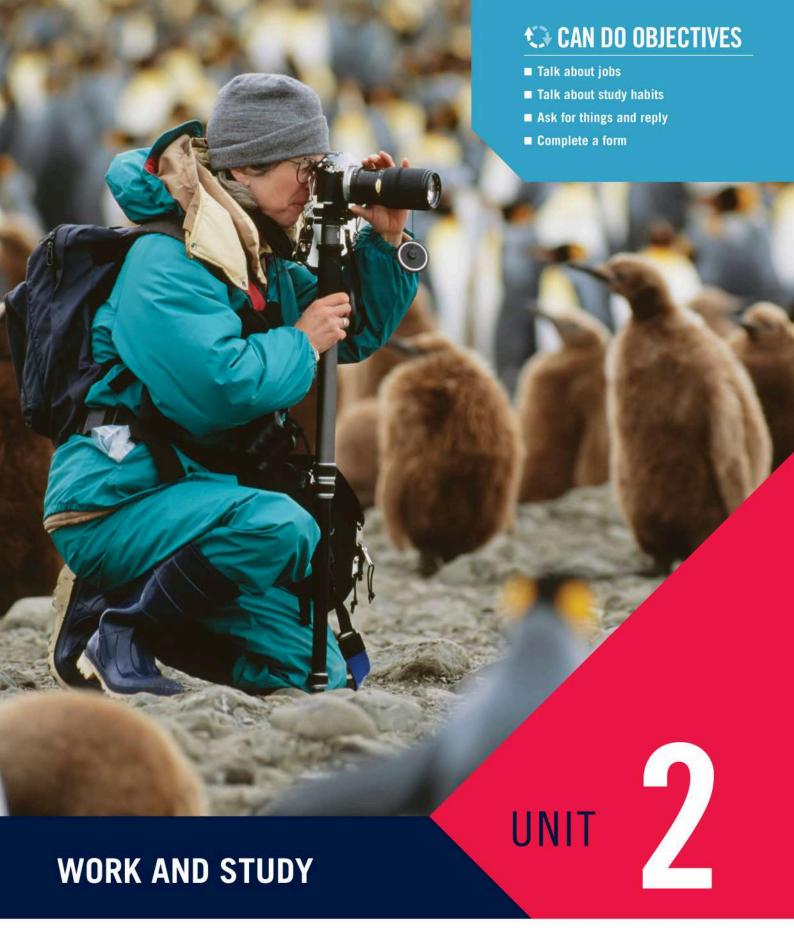
I'm not from Denmark, I'm from Australia.

REVIEW YOUR PROGRESS

How well did you do in this unit? Write 3, 2 or 1 for each objective.

 $3 = \text{very well} \quad 2 = \text{well} \quad 1 = \text{not so well}$

I CAN	
talk about where I'm from	
talk about people I know	
ask for and give information	
write an online profile.	[1



GETTING STARTED

- **a** Dook at the picture and answer the questions.
 - 1 Where do you think the woman is?
 - 2 What is she holding?
 - 3 What's one good thing about her job and one bad thing?

- **b** What kind of work do you think is interesting? Here are some ideas:
 - working with people
 - · working with animals
 - working with machines
 - working on your own

- Present simple: positive and negative

11 READING

- a was Look at the pictures. Answer the questions.
 - 1 Where is this woman?
 - a in a park
- c by a river
- b at home
- 2 Do you think ... ?
 - a she's a tourist
- b she works here
- 3 What do you know about alligators?
- **b** Read the article and check your answers.

- Choose the correct answers.
 - 1 Most people like / don't like alligators.
 - 2 Gabby Scampone likes / doesn't like alligators.
 - 3 Alligators like / don't like people swimming near them.
 - 4 It is / is not dangerous to give alligators food.
 - 5 Gabby has one job / two jobs.
- d Read the article again. Find two reasons why Gabby's work is interesting.

e Talk about the questions. 1 Would you like Gabby's job? Why / Why not? 2 What other unusual jobs do you know? GATORGIRL verglades Holiday Park is an animal park in the USA. It's in Florida. It has birds, fish and ... alligators! Many tourists visit the park every year. They come to look at the alligators. Most people think alligators are interesting, but they don't really like them, Gabby Scampone and they don't go too close to them! with an alligator Gabby Scampone is different. She lives in Florida, and she works at the park. She loves her job - and she also loves alligators. In her work, she teaches visitors about alligators. She tells visitors that alligators are not always dangerous animals. Usually, alligators don't attack people, but they don't like it when people swim in the water near them. Also, if people give food to alligators, sometimes the alligators get too close, and that can be dangerous. Gabby doesn't always work at the park. She also has a second job: she catches wild alligators. If a wild alligator goes near a person's house, Gabby and some other people catch it. They take the alligators back to the park. Her parents and friends think she's crazy, but she really enjoys the job. Gabby thinks many people don't understand alligators very well, but that alligators are smart and amazing animals. And so far she still has all of her fingers!

_	PERSONAL PROPERTY.	120000000000000000000000000000000000000		SECTION AND	STANDARD .	
	MO	OA	DII	1 4 1	DV	Jobs
	VII		KII	1 41		Inne
—	T U	Un	טעו		\	Juna

3

a	Match	words	1 - 9	with	pictures	a-i.
---	-------	-------	-------	------	----------	------

1	nurse	4	dentist
2 [Shop assistant	5 Г	7 nilot

shop assistant	5 _	_ pilot
police officer	6	engineer

7 🗆] cleaner
8 🗌] photographer

taxi driver

b O2.01 Pronunciation Listen to the words and <u>underline</u> the stressed syllable.

police officer engineer photographer dentist

Complete the sentences with jobs from 2a. Talk about your answers.

-		
1	A(n)	has a dangerous job.
2	A(n)	has an easy job.
3	A(n)	has an exciting job.

4 The pay for a(n) ______ isn't very good.

d >>> Now go to Vocabulary Focus 2A on p. 163 for more jobs vocabulary.

3 GRAMMAR

Present simple: positive and negative

a D02.03 Look at the sentences from 1b and complete them with the verbs from the box. Listen and check.

catches come doesn't don't (x2) go attack think work works

	I/ we/ you/ they	he / she / it
+	Tourists to look at the alligators. Her parents she's crazy.	She at Everglades Holiday Park. She wild alligators.
-	They too close to them. Alligators people.	Gabby always at the park.

- **b** <u>Underline</u> more present simple verbs in the text in 1b. Make two lists: positive and negative forms.
- c >>> Now go to Grammar Focus 2A on p. 140.
- d Underline the verbs in sentences 1-2.
 - 1 She loves her job.
 - 2 She catches wild alligators.
- e D02.05 Pronunciation Which verb in 3d has an extra syllable when we add the letter -s? Listen and check.
- f Underline the correct answers.
 - 1 After the sounds /z/, /s/, /d₃/ (spelled *j*), /ʃ/ (spelled *sh*) and /tʃ/ (spelled *ch*), we *add* / *don't add* an extra syllable.
 - 2 We add / don't add an extra syllable after other sounds.
- g ▶02.06 Listen to these verbs. Tick (✓) the verbs that have an extra syllable.

works	eats	teaches
finishes	listens	stops
drives	uses	watches

h >>> Communication 2A Student A: Go to p. 130. Student B: Go to p. 133.



















4 SPEAKING

a Think about your job or the job of someone you know. Write four sentences about the job: two positive (+) and two negative (-). Use the verbs in the box.

work drive have like study speak go start leave know

- + I start work at 7:00 in the morning.
- I don't drive to work.
- Tell your partner your sentences. Can they guess the job?
- Can they guess it?

She starts work at ...

2B DO YOU WORRY ABOUT EXAMS?

Learn to talk about study habits

- Present simple: questions and short answers
- Studying; Time

11 READING

- a Ask and answer the questions.
 - 1 Are you good at exams?
 - 2 Do you worry about exams and tests?
 - 3 Do you study a lot for an exam or test?
- b Read comments 1-3 in the online chat and match them with pictures a-c.
- C Read the comments again and answer the questions with a partner.
 - 1 Which study habits are ...?
 - useful funny
 - 2 Put the study habits in the order you want to try them from 1 (really want to try) to 3 (don't want to try).

2 VOCABULARY Studying

- a Look at the underlined words in questions 1-7. Match them with pictures d-j below.
 - 1 Do you have a break in the middle of your English lesson?
 - 2 Do you have a timetable for your study routine?
 - 3 Do you take notes when you read something in English?
 - 4 Do you get good marks in English tests?
 - 5 How many weeks is a term at your school?
 - 6 Do you have an exam at the end of the year?
 - 7 Do you and your friends enjoy your studies?
- **b** Match the words in the box with 1-4. You can use some of the words more than once.

٤	get	good	pass	bad	tak	е	fail
1	an	exam			3	n	otes
2	ma	rks			4	а	test



Yeah, I hate tests. They're really difficult and I can't always remember everything. I need to study every day and take a lot of notes. It's not easy, but it helps to listen to R&B music - really loud! It helps me think.

SOUL BOY2

What are your study habits?

REPLY (2)

I agree - exams and tests are really, really hard. In my study breaks I play with my pet cat. Some people say that animals stop stress and relax people. I think it's true, well, for me it is! Everybody needs a cat to help them study! **CAT LOVER5** REPLY (

I think it helps to have a good study routine. I make a study timetable and that helps me to pass my exams. I always plan a lot of breaks and have a cup of tea and something small to eat. I don't want to get tired when I study! But the breaks are only short - about five or ten minutes. Then I go back to studying hard for one or two hours. Good marks come from a lot of hard work! **BOOKWORM8** REPLY @





3 LISTENING

- a ○02.07 Jack talks to Tania about her study habits. Listen and tick (✓) the things they talk about.
 - 1 places to study
- 3 exams
- 2 hours of study 4 free time
- b 02.07 Listen again. Complete the information about Tania's studies.
 - Part-time or full-time student?
- When?
- Hours a week?
- Where?

4 VOCABULARY Tim

- a Match the times that Tania talks about with the clocks.
 - 1 Usually at half past eight ...
 - 2 ... last night at a quarter past eleven.





b Complete the sentences with the words in the box.

to past o'clock half

1 four _____



3 (a) quarter _____ fou



2 ____ past four



4 (a) quarter _____ five



C >>> Now go to Vocabulary Focus 2B on p. 164 for more practice with time vocabulary.

5 GRAMMAR Present simple: questions

- a DO2.09 Look at the questions. Which is correct? Listen and check.
 - 1 You study full-time or part-time?
 - 2 Do you study full-time or part-time?
 - 3 Study you full-time or part-time?
- **b** Complete the questions with one word.

... you study engineering?



- c D02.10 Jack asks Tania about her daughter, Ellie. Listen and complete the information about Ellie's studies.
 - Hours a week?
 - When?
 - Where?
- d Read the question Jack asks Tania.

Does she study more before an exam?

Look at the questions in 5b. How are they different? Why?



- e >>> Now go to Grammar Focus 2B on p. 140.
- f 02.12 Put the questions in the correct order. Listen and check.
 - 1 a week / do you study / hours / how many?
 - 2 study grammar / or vocabulary / do you?
 - 3 you/when/study/do?
 - 4 study / do / where / you?
- **g O2.12 Pronunciation** Notice the pronunciation of *do you* in each question. Can you hear both words clearly?

6 SPEAKING

- **a** Look at the questions in 5f. Write another question about studying.
- b Ask and answer your question in 6a.
- c po you have any new ideas about studying now?

Natalia studies very early in the morning because she isn't very tired. I think it's a good idea, but I prefer to sleep!

EVERYDAY ENGLISH I'd like a latte

Learn to ask for things and reply

Reacting to news

Sound and spelling: ou



II LISTENING

a Dan and Leo are in a cafeteria. Do you think they're:

1 at the airport 2 at work 3 in a shopping centre?

b 102.13 Watch or listen to Part 1 and check your answer in 1a.

C Work in pairs. Choose the correct answers.

1 Dan orders a small / large tea, a small / large latte and one croissant / two croissants.

2 It costs £3.60 / £4.60.

3 Dan asks Leo to pass the milk / sugar.

d Watch or listen to Part 1 again and check your answers in 1c.

e 10214 Watch or listen to Part 2. Annie wants to do an online course. What's her problem? Choose one answer.

She can't decide

a which course to do b how much to pay c when to start

f 1002.14 Watch or listen to Part 2 again. Are the sentences true (T) or false (F)? Correct the false sentences.

1 Annie asks Dan for help.

3 Annie isn't free on Friday.

2 Dan's free tonight.

4 Annie's happy about dinner.

g Where do you usually meet friends and family?

in your home

in their home

in a different place



Asking for things and replying

a Look at these ways to ask for things. Who says them: Dan (D) or Annie (A)?

1 Can I have a tea and a latte, please?

2 Could I come to your place tonight?

3 Could we chat about it now?

4 I'd like some help.

b 02.13-02.14 Watch or listen to Parts 1 and 2 again and check. Match a-d with 1-4 in 2a.

a Certainly. Small or large?

b Sorry, I have another meeting in five minutes.

c Sure, no problem.

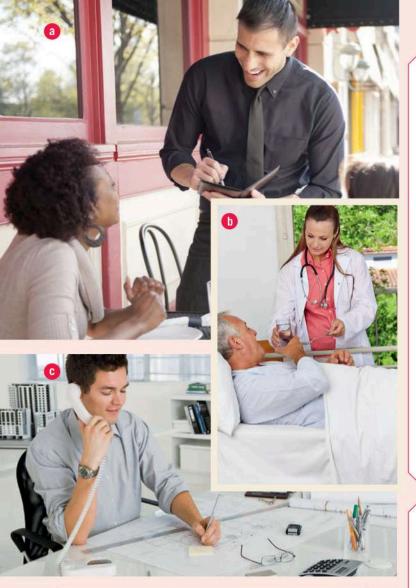
d Sorry, we're not at home tonight.

c Plan pairs, take turns asking for things and replying. Use the phrases from 2a and 2b.









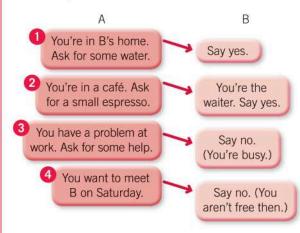
- d © 02.15 Listen to three short conversations. Where are they? Match them with pictures a-c.
- e 002.15 Complete the sentences from the conversations in 2d. Listen again and check your answers.

1 ______ some water, please?

2 _____ a chicken sandwich, please.

3 _____ you this afternoon?

f Look at the situations. What can A and B say? Use expressions from 2a and 2b.



g Work in pairs. Use the dialogue maps to ask for things and reply. Take turns being A and B.

3 CONVERSATION SKILLS

Reacting to news

2 Complete the mini-conversations with words in the box. Listen and check your answers.

probl	em	pity	
LEO DAN			other meeting in five minutes We can do it later.
DAN Annie		y, we're not that's a ²	at home tonight.

- **b** Read the mini-conversations in 3a again. Which phrase means ... ?
 - 1 'It's not important.'
 - 2 'I'm not happy about it.'
- c Match a-d with 1 or 2 in 3b.
 - a Never mind.
 - b I'm sorry about that.
 - c It doesn't matter.
 - d What a shame.

4 PRONUNCIATION

Sound and spelling: ou

- a DO2.17 Listen to the sound of the letters ou in **bold**.
 - 1 colour
 - 2 an online course
 - 3 house

Do the letters in 1-3 have different sounds?

b 02.18 Do these words sound like 1, 2 or 3 in 4a? Listen and check. Listen again and repeat.

out <u>3</u>	four	neighbour
about	sound	

5 SPEAKING

a >>> Communication 2C Student A: Go to p. 130. Student B: Go to p. 133.

WUNIT PROGRESS TEST

→ CHECK YOUR PROGRESS

You can now do the Unit Progress Test.



1 SPEAKING AND LISTENING

- a Why do you want to study English?
 - to get a good job
- · to study something in English
- to meet new friends
- a different reason
- for travel and tourism
- b 202.19 Listen to three International College students talk about where they're from and their reasons for studying English. <u>Underline</u> the correct answers.

I'm from
Acapulco / Mexico City and
I need English for my
job / studies.





I'm from *Riyadh / Jeddah* and I need
English for my *job / studies*.

I'm from
Krakow / Warsaw
and I need English for
my job / studies.



c 002.19 Listen again and complete the table with the words in the box.

grammar the lessons the teacher reading and writing listening the timetable

	Likes at the college	Needs to improve
Daniela		
Said		
Justyna		

- d Talk about the questions with other students.
 - 1 What do you need to improve in English?
 - 2 Why is this important for you?
- e D02.20 Listen to Kate talk about a competition at International College. What can you win?
- f 02.20 Listen again. Answer the questions.
 - 1 Can students who don't go to International College enter the competition?
 - 2 Is it OK to use a computer for the entry form?
 - 3 Where can students get entry forms?

2 READING

From: EIC Student Care

To: danielar@supermail.com

a Look at the information about Daniela. Complete Part 1 of the form. Can you remember her nationality?

Dear Daniela					
We're looking forward to welcoming you to International College on 6th July.					
You will be in class We hope	s P1 and your teacher will be Kate Marks.				
INTERNATIONAL	COLLEGE COMPETITION ENTRY FORM				
Part 1					
First name:					
Last name:	Romero				
Gender:	female male				
Nationality:					
Mobile (UK):	074822 294576				
Email address:	1022 234376				
Your class:					
Course start date:					
Part 2					
Why is English important	for you?				
I work as a(n) 1except for the 2and ask me for infor it is difficult for me t	in Mexico City. I love my job ! Every day they speak to me mation. I can't understand them and to answer. English is important for me do my ³ well.				
Vhat do you want to impr	ove in your English?				
I think my speaking i	n English is OK for my level. But erstanding is still very difficult for				

- **b** Read Part 2 of Daniela's form. Complete it.
- c 002.21 Listen to Daniela again and check your answers.

3 WRITING SKILLS Spelling

- a Read Daniela's first draft of her entry form. Cover p. 26. Look at the example spelling problem. Find eight more spelling problems.
- **b** Tick (✓) when it's important to have correct spelling.
 - 1 a first draft of a text
 - 2 a final draft of a text
 - 3 a text other people read
 - 4 a text only you read
- c Find and correct a spelling mistake in each sentence.
 - 1 I really love swimming in the see.
 - 2 Can you please right your name on the form?
 - 3 I don't no the answer to this question.
 - 4 Can you speak up? I can't here you.
 - 5 Where can I bye bread?
- In what way are the incorrect and correct words in 3c the same?

4 WRITING

- a Complete the form with your information.
- **b** Use your ideas in 1d to write answers to the questions in Part 2.
- C Swap forms with another student. Are your ideas in Part 2 the same?





Part 2

Why is English important for you?

I work as a trafic traffic police offiser in Mexico City. I love my job except for the toorists! Every day they speak to me and ask me for informashion. I can't understand them and it is dificult for me to anser. English is important for me becos it helps me do my job well.

What do you want to improve in your English?

I think my speaking in English is OK for my level. I also find reading and writing quite easy. But listning and understanding is still very hard for me. I really want to stay an extra month at your scool and improve my listening.



UNIT 2

Review and extension

11 GRAMMAR

2 Complete the text with the correct form of the verb in brackets.

I'm a university student, but	I 1 (work) in a clothes
shop every weekend. On Sat	turday I ² (start) work
at 9:00 am, but on Sunday I	3 (not start) until
11:00 am. My sister's a nurs	e, so she ⁴ (not have) a
normal timetable. She some	times ⁵ (work) all night,
but she 6 (not lik	e) it. My parents are both teachers,
so they 7 (work)	rom Monday to Friday.

b Write possible questions for the answers.

		19.502			
1	Α	What	?	В	I'm a receptionist.
2	Α	Do	?	В	No, I don't. I work in a hospital.
3	Α	Do	?	В	Yes, I do. It's great.
4	Α	When	?	В	I start at 9 o'clock in the morning.
5	Α	Does	?	В	Yes, he does. My husband is a teacher.
6	Α	Where	?	В	He works in a local school.
7	Α	Does	?	В	Yes, he does. He loves it.

Practise the conversation in 1b with a partner. Then answer about your own life.

2 VOCABULARY

a Put the letters in brackets in the correct order to complete the job.

1	n	_e(sru)
2	d	_t(teisn)
3	p	_t (l o i)
4	e	r(nniege)
5	C	r (e e n a I)
6	p	r(oohehpratg)

b Write the times in words.

 10:15 – (a) quarter past ten or ten fifteen

 1 11:30
 3 6:00
 5 2:40

 2 12:45
 4 8:15
 6 5:20

c Match 1-5 with a-e to complete the sentences.

- 1 Read the text and take
- 2 I'm not worried because I usually get good
- 3 I hope we have
- 4 He is worried because he often fails
- 5 I need to study for the end-of-
- a a break soon because I'm tired.
- b important exams.
- c notes on a piece of paper.
- d term test next week.
- e marks in tests.

3 WORDPOWER work

- a Match sentences 1-3 with pictures a-c.
 - 1 | work in a hospital.
 - 2 I work for Larkin Computers.
 - 3 I work as a receptionist.







- **b** Look at the phrases in **bold** in 3a. Match them with 1–3.
 - 1 the job I do
 - 2 the place of work
 - 3 the company
- c Is work a verb or a noun in sentences 1–5?
 - 1 I start work at 8:00 am each day.
 - 2 She leaves work at about 6:00 pm.
 - 3 I can't talk to you now I'm at work.
 - 4 I'm an actor, but I'm out of work at the moment.
 - 5 They go to work very early in the morning.
- **d** Which work phrase in 3c do we use when ...?
 - a we don't have a job
 - b we are at the place we work
- Put the word in brackets in the correct place in the sentence.
 - 1 He works a nurse at night. (as)
 - 2 We all work at 6:00 pm. (start)
 - 3 She'd like a job because now she's of work. (out)
 - 4 She's a photographer and works *The Times*. (for)
 - 5 When I'm work, I have no free time. (at)
 - 6 We both work a large office in the city centre. (in)
- f Write four sentences about people you know. Use work in different ways.

My brother works in a shoe shop in the city centre.

REVIEW YOUR PROGRESS

How well did you do in this unit? Write 3, 2 or 1 for each objective.

 $3 = \text{very well} \quad 2 = \text{well} \quad 1 = \text{not so well}$

I CAN	
talk about jobs	
talk about study habits	
ask for things and reply	
complete a form.	



GETTING STARTED

- a Look at the picture and answer the questions.
 - 1 What country do you think this is? Why?
 - 2 What time is it: morning or evening? Why?
 - 3 Where do these people go when they get off the train?
 - 4 What are their jobs?

- b In pairs, ask and answer the questions.
 - 1 What things do you do every day?

 - take a bus or train
 buy a cup of coffee
 - check social media go for a walk
 - 2 What do you do on a train or bus?
 - read
- · talk to other passengers
- listen to music
- use your phone

SHE OFTEN GOES TO AN ENGLISH LESSON

Learn to talk about routines

- Position of adverbs of frequency
- Time expressions; Common verbs



ora is 24 and she works in the marketing department of a large media company in Oslo. She works hard, but her company wants her to take breaks during the day, so she goes to lessons and sometimes plays with animals.

Nora gets up every weekday at 6:15 am. She eats breakfast and then she leaves for work at 7:00 am. She usually arrives at work at about 8:15 am - the journey takes more than an hour and the trains are always crowded.

From 8:30 am until 9:00 am, Nora reads her emails and talks to her colleagues. Then everyone in her department gets together for a short meeting. The manager tells everyone any important information, and workers can ask questions. Nora thinks it's a nice way to start the day - with everyone together.

At about 10:15 or 10:30, Nora usually takes a break. She often goes to an English lesson, but she sometimes goes to a knitting lesson. The company pays for these lessons. At 12:30, she has lunch with her colleagues. Most people at the company bring lunch called a 'matpakke'. It is usually a sandwich with fish or cheese.

In the afternoon, Nora always takes another break at about 3:00 pm. She goes to the pet floor of her office building. The company has cats, dogs and rabbits that workers can play with on their breaks. Nora feeds the rabbits, and she often takes one of the dogs for a walk. The pet floor is Nora's favourite part of the office.

Nora never leaves the office before 5:30 pm. She often has dinner with her colleagues at the company restaurant. The meal doesn't cost a lot of money. She goes home at 7:30 pm.

11 READING

- a Look at the pictures of an office in Oslo and answer the questions. What do you think?
 - 1 What kind of company is it?
 - 2 What job do the people do?
 - 3 Is their work life easy or hard?
- b Read the article about Nora and answer the questions.
 - 1 Is her work life easy or hard?
 - 2 What is unusual about her work life?
- c Read the article again. Are the sentences True (T) or false (F)? Correct the false sentences.
 - 1 Nora has her breakfast on the train to work.
 - 2 Her journey to work takes a long time.
 - 3 Early in the morning, Nora goes to a meeting with her colleagues.
 - 4 During her morning break, she goes to a knitting lesson and then an English lesson.
 - 5 Nora likes the pet floor in her office building.
 - 6 Nora always goes home at 5:30 pm.
- d What are the good things about Nora's work life?

2 GRAMMAR Position of adverbs of frequency

a Look at this sentence from the article. The adverb of frequency is underlined.

She usually arrives at work at about 8.15 am.

Underline more adverbs of frequency in the article.

b Put the adverbs of frequency in the correct place on the time line.



- c >>> Now go to Grammar Focus 3A on p. 142.
- d Talk about the questions.
 - 1 What do you always do in the morning?
 - 2 What do you usually do in the afternoon?
 - 3 What do you sometimes do in the evening?

I always get up at 6 o'clock.

I often play tennis in the afternoon.

3 LISTENING

- a Ask and answer the questions.
 - 1 Do you spend a lot of time with your family? Why / Why not?
 - 2 What do you like doing with your family?
- b 03.02 Listen to Martin and Katherine. Answer the questions.
 - 1 Do they talk about their jobs or free time?
 - 2 What does Martin want the family to do?

c D03.02 Listen again. Complete the timetable with the correct activity from the box.

Spanish lesson band practice work late volleyball training

- d Talk about the questions.
 - 1 Is your family routine like the Lawsons' or is it different?
 - 2 In your country, do families spend a lot of time together? What do they do?

	he Lawson amily's Week	Martin	Katherine	Liz	Pete
1	Monday				
١	Tuesday				
١	Wednesday				
١	Thursday				
	Friday				

4 VOCABULARY Time expressions

a Complete the sentences. Listen and check.

t	twice a every once	
1	I go to my Spanish lesson	a week.
2	She goes to volleyball training	a week,
	on Monday and Thursday.	
3	He has band practice three times week.	
4	I work late Tuesday.	

<u>Underline</u> the correct answer to complete the rule.

We put time expressions before the verb / at the end of a sentence.

MARTIN How often does she go?

KATHERINE Twice a week, on Monday and Thursday.

- **d** Which words do we usually stress? Choose the correct answer.
 - a Important words like time expressions and verbs.
 - b Less important words.

- e © 03.05 Put the words in each sentence in the correct order to make a conversation. Listen and check.
 - A you and your family do / how often do / things together?
 - B a week / about once.
 - A you do / what do?
 - **B** we usually / to a restaurant / go for a picnic or.
 - A do that at / do you / the weekend?
 - **B** but we sometimes / yes, every Sunday / go to the cinema.
 - A do anything else / do you?
 - **B** away for a weekend / a year we go / well, about twice.
 - A with your family / a nice time / it sounds like you have.
- f >>> Now go to Vocabulary Focus 3A on p. 165 for common verbs.

5 SPEAKING

a Think of a group of people you know well. Think of things you do together every day, week or year. Make notes.

My parents – have a cup of tea every morning Rob and Andy – usually go on holiday every June My classmates – study English three times a week

Talk about what you do with the people you know well and how often. Look at the conversation in 4e to help you.

3B

IMAGINE YOU HAVEN'T GOT THE INTERNET

post pictures

] play games

buy things

download music

Learn to talk about technology in your life

G have got

Technology

READING

a How do you use the Internet? Tick (✓) the things you sometimes do. Tick (✓✓) the things you do every day.

find information talk to friends

send emails

watch films or TV

b Talk about your answers with other students.

c Read the first part of the blog post.

1 Is it about ...?

a using the Internet more

b using the Internet less

2 What is unusual about the Walker family this month?

d Read the interview and answer the questions.

1 Which of the activities (a–f) does Alfie do more without the Internet?

a reading

d doing things with his father

b going out

e chatting with friends

c shopping

f watching TV

2 What activities are now more difficult for Alfie and his parents?

e Talk about the questions.

1 Would you like to live without the Internet? Why / Why not?

2 What do you think is good and bad about the Internet?

VOCABULARY Technology

a Match the words in the box with pictures 1–10.

computer smartphone tablet smartwatch speaker keyboard printer headphones camera laptop



- b **O3.08** Pronunciation Listen and repeat the words in 2a. <u>Underline</u> the stressed syllable in each word.
- **c** What are the people talking about? There is sometimes more than one answer.
 - 1 I talk to my friends on it.
 - 2 I use it to write emails.
 - 3 I use these when I listen to music.
 - 4 I often print out maps, so it's very useful.
 - 5 I use it on the train.

Tech Blog

These days, we all use the Internet – for everything. It's on our computers, our smartphones ... it's everywhere. But imagine you haven't got the Internet. So you can't send emails, you can't post photos and you can't go online to get information.

How long could you live like that? A day? A week maybe, if you're on holiday? A month?

Here at TechBlog we asked the Walker family in Birmingham, England, to live without the Internet for a whole month. Read our interview with Alfie Walker, 17, about what it's like to go offline.

THE INTERVIEW

DOWNLOADS

FORUMS

Alfie, is your life different without the Internet?

LOGIN

SEARCH

Yes, it's really different! We usually get our TV through the Internet, so now I don't watch TV. And I usually go online to find information. But now we haven't got the Internet, so I go to the library and do my homework there.

P C ∷ ⊠

What about your parents?

It's not easy for them either! My mum usually does her shopping online, but now she goes to the supermarket every weekend. My dad likes to read the news online, but now he hasn't got the Internet, so he usually buys a newspaper. The good thing is, he doesn't do any work at home now, so he's got more free time and he plays chess with me.

What about friends?

That is a big problem. If I'm not on social media, I have no idea what my friends are doing. But I think life is good without the Internet. I can't chat online now, so now I go out and see my friends and we do things together. But one month without the Internet is enough. I can't wait to get back online again!

3 LISTENING







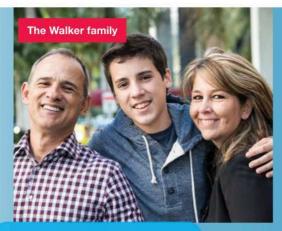
- a D03.09 Listen to Don, Bella and Chris's answers. Match the people with the questions.
 - 1 Have you got a computer?
 - 2 Have you got a smartphone?
 - 3 Have you got a digital camera?
- b 03.10 Listen to the conversations and complete the table.

	Gadgets	Do they often use them?
Don	1	
Bella	1 2	
Chris	1 2	

C 03.10 Listen again and check.

4 GRAMMAR have got

- a Look at the sentences. Which are from the Reading text (R) and which are from the Listening (L)?
 - 1 I've got my daughter's phone.
 - 2 He's got more free time.
 - 3 She's got a new phone.
 - 4 Imagine you haven't got the Internet.
 - 5 Now he hasn't got the Internet.
 - 6 Have you got a digital camera?



INTERNET FACT FILE

- · The average teenager spends about nine hours a day online.
- . Every minute, more than 500 hours of video are uploaded to YouTube.

b Underline the forms of have got in 1–6 in 4a. Does I've got mean ... ?

a lam b I have c I get

Complete the table.

	I / We / You / They	He / She
+	I got her old phone.	She got a new phone.
-8	I got a PC, but I've got a laptop.	He got his phone with him. It's at home.
?	you got a computer at home? Yes, I have. / No, I haven't.	she got a new camera? Yes, she has. / No, she hasn't.

d **D**03.11 Pronunciation Listen to the sentence. The main stress is on camera, the last important word.

I've got a digital camera.

- e 03.12 Listen to sentences 1–3. <u>Underline</u> the main stress.
 - 1 They've got a computer.
 - 2 He's got a smartphone.
 - 3 She's got a new laptop.
- f 03.12 Listen again. Does the intonation go up 7 or down won the main stress?
- g >>> Now go to Grammar Focus 3B on p. 142.
- h Write sentences that are true for you. Use have got or haven't got and the words and phrases in the box.

a laptop a camera a car a smartwatch a tablet a lot of online friends friends in another country

I've got a smartphone.

Write three have got questions with words and phrases in 4h. Have you got a smartphone?

5 SPEAKING

- a Put the words in the correct order to make questions.
 - 1 use it / how often / you / do? 4 is / it / how old?
- - 2 you / do / like it?
- 5 where / they / do / live ?
- 3 it / is / what kind?
- 6 like one / would / you?
- b Work with a partner. Ask and answer your questions in 4i. Then ask some of the questions from 5a to find out more.

What kind Have you got a is it? laptop? It's a ... Yes, I have.

C Work in new pairs. Tell a new partner what you know about other students.

> Onur's got a tablet. It's one year old and he uses it every day.

EVERYDAY ENGLISHHow about next Wednesday?

How about next Wednesday?

Learn to make arrangements

- S Thinking about what you want to say
- Main stress



II LISTENING

- a Ask and answer the questions.
 - 1 How often do you watch TV?
 - 2 Are there programmes you watch every week?
 - 3 Do you have a favourite TV programme? Who do you watch it with?
- b 33.14 Watch or listen to Part 1. Do Martina, Annie and Dan all like the same TV programme?



- c 3.14 Watch or listen to Part 1 again. Are the sentences true (T) or false (F)? Correct the false sentences.
 - 1 The programme Annie wants to watch is Best
 - 2 Martina and Dan don't see this programme very
 - 3 Annie loves everything to do with eating.
- d Match or listen to Part 2. What do they plan to do?
- e 3315 Answer the questions. Watch or listen to Part 2 again and check your answers.
 - 1 Which day does Martina work late?
 - 2 Which day do they decide to go out?
 - 3 Who does Dan want to ask to dinner?
 - 4 How does Annie feel about Dan's idea?

2 USEFUL LANGUAGE

Making arrangements

a Match beginnings 1-6 with endings a-f.

1 Why

a be great.

2 How

b free next Friday?

3 Are you

c don't we try it?

4 That'd

d love to.

5 That's a

e about next Wednesday?

6 I'd

f good idea.

- **b** Which questions in 2a do we use to make suggestions? Which sentences do we use to say yes to suggestions?
- C Martina says no to an idea. Underline the phrase that means no.

MARTINA I'm sorry, I can't. I need to work late next Wednesday.

- d 03.16 Put the conversation in the correct order. Listen and check.
 - **B** I'm sorry, I can't. I'm away this weekend.
 - A 1 Why don't we go to the cinema?

B Yes, Monday's fine.

A How about this Saturday?

A Are you free on Monday?

B The cinema? That's a good idea.

e Practise the conversation in 2d. Then have similar conversations using vour own ideas.

> Why don't we go for a picnic?



3 PRONUNCIATION Main stress

- a Dog Listen to the sentences. Notice the main stress in each sentence.
 - 1 That'd be great. 2 That's a good idea. 3 I'd love to.
- **b** Choose the correct answer.

The words in 3a that have the main stress are

a short and loud

b long

c long and loud

C 03.18 Listen to the sentences. Underline the main stress.

1 We'd love to.

3 That's a lovely idea.

2 That'd be good.

4 That'd be fantastic.

d Practise the sentences in 3c.

4 CONVERSATION SKILLS Thinking about what you want to say

a Look at the <u>underlined</u> phrases in the conversation. Choose the correct answer below.

ANNIE How about next Wednesday?

MARTINA Mm, maybe. Let me see. I'm sorry, I can't.

I need to work late next Wednesday.

ANNIE Are you free next Friday?

MARTINA Mm, possibly. Friday's fine. Dan?

DAN Friday? Sure, I'd love to.

Martina uses the <u>underlined</u> phrases because they

a have an important meaning in the conversation

b give her time to think

- **b O**3.19 **Pronunciation** Listen and notice how *Mm* is pronounced. Do you have short words or sounds like this in your language?
- In pairs, ask and answer the questions. Think about your answer before you reply.
 - 1 Are you free this weekend?
 - 2 Do you want to have a coffee after the lesson?
 - 3 Would you like to go to the cinema tomorrow?
 - 4 Why don't we do our homework together?

5 SPEAKING

a **Communication 3C** Student A: Look at the information below. Student B: Go to p. 132.

Conversation 1. Read your first card. Think about what you want to say. Then start the conversation with Student B.

- 1 You want to have a picnic on Saturday morning with Student B. Decide the following and invite Student B.
 - where to have the picnic
 - what time
 - · what you'd like to do/eat
- **b** Conversation 2. Now look at your second card. Listen to Student B and reply.
- You aren't free next Friday after work/school because you have an exercise class at the gym. You'd like to go out on Saturday night.
- C Tell other students about arrangements in each role play.

WUNIT PROGRESS TEST

→ CHECK YOUR PROGRESS

You can now do the Unit Progress Test.



3D SKILLS FOR WRITING

Can you join us?

Learn to write an informal invitation

Inviting and replying

SPEAKING AND LISTENING

- a Pask and answer the questions.
 - 1 Have you got family or friends in other countries or in other places in your country?
 - 2 Where are they?
 - 3 What do they do?
 - 4 How often do you see them?
- b 03.20 Emrah from Turkey talks about his family. Listen and number the countries where he's got family in the order you hear them.

England	☐ Italy
France	☐ Swede
Germany	Turkey

c 03.20 Listen again. Correct the mistakes in the text below.

Emrah comes from a large family and ¹they all live in Izmir in Turkey. ²He hasn't got any brothers or sisters. His family keep in contact by Skype, and every ³ten years they all meet in ⁴London. They stay ⁵in a large hotel and they have a big ⁶meal. This ⁷is only for people in the family – they 8don't invite friends.

1 They live in many different countries.

2 READING

- a Read Emrah's emails to his brother and sister. Why does he email them?
- **b** Complete the information about the family party.
 - PlaceHow many days?
 - Date · Where to stay?

Family party

From: EBoztepe12@supermail.com

To: M_Boztepe@supermail.com

Hi Mustafa,

¹How are you? Hope the family's well.

²In September it's our family party again and we all plan to meet in Izmir as usual. 3We're there from Friday 14th to Sunday 16th September. 4Would you like to come? I hope so, as I'd love to see you. 5Mert (you know, my friend from school) says he's got a bedroom free so you can stay at his house. ⁶Please let me know if you would like to join us. I hope you can come!

Love. Emrah



Family party

From: EBoztepe12@supermail.com

To: Ayda99@email.com

Hi Ayda,

¹How are things? Hope you like your new job.

²In September it's our family party again and we all plan to meet in Izmir as usual. 3We're there from Friday 14th to Sunday 16th September. 4Can you join us? I hope you can, as it would be great to see you. 5Melis (you know, my friend from school) says she's got a bedroom free so you can stay at her house. ⁶Please let me know if you can come. Hope you can make it!

Love. **Emrah**



WRITING SKILLS Inviting and replying

a Read Emrah's email to Ayda again. In which of	
sentences 1–6 does he ? a 4 invite Ayda	Re: Family party
b ask how she is cask her to reply	From: Ayda99@email.com To: EBoztepe12@supermail.com
d give the reason for his message e talk about where to stay f give details of dates	Hi Emrah, Great to hear from you and thanks for the invitation. I'd love
 b Compare sentences 1–6 in Emrah's emails to Mustafa and Ayda on p. 36. <u>Underline</u> phrases that are different. c Tick (✓) the correct questions to invite people. 	to come but I'm afraid I can't. I've got a business trip to Los Angeles that weekend, and I can't change it. Hope you all have a great time, and hope to see you soon. Keep in touch!
1	Love, Ayda
 4 Can you to join us? 5 Would you like come? 6 Would you like to come? 7 Would you like to join us? 	g <u>Underline</u> phrases in the emails from Mustafa and Ayda that mean1 I want to come2 I can't come
Put the words in the correct order. Add question marks (?) and full stops (.).	3 Have a good time WRITING AND CREAKING
<pre>1 things / are / how 2 you / see / to / be / it / would / great 3 hope / it / can / you / make 4 to / I'd / you / love / see</pre>	 4 WRITING AND SPEAKING a Plan a party or other event. Write notes. • Where? • When? • Why? • Who?
5 are/you/how 6 I/can/come/you/hope	Talk about your plan with other students.
e Which sentences and questions in 3d mean the same?	My party is at the Grand Hotel. It's at 7 pm on Saturday.
f Read the emails from Mustafa and Ayda. Can they come?	C Write an invitation to your event to another student in your class. Use the emails on p. 36 to help you.
Re: Family party	d Swap invitations with another student and check the information. Does it include the information in 4a?
From: M_Boztepe@supermail.com To: EBoztepe12@supermail.com	e Write a reply to the invitation. Use the emails in 3f to help you. Give your reply back to the student who
Hi Emrah,	invited you.
It's good to hear from you and many thanks for the invitation. Yes, I'd love to come. I'm really looking forward to it. Please tell Mert I'd love to stay with him if he's got a free room. See you soon.	
Toom. See you soon.	

UNIT 3

Review and extension

11 GRAMMAR

- **a** Put the frequency adverbs in the correct place in the sentences.
 - 1 He gets up at about 10 or 11. (often)
 - 2 He goes to bed before 2:00 am. (never)
 - 3 He studies all night. (sometimes)
 - 4 He has black coffee and toast for breakfast. (usually)
 - 5 He is away for a week or more. (often)
 - 6 His windows are closed, even in summer. (always)
- **b** Complete the text with the correct forms of *have got* or *haven't got*.

My brother and I are very different. I	He and his wife	
1 good jobs and they 2	_ a large house near	Š.
London. Their house 3 a big	garden with a swimr	ning
pool. They both work ten hours a da	y, so they ⁴ a	iny
free time and they never go on holid	ay.	

I'm a school teacher, so I 5 ____ much money, but I 6 ___ a lot of free time in the holidays. Every summer I travel to a different country and I 7 ____ friends all over the world.

- C Make the notes into questions with have got or has got.
 - 1 you a car? Have you got a car? No, I haven't.
 - 2 your neighbours children?
 - 3 your flat or house a garden?
 - 4 you TV in your bedroom?
 - 5 someone in your family a smartwatch?
 - 6 you a lot of free time?
- d Ask and answer the questions in 1c.

2 VOCABULARY

- a Change the words in *italics* into a time expression.
 - 1 She calls on Tuesday and Sunday. twice a week
 - 2 There are English courses in March, May and October.
 - 3 We go on holiday in June and in January.
 - 4 There's a boat on Monday, Wednesday and Saturday.
 - 5 I check my emails before I start work and in the evening.
 - 6 Her mother phones on *Monday, Tuesday, Wednesday and Thursday.*
- b Write the names of the objects.



3 WORDPOWER Prepositions of time

- a Match sentences 1-5 with pictures a-e.
 - 1 He relaxes outside in the summer.
 - 2 He works all the time in the morning, in the evening, sometimes even at night.
 - 3 He gets up at 6 am, but he finishes work at 1 pm.
 - 4 He works on weekday mornings, but on Sunday he gets up late.
 - 5 In January he works at a ski resort.









- **b** Answer the questions.
 - 1 Do we use at, in or on with a-f?
 - a times
 - b days
 - c months
 - d parts of days (morning, afternoon)
 - e seasons (summer, winter)
 - f the words the weekend and night
 - 2 How many examples of a-e can you find in 3a?
- **c** Add *at, in* or *on* in the correct place in these sentences. Some sentences may need more than one word.
 - 1 I always get up 6:30 the morning weekdays.
 - 2 It's usually cold here the winter, and it often snows January.
 - 3 Are you free the weekend? I've got tickets for a concert Saturday. It starts 7:30 pm.
- d When do you usually do these things? Write sentences.

1 get up

5 go shopping

2 go to bed

6 drink coffee or tea

3 have lunch

7 clean your flat or house

4 go on holiday

8 cook meals

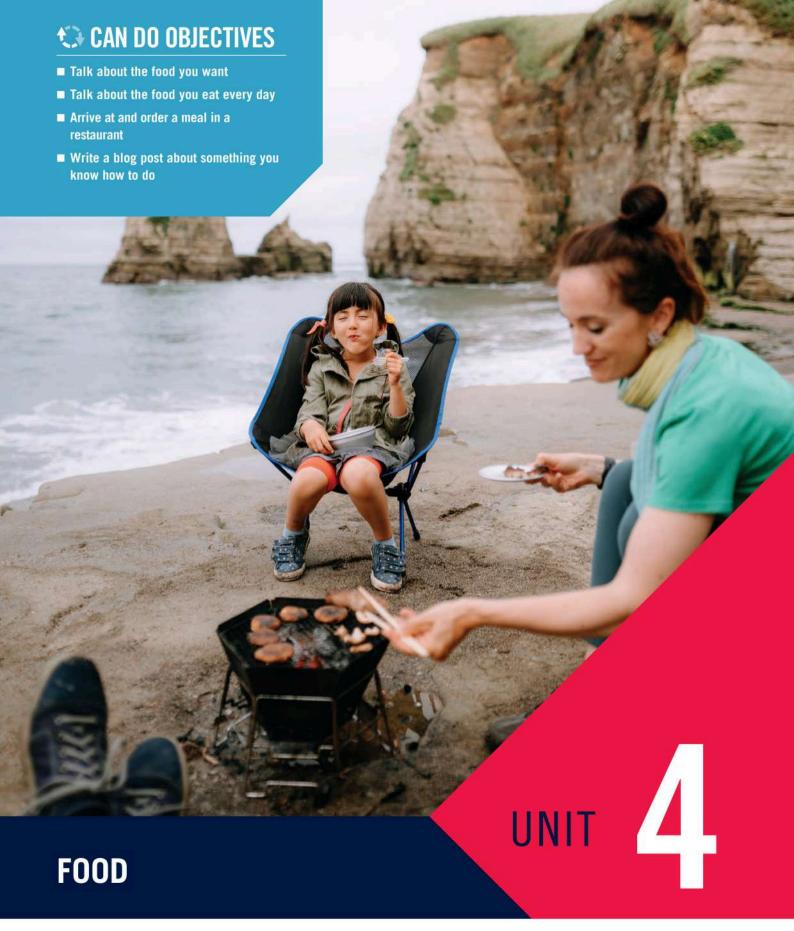
e Ask and answer questions about when you usually do the things in 3d.

REVIEW YOUR PROGRESS

How well did you do in this unit? Write 3, 2 or 1 for each objective.

 $3 = \text{very well} \quad 2 = \text{well} \quad 1 = \text{not so well}$

I CAN	
talk about routines	
talk about technology in my life	
make arrangements	2
write an informal invitation.	



GETTING STARTED

- a Look at the picture and answer the questions.
 - 1 Do you think these people are friends or family?
 - 2 What meal is this breakfast, lunch or dinner?
 - 3 Is it the beginning, middle or end of the meal?
- **b** In pairs, ask and answer the questions.
 - 1 How often do you eat together as a family?
 - 2 What do you usually have for ...?
 - breakfast
 lunch
 dinner
 - 3 What things do you talk about when you eat together?

TRY SOME INTERESTING FOOD

- Countable and uncountable nouns: a / an, some, any
- Food

11 READING

- a w Look at the pictures of places to buy food. Which one would you like to visit? Why?
- b Read the article and match 1-3 with pictures a-c.
- c Read the sentences. Where is each person?

I love these pickled vegetables - they're great!

MAISIE I really only need a snack, but look at all the

food I can buy!

SARAH Now I know a new way to cook these potatoes.

- d Palk about the questions.
 - 1 Are there any markets in your town? What do they sell?
 - 2 Where do you prefer shopping for food: at a market or a supermarket? Why?

2 GRAMMAR

Countable and uncountable nouns

a Look at the four nouns from the article. Which two have plural endings?

fruit vegetables tomatoes cheese

b Complete the rule.

We can't count some nouns (they are uncountable nouns). We always I never add -s or -es.

C Look at the table. Add food nouns from the article.

Countable nouns (You can say 1, 2, 3 vegetables.) **Uncountable nouns** (You can't say 1, 2, 3 fruits.)

vegetables, tomatoes

fruit, cheese







Markets can be the best places to see the daily life of a city and to eat some fantastic local food. Today, read about different markets around the world.

COOK AS YOU SHOP

IF YOU WANT TO BUY FOOD AND LEARN HOW TO COOK IT at the same time, go to the Union Square Greenmarket in New York. It's open four days a week and it has about 250,000 customers. Farmers from all over New York State sell food there. You can find different kinds of fruit and vegetables, such as potatoes, carrots, mushrooms and tomatoes. The farmers show the best ways to cook the food and you can even try the dishes they make for free!

A TASTE OF SÃO PAULO

THE MUNICIPAL MARKET OF SÃO PAULO, BRAZIL IS SO large that people call it Mercadão (or big market). You can find almost any kind of food here, including fruit and vegetables, pasta, fresh meat, excellent cheese, spices, bread, chocolate and more. Both tourists and locals like to shop and eat in this beautiful and historic building. You can try some of São Paulo's most famous food items here, such as the local sandwiches or pastries. There's something for everyone in the Mercadão!

KYOTO'S KITCHEN

ONE OF THE BEST PLACES TO TRY JAPANESE FOOD IS IN KYOTO, Japan. There you can find Nishiki Market. It's famous for its traditional Japanese food. It is over 700 years old and its nickname is 'Kyoto's kitchen'. Most of the foods at Nishiki Market are local foods, so they come from Kyoto. The best chefs in Kyoto buy their ingredients here because the food is amazing! At Nishiki Market, you can try local foods such as tofu, pickled vegetables, grilled fish and sweets.

3 VOCABULARY Food

a Match the food words with pictures 1–10.

beans lemons chicken mushrooms onions lamb pears steak carrots grapes



b <u>Underline</u> the different word in 1–3. Why is it different?

- 1 lemon pear carrot grape
- 2 bean lamb onion mushroom
- 3 steak chicken grape lamb
- c 04.01 Pronunciation Answer the questions.

Then listen and check.

- 1 What is the same about the spelling of these words?
 - steakbeanpear
- 2 Which word above has the same sound as these words? green /iː/ hair /eə/ make /eɪ/
- d 04.02 What sound do the letters in **bold** have in the words in the box? Add the words to the sound groups below. Listen and check.

eat where these eight rain green wear day fair

Sound 1 /eɪ/	Sound 2 /i:/	Sound 3 /eə/
steak	bean	pear

- e Talk about the food you like and don't like.
- f >>> Now go to Vocabulary Focus 4A on p. 166 for more food vocabulary.

41 LISTENING

- a P Ask and answer the questions.
 - 1 Do you like cooking?
 - 2 How often do you (or does someone in your family) buy food to cook?
- b 04.06 Listen to Tom and Milly's conversation and answer the questions.
 - 1 Does Milly want to cook?
 - 2 Who doesn't want to go to the supermarket at the weekend Tom or Milly?
 - 3 Where do they decide to buy food at the supermarket or farmers' market?
 - 4 Who says they can pay Tom or Milly?
- **c** 04.06 Listen again. Tick (✓) the food on the shopping list that Tom and Milly need.

Meat:	steak	fish
Vegetables:		
carrots tomatoes	an onion mushrooms	potatoes

5 GRAMMAR a/an, some, any

2 04.07 Complete the sentences with the words in the box. Listen and check.

_	some a/an any (x2)	
1	We've got	_ potatoes.
2	Have we got	mushrooms?
3	And I need	onion and a chicken.
4	I haven't got	money.

b Complete the chart with a, an, some and any.

	Countable	Uncountable
+	a potato potatoes	fruit
-/?	onion	cheese

- c >>> Now go to Grammar Focus 4A on p. 144.
- d Complete the conversation with alan, some or any. Listen and check.

SARAH	Hello, I'd like ¹ lemon and
STALLHOLDER	Just one?
SARAH	Yes, and I'd like 3 potatoes, too
STALLHOLDER	Is this bag OK?
SARAH	Yes, fine. Have you got ⁴ sma tomatoes?
STALLHOLDER	I'm sorry, but I haven't got ⁵ small tomatoes.
SARAH	OK, the big ones there are fine. Also I'd like 6 cheese.
STALLHOLDER	I'm sorry, I don't sell cheese. Try that guy

6 SPEAKING

a >>> Communication 4A Student A: Go to p. 130. Student B: Go to p. 133.

over there.

HOW MUCH HUW MUCH CHOCOLATE?

Learn to talk about the food you eat every day

- Quantifiers: much, many, a lot (of)
- Cooking

11 READING

a Answer the questions with other students.

- 1 Do you have any famous TV programmes about cooking in your country?
- 2 Do you like the food they make on those programmes? Why / Why not?
- 3 Do you know the chef in the picture?
- 4 Read the information about Albert Adrià. Would you like to try his food? Why / Why not?

b Read Josh's email to his father. Answer the questions.

- 1 Who lives in Barcelona Josh or his dad?
- 2 Which restaurant does Josh want to go to?
- 3 Why does Josh want to go to this restaurant?
- C Read his dad's reply. Does he want to go to Tickets?
- d Read his dad's email again. What does he think about these things? Underline the correct answers.
 - 1 Albert Adrià's food: boring / different
 - 2 His wife's food: normal / strange
 - 3 The restaurant: expensive for him / expensive for Josh

e Talk about the questions.

- 1 Do you like going to restaurants with your family? Or do you prefer to eat at home? Why / Why not?
- 2 Do you like trying new food? Why / Why not?









visit

From: Josh1994@supermail.com To: MrBLJohnson@supermail.com

Hi Dad,

When you come to Barcelona next week, I want to take you out to dinner. Would you like to go to Albert Adrià's restaurant Tickets? It looks fun and I can pay! Do you remember my friend Pete? Well, he goes to Tickets every time his parents are in town. He always has the lettuce tacos and he says they're amazing! And his mum says the smoked eel is great, too. I really want to take you there!

Josh

Introducing... Albert Adrià

Who is Albert Adrià?

A famous chef and film director, Albert Adrià has written several cookbooks and owns a group of restaurants in Barcelona called elBarri - including the very popular Tickets restaurant.

What's he famous for?

Albert makes creative dishes, such as spicy tuna with cherries and an orange salad with olive juice. You can try making his mussels with tomato sauce - the recipe is in his cookbook Tapas - Tickets Cuisine!









Re: visit

From: MrBLJohnson@supermail.com To: Josh1994@supermail.com

Hi Josh.

Thanks for the invitation to Tickets. I know about that guy Albert Adrià from TV. His food is interesting and it's certainly pretty unusual. But really I'm happy to go to a normal restaurant and have something simple like fried chicken with boiled potatoes or roasted vegetables, like your mum makes at home. Or I'm also fine with a tin of soup at your flat. It's a nice idea to go to the restaurant, but it will be expensive for you. You don't need to do anything special for me.

Dad

2 VOCABULARY Cooking

a Read the cooking instructions 1–5 and match them with the pictures a–e.









- 1 Fry the onions in a little oil.
- 2 Put water and rice in a pan and boil for 12 minutes.
- 3 Grill the chicken for 10 minutes until it's brown.
- 4 Put some oil on the lamb and roast it in the oven.
- 5 Bake the bread in a hot oven for 30 minutes.
- b 04.10 Complete the table. Use verbs from 2a and adjectives from Josh's dad's email. Listen and check.

Verb	Adjective
boil	
·	fried
	grilled
	baked
roast	

c Complete the examples with adjectives in 2b.

•	add -ed	boiled
•	add -d	# F
	changes -y to -ied	
•	ends with the sound /t/	

- d Talk about the questions.
 - 1 Which kinds of cooking do you think are healthy? Which do you think are unhealthy?
 - 2 Choose two kinds of food. What is your favourite way to cook that food?
- Now go to Vocabulary Focus 4B on p. 166 for containers vocabulary.

3 LISTENING

a ○04.12 Listen to Olivia and Harry talk about recipes. Tick (✓) which two recipes they choose.

Ultimate mashed potato	Three times cooked chips
Cheese-on-toast ice cream	Coffee and chocolate sauce

- **b 04.12** Listen again. <u>Underline</u> the correct food words in the instructions for Olivia and Harry.
 - 1 Olivia needs potatoes / chips and cream / butter.
 - 2 She needs to boil / roast the ingredients.
 - 3 Harry needs honey / sugar, coffee beans / black coffee and milk chocolate / dark chocolate.
 - 4 He needs to grill / boil the ingredients.
- C Which recipe would you like to make?

4 GRAMMAR Quantifiers: much, many, a lot (of)

a Complete the sentences with the correct words in the box. Listen and check.

1	much	a lot	many	a little	
1	That's	s		_ of butter.	
				chocolate? Only _	
3	How.			grams of butter?	

- b Look at the phrases in italics in 1–3. Can you use them with countable (*C*) or uncountable (*U*) nouns or both (*B*)?
 - 1 A How much butter does Olivia need?
 - B A lot / Quite a lot / A little / Not much.
 - 2 A How many beans does Harry need?
 - B A lot / Quite a lot / A few / Not many.
 - 3 I need a lot of I quite a lot of potatoes and chocolate.

d 04.16 Complete the conversation. Then put the

c >>> Now go to Grammar Focus 4B on p. 144.

con	- N. 151	er. Listen and check.
В	A 1	– about five or six pieces.
Α	Really? That's 2	a lot.
В	About four or fi	ve.
A	And what abou	t drinks? How ³
	cups of coffee	do you have a day?
A	1 How ⁴	fruit do you eat a day?

e Do you think that Speaker B in 4d is healthy or unhealthy? Why?

5 SPEAKING

a Write questions to ask your partner about the food they eat.

Do you eat much fish?	What fruit do you like?
How many pieces of bread do you eat a day?	How much rice do you eat a week?

- **b** Ask your questions and write down your partner's answers.
- Go to Communication 4B on p. 131 and read about food that is healthy to eat every day. Look at your partner's answers and decide if your partner eats in a healthy way.

4C EVERYDAY ENGLISH

Do we need a reservation?

Learn to arrive at and order a meal in a restaurant

- S Changing what you say
- Word groups



LISTENING

- a Ask and answer the questions.
 - 1 How often do you go to a restaurant?
 - 2 What kind of restaurant do you like?
 - 3 Do people eat out a lot in your country?
- b Work in pairs. Look at picture a. Why do you think the restaurant is empty? Choose an answer.
 - 1 The restaurant isn't open.
 - 2 People think the waiter isn't very nice.
 - 3 It's very early.



- c M 204.17 Watch or listen to Part 1 and check your answers in 1b.
- d 1004.17 Watch or listen to Part 1 again. Are the sentences true (T) or false (F)? Correct the false sentences.
 - 1 They have a reservation for four people.
 - 2 They want a table by the door.
 - 3 Annie finds it difficult to choose a table.

USEFUL LANGUAGE Arriving at a restaurant

a Read the sentences. Who is the waiter - A or B?

- A No problem.
- B Can we have a table by the window?
- A Good evening. Do you have a reservation?
- A Yes, of course. This way, please.
- B No, we don't. We'd like a table for four.
- b 04.18 Put the sentences in 2a in the correct order. Listen and check your answers.
- c Practise the conversation with a partner.
- d Change what B says in 2a. Use the sentences below.
 - 1 We'd like a table outside.
 - 2 Yes, we have a reservation for two people. The name's Morton. But we're twenty minutes late.

1 LISTENING

a Read the restaurant menu. Read what the friends say about food in picture b. What do you think they choose for their main course?

Martina _ Dan _ Annie Leo ___

- b Watch or listen to Part 2.
 - 1 Which of your answers in 3a are correct? Change the wrong answers.
 - 2 Who can't decide what they want to have?
- c po you sometimes find it difficult to choose at a restaurant? Why / Why not?





4 USEFUL LANGUAGE

Ordering a meal in a restaurant

a Complete the conversations from Part 2 with the words in the box.

WAITER	What would you like for your starter?
MARTINA	I'd 1 the mushroom soup, please.
WAITER	And for your main course?
MARTINA	² have the lamb with roast potatoes.
WAITER	And for your starter, sir?
DAN	I'll ³ chicken salad.
WAITER	
DAN	⁴ lamb with roast potatoes.
WAITER	Would you like rice 5 that?
LE0	Yes, please.
	the two phrases we use when we want t
	d in a restaurant.
	85 - O
order foo	ave 3 🔲 I'd want

2 course / I'll / my / spaghetti / for / have / main

3 I'd / rice / chicken / like / with / curry



5 PRONUNCIATION Word groups

- 2 0.04.21 Listen to the sentences. In each sentence there are two or more word groups.

 Write where you hear the start of a new word group.
 - 1 For my starter I'd like raw fish.
 - 2 And I'll have vegetable pie for my main course.
 - 3 I'd like chicken salad for my starter.
- b 04.21 Listen again. Notice the main stress in each word group.
- c 004.22 Write | where you hear the start of a new word group. Listen and check.

For my <u>starter</u> I'll have <u>mushroom soup</u>. And then I'd like <u>chicken curry</u> for my <u>main</u> course. And I'll have some <u>rice</u> with my <u>curry</u>.

d pairs, practise saying the order in 5c.

6 CONVERSATION SKILLS

Changing what you say

- a Look at the two sentences from the conversation. <u>Underline</u> the phrases Annie uses when she wants to change what she wants to say.
 - 1 ANNIE What about the one on the right?

DAN If you prefer ...

ANNIE Maybe not. The one on the left is fine ...

- 2 ANNIE OK, for a starter I'll have the fish. No, wait. I'll have chicken salad.
- b 04.23 Complete the sentences. Listen and check.
 - 1 I'll have mushroom soup. Maybe _____.
 I'd like the chicken salad.
 - 2 I'd like spaghetti, I think. No, _____. I'll have the vegetable pie.

7 SPEAKING

- a Work in groups of three or four. Use the menu on p. 44. Write one more starter and one more main course.
- b You are at a restaurant. Take turns to be the waiter and the customer. Order a meal from the menu. Use phrases from 4a to help you. Practise changing what you say when you order.

WUNIT PROGRESS TEST

→ CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

SKILLS FOR WRITING

Next, decide on your menu

Learn to write a blog post about something you know how to do

Making the order clear

SPEAKING AND LISTENING

- a Ask and answer the questions.
 - 1 Which of the dishes in pictures a-d would you like to eat?
 - 2 Can you make any dishes like these?
 - 3 Who does most of the cooking in your house: you or another person? Why?
- b 04.24 Four people talk about cooking. Listen and underline the correct answers.

Name	Talks about		
Jake	himself / his wife	a good / bad cook	picture a / b / c / d
Rosie	herself / her husband	a good / bad cook	picture a / b / c / d
Johanna	herself / her father	a good / bad cook	picture a / b / c / d
Toby	himself / his mother	a good / bad cook	picture a / b / c / d



- 1 Who always wants to eat more?
- 2 Who can only make one thing?
- 3 Who doesn't understand how you can make a really good dish from only a few things?
- 4 Who enjoys their own food?
- d Think of someone you know who is a good cook. Make notes.
 - Who?
- Why?
- What dishes?
- e Ask and answer about the good cook you know.

Who do you know who is a good cook?

> My father - he's a great cook.

Why is your father a good cook?

> He can cook many different things.

What does he make?

> He makes fantastic chicken salad.



2 READING

- a Read the blog description. Who is it for?
 - a people who know how to cook very well
 - b people who want to learn how to cook





I'm not a good cook, but I want to improve. I just want to learn how to cook simple dishes and eat well. I don't want to cook difficult things and I don't want to be a famous chef. In this blog, I want to tell you about the help I get from my family and friends, and the things I try out. So if you want to be a better cook, but not a chef, then maybe I can help you!



- b Read the blog post below. What does Jake talk about?
 - a the food he eats
 - b planning a dinner
- **c** Read the blog post again. Are the sentences true (*T*) or false (*F*)? Correct the false sentences.
 - 1 Jake hopes the blog can help other people plan dinner for friends.
 - 2 It's not a good idea to invite a lot of people for dinner.
 - 3 It's always fun to try a new dish because friends can tell you if it's good or not.
 - 4 Choose the night of the dinner and then tell your friends.
 - 5 It helps to do all the cooking before your friends come.
- d Do you prefer making meals for other people or going to someone's home for a meal? Why?

3 WRITING SKILLS Making the order clear

- a In Jake's blog post, the words first and next help make the order clear. <u>Underline</u> two more phrases in the blog post that also make the order clear.
- **b** Answer the questions.
 - 1 Which two phrases can we change with then?
 - 2 What punctuation do we use after these phrases?

- **c** Read the recipe for a bean salad. Only sentences *1* and *5* are in the correct order. Put the other sentences in the correct order.
 - 1 Cook the beans in hot water with a little salt.
 - Add salt and pepper and mix everything together.
 - Put lemon and oil on the warm beans not too much.
 - Leave the beans until they are warm.
 - 5 Place the bean salad in a nice bowl and serve to your guests.
- d Add the words in the box to the sentences in 3c.

first after that next then finally

First, cook the beans in hot water ...

4 WRITING

- a Plan a blog post about something you know how to do.
 - What are good ideas to improve?
 - What's a good order to do things?
- **b** Write your blog post. Use *My food shared!* to help you.
- **c** Swap blog posts with another student and check to see if the order is clear.

JAKE COOKS!



My food – shared!

Added at 12:47 today

Do you like the idea of cooking dinner for friends? Here are my ideas for planning a dinner for friends – I hope you find them useful ...

First, think about how many people you want to invite. Don't invite too many – I think four people is a good number.

Next, call or text to invite your friends and agree on a night that's good for everyone.

After that, decide on your menu. Only choose food that you know how to prepare. Don't choose new and difficult dishes – it's just too hard. Your friends know that you are not a chef and your house is not a restaurant!

Finally, on the day of the dinner, you need a lot of time to prepare everything – the food and the table. (The weekend is good because you have all day to prepare.) If everything is ready before your guests arrive, you can enjoy the dinner much more.

Cooking for friends can be easy and fun. I hope it is for you!



UNIT 4

Review and extension

11 GRAMMAR

a Correct the words (1–10) that are wrong.

There's a very good market near my home. I always go there to buy 1food . Some stalls sell 2vegetable and 3fruits . I usually buy 4potato and 5onions there because they're very cheap. At my favourite stall, a woman sells 6butters , 7cream and 8egg from her own farm. There is also a building where they sell 9fishes and $^{10}meat$.

Ł	. 1	1		Hanai	1.1		
L	J	Indi	erli	ne	the	correct	answers

- 1 Have we got an / any onions?
- 2 How much / many coffee do you drink?
- 3 How much / many bananas would you like?
- 4 Can you buy a / some spaghetti?
- 5 Is there any / many milk in the fridge?
- 6 How a lot of / much money have you got?

C	Choose	the	correct	answers.
u	CHOOSE	LIIC	COLLECT	allowels.

1	I haven't go		money	/, bu	t I can buy a cup of coffee.
	a some	b	many	С	much
2	There aren't	_	banan	as. L	et's buy some more.
	a much	b	many	С	some
3	The party's	going	g to be gre	eat -	people want to come
	a much	b	a lot of	C	any
4	He's got	8	good book	s ab	out food and cooking.
	a some	h	much	C	any

2 VOCABULARY

a Match the words in the box with 1–5. Then add one more word to each group.

pear chicken grape cheese grilled lamb potato boiled carrot yoghurt

- 1 kinds of meat
- 2 vegetables
- 3 kinds of fruit
- 4 things that come from milk
- 5 ways of cooking food

b Look at 1-9. Which are normal (✓) and which are unusual (or impossible) (✗)?

1	grilled chicken	/	6	fried grapes
2	roasted butter	X	7	roasted chicken [
3	boiled egg		8	fried mushrooms [
4	grilled rice		9	boiled potatoes
5	fried fish			

3 WORDPOWER like

not bananas.

- a Read the three conversations. Which one matches the picture?
 - 1 A What kind of fruit do you like?
 - **B** I like most kinds of fruit, but
 - 2 A What vegetables would you like?
 - **B** I'd like potatoes and carrots, please.
 - 3 A We want to have a party.
 Would you like to join us?
 - B Yes, thanks. I'd love to.



- b Look at the questions in 3a. Which question ...?
 - 1 is about what B wants now
 - 2 invites B to go somewhere
 - 3 is about what B likes in general (not just now)
- C Match a-c with 1-3 in 3b.
 - a I don't like The Voice. I think it's a terrible programme.
 - b Would you like to come to my birthday party?
 - c I'd like two lemons, please.
- d Match the words in **bold** in 1–4 with meanings a–d.
 - 1 What's it like to live without the Internet?
 - 2 They haven't got a computer. I couldn't live like that.
 - 3 I eat a lot of fruit, like apples, pears, melons and bananas.
 - 4 She's 20 and she studies Russian, just like me.

а	the same as	С	for example
b	how is it	d	in that way

- Write a question or a sentence with like for each situation.
 - 1 Invite a friend to the cinema on Friday.
 - 2 You're in a shop. Ask for some apples.
 - 3 You're a waiter or waitress in a café. A customer says 'A coffee, please'.
 - 4 Someone is a guest in your home. You want to know what to cook for him/her.
 - 5 At a party, someone says he/she lives in New York. Ask him/her about the city.
- f Ask and answer the questions in 3e with a partner.

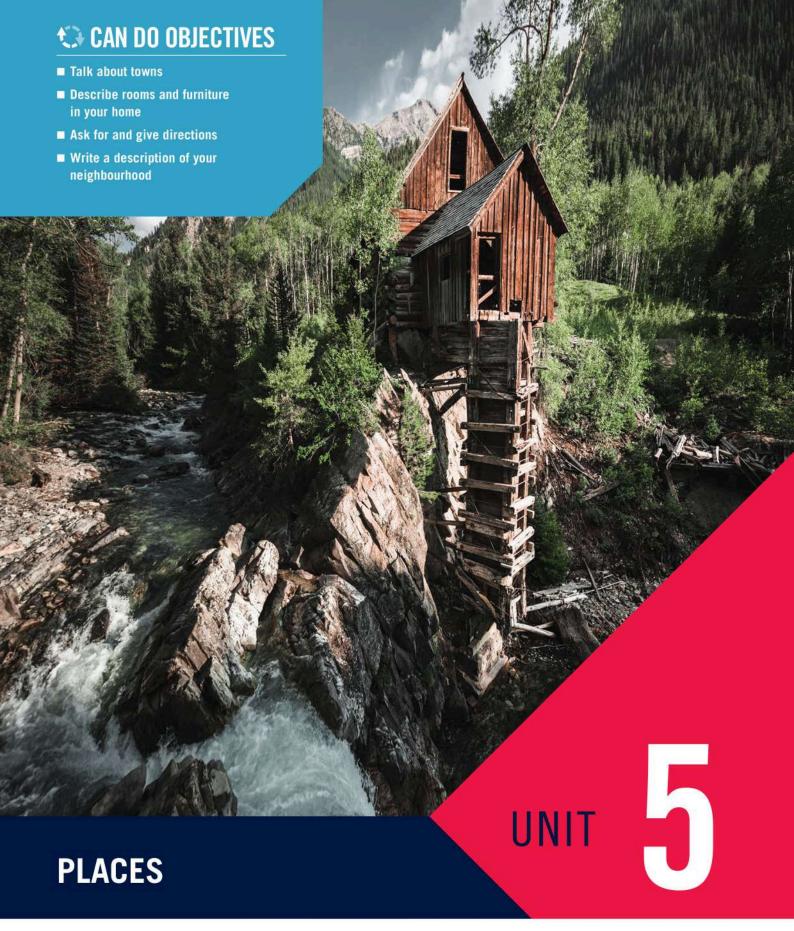
REVIEW YOUR PROGRESS

How well did you do in this unit? Write 3, 2 or 1 for each objective.

 $3 = \text{very well} \quad 2 = \text{well} \quad 1 = \text{not so well}$

LOAM

I GAN	
talk about the food I want	
talk about the food I eat every day	
arrive at and order a meal in a restaurant	
write a blog post about something I know how to do.	



GETTING STARTED

- a Talk about the picture. Which ideas do you think are true?
 - 1 A family lives here.
 - 2 People go here for a quiet weekend.
 - 3 Wild animals live inside.
 - 4 You can stay here on holiday.
 - 5 People use it when it rains a lot and the river is high.
- b In pairs, ask and answer the questions.
 - 1 Why is this a good place for a home?
 - 2 Why is it a bad place?
 - 3 What is a 'good home'? Here are some ideas:

 - It's in a quiet place.
 It's got lots of rooms.
 - It's expensive.
- It's got a garden.
- It's in the city centre.
 It's modern.

5A THERE AREN'T ANY PARKS OR SQUARES

Learn to talk about towns

- there is I there are
- Places in a city

11 READING

- a Look at the pictures of Whittier, Alaska. How do you think the town is unusual?
- b Read the article and check your answer.

UNUSUAL TOWNS

Whittier, Alaska

Do you want to go to the supermarket? In most towns you walk down a street, or maybe you go by bus. Do you need to go to work? In most places, you probably take a bus or go by car. But in Whittier, you never go outside when you do these things. That's because almost the whole town is in one huge building with fourteen floors. In this one building, there are shops, there's a church, there's a police station and there's even a hospital. There are also many flats for the people who live there, and there are offices where people work, all under one roof. Only 220 people live in Whittier, so there isn't a college or university in the town, but there's one school for all the children. And of course everything is inside, so there aren't any parks or squares, and there aren't any street cafés like in other towns.

So why is it like that? Well, Whittier is on the coast of Alaska, and the weather is terrible most of the year. In summer it often rains, and there's a lot of snow in winter (about seven metres), and also very strong winds. So people in Whittier are happy to stay inside most of the time.

It isn't easy to get to and from Whittier because there isn't a normal road. The only way to get there on land is through a long tunnel. It's 3 km long, and it's very narrow, so cars can only go through it once every hour. And the tunnel closes at 10:30 pm. After that, you have to stay the night in Whittier and leave in the morning.

Do people like living there? Yes, they do! As one man from Whittier says: 'It's safe here, it's quiet, and people are friendly. And there are beautiful mountains and forests all around. I love it here!'

Can you do these things in Whittier?

- 1 go to work by bus
- 2 sit outside in a café
- 3 go shopping
- 4 go for a walk in July
- 5 go for a walk in January
- 6 drive into Whittier at 3:00 in the morning

d Talk about the questions.

- 1 Would you like to visit Whittier? Why / Why not?
- 2 Would you like to live there? Why / Why not?







VOCABULARY Places in a city

- **a** <u>Underline</u> 12 words in the article for places in a town or city. Which are ...?
 - 1 buildings or in buildings
- 2 outside
- b >>> Now go to Vocabulary Focus 5A on p. 164.
- Work with other students. Write words for more places in a city. Think of:
 - · places to go in the evening
 - things to see
 - places to relax in the daytime
- d Talk about three places you like in your town or city.

3 GRAMMAR there is I there are

- a Complete the sentences from the article with there's, there are, there isn't or there aren't.
 - 1 _____ any parks or squares.
 - 2 _____a church.
 - 3 _____ much to do around Whittier.
 - 4 _____ offices where people work.
- **b** Complete the table with forms of *there is* or *there are*.

+	<u></u>
There <u>'s</u> a police station.	There a normal road.
There a few shops.	There any street cafés.

- C Match guestions 1–4 about Whittier with answers a–d.
 - 1 Is there a road to Whittier?
- a Yes, there are. They're very beautiful.
- 2 Is there a university?
- b Yes, there is. It goes through a tunnel.
- 3 Are there any parks in the town?
- c No, there isn't, but there's a
- 4 Are there mountains near the town?
- d No, there aren't. The town is inside a building.
- **d** Complete the table with forms of *there is* or *there are*.

Yes/No questions	Short answers			
a good hotel in the town?	Yes, there	No, there		
any good restaurants?	Yes,	No,		

e So to Grammar Focus 5A on p. 146.

- f Dos.04 Pronunciation Listen to the sentences.
 - 1 When do the speakers use there's?
 - a in questions
- c in sentences
- b in short answers
- 2 Does the word there have:
 - a a long vowel sound
 - b a short vowel sound?
- g >>> Communication 5A Student A: Go to p. 131. Student B: Go to p. 132.

SPEAKING

a **D** 05.05 Tom asks his friend, Sofia, about visiting Vienna, her home town. Complete the conversation with the correct form of *there is* or *there are*. Listen and check your answers.

TOM	Is Vienna a good place to visit?
SOFIA	Oh, it's a fantastic city to visit. 1lots
	of interesting old buildings and ²
	some beautiful palaces.
TOM	3 any good restaurants?
SOFIA	Yes, 4, and the street food is
	good, too.
TOM	What about coffee shops? 5 any
	good coffee shops?
SOFIA	Oh yes, ⁶ lots of good coffee shops.
	The coffee's very good in Vienna.
TOM	And what about family activities? 7
	a beach in Vienna?
SOFIA	No, 8 a beach, but 9
	lots of parks and the famous big wheel!

b Work in groups of four: Pair A and Pair B.

shops and markets things to see buses and trains restaurants and cafés parks famous buildings bridges

Pair A: You are visitors to a town or city. Write questions to ask about the things in the box.

Is there a ...? Are there any ...? Can I ...? Where can I ...?

Pair B: Think about a town or city that you know well. Make notes about the things in the box.

The city is great to visit because ... and ... There's a famous ... It's called ... There are a lot of ...

Use the conversation in 4a and your notes in 4b to have a conversation.

Pair A: Ask about the town.

Pair B: Answer the questions about the town.

5B WHOSE WARDROBE IS THAT?

Learn to describe rooms and furniture in

- Possessive pronouns and possessive 's
- V Furniture

1 VOCABULARY Furniture

- a Ask and answer the questions.
 - 1 Do you live in a house or a flat?
 - 2 How old is your home?
 - 3 Where can you buy furniture in your country?

My flat is very old.

> I always buy furniture online.

- **b** Read the advertisement for a furniture shop. Who is the shop for?
 - a people who like expensive furniture
 - b people who don't want to spend too much money on furniture
- c Match the words in the box with pictures 1–12.

mirror washing machine bookcase curtains sink bedside table armchair wardrobe lamp chest of drawers cooker sofa

- d **D**05.06 Pronunciation Listen to the pronunciation of the letters in bold. Are the sounds long or short?
 - 1 am
- 3 wardrobe

- 2 curtains
- 4 armchair
- 6 bad
- e Answer the questions.
 - 1 What letter is in the spelling of all the long sounds in 1d?
 - 2 Can you hear this letter in the examples?
 - 3 Match far, her and door with three words with the same long sound in 1d.
- f Look at the room you are in now. Write a list of the furniture in it.
- g Compare your list with a partner.

What have you got?

I've got ...

FURNITURE

NEW FLAT?

Have you got all the furniture you need?

We sell new and second-hand furniture:

beds • chairs • sofas • wardrobes • bookcases • chests of drawers ...

From classic to crazy – we've got all the furniture you need.

It's all good quality at a low price





























LISTENING

- a Ask and answer the questions.
 - 1 Which is your favourite room in your home?
 - 2 Do you have a favourite piece of furniture?
- b 05.07 Jim's sister, Ruth, comes to visit him in his new flat. Listen to their conversation. Which rooms does Jim show Ruth?
 - a the kitchen
- c the bathroom
- b the living room
- d the bedroom
- c Dos.07 Listen again and write down the furniture they talk about in each room.

Room 1	<u> </u>
Room 2	

d What does Ruth think about the furniture in Jim's flat?

3 GRAMMAR

Possessive pronouns and possessive 's

a Complete the conversation with words from the box. Listen and check your answers.

	Mum and Dad David's mine of David Mum and Dad's	
yours	di David Mulli alid Dad's	
RUTH	I love that armchair.	
	Yes, it's quite interesting.	
	Is it ¹ ?	
JIM	No, it's ² He's my flatmate.	
	I love it. That mirror over there. Is that ³	?
	Well, yes, but really it's 4 now.	

- b Tick (✓) the correct sentences.
 - 1 It's the flat of Jim.
 - 2 It's Jims flat.
 - 3 It's Jim's flat.
 - 4 It's my parent's flat.
 - 5 It's the flat of my parents.
 - 6 It's my parents' flat.



C Look at the sentences and answer the questions.

Whose mirror is that? a It's my mirror.

b It's mine.

- 1 Do we need to repeat mirror in the answer?
- 2 Which answer is better?
- d Complete the sentences with the words in the box.

_ \	yours	hers	mine	his	theirs	
1	It's m	y bed.		→	It's	
2	It's yo	our lam	ıp.	-	It's	v
3	It's h	er sofa		-	It's	,
4	It's th	eir mir	ror.	-	It's	
5	It's h	is chair	•	→	It's	

- e Now go to Grammar Focus 5B on p. 146.
- f D05.12 Read about Jean-Paul's flat. Complete the text with the words in the box. Listen and check your answers.

	parents' mine (x3) hers yours	
I live in a fl	at with seven rooms. It's not 1.	
it's my 2	In my bedroom	, there's a
really big b	bookcase that I love. It's my 3_	
	oesn't live at home now, so I o	
father's go	t a study with a beautiful old	desk. It's really
my ⁶	, but Dad always sa	ys to Mum, 'It's
not 7	now it's 8	,

4 SPEAKING

- a Write four sentences about your home, the furniture in it, and whose furniture it is. Look at Jean-Paul's words in 3f to help you.
- b Read your sentences to a partner. Listen to your partner's sentences and try to remember the information.
- c Tell your partner what you remember about their home. Who can remember the most?

In the living room there's a very large sofa.

No, there are two large sofas.

The lamp in your bedroom is your brother's.

Yes, that's right.

EVERYDAY ENGLISH Is there a bank near here?

Is there a bank near here?

Learn how to ask for and give directions

S Checking what other people say

Sentence stress



11 LISTENING

a Answer the questions about pictures a and b.

1 Where do you think Dan and Leo want to go? Say why.

a shopping c the gym d lunch b a meeting

2 There's a problem. What do you think it is?

b 105.13 Watch or listen to Part 1 and check your answers in 1a.

CONVERSATION SKILLS

Checking what other people say

a Double Look at the sentences from Part 1 and answer the questions.

DAN Are you sure it's here?

I think so.

DAN Are you certain?

LEO Yes.

1 Are the questions still correct if we swap the two words in bold?

2 Why does Dan ask the questions? Choose the correct answer.

a He agrees with Leo.

b He wants to check something with Leo.

3 LISTENING

- a when you're lost, what do you usually do? Choose one idea.
 - 1 Look again for the correct street on your phone.
 - 2 Continue along the street and look for the correct street.
 - 3 Ask someone for help to find the correct street.
- b 05.15 Watch or listen to Part 2. Do Dan and Leo have the same idea as you in 3a?
- c 105.15 Watch or listen to Part 2 again. Are the sentences true (T) or false (F)? Correct the false sentences.
 - 1 Dan and Leo want to find a bank that is on the corner of Park Road and South Street.
 - 2 The man on the street says there's a bank 150 metres away.
- d www Work in pairs. Look at picture c. Dan and Leo find a bank, but there's another problem. What do you think it is?
- e 1005.16 Watch or listen to Part 3. Answer the questions.
 - 1 Do they find the right bank?
 - 2 Does the woman they talk to know where South Street is?

- c 105.13 Watch or listen to Part 1 again. Choose the correct answer.
 - 1 The street name on Leo's phone is
 - a Bedford Street b Park Road
 - 2 Leo says South Street is
 - b off North Street a off Park Road
 - 3 Dan doesn't want to be
 - b late a too early







f Double Watch or listen to Part 3 again. Follow the woman's directions. Write South Street in the correct place on the map.



4 USEFUL LANGUAGE

Asking for and giving directions

a Complete the questions with the words in the box.

1	tell where	there how	
1	ls	a bank	near here?
2	Can you _		is how to get to South Street?
3	1000 H	do I get to	Park Road?
4		can I find	a supermarket?

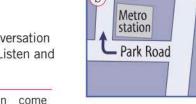
b Look at the phrases for giving directions. Change the words in **bold** for the words in the box.

ć	a supermarket	on	left	
1	Go straight alo	ng th	e road	
2	The bank is or	ı you	r right.	
3	Go straight on	until	you co	me to Park Road.

- C Match the directions with maps a-b.
 - 1 Turn right at the metro station.
 - 2 Turn right into Park Road.

~ (u2) turn (u2) ~ ~ at

d **D**05.17 Complete the conversation with the words in the box. Listen and check.



Park Road

Metro

-	go (x5) turii	(XZ) get C	an come	
Α	Excuse me, 1		_ you tell me	
	how to 2	to	the park?	
В	Yes, 3	straig	ght on and ⁴	right at
	the corner.			
Α	Is that right in	nto King Stree	t?	
В	Yes, and 5		along King Street u	ıntil you
	6	1 5 1 5	7	

- _ to Park Road, then '___
- A Left into Park Road?
- B Yes, and 8_____ ___ straight on for about 50 metres. The park is on your right.
- A Thank you very much.
- e In pairs, practise the conversation in 4d. Take turns being A and B.

5 PRONUNCIATION

Sentence stress

a D05.18 Read and listen to B's directions in 4d. Notice the stressed words.

Go straight on and turn right at the corner. Go along King Street until you come to Park Road, then turn left. Go straight on for about fifty metres. The park is on your right.

b Choose the correct answer.

When we give directions, we stress

- 1 only the verbs and nouns
- 2 the words for direction and place
- 3 the little words that join ideas
- c In pairs, take turns asking for and giving directions like the conversation in 4d. Use phrases from 4, the map in 3f and give directions to different places.

6 SPEAKING

a **Communication 5C** Student A: Go to p. 131. Student B: Go to p. 132.

WUNIT PROGRESS TEST

→ CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

5D

SKILLS FOR WRITING

It isn't very exciting, but it's a nice place to live

Learn to write a description of your neighbourhood

M Linking ideas with and, but and so

SPEAKING AND LISTENING

- a What makes a good neighbourhood? Tick (✓) four ideas.
 - a lot of shops
- a lot of cafés and restaurants
 a cinema
- a football stadium
 no shops or cafés
- a cirierna
- a supermarket
- a sports centre a museum
- b Talk about your ideas in 1a.
- c D05.19 Antonella, Keith and Jia talk about what they think makes a good neighbourhood. Listen and answer the questions.
 - 1 Who likes a neighbourhood that is ...?
 - a new b busy
 - b busy c quiet
 - 2 Who do you agree with?







d D05.19 Listen again. Write the places in the box next to the people who talk about them.

houses restaurants shopping mall clubs shops cafés museum cinema park

- 1 Antonella
- 2 Keith
- 3 Jia

Who likes their neighbourhood? Who doesn't?

Ask and answer questions about your neighbourhood.

Are there any shops in your neighbourhood?

Yes, there are lots.

There's a really good café near my house.

2 READING

- a Read the blog description and answer the questions.
 - 1 What can you read about on this website?
 - 2 What does the website want you to do?
- **b** Read *In my neighbourhood*. Do Anita and Blanca live in the same kind of neighbourhood?
- C Underline the correct answers.
 - 1 Anita / Blanca lives close to the city centre.
 - 2 Anita / Blanca likes a neighbourhood that isn't noisy.
 - 3 Anita / Blanca can often go shopping.
 - 4 It's easy for Anita / Blanca to eat in a restaurant.
 - 5 There's a place where *Anita I Blanca* can get some exercise near her home.

AROUND THE WORLD

TRAVEL THE WORLD WITHOUT LEAVING HOME!

Read about different neighbourhoods from around the world. You can learn about real life in lots of different countries by looking at photos and reading about where people live – these are places tourists never go to!

And we want you to write about your neighbourhood. Tell us all about it and what you think of it.

CLICK HERE TO ENTER A DIFFERENT WORLD.



3 WRITING SKILLS

Linking ideas with and, but and so

- a <u>Underline</u> one word in each sentence below that links two ideas.
 - 1 There are a lot of good restaurants in my neighbourhood and my flat's opposite a really good Thai restaurant, Siam Café.
 - 2 My neighbourhood isn't very exciting, but it's a nice place to live.
 - 3 There aren't any restaurants or bars in the area, so it's nice and quiet.

b Look at the sentences in 3a and complete the rules with the words in the box.

1 We use _____ when we want to add an extra idea. 2 We use ____ when we want to add a different idea. 3 We use ____ when we want to add

an idea that is the result of the first idea.

- **c** Read the blog post again. <u>Underline</u> sentences that contain linking words.
- **d** Put the linking words in the correct place in the sentences.
 - 1 My neighbourhood's in the centre of town there are a lot of different shops near my house. (and)
 - 2 I live near the university there are a lot of interesting shops in my neighbourhood. (so)
 - 3 My neighbourhood's quite busy during the day it's nice and quiet at night. (but)
 - 4 My house is near a park there's a small river with a bridge in the park. (and)
 - 5 My neighbourhood is very friendly it's a nice place to live sometimes it's noisy in the evening. (so, but)
 - 6 There's a popular café in my neighbourhood I don't like coffee I never go there. (but, so)

IN MY NEIGHBOURHOOD

My neighbourhood's about two kilometres from the centre of town. It's easy for me to get into the city centre, but everything I need is in my neighbourhood, so I don't go into the centre very often. It's near the City Museum and there are some beautiful old buildings here, so it's an interesting part of the city. There are lots of good restaurants in my neighbourhood and my flat's opposite a really good Thai restaurant, Siam Café. I love their food and it's cheap, so I eat there often.



4 WRITING

- a Plan a description of your neighbourhood. Write notes.
 - where
- what
- near
- adjectives
- **b** Write about your neighbourhood. Use the blog post about Anita's and Blanca's neighbourhoods and your notes in 4a to help you. Use *and*, *but* and *so*.
- C Swap descriptions with another student and check the linking words.
- Read about other students' neighbourhoods.
 Which one is most different from yours?

Anita

My neighbourhood's about eight kilometres from the city centre, but there's a metro train station near my house, so it's easy to get there. There aren't any restaurants or bars in the area, so it's nice and quiet. About a kilometre away, there's a big shopping centre with a lot of shops. Opposite it, there's a park and a sports centre. I go there three times a week to use the gym. My neighbourhood isn't very exciting, but it's a nice place

Blanca

to live.

UNIT 5

Review and extension

11 GRAMMAR

a Complete the conversation with the correct form of there is or there are.

 $\begin{tabular}{ll} \textbf{MARCEL} & Can you tell me about your free room? \\ \textbf{LANDLADY} & $^1____ a bed, two armchairs and a big window. \\ \textbf{MARCEL} & $^2____ a desk? \\ \textbf{LANDLADY} & No, $^3____, but $^4____ a small table. \\ \textbf{MARCEL} & And $^5____ a shower? \\ \textbf{LANDLADY} & No, but $^6____ a bathroom on the same floor. \\ \textbf{MARCEL} & I see. And $^7____ other students in the house? \\ \textbf{LANDLADY} & Yes. $^8____ four other students. \\ \end{tabular}$

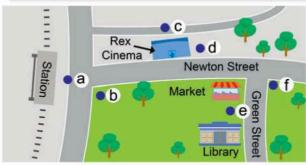
- **b** Change the words in *italics* to make them shorter. Use *mine*, *yours*, *his*, etc.
 - A Is this bag 1 your bag? yours
 - B No, it isn't 2 my bag.
 - A Look, I think this is Theresa's phone.
 - **B** I know it isn't ³our phone, so maybe it's ⁴her phone. Let's ask her.
 - A Whose car is that?
 - **B** It's ⁵*my brother's car*. And the motorbike's ⁶*his motorbike*, too.
 - A I think that's my book.
 - **B** No, this book's ⁷ my book. I don't know where ⁸ your book is.

2 VOCABULARY

- a Underline the correct words.
 - 1 They live in a big flat / river near the city centre.
 - 2 It costs a lot to stay in this bridge I hotel.
 - 3 There are a lot of good *restaurants / parks* in the main *river / square*.
 - 4 Let's go to the flat / park. We can play football.
 - 5 There's only one square I bridge over the river.
 - 6 The train gets in to the park / station at 6:30.
- **b** Complete the sentences with things you find in a room.
 - 1 Look in the m_____. Your face is dirty.
 - 2 I just want to wash my hands in the s_____
 - 3 You can put your clean clothes in the c_____ of d____
 - 4 I'm tired. I'll lie on the s_____ for a bit.
 - 5 Put your dirty clothes in the w_____ m___
 - 6 Don't touch the c_____. It's hot!
 - 7 I always keep a book on my b_____t__

3 WORDPOWER Prepositions of place

- a Match cafés 1-6 with a-f on the map below.
- 1 Alpha Café A busy student café on Newton Street, next to the Rex Cinema. Cheap, but usually full.
- Café Uno On the corner of Newton Street and Green Street. Good coffee and great cakes, but expensive.
- 3 Café Express. A small café just in front of the train station.
- 4 La Roma. A small café on Green Street, between the market and the library. They have good pasta dishes.
- 5 Shane's. At the end of Newton Street, opposite the station. Popular with mothers and young children.
- 6 Café Casablanca. A Moroccan café with a nice garden. It's in a small street behind the Rex Cinema.



- **b** Look at the <u>underlined</u> examples in 3a. Words like **on** and **next to** are prepositions of place that tell us where something is. <u>Underline</u> more prepositions of place in 3a.
- c Add one more word to make the sentences correct.
 - 1 The cinema is on King Street, next the supermarket.
 - 2 There's a cash machine the end of Green Street.
 - 3 I'll meet you in front the bank on Newton Street.
 - 4 There's a new bookshop the corner of New Street.
- d Work in pairs. Choose four numbers on the map below. Take turns describing and guessing where they are. Use prepositions of place.

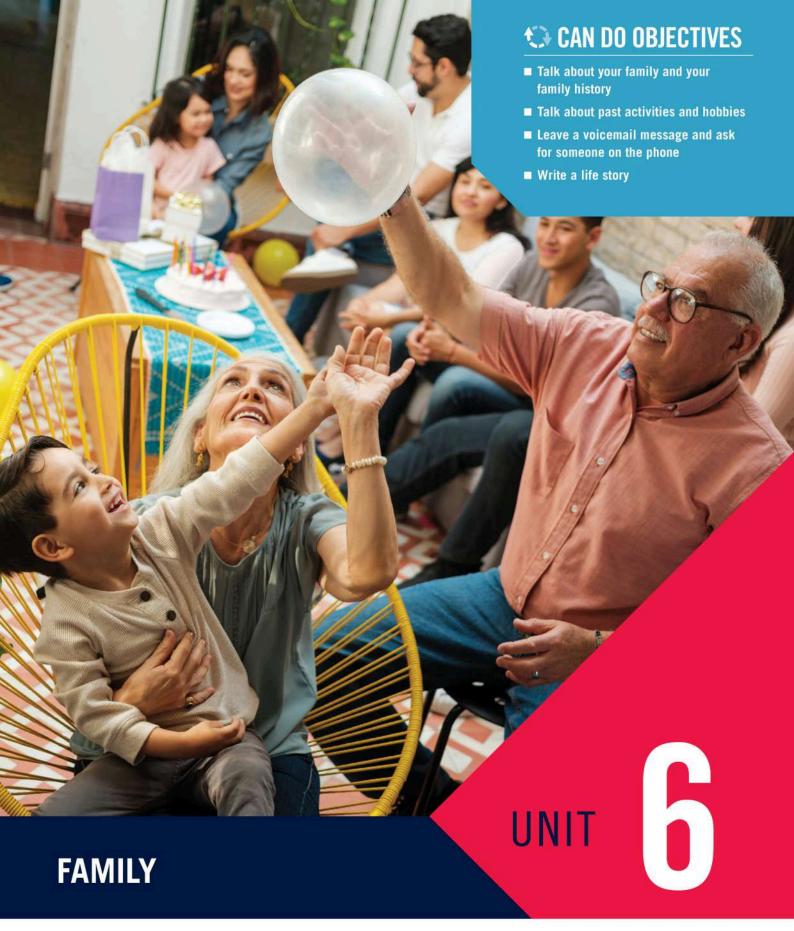


REVIEW YOUR PROGRESS

How well did you do in this unit? Write 3, 2 or 1 for each objective.

 $3 = \text{very well} \quad 2 = \text{well} \quad 1 = \text{not so well}$

I CAN	
talk about towns	
describe rooms and furniture in my home	
ask for and give directions	
write a description of my neighbourhood.	



GETTING STARTED

- **a** Dook at the picture and answer the questions.
 - 1 Who do you think the people in this family are? Use family words you know, like 'mother' and 'sister'.
 - 2 Do you think they all live together in one house?
 - 3 Choose someone in the photo. Write two questions to ask them.
- - 1 How many people are there in the family? Who are they?
 - 2 Who do you know the best in the family? Why?

THEY WERE MARRIED IN 1968

Learn to talk about your family and your family history

- Past simple: be
- 🚺 Family; Years and dates

П	VN	CAL	BIII	ARY	Fa	mily
		0/11	,,,,	.,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		

a	Tal	k about yo	our p	oarents,	brothers	or	sisters.	
	Think at	oout:						

- their names
 what they do
 adjectives about them
- b 06.01 Listen to Part 1. Greg talks about his family. Tick (✓) the people he talks about.

aunt
grandparents
1 uncle

grandchildren

sister
granddaughter
brother

grandmothe
cousin
grandfather

- grandson parents C Choose words in 1b to complete Greg's family tree.
- d **(206.01)** Listen again and check your answers in 1c. Whose parents were born in Italy?
- **e O O O O Pronunciation** Listen to the letters in **bold**. Tick (✓) the words that have the same sound as but /A/.

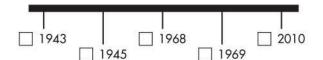
cousin uncle aunt grandmother grandson

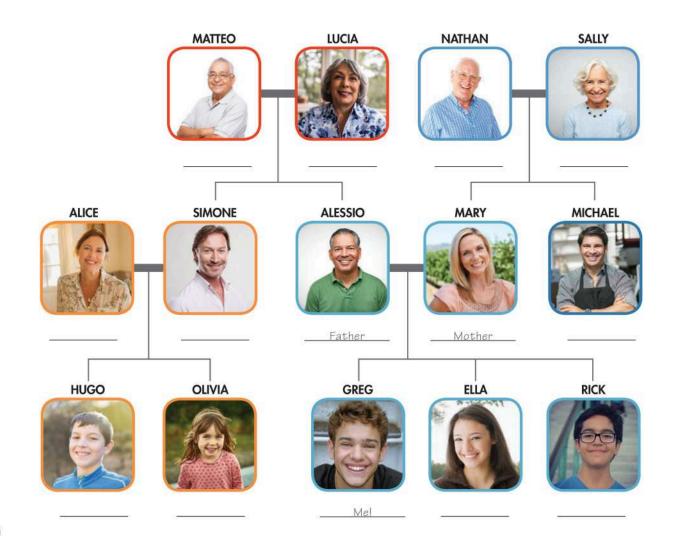
f	Look at the family	tree again.	Who can sa	y these	sentences
---	--------------------	-------------	------------	---------	-----------

- 1 'Alice is my aunt.' <u>Greg. Ella. Rick</u>
- 2 'Simone's our uncle.' _
- 3 'Ella's our granddaughter.' _
- 4 'Rick, Ella and Greg are our cousins.' _
- 5 'We've got three grandchildren.' _
- g Draw your own family tree. Show it to your partner and talk about how many people there are.

LISTENING

- a 006.03 Put the life events in the correct order on the timeline. Listen again and check your answers.
 - 1 got married
 - 2 grandfather was born
 - 3 grandmother retired from her job
 - 4 photographer took the picture
 - 5 grandmother was born







3 GRAMMAR Past simple: be

- a Underline the correct words.
 - 1 Greg's grandparents are / aren't still alive.
 - 2 His grandmother is / isn't a doctor now.
 - 3 His grandmother was / wasn't a doctor.
 - 4 His grandparents were / weren't at the same school.
 - 5 They were / weren't friends at school.
- **b** Choose the correct answers to complete the rules.

1	We use was / were to talk about	а	now	b	the past
2	To make a negative sentence, we add	а	'nt	b	n't

c Complete the chart with was, were, wasn't or weren't.

+	=
I <u>was</u> ill. She <u>a doctor.</u>	I <u>wasn't</u> ill. He a teacher. He was a doctor.
We <u>were</u> at school together. They friends at university.	No, we in the same class. In 1967, they married.

d	06.04	Listen	again	and	cor	mplete	the co	onve	rsation.	
	Which w	ords are	repe	ated	in t	the au	estion	and	answer	

W	hich words	s are repeated in the ques	stion and answer:
	What abou Yes, he ² _	t your grandfather? ¹	he a doctor, too?
Α	3	_ they in the same class?	
В	No, they 4_		
Α	When 5	she born?	
В	She ⁶	born in 1945, I think.	

e Mow go to Grammar Focus 6A on p. 148.

- f Pronunciation Listen to the sentences. If was or were are stressed, underline them.
 - 1 She was a doctor.
 - 2 They were at school together.
 - 3 When was she born?
 - 4 Was she a doctor? Yes, she was.
- g Complete the rules with are or aren't.

were		etracea	ha	
			7.77.0	
In short a	nswers	was and	Were	
III SHOIL G	11344013,	Was and	11010	

h Complete the questions with the correct past forms of the verb *be*.

1	Where _	you born?
2	Who	your first teacher?
3	What	your first school called?
4		yesterday a good day for you?

i PAsk and answer the questions in 3h.

4 VOCABULARY Years and dates

- a **0**06.07 In Part 2, Greg talks about years and dates. Listen and answer the questions.
 - 1 How do we say 1945?
 - a one thousand nine hundred and forty-five
 - b nineteen forty-five
 - c both a and b are correct
 - 2 How do we say 2010?
 - a two thousand and ten
 - b twenty ten
 - c both a and b are correct
 - 3 What do we add to 16 when we say 16 July?

b	(C) 06.0	8 Listen	and tick	(/) th	e years	yo
	hear. T	hen pract	ise sayin	g then	1.	
	2000	2000			<u> </u>	

110011 11101	process	00,8	
2002	1930	1918	2011
2012	1913	1989	2001

c >>> Go to Vocabulary Focus 6A on p. 165.

5 SPEAKING

- **a** Make notes about the people in your family tree in 1g.
 - When were they born?
- · How old are they?
- Where do they live?
- What do they do?
- **b** Ask and answer questions about your family trees.

6B I PLAYED ANYTHING AND EVERYTHING

Learn to talk about past activities and hobbies

Past simple: positive

Past simple: irregular verbs

11 READING

- a Ask and answer the questions.
 - 1 Who's the man in the pictures?
 - 2 What do you know about his company?
 - 3 What do you know about his family life?
- **b** The article is called *His Family Secret*. What do you think the secret is? Talk about the ideas and choose one.
 - 1 His grandfather got married four times.
 - 2 He had a secret sister.
 - 3 His father was a famous actor.
 - 4 He never met his brother.

- c Read the article and check your answer in 1b.
- d Put the events from Steve Jobs' life in the correct order.
 - Steve started a new hobby: electronics.
 - His sister Mona was born.
 - Steve became friends with Steve Wozniak.
 - Steve's birth parents couldn't keep him.
 - Steve met his sister.
 - Clara and Paul Jobs became Steve's parents.
 - The two Steves became very rich.
 - h Apple Computers began.

HIS FAMILY SECRET

His name is famous around the world and every day millions of people use the products he made - our phones, computers, laptops, tablets and smartwatches. We all think we know his story from magazines, newspapers and the Internet, but how much do we really know about him?

Steve Jobs was born in San Francisco in 1955. His birth parents were university students. They decided not to keep their son and Steve was adopted by Clara and Paul Jobs.

The Jobs family lived in Mountain View, California. This area is now known as Silicon Valley, where there are a lot of big technology companies. Steve's hobby as a child was electronics. He made simple computers with his father at the family home. He met Steve Wozniak when he was at school. They both loved electronics and became good friends. In 1976, they started Apple Computers in Steve's parents' garage. They worked hard, and four years later the company was worth \$1.2 billion.

Two years after that, Steve found out about his sister for the first time. After he was adopted, his birth parents had another child, Mona, who became a famous writer. This amazing brother and sister were close friends until he died in 2011. People will continue to remember Steve when they see or use an Apple product.







- a Underline the past simple form of verbs 1-5 in the text.
 - 1 work
 - 2 start
 - 3 live
 - 4 decide
 - 5 love
- b Complete the rule.

Т	o form th	nact	cimple	of regular	verbs add	or	
- 1)	O IOITH II	ie Dasi	Simple	or resular	verns and	Of	

- C 06.11 Pronunciation Listen to the infinitive and the past simple form of the verbs in 1a. Which two verbs have an extra syllable in the past?
- d Complete the rule with two sounds.

-ed endings have an extra syllable /td/ only after	_
and	

- e D06.12 Practise saying these past simple forms. Which have an extra syllable? Listen and check your answers.

 - looked
 waited
- arrived
- finished

- hated
 - wanted
 remembered
 needed
- f Underline the past simple form of verbs 1–4 in His Family Secret. Are these verbs regular or irregular?
 - 1 have
- 2 find
- 3 make
- 4 become
- g >>> Now go to Grammar Focus 6B on p. 148.

3 LISTENING

a	Steve Jobs'	hobby when	he was a	child	was	electronics
	Tick (1) the	hobbies you	had whe	n vou	were	a child

reading		
drawing	nict	ires

taking photos

drawing pictur	res

playing the guitar

Can you think of other hobbies?

- b 06.14 Listen to Hannah and Charlie. What were their childhood hobbies?
- c 006.14 Listen again and complete the notes about Hannah and Charlie.

	Hannah	Charlie
hobby details	basketball	cakes
parents' problem		
now		

4 VOCABULARY

Past simple: irregular verbs

a Hannah and Charlie use the past simple irregular verbs in the box in their conversation. Match them with 1-9.

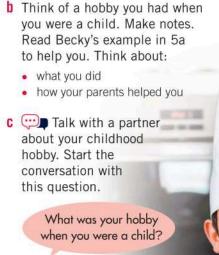
/di			
4	go	7	make
5	cost	8	get
6	spend	9	come
	bought cost 4 5	spent got made told bought cost ate 4 go 5 cost 6 spend	bought cost ate 4 go 7 5 cost 8

- b >>> Now go to Vocabulary Focus 6B on p. 165.
- C Use the verbs go, eat, buy, make and get to talk about things you did:
 - last night
- vesterday
- last week
- last year

5 SPEAKING

a 006.18 Read about Becky's hobby. Complete the text with the past simple form of the verbs in the box. Listen and check your answers.

play	buy	like	listen	have	start	
When	l was y					the piano. I only
narente	. 2					cal music. My
parents ² me a piano when I was e old, and I ³ lessons then. They ⁴						
						to them.
				-		jazz
piano a	all the	time.	still pla	y the p	iano now	and jazz is my
favouri	to mu	eic				





EVERYDAY ENGLISH

Can you call me back?

Learn to leave a voicemail message and ask for someone on the phone

- (S) Asking someone to wait
- Sound and spelling: a









11 LISTENING

- a If you phone a friend and there's no answer, what do you usually do? Say why.
 - leave a message
 - send them a text
 - call again later
- b 06.19 Watch or listen to Part 1. Which two people leave messages?
- **c** O6.19 Watch or listen to Part 1 again. Are the sentences true (*T*) or false (*F*)? Correct the false sentences.
 - 1 Annie tells Dan to only call her on her mobile.
 - 2 Dan tells Annie where he is.

USEFUL LANGUAGE

Leaving a voicemail message

- **a** Which sentences do Dan (*D*) or Annie (*A*) say? Which are on their voicemail (*V*)?
 - 1 Please leave a message after the tone.
 - 2 Can you call me back?
 - 3 Could you call me back?
 - 4 You can call me on my work number or my mobile.
 - 5 I'm not here right now.
 - 6 Hi, Dan it's Annie.
- b Coc.19 Watch or listen to Part 1 again and check your answers in 2a.
- C ≥ 06.20 Complete the voicemail message and the caller's message with the words in the box. Listen and check.

this message it's call here back

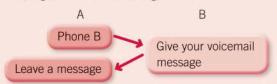
Voicemail

Hello, ¹____ is Alex. Sorry, I'm not ²___ just now.
Please leave a ³___ and I'll call you later.

Caller

Hi, 4_____ Pam. Could you call me 5_____? You can

6_____ me at work.



3 LISTENING

- a Put events a-e in the order they happened. Watch or listen to Part 2 and check your answers.
 - a Annie chats to Leo.
 - b 1 Dan goes to make coffee.
 - c Leo answers the phone.
 - d Dan brings some coffee.
 - e Dan talks to Annie.
- **b** Answer the questions.
 - 1 What do Leo and Annie talk about?
 - a how they are b the weather c work
 - 2 How does Leo feel?

4 USEFUL LANGUAGE

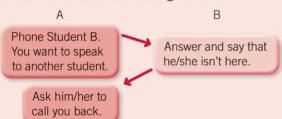
Asking for someone on the phone

a Look at Annie's questions and Leo's answers. Underline the correct words. Then watch or listen to Part 2 again and check your answers.

ANNIE Is Dan ¹here / there?

He's not 2here / there just now. **ANNIE** Can he call me ³ again / back? He'll be 4back / there soon.

b Work in pairs. Use the dialogue map to ask for someone. Take turns being A and B.



5 CONVERSATION SKILLS

Asking someone to wait

a Complete the conversation with the words in the box.

just	wait minute (x2)	
LE0	Can you ¹ a ² _ back soon.	? He'll b
ANNIE	Sure.	
LEO DAN	It's Annie. Oh, good. ³ a ⁴ .	

- b What does a minute mean in the conversation?
 - a exactly one minute b a short time
- c Practise the conversation in 4b again. Use expressions in 5a.

6 PRONUNCIATION

Sound and spelling: a

a Dog Listen to the sound of the letter a in the words below.

Sou	und 1 /æ/	Sound 2 /ɔ:/	Sound 3 /1/	Sound 4 /eɪ/
tha	ınks	call	mess a ge	later

b 06.23 What sound do the letters in **bold** have in the words in the box? Add them to the sound groups in 6a. Listen and check. Listen and repeat.

talk village wait tall back luggage voicemail same small table black

C Work in pairs. Cover the table in 6a. Student A: Say a word from 6b. Student B: Say a word that has the same sound. Then swap roles.

7 SPEAKING

a Doc.24 Listen and complete the phone conversation.

SUE Hello, Sue Parker.

Hi, Sue. ¹_____ Nick. Is Melanie there, please? No, sorry. She's not ²____ just now. NICK

SUE

She's at her Spanish class. Do you want to leave a

No, it's OK. Can she call me 4_____? NICK

OK, I'll tell her. SUE

Thanks. She can ⁵_____ me on my mobile. NICK

OK. ... Just a 6______. I need to find a SUE

pen to write the number.

NICK It's OK, she knows my number.

NICK

Hi, Nick, 7_____ Melanie, MELANIE

NICK Hi, Melanie! Sue says you 8_ MELANIE

NICK Yes, that's right. Do you want to meet on Friday?

We can go for a meal.

MELANIE Yes, I'd love to.

b Communication 6C Student A: Go to p. 131. Student B: Go to p. 132. Student C: Go to p. 130.

WUNIT PROGRESS TEST

→ CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

SKILLS FOR WRITING Five months later, we got married

Learn to write a life story

Linking ideas in the past

11 LISTENING AND SPEAKING

a Choose two important years in your life. Make notes about what happened in each year.

1999 - started school

- b Tell your partner what happened in your two important years.
- C 006.25 The years below were important in Eva's life. What do you think happened? Match the phrases with the years. Listen and check.
 - 1 got a job as a teacher
 - 2 went to live in the UK
 - 3 moved to Germany
 - 4 was born
 - 5 met her husband

☐ 1992 ☐ 2005 ☐ 2014 ☐ 2017 ☐ 201	1992	2005	2014	2017	201
-----------------------------------	------	------	------	------	-----

- d 006.25 Underline the correct answers. Listen again and check.
 - 1 She was born in a small / large town in Sicily.
 - 2 She went to the UK alone I with her parents.
 - 3 She taught young children I teenagers.
 - 4 She went to Germany to get a job / to be near Niko.



e Write two more important years in your life. Tell your partner the years. Guess what happened in your partner's years.



READING

a Look at the timeline. Put sentences a-f about Okan in the correct order.



3 WRITING SKILLS Linking ideas in the past

- a Complete sentence 2 so that it means the same as 1.
 - 1 In 2002, we moved to Istanbul, and I went to school there.
 - 2 _____ I was 11, we moved to Istanbul, and I went to school there.
- **b** Complete the sentences with *in* or *when*.
 - 1 | left school _____ | was 18.
 - 2 _____ 2010, I went to university in Istanbul.
 - 3 _____ I was in the UK, I worked as an engineer.

Which word (in or when) do we use ...? a with years b in longer sentences

- C Complete the sentences that are true for you. Write when you did each thing using in or when.
 - 1 I started school ...
 - 2 I left school ...
 - 3 I went to university ...
 - 4 I met my wife / husband / friend ...
 - 5 I got my first job ...
 - 6 I first went on a plane ...
 - 7 I got my first phone / computer ...
- d Complete sentence 2 so that it means the same as 1.
 - 1 I left school in 2009. In 2010, I went to university.
 - 2 I left school in 2009. A year _____, I went to university.
- e Change the <u>underlined</u> expressions using a time expression + later.
 - 1 I left university in 2014. In 2015, I met Carolina.
 - 2 I met Carolina in January 2015. In June 2015, we got married.
 - 3 We got married in June 2015. In June 2019, we had our first child.
- f Write two sentences in the past about you or someone in your family. Use *later* in the second sentence.

I came to the UK in January 2018. Three months later, I found a job.

g Read aloud your sentences, but stop after the word *later*. Can your partner guess how they end?

> I came to the UK in January 2018. Three months later, ...

... you bought a flat?

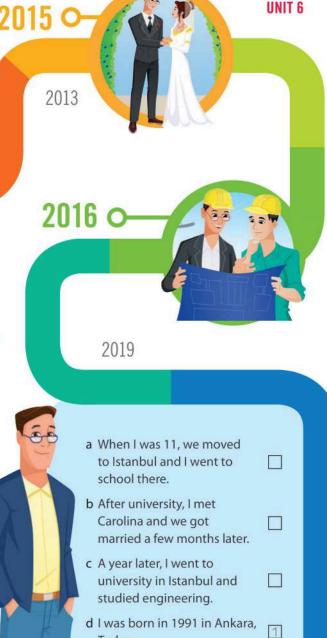


d	I was born i	n	1991	in Ankara,	
	Turkey.				

- e Then in 2016, I got a job as an engineer in the UK.
- f I left school in 2009 and I got a job in a bank.

WRITING AND SPEAKING

- a Think about someone in your family. Draw a timeline like Okan's and add notes.
- **b** Write a life story from your notes using *he* or she. Don't write the name of the person or say what your relationship to the person is.
- C Swap life stories with another student and guess who the people are.
- d Read your partner's life story again. Check how ideas are linked in the past.



UNIT 6

Review and extension

11 GRAMMAR

a	Complete the conversation with the correct form of
	the verb be. Use contractions if possible.

ANNA	Hi, Jenny. How 1	you?
JENNY	I ² fine, thanks.	
ANNA	3 you at the meet	ing yesterday?
JENNY	Yes, I 4, but it 5	very useful.
ANNA	What about Phil? 6	he at the meeting?
JENNY	No, he ⁷ He ⁸	ill at home.
ANNA	Oh dear, the poor guy. 9_	he OK today?
JENNY	Yes, I think so. He 10	here today.

b Complete the text with the correct past simple form of the verbs in brackets.

When I 1 (be) a child, I 2 (want) to be a true	uck
driver. I 3 (love) big trucks and I 4 (have) a	lot
of toy trucks. But when I 5 (be) about twelve years	s old,
I 6 (decide) that trucks were boring. After school,	
17 (study) business at university, but 18 (f	ind)
that boring, too. Now I'm a chef and I love it.	

c Complete the sentences with the present simple or the past simple form of the verbs in brackets.

Laor mgm mo	(otay) from and my naccana
(cool	k) an amazing dinner.
l (go) away with my family last weekend.
We(have) a really nice time together.
My sister	(play) volleyball on Tuesday nights.
She usually	(get) home at about 7:30 pm, but
tonight she	(get) back at 8:15 pm.
My brother and I	(spend) a lot of time together
when we	(be) children, but now we almost
never	(see) each other.
	(cool l (go) We (go) We (go) We sister

(stay) home and my husband

2 VOCABULARY

1 Last night we

a Complete the text with the correct family words.

	Barbara are my fa I'm very clo	ther's parents, so they are my ose to my 2
	USS 829	Peter, too. My father has
only one s	sister, Helen, and s	he married Jonathan. My mother
doesn't ha	ave any brothers or	sisters, so Helen is my only
4	and Jonatha	n is my only ⁵
They have	three children so	I have three 6

b Write the dates in words.

25/12/1982 – the twenty-fifth of December, nineteen eighty-two

1	19/10/2014	4	22/4/2008
2	12/6/1985	5	31/8/2020
3	3/9/1990	6	9/1/2012

3 WORDPOWER go

a Read the conversation and answer the quest	tions.
--	--------

SARAH I need to ¹go home now.
VIV I can drive you.
SARAH No, no. I can ²go by bus.

VIV Are you sure?

SARAH Yes, I need to ³go shopping on the way home.

The supermarket is next to the bus stop. Do you want to ⁴go for a swim later on?

SARAH Yes, that'd be nice.

VIV And after that, we could ⁵go out to a restaurant.

SARAH Sounds like a good idea.

- 1 Who's got a car?
- 2 What plans do Sarah and Viv have for later on?

b Match the phrases in **bold** in 3a with meanings a-e.

a travel by

VIV

- b leave and return to where I live
- c buy some things
- d leave home and do something fun
- e do an activity

C Match 1-5 with a-e to make more phrases with go.

1	go to	а	train
2	go for	b	to the cinema
3	go	С	a party
4	go out	d	skiing
5	go by	е	a run

d Correct the mistakes in the sentences.

- 1 They want to go to home now.
- 2 I need to go for shopping in town this afternoon.
- 3 I'd like to go the cinema this evening.
- 4 He usually goes to work for bus.
- 5 Would you like to go a coffee?

e Write sentences about your life using phrases with go.

- 1 every day / usually / go home Every day I usually go home at 5:30 pm.
- 2 each week / go shopping
- 3 sometimes / go for a walk / in
- 4 this evening / would like / go out to

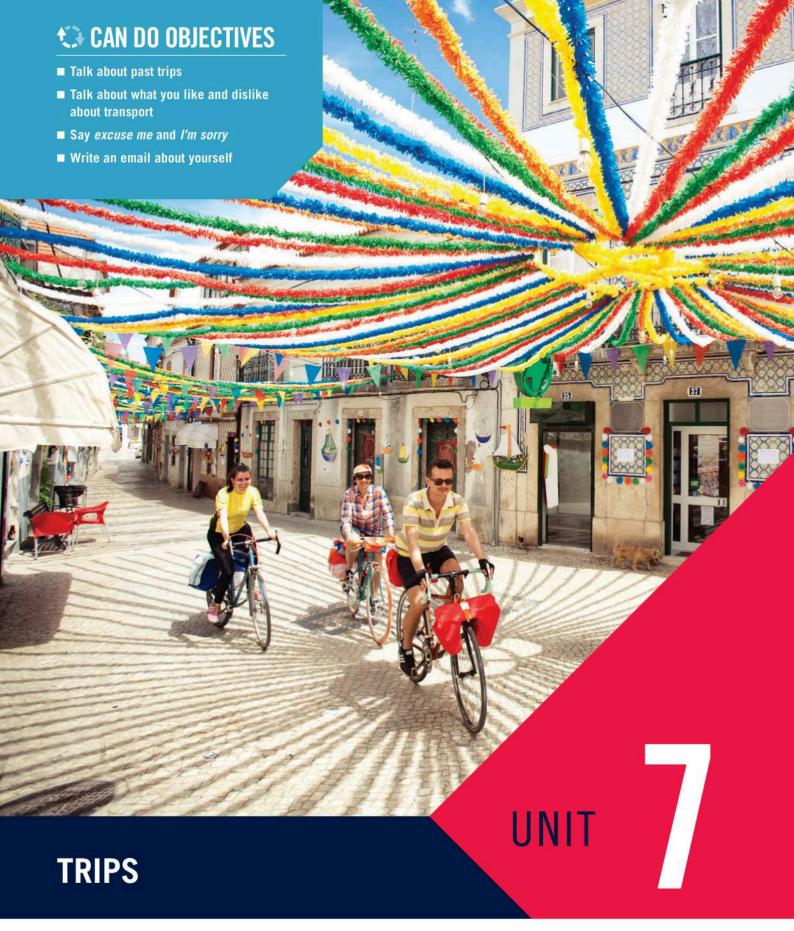
f Tell a partner your sentences in 3e. How similar are you?

🗘 REVIEW YOUR PROGRESS

How well did you do in this unit? Write 3, 2 or 1 for each objective.

 $3 = \text{very well} \quad 2 = \text{well} \quad 1 = \text{not so well}$

I CAN	
talk about my family and my family history	
talk about past activities and hobbies	
leave a voicemail message and ask for someone on the phone	
write a life story.	



GETTING STARTED

- a Look at the picture and answer the questions.
 - 1 These people are on a trip. What country do you think they're in?
 - 2 Who are the people in the photo: friends or family?
 - 3 What do you think the people talk about?
 - directions
- the weather

- shopping
- their families
- personal information
- something else
- **b** pairs, ask and answer the questions.
 - 1 Where would you like to travel to?
 - 2 Would you like to travel by ...?
 - plane boat
- something else
- 3 What would you like to see and do there?

7A |

THE FERRY DIDN'T ARRIVE

Learn to talk about past trips

- Past simple: negative and questions
- Transport

11 READING

- 2 Look at the pictures of the three holiday spots. Which countries do you think they are in? Which would you like to go to? Why?
- **b** Read the blog post and match the stories with pictures 1–3 to find out where they are.
- **c** Read the stories again. Who do you think said each sentence after their trip: Jessica (*J*), Ethan (*E*) or Kayla (*K*)?
 - 1 It's not a good idea to buy something cheap.
 - 2 You often see more with your own transport.
 - 3 It's a good idea to look for transport information online.
 - 4 It was quite cold on the water.
 - 5 You sometimes meet interesting people on holiday.
 - 6 If you're wearing nice clothes, maybe take a taxi.

d which story did you like most? Why?

TRAVELBLOG ___







Sometimes it's good to do something different ...

It was our last day in Pattaya and my friends and I wanted to go to a beach on Koh Larn island. The receptionist at the hotel gave us a ferry timetable. We went to the pier, and there was another tourist - Lars, a guy from Denmark. He wanted to go to Koh Larn, too. We waited and we waited, but the ferry didn't arrive. So Lars checked an app and found out that you can catch a speedboat and get there in 15 minutes. We left the pier with Lars and got on a speedboat. It was a really exciting journey and so fast - much better than the ferry! We all had so much fun together that day. And,

by the way, Lars is now my husband. –Jessica

How to miss the perfect moment ...

I don't really like selfie sticks, but they're useful on holiday. I was in Alaska on holiday with three friends from university. They all had selfie sticks and I decided to buy one, too. But I didn't want to spend a lot of money, so I got a cheap one. The four of us went on a kayak trip to see Valdez Glacier. There we were - on the water, each person in their kayak - it was a great day. I wanted a memory of this perfect moment, so I put my phone on the selfie stick and ... Well, I didn't buy a very good selfie stick and my phone fell off. Into the water! I felt so stupid. My friends tried not to laugh, but it was funny and in the end I laughed too.

Make-up danger ...

Before we went on our holiday to Rome. some friends told us that there's a lot of traffic. They said a good way to get around the city is by scooter. So when my husband and I went to Rome, we didn't use public transport - we rented two Vespas, the famous Italian scooter. They were great to ride - we got around the city really easily. On the second evening, we decided to go to a nice restaurant for dinner. I put on some nice clothes and make-up - I chose a very red lipstick. But I didn't know about the insects. You see, when you wear lipstick on a scooter, flies and mosquitoes stick to your lips. When we got to the restaurant, my lips were covered with them. My husband thought it was very funny. I didn't wear make-up on the scooter again just very cool sunglasses. -Kayla



2 VOCABULARY Transport

a Match the words in the box with pictures 1–9.

aeroplane (plane) scooter speedboat tram coach cruise ship helicopter bus ferry train





















- b Which kinds of transport ...?
 - · do people often use to go on holiday
 - · do people normally use to get to work or school
 - are unusual for people to use in your country
 - do you normally use
- C Now go to Vocabulary Focus 7A on p. 167.

3 GRAMMAR Past simple: negative

- a Complete the sentences from Ethan's blog.
 - 1 | _____ want to spend a lot of money.
 - 2 I didn't _____ a very good selfie stick.
- **b** Look at the sentences in 3a and complete the rule.

To make the past simple negative, we use: ___ + the base form

C <u>Underline</u> more examples of the past simple negative in Jessica's and Kayla's posts.

4 LISTENING

- a Corly and Scott talk about the blog stories and tell another story. Listen and answer the questions.
- 1 Which blog story did they like?
 - 2 Who tells a story Carly or Scott?
 - 3 Is the story about transport or food?

- b 07.04 Listen again. <u>Underline</u> the correct answers.
 - 1 Carly went to Mexico City / Juarez.
 - 2 She went with a friend I two friends.
 - 3 They didn't understand the waiter I menu.
 - 4 They used pocket / smartphone dictionaries.
 - 5 The man ordered food / drinks for the women.
 - 6 The man left then paid I paid then left.
- C When was a stranger kind to you or someone you know? Tell your partner.

5 GRAMMAR Past simple: questions

a **207.05** Complete the questions from Carly and Scott's conversation. Listen and check.

____ you go last year?

- 2 How _____ you travel there?
- 3 What _____ you choose?
- **b** Look at the questions in 5a and complete the rule.

To make questions in the past simple, we use: ____ + subject + infinitive

- c **207.05** Pronunciation Listen to the questions in 5a again. Notice the pronunciation of did you in each question. Can you hear both words clearly?
- d Now go to Grammar Focus 7A on p. 150.
- **e D**07.07 Kayla told a friend about her trip to Italy. Complete the conversation using the verbs in brackets. Listen and check.

MIKE How 1_____ (be) your trip to Italy?

KAYLA It 2_____ (be) amazing – incredible!

How many cities ³______you _____ (visit)? MIKE

KAYLA We 4_____ (go) to four: Rome, Florence, Siena and Venice.

MIKE How 5 _____ you _____ (travel) around Italy? KAYLA We 6 _____ (take) trains, and in Tuscany we 7 _

(hire) a car for three days. What ⁸_____ you _____ (enjoy) most? MIKE

KAYLA The art and the architecture were great, but I 9_

(love) the food the most. It was delicious!

6 SPEAKING

- a Imagine you went on a trip around your country last year. Write notes:
 - your opinion of the holiday
- places visited
- transport used
- · what you liked most
- b Work in pairs. Have a conversation like the one in 5e. Ask and answer questions about your holiday.
- C Www Work in groups. Tell each other about your partner's holiday.

7B I LIKE THE STATIONS

Learn to talk about what you like and dislike about transport

- (a) love | like | don't mind | hate + verb + -ing
- Transport adjectives

11 READING

- a which cities do you know that have a metro or express buses?
- **b** Read the article. Match the cities with pictures 1–3.
- c Read the article again. Which city's transport system ... ?
 - 1 is more than 150 years old
 - 2 is less than 20 years old
 - 3 has good views of the city
- 4 has interesting stations
- 5 doesn't use trains
- 6 do you think is the best

- d <u>Underline</u> two things in the article that surprise you. Tell a partner.
- e Read From the locals and answer the questions.
 - Which transport do you think each post is about?
 - Which words tell you the answer?
 - Who likes public transport? Who doesn't?
- f pairs, ask and answer the questions.
 - Do you use public transport? Is it fast?
 - What is the best way to get around where you live?

CityTripper.com Fast City Transport ... Around The World

London The London Underground the 'Tube' – was the first underground (or metro) system in the world. It opened in 1863. It now has 270 stations, and you can go nearly everywhere in London. It's not cheap, and the trains are often full, but it's unusual because it's very deep under the ground (50 metres in some places). One station, Hampstead, has 320 steps!

Cape Town If you visit Cape Town, there isn't a metro, but you can go on an express bus system called MyCiTi. It opened in 2010, and there are now 36 routes through the city. The buses travel above ground along main roads. They have special lanes and bus stops, so the city traffic isn't a problem. The buses are very fast, and they're a great way to see the city. They're also very easy to use. You just put money onto a travel card and tap in when you get on the bus!

MOSCOW If you visit Moscow, go on the Moscow Metro. It opened in 1935, and the stations are very beautiful, with statues and lamps. Eight million people use it every day, so it can get very crowded. There are police at the stations so it's very safe, even at night. It's also very cheap - you can get across the city for 30 rubles. People on the trains are very polite. They always give their seat to an old person or to anyone with a baby.



From the locals

Sergei 'A good way to get around'

Most of my friends drive in the city, but I always take the metro. The trains are good and it's a fast and comfortable way to get around. And I like the stations – they look like palaces!

Antonia 'So easy!'

I use it to go to work every day and I love it. The buses come every few minutes, so I don't wait at all. They're clean and they're comfortable, too. And it's a safe way to travel when the roads are busy - I can leave my car at home!

Joanna 'Not much fun'

I don't really enjoy it. I have to walk up and down over 300 steps because the stations are so deep. In the mornings, the trains are often full and it's uncomfortable.

2 VOCABULARY

Transport adjectives

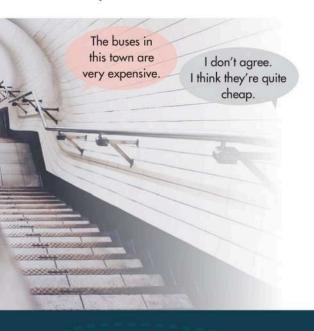
a Find the opposite adjectives in the texts. Write them in the table.

fast	slow
	dangerous
empty	
comfortable	
	expensive
	dirty

- b **O7.08** Pronunciation Listen and check your answers. Practise saying the words.
- **c** Which of the adjectives are positive? Which are negative?
- d **O7.09** Pronunciation Listen to the words and <u>underline</u> the stressed syllable in each word.

comfortable dangerous expensive

- e with a partner, take turns being A and B.
 - A Make a sentence about transport with an adjective from 2a.
 - **B** Say you don't agree and use the opposite adjective.



Bill 'Good, but expensive'

It's a fast way to get around such a big city, but it's pretty expensive when you use it every day. It's the only fast way to go to work. Sometimes I take a bus and it takes an hour, but on the underground you're there in 15 minutes.

63 GRAMMAR AND LISTENING

love / like / don't mind / hate + verb + -ing

- a When you go to meet a friend, do you usually ... ?
 - go by car use public transport cycle wall
- b 07.10 Svetlana and Alex live in Moscow and meet in the city centre. Listen and complete the table.

	She came by	The journey took
Svetlana		
Alex		

c 07.10 Listen again. Complete the notes.

	Svetlana thinks	Alex thinks
the metro is		
the stations are		
driving is		
Alex's / Her car is		

d Complete the sentences with *love*, *like*, *don't mind*, *don't like* or *hate*. Then listen and check.

1	SVETLANA	I going on the metro.
2	ALEX	I using the metro.
3	SVETLANA	I the stations.
4	ALEX	I driving in Moscow.

- 5 SVETLANA I _____ sitting in traffic.
 6 ALEX I _____ it, it's not too bad.
- 2.275(3847) AS-220)

 PERIOD 23488798 10 25 18 SSSP10 20
- e Which verb in 3d means ... ?
 - 1 I like it a lot.
 - 2 I don't like it at all.
 - 3 It's OK.
- f >>> Now go to Grammar Focus 7B on p. 150.



4 SPEAKING

a Tick (✓) three kinds of transport that you use.

bus	train	metro	speedboat	scoote
■ boat	taxi	plane	tram	coach

b Write notes about the transport you ticked. Use adjectives from 2a and verbs from 3d.

bus - hate, crowded, slow, dirty

C Tell your partner about your ideas from 4b. How similar are you?

I hate going on buses. They're always crowded ...

EXERYDAY ENGLISHExcuse me, please

Showing interest

Emphasising what we say

Learn to say excuse me and I'm sorry



11 LISTENING

- a Ask and answer the questions.
 - 1 Do you like going away for the weekend?
 - 2 Where do you like going?
 - 3 What do you like doing there?
 - 4 Do you like going alone or with family and friends?
- **b** Answer the questions about picture 1.
 - 1 Where's Annie?
 - 2 What do you think happened with Annie and the woman?
 - 3 What do you think ... ?
 - a Annie says
 - b the woman says
- C 107.13 Watch or listen to Part 1 and check your answers in 1b.
- d P Answer the questions about picture 2.
 - 1 Where are Annie and Leo?
 - 2 How do you think Annie and Leo feel? Why?
 - 3 What do you think happens next?
 - a Leo gets off the train.
 - b Leo gives Annie his seat.
 - c Leo helps Annie put her bag on the shelf.



- e W D07.14 Watch or listen to Part 2 and check your answers in 1d.
- f Note: 14 Watch or listen to Part 2 again. Underline the correct answers.
 - 1 Annie / Leo booked a seat.
 - 2 Annie / Leo didn't check the seat numbers.
 - 3 Annie / Leo takes a different seat.



USEFUL LANGUAGE

Saying excuse me and I'm sorry

- a Match 1-2 with meanings a-b.
 - 1 Excuse me, please.
- a She wants to say there's a problem.
- 2 Excuse me, but ...
- b She wants to ask someone to move.
- b **207.15** Pronunciation Listen to 1 and 2 in 2a. Notice how the intonation goes down \searrow in 1 but goes down and then up \searrow \nearrow in 2.
- C Look at 1 and 2 in 2a. What do you say when ...?
 - a you want to tell your teacher you don't understand something
 - b you want to leave the room but another student is in front of the door
- d Very, really and so can all be added to the expression I'm sorry. Do you say the words before or after sorry?

I'm sorry I took your seat.

- e 07.16 Match 1-5 with a-e. Listen and check.
 - 1 I'm so sorry I walked into you.
 - 2 I'm really sorry I'm late.
 - 3 I'm sorry I didn't answer your call.
 - 4 I'm sorry I didn't come.
 - 5 I'm very sorry I broke your cup.
- a I didn't feel well.
- b I was in a meeting.
- c I missed my bus.
- d My hands were wet.
- e I didn't see you.
- f Tick (✓) the correct replies when people say they're sorry.
 - 1 That's all right.
- 4 Excuse me, please.
 - - It doesn't matter.
 - 3 No problem.

2 That's OK.

- 6 Don't worry.
- g 07.17 Put sentences a-f in order to make two short conversations. Listen and check.
 - a A No problem. They all look the same.
 - b 1 A Excuse me, but I think that's my coat.
 - c B Is it? I'm so sorry. I took the wrong one.
 - d A Don't worry. The seat numbers are hard to read.
 - **B** Oh dear. I'm very sorry. I thought this was number 35.
 - f 1 A Excuse me, but I think this is my seat.
- h pairs, practise the two conversations in 2g.









4 PRONUNCIATION Joining words

- a DOB.14 Listen to the sounds of the letters in **bold** in these sentences. Then read the sentence below and underline the correct words.
 - 1 Come and sit down.
- 3 You don't look well.
- 2 I feel a bit tired.
- 4 Good to see you.

The sound *joins / doesn't join* onto the next word, and there's *a / no* pause.

b In pairs, take turns saying the sentences in 4a and giving a reply.

Come and sit down.

OK, thank

3 CONVERSATION SKILLS

Expressing sympathy

a Complete what Martina says with the words in the box.

DAN Actually, I feel awful.

MARTINA Oh 1_____. Come and sit down.

MARTINA You poor 2____. What's the matter?

DAN I'm not sure.

MARTINA So nothing to eat all day?

DAN I ... well ... um ... no. It was a busy day.

MARTINA 3____ you. Well, I'm not surprised you don't feel well.

- b What do Martina's phrases in 3a mean?
 - 1 I feel sorry for you. 2 I don't feel sorry for you.
- c D_{08.13} Listen to the phrases in 3a. Answer the questions.
 - 1 Which word has the main stress in each phrase? a the first word b the last word
 - 2 Does the intonation go up 7 or down ≥ at the end?
- d In pairs, take turns saying these sentences and giving sympathy using phrases from 3a.

I've got a cold.
 I'm so tired.
 I'm so tired.
 I lost all my money.
 No one loves me.

5 SPEAKING

a >>> Communication 8C Student A: Look at the information below. Student B: Go to p. 134.

Conversation 1. Read your first card. Think about what you want to say. Then start the conversation with Student B.

Student B doesn't look well. Ask him/her what's the matter. When he/she tells you, show sympathy using expressions like *Oh dear!* or *Poor you*.

Then ask if he/she has a temperature. Tell him/her what to

do, e.g. See a doctor. Go to bed.

- **b** Conversation 2. Now look at your second card. Think about what you want to say. Then listen to Student B and reply.
- You're not feeling very well. You've got stomach ache and your eyes hurt. You don't feel hungry. When Student B asks you, tell him/her what's the matter.

WUNIT PROGRESS TEST

→ CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

SKILLS FOR WRITING

However, I improved quickly

Learn to write an article

Linking ideas with however; Adverbs of manner

SPEAKING AND LISTENING

- a Ask and answer the questions.
 - 1 Which of these free-time activities are popular in your country? Which aren't popular in your country? Why not?
 - playing chess
 - going dancing
- · looking for interesting insects

playing video games

- cycling
- hiking
- 2 What other activities are popular in your country?













- b Read the email Andy and Gina get at work and answer the questions.
 - 1 What's the problem with the company blog?
 - a There's too much information.
 - b It's a bit boring.
 - 2 What kind of information can staff put in their articles?
 - a information about their free time
 - b information about their day at work
- C 08.15 Andy talks to Gina about his free-time activity. Listen and answer the questions.
 - 1 Which activity in 1a does Andy talk about?
 - 2 Does he want to write an article about it?
- d **D**08.15 Listen again. Match 1–6 with a–f.
 - 1 A year ago, ...
 - 2 Two weeks after his first bike ride, ...
 - 3 A couple of months ago, ...
 - 4 Last weekend, ...
 - 5 Almost every day, ...
 - 6 You always ...
 - a he bought a bike.
 - b a car hit him.
 - c he goes cycling.
 - d he rode in the hills for two days.
 - e have to be careful in traffic.
 - f a friend invited him for a bike ride.

Our staff blog

From: The management team

To: All staff

We want to try to make the company blog more interesting. We would like to find out more about you - the people who work for this company. We'd love to hear about what you do in your free time. Write a short article and send it to us with a photo so we can put it on the blog.



- e Think of something you do in your free time. Make notes. Use the questions to help you.
 - 1 When did you start doing this activity?
 - 2 What's something important you did when you started?
 - 3 What do you normally do?
 - 4 What is something interesting you did recently?
- f Ask and answer questions about your activities.

I bought a chess set two months ago.

Was it expensive?

I found a very unusual stamp last month.

Where is the stamp from?

2 READING

- a Read Dylan's article for the company blog. Tick (✓) what's the same about Dylan's and Andy's activities.
 - 1 they do their free-time activities outdoors
 - 2 they do their free-time activities every day
 - 3 they get fit doing their free-time activities
 - 4 they hurt their feet recently
- **b** Read the article again. Are the sentences true (*T*) or false (*F*)? Correct the false sentences.
 - 1 Three years ago, Dylan was lonely.
 - 2 He liked the idea of hiking immediately.
 - 3 Hiking was a little difficult at first.
 - 4 He met his wife on a hike.
 - 5 It's very difficult to learn how to go hiking.

OUR STAFF

working hard, playing hard

Walking my way to love by Dylan Jones

hree years ago, I started working for this company. I didn't know anyone in the area, so I decided to do some exercise to meet new people. However, I was quite unfit. I tried doing different kinds of sports, but I did them all badly. I found an answer to all my problems by going for a walk.

A colleague of mine invited me to go on a hike in the mountains. I didn't say yes immediately because it didn't sound very interesting. However, I decided it could be good exercise for me, so I went along. This was the beginning of my love of hiking.

At first, I had to walk slowly because I wasn't very fit. However, I improved quickly and now I can walk pretty fast for hours. I began to feel so much better. While I was on a hike with a group of people one weekend, I met Marina. She's now my wife. We go hiking once or twice a month and we love it.

You don't have to do anything special to start hiking. You only have to know how to walk and most people can do that. However, you have to buy special boots so you don't hurt your feet. Hiking is a great way to enjoy our beautiful country. And you never know – perhaps you can find true love too!



3 WRITING SKILLS

Linking ideas with *however*; adverbs of manner

a Notice the <u>underlined</u> word that links the ideas in two sentences together.

I didn't say yes immediately because it didn't sound very interesting. <u>However</u>, I decided it could be good exercise for me, so I went along.

Is the idea in the second sentence surprising after reading the idea in the first sentence?

- **b** <u>Underline</u> three more sentences in Dylan's article linked by *however*. What punctuation do we use after this word?
- c Match the sentences. Link each pair with however.
 - 1 I can only do very simple exercises.
 - 2 I started doing yoga about six years ago.
 - 3 I fell off my bike and hurt my leg.
 - a I didn't stop cycling.
 - b I can't do the difficult positions.
 - c I feel really fit.
- d Notice the <u>underlined</u> adverb of manner in the sentence. Does it tell us what Dylan did or how he did it?

I tried doing different kinds of sports, but I did them all badly.

e Circle the adverbs in Dylan's article that go with these verbs.

1 walk (x2) 2 improve

f We make most adverbs of manner by adding -ly to an adjective.

clear + -ly = clearly

Which adverb in Dylan's article is different?

4 WRITING

- a Plan an article about your free-time activity. Use your ideas in 1e. Think of:
 - · an interesting way to begin your article
 - something you have to or don't have to do with your hobby
- b Write your article. Use adverbs of manner.
- C Swap articles with another student and check that:

	the	beginning	is	interesting
--	-----	-----------	----	-------------

there's useful information about the hobby

the article uses adverbs of manner

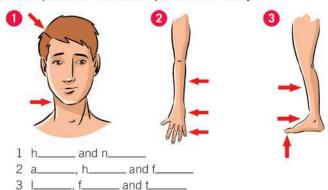
Review and extension

11 VOCABULARY

a Complete the sentences with the words in the box.

у	oga	dance	cycling	badminton	baseball	ski
1	Whe	en I went	to the US	A, I learnt to	play	
	I wa	sn't very	good at it	because I co	uld never h	nit the ball.
2	Oni	ny last w	inter holid	day, I went to	the mounta	ains and
	lear	nt how to		It was gre	at fun.	
3	At w	eekends	, my favo	urite form of e	exercise is t	o go
		i	n the cou	ntry.		
4	I ofte	en meet	my friend	for a game of		We alway
	play	indoors.				
5	ľd li	ke to joir	n a	class an	d learn the	waltz and
	the t	tango. It's	s a fun wa	y to keep fit a	and make f	riends.
6	The	strange :	thing abou	ut	is that you	have to
	stav	in the sa	ame nositi	on for a long	time	

b Complete the words for parts of the body.



2 GRAMMAR

- a Complete the text with can, can't, could or couldn't. In my family we love playing sport. I 1_____ play badminton well, and my sister 2_____ ski well. When we were children, we 3_____ both play football very well, but we're both a bit too slow now. The only sport I 4_____ do is swimming. I didn't learn to swim. My sister did and she ⁵_____ swim very fast - 50 metres in about 40 seconds. We also tried to learn musical instruments. I studied the guitar, but I 6_ play well at all. I was always too busy playing sport.
- **b** Complete the sentences with the correct form of have to.

1	If you want to go runn comfortable running	377(\7)	buy
2	~	go to the gym every day	/ – three
	times a week is enoug	gh.	
3	1_	use the	same
	machines every time	I go to the gym?	
4	You	_ take a small towel with	you when
	you go to the gym.		
5	He	_ be careful on his bike. L	ast year h
	had a bad accident.		

3 WORDPOWER tell / say

- a Match sentences 1-3 with pictures a-c.
 - 1 My grandmother **told** us **stories** when we were children.
 - 2 What did you say to me? I didn't hear you.
 - 3 Say hello to your parents when you get there.







)	Notice the words in bold in the sentences in 3a. Complete the phrases with <i>say</i> or <i>tell</i> . 1 hello / goodbye / thank you / sorry 2 a story / the truth / a joke
	Complete the sentences with <i>to</i> if it's necessary. 1 She told me she doesn't feel well. 2 They said me that they come from Argentina. 3 I'm sure he told the truth. 4 We said thank you them when we left. 5 Can you tell me the time, please? Complete the sentences with the words in the box.
	truth you sorry thanks me story 1 Could you please tell the children a bedtime? 2 My wife told she likes living here. 3 I don't think that's right. He didn't tell us the 4 I just want to say for a lovely dinner last night. 5 Please say to Julia for not going to her party. 6 Yesterday I told to arrive on time, but you're half an hour late.
9	Complete the sentences with your own ideas. 1 When I was a child, told me stories about 2 The last person I said sorry to was because

REVIEW YOUR PROGRESS

How well did you do in this unit? Write 3, 2 or 1 for each objective.

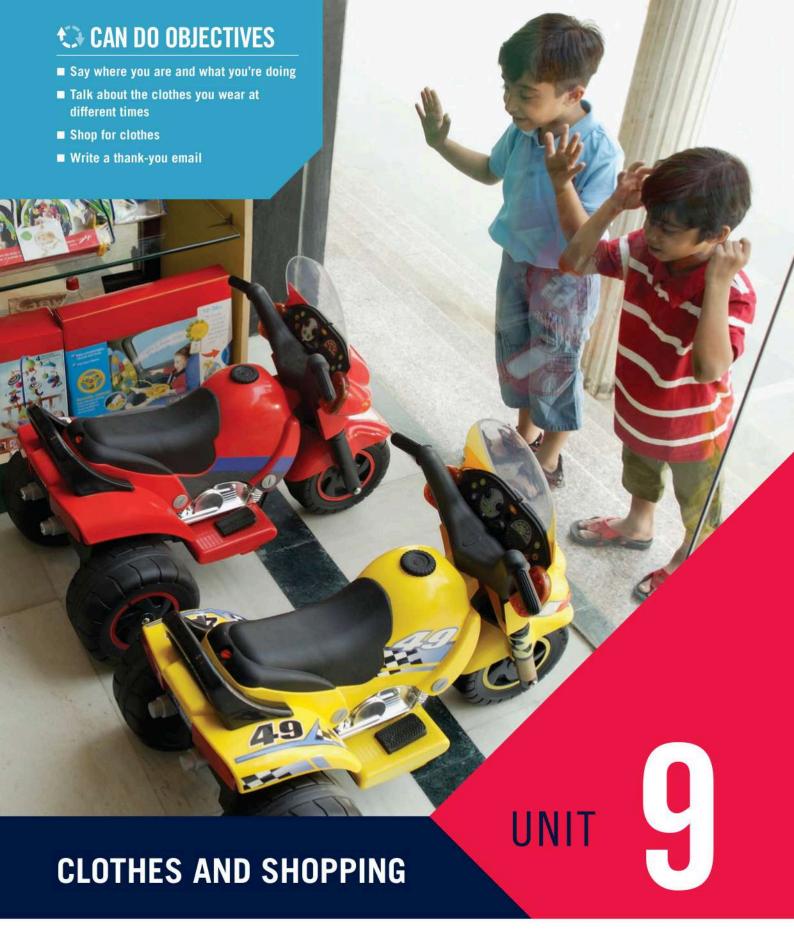
 $3 = \text{very well} \quad 2 = \text{well} \quad 1 = \text{not so well}$

3 I always say thank you to ...

4 ... tells really funny/bad jokes.

f Tell a partner your ideas from 3e.

I CAN	
talk about past and present abilities	
talk about sport and exercise	
talk about the body and getting fit	
talk about health and how I feel	
write an article.	



GETTING STARTED

- a Look at the picture and answer the questions.
 - 1 What are the boys doing?
 - 2 What do these boys talk about? What questions do they ask?
 - 3 Do you think these boys enjoy shopping?

- b •• Where's the best place to go shopping in your town or city for ...?
 - food
 - clothes
 - · a present for someone

9A WE AREN'T BUYING ANYTHING

Learn to say where you are and what you're doing

- Present continuous
- Nopping; Money and prices

11 VOCABULARY Shopping

a Match pictures 1–6 with the words in the box.

a chemist a department store a fast food restaurant a bookshop a clothes shop a café

Which of these shops is your favourite? Why?

b Look at the map of the shopping centre. Match the words with a-f in the map.

stairs entrance car park bus stop information desk cash machine (or ATM)

- C 09.01 Pronunciation Listen to the words. Which word is stressed: the first word or the second word?
 - clothes shop
- department store
- · car park

- information desk
- bus stop
- cash machine

- d Where can these people go in the shopping
 - 1 'My son needs new jeans.'
 - 2 'Let's get a new sofa.'
 - 3 'I want something to read on the train.'
 - 4 'I've got a headache. I need some medicine.'
 - 5 'Can you take the shopping to the car?'
 - 6 'Are you hungry? I need to eat!'
 - 7 'I haven't got any money.'
- e Now go to Vocabulary Focus 9A on p. 169.



2 LISTENING

- a When you meet friends in town, what do you usually do? Here are some ideas:
 - go shopping
- go to a café
- go to the cinema
- go for a walk
- b A group of friends want to go to the cinema together. Look at the shopping centre. Where is a good place to meet?
- c 09.03 Listen to Conversation 1. Where does Simon want to meet Susie? What do you think will happen?
- d <u>09.04</u> Listen to the next two phone conversations. <u>Underline</u> the correct answers.

Conversation 2

- 1 Simon is in the bookshop / in the café.
- 2 Susie is at the bus stop / in the car park.

Conversation 3

- 3 Amy is in the clothes shop I in the department store.
- 4 Sandeep is at the information desk / at the cash machine.
- e Look at the pictures and answer the questions with a partner.
 - 1 Why do you think Simon is looking at his watch?
 - 2 How do you think Susie feels? Why?
- f 09.05 Listen to Conversation 4 and check your answers.



3 GRAMMAR Present continuous

- a D09.06 Match the questions and the answers from the conversations. Listen and check your answers.
 - 1 Where are you?
 - 2 Are you having a coffee?
 - 3 Where are you waiting for us?
 - 4 Are you buying furniture?
- a I'm standing by the entrance.
- b I'm just getting some cash.
- c No, we aren't buying anything.
- d No, I'm just buying that new book.
- **b** Choose the correct words to complete the rule.

We use be + verb + -ing to talk about

a now

b all the time

c Complete the tables with the correct form of the verbs in the box.

talk wait read park drink

Positive (+)		Negative (–)	
I'm We're He's She's	a magazine. on the phone.	I'm not We aren't He isn't She isn't	coffee. at the entrance.

Yes/ No questions (?)		
Are you Is he/she	the car?	

- d Pronunciation Listen to the sentences and notice the stress
 - 1 I'm standing by the entrance.
- 4 Are you having a coffee?
- 2 We're waiting for you.
- 5 Where are you waiting for us?
- 3 We aren't buying anything.

When is the word are stressed? Choose the correct answer.

- a in positive sentences
- c in Yes/No questions
- b in negative sentences
- d in Wh- questions
- e >>> Now go to Grammar Focus 9A on p. 154.
- f Work on your own.
 - 1 Think of three places in your town or city, but don't tell your partner.
 - 2 Write a sentence to say what you are doing in each place.
- g Listen to your partner's sentences. Guess where he/she is.

I'm eating a burger.

Are you in a fast food restaurant?

4 SPEAKING

a >>> Communication 9A Student A: Go to p. 134. Student B: Go to p. 136.

9B EVERYONE'S DANCING IN THE STREETS

Learn to talk about the clothes you wear at different times

- Present simple or present continuous
- Clothes

11 READING

- a Talk about when you go shopping for clothes, food and other things.
 - before work/class
- at lunchtime
- at night
- at the weekend
- b Lucas is from France and Diana is from the UK. Read the social media posts and answer the questions. Write Lucas (L), Diana (D) or both (B).

Who writes about ... ?

a studying c work

b small shops d shopping centres

- C Read the posts again. Are the sentences true (T) or false (F)? Correct the false sentences.
 - 1 Lucas only speaks Mandarin at work.
 - 2 The Chinese people he knows like shopping.
 - 3 Lucas would like to go to a party.
 - 4 Diana doesn't like Venice in the winter.
 - 5 She likes the shops in Venice.
 - 6 It's very quiet in Venice at the moment.
- d Read the messages below. Which one is Lucas's and which one is Diana's?
- e Talk about the questions.
 - 1 Which festival would you like to go to? Why?

Friends Abroad



LUCAS Message posted: 18:36 Send Lucas a message

Hi everyone! I'm really enjoying life here in Shanghai. My new job is quite busy, but my colleagues are very friendly and they all speak English to me. In my free time, I sometimes study Mandarin and relax. I often go shopping because this is a popular 'hobby' here. I usually meet friends at a shopping centre. At the moment, it's Chinese New Year here. My friends told me there's a great street party this evening - I really want to go.



DIANA Message posted: 12:23 Send Diana a message Hello to all my friends. I love it here in Venice! It's so beautiful - even in the winter. I have to spend a lot of time on my art history classes, but at the weekends I get some free time. I usually walk around and look at the old buildings, or when it's cold, I go to museums. There are so many interesting little shops here too - it's great. It's very different from going to a shopping centre. This week it's Camevale and the whole city is like one big party. Yesterday my friends invited me to a big party in a piazza (that's Italian for a town square). It's tonight and I have to wear a long dress and mask. I need to go shopping!



2 GRAMMAR

Present simple or present continuous

- a Read the sentences from Lucas's online post and message. Match them with meaning a or b.
 - 1 I usually meet friends at a shopping centre.
 - 2 We're watching a big, beautiful dragon.
 - a Lucas's normal routine b Happening to Lucas now
- **b** Complete the rule with the correct tense.

To talk about things we usually do.

 We use the ______ to talk about things we happen right now.

- C <u>Underline</u> more examples of the present simple and present continuous in Diana's online post and message.
- d >>> Now go to Grammar Focus 9B on p. 154.
- e Complete the conversation with the correct form of the verbs in brackets. Listen and check.

LUCAS Hello?

JOHANNES Hi, Lucas! Are you busy?

LUCAS Hi! Yes, I 1 (get) ready to go out to a street party.

JOHANNES Oh, sorry. I can call back.

LUCAS OK, thanks. I usually 2 (not go) out much during the week, but it's New Year.

JOHANNES Of course.

LUCAS Sorry, Johannes. My friends 3 (arrive).

I have to go now. We can speak later.

3 LISTENING & VOCABULARY Clothes

- a Dog.10 Tina read Lucas's message and called him. Pete read Diana's message and called her. Listen to the conversations. Why are Tina and Pete surprised?
 - 1 Tina thinks that Lucas doesn't like
 - a parties
 - b wearing red
 - c going out at night
 - 2 Pete thinks that Diana doesn't like
 - a going out for dinner
 - b being in photos
 - c wearing dresses

b ○09.10 Listen again and tick (✓) the clothes words you hear.



C Pronunciation The words in the table all have the letter *o* but have a different sound. Write *shoe* in the correct column.

Sound 1/p/	Sound 2 /u:/	Sound 3 /A/	Sound 4 /əʊ/
sock	boot	glove	coat

d • 09.11 Write these words in the table in 3c. Listen and check your answers.

come coffee shoe know mother group box phone two

e Now go to Vocabulary Focus 9B on p. 168.

4 SPEAKING

- a Think of someone in your family or a friend that you saw earlier today. What's this person wearing today? What colour are their clothes? Write notes.
- **b** Tell your partner what this person is wearing.

Today my friend Louise is wearing dark blue jeans with brown boots.

My brother's at work today.

He's wearing black trousers and
an orange shirt. He's also wearing
black shoes.

EVERYDAY ENGLISH It looks really good on you

Learn to shop for clothes

- S Saying something nice
- Joining words



11 LISTENING

- a Ask and answer the questions.
 - 1 How often do you buy clothes?
 - 2 Which sentence a-c describes you best?
 - a I love buying clothes. I buy something new every week.
 - b I only buy clothes if I really need them.
 - c I don't often buy clothes, but I like looking round clothes shops.
- b 10915 Watch or listen to Part 1. Who wants to buy clothes: Dan, Annie or both?
- c 1009.15 Change three incorrect things in the text below. Watch or listen to Part 1 again to check your answers.

Dan's meeting Martina to go to a concert. He wants to wear new clothes as a surprise. Annie says she'll meet Dan at 5 pm. She isn't very happy about it.

- d 109.16 Watch or listen to Part 2 and answer the questions.
 - 1 What clothes does Dan want to buy?
 - 2 What size does Dan wear?
 - 3 Do you think Dan enjoys shopping?
- e Do you ever ask friends or family to help you buy clothes? Who do you ask and why?

2 USEFUL LANGUAGE Choosing clothes

- a Match 1-4 with a-d.
 - 1 What are you looking for?
 - 2 What size are you?
 - 3 What colour would you like?
 - 4 Why don't you try them on?
- a In trousers? 32.
- b Oh, I don't know. Something dark?
- c A shirt and trousers.
- d OK. Excuse me, where are the fitting rooms?
- b 109.16 Watch or listen to Part 2 again and check your answers in 2a.
- c In pairs, practise saying the questions and answers in 2a.
- d Take turns helping your partner choose clothes.
 - B You want a pair of jeans. A You want a jacket.

3 LISTENING

- a Watch or listen to Part 3 and answer the questions.
 - 1 Does Annie like the clothes Dan tries on?
 - 2 What does Annie think about the last set of clothes Dan comes out in?
- b 09.17 Watch or listen to Part 3 again and complete Dan's receipt.

ITEM	NO.	PRICE
SHOES	1	£
TROUSERS	1	£39.99
SHIRT	1	£25.99
	Total	£

THANK YOU



4 USEFUL LANGUAGE

Paying for clothes

- a 09.18 Listen and correct a mistake in each sentence.
 - 1 I take them.
 - 2 How much they are?
 - 3 Can I pay with card?
- Read this conversation in a clothes shop. Add one word in each gap.

 - A Can I ¹_____ you?

 B Yes, how ²_____ are these sunglasses?
 - A They're £29.99.
 - **B** OK, I'll 3_____ them. Can I pay by credit 4_
 - A No, sorry, only cash. But there's a cash machine just over there.
 - B OK, thanks. I'll be right back.
- c In pairs, practise the conversation in 4b, but with different clothes. Take turns being A and B.

5 CONVERSATION SKILLS

Saying something nice

- a Read what Annie says. Add a verb to both sentences.
 - 1 That ____ great.
 - 2 It _____ really good on you.
- Which sentence could we use ...?
 - a about anything we see
 - b only about something someone's wearing
- c Say something nice about what your partner's wearing.

I like your glasses. They look really good on you.

Thanks!



6 PRONUNCIATION Joining words

- a D09.19 Listen to the sentences. Notice the words in **bold**. Is there a pause between them?
 - 1 Can I help you?
 - 2 What size are you?
 - 3 Can I try them on?
 - 4 How much are they?
 - 5 The fitting rooms are over there.
- **b** Notice how the words in **bold** in 6a are joined.

In 1-4, the consonant sound moves to the start of the next word:

- 1 Can I → Ca ni
- 2 size are → si zare
- 3 them on → the mon
- 4 much are → mu chare

In 5, we add the sound /r/ to join the words:

- 5 are over → are rover
- c In pairs, take turns saying the sentences in 6a and giving a reply. Try to link the words in bold.

Can I help you? Yes, I'm looking for a coat.

SPEAKING

a Look at this dialogue map. Make notes about what you want to say.



- b work in pairs. Use the dialogue map and your notes in 7a to make a conversation in a clothes shop. Take turns being the shop assistant and customer.
- c In pairs, practise conversations like the one in 7a but with different clothes. Take turns being the shop assistant and customer.

UNIT PROGRESS TEST

→ CHECK YOUR PROGRESS

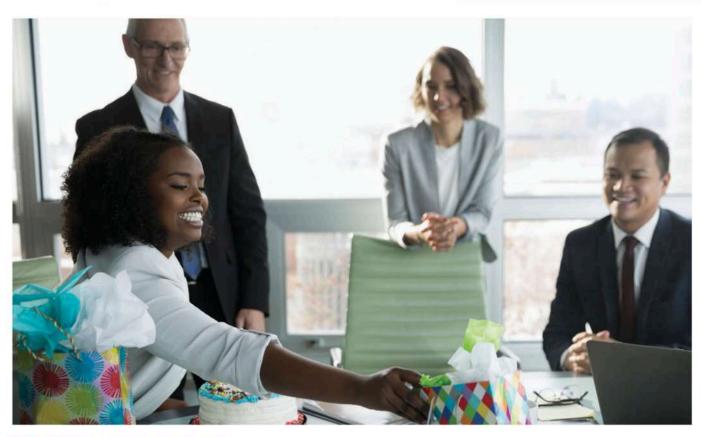
You can now do the Unit Progress Test.

SKILLS FOR WRITING Thank you for the nice present

Thank you for the nice present

Learn to write a thank-you email

🗰 Writing formal and informal emails



LISTENING AND SPEAKING

- a Look at the picture and answer the questions with a partner.
 - 1 What kinds of presents do you like to get?
 - 2 What kinds don't you like? Why?
- b 09.20 What kinds of presents do you give your family and friends? Do you think you are more like Axel, Bob, Fernanda or Leila? Listen and check.





We buy small presents for the children.

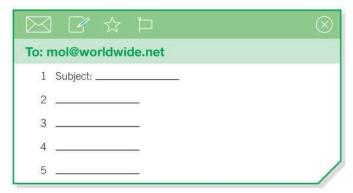
> I usually buy my husband a book or a record.



- C 09.20 Who are these sentences about? Listen again to check.
 - 1 They always buy their own presents. Bob's children
 - 2 He likes to read.
 - 3 They don't get expensive presents.
 - 4 She loves expensive presents.
 - 5 They go out for a meal on birthdays.
- d Talk about the questions.
 - 1 Who do you give presents to?
 - a child in your family
 - someone you visit
 - grandparents
 - someone who is ill in hospital
 - a colleague
 - 2 How do you thank people for presents?
 - write an email
 - send a text
 - write a letter
 - a phone call

2 READING

a It was Axel's 30th birthday last week and Molly gave him a present. Complete 1–5 in his thank-you email with sentences a–e.



- a Hi Molly,
- b Love, Axel
- c Thanks very much for the cinema tickets. They're a really great present!
- d Birthday present
- e There's a film I want to see, so I'll use them this weekend.
- b Read the email in 2a again. Answer the questions.
 - 1 Who is Molly?
 - a Axel's sister b a colleague
 - 2 How do you know?
- C Read Molly's email to Mr Lewis and answer the questions.
 - 1 Who is Mr Lewis?
 - a someone she worked with b a friend
 - 2 Why did he give her a present?
 - a It's her birthday. b She's leaving the company.
- d Read Molly's email again. Answer the questions.
 - 1 How is her email different from Axel's email in 2a? Think about:
 - how she begins
 - how she ends
 - · how she says thank you
 - 2 Why do you think it's different?



3 WRITING SKILLS

Writing formal and informal emails

a Sentences 1–4 all say thank you. Add one word to each sentence to make it correct.



- **b** Which sentence in 3a is more formal than the others?
- **c** Which of these phrases can you use in an email to someone you know well (1) or to someone you don't know well (2)?

Beginning	Ending
Hello, Mrs Finch.	Love,
Hi there!	Thanks,
Hi Marie,	Best wishes,
Dear Mr Parker,	Regards,
· :	See you,

4 WRITING

a Think of a present for someone in the class. Write the word on a piece of paper, then give them the 'present'.

chocolates

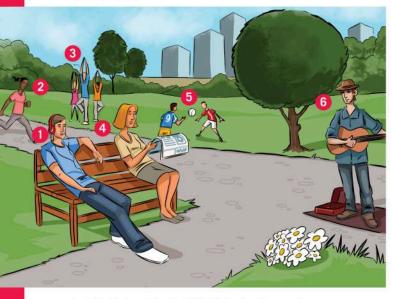
- b Plan a thank-you email for the present. Think about:
 - how to begin the email
 - · how to end the email
 - what to say about the present.
- C Write your email. Use the email in 2a to help you.
- d Swap emails with another student and check:
 - the beginning
 - the sentence saying thank you
 - the ending
- Write another email to someone you don't know well. What's different about it?

UNIT 9

Review and extension

11 GRAMMAR

a Write questions and answers for the people in the picture.



- 1 What's he doing? He's listening to music.
- **b** Complete the conversation with the correct form of the present continuous or present simple.

SHARON	Hi Jason. How are you? What ¹ (do)?
JASON	Right now I ² (cook) dinner.
SHARON	Really? But you never 3 (cook).
JASON	Well, I'm a bit bored with the meals at the school cafeteria. I ⁴ (make) spaghetti with tomato sauce.
SHARON	Great. Usually when I ⁵ (make) it, I ⁶ (put) in a lot of pepper.
JASON	Pepper? OK, I 7 (add) it now.
SHARON	But not too much. Jason? Jason? What's that noise? Are you there?
JASON	Sorry, I dropped the phone. I ⁸ (try) to

2 VOCABULARY

- a Read the sentences. Which place in a shopping centre is it?
 - 1 Not feeling too well? We can help!
 - 2 Come to us when you want something new to wear!
 - 3 Feeling hungry? Try our cheeseburgers!
 - 4 Read the best new books!
 - 5 We have 20 kinds of tea!
 - 6 We have everything for your home!

b Write the correct clothes word under each picture.







4



5



6

3 WORDPOWER time

- **a** Look at the phrases in **bold** in sentences 1–5. Match the phrases with meanings a–e.
 - 1 You can save time by shopping online.
 - 2 It takes time to learn a second language.
 - 3 I'd like to work less so I can spend time with my family.
 - 4 How do you find time to take care of four children and work?
 - 5 She always **wastes time** playing computer games when she really needs to study.
 - a have time together with people
 - b do things in a short amount of time
 - c use time badly
 - d you need a lot of time
 - e have enough time
- **b** Read the conversations. <u>Underline</u> the adjectives that you can change with *spare* and *good*.
 - 1 A See you later. I'm on my way to the cinema.
 - B OK. Have a nice time.
 - 2 A What do you like doing in your free time?
 - **B** I really love reading.
- **c** Complete the sentences with your own ideas.
 - 1 It takes time to ...
 - 2 I save time by ...
 - 3 I can never find the time to ...
 - 4 I had a good time when I ...
 - 5 I sometimes waste time when I ...
- Tell a partner your sentences in 3c. How similar are you?

REVIEW YOUR PROGRESS

How well did you do in this unit? Write 3, 2 or 1 for each objective.

 $3 = \text{very well} \quad 2 = \text{well} \quad 1 = \text{not so well}$

I CAN	
say where I am and what I'm doing	
talk about the clothes I wear at different times	
shop for clothes	
write a thank-you email.	



GETTING STARTED

- a Look at the picture and answer the questions.
 - 1 Who do you think these people are? Where are they?
 - 2 Who are the children talking to?
 - 3 What are the man and woman thinking?
 - 4 What happened before this picture? What happens later?
- b Which sentences are true for you?
 - 1 I always have my phone with me.
 - 2 If someone calls me, I always talk to them.
 - 3 I never call people during meals.
 - 4 I have my phone beside me when I sleep.

10A

THEY'RE MORE COMFORTABLE THAN EARBUDS

Learn to compare and talk about things you have

- Comparative adjectives
- IT collocations

11 READING

- a Ask and answer the questions.
 - 1 Where do you listen to music and/or podcasts?
 - 2 How do you listen?
- Read the posts about using headphones or earbuds. Who talks about ... ?

1	cost	
2	sound quality	
3	size	
4	where to use them	

- c Read the posts again. Answer the questions.
 - 1 How does Alyssa carry her earbuds?
 - 2 How does Pedro carry his headphones?
 - 3 Why does Kentaro feel OK about spending money?
 - 4 Why doesn't Emily want to spend a lot of money?
 - 5 Where does Monica use her earbuds?
 - 6 How does Nils carry his headphones?
 - 7 Why does Monica say the sound on headphones is clear?
 - 8 What problem has Nils got with earbuds?
- d Ask and answer the questions.
 - 1 Do you prefer earbuds or headphones? Why?
 - 2 What problems can you have when you use earbuds or headphones?





Lifestyle Chat



How do you like listening to music? Over-ear headphones or earbuds? Tell us which you prefer, and don't forget to vote!



Alyssa Yesterday

Earbuds are better than headphones. They are nice and small and they fit in my pocket. Headphones are too big!



Pedro Yesterday

Well, yeah, headphones are bigger than earbuds, but headphones aren't that big. Mine fold up and go in my bag, no problem!



Kentaro Yesterday

Most headphones are more expensive than earbuds, but I don't mind paying more for good sound.



Emily Yesterday

I do mind! I lose things all the time. If you're like me, it's better to buy something that's cheaper!



Monica Yesterday

Because they're smaller and lighter, you can use earbuds anywhere. I go to the gym and I always take my earbuds with me. Headphones aren't very comfortable if you're working out!



Nils Yesterday

Some people say you can only use headphones at home, but I take mine everywhere – around town, when I'm travelling. They're more comfortable than earbuds, and my headphones come with a case – that makes them easy to carry.



Kentaro 6 minutes ago

Headphones - absolutely. There's no question!



Monica 5 minutes ago

Well, I find the sound is clearer on headphones because they cover your ears. But if you buy a really good pair of earbuds – well, the sound is quite good.



Nils 2 minutes ago

I've got really small ears, so earbuds always fall out! If you want comfort and great sound quality, then headphones are definitely better.



Alyssa 1 minute ago

They're smaller, cheaper, easier to use and the sound quality is fine. I vote for earbuds – a winner for me in all categories.

2 GRAMMAR Comparative adjectives

- a <u>Underline</u> the comparative adjectives in each sentence. Then circle the correct words to complete the rule.
 - 1 Earbuds are better than headphones.
 - 2 Headphones are bigger than earbuds.
 - 3 Most headphones are more expensive than earbuds.
 - 4 They're smaller, cheaper, easier to use.

The adjectives tell us how earbuds and headphones are the same I different.

- <u>Underline</u> more examples of comparative adjectives in the posts.
- Complete the rules about comparative adjectives.

1	Short adjectives (e.g. small) add
	hard →
2	Adjectives that end in -y (e.g. easy) change y to
	and add
	happy →
3	Write before long adjectives (e.g. <i>expensive</i>)
	interesting → interesting
4	Some adjectives are irregular (e.g. good, bad)
	good →
	bad → worse

- d Complete the sentences. Listen and check your answers.
 - a My new headphones are more comfortable ______ the old ones I had.
 - b Some headphones are cheaper _____ earbuds.
- e Pronunciation Listen again. Is the missing word in 2d stressed or not?
- f >>> Now go to Grammar Focus 10A on p. 156.
- g >>> Communication 10A Student A: Go to p. 134. Student B: Go to p. 137.

3 LISTENING

a 10.03 Listen to Ruby talk to her father, Greg. Answer the questions.



- 1 What does Greg want to change?
- 2 Does Ruby agree with him?

- b 10.03 Listen again and put notes 1–4 in the correct place in the table.
 - 1 they cost more
 - 2 you can forget to charge them
 - 3 good in emergencies, like a storm
 - 4 you can do many things with them

	good	bad	
Landline phones			
Smartphones			

C Do you and people in your family still have a landline? Why / Why not?

4 VOCABULARY IT collocations

- **a** Complete the phrases from the conversation with the correct verbs. Listen and check your answers.
 - 1 g_ online 2 c____ my emails 3 m___ calls
- **b** Match verbs 1–6 with nouns a–f. Sometimes more than one answer is possible.

1	download	а	a website
2	click on	b	a document
3	visit	С	a file
4	log into	d	a phone
5	save	е	a link
6	charge	f	a computer

C Ask and answer questions using the phrases in 4a and 4b.

How often do you check your emails?

What kind of websites do you visit?

Do you use social media at work?

5 SPEAKING

- a Choose idea 1 or 2.
 - 1 something new you have compared to something old you had (e.g. smartphone / your first mobile phone)
 - 2 two things that you use and are similar (e.g. desktop computer / laptop)
- Make notes about the two things.
 - Is one better than the other? How?
 bigger, easier to carry around, ...
 - What can you do with each thing? go online, take photos, ...
- C Talk about the two things. Ask each other questions.

Are you happy with your new smartphone?

Which do you think is better, your computer or your laptop?

10B

WHAT'S THE MOST BEAUTIFUL LANGUAGE IN THE WORLD?

Spanish |

Learn to talk about languages

- Superlative adjectives
- W High numbers

11 LISTENING

- b 10.04 Listen to Professor Ryan Hunter talking about languages on the radio. Tick (✓) the languages in 1a that he talks about.
- C 10.04 Match sentences 1–4 with the languages Professor Hunter talks about. Listen and check your answers.
 - 1 He thinks it's a very beautiful language.

Mandarin Chinese Portuguese

- 2 It's a difficult language for English speakers, but not for Mandarin Chinese speakers.
- 3 Many people think it's very easy.
- 4 Over 900 million people speak it.
- d 10.04 Listen again and answer the questions.
 - 1 What was the first language Professor Hunter learned?
 - 2 How many languages can he speak?
 - 3 Where do people speak Basque?
 - 4 How much of the world's population speak Mandarin Chinese?
- e Choose one thing Professor Hunter said which you think is
 - a interesting b surprising



GRAMMAR Superlative adjectives

a Complete the sentences with the words in the box. Listen and check your answers.

ı	oest	easiest	musical	biggest	hardest
1	Sign		i was the _		teacher at my
2	Italia	an is the r	most		language I know.
3	The	<u> </u>	lang	guage to le	earn is Basque.
4	Spa	nish is the	e	lan	guage to learn.
5	Chir	na has the	<u> </u>	pop	oulation in the world.

b Read the sentences below and put the languages in order (1 = very easy, 4 = very difficult).

For me, **French** is easier than **Japanese**. But people say that **Spanish** is the easiest language in the world and **Basque** is the most difficult.

- C Think about your own language. What number do you think it is (1 = very easy, 4 = very difficult)?
- **d** Look at the sentences in 2a. Then complete the rules and the examples.

1	Short adjectives (e.g. hard) add
	small →
2	Write before long adjectives (e.g. musical)
	expensive ->
3	Some adjectives are irregular (e.g. good, bad)
	good → the
	bad → the worst

- e >>> Now go to Grammar Focus 10B on p. 156.
- f Pronunciation Listen to these phrases.

 Notice how the words are stressed.

the biggest the easiest the hardest

g • 10.08 Pronunciation Listen to these questions. Where's the main stress: on *most* or on the adjective?

What's the most beautiful language in the world? What's the most useful language to speak? What's the most difficult language in the world?

h Ask and answer the questions in 2g with other students.

READING

- a Ask and answer the questions.
 - 1 Do you read any blogs online? What are they about?
 - 2 Do you use any language websites?
 - 3 What do you think this blog is about?
- b Read the blog post and check your answer to question 3 in 3a.
- **C** Complete the blog post with the superlative forms of the adjectives in the box.

difficult (x2) fast heavy big long popular short expensive good

- d Read the blog post again. Who or what are these people talking about?
 - 1 'He could speak to people from many different countries.'
 - 2 'It's a very popular indigenous language.'
 - 3 'It takes a long time to learn the alphabet.'
 - 4 'I'd love to have this book, but it costs too much.'
 - 5 'She speaks too quickly! I can't understand her.'
 - 6 'I can say the words, but I never know how to write them correctly.'
- e Talk about the questions.
 - 1 Which fact do you think is the most interesting? Why?
 - 2 Do you know any other language facts?

4 VOCABULARY High numbers

a Find these numbers in 1c and the blog post. What do they refer to?

nine hundred million	
six hundred and three	
six hundred thousand	

- b >>> Now go to Vocabulary Focus 10B on p. 169 for more high numbers.
- C Write down a high number for your partner to say.

5 SPEAKING

a Complete the questions with the superlative forms of the adjectives.

What or who is ...?

- 1 ____ (nice) word you know in English
- (beautiful) word in your language
- 3 ____ (good) language learner you know
- 4 ____ (long) word you can think of in your language
- 5 _____ (hard) word to pronounce in English
- 6 _____ (difficult) word to spell in your language
- 7 ____ (interesting) book you've got

Linguablog

One Journalist Harold Williams was language learners ever. He spoke 58 different languages.

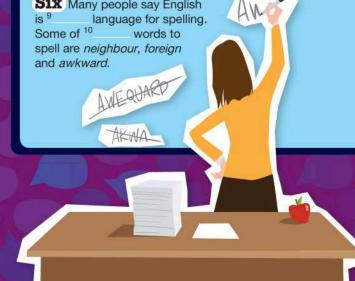
Two Fran Capo of New York is talker in the world. She can say 603 words in 54 seconds.

Three The Quechua language, from South America, has over 8 million speakers. It is 3 indigenous language that people still speak in the Americas today.

Four With over 600,000 words, the Oxford English Dictionary is one of the world's 4 dictionaries. It costs almost £1,000. Is this dictionary in the world? It's certainly - it has 20 books and weighs 62 kilograms!

Five Rotokas, a language in the Solomon Islands, only has 12 letters, so it has 7 alphabet in the world. Khmer, the language of Cambodia, has alphabet. It has 74 letters.

Six Many people say English Some of 10 words to spell are neighbour, foreign and awkward.



b Ask and answer the questions in 5a with other students.

> I think the nicest word in English is elbow. I like the sound of it.

Who is the best language learner you know?

EVERYDAY ENGLISH

There's something I don't know how to do

Learn to ask for help

- Checking instructions
- Main stress and intonation



LISTENING

- a Ask and answer the questions.
 - 1 Are you good at learning how to use new things? Why / Why not?
 - 2 You have a problem with something that you can't fix. What do you do? Why?
 - a Read the instructions.
 - b Ask someone in your family or a friend for help.
 - c Take it to a shop for help.
 - d Watch a video about it on the Internet.
- b 1010 Annie needs help with her tablet. Watch or listen to Part 1 and answer the questions.
 - 1 Who does Annie want to help her at first?
 - 2 Who can help her in the end?
- c 10.10 Watch or listen to Part 1 again and answer the questions.
 - 1 Why can't Dan help Annie?
 - 2 What do Annie and Leo decide to do?



USEFUL LANGUAGE

Asking for help

- a D10.111 Look at the different ways to ask for help. Which ones does Annie use? Listen and check your answers.
 - 1 Could you help me?
 - 2 Can you help me?
 - 3 Would you mind showing me?
 - 4 Do you mind showing me?
- b ○10.12 Tick (✓) the correct sentences. Correct the wrong sentences. Listen and check your answers.
 - 1 Can you explain that?
 - 2 Would you mind tell me?
 - 3 Do you mind explaining it to me?
 - 4 Could you showing me?
 - 5 Would you mind helping me?
- c Match the questions with the correct answers. One answer is correct for both questions.
 - 1 Could you help me?
 - 2 Do you mind helping me?
 - a No problem.
 - b Yes, of course.
 - c No, not at all.

3 PRONUNCIATION

Main stress and intonation

a D10.111 Listen for the question below and notice the main stress.

Do you mind showing me?

- b What kind of word has the main stress when we ask for help?
- C Dilli Listen again. Does the intonation go up 7 or
- d In pairs, practise saying the sentences in 2b and 3a.
- e Think of a small problem you have with studying English. Think of a question to ask your partner for help.
- f Take turns practising asking for help and agreeing to help each other. Use questions from 2a and 2b.

I don't understand this word. Would you mind explaining it to me?

No problem.

4 LISTENING

- a 10.13 Annie and Leo have lunch together. Watch or listen to Part 2 and answer the questions.
 - 1 What is Annie having problems with on her tablet?
 - 2 Does Leo help her with the problem?

- b 10.13 Watch or listen to Part 2 again. Leo tells Annie to do these things. Put them in the correct order.
 - a Open a new screen.
 - Touch this button.
 - c Get into the email.
 - d Touch the 'Yes' box.



5 CONVERSATION SKILLS

Checking instructions

- **a** Look at the sentences from the conversation. Who says them: Annie (A) or Leo (L)?
 - 1 So first I touch this button?
 - 2 And it takes me to a new screen. Like this?
 - 3 And I touch 'Yes'. Is that right?
- b Why does Annie ask these questions?
 - a She wants to be sure she understands the instructions.
 - b She wants Leo to repeat the instructions.
- C Look at the words in **bold** in 5a. Which expression does Annie use when she's doing something?
- d Put the instructions in the correct order.
 - a And next go to a new screen.
 - b And in the end save the photos here.
 - c Touch the word 'Open' here.
- e In pairs, take turns practising giving and checking instructions. Use the instructions in 5d and these phrases. There is no correct answer.

So first Is that right? Like this?

Touch the word 'Open' here.

So first I touch the word 'Open'?

6 SPEAKING

a >>> Communication 10C Student A: Look at the information below. Student B: Go to p. 136.

Conversation 1. Read your first card. Think about what you want to say. Then start the conversation with Student B.

- 1) You bought a new phone, but you can't receive text messages on it. Ask Student B for help. Check the instructions he/she gives you.
- **b** Conversation 2. Now look at your second card. Think about what you want to say. Then listen to Student B and reply.
- 2 Student B bought a new mouse for his/her computer, but it isn't working. When he/she asks for help, explain how the mouse works. Here are the instructions:
 - Turn on the mouse and wait for the green light.
 - · Double click on the mouse.
 - Wait ten seconds and click again. The mouse is working now.

WUNIT PROGRESS TEST

→ CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

SKILLS FOR WRITING My friends send really funny texts

Learn to write a post expressing an opinion

M Linking ideas with also, too and as well

SPEAKING AND LISTENING

- a Ask and answer the questions.
 - 1 Do you send messages on your phone and on social media?
 - 2 If you do, when do you send them?
 - on holiday
 - when you're travelling
 - at work
 - when you go out

Why do you send them?

- 3 If not, why not? How do you contact people?
- b Match messages a-d with pictures 1-4. Where are the people and what are they doing?
- c 10.14 Listen to three people talking about text messages. Which of texts a-d do you think they sent?
- d 10.14 Listen again and complete the table.

	Sends texts to	Prefers to	Why?
Speaker 1			\
Speaker 2			
Speaker 3			

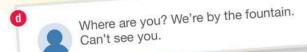
e which speaker's opinion is most similar to yours? In what way?

Take-off not till 7:30, again when we land.

Here's a pic of our first meal in Italy!

Hungry! Anything for dinner? Train gets in 6:35. See you in a bit ;-)

Delivered











2 READING

a Read the posts on the online discussion board. Tick (✓) who sometimes gets annoyed by people who use their phones.

☐ Genji ☐ MadMax ☐ Lars2 ☐ Meepe ☐ AdamB ☐ Rainbows

b Read the posts again. Who thinks these things?

¹I don't know anyone without a smartphone. ²It can be fun to send texts to friends. ³People shouldn't send texts when they're eating with other people.

⁴It's rude not to look at someone when they're talking to you.

⁵I don't like people who post photos in the middle of a conversation.

- C <u>Underline</u> all the adjectives in the posts. Which three are negative?
- d Look at the posts again and find
 - 1 two ways to agree
 - 2 one way to disagree

Things I hate!



Genji

I hate it when people look at their phone when they're talking to you. If you're talking to somebody, they should look at you, not at their phone. It's the worst thing you can do if you're with someone. I have a friend who does that.



Meepe

Yes, I agree. I've also got a friend like that. You're talking to him and he starts scrolling on his phone! It's so annoying.



MadMax

Yes, you're right, it's really rude. Some people post photos on social media in the middle of a conversation as well. I hate that.



AdamB

Yes, my sister does that too. We're having dinner and she starts sending texts to all her friends. I text my friends a lot too, but I try to put my phone down during dinner.



Lars2

Sometimes that's annoying, but I can also understand why people do it. Sometimes I want to send an important text before I forget about it. Everyone has a smartphone these days. We all use our phones for everything!



Rainbows

I don't agree with you, Genji. I don't mind when my friends are on their phones. Messaging is useful if you want to meet a friend. Also, my friends send really funny texts, so we laugh a lot.

3 WRITING SKILLS

Linking ideas with also, too and as well

a Look at the sentences and answer the question.

LARS2 Sometimes that's annoying, but I can also

understand why people do it.

MEEPE I've also got a friend like that.

RAINBOWS Messaging is useful if you want to meet a

friend. Also, my friends send really funny

texts.

Where does the word *also* come in each sentence? Underline the correct answer.

- 1 before / after an auxiliary verb (be, can ...)
- 2 before / after a main verb (get, send, live ...)
- 3 at the beginning / end of a new sentence.
- b Look at the sentences below and <u>underline</u> words or phrases that mean the same as *also*. Then answer the question.
 - 1 ADAMB Yes, my sister does that too.
 - 2 MADMAX Some people post on social media in the middle of a conversation as well.

Where do they come in the sentence: at the beginning, in the middle or at the end?

- c Add also, too or as well to these sentences.
 - 1 I've got a new PC and I have a new laptop.
 - 2 We had satnav in the car and we took a street map.
 - 3 She works for a mobile phone company and she knows a lot about computers.
 - 4 Tablets are very light to carry. They have a large screen so they are easy to read.

WRITING AND SPEAKING

- a Plan a post about something that annoys you. Use these ideas or your own. Write notes.
 - · another form of technology (not phones)
 - people's bad habits
 - an activity you hate doing
- **b** Write your post. Use the ones on the discussion board to help you. Give your post to another student.
- **c** Agree or disagree with another student's post, and try to add a sentence with *also*, *too* or *as well*. Then pass your post to the next student.
- d Check the linking words in other students' posts. Did they use also, too and as well correctly?
- e Compare posts. Which do you think is the most interesting? Why?

UNIT 10

Review and extension

11 GRAMMAR

a Complete the conversation with the comparative forms of the adjectives in brackets.





NEIL	Which laptop is ¹ <u>better</u> (good)?
ASSISTANT	Well, the Alba is 2 (powerful) than the
	Plexus – it has 16 gigabytes of RAM. It also
	has a ³ (big) screen. But it's ⁴
	(expensive) than the Plexus - it's £1,000 more.
NEIL	Which one is ⁵ (heavy)? The Alba?
ASSISTANT	Yes. The Plexus is 6 (light) and 7
	(thin) than the Alba. So the Plexus is a 8
	(practical) laptop if you're travelling. And it's a little ⁹ (fast) than the Alba, too.

b Complete the questions with one word from each box. Use the superlative form of the adjectives.

12	long	g big expensive hot good
	foot	baller country hotel room river place
1	Α	What's a in the world?
	В	Death Valley in California. The highest temperature was 56°C.
2	A	What's b in Africa?
	В	The Nile. It's 6,695 kilometres long.
3	Α	What's c in the world?
	В	One in the Palms Hotel in Las Vegas. It costs \$100,000 for one night.
4	A	Who's dever?
	В	Many people say it's Pelé from Brazil. He scored over 1,000 goals and won the World Cup three times.
5	A	What's e in the world?
	В	That's easy – Russia. It's 17 million km ² .

2 VOCABULARY

- a <u>Underline</u> the correct words.
 - 1 Don't forget to *click on I save* the document when you close it. You don't want to lose it.
 - 2 He *visits I goes* online for hours every evening. He just goes from one *document I website* to the next.
 - 3 How can I *log into I click on* your computer? I want to *visit I check* my emails.
 - 4 Click on / Visit this link to download the file / computer.
- b Write the numbers as words.

	50,000,000	3	256	5	200,000
)	2.003	4	1.500	6	2.655

3 WORDPOWER most

- a Read the text and answer the questions.
 - 1 Which four languages does the family speak?
 - 2 Which language does the writer prefer speaking? Which does her mother prefer speaking? Why?

One family – four languages

My mother is Mexican, my father is from Germany, we spent ten years in England and now we live in Italy. So we speak four languages in our family!

"Most of the people we know here are Italian, so when people come to our house, we speak Italian ²most of the time, but ³most of them understand English too, so we sometimes speak English and Italian together. I like speaking English ⁴most of all because I was at school in London, and also because it's an international language and ⁵most people speak it. But with my parents, I usually speak Spanish or German. My mother always prefers to speak Spanish with us – she says it's ⁶the most beautiful language in the world.

- **b** Look at the phrases with *most* in the text in 3a. Which of phrases 1–6 mean ...?
 - a more than all the others
 - b nearly all (or about 70-80%)
- C Look at the phrases most of the people and most people in the text. Which is about ...?
 - a people in general
 - b a particular group of people
- **d** Complete the sentences with the words in the box.

p	eople	of the way	of the evening	of my friends
1	l spent	most	_ at a friend's flat,	then I went home
			USA speak Engli on Spanish speak	
3	lt's a lo	ovely walk. Yo	ou go along a rive	r most
4	I'm ne	arly 70, and	most don	't work now.
1000	ite tw rases.		s about your life	e. Choose two
hii				
	st of th	ne time	most o	of all

f Tell a partner your sentences and ask and answer questions. How similar are you?

🗘 REVIEW YOUR PROGRESS

How	well	did	you do	in	this	unit?	Write	3, 2	or	1
for e	ach (obje	ctive.							

 $3 = \text{very well} \quad 2 = \text{well} \quad 1 = \text{not so well}$

I CAN			
compare and talk about things I have			
talk about languages			
ask for help			
write a post expressing an opinion.			



GETTING STARTED

- a Look at the picture and answer the questions.
 - 1 What do you think these people are watching? Here are some ideas:
 - a concert
 - a film

- a music video
- homemade videos
- 2 What do you like to watch with your friends? Do you like the same things?

11A I'VE HEARD SHE'S A GOOD ACTOR

Learn to ask and answer about entertainment experiences

- Present perfect
- Irregular past participles

11 READING

- a Look at the pictures of the three actors. What do you think they have in common?
 - a They went to the same school.
 - b They all lived in Australia.
 - c They were models before they became actors.
 - d They also work as film directors.
- b Read the fact files. Find the answer to 1a.
- c Read the guiz guestions about the actors. Guess the answers.
- d Read the article and find out the answers to the quiz.
- e Talk about the questions.
 - 1 Who do you think is the most interesting actor? Why?
 - 2 Do you know any other famous Australian actors?

THE QUIZ Is **Hollywood** all they have in common?

Rose, Mia and Margot have also done some interesting and unusual things that you might not know about. Try our quiz. Can you guess which actor has done these things?

F L M International

International Film Stars

Rose Byrne, Mia Wasikowska and Margot Robbie are three famous actors who work in Hollywood, and they have many things in common.

All three come from Australia and before they went to Hollywood, their first acting jobs were in Australian TV dramas and soap operas. They've acted in some very popular films. Rose was in Bridesmaids and the X-Men and Peter Rabbit film series. Mia was in Jane Evre and Alice Through the Looking Glass. Margot was in The Legend of Tarzan: I. Tonva and Mary Queen of Scots. All three women have won awards in the USA and Australia for their acting.

They have also done some interesting and unusual things outside the film industry. Rose has worked for UNICEF in Australia. She's also a model and has been in TV advertisements for the make-up company Max Factor. Margot was in the film The Legend of Tarzan. Before she started making that film, she learned to swing on a circus trapeze. She also learned to ice-skate in order to play Tonya Harding in the film I. Tonya. Mia studied dance at school and has directed some short films. Now she really loves taking photos and won a national prize in Australia for one of her photos.

Rose, Mia and Margot are not just three amazing actors, they are three amazing people.

FACT FILE: MARGOT ROBBIE 1990 Dalby, Australia Born Childhood Australia Lives Los Angeles



FACT FILE: MIA WASIKOWSKA

1989 Canberra, Australia Childhood Australia & Poland

Sydney

Which actor: ... ?

- 1 has been in a make-up advertisement
- 2 can dance well
- 3 likes to use her camera a lot
- 4 can ice-skate well
- 5 has worked for a charity
- 6 learned to swing on a circus trapeze



Born

2 GRAMMAR Present perfect: positive

- a Complete the sentences. Check your answers in the article.
 - 1 They ____ in some very popular films.
 - 2 Rose _____ for UNICEF in Australia.
 - 3 Mia _____ some short films.
- **b** Do we know when in the past the actors did these things?
- **c** Complete the rule with the correct verb.

// you / we / they +	('ve)	, post portisiple /s a worker
he / she / it +	('s)	+ past participle (e.g. worked)

3 LISTENING

- a Maggie and Stephen answer the magazine quiz about the actors. Listen and answer the questions.
 - 1 Did they both guess all the correct answers?
 - 2 Tick (✓) the films they talk about:

a [] Bridesmaids
ЬΓ	l. Tonya

d ☐ X-Men e ☐ Jane Eyre

c Mary Queen of Scots

f The Legend of Tarzan

b ○11.01 Listen again. Tick (✓) if they've seen a film this actor is in. Then write the letter (a–f) of the film in 3a they've seen her in.

	Rose Byrne	Mia Wasikowska	Margot Robbie
Maggie			√ b
Stephen			

c What did Maggie and Stephen think about the actors in the films they've seen?

4 VOCABULARY Irregular past participles

a Complete the sentences from the conversation with the words in the box. Listen and check your answers.

heard	seen (x2)	read	
1 I've r	iever	any of Mia Wasikowska's films.	
2 I've_		_ she's a good actor.	
3 I've_		_ the book, I but haven't	the film.
Do the	verbs end	in -ed?	

b So to Vocabulary Focus 11A on p. 170.

5 GRAMMAR Present perfect: negative and questions

2 Complete the sentences from the conversation with the words in the box. Listen and check your answers.

	ever	never	seen	
	I ha	ven't	any	of her films.
2	I've	s	een any	of Mia Wasikowska's films.
3	Hav	e you _	see	n any of her films?

- **b** Complete the rules with the words *before* and *after*.
 - 1 When we use *not*, *ever* and *never*, they come _____ *have* in the present perfect.
 - 2 When we make a question in the present perfect, *have* comes _____ the subject.
- **C** Pronunciation Listen again to the sentences in 5a. Do we stress *have* or the past participle?
- d >>> Now go to Grammar Focus 11A on p. 158.
- e Complete the conversation with the present perfect form of the verbs in brackets. Listen and check your answers.
 - **A** ¹_____ (you/see) the film *Crazy Rich Asians*?
 - **B** Yes, I have it's so funny. What about you?
 - A 12____ (read) the book, but 13___ (not see) the film. 4___ (you/read) the book?
 - **B** No, I haven't, but I want to. I ⁵____ (hear) that there are three books.
 - A That's right.
 - **B** ⁶_____ (they/make) films of the other books?
 - A I'm not sure. I'll check online.

6 SPEAKING

- a Think of some popular films, TV programmes and books. Write six questions about these things. Look at the questions in 5e to help you.
- h Ask other students your questions from 6a.

Have you watched Doctor Who on TV?

Yes, I like it.



11B

I BET YOU'VE NEVER BEEN TO THE OPERA

Learn to talk about events you've been to

- Present perfect or past simple
- Music

11 READING

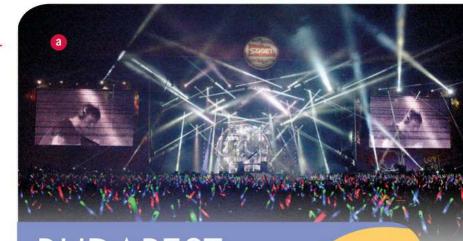
- a Look at pictures a—e. What kinds of music do they show?
- **b** Look at *Budapest: City of Music*. Do you think it is about ... ?
 - 1 famous Hungarian bands
 - 2 places to hear music
 - 3 good places to eat out in Budapest

Read the article and check your ideas.

- **c** Read the article again. Match pictures a—e with the places in the article.
- **d** Read the article again and answer the questions. More than one answer may be possible.
 - 1 Where can you hear typical Hungarian music and have a meal?
 - 2 Which is a big event which you can go to every year?
 - 3 Where can you go to hear famous international orchestras?
 - 4 Where can you listen to music while you look at the river?
- e You're in Budapest. Choose one place you'd like to go to, and one place you wouldn't like to go to. Why / Why not?







BUDAPEST CITY OF MUSIC

Budapest has beautiful buildings and great food, but did you know it's also a great city for music? Whatever kind of music you like, you can find it somewhere – it's a city of restaurants, cafés, clubs and music venues. Here are some of the places to go ...

GO TO A CLASSICAL CONCERT

If you like classical music, go to the National Concert Hall. It's in a beautiful modern building right by the River Danube, which has a theatre and a museum as well as a concert hall. Top orchestras from all over the world play here and you can also see world-class operas and jazz concerts.

GO TO THE SZIGET FESTIVAL

Every August, Budapest has one of the best rock and pop music festivals in Europe. It's on an island in the river, close to the city centre! You can hear all kinds of pop and rock music here, as well as jazz and world music. It could be a chance to see your favourite rock star close up!

MUSIC IN THE RUINS

In an old part of the city, you can find ruined buildings which are now great places to hear live music. Try Szimpla Kert, which has a nice garden to sit in. They serve food and they often have live music so you can hear local bands and singers.

MUSIC ON THE RIVER

Another great venue in Budapest is the A38 Ship. It's an old ship where they have concerts and dance music. If it gets too hot inside, you can go out on the deck and look at the river!

OR GO FOR SOMETHING MORE TRADITIONAL ...

It's easy to find restaurants in Budapest where you can listen to Hungarian folk music while you eat. Try the small streets in Óbuda, the old part of Budapest. They're not cheap, but the food's usually good and if you give the musicians some money, they will even play your favourite Hungarian song!



2 VOCABULARY Music

- a Underline words in the text for:
 - 1 kinds of music: classical ...
 - 2 people who play music or sing: an orchestra, ...
 - 3 places where you go to hear music: a concert

Listen and check your answers.

b Pronunciation Listen to these words again. Circle the number of syllables. Underline the stressed syllable in each word.

<u>sing</u> er	1	2	3	orchestra	1	2	3
musician	1	2	3	festival	1	2	3
classical	1	2	3				

- c 11.10 Listen to five pieces of music. What kinds of music are they?
- d Which kinds of music do you often listen to? Which kinds do you never listen to?

3 LISTENING

- a DIIIII Max and Alana are students in Budapest. Listen to their conversation about Budapest: City of Music. How many places do they talk about? Which places have they been to?
- **D** Complete the table about Alana. Listen and check your answers.

Where?	When?	Did she like it?
1 Szimpla Kert		
2		
3		



4 GRAMMAR

Present perfect or past simple

- a D11.12 Match the questions with the answers. Listen and check your answers.
 - 1 Have you ever been to these places?
- a Yes, I have actually. I went there last year.
- 2 Have you ever been to Szimpla Kert?
- b What places do you mean?
- 3 I bet you've never been to a concert at the National Concert Hall.
 - c Yes, I went there two weeks ago. They had a really good band.
- **b** Answer the questions about 4a.
 - 1 Which two tenses do the speakers use?
 - a present simple c present continuous d present perfect
 - b past simple
 - 2 Which tense do we use ... ? a if we don't say when something happened
 - b if we say when something happened
 - 3 Which tense do we use with ...?
 - a ever and never
 - b time expressions (last weekend, a month ago)
- c >>> Now go to Grammar Focus 11B on p. 158.
- d Put the conversation in the correct order. Listen and check your answers.

Α		Who did you go with?
Α	\Box	Did you enjoy it?
Α	1	Have you ever been to a music festival?
Α	П	Where was it?
В		It was in Novi Sad, in Serbia - the EXIT festival.
В		I went with a group of friends from university.
В	\Box	Yes, we all had a great time.
В	=	Yes, I have. I went to one last summer.

e Practise the conversation in 4d.

5 SPEAKING

- a Think of two things you've seen or places you've been to in your town or city. Here are some ideas:
 - a concert or music event
 - a film or play
 - · a theatre, cinema or club

Take notes.

City Theatre - Macbeth football stadium - Rihanna concert

- Think of two things you haven't seen or places you haven't been to, but would like to. Write notes.
- Ask other students about the things and places in 5a and 5b. Ask for more information.

Have you When did you been to Mombo's? go there? Was it good? Who did you go with?

EVERYDAY ENGLISH I thought they were quite good

Learn to ask for and express opinions about things you've seen

S Responding to an opinion

Main stress and intonation







11 LISTENING

- a Ask and answer the questions.
 - 1 When you go out in the evening, do you ...?
 - drive
 walk
 take a bus
 take a taxi
 other
 - 2 When was the last time you took a taxi? Where did you go?
- b Look at pictures 1 and 2. Write what you think Dan's saying.
- C Watch or listen to Part 1 and check your answers in 1b. Then choose the correct answers below.
 - 1 Dan and Martina are going out / on their way home.
 - 2 Their address is 50 Windsor Road / 15 Windsor Road.
- listen to Part 2 and answer the questions.
 - 1 Where have they been?
 - 2 Do they have the same opinion about what they saw?
- e Read the sentences and write M (Martina), D (Dan) or B (both). Watch or listen again to check your answers.

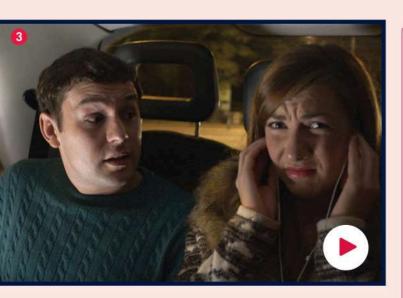
Who thinks ... ?

- 1 the concert was good
- 2 not all the bands were good
- 3 the first band was good
- 4 Atlantis are a good band
- 5 Atlantis were too loud

USEFUL LANGUAGE

Asking for and expressing opinions

- a Listen and put the conversation in the correct order.
 - Did you enjoy it?
 - How about you?
 - I really liked it.
 - So what did you think of it?
 - Yeah, it was a good concert.
- b pairs, practise the mini-conversation in 2a.
- C Now look at these ways to express an opinion. Match opinions 1-3 with reasons a-c.
 - 1 I really liked the first band.
 - 2 I didn't like the first band very much.
 - 3 I didn't like the first band at all.
 - a I thought they were terrible.
 - b I thought the singer was great.
 - I thought they played quite well, but their songs were boring.



3 LISTENING

How does Martina feel? Watch or listen to Part 3 to check.

4 CONVERSATION SKILLS Responding to an opinion

- a Read the mini-conversations. Which replies mean ... ?
 - a Lagree b Ldon't really agree
 - 1 MARTINA I didn't like all the bands.

DAN No, me neither.

2 MARTINA I really liked it, how about you?

DAN Yeah, me too.

3 MARTINA I thought they were quite good.

DAN Did you?

DAN

4 DAN Really great music.
MARTINA Do you think so?

5 MARTINA They were too loud.

b Complete the table with do or did.

Yeah, maybe.

Pr	resent	Past	
A B	I think they're good. Do you?	A I thought they B 1 you?	were good.
A B	Their music is interesting. 2 you think so?	A The concert B Did you think	

In pairs, practise the mini-conversations in 4b. Take turns being A and B.

61 PRONUNCIATION

Main stress and intonation

- **2** Listen to these replies. Notice that both words are stressed in each one.
 - 1 Do you? 2 Did you? 3 Me neither. 4 Me too.
- b D11.19 Listen again and answer the questions.
 - 1 Does the intonation go up

 or down

 at the end of each reply?
 - 2 In 1 and 2, do you think the speaker sounds ... ? a angry b surprised c happy
- c Diliii Listen again and repeat.
- d In pairs, take turns responding to these opinions. You can agree or disagree.
 - 1 I thought the concert was boring.
 - 2 I didn't enjoy the concert.
 - 3 I think the band play very interesting music.

You did? I thought it was really good.

- 4 I thought the concert was too long.
- 5 I think she's a fantastic singer.

6 LISTENING

- **a** Cook at picture 4. Answer the questions with a partner.
 - 1 Where do you think Dan and Martina are now?
 - 2 What do you think Dan says?



b 11.20 Watch or listen to Part 4 and check your answers in 6a.

SPEAKING

a >>> Communication 11C Student A: Go to p. 134. Student B: Go to p. 136.

WUNIT PROGRESS TEST

→ CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

SKILLS FOR WRITING It was an interest

It was an interesting film

Learn to write a review

Structuring a review

1 SPEAKING AND LISTENING

- a Ask and answer the questions.
 - 1 Have you seen any of the films on these pages?
 - 2 Have you ever watched a film more than once?
- b D1121 Melissa and John talk about a film. Listen and answer the questions.
 - 1 What film are they talking about?
 - 2 Did John like it? Did Melissa like it?
- C 11.21 Listen again. Write John (J) or Melissa (M). Who ... ?
 - 1 thinks James Bond films are always the same
 - 2 thinks James Bond films are just for fun
 - 3 thinks the special effects were good
 - 4 is going to see the film again
- d Choose a film you've seen and a film you haven't seen. Write notes. Think of
 - · why you liked or didn't like the film
 - why you'd like to see the other film
- e was Talk about the two films from 1d.
 - 1 Have other students seen them?
 - 2 What did they think of them?

2 READING

- a Ashley watched the film Roma. Read her review. Is it positive or negative?
- Read Ashley's review again and answer the questions.
 - 1 How many times has she watched the film?
 - 2 What are two things she says about Alfonso Cuarón?
 - 3 What are two things she says about Yalitza Aparicio?
- C Oscar also watched Roma. Read his review. Is it positive or negative?
- d Read Oscar's review again and answer the questions.
 - 1 Why did he watch it?
 - 2 What are the good and bad things he says about the film?
- e Anna also watched Roma. Read her review. Is it positive or negative?
- f Read Anna's review again and answer the auestions.
 - 1 Where did she watch it?
 - 2 What new information does she give about the film?

3 WRITING SKILLS Structuring a review

- a Read Ashley's and Oscar's reviews again. Write the numbers of the sentences that answer the questions below.
 - 4 Who are the actors and are they good?
 - When did you see the film?
 - Did you like it?
 - Do you recommend it?
 - Who wrote or directed it?
 - What is the film about?
- b Read Anna's review again. Does it answer the questions in the same order?
- C Look at some comments about different films. Which questions in 3a do they answer?
 - 1 I loved it!
 - 2 I heard it was good, so I went to see it at the weekend.
 - 3 I thought the story was quite interesting.
 - 4 Emma Stone is brilliant.
 - 5 It's by Korean director Bong Joon-ho.
 - 6 Don't go to see it. It's terrible!
 - 7 The film is about a boy who grows up in a small town in the desert.



'I thought it was an interesting and very beautiful film. So try to see it if you can.'



¹I saw Roma at the cinema last year and then I watched it again on Netflix. 2So I've watched it twice now, and it was even better the second time. 3It's by the Mexican director Alfonso Cuarón, and it's based on his own childhood growing up in Mexico City. 4All the actors are excellent, but I liked Yalitza Aparicio the best. She was completely unknown when Cuarón gave her the part, but she's great. 5She plays the role of a maid who works for a middle-class family, and the film is the story of her relationship with the parents and the children of the family. ⁶I thought it was an interesting and very beautiful film. So try to see it if you can.

- d Look at the reviews again. How are sentences 1-3 different from the ones in the reviews?
 - 1 I watched Roma on Netflix a few weeks ago. A friend recommended Roma, and we usually like the same films, so I decided to watch Roma.
 - 2 I liked Yalitza Aparicio the best. Yalitza Aparicio was completely unknown when Cuarón gave Yalitza Aparicio the part, but Yalitza Aparicio is great.
 - 3 So I didn't think the film was a great film, but maybe it's OK to watch the film if you have nothing better to do.
- e Answer the questions with a partner.
 - 1 How many times did the three people write the name of the film in their reviews?
 - 2 What words did they use in place of the name of the film?

4 WRITING AND SPEAKING

- a Plan a review of a film you've seen. Write notes using the questions in 3a and the comments in 3c to help you.
- b Write your review. Use Ashley, Oscar and Anna's reviews to help you.
- C Swap reviews with another student and check. Does your partner's review answer the questions in 3a?

d Page Read other students' reviews. Which film would you



'OK to watch it if you have nothing to do one evening."



Oscar

¹I watched Roma on Netflix a few weeks ago. ²A friend recommended it, and we usually like the same films, so I decided to watch it, but I was disappointed. 3Alfonso Cuarón, who also made the film Gravity, wrote and directed it. 4The acting was good (Marina de Tavira is great in the role of the mother), but I found the story a bit boring. 5The film is about a family and their maid. All the characters in the film just do ordinary things and nothing exciting happens. 6So I didn't think it was a great film, but maybe it's OK to watch it if you have nothing better to do.

'A very interesting film, but it was also very sad."



¹I watched *Roma* at a friend's house last week. ²I thought it was a very interesting film, but it was also very sad and the ending made me cry. 3The film is by the Mexican director Alfonso Cuarón, and it's in black and white. 4The film is about a family in Mexico City and their life with their maid, who comes from a village. 5The acting is very good, especially the actors who play the maid and the mother. ⁶I can recommend this film, but only watch it if you enjoy sad films!

UNIT 11

Review and extension

11 VOCABULARY

- a Underline the correct words.
 - 1 I don't like classic / classical music.
 - 2 He likes rock / rocker music like Coldplay.
 - 3 After years of playing the violin, he finally got a job with an orchestral / orchestra.
 - 4 In my opinion, Taylor Swift is the most famous popular/ pop music singer in the world.
 - 5 Bill only plays his guitar on the street for money. But listen to him - he's a very good musician / musical.
 - 6 Would you like to come and see Così fan tutte? It's a very famous opera / operatic by Mozart.
- **b** Write the past participle of the verbs.

1	be	5	read
2	do	6	see
3	go	7	win
4	hear	8	write

2 GRAMMAR

- a Write sentences and questions with the correct form of the present perfect.
 - 1 I / be to South Africa twice.
 - 2 She / meet a lot of famous actors.
 - 3 you / see the latest James Bond film?
 - 4 He / not / work in an office before.
 - 5 We / never / win the lottery.
 - 6 they / read all the Harry Potter books?
 - 7 I / not / hear a lot of jazz music.
- b Tick (✓) the correct sentences. Change the verb form in the sentences that are not correct.

1	We've been to Brazil only once.
2	He's read a book in English last week.
3	I never saw a Star Wars film.
4	They've won a pop music competition two years ago.
5	I saw three films last weekend.
6	She's never been to Argentina.
7	I didn't read a book by Stephen King.

Complete the conversation with the correct present perfect or past simple form of the verbs in brackets.

Α	1 (you/be) to Australia?
В	No, I haven't, but I 2 (be) to New Zealand.
Α	Have you? I 3 (never/be) there, but I would love
	to go.
В	We ⁴ (go) about four years ago in the summer.
	How long ⁵ (you/stay)?
В	About three weeks, but it 6 (not be) long enough.
	⁷ (do) a bungee jump when I ⁸ (be) there.

_ (you/ever/try) anything like that? A No. I'm too afraid!

3 WORDPOWER Multi-word verbs

- Match 1-6 with a-f to make conversations.
 - 1 Sorry, Mike, I have a meeting now.
 - 2 Here's my photo ID.
 - 3 Are you from London?
 - 4 Here's a very nice shirt in blue.
 - 5 You're looking a little tired.
 - 6 I have nothing to do this evening.
 - a Yes, I think I need to lie down for a while.
 - b Well, I was born in Manchester, but I grew up here.
 - c That's OK. I can call you back this afternoon.
 - d Well, would you like to come over for dinner?
 - e Thank you. Now can you fill this form out, please?
 - f Could I try it on?
- b Match the multi-word verbs in bold in 3a with meanings 1-6.
 - 1 return a phone call
 - 2 put on clothes to check that the size is right
 - 3 complete
 - 4 take a rest on a sofa or bed
 - 5 visit a person's home
 - 6 go from being a child to an adult
- Complete the sentences with the correct form of a multi-word verb from 3a.

1	She never wants to things in the shop
	and often gets the wrong size.
2	You need this form at the airport. Can you
	your details here?
3	I've always lived in Toronto. I here.
4	She finally me this morning and told me
	she was away all last week.
5	Why don't you and read your book?
6	My brother last night and brought a cake
	for my birthday.

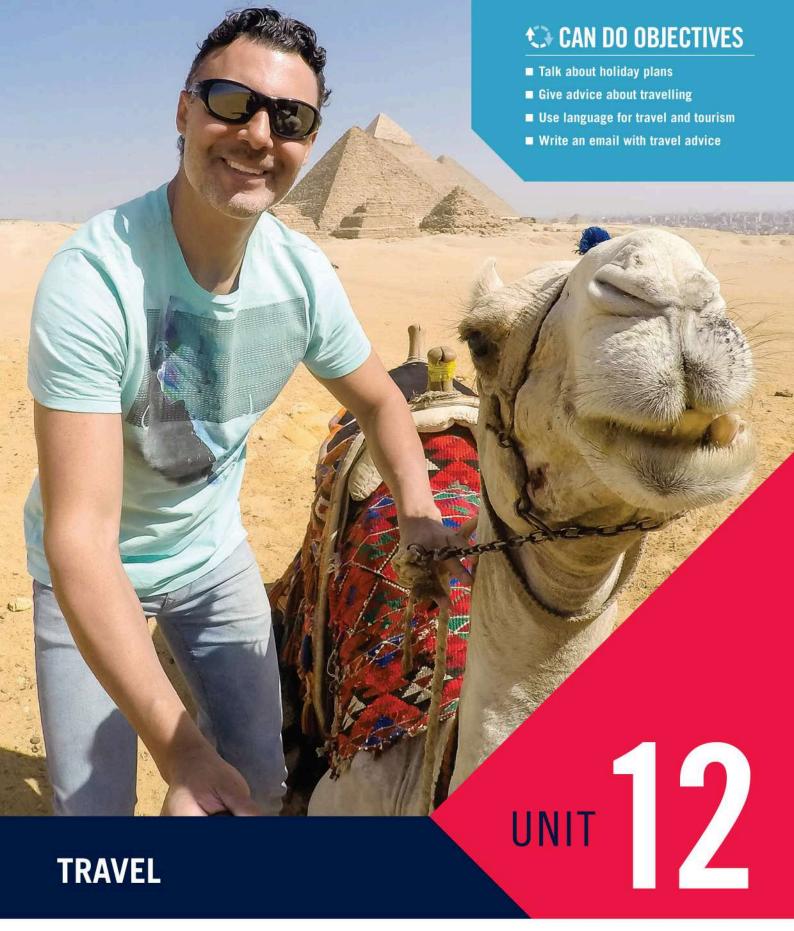
- d work in pairs. Ask and answer the questions.
 - 1 How often do friends or family come over to your place?
 - 2 Do you sometimes forget to call people back?
 - 3 Where did you grow up?
 - 4 Do you usually try on clothes before you buy them?
 - 5 What was the last form you had to fill out?
 - 6 Do you sometimes lie down during the day?

REVIEW YOUR PROGRESS

How well did you do in this unit? Write 3, 2 or 1 for each objective.

 $3 = \text{very well} \quad 2 = \text{well} \quad 1 = \text{not so well}$

I CAN	
ask and answer about entertainment experiences	
talk about events I've been to	
ask for and express opinions about things I've seen	
write a review.	



GETTING STARTED

- a Look at the picture and answer the questions.
 - 1 Where do you think this man is on holiday? Why?
 - 2 What other things has he planned to do there?
 - 3 Who do you think took this picture?

- **b** pairs, ask and answer the questions.
 - 1 Do you take photos of friends and family on holiday or other special days?
 - 2 What other things do you take photos of?
 - 3 What do you do with your photos after you've taken them?
 - 4 What's your favourite photograph?

12A WHAT ARE YOU GOING TO DO?

Learn to talk about holiday plans

G be going to

Geography





















1 VOCABULARY Geography

a Match words 1-10 with pictures a-j.

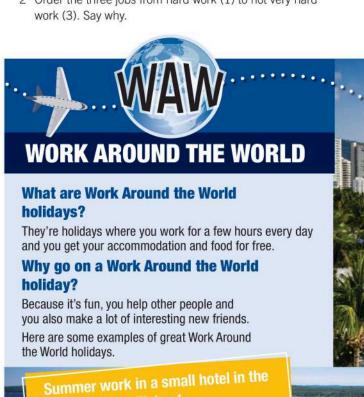
6 desert 1 island 2 mountain 7 lake 3 forest 8 glacier 4 waterfall 9 rainforest 5 beach 10 river

- b 12.01 Pronunciation Listen and check your answers in 1a. Then answer the questions.
 - 1 Which two words have only one syllable?
 - 2 Which syllable is stressed in all the other words?
- C Work in pairs. Look at pictures a-j and answer the questions.
 - 1 Which places would you like to live near?
 - 2 Have you been to any of these places?
 - 3 Which place would you like to go to on holiday? Why?
- d >>> Now go to Vocabulary Focus 12A on p. 170.

READING

- a What's important for you when you're on holiday? Why?
 - nothing just relax
- understand a new culture
- meet new people
- try a new sport
- do a lot of sightseeing
- eat local food
- b Read the web page. Which ideas in 2a can you do on Work Around the World holidays?
- C Read the web page again. What is a good job for someone who likes ... ?
 - swimming and dancing
 - drawing
 - outdoor sports

- d Talk about the questions.
 - 1 Would you like to do one of these jobs? Why / Why not?
 - 2 Order the three jobs from hard work (1) to not very hard



Great for people who love cycling and kayaking.



3 LISTENING

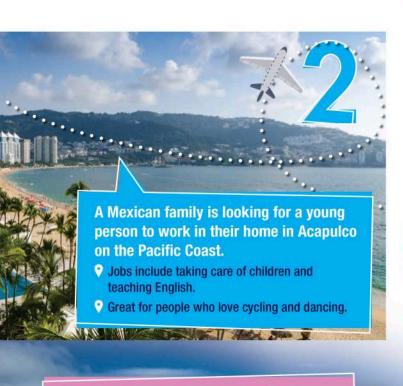
- a 12.03 Listen to two conversations about holiday plans. Which Work Around the World holidays are Emily and Chloe interested in?
- **b** 12.03 Listen again to the two conversations. Answer the questions.

Conversation 1

- 1 Why doesn't Emily want to go to university?
- 2 What does she like about the job she is interested in?
- 3 Why doesn't Zoe want her to go?

Conversation 2

- 1 Why does Chloe want to leave her job?
- 2 What does she like about the job she is interested in?
- 3 Does Frank think it's a good job for Chloe?
- c Talk about the questions.
 - 1 Do you think it's a good idea for Emily and Chloe to do a Work Around the World holiday? Why /
 - 2 What are the good things and the bad things about going on one of these holidays?



4 GRAMMAR be going to

- a Complete the sentences from the conversations. Listen and check your answers.
 - 1 I'm ______ to email and ask about it.
 - 2 I'm _____ to leave this job.
- b Look at the sentences in 4a. <u>Underline</u> the correct words to complete the rule.

We use be + going to + infinitive when we want to describe afuture plan / a present action.

- C 12.05 Complete the sentences with the correct forms of be going to and the verbs in brackets. Listen and check your answers.
 - + I _____ (find out) more about it.
 - I _____ (not go) to university next year.
 - ? What _____ (do)?
- d 12.05 Pronunciation Listen to the sentences in 4c again. How is going to often pronounced? Which is stressed: going or the main verb?
- e Mow go to Grammar Focus 12A on p. 160.
- f D12.07 Complete the conversation with be going to and the verbs in brackets. Listen and check your answers.
 - A 1 1 (spend) six months travelling and working next year.
 - B Great. Where are you 2_
 - A 13_____ (travel) around South Africa.
 - **B** What jobs ⁴_____(do)?
 - A Cleaning, cooking, working in restaurants things like that. 1 ⁵_____ (not do) anything difficult.
 - B And what about after your trip?
 - A 16_____(look) for a job at home.

5 SPEAKING

- a Talk about which of the three working holidays you would like to do.
- **b Communication 12A** Student A: Go to p. 135. Student B: Go to p. 137.

Come and live in an artists' town on the South Island of New Zealand. Jobs include helping in the local shop and cleaning.

- Close to amazing scenery: rainforest, mountains and glaciers.

12B YOU SHOULD LIVE LIKE THE LOCAL PEOPLE

Learn to give advice about travelling

- should / shouldn't
- Travel collocations

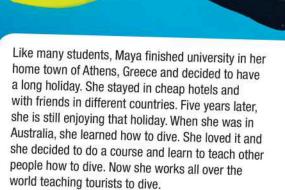
11 READING

- a Ask and answer the questions. Would you like to live in a different country? Why / Why not? If yes, which country would you choose?
- Read the article and name the people in pictures 1-4.
- **c** Read the sentences. Who do you think wrote each one: Tom (7), Oliver and Kirsten (OK) or Maya (M)?
 - 1 Saw some beautiful fish yesterday. Fantastic!
 - 2 We've got a job taking photos for a local newspaper.
 - 3 I think they liked the music I played last night.
 - 4 I'm going to work on the island of Koh Tao the sea is so clear there.
 - 5 We're going to find a local school for our daughter next week.
- d would you like to go travelling and never stop? Why / Why not?

Why not go **travelling** ... and **never** stop?

In 2010, Tom sold everything, packed a small bag and left his home in London to travel abroad. He was 30. Ten years and 15 countries later, he's still travelling and he says he's never going to go back home. Last year he arrived in Portugal. To earn money, Tom works as an English teacher. He's also a DJ in some local nightclubs.

TOM SAYS: You can use English in most places, but you should try to learn the local language, too.



MAYA SAYS: It's a big, wide world out there. I don't want to spend my life in just one place.



2 VOCABULARY Travel collocations

a Match pairs of verbs 1–6 with a word or phrase in the box. Use the texts in 1b to help you.

ć	a hotel	a bag	home	abroad	plans	holiday
1	make /	/ change		4	plan a	/ go on _
2	2 travel / live			5	book /	stay in _
3	stay at	/ go bad	ck	. 6	pack /	unpack.

b 12.08 Six people talk about travelling and holidays. Complete the sentences with verbs in 2a. Listen and check your answers.

1	I always my h	iolidays carefully. I read about the
	place before I go there.	1907 1907
2	I don't want to	_ abroad. It's better to go on

holiday in my own country.

3 I never _____ a hotel. I want to see my room before I

decide to stay there.

4 I usually _____ my bags about an hour before I go on

holiday. I hate doing it!

5 After a week away, I'm always happy to _____ home

and see my family again.

6 When I'm on holiday, I never _____ plans. I just see

what happens when I get there.

C ••• Which speakers in 2b do you agree with? Why /

3 GRAMMAR should / shouldn't

Why not?

- 2 Look at the sentences. <u>Underline</u> the correct words. Then check in the texts.
 - 1 You should / shouldn't try to learn the local language, too.
 - 2 You should / shouldn't forget your family back home.
 - 3 You should / shouldn't live like the local people.

Oliver and Kirsten Foster left the UK in 2013. In three years, they travelled to Mexico, Peru, the USA, Thailand, China, Dubai and Germany before arriving at their latest home in Egypt in 2016. They're both photographers, so they can work anywhere in the world. They've now got a three-year-old daughter, Liona, so they have to make plans more carefully. But they don't want to change their lives. Next year they are going to live in Ecuador and then South Africa. OLIVER SAYS: I love meeting new people, but you shouldn't forget your family back home. I call my mum every week. KIRSTEN SAYS: You should live like the local people and try to make friends with people from the country. **b** Choose the correct answer to complete the rules.

1 You	u should means		
а	you have to do it	b	it's a good idea
2 Aft	er should and shou	ıldn	t we use
а	to + infinitive	b	infinitive without to

c Pronunciation Listen to sentences 2 and 3 in 3a.

- 1 Is there an /l/ sound in should and shouldn't?
- 2 Is the vowel long or short?
- d Now go to Grammar Focus 12B on p. 160.
- **e** Read the advice about living abroad. Change the verbs in blue by adding *should* or *shouldn't*.

WOULD YOU LIKE TO LIVE ABROAD? TAKE OUR ADVICE! Don't stay at home all the time. Go out and meet people. You shouldn't stay at home all the time. You should ... Try to visit a new place every weekend. Don't wait until the last few weeks of your stay. Read about the country before you go there. Don't get angry when things go wrong.

Remember that things work differently in other countries.

4 LISTENING AND SPEAKING

a What do you think these people mean?

I'm quite a	I'm not really	l'mak
sporty person.	a city person.	pers

What about you and other students? Are you the same?

b	Quickly read the information again about Tom
	and Maya. Which things below do you think Tom
	likes and which do you think Maya likes? Why?
	Write T (Tom) or M (Maya).

Write T (Tom)	or M (Maya).	
the sea	noise	big cities
cafés	beaches	dancing
sport	music	
shopping	the countryside	

- c D12.11 Listen to Tom and Maya. Check your answers in 4b.
- d Tom and Maya are going to visit your country.

 Talk about where they should and shouldn't go, what they should do, and why.

You should go to the city centre. There are a lot of good cafés.

You shouldn't go to the National Museum. It's very boring!

- Work with a student you don't know very well. Find out what they like and don't like doing on holiday.
- f Give your partner some advice about what to do and what not to do in a city you know.

EVERYDAY ENGLISH

Is breakfast included?

Learn language for travel and tourism

- Showing surprise
- Consonant clusters

d 12.13 Pronunciation Listen

e Think of two surprising things.

f pairs, take turns telling

and showing surprise. Use expressions from 2a and 2c.

notes.

They don't have to be true! Make

each other your surprising things



11 LISTENING

- a Ask and answer the questions.
 - 1 When you go on holiday, where do you usually stay? Choose one or more places.
 - hotel
- hostel
- · camping in a tent
- flat / house
- with friends
- · another place
- 2 Why do you like staying in this / these place(s)?
- b 12.12 Watch or listen to Part 1 and answer the questions.
 - 1 Who has won a competition?
 - 2 Can Dan and Martina use the prize?
- C 12.12 Watch or listen to Part 1 again. Complete the email. Put a word or number in each gap.



_ 5_____ July. Enjoy!

CONVERSATION SKILLS Showing surprise

a Look at the conversation. <u>Underline</u> the two ways that Dan shows surprise.

MARTINA I've won a competition!

DAN Have you? Fantastic! What's the prize?

MARTINA A weekend for two in Bath ...

DAN Really? That's great.

- b Which question in 2a can you use to reply to any news?
- c 12.13 Match 1–4 with a–d. Listen and check your answers.
 - 1 I'm getting married.
- a Do you?
- 2 I really like grammar.
- b Have you?
- 3 I went to New York for the weekend.
- c Are you?
- 4 I've eaten an insect.
- d Did you?

- **3 LISTENING**
- a 12.14 Who do you think Dan and Martina gave the prize to? Watch or listen to Part 2 and check.
- b 12.14 Watch or listen to Part 2 again. Complete the guest information card.

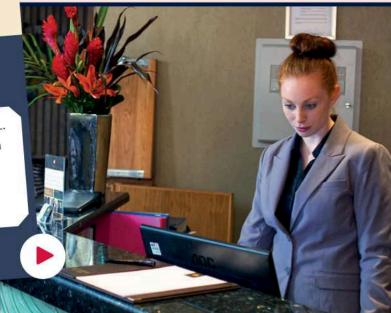


Your room number is 1_____ Please join us for breakfast in the dining room from 2_____ to 3_____.

Your checkout time is

4

ENDOY YOUR STAY



4 USEFUL LANGUAGE

Checking in at a hotel

- **a** Below are useful expressions for hotel guests. Which two expressions did Annie use?
 - 1 I've got a reservation for a double room for two nights.
 - 2 Is there a car park?
 - 3 Is breakfast included?
 - 4 Is there wi-fi in the room?
 - 5 What time is checkout?
 - 6 Is there a safe in the room?
- **b** Which four questions in 4a do we use to ask about things hotels can offer?
- c D12.15 Complete the conversation between a guest and a hotel receptionist with sentences from 4a. Listen and check your answers.

RECEPTIONIST Hello, how can I help you?

GUEST Hello, I 1_____.

RECEPTIONIST A double room? Your name, please?

GUEST Morton.

RECEPTIONIST Thank you. So, that's two nights?

GUEST Yes. Is ²_____?

RECEPTIONIST Yes, it's from 6:30 am until 9:30 am

in the dining room.

GUEST Is ³______ **RECEPTIONIST** Yes, there is.

GUEST And what 4_____

RECEPTIONIST It's 11 o'clock on the day you leave.

5 PRONUNCIATION

Consonant clusters

- a D12.16 Listen to these sentences. Notice how the consonant clusters with /t/ in bold are pronounced.
 - 1 I've got a reservation for a double room for two nights.
 - 2 So, that's two nights?
 - 3 Is breakfast included?
 - 4 It's from 6:30 am until 9:30 am.
- Listen to these sentences below.

 <u>Underline</u> consonant clusters with /t/.
 - 1 We're away next weekend.
 - 2 I'd like some tourist information.
 - 3 The kitchen is on your left.
 - 4 Can I buy two tickets, please?
- In pairs, practise conversations like the one in 4c. Use your own name and change some of the questions about things in the hotel. Take turns being the receptionist and guest.

6 LISTENING

a 12.18 Watch or listen to Part 3. Complete the information on city bus tours.

Bath City

BUS TOURS

Leaves from ¹	
Price ²	
Buy tickets at 3	55
Pay by cash or 4	

- h After the bus tour Annie goes to a museum. What do you think happens next?
- c 12.19 Watch or listen to Part 4 and check your answer to 6b. Then answer the questions.
 - 1 Did Dan and Martina tell Annie their plan?
 - 2 Why do you think they did / didn't?

10 USEFUL LANGUAGE

Asking for tourist information

- a D12.20 Match 1–5 with a–e to complete the questions. Listen and check your answers.
 - 1 Can you
- a for a ticket?
- 2 Is there a city bus tour
- b a ticket, please.
- 3 How much is it
- c help me?
- 4 Can I buy 5 I'll have
- d I can go on? e a ticket here?
- b You are on holiday and go to a Tourist Information Office to ask about an interesting museum to visit. Answer the questions.
 - 1 Can you use all the questions in 7a?
 - 2 Which one(s) do you have to change?
 - 3 Write a new question for the example(s) you need to change.
- Work in pairs. Use your answers in 7b to make a conversation at the Tourist Information Office about visiting a museum. Take turns being the tourist and an assistant who works in the office.

8 SPEAKING

a >>> Communication 12C Student A: Go to p. 135. Student B: Go to p. 137.

WUNIT PROGRESS TEST

→ CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

SKILLS FOR WRITING

You should explore the River Douro

Learn to write an email with travel advice

Paragraph writing

11 SPEAKING AND LISTENING

- - 1 I like to plan everything as much as possible so I know what I'm going to do.
 - 2 I plan my travel and accommodation, but nothing else.
 - 3 I only buy tickets. I organise everything else when I arrive.
- **b** Cook at the pictures of places in Porto and answer the questions.
 - 1 What do you know about Porto and Portugal?
 - 2 What can you see in the pictures?

- c 12.21 Fred tells Louise about a holiday he's planned. Listen and underline the correct answers.
 - 1 Fred booked his holiday online I at a travel agency.
 - 2 He's going to go to Porto for a weekend / week.
 - 3 He's going to stay in a hostel / hotel.
 - 4 He's going to go at the end of this / next month.
 - 5 Louise / Fred has a friend named Fabiana in Porto.
- d You want to visit Porto. What questions could you ask Fabiana? What should I see

in Porto?











2 READING

- a Fred sent Fabiana an email. Read Fabiana's reply. What doesn't she talk about?
 - a places to visit
- b the hostel
- c the weather

Re: Porto

Hi, Fred,

¹Thanks for your email. ²I'm really happy to help you plan your holiday in Porto. 31've been here for two years now, and I just love it. 41'm sure you're going to have a great time here. 5You asked me about the three top tourist things to do in Porto, so here are some ideas. ⁶First, you should visit my favourite part of the city: Aliados & Bolhão. 7It's a mix of cool shops, amazing buildings and cafés. You can visit the Lello bookshop - it's really popular with Harry Potter fans like you! 8And secondly, you should explore the River Douro - there are beautiful walks on both sides. ⁹Finally, the third place you should go to is the tiny village of Afurada – it's just down the river. ¹⁰Catch a ferry and stay for an afternoon. 11 It's really lovely, with wonderful fish restaurants, and there's a lot of interesting history and culture you can learn about. ¹²But you can also spend time just walking around the centre of Porto. 13 You said you were going to come at the end of next month. 14It's autumn then and it's not too hot or too cold, so it's really nice doing things outdoors. 15 It's a city with so much to see and do - I'm sure you're going to love it! 16I hope these ideas help you. 17Let's meet and get a cup of coffee when you come.

Best wishes,

Fabiana



b Read Fabiana's email again and complete the table.

Place to visit	Reason to visit
Aliados & Bolhão	cool shops & ¹ buildings and ²
River Douro	beautiful 3 on both 4
Afurada	interesting history and 5

3 WRITING SKILLS Paragraph writing

a Read Fabiana's email again. Make four paragraphs.

Paragraph 1 answers Fred and talks about Porto in general: Sentences 1 to ____

Paragraph 2 talks about things to do: Sentences ____ to 12 Paragraph 3 talks about the weather: Sentences 13 to ____ Paragraph 4 finishes the message: Sentences ____ to ___

- **b** Look at Paragraph 2. <u>Underline</u> three linking words that order the information.
- C Read the email from Alice to you and answer the questions.
 - 1 What is she going to do?
 - 2 What does she want to know?

(

Hi

Hi there,

¹My name is Alice, and I'm going to visit your home town soon. ²A friend told me that you can give me useful information, so I have some questions if that's OK. ³I would like to do some sightseeing. ⁴What are some interesting things to



see? ⁵I'd also like to do some kind of sports activity. ⁶What are some interesting things to do? ⁷I hope you can help me!

Kind regards,

Alice

d Make three paragraphs in Alice's email in 3c.

4 WRITING

- a Plan an email to Alice.
 - · answer both her questions
 - use paragraphs for different parts of your message
 - use linking words to order your ideas
- b Write your email. Use Fabiana's email to help you.
- **c** Swap emails with another student and check.
 - Are the paragraphs clear?
 - Are there good ideas of things to see and do?
 - Are there linking words to order ideas?

UNIT 12 Review and extension

III GRAMMAR

a Complete the sentences with the correct form of be going to and a verb from the box.

	travel	move	wear	have	
1	He's	30 next	week.	He	a big party.
2		n we're (ountry.	older, w	/e	to a cottage in
3	1	320	my	new suit a	nd a tie for my interview.
4	She's				before she starts university, so rope with a friend.
	NG 2		9	1,65	S 20 20 20 20 20 20 20 20 20 20 20 20 20

b Write the conversation using the prompts with the correct form of be going to.

PAULINA	¹ What / you / do after university?
	What are you going to do after university?
NATALIA	² I / go to New York.
PAULINA	New York? Sounds great. 3What / you / do there?
NATALIA	Well, my brother lives there.
PAULINA	Oh, right. 4you / stay / with / him?
NATALIA	Yes. He says ⁵ he / find / me / a job.

PAULINA Oh, really? ⁶How long / you / stay? **NATALIA** Just a month. But ⁷I not / book my flight back.

Who knows? If I find a good job, I may stay longer!

c Read the travel advice to people going to Kenya in East Africa. Complete the text with you should or you shouldn't.

It's very hot in	Kenya, so ¹ sta	y in the sun for too long
and ²	drink a lot of water. 3_	buy bottled
water and 4	drink water from	lakes or rivers.
Most people s	peak English, but ⁵	try to learn a few
words of Swal	nili, the local language.	

2 VOCABULARY

- a Underline the correct words.
 - 1 We went to a Greek island / mountain. We just sat on the forest / beach and swam in the sea. It was very relaxing.
 - 2 I went across the Gobi Desert I Lake on a camel.
 - 3 I watched birds in the Brazilian desert / rainforest.
 - 4 The Iguazu Falls are big waterfalls / mountains between Argentina and Brazil.
 - 5 I climbed rivers / mountains in Norway and we crossed a glacier / beach. It was very cold on the ice.
- **b** Put the words in the correct order to make questions.
 - 1 you / abroad / lived / ever / have?
 - 2 you / planned / your next holiday / have ?
 - 3 in a hotel / last / stay / you / did / when?
 - 4 always / you / your own bags / pack / do / for a holiday?
 - 5 this weekend / you / at home / are / staying?
- c Ask and answer the questions in 2b.

3 WORDPOWER take

a Match sentences 1-6 with pictures a-f. What do you think the people are talking about?

1 You can take the number 23.

- 2 Please take care!
- 3 It will only take five minutes.
- 4 Then you take the first left.
- 5 Let me take your suitcase for you.

6 Take one three times a day before meals.



- Match the sentences in 3a with the uses of take in a-f.
 - a to give street directions
 - b to talk about time
 - c to tell someone to be careful
 - d to talk about using transport
 - e to talk about medicine
 - f to talk about carrying something
 - Listen to the conversations and check.
- C Complete the sentences with take and a word or phrase in the box.

a taxi	the fire	st left	hour	s
my me	dicine	my la	ptop	care

1	I've got two essays to write. It will	to finish my
	homework.	

- 2 There aren't any buses. Why don't we _____?
- 3 Have a lovely holiday and _____.
- 4 Go straight until you come to a supermarket, then _____.
- 5 I'll carry the bags, but could you _____?
- 6 Oh, it's six o'clock. Time to ____
- d Choose two of the uses of take in 3b. Write a short conversation using examples of both uses.
- e Practise your conversations in 3d.

🗘 REVIEW YOUR PROGRESS

How well did you do in this unit? Write 3, 2 or 1 for each objective.

 $3 = \text{very well} \quad 2 = \text{well} \quad 1 = \text{not so well}$

I CAN	
talk about holiday plans	
give advice about travelling	
use language for travel and tourism	
write an email with travel advice.	

Phonemic symbols

Vowel sounds

-	•			×
	n	n	r	4
•	::	u		ч

/ə/	/æ/	/u/	/p/	/1/	/i/	/e/	///
breakf a st	m a n	put	g o t	chip	happ y	men	sh u t

/31/	/a:/	/uː/	/2:/	/i:/
sh ir t	p ar t	wh o	walk	ch ea p

Diphthongs (two vowel sounds)

/eə/	/19/	/09/	/31/	/aɪ/	/eɪ/	/១ប/	/au/
hair	near	tour	boy	n i ne	eight	wind ow	now

Consonants

/p/	/b/	/f/	/v/	/t/	/d/	/k/	/g/
picnic	book	f ace	v ery	time	dog	cold	go
/θ/	/ð/	/tʃ/	/d3/	/s/	/z/	/ʃ/	/3/
th ink	the	chair	job	s ea	Z 00	shoe	televi s ion
/m/	/n/	/s/	/h/	/1/	/r/	/w/	/j/
me	now	s ing	hot	late	red	went	yes

Irregular verbs

Infinitive	Past simple	Past participle
be	was / were	been
become	became	become
begin	began	begun
break	broke	broken
bring	brought	brought
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hold	held	held
know	knew	known
learn	learned / learnt	learned / learnt
leave	left	left

lose lost make made made meet met met met pay paid paid put put put read read read ride rode ring rang rung run ran run say said said see saw seen sell sold sold send sent sent sing sang sung sit sat sat sat sleep slept slept speak spoke spoken spell spend spent spent stand stood stood swim swam swam swum take took taken teach taught throw threw thrown understand won won write written	Infinitive	Past simple	Past participle
meet met pay paid paid paid put put put put read read read read ride rode ridden ring rang rung run ran run say said said see saw seen sell sold sold sold send sent sent sing sang sung sit sat sat sat sat sleep slept slept speak spoke spoken spell spelled / spelt spend spent spent stand stood stood swim swam swum take took taught tell told told think thought throw understand understood wear wore worn win won side read read read read read read read re	lose	lost	lost
pay paid put put put read read read read read ride rode ridden ring rang rung run ran run say said said see saw seen sell sold sold send sent sent sing sang sung sit sat sat sat sleep slept speak spoke spoken spell speld / spelt spend stand stood stood swim swam swum take took taken teach taught throw threw thrown understand won sold sworn won won sold sworn spell speld / spelt spend spent spent spent spent stand stood stood swim swam swum take took taken teach taught taught thought throw threw thrown understood worn won won	make	made	made
put read read read read ride rode rideen ring rang rung rung run ran run say said said see saw seen sell sold sold sold send sent sent sing sang sung sit sat sat sat sat sleep slept slept speak spoke spoken spell spend spent spent spent stand stood stood swim swam swum take took taken teach taught throw threw thrown understood wear wore worn win sold range read read read read read read read rea	meet	met	met
read ride rode ridden ring rang rung run ran run say said said see saw seen sell sold sold send sent sent sing sang sung sit sat sat sleep slept slept speak spoke spoken spell spelled / spelt spelt spelt spend stand stood stood swim swam swum take took taken teach taught thought throw threw thrown understand understood wear wore worn win sang sung sung sung sung sung sit sat sat sat sat sat sat sleep slept slept spent spelted / spelt spelted / spelt spelt spelt spent taught taught throw thrown understood understood	pay	paid	paid
ride rode ridden ring rang rung run ran run say said said see saw seen sell sold sold send sent sent sing sang sung sit sat sat sat sleep slept slept speak spoke spoken spell spell spell speld / spelt spend stand stood stood swim swam swum take took taken teach taught thought throw threw thrown understand understood wear wore worn win said rung rung rung rung rung rung rung rung	put	put	put
ring rang rung run ran run say said said see saw seen sell sold sold send sent sent sing sang sung sit sat sat sat sleep slept slept speak spoke spoken spell spelled / spelt spelled / spelt spend stand stood stood swim swam swum take took taken teach taught thought throw threw thrown understand wore worn win won said said	read	read	read
run ran run say said said see saw seen sell sold sold send sent sent sing sang sung sit sat sat sleep slept slept speak spoke spoken spell spelled / spelt spelled / spelt spend stood stood swim swam swum take took taken teach taught thought throw threw thrown understand wore worn win won sold said	ride	rode	ridden
say said said see saw seen sell sold sold send sent sent sing sang sung sit sat sat sleep slept slept speak spoke spoken spell spelled / spelt spelled / spelt spend spent spent stand stood stood swim swam swum take took taken teach taught taught tell told told think thought throw understand understood wear wore worn sold sold said said said said said said said said	ring	rang	rung
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spell speltd / spelt spelld / spelt spend spent spent spent stand stood stood swim swam swum take took taken teach taught told told think thought throw threw thrown understand understood wear won spent sp	sleep	slept	slept
spend spent spent stand stood stood swim swam swum take took taken teach taught taught tell told told think thought throw threw thrown understand understood understood wear wore worn win spent spent spent spent stood	speak	spoke	spoken
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take took taken teach taught taught tell told told think thought throw threw thrown understand understood understood wear wore worn win won taught taught thought thought throw threw thrown understood understood	stand	stood	stood
teach taught taught tell told told think thought thrown understand understood understood wear wore worn win won taught taught told told told told told told thought thrown understood war wore worn won	swim	swam	swum
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think thought thought throw threw thrown understand understood understood wear wore worn win won won	teach	taught	taught
throw threw thrown understand understood understood wear wore worn win won won	tell	told	told
understand understood understood wear wore worn win won won	think	thought	thought
wear wore worn win won won	throw	threw	thrown
win won won	understand	understood	understood
The state of the s	wear	wore	worn
write wrote written	win	won	won
	write	wrote	written

COMMUNICATION PLUS

11 STUDENT A

a Read this social media profile. Answer Student B's questions about Robert.



Hi! My name's Robert. I'm from Nice. It's a lovely city by the sea in the south of France. I'm a student at Manchester University in the UK.

b Ask Student B your questions. Write their answers.

1	What's her name?	Lora	-
	[1] [1] [1] [1] [2] [2] [3] [3] [3] [3] [4] [4] [4] [4] [4] [4] [4] [4] [4] [4		_

- 2 What's her nationality? _____
- 3 What's her home town?
- 4 Where is she now? _____
- c >>> Now go back to p. 11.

2A STUDENT A

a Read about the job. Complete the sentences with the correct forms of the verbs.

Shop assistant

- 1 She _____ (start) work at 8:00 am.
- 2 She _____ (not work) on Sunday.
- 3 She _____ (like) her job because she ____ (meet) people.
- 4 She _____ (not wear) a uniform.
- 5 People _____ (buy) things from her.
- 6 She _____ (work) in a small shop in the city centre.
- **b** Read your sentences out loud. Student B tries to guess the job after each sentence.
- C Listen to Student B's sentences and guess the job.
- d >>> Now go back to p. 21.

6C STUDENT C

- a Conversation 1. Read your first card. Then listen to Student B and reply.
- 1
- You return home. Student B has a message for you from Student A.
- · Call Student A back. Have a conversation.
- **b** Conversation 2. Now look at your second card. Start the conversation with Student B.
- 2
- · Student B calls and you answer the phone.
- He/She wants to speak to Student A, who isn't there.
 Take a message.
- Student A returns. Give him/her Student B's message.
- **C Conversation 3.** Now look at your third card. Think about what you want to say. Then call Student B.
- 3
- Think of a reason to call Student B.
- You call Student B, but he/she isn't there. Leave a message with Student A.
- Student B calls you back. Have a conversation.

4A STUDENT A

a Conversation 1. Look at the picture. Answer Student B's questions about what's on your stall. Look at the examples.



Have you got any apples on your stall?

I'd like some cheese, please.

Yes, I have.

I'm sorry, I haven't got any cheese.

b Conversation 2. You want to buy food to cook dinner. You visit Student B's market stall. Ask about the things in the box. Look at the examples.

lamb eggs one lemon fruit tomatoes mushrooms cheese pears vegetables bread one onion apples

Have you got any eggs on your stall?

I'd like some mushrooms, please.

20 STUDENT A

- a Conversation 1. Read your first card. Think about what you want to say. Then start the conversation with Student B.
- 1

You're at Student B's home for the weekend. You'd like to do the following things:

- · have something to eat
- · use your friend's computer
- watch TV
- Conversation 2. Now look at your second card. Listen to Student B and reply.
- 2

Student B's at your home for the weekend. You're good friends, but you don't like it when other people use your things, especially your new phone.

5A STUDENT A

a Look at your picture. Student B has a similar picture. Ask and answer questions to find six differences.



Is there a park in your picture?

Yes, there is. / No, there isn't.

b >>> Now go back to p. 51.

1C STUDENT A

- a Conversation 1. Read your first card. Think about what you want to say. Then start the conversation with Student B.
- 1 You want to ask about beginner guitar lessons. Talk to the receptionist at the music school.
 - Say what you would like to do.
 - · Ask when the first lesson is.
 - Ask where the lesson is.
 - Sign up for lessons.

b Conversation 2. Now look at your second card. Listen to Student B and reply.



You're a receptionist in a language school. Here's some information about an English course:

- Time: 6:20 pm next Tuesday
- Place: Room 12
- . To sign a student up, you need the student's name.

6C STUDENT A

a Conversation 1. Read your first card. Think about what you want to say. Then call Student C.



- . Think of a reason to call Student C.
- You call Student C but he/she isn't there. Leave a message with Student B.
- · Student C calls you back. Have a conversation.
- **b** Conversation 2. Now look at your second card. Listen to Student C and reply.



- You return home. Student C has a message for you from Student B.
- Call Student B back. Have a conversation.
- **C** Conversation 3. Now look at your third card. Start the conversation with Student C.



- · Student C calls and you answer the phone.
- He/She wants to speak to Student B, who isn't there. Take a message.
- Student B returns. Give him/her Student C's message.

4B SPEAKING 5c

Healthy food

Every day you can eat these food quantities:

 $\begin{array}{ll} bread-4 \ pieces & rice \ or \ pasta-2 \ cups \\ vegetables-5 \ pieces & fruit-2 \ pieces \\ cheese-2 \ pieces & meat/fish-1 \ piece \\ \end{array}$

5C STUDENT A



a Conversation 1. Read your first card. Think about what you want to say. Then start the conversation with Student B. 1

You're at the station with your friend, Student B.

The map on your phone isn't clear. You need to go to:

• the supermarket

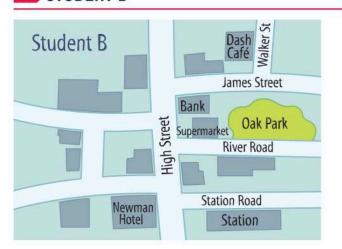
• Dash Café

- the supermarket Dash Café Student B's map is clear. Ask him/her how to get to these places. Someone told you Dash Café is in James Street, but you're not sure.
- Conversation 2. Now look at your second card. Think about what you want to say. Then listen to Student B and reply.
- You're at the station with your friend, Student B.
 The map on his/her phone isn't clear. You want to go to:

 the art gallery
 Food Art Restaurant

 Use your map to tell Student B how to get there. A lot of people think that Food Art Restaurant is on the corner of Sutton Place and West Street, but that isn't correct.

50 STUDENT B



- a Conversation 1. Read your first card. Think about what you want to say. Then listen to Student A and reply.
- You're at the station with your friend, Student A. The map on his/her phone isn't clear. You need to go to:

 the supermarket

 Dash Café

 Use your map to tell Student A how to get there. A lot of people think that Dash Café is in James Street, but that isn't correct.
- **b** Conversation 2. Now look at your second card. Think about what you want to say. Then start the conversation with Student A.
- You're at the station with your friend, Student A. The map on your phone isn't clear. You want to go to:

 the art gallery
 Food Art Restaurant

 Student A's map is clear. Ask him/her how to get to these places. Someone told you that Food Art Restaurant is on the corner of Sutton Place and West Street, but you're not sure.

6C STUDENT B

a Conversation 1. Read your first card. Start the conversation with Student A.



- Student A calls and you answer the phone.
- He/She wants to speak to Student C, who isn't there. Take a message.
- Student C returns. Give him/her Student A's message.
- **b** Conversation 2. Now look at your second card. Think about what you want to say. Then call Student A.
- 2
- . Think of a reason to call Student A.
- You call Student A, but he/she isn't there. Leave a message with Student C.
- Student A calls you back. Have a conversation.

C Conversation 3. Now look at your third card. Listen to Student A and reply.



- You return home. Student A has a message for you from Student C.
- Call Student C back. Have a conversation.

3C STUDENT B

a Conversation 1. Read your first card. Listen to Student A and reply.



You aren't free this Saturday because you work at the weekends. You'd like to go out to the cinema on Friday.

- **b** Conversation 2. Now look at your second card. Think about what you want to say. Then start the conversation with Student A.
 - 2 You want to meet Student A for coffee. You think next Friday after work/school is a good time. Decide the following and invite Student A:
 - · where to have coffee
 - what time
 - · something to do after
- c >>> Now go back to 5c on p. 35.

5A STUDENT B

a Look at your picture. Student A has a similar picture. Ask and answer questions to find six differences.



Is there a bridge in your picture?

Yes, there is. / No, there isn't.

b >>> Now go back to p. 51.

1A STUDENT B

a Read this social media profile. Answer Student A's questions about Lora.



Hi, my name's Lora. I'm from Berlin, Germany, but now I'm in England with my family. I'm a teacher in London. ~

b Ask Student A your questions. Write their answers.

1	What's his name?	Robert	
2	What's his nationality?		
3	What's his home town?		
4	Where is he now?		

c >>> Now go back to p. 11.

2A STUDENT B

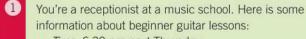
a Read about the job. Complete the sentences with the correct forms of the verbs.

Nurse	
	(25)
1 He sometimes (work) at night.	
2 He (not make) a lot of money.	A
3 He (wear) a uniform at work.	A TOTAL OF THE STATE OF THE STA
4 He (like) his job because he	
(help) people.	1
5 He (give) people medicine.	- In
6 He (work) in a big hospital in	ESTA N
the city centre.	-

- **b** Listen to Student A's sentences and guess the job.
- c Read your sentences out loud. Student A tries to guess the job after each sentence.
- d >>> Now go back to p. 21.

ICI STUDENT B

a Conversation 1. Read your first card. Think about what you want to say. Listen to Student A and reply.



- Time: 6:30 pm next Thursday
- Place: Room 2
- To sign a student up, you need the student's full name.
- **b** Conversation 2. Now look at your second card. Think about what you want to say. Then start the conversation with Student A.
 - 2 You want to ask about English classes. Talk to the receptionist at the language school.
 - Say what you would like to do.
 - · Ask when the first class is.
 - Ask where the class is.
 - Sign up for the class.

4A STUDENT B

a Conversation 1. You want to buy food to cook dinner. You visit Student A's market stall. Ask about the things in the box. Look at the examples.

steak one lemon beans fruit tomatoes mushrooms cheese pears vegetables bread one onion apples

Have you got any apples on your stall?

I'd like some pears, please.

b Conversation 2. Look at the picture. Answer Student A's questions about what's on your stall. Look at the examples.



Have you got any eggs on your stall?

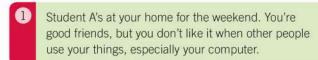
Yes, I do.

I'd like some mushrooms, please.

I'm sorry, I haven't got any mushrooms.

20 STUDENT B

a Conversation 1. Read your first card. Think about what you want to say. Listen to Student A and reply.



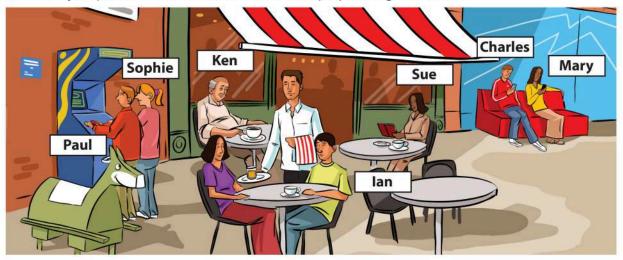
b Conversation 2. Now look at your second card. Think about what you want to say. Then start the conversation with Student A.

2 You're at Student A's home for the weekend. You'd like to do the following things:

- · have something to drink
- · use your friend's phone
- have a shower

9A STUDENT A

a Look at your picture for two minutes. What are the people doing? Make notes.



b Student B has a similar picture. Ask and answer questions to find five differences.

Is Ken drinking coffee in your picture?

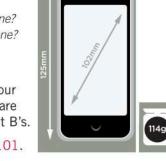
Yes, he is. / No, he isn't. He's ...

11C STUDENT A

- Conversation 1. Read your first card. Think about what you want to say. Then listen to Student B and reply about the concert.
- 1 You went with Student B to a concert last night.
 You thought the band were really good. You like their music and you thought the singer was good.
- b Conversation 2. Now look at your second card. Think about what you want to say. Then start a conversation about your meal with Student B.
- You went with Student B to Al Dente, an Italian restaurant, last weekend. You didn't like it. You had fish, but it wasn't very good and it was expensive. You thought the waiters were unfriendly.

10A STUDENT A

- a Ask Student B about his/her smartphone. You can use these questions:
 - How long is your smartphone? How wide is your smartphone? How big is the screen? How much does it weigh?
- b Look at the picture of your new smartphone. Compare your phone with Student B's.
- C >>> Now go back to p. 101.



8C STUDENT B

- Conversation 1. Read your first card. Think about what you want to say. Then listen to Student A and reply.
- You're not feeling very well. You're very tired and your back hurts. You haven't got a temperature. When Student A asks you, tell him/her what's the matter.
- **b** Conversation 2. Now look at your second card. Think about what you want to say. Then start the conversation with Student A.
 - Student A doesn't look well. Ask him/her what's the matter. When he/she tells you, show sympathy using expressions like Oh dear! or Poor you. Then ask if he/she feels hungry. Tell him/her what to do, e.g. See a doctor. Take some medicine. Have some soup.

My phone is bigger than yours.

12A STUDENT A

a You're going to go on a working holiday. Look at your plans.

< Notes





28 Nov 15:46

WHERE: Australia and Pacific islands

WHY: see beautiful beaches, visit the desert

in Australia

HOW LONG: three months

POSSIBLE JOBS: hotels and restaurants BEFORE TRIP: look online for jobs

AFTER TRIP: study at university

- **b** Student B is planning his/her own working holiday. Write questions you can ask him/her about the trip. Use 4f on p. 121 to help you.
- C Have a conversation with Student B about his/her holiday.
- d Listen to Student B's questions about your holiday and reply.
- e >>> Now go back to p. 121.

12C STUDENT A

a Conversation 1. Read your first card. Think about what you want to say. Then start the conversation with Student B.



You're a guest at a hotel. You've got a reservation for a double room for two nights. Check with the receptionist about:

- · the breakfast time
- · wi-fi in the room

Ask about this tourist information:

- · interesting local markets near the hotel
- **b** Conversation 2. Now look at your second card. Then listen to Student B and reply.



You're a hotel receptionist. Check the guest's name and let him/her know they have a reservation. Here is other information you need:

- · checkout: 10:30 am
- safe in the room
- · free box of chocolates in the room

Some important tourist information about Central Park:

- · on the same street as the hotel
- · only half a kilometre away from the hotel
- large and beautiful park

10C STUDENT B

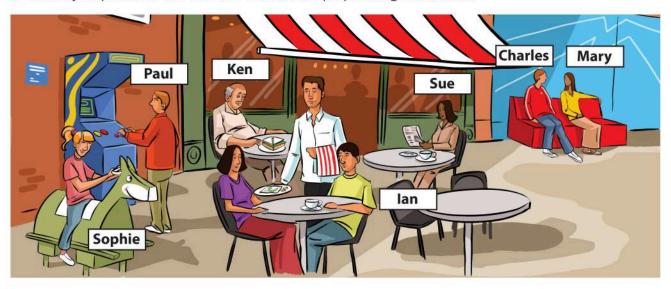
- a Conversation 1. Read your first card. Think about what you want to say. Then listen to Student A and reply.
- Student A bought a new phone, but he/she can't receive any text messages on it. When he/she asks for help, explain how it works. Here are the instructions:
 - · Touch the box that says Messages.
 - · Wait for a blue screen.
 - Touch the box that says Receive. It can receive messages now.
- **b** Conversation 2. Now look at your second card. Think about what you want to say. Then start the conversation with Student A.
- 2 You bought a new mouse for your computer, but it isn't working. Ask Student A for help. Check the instructions he/she gives you.

11C STUDENT B

- **a Conversation 1.** Read your first card. Think about what you want to say. Start a conversation about the concert with Student A.
- 1 You went with Student A to a concert last night. You didn't like the band very much. You thought they played badly and the music was boring.
- b Conversation 2. Now look at your second card. Think about what you want to say. Then listen to Student A and reply about your meal.
- 2 You went with Student A to *Al Dente*, an Italian restaurant, last weekend. You liked it. You had a very good pizza and you thought the food was delicious and not too expensive.

9A STUDENT B

a Look at your picture for two minutes. What are the people doing? Make notes.



Student A has a similar picture. Ask and answer questions to find five differences.

Is Ken eating a sandwich in your picture?

Yes, he is. / No, he isn't. He's ...

10A STUDENT B

a Ask Student A about his/her smartphone. You can use these questions:

How long is your smartphone? How wide is your smartphone? How big is the screen? How much does it weigh?

- **b** Look at the picture of your new smartphone. Compare your phone with Student A's.
- c >>> Now go back to p. 101.



My screen is wider than yours.

12A STUDENT B

a You're going to go on a working holiday. Look at your plans.





18 Dec 15:46

WHERE: Central America

WHY: see rainforests, old Maya and Aztec buildings

HOW LONG: four months

POSSIBLE JOBS: looking after children, tour guide

BEFORE TRIP: send emails to friends

AFTER TRIP: find a new job

- **b** Student A is planning his/her own working holiday. Write questions you can ask him/her about the trip. Use 4f on p. 121 to help you.
- C Listen to Student A's questions about your holiday and reply.
- d Have a conversation with Student A about his/her holiday.
- e >>> Now go back to p. 121.

12C STUDENT B

a Conversation 1. Read your first card. Then listen to Student A and reply.



You're a hotel receptionist. Check the guest's name and let him/her know they have a reservation. Here is other information you need:

- breakfast 7–9:30 am
- · free wi-fi in the room
- · free dinner at the hotel tomorrow night

Some important tourist information about a local market:

- · in a car park opposite the hotel
- biggest market in town
- · clothes, paintings, old furniture
- **b** Conversation 2. Now look at your second card. Think about what you want to say. Then start the conversation with Student A.



You're a guest at a hotel. You've got a reservation for a single room for three nights. Check with the receptionist about:

- checkout time
- safe in the room

Ask about this tourist information:

· nice parks and gardens to visit near the hotel

GRAMMAR FOCUS

1A be: positive and negative

▶ 01.07

Full form Contraction		
run torm	Contraction	
l am a student.	I'm a student.	
You are a good cook.	You're a good cook.	
He is my friend.	He's my friend.	
She is Spanish.	She's Spanish.	
It is sunny.	It's sunny.	
We are sisters.	We're sisters.	
They are from Japan.	They're from Japan.	

Negative (-)	
Full form	Contraction
l am not a student.	I'm not a student.
You are not a good cook.	You aren't a good cook.
He is not my friend.	He isn't my friend.
She is not Spanish.	She isn't Spanish.
It is not sunny.	It isn't sunny.
We are not sisters.	We aren't sisters.
They are not from Japan.	They aren't from Japan

Remember to use the verb *be* to give information with a noun, adjective, preposition or adverb.

My name's Hamid. (NOT My name Hamid.)
My teacher is nice. (NOT My teacher nice.)

I'm from China. (NOT *+ from China*.)

We are here. (NOT We here.)

Always use a noun or a pronoun before positive and negative be:

He's my teacher. (NOT Is my teacher.) **They're** Spanish. (NOT Are Spanish.)



◯ Tip

you is the same when we talk to one person or two or more people.

You're a good cook. = one person

You're good cooks. = two or more people

We use contractions to help us speak quickly. In contractions, the apostrophe (') shows a letter is missing:

You are not old. → You aren't old.

There are two different contractions for is not and are not.

is not → isn't / 's not He isn't = He's not are not → aren't / 're not We aren't = We're not



We can use 's after one name, but we don't use 're after two names:

Tom is my friend. → Tom's my friend.

Tom and Jo are my friends. (NOT Tom and Jo're my friends.)

1B be: questions and short answers

In questions with the verb be, we change the word order:

They are Turkish. → Are they Turkish?

Our teacher is from Rome. → Is our teacher from Rome?

D 01.14

	Yes/No questions		Short answers	
1	Am /	late?	Yes, No,	/ am. /'m not.
you / we / they	Are you	ready?	Yes, No,	you are. you aren't.
he / she / it	Is it	cold?	Yes, No,	it is. it isn't.

In Wh- questions, we use a question word before be.

Where are you from?

What is your name?



With positive short answers, we don't use contractions:

Yes, I am. Yes, he is. Yes, we are.

(NOT Yes, I'm. Yes, he's. Yes, we're.)

Q Tip

We can use the contraction of is with question words:

What is your name? → What's your name?

Where is he from? → Where's he from?

a	Write the correct form of be (am/is/ard sentences.	e) in these	C Complete the sentences with the correct positive (+) or negative (-) form of <i>be</i> . Use contractions if possible.		
	1 We <u>are</u> very happy. 2 My father a taxi driver.		1 We		
	3 My parents not old.		3 I(+) from Mexico City.		
	4 Carl and Michael brother	re	4 He (-) at home.		
	5 I not a good driver.	J.	5 It (+) a big hotel.		
	6 She at work today.		6 Lena and Thomas (–) friends.		
	7 Cambridge not a big city.		7 My city (+) very beautiful.		
	8 Our cats hungry.		8 Hi, my name (+) Michael.		
			9 My parents (–) at the match.		
b	Write the sentence again with positive	e and negative	10 You (+) very nice.		
	contractions. More than one negative	contraction may			
	be possible.		d Write the correct sentences.		
	1 She is Brazilian. 4 They a	re at a party.	1 Spanish → French		
	She's Brazilian. 4 Mey a	re at a party.	She's Spanish. She isn't Spanish. She's French.		
	She isn't Brazilian.	-	2 a doctor → a student		
	2 It is a beautiful city. 5 I am tir	red	He's a doctor.		
	Secretary of the secret		3 brothers → friends		
			Thay're my brothers		
	3 We are from Ankara. 6 You are		4 London → Bangkok		
			We're from London.		
			5 good cook → very bad cook		
	======================================		I'm a good cook.		
		1			
	B be: questions and short and Put the words in the correct order to real the correct order to re	make questions.	I'm a good cook. e >>> Now go back to p. 11. C Complete the conversations with the correct		
	Put the words in the correct order to r 1 her / what / name / 's? What / name / 's?	make questions.	l'm a good cook. e >>> Now go back to p. 11. C Complete the conversations with the correct form of be. Use contractions if possible.		
	Put the words in the correct order to r 1 her / what / name / 's ? Wh 2 from / are / you / where ?	make questions. nat's her name?	l'm a good cook. e >>> Now go back to p. 11. C Complete the conversations with the correct form of be. Use contractions if possible. 1 A Hi, I m Manuel.		
	Put the words in the correct order to r 1 her / what / name / 's?	make questions.	l'm a good cook		
	Put the words in the correct order to r 1 her / what / name / 's?	make questions. nat's her name?	I'm a good cook. C Complete the conversations with the correct form of be. Use contractions if possible. 1 A Hi, Im Manuel. B Hi, Manuel. Where you from? A I from Lima, Peru.		
	Put the words in the correct order to r 1 her / what / name / 's?	make questions. nat's her name?	I'm a good cook		
	Put the words in the correct order to r 1 her / what / name / 's?	make questions. nat's her name?	l'm a good cook		
	Put the words in the correct order to r 1 her / what / name / 's?	make questions. nat's her name?	l'm a good cook		
	Put the words in the correct order to r 1 her / what / name / 's?	make questions. nat's her name?	l'm a good cook		
a	Put the words in the correct order to r 1 her / what / name / 's?	make questions. nat's her name?	l'm a good cook		
a	Put the words in the correct order to r 1 her / what / name / 's?	make questions. nat's her name?	I'm a good cook		
a	Put the words in the correct order to r 1 her / what / name / 's?	make questions. nat's her name? ers a-g. a No, he isn't.	I'm a good cook		
a	Put the words in the correct order to r 1 her / what / name / 's?	ers a-g. a No, he isn't. b No, they aren't.	I'm a good cook. C Complete the conversations with the correct form of be. Use contractions if possible. A Hi, I_'m_ Manuel. B Hi, Manuel. Where you from? A I from Lima, Peru. A See that footballer? What his name? B He Timo Werner. A Where he from? B He from Germany. A Excuse me, where you from? B We from Japan. We here for the World Cup.		
a	Put the words in the correct order to r 1 her / what / name / 's?	make questions. nat's her name? ers a-g. a No, he isn't.	I'm a good cook. C Complete the conversations with the correct form of be. Use contractions if possible. A Hi, I_'m_ Manuel. B Hi, Manuel. Where you from? A I from Lima, Peru. A See that footballer? What his name? B He Timo Werner. A Where he from? B He from Germany. A Excuse me, where you from? B We from Japan. We here for the World Cup. A Hi, my name Alice, and this m		
a	Put the words in the correct order to r 1 her / what / name / 's ?	ers a-g. a No, he isn't. b No, they aren't. c No, you aren't.	I'm a good cook		
a	Put the words in the correct order to r 1 her / what / name / 's ?	ers a-g. a No, he isn't. b No, they aren't. c No, you aren't. d Yes, she is.	I'm a good cook. C Complete the conversations with the correct form of be. Use contractions if possible. A Hi, I_m_ Manuel. B Hi, Manuel. Where you from? A I from Lima, Peru. A See that footballer? What his name? B He Timo Werner. A Where he from? B He from Germany. A Excuse me, where you from? B We from Japan. We here for the World Cup. A Hi, my name Alice, and this m sister, Marta. B Hi, Alice. Hi, Marta you from England		
a	Put the words in the correct order to r 1 her / what / name / 's?	ers a-g. a No, he isn't. b No, they aren't. c No, you aren't. d Yes, she is. e No, I'm not.	I'm a good cook. C Complete the conversations with the correct form of be. Use contractions if possible. A Hi, Im Manuel. B Hi, Manuel. Where you from? A I from Lima, Peru. A See that footballer? What his name? B He Timo Werner. A Where he from? B He from Germany. A Excuse me, where you from? B We from Japan. We here for the World Cup. A Hi, my name Alice, and this m sister, Marta. B Hi, Alice. Hi, Marta you from England A No, we We American. We		
a	Put the words in the correct order to r 1 her / what / name / 's?	ers a-g. a No, he isn't. b No, they aren't. c No, you aren't. d Yes, she is. e No, I'm not. f Yes, we are.	I'm a good cook. C Complete the conversations with the correct form of be. Use contractions if possible. A Hi, I_m_ Manuel. B Hi, Manuel. Where you from? A I from Lima, Peru. A See that footballer? What his name? B He Timo Werner. A Where he from? B He from Germany. A Excuse me, where you from? B We from Japan. We here for the World Cup. A Hi, my name Alice, and this m sister, Marta. B Hi, Alice. Hi, Marta you from England		





2A Present simple: positive and negative

We use the present simple to talk about things that are generally true in daily life:

habits and routines

I drive to work every morning.

My sister doesn't eat breakfast.

facts and feelings

They have a fast car.

The children don't like coffee.

D 02.04

	+				
I / you / we / they	1	work.	We don't	work.	
he / she / it	She	works.	It doesn't	work.	

SPELLING: verb + -s

 most verbs
 start → starts

 → add -s
 work → works

 play → plays

verb ends in consonant + -y

→ change -y to -i then add -es

verb ends in -sh, -ch, -x, -ss \rightarrow add -es

try → tries study → studies

wash → washes catch → catches

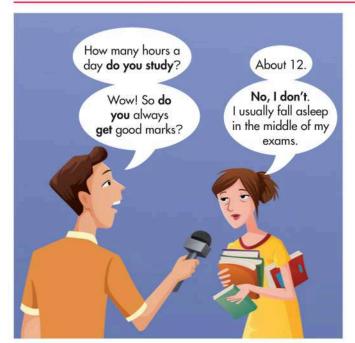
Q Tip

Don't add -s to the verb in negative sentences:

He doesn't work hard. (NOT He doesn't works hard.)



2B Present simple: questions and short answers



D 02.11

i i	Yes/No ques	stions	Short answers	
I / you / we / they	Do you	study?	Yes, No,	/ do. / don't.
he / she / it	Does she	work?	Yes, No,	she does. she doesn't.

I / you / we / they	Wh- questions				
	Where	do you	work?		
he / she / it	Where	does she	work?		

○ Tip

Don't add -s to the verb in questions:

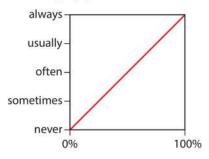
Does he work hard? (NOT Does he works hard?)

2A Present simple: positive and negative

		occur cumptor pocitive unu il	8	
a	Write t	the -s form of each verb.	С	Complete the sentences with the correct
	1 fly	flies 6 miss _		present simple form of the verbs in brackets.
	(87) (Mill)	A CONTRACTOR OF THE CONTRACTOR		1 Allan <u>doesn't like</u> (not like) his job.
		300 St. 100 St		2 My parents (not drive) fast.
	4 buy	9 worry _		3 I (not cook) at home.
		t 10 watch _		4 She (not have) a car.
				5 We (not worry) about work.
b	Compl	ete the sentences with the correct pro-	esent simple form	6 The bus (not go) to my house.
		verbs in brackets. The verbs are all p		7 You (not do) the housework.
		work (work) in an office. I		(A) LETT 9 THE STATE OF STREET WE SAME
		clock.	(Start) Work at	Correct one mistake in each sentence.
	9. 9. 1	(finish) school at 5 o'clock	every day. She	1 I studies every eveningstudy
		(do) her homework on the bus.		2 Eva don't work in a hospital.
		(go) to work by train. The t		3 My brother gos to university.
		/e) at 8:35 am.	dill	4 Tom haves a very big house.
		ta (watch) TV in the evening	r She	5 We no like this book
		(try) to go to bed before 11:00		6 I am love animals.
		parents (get) up very early.		o Talli love allillais.
	T-0.00	(get) up very early.		Now go back to p. 21.
		prother (have) a fast car. He		100 go back to p. 21.
	(love		 -	
		MANAGEMENT OF THE PROPERTY OF	No	
		(study) English after work. \	we	
	(erije	oy) our classes.		
	-		N P	
2	B Pri	esent simple: questions and	short answers	
_	litera e sur	dise to be at	4 1545A 50 141	P 29 2 10 19 3
a	Put th	e words in order to complete the ques	stions. C Use th	ne words in brackets to write complete present
	1 like	/ she / does	simple	e questions.
		Does she like this class?	1 A W	Where <u>do you live</u> ? (you / live)
		/ do / go		live in Adelaide.
		shopping at wee		What? (she / study)
	3 wan	t / does / he		French and Italian.
	0 11011	a new computer		What time? (the shop / open)
	4 whe	re / you / play / do		At 10:00 am.
	T WITC	football?		What for lunch? (you / want)
	5 they	/ what / do / wear		want a sandwich.
	_	to school?		Where? (the bus / go)
		/ lunch / what time / do / have		The bus goes to the city centre.
	o they			
		?		How many times a week? (you / go
h	Compl	ata the contanaes with do does don		o the gym)
n		ete the sentences with do, does, don		Ne go to the gym every day.
	doesn			How many hours a day? (they /
		tdo you do in your free tin	10.	vork)
	2	Anne study hard for exams?		They work seven hours a day.
			nard.	
	3 Yes,	she She studies very h		
	3 Yes,	she students at your school hav	e a lot 🐧 💯 No	ow go back to p. 23.
	3 Yes, 4		e a lot d <i>⋙</i> No	ow go back to p. 23.
	3 Yes, 4 of ex	students at your school hav	0 4 100	ow go back to p. 23.
	3 Yes, 4 of ex 5 No,	students at your school hav	0 4 100	ow go back to p. 23.
	3 Yes, 4 of ex 5 No, at th	students at your school have sams? they They just have on	0 4 100	ow go back to p. 23.
	3 Yes, 4 of ex 5 No, at th 6 Whe	students at your school have ams? they They just have on see end of the year. ere you study?	e big exam	ow go back to p. 23.
	3 Yes, 4 of ex 5 No, at th 6 Whe 7	students at your school have ams? they They just have on e end of the year.	e big exam he studies?	ow go back to p. 23.

3A Position of adverbs of frequency

We often use adverbs of frequency with the present simple. Adverbs of frequency tell us how often something happens.



Adverbs of frequency go after the verb be.

I'm never late.

She isn't always happy.

Are they usually at home?

Adverbs of frequency usually go <u>before</u> other main verbs. *I always arrive* at 8:45 am.

I never call my friends. I always text them.

In negatives, the adverbs go <u>between</u> *don't/doesn't* and the main verb. *I don't usually get up early.*

Sometimes, usually and often can go before the verb or at the beginning or end of a sentence.

Sometimes we go dancing on Saturdays.

My brother cooks for me often.

We can ask questions with How often:

How often do you come here?

How often is the bus late?

▶ 03.01

Statements with the verb be

I'm sometimes late for work.
I'm always tired.

Statements with other verbs

I **often play** tennis in the morning.
I **usually go** shopping in the afternoon.
I **never do** any sport in the evening.

Questions

How often do you go to the cinema? When do you usually see your friends?



I often play tennis in the morning.



I **usually go** shopping in the afternoon.



I **never do** any sport in the evening. I'm always tired.

3B have got

03.13

have got means have.

I've got a new phone. = I have a new phone. It hasn't got a camera. = It doesn't have a camera.

We can use *have got* to talk about possessions, appearance and work:

We haven't got a big house.

I've got blue eyes.

He's got a lot of homework this week.

We don't use have got for actions:

I have a shower before work.

NOT I have got a shower before work.

I always have breakfast with my family.

NOT I always have got breakfast with my family.

	+		<u> </u>		
I / you / we / they have got	/'ve	got a car.	They haven't	got a car.	
he / she / it has got	She 's	got a car.	He hasn't	got a car.	

○ Tip

The full form of 've is have.
The full form of 's is has.

	Yes/No que	stions	Short answers	
I / you / we / they have got	Have you	got a car?	Yes, No,	/ have. / haven't.
he / she / it has got	Has she	got a car?	Yes, No,	she has. she hasn't.





3	Position of adverbs of	frequer	су				
а	Put the adverbs in brackets in the each sentence. Use them in the never 1 I'miss a visit to my parents at wee them. (never, always) 2 I'm late for work, but my boss gets (sometimes, never) 3 He comes here for coffee at 10 o'd (usually, never) 4 We have lunch together and talk. (often, always) 5 They're away on holiday – they're (never, always)	order give kends – I go s angry. clock – he's It's good to	and see	1 of	ten / how / ci How work / do / v ways / are / ti u / where / u otball / do / h ten / is / late	nema / do / v often do y valk / you / n ired / you / n isually / at w now / they / / for work / er / do / writ	why? weekends / go / do? play / often? he? e / to / why?
b	Write sentences using the inform Paul / have breakfast	Monday	he table a Tuesday	Wednesday	f frequency Thursday	r. always = Friday ✓	$\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{$
	My parents / eat in a restaurant	X	1	1	Х	X	
	I / play tennis	1	X	✓	Х	1	
	Natasha / late for work	X	X	Х	Х	X	
	We / watch TV in the evening	/	1	1	/	1	
3	1 Paul usually has be 2 3 SB have got						
a	Correct one mistake in each sen Have she got a laptop? Has she got a lapt Do you have got 4G on your phone	top?		TOM EMIL	¹ Have your No, we ² a tablet.	he words i ougot (y	ns with the correct form of n brackets to help you. ou) a laptop? But we ³
	3 We not got a car.				want one.		a tablet, but I really
	4 They got a TV but they haven't got	ric heric ma		EMIL		eat. It ⁵ iera, everyth	the Internet, a ning.
	5 My brother haven't got a digital ca	imera.		TOM	computer?		ou) lots of good games on your
	6 My parents haven't a printer.				games. My	brother pla	But I never play ays games all the time. He ts of video games.
b	Use the words to write questions 1 you / a fast car Have you got a fast car?			LEO ROB	What car ⁹ They ¹⁰	0	(your parents)? (not) a car. They don't need

1	you / a fast car	2 No. 11 avents
2	Have you got a fast c your grandparents / a digital of	
		Yes,
3	your mum / a smartwatch	
	Secretaria di Contrologia di Secretaria (Contrologia Secretaria di Contrologia Secretaria di Contrologia di Con	No.
4	your teacher / blue eyes	
	Endowned Statement Communications and the Communication of the Communica	No. he
5	your dad / a satnav	
		Yes,
6	you / a lot of homework	
	88 2	No.

C	Complete	the co	onversat	ions	with	the (correct	form	of
	have got.	Use th	ne words	in	brack	ets to	o help	you.	
	TO11 1	r v	- 32	7	V 7				

том	1 Have you got	(you) a laptop?				
	No, we ²					
	a tablet.					
TOM	Oh cool! We 4	a tablet, but I really				
	want one.					
		the Internet, a				
	digital camera, ever					
		(you) lots of good games on your				
	computer? Yes, we ⁷	But I never play				
	games. My brother plays games all the time. He					
		lots of video games.				
LEO	What car 9	(your parents)?				
	They 10	(not) a car. They don't need				
	a car. My mum 11_	a bike – she rides				
	to work every day.					
LE0		d? ¹² (he) a				
ROB	bike? No, he ¹³	He travels by bus.				

4A Countable and uncountable nouns: a / an, some / any

Countable and uncountable nouns

We <u>can</u> count some things (e.g. *one lemon*, *eight grapes*). These things (e.g. *lemon*, *grape*) are **countable** nouns. They can be singular (e.g. *lemon*) or plural (e.g. *lemons*). We <u>can't</u> count some things (e.g. *cheese* NOT *one cheese*; *pasta* NOT *two pastas*). These things (e.g. *cheese*, *pasta*) are **uncountable** nouns. They can only be singular (e.g. *cheese*), not plural (*cheeses*).





a / an

We use *alan* with singular nouns. *alan* means *one*. We can't use them with plurals or uncountable nouns.

We use a before a consonant sound:

a lemon, a potato

We use an before a vowel sound (a, e, i, o, u):

an onion, an egg



some / any

We use *somelany* with plural and uncountable nouns. We use *somelany* when we do not need to say the exact amount.

We use some in positive sentences:

I'd like some potatoes.

We use any in negative sentences and questions:

We haven't got any potatoes.

Have you got any potatoes?

04.08

Countable	singular	a/an I've got a lemon. I don't need an onion.
Countable	plural	some/any We'd like some grapes. We don't want any potatoes.
Uncountable	{	some/any They've got some pasta. Do you want any cheese?

These common nouns are uncountable:

money music hair furniture fruit water cheese butter bread rice meat chicken = meat fish = meat

4B Quantifiers: much, many, a lot of

How much? / How many?

We use How much? / How many? to ask about quantities.

04.14

We use How many? with countable nouns:

How many eggs have we got?

We use How much? with uncountable nouns:

How much milk have we got?

When we ask about a price, we can just ask How much?

How much does it cost?

Large and small quantities

(2) 04.15

	Countable	Uncountable		
Large quantity	a lot of louy a lot of grapes.	a lot of I cook a lot of pasta.		
Medium quantity	quite a lot of I eat quite a lot of grapes.	quite a lot of I eat quite a lot of pasta.		
Small	a few I eat a few grapes every evening.	a little I've got a little pasta.		
quantity	not many We haven't got many grapes.	not much I haven't got much pasta.		
One	a / an Would you like a grape?	_		
Zero quantity	not any We haven't got any grapes.	not any I haven't got any pasta.		

a lot of / much / many

We use a lot of / much / many to talk about large quantities.

We use a lot of in positive sentences:

I need a lot of potatoes.

We often use *much/many* in negative sentences and questions:

We haven't got many potatoes.

I don't eat much chocolate.

Have you got many potatoes?

Do you eat much chocolate?



Only use a lot of before a noun (e.g. chocolate) or a pronoun (e.g. it). Use a lot at the end of a sentence.

I eat a lot of chocolate.

I eat a lot of it.

l eat a lot. (NOT l eat a lot of.)



I don't eat much chocolate – just a little after every meal.

4A Countable and uncountable nouns: a / an, some / any

- **a** Are these countable (*C*) or uncountable (*U*) nouns?
 - 1 bread ____U
 - 2 carrot _____ 3 cheese _____
 - 4 chocolate _____
 - 5 fruit _____
- 6 furniture _____
- 7 lemon _____
- 8 money _____ 9 egg _____ 10 meat _____
- **b** Complete the conversation between a customer and a shop assistant with a, an, some or any.

CUSTOMER	Hello, have you got 1 any	fruit?
SHOP ASSISTANT	Yes, of course. This is 2	shop

and I sell fruit.

Really? OK, I'd like ⁵_____ orange.

CUSTOMER SHOP ASSISTANT Just one?

CUSTOMER

Yes, please, and ⁶_____lemon. SHOP ASSISTANT Um ... no, sorry, we don't have _____ lemons. But we've got

_____ lovely bananas.

CUSTOMER But I don't want 9_____ bananas. Well, that's all then, thank you.

CUSTOMER

SHOP ASSISTANT OK, so one orange. That's 50 cents, please.

Oh, no! Sorry, I haven't got 10_____ money.

- C Correct one mistake in each sentence.
- 1 I haven't got some tomatoes.

I haven't got any tomatoes.

- 2 He hasn't got furnitures.
- 3 Have you got any moneys?
- 4 I'd like a onion and a carrot, please.
- 5 We need a cheese.
- 6 I don't want some meat.
- 7 She's got long hairs.
- 8 Do you want any apple?
- d >>> Now go back to p. 41.

4B Quantifiers: much, many, a lot of

a Complete the sentences about the pictures.



1 We've got ___alot of apples.



4 We've got a _ lemons.

- **b** Complete the questions with *much* or *many*. 1 How _____ carrots do you want?
 - 2 How _____ money has she got?
 - 3 How _____ do those grapes cost?
 - 4 How _____ tomatoes do you want?
 - 5 How _____ cheese do we need?
 - 6 How _____ apples have you got?
 - 7 How ______ do postcards cost?
 - 8 How _____ salt do you eat?
- C Underline the correct answers.
 - 1 I don't eat many / much chocolate.
 - 2 How many / much butter do we need?
 - 3 How many / much onions do you want?
 - 4 I just need a few / a little salt.
 - 5 She hasn't got many / much money.
 - 6 He eats quite a lot of / a lot vegetables.
 - 7 Do you drink many / much coffee?
 - 8 We have a few | a little good restaurants in my town.

5 We haven't got

3 We've got quite _ pasta.

2 We've only got a

_____ milk.



_ butter.

6 That's sugar!

d >>> Now go back to p. 43.

5A there is / there are

We use *there is I there are* to say that something exists in a place.

We often use there is I there are with alan, some and any.

We use *some* and *any* with uncountable nouns and plural nouns.

We use *some* in positive sentences and *any* in negative sentences and questions.



05.03 There's a river. There isn't a theatre. Singular Plural There are There aren't some restaurants. any cafés. Short answers Yes/No questions there is. Yes, Singular Is there a square? No. there isn't. Yes. there are. Plural Are there any shops? No, there aren't. Wh- questions are there? How many Countable people Uncountable How much pasta is there?

◯ Tip

Use *There's* (NOT *There are*) to talk about a list of singular things: *There's a* book, a phone and a laptop on the table.

5B Possessive pronouns and possessive 's

Possessive pronouns

05.09

Subject	Possessive adjective	Possessive pronoun		
1	my Those are my shoes.	mine Those are mine.		
you	your These are your pens.	yours These are yours.		
he	his This is his shirt.	his This is his.		
she	her That's her bag.	hers That's hers.		
it	its Those are its wheels.	->		
we	our They're our cats.	ours They're ours.		
they	their They aren't their cats.	theirs They aren't theirs.		

05.10

We use possessive adjectives (e.g. *my*, *your*) before nouns: *Is this your hat?*

We use possessive pronouns (e.g. *mine*, *yours*) in the place of a possessive adjective and a noun:

Is this yours?

We can ask about possession with the word whose:

Whose hat is this? / Whose is this hat?

Tip

- Be careful with it's (= it is / it has) and its (= possessive adjective).
- Be careful with who's (= who is / who has) and whose.



Possessive 's 05.11

We add an apostrophe (') + s to a singular noun or a name to show possession:

My sister has a car. It's my sister's car.

If a plural noun already ends in -s, we just add an apostrophe after the -s:

My grandparents have a house. It's my grandparents' house.

Other uses of 's

We also use 's as a contraction of is or has got:
 He's (= He is) very lucky. He's got (= He has got) four brothers.

5A there is / there are

a Write sentences about a small town using the information in the table.

airport	X
cafés	six
stadium	X
shops	a lot

parks	four		
schools	not many		
river	✓ (one)		
bridges	two		

	There isn't an airport.	
-	194	
2/		
-		

b	Write questions	and short	answers	about	the	town,	using
	the information	in the tab	le in a.				

1	Is there an airport in the town? No, there isn't.
2	How many
3	
4	
5	Howmany
5	CONTROL OF TOWARD PO
7	
8	How many

c Write sentences about the things in the table in **a** that are true for your town.

	There isn't an airport.
	There aren't a lot of cafés.
_	
_	

d >>> Now go back to p. 51.

5B Possessive pronouns and possessive 's

- **a** Complete the sentences with the correct possessive pronouns.
 - 1 It's my pen.



It's mine

4 It's his hat.



It's _____

2 They're her shoes.



They're _____

5 It's our car.



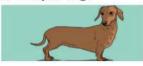
It's _____

3 It's their ball.



It's ______.

6 He's your dog.



He's _____.

- **b** <u>Underline</u> the correct words.
 - 1 Excuse me. Is this your / yours?
 - 2 Its / It's a very interesting book.
 - 3 Our / Ours flat is quite small.
 - 4 That's my parent's / parents' room.
 - 5 Don't touch that lamp it's my / mine!
 - 6 Whose / Who's book is this?
 - 7 Anita's / Anitas house is in the city centre.
 - 8 What colour are your / yours curtains?
- **C** <u>Underline</u> the 's in the conversation. Write *P* (possessive) or *C* (contraction). Then write the full form of the contractions.

ALEXIS Hello. I think I know you. You're in my brother's class at school.

NADIA What's your brother's name?

ALEXIS Paul.

NADIA Paul? Yeah, he's in my class. So, you're Paul's sister.

ALEXIS That's right. Well, in fact, Paul's got two sisters.

NADIA Oh, yes, I remember. My name's Nadia. What's your name?

ALEXIS I'm Alexis.

NADIA Hi, Alexis. It's nice to meet you.

d >>> Now go back to p. 53.

6A Past simple: be



My grandparents were at school together, but they weren't friends then.

We use was/were to talk about the past.

Was/were are the past forms of am/is/are.

We often use past time expressions with was/were, e.g. yesterday, last year, in 2012.

06.05

	+		s=:	
I / he / she / it	/ was	at home yesterday.	He wasn't	at home yesterday.
you / we / they	They were	at home yesterday.	We weren't	at home yesterday.
	Yes/No que	stions	Sh	ort answers

	Yes/No questions		Short answers	
I / he / she / it	Was she	at home yesterday?	Yes, No,	she was. she wasn't.
you / we / they	Were you	at home yesterday?	Yes, No,	we were. we weren't.

I / he / she / it	Wh- questions		
	Where	was he	yesterday?
you / we / they	Where	were you	yesterday?

We can also use there was I there were:

There was a computer on the table.

There were some chairs in the garden.

6B Past simple: positive

Past simple

We use the past simple to describe completed actions in the past

We often use past time expressions with the past simple, e.g. *yesterday, last week, when I was a child.*

▶ 06.13

I arrived last night.

I bought a new car last week.

I often visited my grandmother when I was a child.

I sometimes went to the theatre when I lived in London.

I liked sweets a lot when I was young.

I had a lot of friends at school.



My parents bought me a quitar when I was 12. I loved it.

Regular and irregular verbs

Past simple verbs are the same for all persons: // you / we / they / he / she / it.

I worked. She worked. They worked.

You went. He went. We went.

Some verbs are regular. We add -ed to make the past simple:

work → worked help → helped

Some verbs are irregular, and you will need to learn their past forms:

meet → met buy → bought

There is a list of irregular verbs on p. 129.

SPELLING: regular verbs

most verbs → add -ed	start → start ed watch → watch ed
verb ends in $-e \rightarrow add -d$	live → lived die → died
verb ends in consonant $+ -y \rightarrow$ change $-y$ to $-i$ then add $-ed$	tr y → tr ied cr y → cr ied
verb ends in one vowel (a, e, i, o, u) and one consonant $(g, n, t, \text{etc.}) \rightarrow \text{double}$ the consonant and add $-ed$	st op → stop ped pl an → plan ned
never double the consonants w , x or $y \rightarrow$ add $-ed$ only	show → showed play → played

6A Past simple: be

5 There were / was a lot 6 Why was / were your f 7 Was / Were there a lap 8 When was / were your 1 Rewrite the sentences 1 My father's a manage 2 They aren't friends 3 A ls your grandfather 4 We're at school togeth 5 It's a beautiful day 6 My teacher's name's I 7 She isn't at home 8 There are 20 people ii 9 I'm not tired	y last week. born? any eggs in the fridge? chool yesterday. I was ill in bed. of people in the queue. riends late? btop on the desk? children born? s so that they are about the past. My father was a manager.	d ≥ Now go back to p. 61.
B Past simple: p	ositive	
Write regular (<i>R</i>) or in Use the list on p. 129	regular (/) next to each verb. to help you.	C Complete the sentences with the past simple forms of the verbs in brackets.
1 arrive 2 become 3 buy 4 come 5 cook 6 decide 7 enjoy	11 have 12 like 13 plan 14 play 15 spend 16 tell 17 try	 1 When I was a child, we an old computer. (have) 2 They good friends in 1996, and they stayed friends for many years. (become) 3 I lost my phone for about a week, but then I it under my bed! (find) 4 She me an amazing story about Steve
8 find 9 finish 10 go	18 win 19 work 20 write	Jobs. (tell) 5 It was a very difficult game, but in the end we (win)
Be careful with spelling arrived 2	forms of the regular verbs in a . ng!	6 My uncle was a famous writer. He books for children. (write) 7 my first computer in 1995. (buy) 8 for a walk yesterday. (go) 9 When home, checked my emails. (get)
4 5 6 7 8		d Correct one spelling mistake in each sentence. 1 He <u>plaied</u> volleyball when he was young. played 2 I buyed a new bed yesterday, and it cost £450.
9		3 I really liket the concert on Saturday. 4 She eated a piece of cake with her coffee.

e >>> Now go back to p. 63.

5 They gotten an email about the new course.

6 We dicide to stay at home last weekend.

7A Past simple: negative and questions

	+		=			
I / he / she / it / you / we / they	I enjoyed the trip. I took the train.		He didn't He didn't		enjoy the trip. take the train	
	Yes/No que	stions		Short	answers	
I / he / she / it / you / we / they	Did they Did they	enjoy the take the t		Yes, No,	they did. they didn't.	
	<i>Wh</i> - quest	ions				
I / he / she / it / you / we / they	Where	did you	go?			



Remember, don't change the main verb in questions and negatives: I didn't **enjoy** it. (NOT | didn't **enjoyed** it.)
Did you **enjoy** it? (NOT Did you **enjoyed** it?)



7B love / like / don't mind / hate + verb + -ing

• 07.12

000	I love driving!
\odot	I like driving.
(2)	I don't mind driving
8	I don't like driving.
888	I hate driving!

After like, love, hate and don't mind, we can use a noun or a verb + -ing.

I love my car. I love driving.

SPELLING: verb + -ing

most verbs → add -ing	watch → watching go → going see → seeing
verb ends in consonant $(g, n, t, \text{etc.}) + -e \rightarrow \text{take away the } -e \text{ then add } -ing$	driv e → driv ing us e → us ing
verb ends in one vowel (a, e, i, o, u) and one consonant $(g, n, t, \text{etc.}) \rightarrow \text{double}$ the consonant and add -ing	run → running sit → sitting
never double the consonants w , x or $y \rightarrow add$ -ing only	kno w → kno wing pla y → pla ying



7A Past si	imple:	negative	and c	uestions
	The second secon		A STATE OF THE STA	the first of the second second

 Complete the sentences with the past simple forms of the verbs in brackets. Wedidn't travel (not travel) by plane to Denmark – we took trains. I	C Complete the questions and answers. 1 A
The tickets cost a lot of money. She visited China. They stayed in hotels. The people spoke English, so I understood them. The love / like / don't mind / hate + verb + -ing	B We visited five countries. A 4 (where) B We stayed in hotels. A 5 (when) B We arrived home yesterday. P Now go back to p. 71.
Write the -ing form of the verbs. 1 waitwaiting	C Circle the correct symbols and write sentences that are true for you. 1 wait for buses □□□/□/⊝/⊝⊝⊝ I don't mind waiting for buses. 2 sit in traffic □□□/□/⊝/⊝⊝⊝ 3 play video games
b Write sentences about Jamie and Lisa. eat in restaurants cook get pizza try new food	 ② ② ○ / ② / ② / ② / ⊗ / ⊗ ⊗ 4 fly in aeroplanes ② ② ○ / ② / ② / ② / ⊗ / ⊗ ⊗ 5 cook dinner ② ② ○ / ② / ② / ② / ⊗ / ⊗ ⊗ d >>>> Now go back to p. 73.

8A can / can't, could / couldn't for ability

We use can/can't to talk about present abilities:

I can read English, but I can't speak it.

We use could/couldn't to talk about past abilities:

When I was young, I could dance, but I couldn't sing.

() 08.02

		+				
I / he / she / it / you / we / they	Present	Present / can		They can't		run fast.
	Past	He could	could run fast.		We couldn't rui	
		Yes/No questions		Short answers		
I / he / she / it / you / we / they	Present	Can you	run fast?	Yes, No,	/ can. / can'	
	Past	Could you	run fast?	Yes, No,	/ coul	77.70

Tip
There is no -s on can for he / she / it:
He can swim.
(NOT He cans swim.)



8B have to / don't have to

We use have to + infinitive to talk about things we need to do:

I have to drink a lot of water when I go running.

She has to get up at six every day.

We can use have to to talk about rules:

We have to take off our shoes before we go inside.

We have to get to school by nine.

Don't have to means we don't need to do something.

I don't have to pay for my lunch at work. (My lunch is free.)

Our teacher doesn't have to wear a suit. (There is no rule.)

◯ Tip

Sometimes, you means everybody or people generally.

A Do you have to be fit to run a marathon?

(= Do people have to be fit ... ?)

B Yes, you do. (NOT Yes, I do.)

08.07

700.07	+				
I / you / we / they	1	have to work hard.	/ don't		have to work hard.
he / she / it	She	has to work hard.	He doesn't		have to work hard.
	Yes/No qu	uestions	Short	ansv	wers
I / you / we / they	Do you	have to work hard?	Yes, No,	d	o. on't.
he / she / it	Does he	have to work hard?	Yes, No,	1,000	does. doesn't.



If you're tired, you don't have to run any more. You can walk.

8A can / can't, could / couldn't for ability

least half an hour a day.

a	Complete the sentences with can/can't, could/couldn't.	b Write sentences about w can/can't do now.	vhat Rob	could/couldn't do in the past and what he			
	1 I <u>can</u> play the guitar.	Waster British State Control					
	I want to learn the drums next.	When he was a boy	Now	1.000			
	2 I drive last year, but I passed my test six weeks	swim 1,000 metres X	-	1,000 metres 🗸			
	ago!	cook a meal X	000111	a meal 🗸			
	3 She cook really	ride a bike 🗸		bike X			
	well. Her food is always great.	run 25 km x	17.000.000.0000	5 km ✓			
	4 He isn't on the football team,	speak Spanish X	speak	Spanish 🗸			
	because he run very fast.	1 Rob couldn't swim 1.00		when he was a boy. He can swim 1,000 metres now.			
	5 When I was in school, I do maths. But						
	now I'm much better.	4					
	6 My husband	5					
	speak French, Spanish and	C Find and correct a mistr	aka in as	ah cantanaa			
	Portuguese. It's useful when we	C Find and correct a mista					
	travel!	1 I don't can play the guita2 She cans speak four lang	AND ASSESSMENT OF THE PARTY OF				
	7 I climb trees when I was a child, but I'm too	3 How fast you can swim?					
	old now.	- 10개호		child			
	old now.			said			
		6 A Does he can cook? B					
		7 A Could he walk before	his accide	ent? B Yes, he did			
		d ≥ Now go to p. 81.					
8	B have to / don't have to						
a	Match questions 1-8 with answe	rs a–h.					
	1 d Do we have to take our shoes	off? a	Becaus	e you have to stay fit.			
	2 How much do you have to pay		b No, I don't. My parents do everything.c Yes, I do. Every day.				
	3 Do you have to be a member t	The state of the s					
	Does she have to walk home?Do you have to walk the dog e		No, you At eight	don't. You can keep them on.			
	6 Do you have to help in the kito		75				
	7 I want to stay at home. Why do		f Nothing. It's free. g No, you don't. It's open to everybody.				
	8 What time do you have to leav		(C)	doesn't. She's got enough money for a taxi.			
b	Complete the sentences with the a short answer.	correct form of have to or		ut a tick (\checkmark) or a cross $X(x)$ next to each ctivity and write sentences that are true for you.			
	1 In a kitchen,you have to wo	rk (you / work) very	1	I / study for three hours every evening 🗸			
	carefully.			I have to study for three hours every evening.			
	2 A (you / buy) any new clothes for	2	I / cook dinner every night X			
	your new job?		2	I don't have to cook dinner every night. I / do a lot of homework			
	B Yes,(1/r	oot / pay) rent right now	3	17 do a lot of nomework			
	because I'm living with my parents		4	My teacher / help me with grammar			
	4 I usually wear jeans and a T-shirt, I	out at work		My best friend / sometimes / wait for me			
	5 A What						
	the game?		6	My father / go to work at eight o'clock			
	B I don't know. Read the instruction						
	6 A Do	_ (I / give) them a present?	4 5	Now go back to p. 83.			
	7 My son would like to see this film.		u Z	INOW BO DACK to p. 65.			
	/ My sort would like to see this film.						
	8 To get fit, I think						

9A Present continuous

We use the present continuous to describe an activity now or at the moment of speaking. The activity started in the past and will finish in the future.

09.08

	+		_	
1	/ 'm	waiting.	/'m not	waiting.
you / we / they	You're	waiting.	We aren't	waiting.
he / she / it	He 's	waiting.	It isn't	waiting.

Full forms: am waiting, are waiting, is waiting, am not waiting, are not waiting, is not waiting

	Yes/No questions		Short answers		
T.	Am /	waiting?	Yes, No,	you are. you aren't	
you / we / they	Are you	waiting?	Yes, No,	/ am. /'m not.	
he / she / it	Is he	waiting?	Yes, No,	he is . he isn't .	
	Wh- ques	tions			
1	Why	am /	waiting?		
you / we / they	Where	are you	waiti	ing?	
he / she / it	Who	is he	waiting for?		



Past Now

9B Present simple or present continuous

The present simple is about things that are normally true. We use it to describe habits, routines, facts and feelings:

I usually **wear** trousers. He **loves** cars.

The present continuous is about now. We use it to describe what is happening now / today / this week etc.:

Today I'm wearing a dress. I'm studying hard this week.

There are some verbs which we don't usually use in the present continuous:

like love hate not mind want know need understand remember forget

I want to go home. (NOT I'm wanting to go home.)

◯ Tip

We don't use *have* in continuous form for possession. We use *have* / *has got*:

I've got a new car. (NOT I'm having a new car.) She's got red hair. (NOT She's having red hair.) We can use have for actions in continuous sentences:

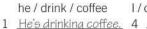
We're having dinner right now. I'm not having fun.



9A Present continuous

a Write about the pictures using the present continuous.







I / do / a grammar exercise



they / talk



she / not / wear / shoes



he / not / ride / a horse



they / play / tennis

b Complete the conversations using the present continuous and the verbs in brackets. Use short answers where possible.

Α	Who.	are	you _	waiting	_ (wait) for?
В	1	m	waiting	_ (wait)	for you.

- 2 **A** Why _____ she ____ (smile)?
 - B I don't know. Maybe she _____ (feel) happy.
- 3 **A** ______you _____(sleep)? **B** No, I ______
- 4 **A** Where ______ they _____ (stand)?
- B They _____ (not stand). They're sitting at a table.
- 5 **A** ______ your brother _____ (play) football today?
- B No, he _____ He ____ (play) basketball.
- C Complete the telephone conversation using the present continuous forms of the words in brackets.

	are you doing (you / do)?
2	(I / shop) in the city centre. Where are you?
3	(We / look) for a parking space. 4

- **B** Really? ⁵_____ (I / stand) outside the museum right now! **A** I can't see you. What ⁶_____ (you / wear)?
- A I can't see you. What b (you / wear)

 B 7 (I / wear) a red T-shirt.
- A OK, I can see you now, but ⁸ (we / not stop).

 The traffic is too busy!
- d >>> Now go back to p. 91.

9B Present simple or present continuous

- a Choose the correct words to complete the sentences.
 - 1 She usually I today wears black clothes.
 - 2 She's wearing bright colours usually I today.
 - 3 They never / are not visit museums. They don't like them.
 - 4 My parents aren't at home. They're visiting a museum sometimes / this morning.
 - 5 Wow! Look! Tom dances I 's dancing! He doesn't usually dance.
 - 6 I enjoy I 'm enjoying the party. Thanks for inviting me!
 - 7 I always watch football at weekends I at the moment.
 - 8 We don't go out now / often.
- **b** Complete the conversations with the correct form of the verbs in brackets. Use the present simple or the present continuous.
 - 1 A What __are you doing __ (you / do)?
 - **B** _____ (we / get) ready to go out. Would you like to come with us?
 - A Not really, no. _____ (I / watch) a film. It's really good.
 - 2 A What's that noise?
 - **B** Sorry, it's my friend Harry. _____ (he / sing).
 - A Wow! He's quite good.
 - **B** Yes, _____ (he / sing) in a band every weekend. ____ (They / often / play) concerts.
 - 3 A _____ (you / play) that video game again?
 - **B** No, ______ (I / try) to sell my guitar on the Internet.
 - A Really? Why _____ (you / do) that?

c Choose the options that are true for you and write sentences.

I'm not wearing bright colours now.

VV	rite sentences.			
1	wear bright colours	usually	X	now 🗸 💢
	I usually wear brigh	rt colours.		

- 2 feel happy usually 🗸 x now 🗸 x
- 3 listen to music when I study usually ✓ X now ✓ X

4 wear a watch usually ✓ ✗ now ✓ ✗

5 use a computer when I study
usually ✓ X now ✓ X

6 study in my bedroom

usually 🗸 🗶 now 🗸 🗶

d >>> Now go back to p. 93.

10A Comparative adjectives

10.02

We use a comparative adjective + than to compare two or more things, people, etc.

My new smartphone is **bigger than** my old one. My phone is **more expensive than** my sister's.

My tablet is **heavier than** my phone. Your laptop is **better than** mine.

One sylla	able		End in -	у		Two or mor	e sy	llables
adjective	e + -ei		adjectiv	e – - <i>y</i>	+ -ier	more + adj	ectiv	/e
old cheap	→ →	old er cheap er	heav y eas v	→ →	heav ier eas ier	useful expensive		more useful more expensive
light	→	light er	pretty	→	prett ier	difficult		more difficult

◯ Tip

good and bad are irregular: good → better bad → worse

SPELLING: adjective + -er

most adjectives → add -er	short → short er clean → clean er
adjective ends in -e → add -r	larg e → large r nic e → nice r
adjective ends in consonant + -y → change -y to -i then add -er	dry → drier easy → easier
adjective ends in one vowel (a, e, i, o, u) and one consonant $(g, n, t, \text{ etc.}) \rightarrow \text{double}$ the consonant and add $-er$	hot → hotter thin → thinner



Life is easier with new technology.

10B Superlative adjectives

We use the superlative form of adjectives to talk about extremes. We usually use *the* before superlatives.

10.06

The most useful language is English.

The easiest language is Spanish.

What's the hardest language in the world?

The best language practice is speaking.

◯ Tip

We don't use *the* with words like *my*, *your*, etc. She's my best friend. (NOT She's my the best friend.)

One sylla	ble	En	d in -y		Two or mor	e sy	/llables
the + adj	ective + -e	st the	e + adjective	y+-iest	the most +	adj	jective
old	→ the	old est he	av y →	the heaviest	useful	→	the most useful
cheap	→ the	cheap est ea.	s y →	the easiest	expensive	-	the most expensive
light	→ the	light est pre	ett y →	the prettiest	difficult	\rightarrow	the most difficult

Q Tip

good and bad are irregular:
good → the best bad → the worst

SPELLING: adjective + -est

most adjectives → add -est	short → short est clean → clean est
adjective ends in -e → add -st	larg e → large st nic e → nice st
adjective ends in consonant + -y → change -y to -i then add -est	d ry → driest easy → easiest
adjective ends in one vowel (a, e, i, o, u) and one consonant $(g, n, t, \text{ etc.}) \rightarrow \text{double the consonant and add } -est$	hot → hottest thin → thinnest



10A Comparative adjectives

a Write the comparative form of the adjectives.

1	angry	angrier	_ 11 n	nodern	
2	bad		_ 12 n	oisy	
3	clean		_ 13 o	ld	
4	cold		_ 14 p	opular	-
5	comfortable		_ 15 s	ad	1
6	crowded		_ 16 s	trange	
7	fast		_ 17 s	trong	
8	fat		_ 18 tl		
9	good		_ 19 v	<i>r</i> et	
0	interesting		20 w	ride	

b Write sentences using the present simple of *be* and comparative adjectives.

1	my new phone / cheap / my old phone My new phone is cheaper than my old phone.
2	the film / interesting / the book
3	her children / noisy / my children
4	she / a good cook / my dad
5	Dubai / modern / Dublin
6	this hotel / comfortable / the last hotel

- C Correct one mistake in each sentence.
 - 1 She quicker than me. She always finishes first.
 - 2 The book is good than the film. _____
 - 3 My marks are always worser than yours.
 - 4 This dress is prettyer than that one.
 - 5 The English weather is weter than the weather in Spain. _____
 - 6 Their family is more big than mine.
 - 7 My new teacher is most interesting than my old teacher. _____
 - 8 Is your Internet faster mine? _____
- d >>> Now go back to p. 101.

10B Superlative adjectives

7 my friends / fit / me

a Write the superlative form of the adjectives.

1	clean	the cleanest	8	good	
2	fit		9	big	
3	funny		10	nice	
4	dry	93	11	safe	=======================================
5	pretty	_	12	exciting	==
6	bad		13	tiring	
7	friendly		14	hot	



English is not the most beautiful language in the world. Some people say it's not the easiest. But when you're lost, it's probably the most useful.

b Complete the sentences using the superlative form of the adjectives in brackets.

One of _	the longest	_ (long) wor	ds in
English is	s floccinaucinihi	ilipilification.	But I don't
know wh	at it means!		

- 2 _____ (short) words in English are a and I.
- 3 In spoken English, one of ______ (popular) words is / because we think we're _____ (interesting) topic in the world!
- 4 _____ (useful) noun in English is time. We use it all the time!
- 5 _____ (fast) way to learn a language is to go and live in a different country.
- 6 Some people think _____ (important) thing for language learners is speaking.
- 7 I think _____ (good) way to improve your English is to learn a lot of words I try to learn ten new words every day.
- 8 When you're reading in English,
 _____ (bad) thing you can do is check all the words in a dictionary. It takes too long and it's not much fun!
- c >>> Now go back to p. 102.

11A Present perfect



We use the present perfect to talk about past actions in a time period which starts in the past and continues now, for example: today, this week, this year, your lifetime.

I've seen that film four times (in my life).

I haven't had any coffee today.

Have you been to the gym this week?

We make the present perfect from the verb *have* + the past participle of the main verb.

For regular verbs, the past participle is the same as the past form: I walked to work vesterday.

I've walked to work three times this week.

For irregular verbs, the past participle is usually different. You have to learn the different forms. (See page 129 for a list of irregular verbs.) I **drove** to work yesterday.

I've driven to work three times this week.

	+			
I / you / we / they	l've	seen t	he film 400 times.	
he / she / it	He 's	seen t	he film 400 times.	
	-			
I / you / we / they	They ha	ven't	seen the film.	
he / she / it	She has	n't	seen the film.	

We often use the present perfect to talk about experiences: *I've seen* the film once. (in my lifetime)

She's met him three times. (in her lifetime)

When we ask a question about experiences, we often use the word *ever*.

Have you **ever read** this book? = Have you read this book in your lifetime?

We use *never* with the present perfect to say there is no experience.

I've never read her book. = I haven't read her book in my lifetime.

	Yes/No que	estions Short answer		
I / you / we / they	Have you	seen the film?	Yes, No,	have. haven't.
he / she / it	Has he	seen the film?	Yes, No,	he has. he hasn't.

◯ Tip

The past participle of *go* is *gone*. But we often use the past participle of *be* (*been*) instead of *gone*.

I've been to France. (= I'm not there now.)

Claire's gone to Scotland. (= she's still there now.)

11B Present perfect or past simple

We use the present perfect to talk about the past experiences in our life, but we <u>don't</u> say when exactly. *I've been to Buenos Aires.* (We don't know when.)

We use the past simple to say when something happened (e.g. *last year*, *yesterday*, *in 2012*).

I went to the theatre last week. (NOT I've been to the theatre last week.)

We often start a conversation by asking about or describing an event using the present perfect, and then change to the past simple to ask about or describe the details of the event.

C 111.13

A Have you ever been to Argentina?

B Yes, I have. I've been there three times.

A I've been there, too. I went there last year.

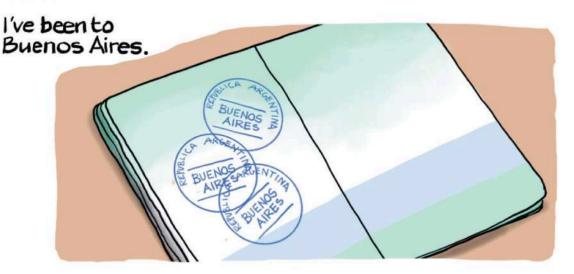
B Really? Which cities did you visit?

Focus: my/your life
Tense: present perfect

Focus: a visit last year

∫ Tense: past simple





11A Present perfect

a			e irregula 9 to help	100	ciples.	Use the list	
		see	seen	0.5%	do		
	2	write	<u>(1)</u>	7	drive		
	3	swim	ş	8	ride		
		have		0	run		
	5	bring					
b				tences with he verbs in			
	1	I have	read	(read) th	nis boo	k twice.	
						m three times	
		this ye					
	3			_ (not borrow	/) my c	ar today.	
	4	We		_ (never eat)	at that	t restaurant.	

5 I _____ (walk) down this street many

7 They _____ (not do) the housework this

8 This country _____ (have) five big storms

___ (play) for England in three

C Complete the conversations with present perfect verb forms of the words in brackets.

1 A	Have vou ever seen	(you / ever / see) Star Wars?
В		(I / see) it many times. It's my
	favourite film.	
Α	Really?	(I / never / see) it.
2		
Α	-	(you / ever / meet) a famous person?
В	Yes,	(I / meet) Bill Gates.
Α	Wow!	(he / visit) Cambridge?
В	Yes,	(he / be) here many times.

d >>> Now go back to p. 111.



I've watched my favourite film 400 times.

11B Present perfect or past simple

a <u>Underline</u> the correct words.

times.
6 She ____

week.

this winter.

Olympic Games.

- 1 Have you been I Did you go out last night?
- 2 I've never seen I I never saw an opera.
- 3 We went / We've been to a rock concert on Saturday.
- 4 Have you ever danced / Did you ever dance the tango?
- 5 She's a fantastic actor, but she never won I she's never won an Oscar.
- 6 We've visited / We visited the theatre when we were in Budapest last year.
- 7 I didn't eat / 've never eaten sheep's milk cheese in my life.
- 8 Did he win / Has he won the 100m at the Olympic Games?
- **b** Match questions 1–8 with short answers a–h.

1	9	Did she go out?
2		Have you ever been to Chile?
3		Was it a good concert?
4		Has she been in any bad films?
5		Were you tired when you got home?
6		Did they help you?
7		Have they ever visited Tokyo?
8		Did you have a good time?

- a Yes, we were.
- b Yes, we did.
- c No, I haven't.
- d No, they didn't.
- e Yes, it was.
- f No, they haven't.
- g No, she didn't.
- h Yes, she has.

C Complete the conversation using the correct present perfect or past simple form of the verbs in brackets.

in	brackets.	
Α	¹ Have you ever been	(you / ever / go) to a
	iazz club?	

	jazz club?	
3	Yes, I ²	 (I / go) to a few.

My favourite is *Jazz Cellar*.

4______ (I / go) there hundreds of times.

A Yes, I think ⁵______ (I / go) there, too, ⁶_____ (I / go) there last year

too. 6______ (I / go) there last year.

B (you / like) it?

A Yes, I 8 _______ (jut / like) it:

9 ______ (it / be) great. There

10 ______ (be) a brilliant singer –

her name 11 ______ (be) Erica

something.

A 14_____ (you / go) to that concert?

No, I 15 (I / want) to go, but I had a meeting at work, and 17 (I / finish) late.

d >>> Now go back to p. 113.

12A be going to

We use be going to when we have a plan for the future:

12.06

	+	Į.	_		
Ĺ	l'm going t		/'m not	going to work in an office.	
you / we / they	They 're	going to travel the world next year.	You aren't	going to work in an office.	
he / she / it	She 's	going to travel the world next year.	He isn't	going to work in an office.	

	Yes/No qu	estions	Short answers		
Am I going to travel next year?		Yes, No,	you are. you aren't.		
you / we / they	Are you	going to travel next year?	Yes, No,	/ am. /'m not.	
he / she / it	Is he	going to travel next year?	Yes, No,	he is. he isn't.	

	Wh- questions				
Tk	Who	am /	going to travel with?		
you / we / they	Where	are you	going to go?		
he / she / it	What	's he	going to see?		



I'm not going to stay in this job much longer.
I'm going to travel the world.



12B should / shouldn't

We use should to give advice.

You should learn the local language. (= It's a good idea.)

12.10

	+					
I / he / she / it / you / we / they	/ should	1	go.	They s	shouldn't	go.
	<i>Yes/No</i> qu	uestion	IS	Short a	answers	
I / he / she / it / you / we / they	Should s	he	go?	Yes, No,	she sho u	
ij	Wh- que	stions				
I / he / she / it / you / we / they	When	shoul	d we	go?		



We use the infinitive without to after should. You **should take** sun cream with you. (NOT You **should to take** ...)



12A be going to

a	Match questions 1–8 with answers a–h.	
	Are they going to visit us? Are they going to visit us? When are you going to clean your room? Is he going to get a job? Who are they going to meet? Are you going to leave your job? What are you going to take with you?	ot much. Just a few clothes. o, he isn't. He's going to travel around the world first. ome of their friends. o, I'm not. I'm just going to take a long holiday. a hotel. bout six months. omorrow – I promise. o, they aren't. They don't have time.
b	Complete the sentences using the correct form of I	rica. next year. eing on holiday this summer. els this year. v house in the country. night. Do you want to come with me? ity after he leaves school. s when we go to France.
	>>> Now go back to p. 121. 2B should / shouldn't	
b	Complete the sentences with the verb in brackets should or shouldn't. 1 A He feels tired all the time. B Heshould go (go) to the doctor. 2 You (drink) a lot of water when you 3 You (bring) a lot of books. We're or going for three days. 4 You (drive) all night. Stop and get sleep. 5 It's going to be cold, so you (take) warm clothes. 6 The children (come) into the hous it's getting dark. 7 We (pay) for the meal. The food waterrible. 8 I (say) sorry to him. I broke his cup of the words in the correct order to make questing the money / much / take / should / I / how? How much money should I take?	with should. A I'm going to Thailand next month. Have you ever been there? B Yes, I have. A Where should I staying? B You should look for a hotel when you arrive. You don't should book before you go. A Really? I should go to Bangkok? Some B You should to go to Bangkok for a few days, but you shouldn't stay long. You should visit an island. e - A What do I should do on an island? B Do you want to relax? A Yes. B You should go swimming every day. You should eat at restaurants on the beach. And you should leave your mobile phone at home!
	2 museum / we / go / a / should / to ?	d Correct the mistakes with <i>should</i> in c .
	3 clothes / should / what / wear / 1?	1 Where should I stay? 2 2
	4 I / later / come / should / back ? 5 we / local / the / should / eat / food ?	3 4 5
	6 we / should / time / arrive / what ?	6
	7 we / where / stay / should ?	e >>> Now go back to p. 123.
	8 for / should / ask / who / we / advice ?	

VOCABULARY FOCUS

1A Countries and nationalities

a D01.04 Look at the map below. Write the correct number next to each country in the table. Listen and check.

Country	Nationality	Country	Nationality
A (-ian) Argentina /ɑːdʒən'tiːnə/ Australia /ɒs'treɪliə/ Canada /ˈkænədə/ Colombia /kə'lɒmbiə/ Iran /ɪ'rɑːn/ Italy /ˈɪtəli/ Nigeria /naɪ'dʒɪəriə/	(-ian) gentina /ɑːdʒən'tiːnə/ stralia /ɒs'treɪliə/ nada /'kænədə/ slombia /kə'lɒmbiə/ n /ɪ'rɑːn/ ly /'ɪtəli/ Argentinian /ɑːdʒən'tɪniən/ Australian /os'treɪliən/ Canadian /kə'neɪdiən/ Colombian /kə'lɒmbiən/ Iranian /ɪ'reɪniən/ Italian /ɪ'tæliən/		Irish /'aɪərɪʃ/ Polish /'pəʊlɪʃ/ Turkish /'tɜːkɪʃ/ British /'brɪtɪʃ/ Chinese /tʃaɪ'niːz/
Russia /ˈrʌʃə/	Russ ian /'r∧∫ən/	E (-i) Pakistan /pa:kis'ta:n/	Pakistani /pa:kɪs'ta:ni/
B (-an) Mexico /'meksɪkəu/ South Africa /sauθ 'æfrɪkə/ (the) USA /ju:es'eɪ/	Mexican /'meksɪkən/ South African /saυθ 'æfrɪkən/ American /ə'merɪkən/	F (other) New Zealand /nju: 'zi:lənd/ Saudi Arabia /ˌsaudi ə'reɪbiə/ Thailand /'taɪlænd/	(a) New Zealander /nju: 'zi:ləndə/ Saudi /'saudi/ Thai /taɪ/

Talk about five countries you want to visit.

I'd like to visit China because I want to see the Great Wall of China.

Match the parts of the world 1–6 with a–f on the map.

North America
 Middle East and Asia
 Europe

3 Central and South America 6 Oceania

- d <u>Underline</u> the different country in each group below. Say why.
 - France, Italy, Greece, Poland, China, Germany, Ireland
 - 2 Thailand, Saudi Arabia, Brazil, Iran
 - 3 the USA, Russia, the UK, Australia, Canada
 - 4 Argentina, Mexico, Colombia, Spain
- **e** Look at groups A–F in **a**. Match each nationality below to a group.

1 Brazilian 4 Iraqi 2 Spanish 5 Japanese 3 German 6 French

f **D1.05** Pronunciation Listen to the nationalities in the table. <u>Underline</u> the stressed syllable in each word.

A 2 syllables	Brit ish, Chi nese, Tur kish
B 3 syllables	Mexican, Japanese, Brazilian
C 4 syllables	Aus tral i an, Pa ki sta ni, I tal i an



- g 001.05 Look at the nationalities in f again and answer the questions. Listen again and check.
 - 1 In A and in C, which word has a different stress pattern?
 - 2 In B, do the words have the same or a different stress pattern?
- h Student A: choose a new country and a nationality.
 Tell your partner the part of the world. Then answer his/her questions. Student B: ask questions to guess your partner's new country and nationality. Change roles and repeat.



i >>> Now go back to p. 11.

1B Adjectives

- a Doll.08 Listen to these sentences. Do the adjectives in **bold** mean 'very good' or 'not very good'?
 - 1 This wet and cold weather is terrible.
 - 2 I like our new teacher she's wonderful.
 - 3 My new phone does so many new things it's amazing.
 - 4 This colour isn't very nice it's horrible.
- b 101.09 Listen to these sentences. Make pairs of opposites with the adjectives in **bold**.
 - 1 My computer's quite old now. I need to buy a new one.
 - 2 I don't think he's got a lot of money he's quite poor.
 - 3 Their new house is finished now and it's very modern.
 - 4 He buys anything he wants, so I think he's rich.
- c D01:10 Pronunciation Is the pronunciation of o in these words long (/ɔː/) or short (/ɒ/)? Listen and check.
 - 1 modern 2 poor 3 horrible

d **Ollill** Is the pronunciation of *o* in these words long or short? Listen and check. Listen again and repeat.

1 coffee 4 short 2 often 5 holiday 3 more 6 door

- **e** Think of things you've got. Write notes. Do you have anything that's ... ?
 - wonderful
- horrible
- amazing
- old
- terrible
- modern
- f Tell a partner about your things using your notes in e
- g >>> Now go back to p. 13.

2A Jobs

a ▶02.02 Match the jobs in the box with pictures 1–9. Listen and check. Listen again and repeat.

businessman /'bɪznɪsmən/ businesswoman /'bɪznɪswomən/ receptionist /rɪ'sepʃənɪst/ manager /'mænɪdʒə/ chef /ʃef/ actor /'æktə/ tour guide /'toə gaɪd/ farmer /'fɑ:mə/ secretary /'sekrətəri/ mechanic /mə'kænɪk/



















- **b** Look at the jobs on p. 21 and in **a**. Read the sentences and write the correct job.
 - a I work in a hospital and look after people.
 - b I work outside and enjoy showing people my beautiful city.
 - c I sometimes work in a theatre and I sometimes make films.
 - d I drive people from one place to another.
 - e I work in a kitchen and cook amazing food.
- f I help people if they have a problem with their teeth.
- g I help people if they have a problem with their car.
- h I fly people from one country to another.
- i I am the first person people meet when they come to our hotel.
- j I work outside, in the countryside.
- Talk about three jobs you would like to do and three jobs you wouldn't like to do. Say why.
- d >>> Now go back to p. 21.

NUMBERS

2B Time

- a D02.08 Match the sentences (1–9) with the times (a–i). Listen and check.
 - 1 It's (a) quarter past four. or It's four fifteen.
 - 2 It's half past four. or It's four thirty.
 - 3 It's (a) quarter to five. or It's four forty-five.
 - 4 It's twenty past four. or It's four twenty.
 - 5 It's ten to five. or It's four fifty.
 - 6 It's five past four. or It's four oh five.
 - 7 It's twenty-five to five. or It's four thirty-five.
 - 8 It's four minutes to five. or It's four fifty-six.
 - 9 It's seven minutes past four. or It's four oh seven.



- **b** Write down five different times in numbers. Ask your partner to say your times.
- c >>> Now go back to p. 23.

PLACES

5A Places in a city

a Dos.01 Match the places in the box with pictures 1–6. There are two extra words. Listen and check.

post office /'paust ipfis/ sports centre /'spo:ts isenta/ theatre /'theatre /'theatre













- **b** Match the definitions with the places in **a** and on p. 51.
 - a You go there to watch a football match.
 - b This is a nice place to sit with trees and grass and flowers.
 - c When you want to send a postcard, you go to this place.
 - d You walk on this from one side of a river to the other side.
 - e You can see a play in this place.
 - f If someone steals from you, you go to this place.
 - g This is an open area in the centre of a town.
 - h You can listen to classical music in this place.
 - i When you want to do some exercise, you go to this place.

c Dos.02 Pronunciation Listen to the words. Are the sounds in **bold** weak or strong? Listen again and repeat.

building bridge park post office

- d In pairs, ask and answer the questions.
 - 1 Which of the places in **b** does / doesn't your city have?
 - 2 Which does / doesn't your city need?
- e >>> Now go back to p. 51.

VERBS

3A Common verbs

- a 03.06 Match 1-7 with a-g. Listen and check.
 - 1 How much are the bananas?
 - 2 Do you drink coffee in the morning?
 - 3 Can I help you paint the kitchen?
 - 4 Where's your passport?
 - 5 Do you know where I can **buy** an English newspaper?
 - 6 The film starts at 8:15 so let's **meet** outside at 8:00.
 - 7 Do you want to go for a walk this evening?
 - a I think they sell them in the shop at the station.
 - b They're very cheap. They only cost €2 a kilo.
 - c No, I just want to stay at home and watch TV.
 - d OK. I'll **try** to be on time but I don't finish work
 - e Yes, please! But I can't **decide** what colour: blue or green.
 - f Sometimes, but I prefer tea.
 - g I don't know. I can't find it. It isn't in my bag.
- b O3.07 Pronunciation Listen to the sounds in bold in these words and answer the questions. Listen again and repeat.

buy find decide try stay

- 1 Which word has a different sound?
- 2 Are the two different sounds long or short?
- c In pairs ask and answer the questions.
 - 1 What do you prefer to drink in the morning?
 - 2 Think of a small shop near your home. What do they sell? What do you buy there?
 - 3 How much do these things cost in your country?
 - a an ice cream
 - b a cup of coffee
 - c a loaf of bread
 - 4 You decide to meet friends in town. Where do you meet?
 - 5 Where do you usually stay on holiday?
- d >>> Now go back to p. 31.

6B Past simple: irregular verbs

a D06.15 Match the past simple forms in the box with 1–11. Listen and check.

	broug	ht	won	los	t	found	di	d	cut	
1	read	th	ought	sol	d	becan	ne	ga	ve	
1	do			5	b	ring			9	become
2	read			6	٧	vin			10	cut
3	give			7	lo	ose			11	sell
4	think	<		8	fi	nd				

- b 06.16 Pronunciation Listen to these sentences. Do the letters in **bold** sound the same or different? Why?
 - I read a newspaper every day.
 - . I read a wonderful book last month.

c Doc.17 Read the story and underline the correct verbs. Listen and check.

How I won / lost the lottery

One day, I went into town and ²did / made some shopping. Then, on the way home, I ³brought / bought a lottery ticket from a small shop by the bus stop. It had the number of my birthday: 24 11 1969.

A beautiful woman ⁴spent / sold it to me. When she ⁵gave / took it to me, she smiled and said, 'Good luck. I hope you win.' I smiled back.

A few days later, I opened the newspaper and ⁶gave / read the winning number: 2-4-1 ... That was the moment I ⁷decided / found out. My life completely changed and I ⁸became / came rich. I immediately ⁹thought / told of the woman in the shop. I ¹⁰cost / cut some fresh flowers from my garden and went back to the shop to give them to her. 'Is the woman who was here on Saturday in today?' I asked. 'I've got some flowers for her.' But she wasn't there, and I never saw her again.

d Cover the text in **c** and practise telling the story from the pictures. Read it again to check.



e >>> Now go back to p. 63.

6A Years and dates

a Document of the months in the correct order. Listen and check. Listen again and repeat.

June /dzu:n/	Septe	mber /sep'temba	April /'eɪprəl/
November /nov	vembə	January /ˈd	ʒænjori∕
August /ˈɔːgəst/	Fe	bruary / <mark>'februər</mark>	i/
December /dr'sembə/		May /mei/	March /ma:tʃ/
October /pk'təu	bə/	July /dʒol'aɪ/	

- **b O** Complete the sentences with *in* or *on*. Listen and check.
 - 1 We were in Australia _____ 2012.
 - 2 My birthday's _____ the nineteenth of June.
 - 3 Our next holiday's ____ May.
- **c** Correct the dates. Then write them in number form.

the

- 1 The next meeting's on twelfth of April. 12 April
- 2 Our party's on Saturday the twenty-one of February.
- 3 We were in Canada in twenty oh seven.
- 4 Next Saturday's the seventh July.
- 5 I was at university until one thousand nine hundred and ninety-eight.
- 6 I'd like to reserve a single room for December two.
- d Think of two people in your family and two friends. Write down their names.
- e Tell a partner the birthdays of the four people. Can they match the birthdays with the names?
- f >>> Now go back to p. 61.

FOOD AND CONTAINERS

4A Food

a D04.03 Match pictures 1–10 with definitions a–j. Listen and check.















1 garlic /'ga:lik/

2 salad /'sælad/

3 burger /barge/

4 melon /'melon/

5 cereal /ˈsɪəriəl/

6 yoghurt /'jpgət/

7 jam /dʒæm/



/'kaula/





10 curry

a People often eat it in India, with rice or naan bread.

/krisps/

- b It's a large fruit which grows in hot countries. It's yellow, orange or green.
- c It's a quick, cheap meal: meat and salad inside bread, sometimes with cheese.
- d It's uncooked vegetables mixed together that you can have with a meal. It's good for you!
- e It's like onion and you can use it for cooking.
- f It's made from milk. People often have it for breakfast.
- g It's sweet and it's made from fruit. You can put it on bread.
- h They're made from potatoes and usually come in small bags. They aren't very good for you!
- i It's a drink, a bit like lemonade but it's brown.
- j Many people eat it for breakfast with milk.
- b Pronunciation Listen to the sounds in **bold** in these words. Listen again and repeat.

/k/ cola crisps curry /g/ garlic burger yoghurt

C 04.05 Which words do you hear, a or b?

1 a could b good 3 a class b glass 2 a cold b gold 4 a back b bag

- **e** Complete the sentences. Use words from **a** and p. 41.

1 What kind of meat do you want: c___n, s__k or l___b?
2 Let's have a s___d. We've got tomatoes, o__ns, c__ts,

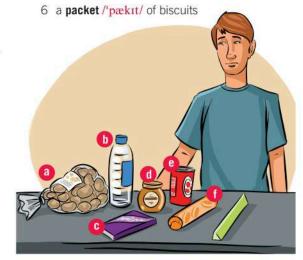
green b____ns and m____ms.

3 My wife has c____l and milk for breakfast, but I like y____t with fruit and then a piece of bread with butter and j____m.

- 4 We've got a lot of fruit: apples, p____rs, g____pes and a m____n.
- 5 Of course he's not fit. He always eats c____ps and drinks c____a between meals.
- f Look at all the words in a and e. Talk about:
 - things you eat or drink nearly every day
 - things you eat or drink at least once a week
 - things you don't often eat or drink
 - · things you never eat or drink
- g >>> Now go back to p. 41.

4B Containers

- a Match phrases 1–6 with pictures a–f below.
 - 1 a jar /dʒq:/ of honey
 - 2 a bag /bæg/ of potatoes
 - 3 a can /kæn/ (or tin /tɪn/) of tomatoes
 - 4 a bottle /'botl/ of water
 - 5 a bar /ba:/ of chocolate



- b Pronunciation Listen to the phrases in a. Which words are stressed? Listen again and repeat.
 - 1 the nouns
- 3 the preposition of
- 2 the article a
- **c** Change the words in *italics* using phrases in **a**. Is more than one answer possible?

Yesterday I went shopping and bought ¹some oil, ²some jam, ³some spaghetti, ⁴some chocolate, ⁵some tuna and ⁶some apples.

1 a bottle of oil	4	_
2	5	
3	6	

- d Write a shopping list. Use the words in a to help you. Tell a partner.
- e >>> Now go back to p. 43.

COLLOCATIONS

7A Transport collocations

a **Q**07.01 Read and listen to the text. Match pictures 1–6 with phrases in **bold** a–f.



Erik works in the city centre and he ^atakes the train to work every morning. He ^bgets on the train at Kings Park Station, near his home. Then he ^cchanges trains at Central Station in the city centre and he ^dgets off the train at Riverside Station, near his office. He usually gets to Kings Park Station at 8:00, so he can ^ecatch the train at 8:05, but sometimes he's a few minutes late and he ^fmisses the train. Then he has to wait for the next train.

- b 07.02 Underline the correct verbs. Listen and check.
 - 1 There were no buses, so I decided to take I get on a taxi.
 - 2 It's nearly 10:30. Leave now or you'll catch / miss the bus.
 - 3 Excuse me. I want to go to the City Museum. Where do I take off / get off the bus?
 - 4 The concert finished at 9:30, so we just *caught / changed* the last tram.
 - 5 The train was expensive, so we take I took a coach.
 - 6 Quick! Let's get *on / off* the bus and find a seat! It leaves in a few minutes!
- c **D**07.03 Pronunciation Look at these verbs and answer the question. Listen and check.

bought got saw took

- 1 Which verbs have the same sound as caught /o:/?
- 2 Is it a long or short sound?
- **d** pairs, ask and answer the questions.
 - 1 When was the last time ...?
 - · you caught a bus or train at the last minute
 - · you missed a bus or train
 - you changed trains
 - 2 How do you get from here to your home? What kinds of transport can you take? Where do you get on and off?
- e >>> Now go back to p. 71.

8A Sport and exercise collocations

a Match the activities in the box with pictures 1-11.

running golf judo sailing football snowboarding volleyball exercises fishing rugby tennis



Write the activities in a in the correct column in the table.

go	play	do
running	golf	judo
	-	_
		_ :

- C Complete the rules with go, play or do. We use ...
 - 1 _____ when we talk about sports, games and music.
 - 2 _____ when we talk about activities that end with -ing.
- 3 _____ when we talk about other activities.
- d Pronunciation Listen to the sounds in **bold** in these words. Are they long (*L*) or short (*S*)?

football iudo

e **108.05** Are the sounds in **bold** in these words long (*L*) or short (*S*)? Listen and check.

1 full 3 pool 5 food 2 good 4 put 6 blue

f Which activities in a do people do in your country? Choose a sentence which is true for each activity.

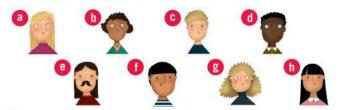
- a It's very popular.
- b Some people do it, but not many.
- c It's very unusual.
- d You can't do this in my country.

Some people go snowboarding, but not many.

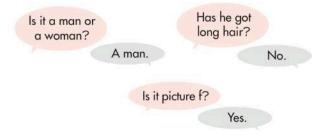
APPEARANCE AND CLOTHES

8B Appearance

- a Match sentences 1-4 with four of the pictures a-h.
 - 1 He's got short straight dark hair.
 - 2 She's got long straight dark hair.
 - 3 He's got short curly dark hair.
 - 4 She's got long straight fair hair.



- Notice the order of the adjectives in a. Which adjective always comes first?
- c 08.09 Write sentences about the other four people's hair in a. Listen and check.
- d Write a sentence about your hair and one about a partner's hair.
- e Student A: choose a picture in a. Student B: ask questions to guess your partner's picture. Change roles and repeat.



- f Match sentences 1-6 with a-f.
 - 1 People always look at her.
 - 2 You can see he does a lot of sport.
 - 3 Here's a photo of her at the age of five.
 - 4 He always looks great in photos.
 - 5 He should get more exercise.
 - 6 I don't think she eats enough.
 - a He looks very fit.
 - b He's getting quite fat.
 - c She's looking much too thin.
 - d She was a very pretty girl.
 - e She's a very attractive woman.
 - f He's very good-looking.
- g **D**108.10 Pronunciation Listen to these adjectives and <u>underline</u> the stressed syllable. Listen again and repeat.

prett y a ttrac tive good-look ing

- h Talk about famous people who are:
 - thin
 attractive
 good-looking
 fit
- i >>> Now go back to p. 83.

9B Clothes

a © 109.12 Read and listen to the text. Match the words in **bold** 1–8 with pictures a–h. Listen and check.



- She looked lovely. She wore a red ¹skirt /sk3:t/ and a white shirt and she had a blue and yellow ²necklace /'neklas/.
- It was a hot day, so he decided to wear a ³T-shirt /'ti:ʃɜ:t/,

 ⁴shorts /ʃɔ:ts/ and ⁵trainers /'treinəz/ without socks.
- I never wear ⁶jewellery /'dʒu:əlri/ just a ⁷watch /wptʃ/, of course, and my ⁸ring /rɪŋ/.
- b Pronunciation Listen to this word. Which letter don't you hear? jewellery
- C 09.14 Cross out the letters you don't hear in these words. Listen and check.

1 vegetable 3 chocolate 5 comfortable 2 interesting 4 camera

d Student A: look at Picture 1 for one minute. Student B: look at Picture 2 for one minute. Try to remember everything the people are wearing. They are all words from a or p. 93. Cover the picture and say what you remember.



e >>> Now go back to p. 93.

9A Money and prices

a ▶09.02 Tick (✓) the correct way of saying each price: a or b. Listen and check. Listen again and repeat.

b fifteen and half dollars

b five pounds and twenty 1 £25 a twenty-five pounds 2 £4.50 a four fifty pounds b four pounds fifty 3 60p a point six pounds b sixty p 4 €7.40 a forty cents and seven euros b seven euros forty 5 €0.25 a twenty-five cents b quarter euros 6 \$28 a eight and twenty dollars b twenty-eight dollars 7 70¢ a seven oh cents b seventy cents

b Take turns saying these prices.

8 \$15.50 a fifteen dollars fifty

1 £2.70 5 \$4.75 9 €55.90 2 \$120 6 \$0.60 10 £9.99 3 €4.30 7 £10.10

8 €49.95

c >>> Now go to p. 91.

4 85p

10B High numbers

- a Match phrases 1–10 with numbers a–j.
 - 1 a/one hundred thousand
 - 2 one million three hundred thousand
 - 3 one hundred and twenty
 - 4 a/one million

d 100,000

- 5 one thousand one hundred
- 6 one hundred thousand two hundred
- 7 one hundred and thirty thousand
- 8 one thousand one hundred and thirty
- 9 five million six hundred thousand
- 10 a/one thousand and three

a 120 e 100,200 i 1,130 b 1,003 f 1,000,000 j 130,000 c 1,100 g 1,300,000

h 5,600,000

b 10.09 Look at these phrases. Add and to four more phrases (sometimes twice). Listen and check. Listen again and repeat.

and

- 1 340 = three hundred forty
- 2 2,002 = two thousand two
- 3 45,800 = forty-five thousand eight hundred
- 4 381,245 = three hundred eighty-one thousand two hundred forty-five
- 5 2,000,670 = two million six hundred seventy
- 6 15,680,430 = fifteen million six hundred eighty thousand four hundred thirty
- C Write down a number between:
 - 600 and 699
 - 3,001 and 3,010

- 20,000 and 20,999
- 1,000,000 and 1,499,999

- d Ask a partner to say your numbers.
- e >>> Now go back to p. 103.

11A Irregular past participles

a D11.03 Look at these past participles. What are their infinitive forms? Listen and check.

broken /'braukan/ read /red/ been /bi:n/ caught /ko:t/ written /'rɪtən/ seen /si:n/ had /hæd/ eaten /'i:tən/ /hought /bo:t/ heard /houd/ flown /floun/ forgotten /fa'gotan/ fallen /'fa:lan/ grown /graun/

- **b** Complete the questions with past participles from **a**.
 - 1 Have you ever ____ a fish?
 - 2 Have you ever ____ an email in English?
 - 3 Have you ever ____ octopus?
 - 4 Have you ever ____ in a helicopter?
 - 5 Have you ever _____ to Paris?
 - 6 Have you ever _____ flowers for someone?
 - 7 Have you ever _____ your own phone number?
 - 8 Have you ever _____ an English newspaper?
 - 9 Have you ever ____ an elephant?
 - 10 Have you ever _____ South African music?
 - 11 Have you ever _____ your leg?
 - 12 Have you ever _____ breakfast in bed?
 - 13 Have you ever ____ down the stairs?
 - 14 Have you ever _____ vegetables?



Which of these words have the same sound as heard? Listen and check.

- hear learn girl nurse German
- **d** In pairs, ask and answer the questions in **b**.
- e >>> Now go back to p. 111.









12A Geography

a Read the emails. Notice the words in **bold** and write them in the pictures.



a The





We have a holiday house that we go to at the weekend. It's on the coast /kəust/, but behind us is a jungle /'dʒʌŋgl/ with lots of very green trees. Next to the house is a small hill /hɪl/. You can walk to the top and the view is wonderful.



- b 12.02 Pronunciation Listen to the words in a. Which words have more than one syllable?
- c <u>Underline</u> the different word in each group below. Say why.
 - 1 lake, river, field, waterfall
 - 2 forest, hill, wood, jungle, rainforest
 - 3 island, mountain, coast, beach
- d Think of the countryside in your country. Talk about what there is and there isn't.

In my country, there are many hills, but there's no desert. We've only got two lakes, but there are about seven or eight rivers.

e >>> Now go back to p. 120.



We live outside the city in the countryside /'kantrisaid/. There are fields /fi:ldz/ all around the house and in the distance there is a small wood /wod/. I like walking there. It's so quiet - I love it.

