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Speak out

3RD EDITION









Frances Eales | Steve Oakes

Student's Book and eBook

with **Online Practice**

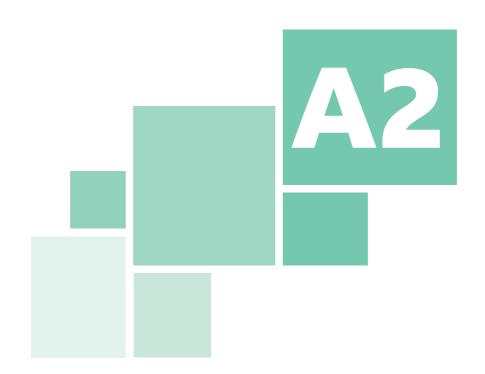








3RD EDITION



Student's Book

	LESSON	GRAMMAR/FUNCTION	VOCABULARY	PRONUNCIATION
.EA	D-IN p6			
1 n	ne and you BBC	VLOGS Who are you?		
1A	Hi! p8	Present simple: I, you, we, they	Jobs and studies	Weak forms and linking: do you
1B	Same but different p10	Present simple: he, she, it	Common verb phrases FUTURE SKILLS	Third person -s
IC	Let's meet. p12	How to make suggestions	Self-management Adjectives for feelings; time phrases	Intonation to show interest
			FUTURE SKILLS Self-management	
ID	Family and friends	Possessive 's, s'	Family	
JNI.	T 1 REVIEW p16			
2 l	ifestyle BBC v	LOGS What food do you like ar	nd dislike?	
2A	Can't live without it	Countable and uncountable nouns; <i>a, an, some, any</i>	Food and drink	The weak /ə/ sound: a, an, some
		FUTURE SKILLS Self-management		
2B	Your lifestyle and you p20	Adverbs and phrases of frequency	Everyday activities	Linking
2C	Eating out p22	How to order a meal in a restaurant	Restaurant words	Polite intonation FUTURE SKILLS Communication
2D	The Indian Relay p24	like, hate, love + -ing		
UNI [.]	T 2 REVIEW p26			
3 h	ome BBC VLOG	SS Do you ever have visitors sta	aying in your home?	
ЗА	Come in.	this, that, these, those; here, there	Rooms and furniture	/ɪ/ and /i:/
3B	Too much stuff	have got	Common adjectives (1)	Sentence stress
	p30		FUTURE SKILLS Self-management	
3C	What can I bring? p32	How to make invitations and offers	Social phrases	Rhythm in phrases
3D	Your neighbourhood p34	there is, there are		
ЛИІ.	T 3 REVIEW p36			
4 t	his world BBC	VLOGS Do you enjoy quizzes?		
4A	What a decade!	Past simple of be: was, were	Time phrases (1) and dates	Weak and strong sounds: was, were
4B	Life in numbers p40	how much, how many; how + adjective	Amounts; numbers	Intonation to check understanding
4C	Where can I get? p42	How to get help in shops	Shops and shopping FUTURE SKILLS Self-management	Linking
4D	Sakura time	should, shouldn't; imperatives	Weather and seasons	
IINI:	г' Г 4 REVIEW p46			

READING	LISTENING/VIDEO	SPEAKING	WRITING
	Understand people introducing other people	Introduce and talk about yourself	Write a personal profile; u capital letters
Read an article about twin brothers who are very different		Talk about a friend or a family member	
Understand text messages		Make suggestions	
between friends		MEDIATION SKILLS Make a free-time plan together	
	B B C Street Interviews about people and their families	Talk about people in your life	Describe five people in your life
	Understand people talking about food	Talk about food shopping and eating habits	Write an online commental linking words: and, but, on
Read and do a lifestyle quiz		Discuss what is important in your life	
Read an article about online photos of food		Order a meal in a restaurant	MEDIATION SKILLS Help someone understar a pizza menu
	B B C Programme Mountain: Life at the Extreme	Talk about a special event	Describe an event
	·		
	Understand someone talking		Write a description of a h
	about their apartment		for a website; use comma
Read about how to 'say goodbye' to clutter		Talk about and describe objects in your home	
Read and do a questionnaire		Accept invitations	MEDIATION SKILLS
about how to be a good guest		FUTURE SKILLS Social responsibility	Give advice to a friend at your country
about how to be a good guest		Judial responsibility	
about now to be a good guest	B B C Street Interviews about where people live	Talk about your local area	Write an email about you local area
about now to be a good guest			
about now to be a good guest	about where people live	Talk about your local area	local area
		Talk about your local area Talk about a time in your life	local area
Read an article with fun facts about numbers	about where people live Listen to a podcast about	Talk about your local area	Write about a special tim
Read an article with fun facts	about where people live Listen to a podcast about	Talk about your local area Talk about a time in your life Ask and answer questions	local area Write about a special tim
Read an article with fun facts about numbers Understand text messages	about where people live Listen to a podcast about	Talk about your local area Talk about a time in your life Ask and answer questions about world number facts FUTURE SKILLS	local area Write about a special tim
Read an article with fun facts about numbers	about where people live Listen to a podcast about	Talk about your local area Talk about a time in your life Ask and answer questions about world number facts FUTURE SKILLS Communication	local area Write about a special tim

	LESSON	GRAMMAR/FUNCTION	VOCABULARY	PRONUNCIATION
5 tl	he past BBC VL	OGS When you were a child, w	hat was your favourite thing/pla	ace/food/music? Why?
5A	Then and now	Past simple: regular verbs	Time phrases (2)	-ed ending of regular verbs
5B	p48 What went wrong?	Past simple: irregular verbs;	Life events	Irregular verbs
	p50	wh- questions		
5C	Sorry I'm late. p52	How to apologise and make excuses	Excuses; saying the time	Intonation for apologising
5D	My weekend was p54	Adjectives and modifiers		
JNI.	T 5 REVIEW p56			
6 o	ut and about BE	VLOGS Where do you spe	end time when you are in town?	
	Meet me in town.	Present continuous	Clothes and appearance	Weak form of are
6B	p58 My way p60	Comparative adjectives	Common adjectives (2); transport collocations	Sentence stress
6C	Getting around p62	How to give directions	Places	Stress to correct information
6D	Cities: nature's new wild p64	Prepositions and adverbs of movement		
UNI	T 6 REVIEW p66			
7 w	ork BBC vLogs	What job would you most like	e to do?	
7A	Odd jobs	Articles: a, an, the, zero	Skills and qualities	Weak forms: a, an, the
	p68	FUTURE SKILLS Self-management		
7B	An extra day p70	Present simple and present continuous	Phrasal verbs	Connected speech, the /t/ sound
7C	I'm calling to check	How to phone for information	Phoning	Friendly intonation
7D	Would you like to? p74	Verbs and to infinitive		
UNI	T 7 REVIEW p76			
8 tı	ravellers BBC v	/LOGS What place in the worl	d would you most like to visit?	
ВА	Trip advice p78	Superlative adjectives	Describing places	-t in superlatives
8B	Surprise travel	be going to	Travel activities	Weak form of to
8C	At a hotel p82	How to make requests and offers in a hotel FUTURE SKILLS	Hotel language; hotel rooms	The contraction 'll
		Social responsibility		
8D	Arctic Academy p84	Adverbs of manner		

	LISTENING/VIDEO	SPEAKING	WRITING
Read an article about big life changes		Discuss your life 'then and now'	
	Understand people talking about events that went wrong	Describe an important life event	Write a mini-bio; use linking words: after that, then, next
Read a short article about excuses in the digital age		Apologise and make excuses	
excuses in the digital age		FUTURE SKILLS Social responsibility	
		MEDIATION SKILLS Help a friend to tell a story	
	B B C Street Interviews about what people did at the weekend	Talk about last weekend	Write about a recent activity
	Understand someone	Describe people and what	Write a description of a group
	describing a person	Describe people and what they are doing in a picture	Write a description of a group photo
Read an article about unusual ways to get to work		Discuss journeys by different forms of transport	
Read a leaflet about Dublin		Give and follow directions	MEDIATION SKILLS
		FUTURE SKILLS Communication	Help a group make a plan
	B B C Programme Cities: Nature's New Wild	Talk about an experience	Write about an experience
Read an article about interesting jobs		Talk about jobs that fit people in your class	
	Listen to a podcast about volunteer work	in your class Discuss and choose volunteer jobs FUTURE SKILLS	Write a blog post; use example language
		in your class Discuss and choose volunteer jobs	example language MEDIATION SKILLS Give someone the
	Understand an automated message B C Street Interviews	in your class Discuss and choose volunteer jobs FUTURE SKILLS Collaboration Phone to ask for or give	example language MEDIATION SKILLS
	Volunteer work Understand an automated message	in your class Discuss and choose volunteer jobs FUTURE SKILLS Collaboration Phone to ask for or give information	example language MEDIATION SKILLS Give someone the information they need
interesting jobs	Understand an automated message B C Street Interviews	in your class Discuss and choose volunteer jobs FUTURE SKILLS Collaboration Phone to ask for or give information	example language MEDIATION SKILLS Give someone the information they need
	Understand an automated message B B C Street Interviews about people's skills	Discuss and choose volunteer jobs FUTURE SKILLS Collaboration Phone to ask for or give information Do a survey Talk about a good city to visit and the best things to do there	example language MEDIATION SKILLS Give someone the information they need Write a summary of a survey
Read a discussion forum about travel	Understand an automated message B C Street Interviews	Discuss and choose volunteer jobs FUTURE SKILLS Collaboration Phone to ask for or give information Do a survey Talk about a good city to visit and the best things to do there Interview someone and suggest a trip for them	example language MEDIATION SKILLS Give someone the information they need Write a summary of a survey Write a description of a trip;
Read a discussion forum	Understand an automated message B B C Street Interviews about people's skills Understand a podcast about	Discuss and choose volunteer jobs FUTURE SKILLS Collaboration Phone to ask for or give information Do a survey Talk about a good city to visit and the best things to do there Interview someone and	example language MEDIATION SKILLS Give someone the information they need Write a summary of a survey Write a description of a trip;
Read a discussion forum about travel Read an article about hotel	Understand an automated message B B C Street Interviews about people's skills Understand a podcast about	in your class Discuss and choose volunteer jobs FUTURE SKILLS Collaboration Phone to ask for or give information Do a survey Talk about a good city to visit and the best things to do there Interview someone and suggest a trip for them Make requests and offers in	example language MEDIATION SKILLS Give someone the information they need Write a summary of a survey

VOCABULARY REVIEW

1 A Work in pairs. Put the words in the box in the correct group.

	17	G	notebook	purple	the UK	Thursday
1	eve	eryd	ay objects:			
2	col	our:	S:			
3	col	untr	ies:			
4	nui	mbe	ers:			
5	day	ys of	f the week:			
6	the	e alp	habet:			

- **B** Work in pairs. Add three or more words to each group.
- C Check your ideas in the Vocabulary Bank.
- pages 130–132 VOCABULARY BANK everyday objects, colours, nationalities and countries, the alphabet, days of the week, numbers 1–100

GRAMMAR REVIEW

subject pronouns and *be*; object pronouns and possessive adjectives

2A Look at the photos. Complete the sentences with the words in the box. You do not need three of the words.

Her He's him his It's She's them They're

- B 🕩 L.01 | Listen and check.
- C Learn and practise. Go to the Grammar Bank.
- pages 96–97 **GRAMMAR BANK**

question words

- **3** A Choose the correct word to complete the questions.
 - 1 How's / What's your name?
 - 2 Where / Who are you from?
 - **3** How / Why are you today?
 - 4 What's / Who's your favourite actor?
 - 5 When's / Where's your birthday?
 - 6 Why / What are you here?
 - **B** Work in pairs. Take turns to ask and answer the questions.
 - C Learn and practise. Go to the Grammar Bank.
 - pages 96–97 **GRAMMAR BANK**

classroom language

B: Thirty-five.

4A Complete the sentences with the words in the box.

- **B** L.02 | Listen and underline the main stressed word in Speaker A's sentences.
- C L.02 | Listen again and say Speaker A's words with the recording.





me and you



VLOGS

Q: Who are you?

- 1 Watch the video. How many speakers say their nationality? What nationality are they?
- Watch again. How many speakers say Friday is their favourite day?

GSE LEARNING OBJECTIVES

1A LISTENING | Understand people introducing other people: jobs and studies

Introduce and talk about yourself: present simple: *I*, *you*, *we*, *they*

Pronunciation: weak forms and linking: *do you* Write a personal profile; use capital letters

1B READING | Read an article about twin brothers who are very different: common verb phrases

Talk about a friend or a family member: present simple: *he*, *she*, *it*

Pronunciation: third person -s

1C HOW TO ... | make suggestions: adjectives for feelings and time phrases

Pronunciation: intonation to show interest

1D BBC STREET INTERVIEWS | Understand street interviews about people and their families: family

Talk about people in your life: possessive 's, s' Describe five people in your life



LISTENING

1 Work in pairs. Take turns to ask and answer the questions.

favourite café nationality

favourite music

What's your ...?

name favourite day job of the week

- A: What's your favourite café?
- B: The Tea Tree. What's your job?
- A: I'm a waiter. What's your nationality?
- **2A** Work in pairs. Look at the photos and discuss the questions.
 - 1 Where are the people?
 - 2 Are they friends?
 - **B** 1.01 | Listen to two conversations. Match the conversations (1–2) with the photos (A–B).
 - 1 ______
 - C ◆ 1.01 | Listen again. How do the people respond to the sentences (1–3)? Write two answers for each sentence.
 - 1 How are you?
 - 2 Nice to meet you.
 - **3** How do you know each other?
 - **D** Work in pairs. Student A: Say a sentence from Ex 2C. Student B: Say one of the answers.
 - A: Nice to meet you.
 - B: And you.

GRAMMAR

present simple: I, you, we, they

- **3A** Complete the sentences with one word.
 - 1 A: _____you know Gabriele? B: No, I _____.
 - **2** A: _____you work with Pietro?
 - B: Yes, we _____together.
 - **3** A: How do you _____ each other?

 B: Our children ____ to the same school.
 - **B** Choose the correct phrase to complete the rule.

We use the present simple when we talk about things that are always true / happening now.

- C Learn and practise. Go to the Grammar Bank.
- page 98 **GRAMMAR BANK**

PRONUNCIATION

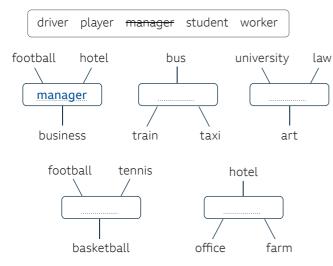
- 4A 1.02 | weak forms and linking: do you | Listen and underline the main stressed word. Notice the pronunciation of do you /dəjə/.
 - 1 How do you know each other?
 - 2 Do you have a minute?
 - **B** 1.03 | Listen and write the questions. Then listen again and underline the main stressed word in each question.
 - C Work in pairs. Take turns to ask and answer the questions. Remember the pronunciation of do you.



VOCABULARY

jobs and studies

5A Complete the word webs with the words in the box.



- **B** 1.04 | Listen and find the jobs you hear. Then listen again and repeat the answers.
- C Work in pairs and discuss the question. Which jobs in Ex 5A would you like to do? Choose three.
 - A: Which jobs would you like to do?
 - B: I'd like to be a train driver or a What about you?
 - A: Not a train driver. Maybe a taxi driver.
- Work in pairs. Write five other jobs that you know. Check your ideas in the Vocabulary Bank.
- page 133 **VOCABULARY BANK** jobs

SPEAKING

6 Work in groups. You are at a party. Introduce yourself.

Hi, my name's Dan.

Hi, I'm Anita.

Where do you live?

- **7 A** Work with the class. Make a list of all the famous people you know.
 - **B** Work in groups. One student: Choose one of the famous people. Other students: Ask *yes/no* questions to guess who.

What do you do?

Student 1: Are you a man? A: Yes, I am.
Student 2: Do you come from ...? A: No, I don't.
Student 3: Do you work outside? A: Sometimes.
Student 4: Are you a football player? A: No, I'm not.

WRITING

write a personal profile; use capital letters

- **8A** Work in pairs. Look at the website form. Answer the questions.
 - 1 This website is for people who want:
 - **a** a new job.
- **b** new friends.
- 2 The form asks for information about:
 - **a** contact details. **b** favourite places.
- 3 In the bio/interests, you write about:
 - **a** your address. **b** your life.

New in town? Join Group-Chat and meet new people			
Complete yo	ur profile to get started!		
full name			
username			
email			
Instagram			
location			
bio/interests			

B Write a personal profile. Go to the Writing Bank.





VOCABULARY

common verb phrases

1A Complete the phrases (1–8) with the words in the box.

	get up	go	have	live	play	study	teach	₩O
1	work	in a	theatr	e/for	a com	pany/fr	om hom	ne
2	<u> </u>	early	y/at 11	/late				
3	3	in a	village	/with	friend	ls/alone	<u> </u>	
4	ļ	a ca	r/a lot	of mo	ney/t	wo siste	ers	
5	5	Italia	an/har	d/eve	ry day	,		
6	5	out	a lot/to	o bed	late/r	unning		
7	7	stud	lents/a	ıt a ur	niversi	ty/Engli	ish	
8	3	the	guitar/	in a b	and/te	ennis		

- **B** Work in pairs. Student A: Close your book. Student B: Say a verb from Ex 1A. Student A: Say the words that can go with it.
- C Work in pairs. Use the verb phrases in Ex 1A to ask questions. Find five things that are the same for you and your partner.
 - A: Do you get up early?
 - B: Yes, I do. I get up at seven. What about you?
 - A: I get up at eight or nine.
- D Read the Future Skills box and do the task.

FUTURE SKILLS

Self-management



Learn words that go together (collocations), and write them in groups in the same way as in Ex 1A. Think of more phrases you can make with each verb.

READING

- **2 A** Choose two people in your family. Work in pairs. Take turns to ask and answer the questions.
 - 1 Who are the people?
 - 2 What do they have in common?
 - **3** How are they different from each other?
 - A: Who are the people?
 - B: My sister and my father.
 - A: What do they have in common?
 - B: They both play tennis.
 - B Look at the photos. Which phrases (1-9) do you think go with Sam (S)? Which go with Andy (A)?
 - 1 small village
 2 teacher
 3 tech start-up
 4 home office
 6 Chinese language
 7 cooks at home
 8 restaurants
 9 jazz
 - **5** gets up early
 - C Read the article and check your ideas.
 - P Read the article again. Are the statements True (T) or False (F)?
 - 1 Sam has a lot of money.
 - 2 Sam studies for one hour a day.
 - **3** Sam cooks Chinese food with chicken in it.
 - **4** Andy doesn't go out to eat alone.
 - 5 The brothers don't like each other.





Identical twins?

Andy writes about life as a twin

Many brothers are very different from each other, but people think twins are exactly the same. In fact, my twin brother Sam and I are very different. It's hard to believe we come from the same family!

Sam lives in a small village and he's an actor. He also teaches drama students at university, because he doesn't have a lot of money. My life is very different. I'm the businessman in the family. I have a small tech start-up company. I work from home, from my flat near the city centre. I think his work is crazy – and he thinks mine is!

Our day-to-day life is very different. I get up early, usually for video calls with business partners in Asia. Sam gets up at about eleven. After that he studies Chinese for an hour. He loves languages! Sam is a vegetarian and he cooks at home for himself. I don't have time to cook, I go out a lot to local restaurants with friends. Sometimes Sam visits me in the city, and we go and listen to music somewhere. The problem is that Sam likes jazz – he plays the guitar in a jazz band – but I prefer indie concerts.

The great thing is that Sam and I are really good friends and we often do things together. It's funny when we are out together. People see us and say, 'Wow, am I seeing double?' I think this is probably normal for all twins.

GRAMMAR

present simple: he, she, it

- **3** A Complete the sentences. Use the article to help you.
 - **1** Sam in a small village.
 - **2** He also _____ drama students.
 - **3** He _____have a lot of money.
 - **B** Look at Ex 3A and complete the rule.

We add ___s ___ or ____ to the infinitive to make the present simple. For the negative, we use ____ + infinitive.

- C Find more examples of the present simple with *he* in the article.
- **D** Learn and practise. Go to the Grammar Bank.
- page 99 **GRAMMAR BANK**

PRONUNCIATION

4A 1.05 | third person -s | Which -s sound do you hear? Listen and put the verbs in the correct place in the table.

/s/	/ z /	/IZ/
	lives	

B Complete the table with the third person form of the verbs in the box.

do	finish	go	sit	stay
stop	study	/ W	atch	work

C 1.06 | Listen and check. Then listen again and repeat.

SPEAKING

- **5**A **1.07** | Listen and write the questions.
 - B Work in pairs. Student A: Think about someone you know (a friend, a family member or someone from work/college). Student B: Ask questions about the person. Use the questions in Ex 5A to help you.
 - A: OK, my person is Maria.
 - B: Do you know her well?
 - A: Yes, she's a good friend.
 - B: Does she work?
 - A: Yes, she does. She's an engineer.
 - C Work in pairs and discuss the questions. What do you have in common with the person in Ex 5B? How are they different from you?

We both like music.



VOCABULARY

adjectives for feelings



- 1 A Work in pairs and answer the questions.
 - 1 What do you think the emojis (A-H) show?
 - **2** Do you use emojis on social networking sites or in messages?
 - **3** If yes, which ones do you use most? If no, why not?
 - **B** Match the emojis (A-H) with the adjectives in the box.

all right angry bored hungry ill relaxed thirsty tired A

- C Work in pairs. Which adjectives in Ex 1B have one syllable? Which have two syllables?
- **D** 1.08 | Listen and check.
- **2A** Work in pairs. Student A: Point to one of the emojis. Student B: Ask *Are you* ...?

B: Are you tired? A: Yes, I am.

B Read the Future Skills box and answer the question.

FUTURE SKILLS

Self-management



Some phrases are different in different languages. In your language, how do you say: 'I'm hungry', 'I'm thirsty', 'I'm bored'? Make a note of differences that you find between English and your language.

READING

- **3** A Read the messages and answer the questions.
 - 1 Are they between friends or business people?
 - 2 Are they to: a) give news b) make an arrangement c) say someone is late?



B Read the messages again and complete Lisa's calendar.

	دا—اے	Event:	1	0	X
	000	Date:	19 March		
ľ		Time:	2		
		Add people:	3		
		Add location:	4		

How to ...

make suggestions

- 4A 1.09 | Listen to the phone conversation between Lisa and Eva. What changes do they make to their plans?
 - B Read the suggestions. Choose the correct word(s) to complete the sentences.
 - 1 Can / Do we do something this evening?
 - 2 What do / would you like to do?
 - 3 What about / do you think a film?
 - 4 Let's / Let me meet at the cinema.
 - C 1.10 | Listen and check.
 - D Look again at the messages in Ex 3A. Find three more suggestions.
 - E Learn and practise. Go to the Grammar Bank.
 - page 100 **GRAMMAR BANK**

PRONUNCIATION

- 5A 1.11 | intonation to show interest | Listen to the conversations (1-6). Are the people interested (+) or not interested (-)?
 - 3 4 5 6
 - **B** Work in pairs.

Student A: Use the prompts to make a suggestion.

Student B: Decide if you are interested or not and reply.

Student A: Is Student B interested or not interested?

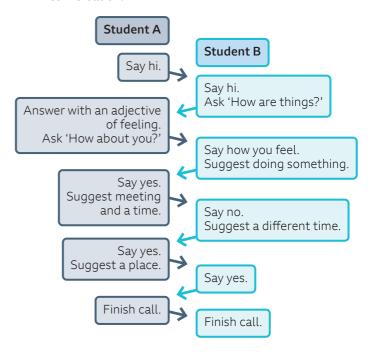
coffee this afternoon a film at the weekend lunch after class on Saturday meet

> I'd love to! Sure. Perfect! Sorry, I can't. Another day?

- A: Let's meet for a coffee after class.
- B: Sure.
- A: You're interested!
- C Learn and practise. Go to the Vocabulary Bank.
- page 134 **VOCABULARY BANK** time phrases

SPEAKING

6A Work in pairs. Look at the prompts and have a phone conversation.



- B Close your books. Work with the class. Make suggestions to two other students. Arrange to meet. Think about an activity, a time and a place.
- Send a message to a friend in English to arrange to do something.

MEDIATION SKILLS



asking questions to make a plan

Make a free-time plan together.

▶ page 154 **MEDIATION BANK**



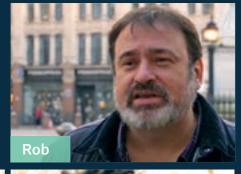
1D BBC Street Interviews

Family and friends

GRAMMAR | possessive 's, s'

SPEAKING | talk about people in your life

WRITING | describe five people in your life





PREVIEW

1 A Work in pairs. You meet someone at a party and you have one minute to introduce yourself. Look at the box. What information do you usually give?

name nationality where you live job family interests/hobbies

- B Match the sentences (1–5) with the topics in the box in Ex 1A.
 - 1 I'm a teacher.
 - 2 I have two brothers and two sisters.
 - 3 I'm Jack.
 - 4 I like sport.
 - **5** I'm from Italy, but I live in London.
- C Work in pairs and introduce yourself. Give information about each topic in the box in Ex 1A.
- **2A** Work in pairs and answer the question. How many family words do you know?
 - **B** Check your ideas in the Vocabulary Bank.
 - page 135 **VOCABULARY BANK** family



Q1: Tell us about yourself.

Q2: Tell us about your family.

VIEW

- **3** A Watch the first part of the video. How many different countries do you hear?
 - **B** Work in pairs. What do you remember? Complete the sentences.
 - **1** Mon Zer: I work for an engineering
 - **2** Rob: Hi I'm Rob. I'm a ...
 - **3** Rose: I'm originally from
 - **4** Jackson: I live in London and I study film at _____.
 - **5** Marcello: I'm from the United States and currently I'm a
 - C Watch again and check.
- **4A** Watch the second part of the video. How many speakers have brothers?
 - **B** Look at the photos. Match the sentences with the people. Then watch again and check.
 - 1 My sister's name is Sarah and she lives in Hamburg.
 - 2 My sister is married with two kids.
 - **3** My mum's name is Martine and my dad's name is Daniel.
 - 4 I'm married and my wife's name is Rachel.
 - **5** I also have nine brothers and sisters.
 - **6** My parents' names are Daniel and Monica.

GRAMMAR

possessive 's, s'

- **5** A Read the sentences then choose the correct alternative to complete the rules.
 - **1** My mum's name is Martine and my dad's name is Daniel.
 - 2 I'm married and my wife's name is Rachel.
 - **3** My parents' names are Daniel and Monica.

Rules

We use name + ${\it 's}$ / ${\it s'}$ for the possessive for one person.

We use name + 's / s' for the possessive for two people or more.

- **B** Learn and practise. Go to the Grammar Bank.
- page 101 **GRAMMAR BANK**







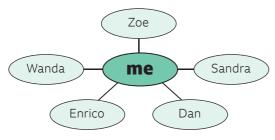






SPEAKING

talk about people in your life



- **6 A** Write your name in a circle in the middle of a page of your notebook. Write the names of five people in your life around your name.
 - **B** Write two things about each person. Use the Key phrases to help you.

KEY PHRASES

Arielle's my sister/a good friend/my manager.

Who is he/she/Dan?

How do you know him/her?

We're friends from work/school.

Ellen is my brother's wife/a friend from work.

Are you very good friends?

How often do you meet/talk?

We're in a class together.

- C Work in pairs. Look at the questions in the Key phrases box. Think of two more questions.
- Work in pairs. Student A: Show Student B the names of your five people and talk about them. Student B: Ask questions.
 - A: Arielle's a friend from school. She's a doctor now.
 - B: How old is she?
 - A: She's my age.
 - B: Is she a very good friend?

WRITING

describe five people in your life

7 A Read the email from Jasmine to her friend Yvonne. How many different people does she write about?

< Sent

Dear Yvonne,

Let me tell you about my family.

My parents' names are Patsy and Vince. They live about an hour from me. I have two sisters, and they live near my parents. My sisters' names are Marcella and Greta. Greta's a lawyer and she isn't married. Marcella's a teacher. She teaches at the local school. She's married and has one child. Her husband's name is Marcel. (I know, it's funny, but it's true!) Their daughter's name is Sofia, and she's eight years old. We all meet every Sunday at our parents' house. It's great!

Can you tell me about your family?

See you soon!

Jasmine

B Read the email again. Tick the topics you read about.

ages children interests/hobbies jobs married or single names where they live

- C Work in pairs. Look at the email again and find examples of:
 - 1 plural possessive: s' My parents' names
 - 2 singular possessive: 's
 - **3** contractions with 's
- 8 Describe five people in your life. Write about four or more topics in the box in Ex 7B.

GRAMMAR

- **1** A Work in pairs. How much do you know about your partner? Complete the sentences. Use the positive or negative form of the verbs in brackets.
 - 1 He/She doesn't work (work) from home.

2 He/She (teach) at a	a university.
-----------------------	---------------

- **3** He/She _____(get) up early.
- 4 He/She _____(play) the guitar.
- **5** He/She _____ (live) with friends.
- 6 He/She (study) every day.
- **7** He/She (have) a car.
- 8 He/She (go) out a lot.
- **B** Work in pairs. Ask questions to check your ideas.
 - A: Do you work from home?
- C Work in a different pair. Ask and answer about your first partner.
 - A: Does she work from home?
- **2** A Correct the sentences. Add the words in the box.

about	Can	do	oes	do	oesn't	
know	love	of	'S	s'	to	

Can

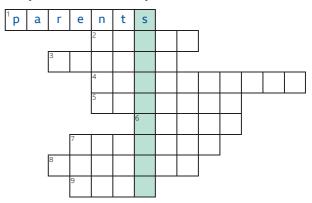
- 1 Perfect./we meet at nine?
- 2 Sorry, I'm busy. How Monday?
- **3** Yes, she. She studies Law at university.
- 4 Yes. Let get a coffee.
- 5 I don't the answer. Ask the teacher.
- 6 He's at the University London.
- 7 I'd to, but I can't.
- 8 Would you like have dinner?
- **9** He have a job at the moment.
- **10** This is the student room. They work here.
- B R1.01 | Read the sentences in Ex 2A. Listen and write the word that is different.
 - 1 nine five



VOCABULARY

- **3** A Read the clues and complete the puzzle. Find the job.
 - 1 My mother and my father are my _____
 - 2 My mother's brother is my
 - **3** My father's sister's daughter is my _____
 - $\boldsymbol{4}\,$ I don't have a job at the moment. I'm $\underline{}$.
 - **5** The boss of the hotel is the hotel _____
 - 6 I want to sleep. I feel very _____
 - 7 My dad is seventy, he doesn't work. He's _____

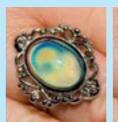
 - **9** My mother's sister is my



B Work in pairs. For each word in the puzzle, say two related words.

parents - children, daughter

4A Complete the words in the text.

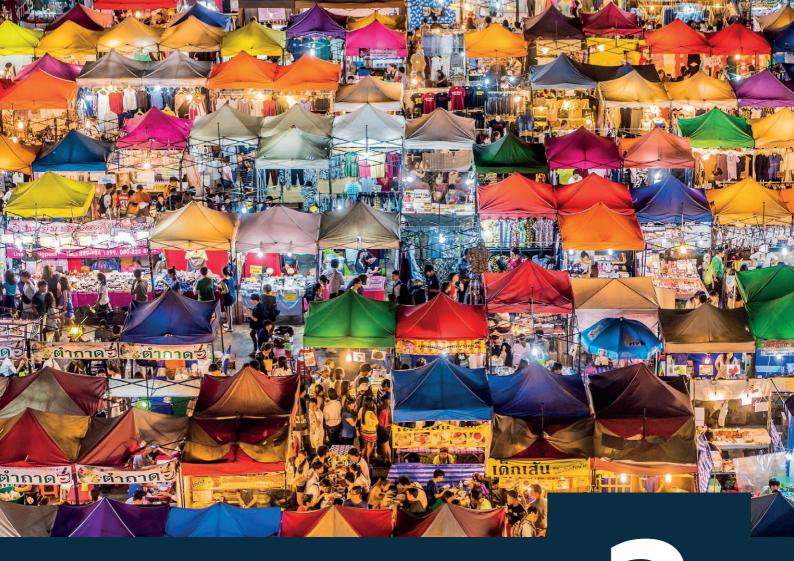






Remember mood rings, the rings that change colour with your feelings? My ring is a present from my 'grandm____ and I wear it every day. It's a simple ring with a coloured stone. The colour of the stone shows my feelings at that moment. The colour green is 'normal'. It means I feel all 'ri___. If the stone is purple, that means I have strong romantic feelings. Blue means I feel 'rela__, so when I watch a film with my 'fam__ at the 'we____ or play the 'gui__, my ring is blue. Finally, the colour red means I have a positive feeling about the future or that I'm 'ang_ - it's not so clear. My ring is red at the moment. I'm happy, but I'm 'hun__.

B R1.02 | Listen and check.



lifestyle



VLOGS

- Q: What food do you like and dislike?
- 1 Work in pairs and discuss the question. Make a list.
- 2 Watch the video. How many things on your list do you hear?

GSE LEARNING OBJECTIVES

2A LISTENING | Understand people talking about food: food and drink

Talk about shopping and eating habits: countable and uncountable nouns; a, an, some, any

Pronunciation: the weak /ə/ sound: *a, an, some*Write an online comment; use linking words: *and, but, or*

2B READING | Read and do a lifestyle quiz: everyday activities Discuss what is important in your life: adverbs and phrases of frequency

Pronunciation: linking

- **2C HOW TO ...** | order a meal in a restaurant: restaurant words Pronunciation: polite intonation
- **2D BBC PROGRAMME** | Understand a documentary about the Indian Relay Race in the USA

Talk about a special event: *like*, *hate*, *love* + -*ing*Describe an event

2A Can't live without it

GRAMMAR | countable and uncountable nouns; a, an, some, any

VOCABULARY | food and drink

PRONUNCIATION | the weak /ə/ sound: a, an, some



- 3A 2.02 | Listen to a podcast of three people talking about food they love. What is their favourite food?
 - B 💿 2.02 | Look at the photos and listen again. Which food does the speaker NOT talk about?



- C Work in pairs and answer the questions.
 - 1 Does your town or city have a food market?
 - 2 What's good about it?
 - 3 Do you have other types of markets?

VOCABULARY

food and drink

- 1 A Look at the photo below. How many things can you name?
 - **B** Complete the table with the words in the box.

an apple an avocado beans broccoli cheese eggs grapes a lemon orange juice rice salmon tomatoes yoghurt

fruit	an apple
vegetables	
meat or fish	
drinks	
other	

- C 2.01 | Listen and check.
- D Work in pairs. Add two more types of food to each group in the table. Check your ideas in the Vocabulary Bank.
- page 136 **VOCABULARY BANK** food and drink
- **2A** Work in pairs. Student A: Say a group from the table in Ex 1B. Student B: Say three types of food.

A: vegetables



GRAMMAR

countable and uncountable nouns; a, an, some, any

4A Look at the food in Ex 1B. Which food can you count (C) and which can't you count (U)?

an apple (C), broccoli (U)

B Complete the sentences with *a*, *an*, *some* or *any*.

1	l eata	avocado ever	y day.
2	I have	banana for b	reakfast every day
3	I need	potatoes fo	r tonight.
4	We always ha	avech	eese at home.
5	They don't h	ave bl	ack grapes here.

- C Choose the correct word to complete the rules.
 - 1 Use a or an with a singular / plural noun.
 - 2 Use some with a singular / plural noun.
 - **3** Use *some* with a singular / an uncountable noun.
 - 4 Use any in a positive / negative sentence.
- **D** Read the Future Skills box and answer the question.

FUTURE SKILLS

Self-management



Good dictionaries show if a noun is countable or uncountable, either after the word or in front of the meaning. Does your dictionary show this? Choose three types of food and write (C) or (U) after them. And when you write a noun, write (C) or (U) next to it.

E Learn and practise. Go to the Grammar Bank.



PRONUNCIATION

5 A 2.03 | the weak /ə/ sound: a, an, some | Listen to the sentence. Which words are stressed? Notice the weak /ə/ sound in a, an and some.

I have a carrot, an onion and some potatoes.

/ə/ /ə/ /ə/

- B 2.04 | Listen and write the sentences (1–5). Then listen and repeat.
- Work in pairs. Student A: Go to page 146. Student B: Go to page 150.

SPEAKING

- 7 Work in groups and discuss the questions.
 - 1 What do you have for breakfast every morning?
 - **2** Who does the food shopping in your home? And who does the cooking?
 - **3** Where do you like buying food: in big shops, small shops or in a market? Why?
 - 4 What food do you always have at home?
 - **5** What food do you like but never have at home? Why not?

WRITING

write an online comment; use linking words: and, but, or

- **8A** Do you post photos, read or write about food on social media sites?
 - B Read the introduction to an online discussion about comfort food. What is your favourite comfort food?

When you feel unhappy or stressed, what type of food do you eat?

Maybe noodles with chicken or your mother's home-made pierogi (filled dumplings), it depends where you are from. For many people around the world it's pizza and for a lot of us it's ice cream. What is *your* favourite comfort food? Write and tell us.



- Write an online comment about your favourite comfort food. Go to the Writing Bank.
- page 89 WRITING BANK





VOCABULARY

everyday activities

1 A Complete the word webs with the verbs in the box.

check get up go go to meet someone spend time

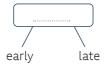












- **B** Work in pairs. Take turns to ask and answer the question *Which do you do more* ...? Use the phrases in Ex 1A.
 - A: Which do you do more, check emails or check messages?
 - B: I check my messages more. And you? A: Me too.

READING

- **2A** Do the online quiz.
 - **B** Work in pairs and compare your answers.
 - C Read the key. Do you agree with the answers? Why/Why not?

We all eat, sleep and work. But we all do these things in different ways. How about you? Do this fun quiz. What does it say about you?

Choose the best answer for you: a, b or c.

- 1 What do you usually do first in the morning?
 - **a** I **always** go online and check my messages. I do this every day.
 - **b** I **usually** get up early and go running, but not at the weekend.
 - **c** I have breakfast and talk to my family.
- 2 How often do you see your friends?
 - **a** We **hardly ever** meet, maybe once a month, but we talk online a lot.
 - **b** I cook lunch for friends every Sunday. I **always** make something healthy!
 - **c** I **often** meet friends for coffee or we go shopping together.
- 3 How often do you exercise?
 - a I hardly ever exercise. Well, never.
 - **b** I go to the gym every day.
 - **c** Once a week on Saturdays I do some sport with friends.
- 4 Do you spend a lot of time online?
 - **a** I **often** spend 7–8 hours a day online for work, but not every day.
 - **b** I **sometimes** work online for about 3 or 4 hours, but I'm **never** online at the weekend.
 - c Yes, I'm always online. I spend hours on social media.
- 5 How do you meet new people?
 - **a** I join online groups and I make new friends there. We chat online.
 - **b** Sometimes I meet people at the gym or when I go walking.
 - **c** My friends or family introduce us or I meet people at parties.

Key

Mostly a: The online world is important for you. You are happy to spend a lot of time on your computer or smartphone.

Mostly b: It's important for you to exercise a lot, with friends or alone. Exercise and good food are important for you because you want to keep fit and healthy.

Mostly c: People are important for you. It's important for you to spend time with your friends or your family. You don't like being alone.

GRAMMAR

adverbs and phrases of frequency

3 A Look at the quiz again. Put the adverbs in bold in the correct place in the diagram.

How often?

never 0% 10% 40% 60% 80% 100%

- **B** Choose the correct word to complete the rules. Use the quiz to help you.
 - 1 Use adverbs of frequency **before** / **after** most verbs.
 - **2** Use adverbs of frequency **before** / **after** the verb *be*.
- C Look at the quiz again and find four other phrases of frequency.

every day

D Learn and practise. Go to the Grammar Bank.



PRONUNCIATION

- **4A** | linking | Put the sentences (a–f) in order: 1 = most often and 6 = least often.
 - a We go to Spain every summer.
 - **b** I play tennis **twicę a week**.
 - c I go to the cinema four or five times a year.
 - d We eat fish every Saturday.
 - e I check my messages three or four times an hour. 1
 - f I call my mother once a day.
 - B 2.05 | Listen and check.
 - C Work in pairs. Take turns to say the phrases in bold. Practise the linking between the words.
 - **D** 2.06 | Listen and repeat the phrases and the whole sentences.
- Work in pairs. Take turns to ask and answer the questions. Remember to use linking in the phrases of frequency.

How often do you ...?

check your messages call your best friend do some exercise eat in a restaurant shop online go to the cinema

SPEAKING

6 A Put the words in the box in the correct place on the line for you.

not important very important

animals coffee family food friends health online life shopping sleep sport time alone work

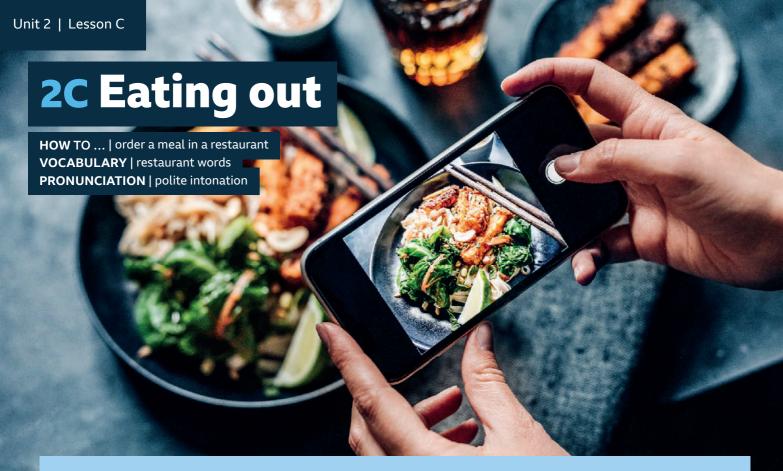
B Work in pairs Compare things that are important to you. Find one thing that is the same and one thing that is different.

Work is very important to me. I enjoy it. I often work at the weekend. Animals aren't important to me. I don't have a pet.

C Work in a different pair. Talk about your first partner.

Sleep is very important to Yulia. She sleeps for ten hours every night, but I usually sleep about six or seven hours.





Looks **GOOD**, tastes **GOOD**?

What's more important to you: food that tastes good, or food that **looks** good? The internet has hundreds of websites with thousands of photos of different types of food: cooking blogs, travel sites and social media sites with names like FoodSpotting, SnapDish, InstaFood and of course Instagram. One website has 'rainbow food': red, orange, yellow, green and other coloured food, all on one plate. And there are

websites about how to take a good photo of food: the most important thing is that the food is bright and colourful and looks delicious. Pasta or noodles always look good. Fruit juice is colourful and pink food is great in a photo. And take your photo from above! Some restaurants now have photo-friendly lighting and mirrors. They want to attract today's photo foodies!

READING

1 A Look at the photo and answer the questions.

- 1 Do you ever take photos of your food, at home or in restaurants? Why/Why not?
- 2 Do you ever post them online? Why/Why not?

B Work in pairs and discuss the questions.

- 1 What types of websites do people post food photos on?
- 2 What do you think 'rainbow food' is?
- **3** What's the best way to take a photo of food: from the side or from above?
- **4** Is the photo on the phone a good online photo? Why/Why not?
- C Read the article and check your answers.

VOCABULARY

restaurant words

2A Work in a different pair and discuss the questions.

- 1 What is your favourite type of restaurant?
- 2 Do you know any good local restaurants?
- **B** Look at the words in the box. Which ones are parts of a meal?

bill desserts dinner for two main courses service charge side dishes starters waiter

- C Complete the restaurant menu with the words in the box.
- **3A** Read the menu again and choose a dish for each course.
 - B Work in pairs. Tell each other your dishes.A: For starter, I'd like the soup of the day.

How to ...

order a meal in a restaurant

- 4A 2.07 | Listen to a conversation in the restaurant. Write Scott (S) or Teresa (T) next to the correct food and drink on the menu.
 - **B** Complete the sentences.

1	Good eveningyou have a reservation?
2	We have a tabletwo for half past seven.
3	we have a table near the window?
4	you ready to order?
5	So for a starter,I have the soup, please?
6	And then I'like the salmon with a green salad, please.
7	you like something to drink?

- 8 ____is your meal?
- **9** Would you like to look at the _____menu?
- **10** Could we have the _____ at the same time, please?
- C 2.08 | Listen and check.
- **D** Learn and practise. Go to the Grammar Bank.
- page 104 **GRAMMAR BANK**

PRONUNCIATION

Nut roast (V)

- **5**A **2.09** | **polite intonation** | Listen to the customers. Tick the ones that sound polite.
 - 1 🗌 2 🗌 3 🗎 4 🗎 5 🗎 6 🗎 7 🗌 8 🗍
 - **B** 2.10 | Listen to the polite intonation. What makes it sound more polite? Listen again and repeat.
 - C Read the Future Skills box and answer the question.

FUTURE SKILLS

Communication

Your words and your intonation help you sound polite. Is intonation important in your language?

SPEAKING

- **6** A Work in groups. Prepare a menu from your town or country. Write three starters, main courses, side dishes and desserts.
 - **B** Work in groups. Roleplay a conversation in a restaurant.

Student A: You are the waiter.

Other students: You are the customers.

A: Good evening. Do you have a reservation?

- B: Yes, we have a table for ...
- 7 Eake a photo of the food you eat tonight and bring it to the next lesson. Prepare to describe it to the rest of your class.

MEDIATION SKILLS selecting relevant



selecting relevant information

Help someone understand a pizza menu.

▶ page 155 **MEDIATION BANK**





-HOT DRINKS-

Coffee – Americano, espresso, cappuccino Tea – green tea, mint tea, breakfast tea

NOTE: A 15% 6	will be added
to the 7	•

After your meal, please write a review on our website and send us your photos.

Every month we give a free for the best photo.

2D BBC Documentary

The Indian Relay

GRAMMAR | like, hate, love + -ing

SPEAKING | talk about a special event

WRITING | describe an event

PREVIEW

- 1 A Work in pairs. Look at the photos and discuss the questions.
 - 1 Where do you think this is?
 - 2 What season is it?
 - 3 Can you ride a horse?
 - **B** Read the BBC programme information and answer the questions.
 - 1 Where does the Indian Relay Race happen?
 - 2 How many horses does each rider ride?
 - **3** Who is Oliver Pakootas?



Mountain: Life at the Extreme

Every year, the people of Okanogan County in Washington State, USA, have a fair to celebrate the end of summer. One of the big events is the Indian Relay Race, a tradition of American Indians. In the Indian Relay, each rider rides three different horses around the track. In this programme, we watch Oliver Pakootas as he and his family prepare for this important tradition. There can only be one winner. Will it be Oliver?

VIEW

- **2A** Watch the BBC video clip. Who wins the race?
 - **B** Watch again and choose the words and phrases you hear.
 - 1 Oliver Pakootas has a big race / day. It's the Indian Relay.
 - 2 This race is a **custom / tradition** for American Indians
 - **3** He has a team / his family to help him.
 - 4 The horses are also part of the team / family.
 - **5** For Oliver and his family, the Indian Relay isn't only a race, it's a **lifestyle** / **way of life**.
 - **6** For three minutes, all Oliver thinks of is the **relay** / **race** and the horses.
 - C Work in pairs and discuss the question. What are three good things about their lifestyle?

GRAMMAR

like, hate, love + -ing

3 A Read the sentences. What is the verb form after the verbs in bold?

Oliver and his team **enjoy** being together, and they **love** working with their horses and their horses love them. Oliver **likes** riding his horses in the mountains.

- **B** Work in pairs. Say four things you like or don't like doing and say why. Use I like, enjoy, love and don't like.
- C Learn and practise. Go to the Grammar Bank.
- page 105 **GRAMMAR BANK**



SPEAKING

talk about a special event

- **4** A Think of a special event, e.g. a festival or a national holiday. Read the questions and make notes about your answers.
 - 1 What's the special event?
 - 2 When and where does it happen?
 - **3** What do you like doing at this event? Describe three activities.
 - 4 What's your favourite thing about the event?
 - B Work in pairs. Tell each other about the special event. Use your notes from Ex 4A to help you.
- **5** A Work in pairs. Look at the information about the Quebec Winter Carnival. Which activity looks interesting to you?
 - B 2.11 | Listen to someone talking about the Quebec Winter Carnival. Number the photos in the order you hear about them.



2.30 p.m.

starts 7 p.m.

display all week!

of French onion soup!

C 1 2.11 | Listen again and tick the phrases you hear.

KEY PHRASES

Let me tell you about ...

It happens in [place] in [month].

At this time, we often ...

The [event] lasts [number] days.

It's one of the best things all year.

My favourite thing is ...

We really enjoy watching it together.

6 Work in groups. One student: Talk about your special event. Use the Key phrases to help you. Other students: Listen and make notes. Then ask two questions about the event.

WRITING

describe an event

7 A Read the description of the Quebec Winter Carnival. Which things in the brochure in Ex 5A does the person NOT write about?

> In Quebec we have a big festival every winter, the Quebec Winter Carnival. The city goes crazy! It's really good fun and we have lots of things to see and do. I love looking at the ice sculptures. The artists often make ice animals and buildings. I always watch the canoe race. They race on the icy river and it's very exciting. My favourite thing is the evening parade. I like watching it with my family.

- **B** Write a description of your event from Ex 4A. Write 80-100 words.
- C Read other students' descriptions. Which event would you like to go to?

GRAMMAR

1 A Which words are countable (C) and which are uncountable (U)?

onion bean broccoli butter
cucumber lemon lemonade
oil pear prawn yoghurt

- **B** Choose five things from Ex 1A and write a list.
- C Work in pairs. Ask what's on your partner's list.

A: Do you have an onion on your list? B: Yes, I do. Do you have any beans?

- **2A** R2.01 | Listen and write the sentences.
 - **B** Change the sentences so they are true for you.

I usually watch TV on Sundays.

- C Work in pairs. Find two things that are the same and two things that are different for you and your partner.
- Work in a different pair. Ask about the activities in Ex 2A. Use Do you like ...? or Do you enjoy ...?

A: Do you enjoy watching TV?

B: Sometimes. It depends on the programme. I hate watching ...

VOCABULARY

4 A Name a type of food or drink that starts with these letters.

1 ce 2 av 3 gr 4 la 5 mu 6 no 7 su 8 le 9 sa 10 st

B Work in pairs. Student A: Say the first letter of a type of food or drink. Student B: Guess or ask for one more letter.

A: r

B: One more letter, please.

A: r-i

B: Rice? A: Yes!

5 A Match (1-6) with (a-f) to make questions.

Do you:

1 go to beda friends for coffee?2 checkb late at the weekend?

3 meet **c** your messages on a phone, tablet or laptop?

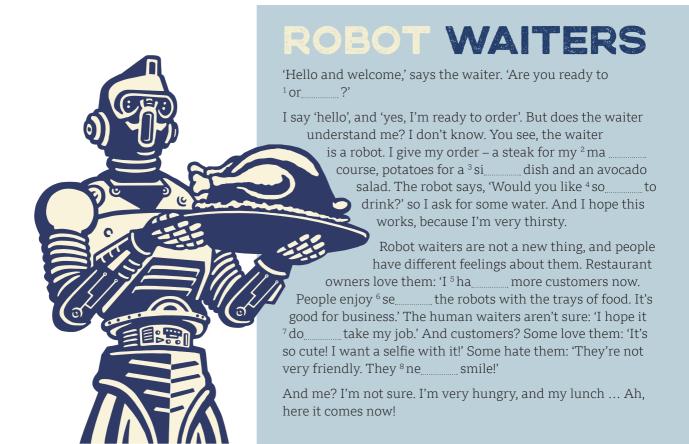
4 go to
5 spend
6 go
d shopping with friends or alone?
e time online in the evening?
f parties at the weekend?

B Work in pairs. Take turns to ask and answer the questions in Ex 5A. Ask extra questions.

Where? What time? Why/Why not? Who with? What do you ...?

Do you go to bed late at the weekend? What time?

- **6** A Complete the words in the text.
 - B R2.02 | Listen and check.





home





VLOGS

- Q: Do you ever have visitors staying in your home?
- Work in pairs and discuss the question.
- 2 Watch the video. How many speakers love having visitors?

Global Scale of

English LEARNING OBJECTIVES

3A LISTENING | Understand someone talking about their apartment: rooms and furniture

Describe an apartment and where things are: this, that, these, those; here, there

Pronunciation: /1/ and /i:/

Write a description of a home for a website; use commas

3B READING | Read about how to 'say goodbye' to too much stuff: common adjectives (1)

Talk about and describe objects in your home: *have got* Pronunciation: sentence stress

- **3C HOW TO ...** | make invitations and offers: social phrases Pronunciation: rhythm in phrases
- **3D** BBC STREET INTERVIEWS | Understand street interviews about where people live

Talk about your local area: there is, there are Write an email about your local area





VOCABULARY

rooms and furniture

- 1 A Work in pairs. Look at the photos (A–C) of an apartment in Edinburgh, Scotland. Discuss the questions.
 - 1 What do you like/dislike about the rooms?
 - 2 Would you like to stay there on holiday? Why/Why not?
 - **B** Work in pairs. Look at the photos again. Match the places (1–12) with the objects (a–1).

Living room What is:

1 on the wall? -

a a plant

2 in front of the window?

b a chair

3 behind the laptop on the table?

c aTV

4 between the windows?

d some papers

Kitchen What is:

5 under the orange light?

e a window

6 above the sink?

f a radio

7 to the left of the pink plant?

g some bottles

8 on the counter?

h a table

Bedroom What is:

9 on the bed?

i a cupboard

10 next to the desk?

j a chair

11 near the window?

k a picture

12 opposite the mirror?

I some towels

- Work in pairs. Add two more rooms and three more items of furniture. Check your ideas in the Vocabulary Bank.
- page 137 VOCABULARY BANK rooms and furniture
- 2 A Look at the things in the box. Choose a place for each one in the rooms in Ex 1B.

glasses keys phone TV remote wifi password

- B Work in pairs and take turns. Ask questions to find the things.
 - A: I can't find my glasses.
 - B: Are they in the bedroom?
 - A: Yes, they are.
 - B: Are they near the window?
 - A: No, they aren't.

LISTENING

3 A Work in pairs. Which things in the box are most important when you stay in a holiday apartment? Why? Choose three.

extra keys important phone numbers a local map a TV remote the wifi password

- B 3.01 | Listen to the owner describing her apartment in Ex 1. Number the photos (A–C) in the order you hear about them.
- C Work in pairs. Read the questions (1-7) about the apartment. Can you remember the answers?

BOOKING FORM

Questions for the owner

- 1 How do I get the keys?
- 2 Can you give us some information about the local area?
- **3** Does the apartment have wifi?
- **4** Where is the nearest food shop?
- 5 Can you give us some important phone numbers (police, hospital, your number)?
- **6** Do we need to bring any soap, shampoo or towels?
- 7 Does the apartment have a desk? I'd like to do some work.
- D 3.01 | Listen again and answer the questions in Ex 3C.





GRAMMAR

this, that, these, those; here, there

- **4A** Complete the sentences with this, that, these or those.
 - 1 You enter the code here, and little door opens.
 - 2 _____ two keys here are for the front door.
 - **3** And do you see _____ towels, over there?
 - 4 And _____desk over there is where I work.
 - B 3.02 | Listen and check.
 - C Match the words in the box with the pictures (A-F).







- D Learn and practise. Go to the Grammar Bank.
- page 106 GRAMMAR BANK

PRONUNCIATION

- **5A** | /I/ and /ii/ | Work in pairs. Are the words in bold pronounced with a short /I/ or a long /ii/ sound? Put them in the correct place in the table.
 - 1 It's easy to open.2 These are the keys.
- **4** You don't **need** to **bring** any shampoo.
- 3 This is the living room.
- 5 We always leave some.

/1/			/i:/			
lt's	***********	14.440 (14.41) (13.41)	easy	4 44 44 4 31 40 40 4 4 4 5 5 5		
			20100-001111-0	C#1************************************		

B 3.03 | Listen and check. Then work in pairs and practise saying the sentences.

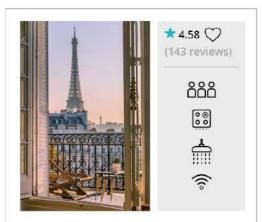
SPEAKING

6 Work in pairs. Practise describing an apartment. Student A: Go to page 146. Student B: Go to page 150.

WRITING

write a description of a home for a website; use commas

- **7** A Read part of an online description. Where do you think it comes from?
 - a online information for tourists
 - **b** a social media post for travellers
 - **c** a website with apartments and rooms for visitors



Enjoy your stay in this traditional, very clean apartment, close to the centre of Paris. It sleeps 3 people and is perfect for guests who want a weekend break in this romantic city.

B Write an online description of a home. Go to the Writing Bank.

page 90 WRITING BANK



READING

- 1 A Work in pairs and discuss the questions.
 - 1 Is it easy to find things: a) in your bag b) on your desk c) in your bedroom?
 - 2 Look at the photo. What do you think clutter means?
 - B Read the text. What do the pictures mean? Then work in pairs and check your answers.

The picture of the two pairs of sunglasses means you have an extra thing. You don't need two pairs of sunglasses.

- 2A Work in pairs. Don't look at the text. Answer the questions.
 - 1 What are the three types of clutter?
 - 2 What's a good time of day to clean up?
 - 3 What two questions are important to ask?
 - 4 Why have chocolate?
 - B Read the text again and check your answers.
 - C Which three ideas in the text do you like best? Why?
 - D Look at the text again. Complete the sentences with the words in bold.
 - 1 You have something and you don't give it to anyone, e.g. I want to _____ this book and read it later.
 - **2** You take something from the floor with your hand, e.g. Please ______your rubbish.
 - **3** You put something in its usual place, e.g. After breakfast I always _____ the milk in the fridge.
 - 4 To be late for a bus or train, and it leaves without you, e.g. It's eight o'clock. Don't the bus!
 - **5** To stop a machine, e.g. Please _____your phone when you're in the library.

Say goodbye to clutter

Help! Your train leaves in fifteen minutes, but you can't find your ticket. After ten minutes you find it under some books and a lot of paper. You **miss** your train.

Is this you? You're not alone. Many people have a problem with clutter. But you CAN change this. It's difficult, yes, but you CAN do it! First there are some things you need to understand.

3 types of clutter

Have you got two of something? Do you really need both of them? Keep one and give the other to a friend.



- 2 It's in your wardrobe, but you never wear it. It's too big for you. Ask yourself, 'Do I really love this?' No? It needs to go.
- **3** It's in your kitchen cupboard. It's a gift from

someone in your family, but you never use it. (It's got the price on the box!) You don't like it, it's too large, and you haven't got any space for it. It goes!



Clear your clutter: 5 top tips

- Choose one room, or a part of a room, for example a cupboard in your bedroom. It's important to choose a time of day when you've got a lot of energy. Open all the windows and play some loud music! Turn off your phone and always finish the job.
- 2 Maybe you haven't got much time to clean. OK, so spend a short time every day, maybe fifteen minutes. You don't need to spend hours: 'little and often' is best.
- **3** Every time you **pick up** something, ask yourself two questions: 'Is this useful? Do I love this?' Is the answer to both questions 'yes'? You can keep it.
- 4 Give yourself a present when you finish. Do you enjoy playing video games? Go and play for an hour. Do you like eating chocolate? Have some chocolate. Sit in a nice, soft chair and relax.
- **6** And in the future? Don't leave anything on the floor or on tables. Always pick things up and **put** them **away**. Have a place for everything.

GRAMMAR

have got

- 3A Complete the sentences with one or two words. Then check your answers in the text in Ex 1B.
 - 1 _____you got two of something?
 - 2 It's ____ the price on the box!
 - 3 ... you ____ got any space for it.
 - 4 ... choose a time of the day when _____got a lot of energy.
 - **B** Work in pairs. Look at Ex 3A and answer the questions.
 - 1 Do have got and have mean the same thing?
 - 2 Does 's in Sentence 2 mean is or has?
 - **3** How do you make the negative and a question of *you have got?*
 - C Learn and practise. Go to the Grammar Bank.
 - page 107 GRAMMAR BANK

PRONUNCIATION

- 4A 3.04 | sentence stress | Listen and write the sentences.
 - B 3.04 | Listen again and underline the stressed words. Listen again and repeat the sentences.
- **5A** Work with the class. Find someone who has got:
 - a bicycle a sister an Instagram account
 - a cat or another pet
 - a friend from another country
 - a garden coins in their bag

Have you got a bicycle?

- B Tell the class about what someone has got. Don't say their name. Other students guess who it is.
 - A: She's got some coins in her bag.
 - B: Is it Petra?
 - A: No, it's Dominique.

VOCABULARY

common adjectives (1)

- **6**A Find one adjective in each sentence.
 - 1 Sit in a soft chair and relax.
 - 2 It's too large, and you haven't got any space for it.
 - 3 It's difficult, but you CAN do it!
 - 4 Open the windows and play some loud music!
 - **5** So spend a short time every day, maybe fifteen minutes.
 - 6 You have got two of the same thing.
 - **B** Complete the table with the opposites of the adjectives. Use your answers from Ex 6A.

hard	soft	long	
different		quiet	
easy		small	

C Read the Future Skills box and do the task.

FUTURE SKILLS

Self-management



Learn opposites at the same time – it's easier to remember the words. Try this now: cover one column in Ex 6B. Say each adjective and its opposite. Then cover the other column and do the same.

D Work in pairs. Practise using the adjectives. Student A: Go to page 146. Student B: Go to page 150.

SPEAKING

- 7 A Work in pairs. Choose ten objects that you both have at home. Use the photos to help you. Take turns to ask and answer questions.
 - A: Have you got a guitar at home?
 - B: No, we haven't. Have you got any scissors?
 - B Work in pairs. Choose five objects to keep. Explain your reasons.
 - A: I'd like to keep the scissors because they're very useful. I use them every day.
 - B: Yes, let's keep them. I don't need the alarm clock because I always use my phone.

A: lagree.

C Work in groups. Compare your final lists. Use the phrases in bold in Ex 7B to help you.





SPEAKING

- 1 A Work in pairs and discuss the questions.
 - 1 What is the relationship between the people in the photo?
 - 2 How often do you or your family invite people to your home?
 - 3 Do you usually invite them for a meal, for coffee or tea or for something else?
 - B Work in pairs and do the questionnaire. What do YOU do?
 - A: Question 1. It depends. I often bring flowers or a box of chocolates. What about you?
 - C Work in groups. Read the Future Skills box and discuss the questions.

FUTURE SKILLS



Social responsibility

When you visit someone from another country, it is a good idea to check their customs. In your country, what are the customs for a host and for a quest? Are these different from customs in another country that you know?

What is a good guest?

It depends! Something that is right for one person can be wrong for someone else. Answer the questions and then ask a friend what they think. The differences can be interesting!

- **1** Before the meal, your host says, 'Don't bring anything! Just yourself!' What do you bring?
 - a nothing
 - **b** some flowers
 - c something else
- 2 Your host asks you, 'Is there anything you don't eat?' You hate mushrooms. What do you say?
 - a 'No, I eat everything.'
 - b 'I hate mushrooms.'
 - c 'Sorry, but I don't eat mushrooms.'
- **3** The invitation says 7 p.m. When do you arrive?
 - a at 7 o'clock exactly
 - **b** at 7.15
 - c at 7.30
- **4** You arrive. Your host has no shoes on. What do you do?
 - a ask, 'Shall I take off my shoes?'
 - **b** take off your shoes
 - c keep your shoes on and say nothing
- 5 You don't like one of the dishes. What do you do?
 - a say, 'I'm sorry I can't eat this.'
 - **b** eat it
 - c eat a little and then say, 'I'm full!'
- 6 It's 10 p.m. What do you do?
 - a wait for your host to end the visit
 - b thank your host and leave
 - c say, 'I need to go.'

How to ...

make invitations and offers

- 2 Read the email and answer the questions.
 - 1 Is it an invitation for a meal or a party?
 - 2 What does Jason need to do?

Dear Jason,

Would you like to come to dinner at our house on Friday? Is 7 p.m. good for you? We live in Camden. It isn't easy to find our house, so I'll message you with directions.

Please phone me to tell me if you can come. I think you have my number.

Best wishes,

Alysha and Dion

- 3 A 🚺 3.05 | Listen to three conversations with Jason. Which two statements are True (T)?
 - 1 Jason says he doesn't eat mushrooms.
- 3 He asks for still water. 4 He leaves at 10 p.m.
- 2 He arrives on time.
- B Work in pairs. Complete the sentences from the conversations in Ex 3A.

1	Would	you	to	come for	r dinner	on	Friday

- 2 l'd____ to come.
- me take your jacket.
- you something to drink? 4 Can I
- 5 Let get your drink.
- 6 No thanks, I'm ...
- C 3.06 | Listen and check.
- D Put the phrases in Ex 3B in the correct place in the table.

make an invitation	Would you like to come for dinner on Friday?
make an offer	Jackson Committee Committe
	Annaton and an annaton and an anaton and an anaton and an
say 'yes'	
say 'no'	

4A Work in pairs. Look at the pictures. Student A: Say a letter. Student B: Make an offer. Student A: Say yes or no politely.



A: A

- B: Let me get you a coffee. A: Thank you.
- B Learn and practise. Go to the Grammar Bank.
- page 108 GRAMMAR BANK

VOCABULARY

social phrases

- **5** A Who says the phrases, the host (H), the guest (G) or both (B)?
 - 1 Sorry I'm late.
- 4 Have a safe journey home.
- 2 Great to see you.
- 5 I'm full. That was delicious!
- 3 These are for you.
- B Work in pairs. How do you respond to the sentences in Ex 5A?
- C Match the responses (a-e) with the sentences (1-5) in Ex 5A.
 - a You too.
- **d** Glad you liked it!
- **b** Oh, thank you. How nice of you!
- e Thank you for a lovely evening!
- c No problem.
- D 3.07 | Listen and check.

PRONUNCIATION

- 6A 3.08 | rhythm in phrases | Listen again to the sentences in Ex 5A. Notice the patterns.
 - 1 0000 2 0000 3 0000 4 000000 5 00 00000
 - B 🗐 3.08 | Listen again and repeat. Pay attention to the rhythm.
 - C Work in pairs. Student A: Say one of the sentences (1-5) in Ex 5A. Student B: Close your book and answer.

SPEAKING

- 7 A Write a short email to invite a new friend or colleague to your home for a meal. Use the email in Ex 2 to help you.
 - B Work in pairs. Student A: Give your email to Student B. Student B: Phone Student A and accept the invitation.
 - C Work in different pairs. Roleplay conversations for arriving, ending the meal and saying goodbye. Use the prompts to help you.

Hello! Great to see you!

You too. These are for you.

I'm full! That was delicious. Thank you.

Glad you liked it.

It's ten o'clock! I need to go.

MEDIATION SKILLS describing your culture



Give advice to a friend about your country.

▶ page 156 **MEDIATION BANK**

3D BBC Street Interviews

Your neighbourhood



GRAMMAR | there is, there are

SPEAKING | talk about your local area

WRITING | write an email about your

local area

PREVIEW

- Work in groups and discuss the questions.
 - 1 Do you live in an apartment or a house? Where is it?
 - What can you see from your window? What can you see from the front door?
 - **3** What is one thing that you like about the area where you live?



Q1: Tell us about your home.

Q2: What do you like about where you live?

VIEW

- **2**A Watch the first part of the video. Listen to the speakers describing their homes. Who has got a garden?
 - B Complete the sentences with the words in the box.

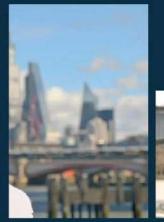
	apartment	small	back	floor	garden	lounge	parents
1	It has a bathrooms		oig kitc	hen, fo	ur bedroo	oms and t	hree
2	We've got	a kitche	n on th	ne grou	nd		
3	and one the		nd dini	ing area	a, with a <u>c</u>	garden at	the front a
1	we have three bedrooms – one for my sister, one for me and one for my						
	one for my						
	one for my It's a one-b living room	edroor		vith a b	athroom,	, a kitcher	n and a
5	It's a one-b	edroor n.	n flat, v			, a kitcher	n and a

- C | Watch again and check.
- **3** A Watch the second part of the video. Listen to the speakers describing their neighbourhoods. Who talks about parks?
 - B Natch again and choose the words and phrases you hear.
 - 1 There are lots of / a lot of open spaces.
 - 2 There's a park close by / close to us.
 - 3 There isn't very much noise / traffic ...
 - 4 There are a lot of trees / parks areas that you can walk in ...
 - 5 It is very quiet and there are lots of shops / cafés around my area.

GRAMMAR

there is, there are

- **4** A Complete the sentences with 's, are, isn't or aren't.
 - There any restaurants.
 There a park close by.
 There very much traffic.
 There lots of shops.
 - B Learn and practise. Go to the Grammar Bank.
 - page 109 GRAMMAR BANK

















SPEAKING

talk about your local area

- 5 A Work in pairs and look at the topics. For each topic, say one thing that you like OR dislike about your neighbourhood.
 - · restaurants and cafés
 - · shops or big stores
 - · nightlife: cinemas, clubs, theatres
 - · neighbours
 - · open spaces: parks or a forest
 - traffic
 - **B** Read the Key phrases. Which phrases can you use to talk about YOUR neighbourhood?

KEY PHRASES

It's very quiet/busy/loud/interesting.

There's a ...

There are lots of/a lot of ...

It's got a/a lot of ...

My neighbours are ...

The only problem is that ...

I don't like the ...

C Work in a different pair. Take turns to ask and answer questions about your neighbourhoods. Use the Key phrases to help you.

What do you like about it? What's not so good?

WRITING

write an email about your local area

6 A Read the email. What does Jaylen NOT like about her neighbourhood?

(Sent



Hi Chloe.

Well, I'm here in my new apartment in Istanbul and I really like the area. I'm about two kilometres from the city centre, and there are buses to the centre every five minutes. The neighbourhood is nice. There's a small food store close by and a big supermarket about ten minutes' walk away. It's a busy area. There's a lot of traffic. The only problem is that sometimes the traffic is loud and I can't sleep, but it's not too bad. We've got a bank, a cinema, a post office – all the usual things – and there's a great market on Sundays. It sells fresh fruit and vegetables from the local farmers. My neighbours are friendly and quiet and I'm really happy here

I hope you're well. Write back and tell me about your area.

Lots of love,

Jaylen

B Write an email to Jaylen. Tell her about your local area.

GRAMMAR

1 A Complete the sentences with the words in the box.

has got haven't There are
These photos This is those flowers

1 This is a very difficult exercise.

2 One person in my family black hair.

3 ______seven people in my family.

4 I like over there.5 We got any homework tonight.

6 ______ on my phone are of my holiday.

B Change the sentences in Ex 1A so they are true for you.

C Work in pairs and compare your answers.

2 A R3.01 | Look at the picture and listen. Are the statements True (T) or False (F)?

1 4 5 5 6



- B Work in pairs. Student A: Look at page 28. Student B: Look at page 137. Write four true and two false sentences about the photos. Use there is/are and have/has got.
- C Work in pairs. Student A: Show Student B the photos and read your sentences. Student B: Look at the photos. Which sentences are true? Swap roles.

VOCABULARY

3 A Complete the words.

1 Are there a lot of mi____ in your home?

2 Have you got ca____ or r__ on the floor?

3 Do you eat in the ki____ or do you have a di____ r__?

4 Do you have a home of ___ with a de _ ?

5 Do you like sleeping on a ha__ bed or a so__ bed?

6 Do you like listening to lo_ music?

7 What type of food do you think is de_____?

8 Do you always stop eating when you're fu__?

B Work in pairs. Take turns to ask and answer the questions in Ex 3A.

4A Choose the correct option (A-C) to complete the text.

Home sweet (tiny*) home

We've got a tiny home and we love it. Tiny homes aren't expensive and have the ¹ rooms as normal homes. In our home, ² 's a bedroom, a kitchen and a bathroom with a small ³. We are a long way from the city centre and it's very ⁴.

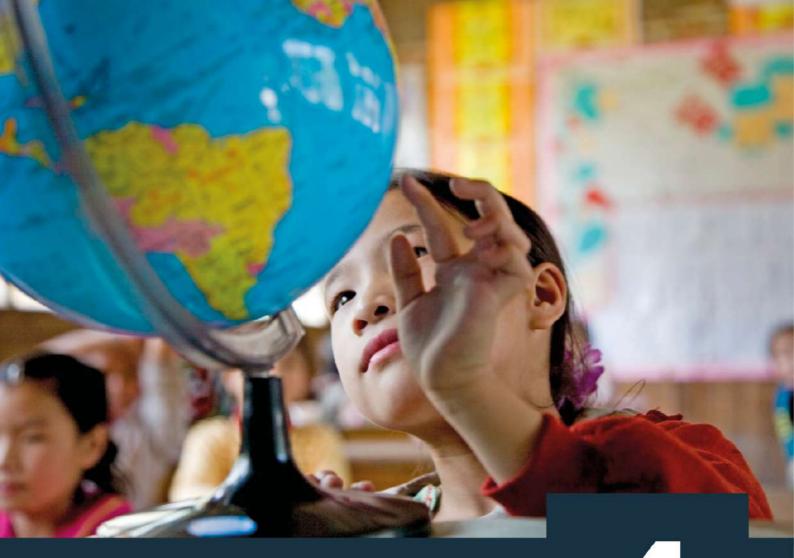
So what's 5 about living in a tiny home? Well, everything is very small: the 6 has space for only six plates; there isn't a 7 and we 8 got a bath, only a shower. Life is good, but not always 9 . Sure, we've got problems – everyone has problems – but our problems are 10 , they're TINY.

*tiny = very, very small



1	A some	B small	C same
2	A this	B there	C it
3	A washbasin	B oven	C roof
4	A long	B quiet	C large
5	A the same	B difficult	C easy
6	A cupboard	B fridge	C downstairs
7	A upstairs	B bedroom	C hall
8	A haven't	B have	C hasn't
9	A tiny	B easy	C small
10	A different	B difficult	C large

B R3.02 | Listen and check.



this world 4



VLOGS

- Q: Do you enjoy quizzes?
- Work in pairs and discuss the question.
- Watch the video. How many people say that they are NOT good at quizzes?

Global Scale of

English LEARNING OBJECTIVES

- **4A** LISTENING | Listen to a podcast about events in the 2010s: time phrases (1) and dates
 - Talk about a time in your life: past simple of *be: was, were*Pronunciation: weak and strong sounds: *was, were*Write about a special time; use time phrases
- **4B READING** | Read an article with fun facts about numbers: amounts and numbers
 - Ask and answer questions about world number facts: how much, how many; how + adjective
 - Pronunciation: intonation to check understanding
- **4C HOW TO ...** | get help in shops: shops and shopping Pronunciation: linking
- **4D BBC PROGRAMME** | Understand a documentary about Sakura time in Japan: weather and seasons

 Talk about a good time to visit: *should, shouldn't*; imperatives

Write an email about the best time to visit



LISTENING

1 A Work in pairs. Look at the photos and find the people in the box. What do you know about them?

Adele Monica Puig Neymar Mark Zuckerberg

B Work in pairs and do the quiz.

What do you know about ... the 2010s?

- 1 Which was first: Tik Tok, Instagram or Snapchat?
- 2 He was TIME Magazine Person of the Year at the beginning of the decade. Who was he?
- **3** His transfer to Paris Saint-Germain cost 222 million euros. Who was he?
- 4 She was the first Olympic gold medal winner for Puerto Rico. Who was she?
- 5 Her album was the bestselling album of the decade. Who was she? What was the name of the album?
- 6 It got 53 million likes. What was it?
- C 4.01 | Listen to part of a podcast about the 2010s (twenty-tens). Check your answers.
- 4.01 | Listen again and write the correct year for the answers (1-6) in the quiz.

Instagram - 2010

E Work in pairs and discuss the question. What do you know or remember from the 2010s? Think about singers, bands, films and famous people.

GRAMMAR

past simple of be: was, were

- **2 A** Read the sentences. Are they about the present or the past?
 - 1 The first Instagram photo was in 2010.
 - 2 All three were new in the 2010s.
 - **B** Complete the sentences.
 - 1 Well, 2016 _____a good year for Puerto Rico.
 2 There _____53 million 'likes' for an egg.
 3 _____the singer British?
 4 No, it _____Messi. It was Neymar.
 - C Work in pairs and answer the questions about Ex 2B.
 - 1 Which verbs are singular and which are plural?
 - 2 How do we make a question?
 - 3 How do we make a negative?
 - D Learn and practise. Go to the Grammar Bank.
 - page 110 GRAMMAR BANK

PRONUNCIATION

- 3 A 4.02 | weak and strong sounds: was, were | Listen and write the sentences.
 - B 4.02 | Work in pairs. Listen again and choose the correct word(s) to complete the rules.
 - 1 We usually stress / don't stress was and were in questions and positive sentences.
 - 2 We stress / don't stress was and were in short answers
 - C Work in pairs and discuss the question. Where were you in 2010? Pay attention to the pronunciation of was and were.
 - A: Where were you in 2010?
 - B: I was a manager with Samsung.
 - A: Was it a good job?

VOCABULARY

time phrases (1) and dates

- **4A** Read the sentences from the podcast and find the time phrases.
 - 1 The first Instagram photo was in 2010.
 - 2 It was on 16 July.
 - 3 It feels like a long time ago.
 - **B** Complete the time phrases (1–6) with the words in the box.

	after a	ago in	last	on	yesterda	ay
1	l in	2012, J	uly, th	e sui	mmer, th	e afternoon
2	2	the brea	ak, the	less	on, lunch	, this exercise
3	3	morning	g, after	noo	n, evenin	g
4	4	night, F	riday, v	veek	end, mor	nth
5	5	Saturda	y, Sun	day,	4 May, 10) June
6	a week	, ten day	s, ten	min	utes	

C Choose five of the time phrases in Ex 4B. Write past sentences about you. Use was.

Last weekend, I was at home.

- Work in pairs. Student A: Say a sentence from Ex 4C, but don't say the time phrase. Student B: Guess the time phrase.
 - A: I was at home.
 - B: Were you at home ... last weekend?
 - A: Yes, I was!
- **5** A Work in pairs. Can you say these dates?







- B Learn and practise. Go to the Vocabulary Bank.
- page 138 VOCABULARY BANK dates
- **6A** Work in groups. Practise hearing and saying dates. Student A: Go to page 146. Student B: Go to page 151. Student C: Go to page 152.
 - **B** Work in groups and discuss the questions. What two dates in the year are important to you? Why?
 - A: I love the 14th of April.
 - B: Why?
 - A: It's New Year's Day in my country.

SPEAKING

last week yesterday

a month ago

2020 one day last week

any year (you choose)

- 7 A Choose a time from the cloud that was important to you. Plan answers to the questions.
 - 1 Where were you?
 - 2 Who was with you?
 - 3 How long were you there?
 - 4 Was it good/fun/easy/hard/noisy/expensive?
 - 5 Were you happy?
 - 6 Were any other people there?
 - 7 How many people were there?
 - **B** Work in groups. Student A: Talk about why the time was important to you. Other students: Ask questions. Use your own ideas and the questions in Ex 7A.

WRITING

write about a special time; use time phrases

8 A Read the introduction to an online discussion and the first part of Nadia's post. What time does she write about?



What a decade!

Sara Walker: The 2010s was a great decade! Where were you then? What do you remember about that time? Or: choose a special day, week, month or year for you. Write and tell us about it.

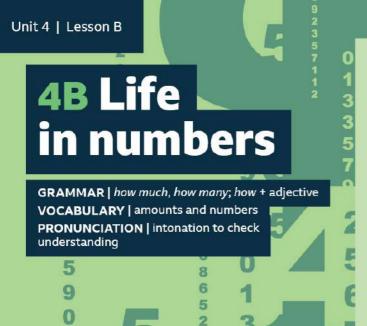


Nadia116

My special time was a holiday seven years ago, in the summer. I was 28. I was with my family in southern Turkey for a week.

B Write a description of a special time for you. Go to the Writing Bank.





9

What's in a number?

Numbers are everywhere. They are in our lives, all around us. What are the numbers in your life?

phones Many people say they can't live without their smartphone, and it's not surprising. In one day, we check our phones 96 times and spend an average of 171 minutes doing

96 times, and spend an average of 171 minutes doing something on the phone. Over 5 billion* people have a phone – and only about 4 billion have a toothbrush.

READING

1 A Work in pairs and discuss the question. What is the connection between the things and the numbers in the box?

phone – 96 bath – 100 pizza – 350 traffic lights – 4 walking – 7,500

- A: Maybe there are 96 different phone companies.
- B: Or maybe we send 96 texts every day.
- B Read the article and check your ideas.
- C Correct the mistake in each sentence. Change one word.
 - 1 We look at our phones 171 times a day.
 - 2 You need 148,000 litres of water to wash a car.
 - **3** Americans eat 10.4 kilograms of pasta a year.
 - **4** Some people spend two days a year waiting at green lights.
 - **5** The average person walks the distance from Bangkok to Manila in one year.
- D Work in pairs and discuss the questions.
 - 1 Are any of the facts in the article surprising to you?
 - 2 Where do YOU find this kind of information?
 - 3 How often do you Google information?
 - 4 What kind of information do you Google?

VOCABULARY

amounts

2 A Match the numbers in column A with the words in column B. Then work in pairs and check.

Α	В
70 —	just under/almost/nearly a hundred
98	just over a hundred
102	— under a hundred
100	about a hundred
140	exactly a hundred
98-102	over a hundred

- **B** Choose the correct word(s) to complete the sentences. Use the article to help you.
 - 1 A five-minute shower uses under / over 100 litres of water.
 - 2 We spend nearly / just over 170 minutes on the phone every day.
 - 3 It takes almost / just over 150,000 litres of water to make a car.
 - 4 We check our phones nearly / just over 100 times a day.
 - 5 One billion is exactly / about 1,000,000,000.
 - **6** We spend **exactly / about** two days waiting at red lights every year.
- C Work in pairs and discuss the question. Are the sentences true for you?
 - 1 There were exactly twelve people in class in the last lesson.
 - 2 I know just over 100 English words.
 - 3 I have nearly 200 Instagram followers.
 - 4 It's about one kilometre from here to my home.
 - 5 My phone is almost two years old.
 - 6 My last holiday was exactly six months ago.
 - A: No, I think there were about fifteen people in class. B: I agree.
- **3 A** Work in pairs. Say the numbers from the article in Ex 1B. 171 minutes 148,000 litres 10.4 kilograms 7,500
 - B Learn and practise. Go to the Vocabulary Bank.
 - page 138 VOCABULARY BANK numbers

food The top kinds of food in the world are pasta, rice and – pizza, of course! Americans are big pizza eaters. So how many slices do they eat a day? Well, they eat 350 slices - not per day, but per second! And the average American eats 10.4 kilograms of pizza per year. But with frozen pizza, the Norwegians are number one, at 5 kilograms a year per person.



time We know that we spend about onethird of our lives sleeping. But where does the rest of the time go? How long do you wait at a traffic light for example? One minute? Two

minutes? Well, those minutes become hours, and in the end you spend about two days a year at red lights, or about four months in a lifetime.



walking We walk from point A to point B, and we don't usually think about it. But if you're an average person, you usually take about 7,500 steps a day. So how far do

you walk in a year? Well, usually it's between 2,100 and 2,400 kilometres. That's about the distance from Bangkok to Jakarta.

*1 billion = 1,000,000,000

GRAMMAR

how much, how many; how + adjective

4A Complete the sentences with the phrases in the box. You do not need one of the phrases.

> How many How much How big How far How long

- water do we use to make a pair of jeans?
- slices do they eat a day?
- do you wait at a traffic light?
- do you walk in a year?
- B Work in pairs and answer the questions.
 - 1 When do we use How much and when do we use How many?
 - 2 What other adjectives can we use with How? Write five.
- C Learn and practise. Go to the Grammar bank.



PRONUNCIATION

5A 🚺 4.03 | intonation to check understanding | Listen to and read the conversation. Look at the intonation.

A: How many people were at the party?

- B: Almost fifty.
- A: Sorry, how many?
- B: Fifty. About fifty.
- B Work in pairs. Practise the conversation in Ex 5A. Pay attention to the intonation when you check understanding.

- C Think about an average twenty-four hours in your life. Answer the questions.
 - 1 How many hours do you usually sleep?
 - 2 How much coffee or tea do you drink?
 - 3 How much time do you study English?
 - 4 How far do you walk?
 - 5 How many text messages do you send?
- D Work in pairs. Student A: Ask a question from Ex 5C. Student B: Answer. Student A: Check the answer. Use a short How ... ? question.
 - A: How many hours do you usually sleep?
 - B: About seven.
 - A: Sorry, how many?
 - B: About seven.
- 6A Read the Future Skills box and answer the question.

FUTURE SKILLS

Communication



When you don't understand or you don't hear something, there are many phrases you can use to check, for example, 'Sorry, how many?' Write two other phrases you can use.

B Work in a different pair. Take turns to ask and answer the questions in Ex 5C. Use different ways to check understanding.

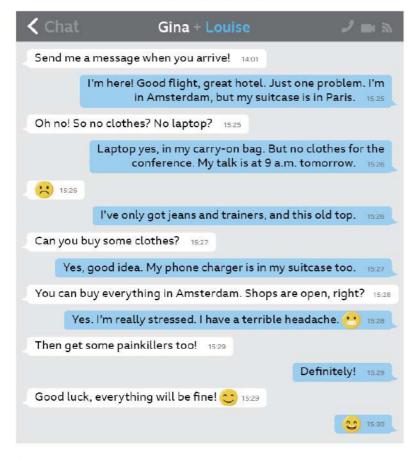
SPEAKING

- Work in pairs. Exchange information about world facts. Student A: Go to page 147. Student B: Go to page 153.
- Find three interesting statistics on the internet and bring them to your next lesson to tell the class.



shops and shopping

- 1 A Work in pairs. Read the messages and answer the questions.
 - 1 What is Louise's problem? 2 What can she do?



- **B** Read the messages again and find four things that Louise needs to buy. What kind of shops does she need?
- C Work in pairs. What other shops do you know? Write a list. Check your ideas in the Vocabulary Bank.
- page 139 VOCABULARY BANK shops

How to ... get help in shops

- 2 A 4.04 | Listen to Louise shopping.
 Which shops does she visit? What does she buy? How does she pay?
 - B Work in pairs and complete the sentences. Which sentence does the shop assistant say?

Conversation 1

- 1 Excuse me. Could you ____ me.
- you sell phone chargers for this phone?
- 3 How is it?
- 4 Good, I'll it.
- 5 Can I by phone?
- **6** Could I a receipt?

Conversation 2

- **7** What are you?
- 8 Can I try it ?
- **9** Where are the changing ?
- 10 Have you _____ it in a different colour?
- C 4.05 | Listen and check.
- 3 A Work in pairs. Which phrases in Ex 2B can you use in:
 - 1 a pharmacy?
 - 2 a bank?
 - 3 a shoe shop?
 - B Work in pairs. Roleplay the two conversations in Ex 2A. How much can you remember?
 - C Learn and practise. Go to the Grammar Bank.
- page 112 GRAMMAR BANK



PRONUNCIATION

4A 4.06 | linking | Listen and choose the correct word to complete the rule.

How much jş jt?

When a word ends in a consonant / vowel sound and the next word begins with a consonant / vowel sound, we link them together.

- B Add the links between the correct words.
 - 1 Can I pay by phone?
 - 2 Could I have a receipt?
 - 3 What size are you?
 - 4 Have you got it in a different colour?
- C 4.07 | Listen and check. Then listen again and repeat.
- Read the Future Skills box and do the task.

FUTURE SKILLS



Self-management

Make a separate 'survival English' notebook for when you travel. Use sections for different places, e.g. shops and banks. Have one section for phrases you can use in many situations. Which phrases in this lesson can you use in many different situations?

SPEAKING

Work in pairs. Roleplay a conversation in a shoe shop. Use the prompts.



- Work in pairs. Roleplay conversations in different shops. Student A: Go to page 147. Student B: Go to page 151.
- 8A Work in pairs. Read the extract from a website for tourists. Answer the FAQs for a visitor to your town.

Amsterdam: We ♥ You!

Visitors' FAQs

Are opening times for shops, banks and restaurants the same every day?

My phone is broken. Where can I go to repair it?

Where is the best place to change money?

Where is the best place to buy clothes (not too expensive)?

- B Work in pairs. Write three more questions about shops and shopping for the website.
- C Work in a different pair. Take turns to ask and answer your questions from Ex 8B.
- Look at three websites about your town or your favourite city. Which one is the best? Tell the class in your next lesson.

MEDIATION SKILLS

Buy something for a friend.

checking details

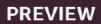


page 157 MEDIATION BANK

4D BBC Documentary

Sakura time

GRAMMAR | should, shouldn't; imperatives
SPEAKING | talk about a good time to visit
WRITING | write an email about the best time to visit



1 A Work in pairs and answer the questions.

- 1 Which season can you see in the photo?
- 2 What are the other seasons?
- **3** What's the weather like today?
- 4 What other words do you know to describe the weather?
- **B** Check your ideas in the Vocabulary Bank.
- page 140 VOCABULARY BANK weather and seasons
- 2 A Read the BBC programme information and answer the questions.
 - 1 What is sakura?
 - 2 Where in Japan does it start?
 - **B** Work in pairs. At *sakura* time, what three things do you think people do?



Springwatch in Japan

Japan has four seasons, and many people's favourite season is spring. In spring in Japan, the blossoms open on one million cherry trees. The Japanese call these blossoms 'sakura'. At sakura time, a pink wave of colour travels from south to north and people come out to celebrate. This week on Springwatch, we talk about the best time to visit Japan, and the things you can do there.

VIEW

- 3 A Watch the BBC video clip. Check your ideas in Ex 2B.
 - B Watch again and choose the words and phrases you hear.
 - 1 ... a pink wave of colour travels from south to north, over 3,000 / 13,000 kilometres.
 - 2 One is the weather forecast and the other is the cherry blossom / tourist forecast.
 - 3 ... some women wear Japanese / traditional clothes
 - **4** People buy cherry blossom tea, cherry blossom cakes and cherry blossom **sweets / rice**.
 - **5** Go out early, and find a good place to sit and take photos of / enjoy the blossoms.
 - **6** The blossoms open, and then, about a **week / month** later, they begin to fall.
 - C Work in pairs and discuss the questions.
 - 1 Would you like to visit Japan at this time? Why/Why not?
 - 2 What's your favourite season? Why?

GRAMMAR

should, shouldn't; imperatives

- **4A** Read the sentences (1–4). Choose the correct words(s) to complete the rules (a–c).
 - 1 You should stay for a week or two.
 - 2 You shouldn't start the day too late.
 - **3** Go out early, and find a good place to sit.
 - 4 You should bring some warm clothes.
 - a Use should for something that is necessary / a good idea.
 - b Use shouldn't for something that is not necessary / a bad idea.
 - c Use the imperative (Go) for an answer / instruction.
 - B Learn and practise. Go to the Grammar Bank.
 - page 113 **GRAMMAR BANK**



SPEAKING

talk about a good time to visit

- 5 A 🚺 4.08 | Listen to someone talking about a good time to visit Lake Balaton in Hungary. Answer the questions.
 - 1 When should I visit?
 - 2 What can I do there?
 - 3 What clothes should I bring?
 - B 4.08 | Listen again and choose the words and phrases you hear.

KEY PHRASES

eat in restaurants.

You should come in spring / summer / autumn / winter.

It's beautiful / lovely / very cold at this time. You can go running / swim in the lake /

In the evening we always / usually / often ... It's usually hot in the daytime / in the evenings /

You should also bring some sunglasses / warm clothes.

Come and visit / stay with / spend time with us.

- 6A Choose a place that you know. Make notes to answer the questions in Ex 5A.
 - B Work in pairs. Take turns to ask and answer the questions in Ex 5A. Then ask one more question.

WRITING

write an email about the best time to visit

7 A Read the emails. When does Vicente say is the best month to travel? Why?

Hi Vicente,

How are you? I'm fine and work is good.

Can you help me? I want to come to Chile next year, for two weeks. When is the best time to come? What are some good things to do? What clothes should | bring?

Best wishes.

Matt

Hi Matt,

It's good to hear from you. We're well, thanks. It's great news about your visit. When should you come? Well, it depends. In the south of Chile, in Patagonia, many people think the best time is summer, from October to March. But I think you should come in autumn, maybe in April. There aren't so many tourists at that time. The autumn leaves are beautiful and you can visit the Torres del Paine National Park, near us. You should bring warm clothes because the weather can be very cold. Best wishes,

Vicente

- B Write a reply to the questions in Matt's email about your city or region.
- C Read other students' replies. What advice do you think is really useful?

GRAMMAR

- 1 A Use the prompts to make questions with How and should.
 - 1 How / water / drink?
 How much water should you drink?
 - 2 How / fruit / eat?
 - 3 How / far / walk / for exercise?
 - 4 How/hours/sleep?
 - 5 How long / stop using / phone before bedtime?
 - 6 How often / brush / teeth?
 - B Work in pairs and discuss the questions in Ex 1A.
 - C R4.01 | Listen to the podcast and check your ideas.
- 2 Work in pairs and discuss the questions.

When you were a child, who or what were:

- · three of your favourite teachers?
- · two good friends?
- · your favourite TV shows?

VOCABULARY

3 Work in pairs. Student A: Say a date from the box. Student B: Guess which date it is.

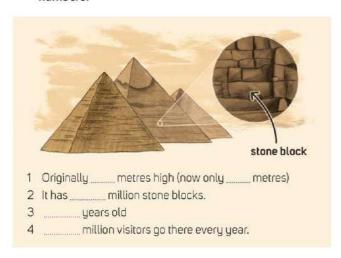
> tomorrow's date your birthday your favourite day of the year an important date last year a holiday date

A: the 19th of March

B: your birthday?

A: yes!

4A R4.02 | Listen and complete (1–4) with the correct numbers.



B Work in pairs. Student A: Cover Ex 4A. Student B: Say one of the numbers. Use (just) under, over, exactly, nearly, almost and about. Student A: Say what the number means.

B: over 2 million

A: It has over 2 million stone blocks?

B: yes!

5A Name the shops. Use the pictures to help you.



B Work in pairs. Student A: Say the first letter of a shop. Student B: Guess the shop or ask for one more letter.

A: c

B: one more letter, please

A: c-l

B: clothes shop?

A: yes!

6 A Choose the correct word to complete the text.



Most people don't remember life before the internet. But I DO remember, because I ¹ was / were at school in Scotland in the 70s and 80s, and there ² was / wasn't any Google to ask for information.

When my friends and I ³ was / were at school, it was important to memorise facts. There ⁴ was / were quizzes every week, with questions like: 'How ⁵ long / tall is the Eiffel Tower?' (I don't remember), 'How ⁶ long / far is it from New York to Beijing?' I DO remember – it's ⁷ almost / over 11,000 kilometres (or ⁸ under / exactly 10,982) and 'Can you name five Asian countries?'

I think every child ⁹ **should / shouldn't** learn the dates of important events. Facts ¹⁰ **should / shouldn't** be the only thing that children learn, but they can exercise the brain.

B R4.03 | Listen and check.



the past





VLOGS

- Q: When you were a child, what was your favourite thing/ place/food/music? Why?
- Work in pairs and discuss the questions.
- 2 Watch the video. What things do the speakers say that you also liked?

Global Scale of English

English LEARNING OBJECTIVES

5A READING | Read an article about big life changes: time phrases (2)

Discuss your life 'then and now': past simple: regular verbs Pronunciation: -ed ending of regular verbs

5B LISTENING | Understand people talking about events that went wrong: life events

Describe an important life event: past simple: irregular verbs; wh- questions

Pronunciation: irregular verbs

Write a mini-bio; use linking words: after that, then, next

5C HOW TO ... | apologise and make excuses: excuses and saying the time

Pronunciation: intonation for apologising

5D BBC STREET INTERVIEWS | Understand street interviews about what people did at the weekend

Talk about last weekend: adjectives and modifiers Write about a recent activity



READING

1 A Work in pairs and discuss the questions.

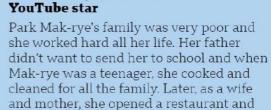
- 1 Have you got a favourite famous person, for example a sportsperson, singer or YouTube star?
- 2 What about when you were a child? Who were your favourite stars then?
- B Read the text. What was the change in each person's life?
- C Read the text again and correct the information in each sentence.
 - 1 When Park Mak-rye was a teenager her life was easy.
 - 1 Her life was hard.
 - 2 Her three children were college students.
 - 3 Yura's first YouTube post of her grandmother was a cooking recipe.
 - 4 Her YouTube channel has more than 20 million subscribers.
 - 5 Running was Rocha Da Silva's favourite sport when he was a teenager.
 - 6 In 2005 he was a top marathon runner.
 - 7 In 2009 he was a member of the Brazilian national marathon team.
 - 8 His job as a refuse collector wasn't useful for his running.

D Work in pairs and discuss the questions.

- 1 Would you like to be famous on social media or a famous sportsperson? Why/Why not?
- 2 How is your life different now from in the past?

people from very different parts of the world.

Park Mak-rye, South Korean



worked from 4 a.m. to 10 p.m. Her three children all finished high school and her granddaughter Yura was the first in the family to go to college. Then when Mak-rye was seventy, her life changed completely. Yura posted her grandmother's holiday video on YouTube and three million people watched it! With Yura's help, Park Mak-rye started making videos of her travels, cooking recipes and make-up tips. Her followers (including many young people) think she's very funny and they love her positive ideas about life. In 2021 she was one of the biggest YouTube stars in South Korea, with over 1 million subscribers and over 20 million views.

BRAS 471

Solonei Rocha da Silva, Brazilian marathon runner

In Brazil some of the top marathon runners start their working lives as refuse collectors*. Refuse collectors need to run, sometimes up to 15 kilometres a day, to finish their work. For Solonei Rocha da Silva this job was a way to earn money **and** a very good way to exercise. Before he was twenty, Da Silva played a lot of football, but he didn't do much running. His first real race was in 2003 when he was about twenty

and he came first. He didn't enjoy that race, but about two years later he started running regularly and after some years, he decided to become a serious runner. In his first big city marathon, in Porto Alegre in 2010, Da Silva came first and in 2011 he entered the Pan American Marathon. He was part of the Brazilian national marathon team and he won. Did he enjoy his day job? Well, he says his work as a refuse collector for many years helped him to be a great runner.

*refuse collector: a person who collects rubbish from outside people's homes

GRAMMAR

past simple: regular verbs

2 A Look at the text again. Find the past of these regular verbs: work, cook, change. Then complete the rule.

To make the past simple, we usually add or _____ to the infinitive.

B Read the sentences and complete the rules.

He didn't enjoy that race. Did he enjoy his day job?

- 1 To make the negative in the past simple, use + infinitive.
- 2 To make a yes/no question in the past simple, use _____ + subject + infinitive.
- C Work in pairs. Look at the text again. Find seven more examples in each person's story of past simple regular verbs.
- D Learn and practise. Go to the Grammar Bank.
- page 114 GRAMMAR BANK

PRONUNCIATION

3A 5.01 | -ed ending of regular verbs | Listen and put the past simple verbs in the correct place in the table.

/t/	/d/	/I d /
worked	changed	 posted

		2-111111111111111111
		1

- B Work in pairs. Student A: Say one of the verbs in Ex 3A. Student B: Check their pronunciation of the ending.
- 4A Complete the sentences with the past simple form of the verbs in brackets.

Last year:

- 1 | every morning. (exercise)
- 2 I friends in another country. (visit)
- 3 I TV every evening. (watch)
- 4 I somewhere different. (live)
- 5 I in a hotel. (stay)
- **6** I _____English every day. (study)
- B Work in pairs. Put the new verbs in Ex 4A in the correct place in the table in Ex 3A.
- C Change the sentences in Ex 4A so they are true for you.
- Work in pairs. Take turns to read out your sentences. Find three things you have in common.

VOCABULARY

time phrases (2)

- 5 A Choose the correct word(s) to complete the time phrases in brackets. Use the text in Ex 1B to help you.
 - 1 She worked hard (all / for her life).
 - 2 (In / When Mak-rye was a teenager), she cooked and cleaned for all the family.
 - 3 She opened a restaurant and worked (in / from 4 a.m. to / for 10 p.m).
 - 4 (Before / Before that he was twenty), Da Silva played a lot of football.
 - **5** He didn't enjoy that race, but about (two years **later / then**) he started running regularly.
 - 6 His work as a refuse collector (for / from many years) helped him to be a great runner.
 - B Complete the time phrases (1-6) with the words in the box.

	all	before	for	from	later	when
--	-----	--------	-----	------	-------	------

- 1 When I was nineteen/we were in Spain/I phoned her.
- 2 morning to night/2015 to 2020/March to July
- 3 ____day/week/my life
- 4 breakfast/this lesson/I started college
- 5 ____three years/two months/four days
- **6** I posted the photo. Then five minutes/one hour/two days they phoned me.
- C Work in pairs and discuss the questions.
 - 1 Do you ever stay up all night? Why/Why not?
 - 2 Did you have a mobile when you were eight years old? What kind?
 - **3** Did you use a social networking site before you were eleven? If yes, which ones? If no, when did you start using them?
 - **4** What school did you go to from five to twelve years old? What about from twelve to eighteen?
 - **5** Last week did you study English for more than ten minutes every day? How long?
 - 6 When did you last watch a horror film? How did you feel later?

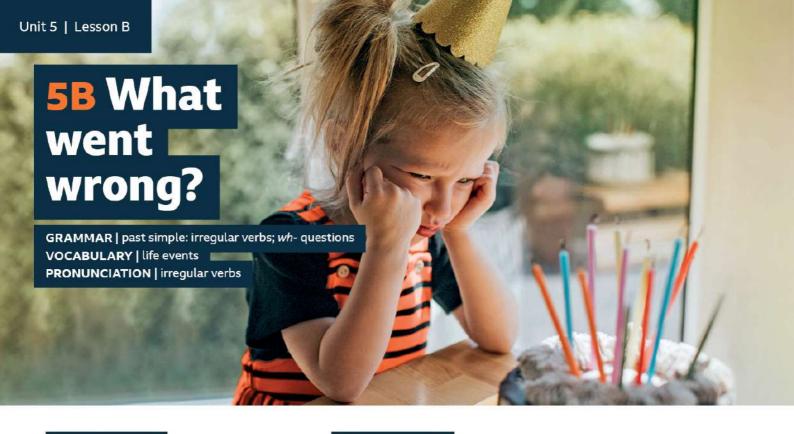
SPEAKING

6A Work in pairs. Take turns to ask and answer the questions.

Then: When did you last ...? Now: Do you often ...?

listen to the news on the radio? post a photo on social media? play a board game? relax on a beach? work or study late? cook for other people? talk on your phone? wash your clothes by hand? use a pen?

- A: When did you last listen to the news on the radio?
- B: I can't remember. Oh, about a month ago, in the car.
- A: Do you often listen to the news on the radio?
- B: No, I usually read about it online. How about you?
- **B** Work in a different pair. Say three things you learnt about your first partner.



LISTENING

- 1 A Work in pairs and discuss the questions. Do you enjoy parties? Why/Why not?
 - B Work in pairs and read about three parties. What do you think goes wrong in each one?



They invited forty people to the wedding party and asked a famous chef to cook lunch.

I drove all day to get to my best friend's 21st birthday party, so I was very tired.





It was a leaving party for me, a surprise party. My manager opened the door to a large room and called out: 'Surprise, surprise!'

- C 5.02 | Listen to someone talk about each party. Check your ideas in Ex 1B.
- **D** 5.02 | Listen again and answer the questions.
 - 1 Why did the chef phone?
 - 2 What food did Sandra's sister order?
 - 3 Who did Jack invite?
 - 4 What did Olivia decide to do in the end?
 - 5 When did Kingsley change jobs?
 - 6 Where were the other people?
- E Work in pairs and discuss the questions. Which situation was the worst? Why?

GRAMMAR

past simple: irregular verbs; wh- questions

2 A Complete the sentences with the past simple verbs in the box.

- **B** Work in pairs. Write the infinitive form of the verbs in Ex 2A. went go
- C Read the questions and complete the rule.

Why did the chef phone? What did the sister do? To make wh- questions in the past simple, we use a wh- question word + _____ + subject + verb.

D Learn and practise. Go to the Grammar Bank.

page 115 GRAMMAR BANK

PRONUNCIATION

3 A 5.03 | irregular verbs | Listen and put the past simple verbs in the correct place in the table.

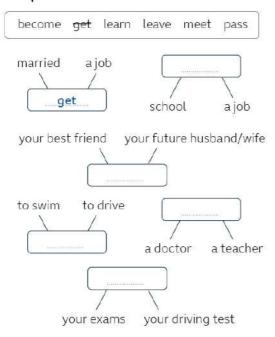
/e/	/əʊ/	/æ/
went	drove	had

- B Go to the Verb Table on page 176. Check your spelling.
- C 1 5.04 Listen and write the questions you hear.
- **D** 5.04 | Work in pairs. Listen again and repeat. Then take turns to ask and answer the questions.

VOCABULARY

life events

4A Complete the word webs with the verbs in the box.



- **B** Go to the Verb Table on page 176. Check the past simple form of any new verbs in Ex 4A.
- C Work in pairs. Tell your partner about your past. Use at least three of the collocations in Ex 4A.
 - A: I learnt to drive when I was nineteen.
 - B: Really?
 - A: Yes. Can you drive?
 - B: Yes, I can.
 - A: When did you learn to drive?



WRITING

write a mini-bio; use linking words: after that, then, next

5 A Read the first part of Liam's mini-bio for his blog.
What do you think the next part of the text is about?



Hi, my name is Liam Morgan. Welcome to my blog! I'd like to tell you a few things about myself.

I was born on 8 August 1993, in Des Moines, Iowa. My parents had a restaurant in the centre of town, a very popular diner. I spent my childhood in that diner and ...

· · · more

B Write a mini-bio. Go to the Writing Bank.



SPEAKING

- **6** A Work in groups. Look at the important life events and answer the questions.
 - 1 Do people in your country usually have parties for these events?
 - 2 What other events do they celebrate?

an 18th, 21st or 30th birthday

getting married

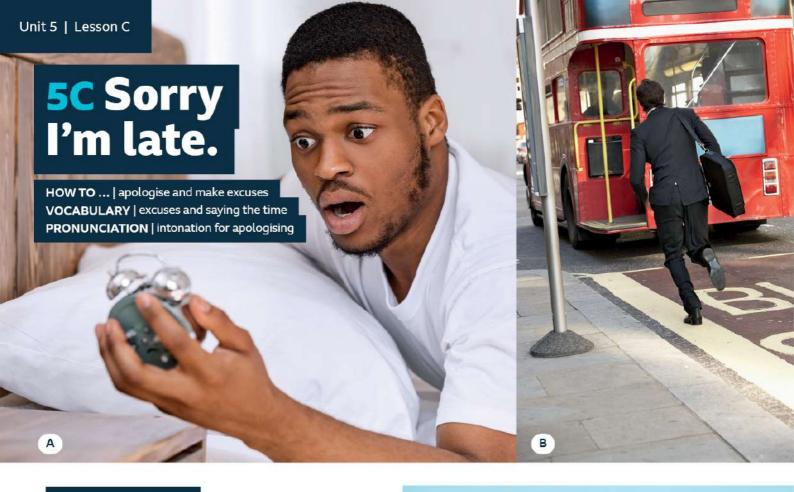
when a baby is born

finishing high school

leaving your job

passing your driving test

- B Choose an event in your life from the list in Ex 6A or use another idea. Make notes to answer the questions.
 - · What did you do?
 - · Who was there?
 - · How did you feel?
 - · Did anything funny or interesting happen?
- C Work in groups. One student: Tell the other students about your event. Other students: Ask questions.
- Bring a photo to the next lesson. It can be from an event in your life. Prepare to talk about the event and what happened.



VOCABULARY

excuses

- 1 A Work in pairs. Look at the photos (A-C) and discuss the questions. What is the problem? What excuses can they make?
 - B Read the article. Work in pairs and answer the questions.
 - 1 How many excuses can you find in the article?
 - 2 Which two excuses do you like best?
 - C Match (1-8) with (a-h) to make excuses.
 - A
 1 | left —
 2 | missed
- **a** was late.
- 3 My bus
- b my alarm.c all my work.
- 4 My wifi
- **d** was ill. **e** was down.
- 5 I didn't hear 6 I lost
- f my bag in a taxi.
- 7 My daughter
- f my bag in a ta: g time.
- 8 I had the wrong
- h my train.
- Work in pairs. Student A: Cover column B. Say an excuse. Student B: Add a different ending and make a new excuse. Swap roles.
 - A: I left my bag in a taxi.
 - B: I left my glasses at home.
- E Which excuses in Ex 1C do you use?

How to make excuses in an online world

'A dog ate my homework.' This excuse was never good in the past and it certainly isn't good now. College students and people in business now do most of their work online, so everyone needs to think digital. Good excuses today are: 'My wifi was down.' 'There was a problem with my computer and I lost all my work.' And the best: 'I left my laptop on the bus.' This reason is really good because your friends or colleagues will feel sorry for you. In the end, perhaps the dog is still a good excuse: 'A dog ate my online homework. He took a *megabyte*.'





How to ...

apologise and make excuses

- **2** A Work in pairs and discuss the questions.
 - 1 Are you often late? Why/Why not?
 - 2 Have you got a friend or family member who is often late? How do you feel about that?
 - B 5.05 | Listen to two conversations and answer the questions.
 - 1 Why do the people apologise (say sorry)?
 - 2 What excuses do they make?
 - C

 5.05 | Listen again. Number the sentences (a−f) in the order you hear them.
 - a I'm really sorry.
- d I'm sorry I'm late. 1
- **b** That's all right.
- e No problem.
- c It's OK.
- f I'm so sorry I'm late.
- D Work in pairs. Put the sentences in Ex 2C in the correct group.

Apologising: I'm really sorry.

Accepting an apology: That's all right.

E Learn and practise. Go to the Grammar Bank.



PRONUNCIATION

- 3 A

 5.06 | intonation for apologising | Listen to people apologising (1–6). Are they sorry (✓) or not sorry (✓)?
- 2
- 4
- 5
- B Work in pairs. Student A: Apologise for being late. Student B: Does Student A sound sorry? Accept the apology.
 - A: I'm sorry I'm late.
 - B: You don't sound sorry!
 - A: I'm sorry I'm late.
 - B: That's all right.

SPEAKING

4A Work in pairs. Read the prompts. Decide on the situation and your excuses.

Student A

You have a one-to-one meeting with your manager/ university tutor. You are late. Knock on their door.

Student B

Ask the person to come in.

Apologise (you are late) and make an excuse.

Respond. Ask for the report/essay.

You don't have the report/ essay. Apologise and make another excuse.

Respond. Ask the person to send it and give them a time.

- B Roleplay the conversation. Then swap roles.
- C Read the Future Skills box. Work in groups and discuss the questions.

FUTURE SKILLS

Social responsibility

In some countries it is very bad to be late for a business meeting or when meeting friends. It is also important to give the reason why you are late. Is this true in your country, or another country you know?

5A Work in pairs. Look at the clocks. Can you say the times?





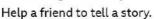


- B Learn and practise. Go to the Vocabulary Bank.
- page 141 VOCABULARY BANK saying the time
- 6 Work in pairs. Practise giving and accepting apologies. Student A: Go to page 148. Student B: Go to page 151.
- 7A Think of a real situation where you made an excuse.

 Make notes to answer the questions.
 - When was it?
- What did you do?
- Where were you?
- What happened in the end?
- What happened?
- **B** Work in pairs. Take turns to ask and answer the questions in Ex 7A. Add more information.

MEDIATION SKILLS

listening actively



page 158 MEDIATION BANK



5D BBC Street Interviews

My weekend was ...

GRAMMAR | adjectives and modifiers
SPEAKING | talk about last weekend
WRITING | write about a recent activity



- 1 A Work in pairs and read the sentences. Which ones are true for you?
 - My weekends are always different.
 - · I don't do much at the weekend.
 - It's the only time I can meet my friends, and that's important for me.
 - Saturdays are great, but Sundays are boring.
 - I do a lot of things I usually go to the gym and go shopping.
 - · I always have fun!
 - **B** Work in groups. Find three things that you all do at the weekend.



Q1: How was your weekend?

Q2: What did you do?

VIEW

- 2 A Watch the first part of the video. How many speakers enjoyed ALL of their weekend?
 - **B** Work in pairs. What do you remember? Which adjectives in the box do the speakers use?

all right boring busy fun good great lovely nice

- C Natch again and check.
- 3 A Watch the second part of the video. How many speakers did something outdoors?
 - B Work in pairs. What do you remember? Choose the correct words.
 - 1 So, on Saturday I went for a walk / run in the park.
 - 2 I spent time / money with my family and my two children.
 - 3 It was very nice, a bit busy / crowded but good.
 - 4 I took my dog / children for a walk ...
 - 5 On Saturday I went to a museum / gallery ...
 - 6 | stayed at my friend's home and | watched TV / movies.
 - 7 I worked and watched TV programmes / shows.
 - 8 On Sunday I had fun / work.
 - c Natch again and check.

GRAMMAR

adjectives and modifiers

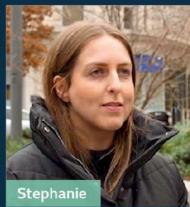
- 4A Work in pairs and read the sentences. Find four adjectives.
 - 1 My weekend was very nice. nice
 - 2 It was quite good.
 - 3 My weekend was boring.
 - 4 It was a bit crowded.
 - B Work in pairs. Find three modifiers in the sentences in Ex 4A.
 - C Learn and practise. Go to the Grammar Bank.
 - page 117 GRAMMAR BANK

ВВС















SPEAKING

talk about last weekend

5A Write three things you did last weekend.

- **B** Use the prompts to make questions.
 - 1 How / be / weekend? How was your weekend?
 - 2 What / do?
 - 3 Who/go/with?
 - 4 When / get home?
- Match the questions (1-4) with the answers in the Key phrases.

KEY PHRASES

It was a really great/fun/interesting weekend.

It was a bit boring/cold/hot.

Nothing special/much.

I stayed at home/spent time with my family/met a friend for coffee.

I went to the gym/for a walk/to a party/shopping. With some friends/my family/my colleagues. Really early/late, before nine/after midnight, I think.

- 6A Work in pairs. Talk about last weekend. Use the questions in Ex 5B to keep the conversation going.
 - **B** Talk to two other students about their weekends. Who had the most interesting weekend?

WRITING

write about a recent activity

7 A Read the email about Ian's weekend. What did he do?

Dear Joel,



I'm sorry you were ill at the weekend. You missed a great concert! I went to the concert with Gina and Sam. The place was a bit crowded and very loud. I know that's quite normal for a concert, but for me it was too much – too much noise, too many people. The band was really amazing and I'm glad that I went. As I said, you missed an excellent concert, but we missed you too!

After the concert we had a late dinner at Jerry's Burger Joint. Their hamburgers are the best! Then we went to my apartment and chatted for an hour or two, and played some online games. I really enjoyed that.

I hope you feel better. Maybe you can come with us another time!

lan

- **B** Read the email again. How many modifier + adjective pairs can you find?
- C Write an email to a friend about a recent weekend. Choose one key event to write about. Answer the questions in Ex 5B.
- D Work in pairs. Read your partner's email. Where can the email use more modifiers?

GRAMMAR

- 1 A Complete the sentences with the correct form of the verbs in brackets.
 - 1 I a sandwich for lunch yesterday. (have)
 - 2 I _____a friend last night. (meet)
 - 3 I to this lesson ten minutes early. (come)
 - 4 I _____ in a small town when I was young. (live)
 - 5 I born in a hospital. (be)
 - 6 I _____ English for one hour yesterday. (study)
 - **B** Change the sentences so they are true for you.
 - C Write wh- questions for the sentences in Ex 1A. What did you have for lunch yesterday?
 - **D** Choose two questions from Ex 1C. Ask other students your questions. Make notes of their answers.
 - E Work in pairs. Student A: Tell Student B about your answers. Student B: Guess the person.
 - A: She had pizza for lunch yesterday.
 - B: Was it Victoria?
 - A: No, it wasn't. It was Stella.

VOCABULARY

- **2** A Work in pairs. Read the sentences. What is *it* in each second sentence? Think of two things.
 - 1 I left my _____ on the train. It had the report in it. It was on my seat.

A: 'It' is 'bag'.

B: Yes, or maybe 'briefcase'.

- **3** My was late. It usually comes at 8, but it only came at 8.30.
- **4** My _____ is down. **It** was fine yesterday. I sent some emails, no problem.
- **6** I lost my _____. So I started it again from the beginning.
- **B** Work in pairs. Complete the excuses in Ex 2A with the words in the box.

alarm bag bus train wifi work

I left my bag on the train.



- 3 A Complete the phrases with two letters.
 - 1 for ten years

a his life

befo_ they were married.

2 lea__ to drive

pa__ an exam

beco__ a teacher

- 3 __ to the beach
 - s_ my family

watch a mat__

4 st__in

go f_ _ a walk

watch __

5 g__married

st__at home

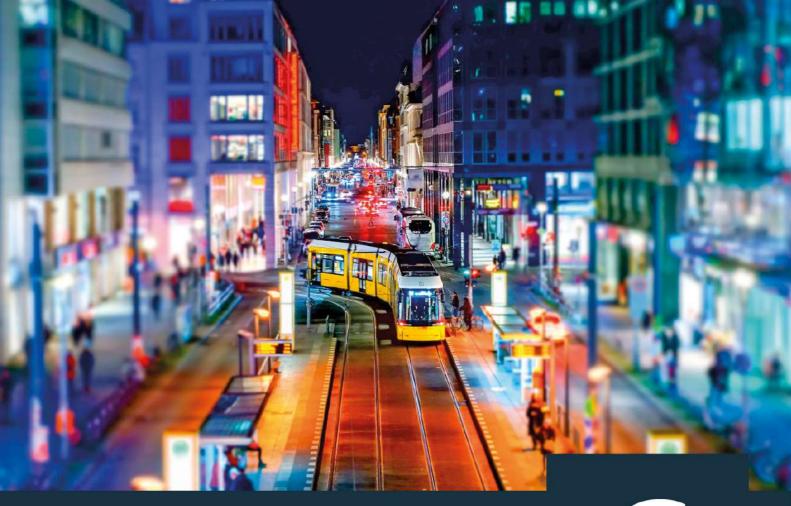
go o__ for dinner

B Work in pairs. Match phrases from Ex 3A with the situations (1-6).

- 1 You do it at home. watch a match (on TV) ...
- 2 You do it outside.
- 3 You need a machine to do it.
- 4 You need other people to do it.
- 5 It answers the question 'When?'
- 6 It answers the question 'How long?'
- **4** A Choose the correct word(s) to complete the text.

Last summer, my mum organised a party for my dad's 70th birthday and she 1 invited / were lots of people. Family members 2 became / came from all over the country, and there were over sixty of us. We sat together in a restaurant, we ³ had / eat dinner and we ⁴ chatted / understood. Then my dad said / asked my mum, 'Isn't there a band?' and someone else said, 'Yeah, where's the music?' My mum 6 asked / said. 'The band - they're late!' So she 'woke / called the band and spoke to their singer. My mum said, 'Where are you?' The guy said, 'Oh, no, we forgot! I'm *really sorry / apologise.' Then my mum ended the phone call and looked at all the guests. My dad didn't know what to say. Then everyone looked at him and ⁹ started / changed laughing ... because suddenly, from the back room, the band started playing! The band was there 10 before / before that we were! It was our 'surprise' for Dad!

B 🚯 R5.01 | Listen and check.



out and about





VLOGS

- Q: Where do you spend time when you are in town?
- Work in pairs and discuss the question.
- 2 Watch the video. How many people do the same as you?

Global Scale of English

English LEARNING OBJECTIVES

6A LISTENING | Understand someone describing a person: clothes and appearance

Describe people: present continuous

Pronunciation: weak form of are

Write a description of a group photo

6B READING | Read an article about unusual ways to get to work: common adjectives (2) and transport collocations

Discuss journeys by different forms of transport: comparative adjectives

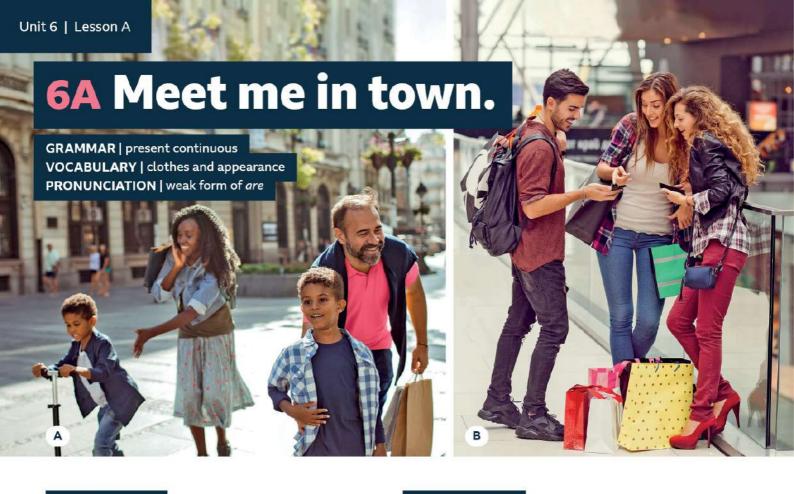
Pronunciation: sentence stress

6C HOW TO ... | give directions: places

Pronunciation: stress to correct information

6D BBC PROGRAMME | Understand a documentary about wild animals in cities

Talk about an experience: prepositions and adverbs of movement Write about an experience



LISTENING

- 1 A Work in pairs. Look at the photos (A-C) and discuss the questions.
 - 1 What do you think is the relationship between the people?
 - 2 Which part of town are they in?
 - 3 Do you have similar places in your town?
 - - 1 Tom asks Becky for help. What does he ask her to do?
 - 2 Which person in the photo do they talk about?
 - - 1 Becky is in a car park. T
 - 2 Becky is about five minutes' walk from the bus stop.
 - 3 Tom has a good excuse for not meeting Denise.
 - 4 Tom can't phone Denise.
 - 5 Denise knows Becky.
 - 6 Becky parks in front of the bus stop.
 - 7 Denise uses Becky's phone.
 - D Work in pairs and discuss the questions.
 - 1 Do you ever ask friends/classmates/people at work for help in this way?
 - **2** When did you last help a friend/classmate/person from work in this way?

GRAMMAR

present continuous

- 2 A Read the sentences and underline the verbs.
 - 1 I'm using Becky's phone.
 - 2 Her phone isn't working.
 - 3 Are you driving?
 - 4 What's she wearing?
 - B Are the sentences in Ex 2A about something that:
 - a happens every day?
 - **b** is always true?
 - c is true now?
 - C Complete the rule.

We make the present continuous with subject + _-ing form of the verb.

- D Learn and practise. Go to the Grammar Bank.
- page 118 GRAMMAR BANK

PRONUNCIATION

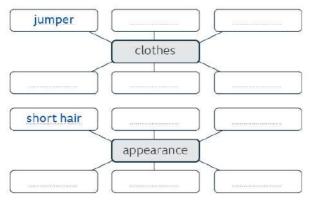
- 3 A 6.03 | weak form of are | Listen to five questions. How many words are there in each question?
 - - 1 What, doing
 - Work in pairs. Take turns to ask and answer the questions. Use the correct stress and the weak form of are.



VOCABULARY

clothes and appearance

- 4A Work in pairs. Look at the photos (A-C). Choose the correct word to complete the sentences.
 - 1 One man is wearing a pink jumper / T-shirt.
 - 2 All the women have got short / long hair.
 - 3 One child is wearing a checked jacket / shirt.
 - 4 The boy with his mother is tall / short.
 - B Work in pairs. Put the words and phrases in Ex 4A in the correct place in the word webs.



- C Work in pairs. Add two more words or phrases to each word web. Use the photos to help you.
- D Learn and practise. Go to the Vocabulary Bank.
- page 142 VOCABULARY BANK clothes and appearance
- **5A** Work in pairs. Student A: Describe someone in the photos (A-C). Student B: Identify the correct person.

This person is a woman. She's tall and she's wearing ...

- **B** Work in pairs and discuss the questions.
 - 1 What clothes do you wear at work or in class?
 - 2 What clothes do you usually wear at home?
 - 3 What do you wear when you go to a wedding or a formal dinner?
 - 4 What type of clothes do you have a lot of?
 - 5 What are you wearing today?

SPEAKING

Work in pairs. Find the differences between two pictures. Student A: Go to page 148. Student B: Go to page 152.

WRITING

write a description of a group photo



Dear Yves.

Thank you for sending me your family photo. I loved reading about your family. You asked me for a photo of my family, so I'm attaching it to this email. Let me tell you about them.

- 7 A Work in pairs. Look at the photo. What do you think the relationships are between the people?
 - B Read the first part of the email. Are the writer and Yves old friends, people from work or online penpals?
 - C Match the sentences (1-6) with the people in the photo (A-H).
 - She's wearing her favourite skirt and top and smiling at the photographer.
 - I think he's making a joke; he always makes
 - He's wearing a hat and is probably also making a joke. He's tall and he's got a beard and a moustache.
 - she's got long blonde hair and her smile is the same as my mum's.
 - And my other sister is standing behind my dad, and ...
 - ... her best friend is next to her.
 - D Write a description of a group photo. Go to the Writing Bank.
 - >> page 93 WRITING BANK



VOCABULARY

common adjectives (2)

- 1 A Work in pairs and discuss the questions.
 - 1 How do you get to school or work?
 - 2 How long does it take you? Do any of the words in the box describe your journey?

cheap comfortable easy interesting long safe slow quiet

- B Match the adjectives (1-8) with their opposites in Ex 1A.
 - 1 short long
 - 2 dangerous 6 quick/fast
 - 3 expensive 7 boring
 - 4 difficult 8 uncomfortable

5 noisy

- C Which adjectives in Exs 1A and 1B have more than one syllable? Underline the stressed syllable.
- D 6.04 | Listen and check.
- 2A Choose a journey from the list and think of three adjectives from Ex 1B to describe it.
 - a taxi to the airport fast, short, expensive
 - · a boat journey along the River Nile
 - · a one-hour plane journey to another city
 - a 50-kilometre bus journey across mountains
 - · a bike journey in the city centre
 - a 12-hour plane journey
 - **B** Work in pairs. Student A: Describe a journey. Student B: Guess the journey.

A: It's fast and short but expensive.

B: Is it a taxi to the airport?

A: Yes, it is.

C Work in pairs. Describe a recent journey.

Last weekend I travelled by train from my home to the city centre. The journey wasn't long.

- D Learn and practise. Go to the Vocabulary Bank.
- page 143 VOCABULARY BANK transport collocations

READING

- 3 A Work in pairs and discuss the questions.
 - 1 What other ways can you travel to work or to school?
 - 2 Why don't you take them?
 - B Read the article about three people's journeys to work. Match the people (1-3) with the transport they use (a-c).
 - 1 Horchler
- a plane
- 2 Hill and Benedict
- **b** rowing boat
- 3 Hadrava
- c hovercraft

Another way

How do you get to work or school? Do you enjoy going by car, bus, train or something else? Well, these people weren't happy with the usual ways of travelling and decided to find something different.

Gabriel Horchler, a librarian in Washington DC, rows a boat five miles down the Anacostia River to get to his workplace. The journey to work takes ninety minutes, longer than the forty-minute journey by car. But Horchler isn't doing this to save time. He loves the quiet and the sound of the water. The boat is slower than a car, but the river is more beautiful than the motorway.

For sisters Heidi Hill and Ashley Benedict of Cordova, Illinois, the journey to their workplace on the other side of the Mississippi River takes over an hour by car. So Hill and Benedict found a better way: they built a hovercraft from garden machines. True, the hovercraft is noisier, but now they get home in five minutes.

Frantisek Hadrava is a factory worker in the Czech Republic, and his workplace is fifteen minutes by car. He didn't like driving, so he built his own plane and now he flies to work. Flying can take four minutes, so it's faster than driving, but Hadrava usually goes a longer way (seven minutes) because he doesn't want to wake up the people in his village. At the factory, Hadrava's plane takes four parking spaces, but he arrives early so he always finds a space.



C Read the article again and complete the table.

	time by car	time by the alternative way
Horchler	40 minutes	
Hill and Benedict		
Hadrava		

- D Match the sentences (1-6) with the people in the article. Some have more than one answer.
 - 1 The journey is very short. Hill and Benedict, Hadrava
 - 2 They travel on water.
 - 3 Time isn't important to them.
 - 4 We don't know their job.
 - 5 They built their transport themselves.
 - 6 They use a car park.
- E Work in pairs and discuss the questions. Which type of transport in the article would you like to try? Why?

GRAMMAR

comparative adjectives

4A Complete the sentences. Use the article in Ex 3B to help you.

1	The boat is		
2	The river is	beautiful	the motorway.
3	So Hill and Ber	nedict found a	way.

- **B** Complete the rules for comparative adjectives. Use the sentences in Ex 4A to help you.
 - 1 Short adjectives (e.g. slow, short), add _____ to the adjective.
 - 2 Long adjectives (e.g. beautiful, dangerous), use ______ + adjective.
 - 3 Irregular adjectives: bad → worse, good → _____
 - 4 We often use _____ after a comparative adjective.
- C Find three more examples of comparative adjectives in the article.
- D Learn and practise. Go to the Grammar Bank.
- page 119 GRAMMAR BANK

PRONUNCIATION

- 5 A 6.05 | sentence stress | Listen and write the sentences.
 - B Underline the stressed words in the sentences. Notice the pronunciation of $than = /\delta en/$.
 - C 6.05 | Listen again and say only the stressed words with the recording.
- **6** A Look at the sentences you wrote in Ex 5A. Write a type of transport for each one.
 - 1 It's cheaper than a taxi. a train
 - B Work in pairs. Student A: Say one of the sentences from Ex 5A. Student B: Guess the type of transport that Student A wrote in Ex 6A.

A: It's cheaper than a taxi.

B: Is it a bus?

A: No. it isn't.

B: Is it a train?

SPEAKING

7 A Work with the class. Complete the phrases with names of places you all know.

1 from here to _____ (name of city)

2 from _____to ____to _____tanabase in another country)

3 from to (name of city)

- B Work in pairs. Choose a route for each journey in Ex 7A. Use the information on page 147 as a model to help you.
 - 1 from here to Istanbul:

ta	axi	train	bus
•		•	
classroom	Bologna	Graz	, Istanbul
	train station	Austr	ia Turkey

C Make notes about the transport for each part of the journey.

A: First, we can take a taxi to ...

B: Good idea.

A: Then let's go by train to ...

- D Work in groups and compare your routes.
 - 1 Take turns to describe one of the journeys. Use your notes to help you.
 - 2 Do you have different routes or types of transport?
 - **3** Which route is better and why? Which is more interesting? Which is cheaper?

Our journey is shorter than yours, but your journey is more interesting.



PRONUNCIATION | stress to correct information

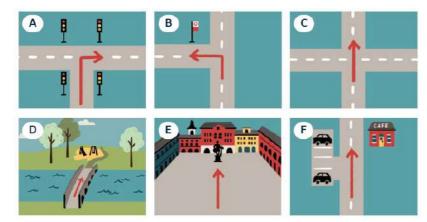
READING

- 1 A Work in pairs and answer the questions.
 - 1 What do you know about Dublin?
 - 2 Would you like to visit this city? Why/Why not?
 - B Read the extract from a leaflet and choose the best title (a-c).
 - a Sights of Dublin b Dublin on foot c Travelling around Dublin
 - C Work in pairs and discuss the questions. In your town/city is it usually better to walk, drive or take public transport? Why?

VOCABULARY

places

2 A Match the directions (1-6) with the diagrams (A-F).



- At the crossroads, go straight on.
- Cross the **pedestrian bridge**. The park is just after that.
- Turn left at the next corner. The bus stop is on the right.
- Cross the **square** and the **statue** is in front of you.
- Go to the end of the road and turn right at the traffic lights.
- Go past the car park and the café is on your right.
- B Work in pairs. Look at the diagrams again. Find the places/things in bold in Ex 2A.
- C Look at the map of Dublin. Which of the places/things in Ex 2A can you see?
- D Work in pairs and discuss the questions.
 - 1 Which places/things in Ex 2A are there in your town?
 - 2 Which places/things don't you have in your town?

A: There are lots of statues.

B: I don't think there's a pedestrian bridge.

How to ...

give directions

see the small streets south

maybe stop at the famous

Irish Rock 'n' Roll Museum

of the River Liffey and

Experience.

- 3 A Work in pairs. Look at the map and answer the questions.
 - 1 Can you find the places in bold in the leaflet in Ex 1B?

on Ha'penny Bridge. The bus

quicker than walking - both

are about 10 minutes - so why

not walk and enjoy the sights?

journey to the castle isn't

- 2 If you walk from Dublin Castle to Ha'penny Bridge, what places of interest do you pass?
- 3 Which of those places would you like
- B 4 6.06 | Listen to a woman asking for directions from Dublin Castle to Ha'penny Bridge.
 - 1 She starts at the red X on the map. Follow the walking route.
 - 2 Which place of interest does she pass?
- C 4 6.07 | Listen and complete the sentences.
 - 1 How do you. to Ha'penny Bridge from here?
 - 2 Walk Cork Hill.
 - 3 Then turn left Parliament Street
 - straight on.
 - 5 No, don't cross the bridge.
 - 6 Then walk the river for about five minutes.
 - on past the next bridge. 7 You go
 - 8 And then you can see Ha'penny Bridge front of you.
- D Learn and practise. Go to the Grammar Bank.





PRONUNCIATION

- 4A 1 6.08 stress to correct information | Listen and underline the stressed word in each answer.
 - 1 A: OK, so straight on down Parliament Street to Grafton Bridge.
 - B: Actually no, it's Grattan Bridge.
 - 2 A: And do I cross over the bridge? B: No, don't cross over the bridge.
 - B Work in pairs. Practise using stress to correct information. Student A: Go to page 148. Student B: Go to page 152.
 - C Read the Future Skills box and do the task.

FUTURE SKILLS

Communication



Sometimes we want to correct numbers or to make a number clearer. One way to do this is to say: 'thirteen - one three.' Work in pairs and make these numbers clearer: 15, 40, 16, 70.

SPEAKING

- 5 A Choose a starting point on the map of Dublin. Then choose a place.
 - B Work in pairs. Student A: Say your starting point and give directions to your place. Student B: Follow the directions and say Student A's place. Swap roles.
- 6 Work in pairs.

Student A: Give directions between two places that you know, e.g. from the bus stop to your home or from the classroom to a place you often go.

Student B: Take notes. Write a maximum of ten words. Then use your notes to write directions.

Student A: Read your partner's directions. Are they correct?

MEDIATION SKILLS putting information together



Help a group make a plan.

> page 159 MEDIATION BANK

6D BBC Documentary

Cities: nature's new wild

GRAMMAR | prepositions and adverbs of movement SPEAKING | talk about an experience WRITING | write about an experience









PREVIEW

- 1 A Work in pairs and discuss the questions.
 - 1 Which animals in the photos do you usually find in a city?
 - 2 Are there any other wild animals that you often find in cities?
 - 3 Why do you think there are more wild animals in cities?
 - B Read the BBC programme information and check your answers to Ex 1A Question 3.



Cities: Nature's New Wild

All over the world, cities are growing bigger and bigger, as more and more people move in. Animals, too, are moving out of nature and into the cities. There they can find more food and safer places for their families. In this episode of the BBC series Cities: Nature's New Wild, we follow the journey of a group of penguins from the ocean to their homes near Cape Town.

VIEW

2 A Work in pairs. Which things in the box do you think are a problem for the group of penguins?

> tourists going up steps cars the dark carrying food a slow penguin getting lost

- B Natch the BBC video clip. Check your ideas in Ex 2A.
- Watch again and choose the words you hear.
- 1 This female African penguin lives in a garden / park near the city of Cape Town.
- 2 Tourists love / walk with the penguins.
- 3 The penguins have a long way to go. And it's easier / safer to travel together.
- 4 African penguins choose one partner for life / a year.
- 5 Up to thirty / fifty penguins die each year on the roads here.
- D Work in pairs and discuss the questions.
 - 1 Can people and animals live together in cities and towns?
 - 2 What animals are OK in cities?
 - 3 What animals shouldn't be in cities?

GRAMMAR

prepositions and adverbs of movement

3 A Work in pairs. Match the sentences (1 and 2) with the correct picture (A or B).





She's waiting for him to come back.





- This penguin's going into a house.
- B Learn and practise. Go to the Grammar Bank
- page 121 GRAMMAR BANK

SPEAKING

talk about an experience

- 4A 6.09 | Listen to Jordan describe an unusual experience. What happened? Choose the correct option (a-e).
 - a He was out at night and something unusual happened.
 - **b** He got lost.
 - c He saw a wild animal.
 - d He got on the wrong bus or train.
 - e He met an interesting person in a public place.
 - B 06.09 | Listen again and choose the words and phrases you hear.

KEY PHRASES

This happened last year / two or three years ago ...

It was early in the morning / in the middle of the afternoon.

I walked **out of / towards / past / along** my building ...

Suddenly, I heard / saw a big dog ...

... so I didn't feel scared / surprised It was just like in a dream / film.

- 5A Choose one of the situations in Ex 4A. Make notes. When did it happen? Where were you? What happened? How did you feel?
 - **B** Work in pairs. Tell your partner about the situation. Use the Key phrases in Ex 4B to help you.

WRITING



write about an experience

6A Read the story and find one difference from the recording.

A City Story

This happened last year, in my hometown. It was in the middle of the afternoon. I walked out of my building and got into my car. My car was in front of my building, so I didn't need to walk far. Suddenly I saw a big dog at the end of the road. It walked towards me, and when it was very close, I saw that it wasn't a dog – it was a wolf! A wolf in the city centre! I was safe inside my car, but I was very scared. I took out my phone and tried to video the wolf as it walked past my car. Usually there were people on the street, but at that moment there wasn't anybody. I watched the wolf for a minute. Then it turned the corner and was gone. It was just like in a dream. Yes, I was scared, but I had a great story to tell my friends. After that I always looked along the road before I left my apartment.

B Read the story again. How many examples are there of each linking word in the box? One is not in the story.

and after that because but so then

- C Read the story again. Find five prepositions of movement.
- 7 A Write a city story. Write about your situation in Ex 5A or choose another one. Use at least four different linking words and three prepositions or adverbs of movement.
 - **B** Other students read the stories. Who do you think wrote each one?



GRAMMAR

- 1 A R6.01 | Listen and write the sentences.
 - B Change the sentences so they are true for you.
 - C Work in pairs and compare your sentences.
- 2 A Look and compare the two ways of travelling from Sydney to Perth, in Australia. Use the adjectives in the box.

cheap comfortable fast interesting long short slow

The train is cheaper than the plane.

train: from \$550 for a seat (no bed). Meals not included. 3 days (2 nights).

flight: \$650 business class. 5 hours. Drinks and snacks served.

- B Work in pairs and discuss the questions.
 - 1 Which way do you think is better, the train or the plane?
 - 2 Do you usually feel that way about journeys?

VOCABULARY

3 A Work in pairs and look around the class. Complete the table with six words or phrases for clothes and appearance.

someone in this room	no one in this room	
long hair	a tie	
10000000000000000000000000000000000000	CONTROL CONTROL OF THE CONTROL OF TH	
	ANTHAMAN INDEX	
11/11/14/19/11/14	and the same of th	

B Work in a different pair. Student A: Say one of the things in your table. Student B: Say Someone/No one is wearing/has got

A: a tie

B: No one is wearing a tie.

4 A Add one letter to complete the adjectives.

1 bring boring	5 nosy
2 dagerous	6 qick
3 exensive	7 uncomfrtable
4 diffcult	8 quit

- B Work in pairs. Describe 1-5. Use the adjectives in Ex 4A.
 - 1 the road outside the building
 - 2 your last holiday
 - 3 your favourite type of car
 - 4 a restaurant or café you both know
 - 5 watching a film in English

5 A Choose the correct option (A-C) to complete the text.

When Cha Huilan from Lazimi village in China needs to buy medicine for her mother, she doesn't ¹ a bus or ² a bike. She goes by zip line ³ the River Nu. The River Nu ('nu' means angry) is ⁴ strong, and boats can't cross it safely. There is a bridge, but it's almost 20 kilometres away. That is ⁵ far to walk. A boat is ⁵ dangerous than the zip line, and walking is much 7. Cha Huilan doesn't have a choice.

There are about twenty villages in the area with zip lines for crossing the river.

Children 8 _______ to school by zip line, villagers go to market and come 9 ______ by zip line. There aren't very many visitors to the villages, because it's difficult to use the zip line. But the towns 10 _____ building more bridges now. Local people hope for simple 11 ______ bridges so they can go safely 12 _____ foot. But it takes time to build across the Angry River.



1	A go	B drive	C take
2	A ride	B get into	C go by
3	A through	B across	C past
4	A much	В very	C a bit
5	A too	B to	C two
6	A very	B quite	C more
7	A more slow	B slower	C slow
8	A are getting	B get	C are going
9	A over	B along	C back
10	A are	B want	C is
11	A statue	B crossroads	C pedestrian
12	A on	B with	C by

B R6.02 | Listen and check.



work





VLOGS

- Q: What job would you most like to do?
- Work in pairs and discuss the question.
- 2 Watch the video. Write three jobs that you hear. Which would you like to do? Why/Why not?

Global Scale of

English LEARNING OBJECTIVES

7A READING | Read an article about interesting jobs: skills and qualities

Talk about jobs that fit people in your class: articles: a, an, the, zero

Pronunciation: weak forms: a, an, the

7B LISTENING | Understand a podcast about volunteer work: phrasal verbs

Discuss and choose volunteer jobs: present simple and present continuous

Pronunciation: connected speech, the /t/ sound Write a blog post; use example language

- **7C HOW TO ...** | phone for information: phoning Pronunciation: friendly intonation
- **7D** BBC STREET INTERVIEWS | Understand street interviews about people's skills

Do a survey: verbs and *to* infinitive Write a summary of a survey



READING

- 1 A Work in pairs and look at the photos (A-D). What do you think people do in these jobs?
 - **B** Work in pairs. Student B: Go to page 151. Student A: Read the article and answer the questions.
 - 1 Were your ideas in Ex 1A correct?
 - 2 What is the name of each job?
 - **3** What are two things that the people do in each job?
 - 4 Why did the people choose the job?
 - C Student A: Prepare to tell Student B about the two jobs and why the people chose them. Write ten words to help you.
- **2** A Work in pairs. Tell each other about the jobs. Listen to your partner and write one good and one bad thing about each job.
 - **B** Work in groups and discuss the questions. Would you like to do any of these jobs? Why/Why not?
 - C I Find more information about one of the jobs or another unusual job. Tell the class about it in your next lesson.

GRAMMAR

articles: a, an, the, zero

- 3 A Match the examples (1–5) with the rules (a–e).
 - 1 b I write a blog for a hotel company...
 - 2 and the company wants customers to know that its beds are perfect.
 - 3 ___ Tim S is a toy breaker.
 - 4 'I love toys.'
 - 5 ____ And he often spends more time writing reports than sleeping in bed.
 - a We use a/an before people's jobs.
 - **b** We use a/an before singular nouns to mean one.
 - **c** We use no article (zero article) before plural nouns to talk about things in general.
 - **d** We use *the* before a specific thing. We know which thing the writer is talking about.
 - e We use zero article in some fixed phrases.
 - **B** Learn and practise. Go to the Grammar Bank.
 - page 122 GRAMMAR BANK

Is this the job for you?

Are you looking for a job? Or do you want to change your job? Perhaps you should think about something a bit different. Read about some different ways to make money.

Sleep on the job

'I read about this job online,' Stefano D says, 'and I thought, I love sleeping, that's the perfect job for me!' Stefano is a **professional sleeper**. He works for many different companies. Sometimes he tests beds and writes a report on each one. How comfortable is it? Is it too hard or too soft?

The job isn't always easy. T'm a good sleeper, but sometimes it's difficult. For example, when I work for scientists and they watch me all night.' And he often spends more time writing reports than sleeping in bed. I write a blog for a hotel company and the company wants customers to know that its beds are perfect for sleeping. And they are!'

Three jobs in one

'In the beginning, I hated this job,' says Julia M. 'I wanted to work in TV because I loved making my own videos.' But Julia soon found out that being a **TV runner** is very different from making her own videos. 'You're a waiter, a taxi driver and a secretary at the same time.'

TV runners make coffee and tea for the people in the studio, drive people to different places, copy and print documents and check the post.

'Sometimes it's boring, but most of the time I love it,' says Julia. 'Runners help TV shows to go much better, and it's a great way to learn about TV and to meet people. I'm sorry that I don't make videos, but I feel my job is important. And I know it's only a first step in this business.'



PRONUNCIATION

- 4A 7.01 | weak forms: a, an, the | Listen and write the sentences.
 - B 7.01 | Listen again. How do you pronounce a, an and the? What sound do they all have?
 - C Change the sentences so they are true for you. Then work in pairs and compare your answers. Pay attention to the pronunciation of articles.

It's better to be a teacher than a student.

- 5A Choose one option (a-c) to complete the questions (1-3). Write a short answer.
 - 1 How much do you speak English:
 - a at work?
 - b in class?
 - c at home? not a lot
 - 2 What job:
 - a did you want to do when you were a child?
 - **b** did your grandparents do?
 - c would you hate to do?
 - 3 When do you wear:
 - a jeans?
 - b an old T-shirt?
 - c a tie?
 - **B** Work in pairs. Student A: Read one of your answers from Ex 5A. Student B: Guess the question.
 - A: not a lot
 - B: How much do you speak English at home?
 - A: Yes.
 - C Read the Future Skills box and answer the question.

FUTURE SKILLS

Self-management



When you write a noun in your notebook, put it in a short sentence, for example: 'I live in the city centre.' This shows how to use the word with a/an, the or no article. What would you write for these words: doctor, weekend, bus?

VOCABULARY

skills and qualities

- 6 A 7.02 | Listen to four people talking about the jobs in the photos. Match the speakers (1-4) with the jobs (A-D).
 - 1 2 3 4
 - B 3 7.02 | Listen again and complete the phrases.
 - 1 be relaxed in _____ of people
 - 2 work well people
 - **3** ____ people's names
 - 4 work hours
 - 5 work with your
 - 6 ____alone
 - 7 be good _____animals/numbers/languages
 - 8 work (e.g. in the city streets)
 - C Work in pairs and make questions. Use the phrases in Ex 6B. Start your questions with phrases a-c. Don't answer the questions.
 - a Are you ...?
 - b Do you ...?
 - c Would you like to ...?
 - **D** Work in pairs. Take turns to interview each other. Use the questions in Ex 6C.
 - A: Are you good with animals?
 - B: No, I'm not. What about you?
 - A: It depends. I'm good with cats, but I don't like horses.
- 7 A Read the sentences. Which job in Ex 1A are they about?
 - 1 Sometimes he writes a report on each one.
 - 2 He helps them fix the problems.
 - B Learn and practise. Go to the Vocabulary Bank.
 - page 144 VOCABULARY BANK skills

SPEAKING

8 A Work in pairs. Choose four jobs from the box.

fashion designer hotel manager lorry driver/taxi driver musician office worker shop assistant singer translator

B You want to find someone who is right for each job. Write two interview questions for each job. Use the phrases in Ex 6B and the Vocabulary Bank to help you.

Shop assistant:

- 1 Are you good with people?
- 2 Can you work long hours?
- C Work in a different pair. Ask the questions from Ex 8B and note your partner's answers. Tell them which job is best for them.



LISTENING

1 A Work in pairs and answer the questions.

- 1 How many days is a working week or school week in your country? Should it be shorter?
- 2 Imagine you have an extra day free each week. What would you like to do on the extra day?
- 3 Look at the photo of the man working on his extra day. What is he doing?
- B 7.03 | Listen to a podcast of people talking about their extra day and complete the table.

	normal job	extra day activity
Nia		
Jack		
Bella		

What can you remember? Answer the questions. Write Nia (N), Jack (J) or Bella (B). More than one answer is possible.

On their extra day, who:

- 1 works on a Friday?
- 2 sometimes works with children?
- 3 works outside?
- 4 uses a computer?
- 5 goes to a new place every week?

D 7.03 | Listen again and check.

- E Work in pairs and answer the questions.
 - 1 Which activity would you most like to do? Why?
 - 2 Which activity would you NOT like to do? Why not?

VOCABULARY

phrasal verbs

2 A Complete the phrasal verbs with the words in the box.

after off up (x4)

1 Well, today most of us are cleaning the woods and cutting the grass.

2 He's picking rubbish.

3 But you didn't give your job?

4 The elephants come here and we look them.

5 Last week someone wanted to know how to turn their new phone!

6 He wants to look information about housing on the internet.

B 4 7.04 | Listen and check.

C Complete the questions with a phrasal verb from Ex 2A.

		•
1		new words in English? On a hone or in a dictionary?
2	Do you ever saway on holiday?	omeone's pet when they go
3	Do you ever i city street?	ubbish on the beach? Or in a
4	How often do you	your bedroom?
5	or is it always on?	your mobile in the evening
5	What is a good reason	on to a good job?

D Work in pairs. Take turns to ask and answer the questions in Ex 2C.

GRAMMAR

present simple and present continuous

- 3A Underline the verbs in the sentences.
 - 1 I work for a bank.
 - 2 I'm working outside in this beautiful place.
 - 3 Today I'm helping Jim.
 - 4 Sometimes I come here and I help at the weekend.
 - **B** Which sentences are in the present simple and which are in the present continuous?
 - C Choose the correct word to complete the rules. Use the examples in Ex 3A to help you.
 - 1 The present **simple / continuous** is for actions that are happening now.
 - 2 The present simple / continuous is for actions that are habits and routines or that are always true.
 - D Learn and practise. Go to the Grammar Bank.
 - page 123 GRAMMAR BANK

PRONUNCIATION

- 4A 7.05 | connected speech, the /t/ sound | Listen to the sentences. Do the speakers pronounce the final -t in doesn't and isn't?
 - 1 She doesn't work here.
 - 2 He doesn't live near here.
 - 3 It doesn't cost a lot.
 - 4 She isn't listening.
 - 5 He isn't looking.
 - B Replace She, He and It in the sentences in Ex 4A with a person or a thing. Work in pairs and say your sentences. Pay attention to the pronunciation of doesn't and isn't.
 - 1 She doesn't work here.
 - A: Elena doesn't work here.
 - B: My sister doesn't work here.
 - 2 He doesn't live near here.
 - A: Your uncle doesn't live near here.
 - B: My friend doesn't live near here.
- **5** A Think of two people you know and answer the questions.
 - 1 Who are you thinking about?
 - 2 Where does he or she live?
 - 3 Where is he or she now?
 - 4 What does he or she do?
 - 5 What is he or she doing now, do you think?
 - B Work in pairs. Take turns to ask and answer the questions in Ex 5A.

SPEAKING

Give us just ONE day a week!

- Help build homes
- · Listen to children read
- · Serve food to homeless people
- Plant trees
- Teach a skill to teenagers (What can YOU do?)
- · Work on a farm
- · Train a sports team
- · Take old people on day trips
- · Teach an art class or a music class
- 6 A Read the advertisement for volunteer jobs. Match the statements (1-3) with the jobs.
 - 1 This one is really important in my country. There were terrible forest fires last year.
 - 2 I'm good at sports. I'd like to teach sports to people of all ages. This one's good for me.
 - 3 People always say I'm good with young children, so I'd like to try this.
 - B Which of the volunteer jobs would you like to do? Choose three.
 - C Work in groups. Explain your choice of jobs. Use the language in Ex 6A to help you.
 - D Read the Future Skills box and do the task.

FUTURE SKILLS

LE SE

Collaboration

When you have a group discussion, be sure everyone has a chance to speak. Invite quieter class members to say something. Complete these two questions that you can use: 'What ______you think?' '_____about you?'

WRITING

write a blog post; use example language

7 A Read the extract from a blog post about volunteering. Who or what in the box is the blogger writing about?

'For example, you can take them cooked meals or simply spend time with them.'

animals children nature older people

B Write a blog post. Go to the Writing Bank.

page 94 WRITING BANK



LISTENING

1 A Work in pairs. Match the photos (A-F) with the places in the box. Which places are not in the photos?

> cinema concert ticket office gym hairdresser's leisure centre repair company shop spa train or bus company university office

- **B** Work in pairs. Look at the places in Ex 1A and discuss the questions.
 - 1 How do you usually contact these types of places: personally, on the phone, online, by text or another way?
 - 2 When was the last time you phoned any of these places? Why did you call?
 - **3** When you call a company, do you like automated messages? Why/Why not?
- C 7.06 | Listen to the automated message at a leisure centre and answer the questions.
 - 1 What time does the leisure centre open?
 - 2 Do I need to book the spa before I come?
- D 7.06 | Listen again and complete the information.
 - Website address: millsleisurecentre 1
 - Spa team: press ²
 - General reception: press 3
 - Your number in the gueue: 4
 - Leave your name and number and a 5 message

VOCABULARY

phoning

- 2 A Work in pairs and read the sentences. Do the words in bold have the same or a different meaning?
 - 1 I need to call/phone/ring the Leisure Centre.
 - 2 Call me on my mobile/smartphone/landline.
 - 3 My number is 693022/six nine three zero two two/ six nine three oh double two.
 - 4 Could you hold on a second/minute/moment?
 - 5 Please leave/send/delete a message ...
 - **6** ... so we can **call/phone/ring** you **back** as soon as possible.
 - **B** Complete the words with three letters.
 - 1 I almost never leave messages on voicemail, because ...
 - 2 'H on a sec never means a very short time; it usually means ...
 - 3 I don't say 'mob_____' or 'smartph_____', I just say ...
 - 4 I don't like it when someone ca...... me in the evening after ...
 - 5 It's better to s_____ me a message, not ph____ me, because ...
 - **6** Nobody's got a landl_____anymore, because everyone ...
 - 7 Sometimes I tell someone 'I'll ring you b_____' and then I forget, and I feel ...
 - 8 I never del messages because I don't want to lose something important.
 - C Work in pairs. Complete the sentences in Ex 2B with your own ideas. Make any other changes you need to.

I often leave messages on voicemail, because I don't want to phone again and again.



How to ...

phone for information

3A 7.07 | Listen to a phone conversation and complete the form.

Spa booking - Thursday 20 July Time of booking: Name: Phone:

- **B** Match the phrases (1-10) with the reasons for saying (a-d).
 - 1 ___ Can I help you with anything else?
 - 2 How can I help (you)?
 - 3 ____ Sorry, could you hold on a minute?
 - 4 ___ Thank you for calling.
 - 5 ___ Thank you for waiting.
 - 6 You're speaking to Simon.
 - 7 Just a moment.
 - 8 (I'm) sorry about that.
 - 9 Hello, this is the spa.
 - 10 ___ Is there anything else?
- C Complete the customer's phrases.
 - 1 I'm phoning to about times and bookings.
 - 2 Could you me the opening and closing times?
 - 3 Three and six. Let me
 - 4 No, that's all. Thank you for your _____.
 - another question.
- D 7.08 | Listen and check.
- E Learn and practise. Go to the Grammar Bank.
- page 124 GRAMMAR BANK

PRONUNCIATION

- 4A 3 7.09 | friendly intonation | Listen to the sentences. Who sounds more friendly, Speaker A or Speaker B?
 - B 3 7.10 | Listen again to the friendly speakers and repeat the sentences. Pay attention to your intonation.
- 5 Work in pairs. Use the prompts.

Student A: You are the receptionist at a leisure centre. Answer the caller's questions.

Student B: You are the caller. You want to join a swimming class today. Phone and ask about the times. Practise using friendly intonation.

This / Mills Leisure Centre. You / speak / (your name). How / help ...?

Caller

I / call / about / the swimming classes today

What / like / know?

Could / tell / the times ...?

There / class / 5.30 / and 7 p.m.

Did / say / 9.30?

No / I / say / 5.30

Thank you. / need / to book?

No / you / not / need / to book

OK / great

Can / help / you / anything else?

> Yes. / I / another question. Who / the teacher?

It / Carlos. / Is / anything else?

No / that / all

Thank you / calling

Goodbye.

SPEAKING

6 Work in pairs. Make phone calls in different situations. Student A: Go to page 149. Student B: Go to page 150.

MEDIATION SKILLS

listening for important words



Give someone the information they need.

page 160 MEDIATION BANK

a to start the call

b to ask the caller

to wait

c to apologise

d to end the call

7D BBC Street Interviews

Would you like VIEW 2AD WA

GRAMMAR | verbs and to infinitive SPEAKING | do a survey WRITING | write a summary of a survey

PREVIEW

1 A Work in pairs. Take turns to ask and answer questions about what you can do. Use the words and phrases in the box.

> cook dance salsa drive paint make good videos play chess play another game or sport speak another language

A: Can you cook?

B: Yes, I can, but not very well. Can you?

B Work in pairs and discuss the questions. What two skills in Ex 1A would you like to learn? Why?



Q1: What do you do?

Q2: What other skills would you like to learn and why?

- 2 A D Watch the first part of the video. Are the statements True (T) or False (F)?
 - 1 There are three students. 2 There's one designer.
 - B Work in pairs. Correct the mistake in each sentence.
 - 1 Shannon: I'm studying Spanish. English.
 - 2 Rob: I work for a website as a designer.
 - **3** Rose: I own a company that makes soap and conditioners.
 - 4 Hashil: I love working with money.
 - **5** Gregor: I study literature and I really love it.
 - 6 Abi: I study Geography and I like learning about the planet.
 - C Natch again and check.
- 3 A Natch the second part of the video. Match the speakers (1–6) with the skills (a-f).
 - 1 Shannon
- a learn French
- 2 Rob
- **b** photography
- 3 Rose
- c learn Italian
- 4 Hashil
- **d** learn the quitar
- 5 Gregor
- e learn Arabic
- 6 Abi
- f music production
- **B** Complete the sentences with the words in the box.

because course future hobby more question 1 ... I think it's really important for the and yeah. 2 I am currently trying to learn [the] guitar, erm, as a 3 That's a good 4 I would like to learn ___about photography.

- 5 I would love to learn Italian I think it's a magnificent language.
- **6** I plan to do a _____ in music production ...
- C Natch again and check.

GRAMMAR

verbs and to infinitive

- 4 A Read the sentences. What verb form do we use after 'd like, love, want, etc.?
 - 1 I'd like to learn a foreign language.
 - 2 I'd love to learn Italian.
 - B Learn and practise. Go to the Grammar bank.
 - page 125 GRAMMAR BANK









ВВС

SPEAKING

do a survey

- 5A Work in pairs. Take turns to ask and answer the questions.
 - 1 In your work or studies, what do you need to do well?
 - 2 In the future, where do you plan to use English?
 - **3** What skills do you have and what skills would you like to learn?
 - **B** Work in a different pair. Ask the questions in Ex 5A. Then use the Key phrases to answer the questions.

KEY PHRASES

I need to ... because ...
I plan to use English for ...
I'd love/like to learn to ...
I can ..., but I want to do it better.
It's important for me to ...

- 6A Work in groups. Choose a question from Ex 5A.
 - **B** Ask your question and make a note of each student's answer in your group.

In your work or studies, what do you need to do well?

needs to answer online questions in English

Tell the group your answers. Choose one student in your table and write any new information you hear.

Emilio needs to answer online questions in English. He plans to use English at work because he wants to work in a hotel in another country. He can ...

- **D** Tell the group about the student you chose.
- E Listen to what other students say about you. Is it true?



WRITING

write a summary of a survey

7 A Read the summary. How many skills does the person write about?

¹I asked six people the question, 'What skills do you have and what skills would you like to learn?' ²Their answers were surprising. ³Two people can sing and they often act in the local theatre. ⁴One person can speak three languages and one person can write in Chinese. ⁵Two people love making videos and they said they can make good videos.

⁶The second part of the question was 'What skills would you like to learn?' ⁷Three of the answers were very different. ⁸One person would like to learn to cook Thai food, one person wants to learn to play chess and one person would love to learn to dance the tango! ⁹The other three people want to learn to draw and paint.

- B Match the parts of the summary (a-c) with the numbers in the text (1-9).
 - a the question 1
 - **b** the answers
 - c a comment about the answers 2
- C Use your notes from Ex 6B to write a summary of the answers. Include all the parts in Ex 7B.

GRAMMAR

- **1 A** Complete the sentences. Use the present simple or present continuous and the correct article (a, an, the or –).
 - 1 One student lives (live) in the town centre.
 - 2 Two students (have) same birthday.
 - 3 Three students (not wear) jeans today.
 - **4** Four students (not know) a lot about video games.
 - **5** Five students (write) their answers in notebook.
 - 6 We all _____ (use) a tablet at ____ work or at _____ school.
 - **B** Work in pairs. Choose three sentences from Ex 1A and write the questions. Ask other students in the class.

Do you live in the town centre?

C Change the sentences in Ex 1A so they are true for the students you asked.

Three students live in the town centre.

- 2 A Use the prompts to make questions.
 - 1 Would / you / like / be / scientist?
 - 2 you / planning / get / new phone / next year?
 - 3 you/want/have/coffee/now?
 - 4 When / learn / use / computer?
 - 5 When / decide / study / English?
 - **B** Work in pairs. Take turns to ask and answer the questions. Ask Why/Why not?

VOCABULARY

- **3** A Complete the phrases.
 - 1 l__k after animals
 - 2 f_x a computer
 - 3 l__v_ a message
 - 4 dr_v_a lorry
 - 5 m_k_ clothes
 - 6 p_ck_p rubbish
 - 7 s_nd a message
 - 8 t_rn_ff your phone
 - 9 w_rk with your hands
 - 10 d_s_gn furniture
 - B Work in pairs. Replace the words in bold in Ex 3A with two other things.

Look after someone's pet/a child.

- Work in pairs. Take turns to ask and answer questions. Use your ideas in Ex 3B. Begin: When was the last time you...?
 - A: When was the last time you looked after someone's pet?
 - B: I never look after people's pets. What about you?

4A Choose the correct option (A-C) to complete the text.



From computers to pizzas

János was a twenty-four-year-old student when he decided ¹ a new job. He was a shop assistant in an electronics shop. He had quite good computer skills and he could ² some customers' problems. But he didn't like his manager so he started ³ a new job, and found one as a pizza delivery man for a pizzeria in town. The interview was simple: 'Can you ⁴ a van? Can you work ⁵ ? Are you ⁶ money and people?' He answered yes to everything, and he started that day.

The work was easy. He ⁷ pizzas from ⁸ pizzeria, delivered them and collected the money. Customers were usually friendly, and he always ⁹ their names. People liked that.

János is now the manager of the pizzeria, but he says it was very difficult to ¹⁰ his pizza delivery job. 'I liked meeting the customers and driving around the city,' he says.

1	Α	to getting	В	get	C	to get
2	Α	fix	В	fax	C	read
3	Α	looking after	В	looking for	С	looking up
4	Α	drive	В	draw	C	type
5	Α	long hours	В	how many hours	С	long time
6	Α	good at	В	good for	C	good with
7	Α	turned off	В	gave up	С	picked up
8	Α	a	В	the	C	– (no article)
9	Α	relaxed	В	decided	С	remembered
10	Α	give up	В	clean up	С	turn off

B 🚺 R7.01 | Listen and check.



travellers 8



VLOGS

- Q: What place in the world would you most like to visit?
- Work in pairs and discuss the question.
- Watch the video. Write three places that you hear. Which would you like to visit? Why?

Global Scale of English

English LEARNING OBJECTIVES

8A READING | Read a travel website: describing places

Talk about a good city to visit and the best things to do there: superlative adjectives

Pronunciation: -t in superlatives

8B LISTENING | Understand a podcast about surprise travel: travel activities

Interview someone and suggest a trip for them: *be going to* Pronunciation: weak form of *to*

Write a description of a trip; use linking words: so, because

8C HOW TO ... | make requests and offers in a hotel: hotel language and hotel rooms

Pronunciation: the contraction 'll

8D BBC PROGRAMME | Understand a documentary about a school expedition to the Arctic

Talk about a difficult trip: adverbs of manner Write about a trip

VOCABULARY

describing places

- 1 A Work in pairs and discuss the questions.
 - 1 When you are planning to visit a new place, where do you get information?
 - friends

- · podcasts
- social media
- websites
- magazines
- guide books
- **2** How do you communicate with your friends or family while you are on holiday?
- 3 Do you ever write reviews about places you visit or stay in? If yes, where do you post them?
- **B** Read the information about Sintra. Find four things to see or do there.
- 2 A Put the words in bold in the text in the correct place in the table.

location	nature	adjectives
in the middle of	coast	wonderful
		A STATE OF THE STA
************************************	****	***************************************

- **B** Work in pairs. Add at least two more words or phrases to each group in the table.
- Write about a place you know. Use five of the words or phrases in Ex 2A. Don't say the name of the place.
 - It's about a hundred kilometres west of here. It's got a lovely beach. There are some ...
- Work in groups. Read each other's descriptions and guess the place.

READING

- 3A Read the travel discussions. Which advice do you like the most? Work in pairs and compare your answers.
 - B Read the discussions again and answer the questions.
 - 1 Who talks about:
 - a the beach? b transport? c how much things cost?
 - 2 What do these people agree on?
 - a Irek and Sofia b Yusuf, Miki and Sofia c Miki and Cindy
 - C Work in pairs. Answer Tim and Adriana's questions about your town/city or a town/city you know.

Top Places to Visit in Portugal

Sintra

Sintra sits in the middle of beautiful hills just 21 km west of Lisbon, and 20 minutes from the coast. After Lisbon, the capital city, Sintra is the number one place to visit in Portugal. There are lots of wonderful old buildings in the area. There's the Pena Palace at the top of one of the hills and the Moorish Castle nearby. You can see the Atlantic Ocean from up there and walk in the forest past large rocks the size of a small house. And there's the lovely old town with its pretty shops and cafés, and of course the National Palace, an important part of Sintra's history.



Tim P

Rotterdam, Holland

Sintra under 10 euros?

My friends and I are in Lisbon for a few days. We'd like to go to Sintra for a day, but we don't have very much money. What can we do for under 10 euros?



Irek Warsaw Poland

1. Re Sintra under 10 euros?

Sintra is lovely, but it's expensive to visit the Pena Palace and the Moorish Castle. I think you should spend more time in Lisbon.

Reply Favourite



Yusuf Istanbul Turkey

2. Re Sintra under 10 euros?

I disagree with Irek. The train ride is around 5 euros return, and it's the cheapest way to get to Sintra. Just walk around the old town and stop for coffee in one of the many cafés – that is the nicest way to spend a day there.

Reply Favourite

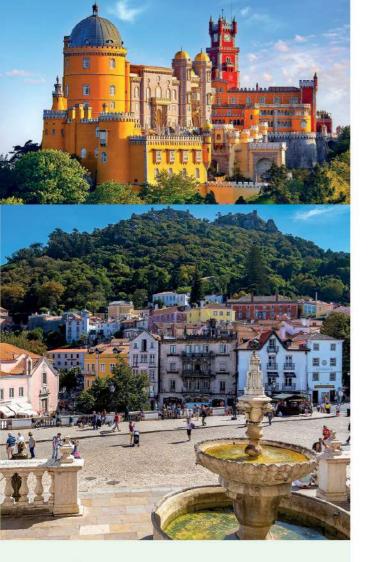


Miki Kobe, Japan

3. Re Sintra under 10 euros?

For me the Pena Palace is the most beautiful place in Sintra and you can get there on foot. On your way back, stop at the Casa das Minas for a coffee – It's the highest place in the old town!

Reply Favourite





Adriana

Buffalo, NY, USA

Free day near Lisbon?

What's the best thing to do near Lisbon? We have a free day at the end of our trip.



Cindy Shanghai,

1. Re Free day near Lisbon?

Go to Sintra, but think about how you get there. A taxi is the most expensive way, but it's the quickest. Then you have time for the palace (my favourite - it's so beautiful) AND the castle.

Reply Favourite



Andrew

Toronto, Canada

2. Re Free day near Lisbon?

Go to one of the beaches near Lisbon and relax. That's the easiest thing to do, and at the end of a trip maybe the nicest.

Reply Favourite



Sofia Montevideo, Uruguay

3. Re Free day near Lisbon?

Stay in Lisbon and go back to your favourite places there! Sit out, have a delicious coffee and do nothing. Enjoy!

Reply Favourite

GRAMMAR

superlative adjectives

- 4 A Complete the sentences with the adjectives in brackets. Use the text in Ex 3A to help you.
 - 1 The train is way to get to Sintra. (cheap)
 - 2 The Pena Palace is _____ place in Sintra. (beautiful)
 - thing to do near Lisbon? (good)
 - B Look at the sentences in Ex 4A. Complete the rules about how to form superlative adjectives.
 - 1 Short adjectives: the + adjective +
 - 2 Long adjectives, e.g. beautiful: the + ___ + adjective
 - 3 Irregular adjectives: bad → the worst, good →
 - C Find five more examples of superlatives in the text in Ex 3A.
 - D Learn and practise. Go to the Grammar Bank.
 - page 126 GRAMMAR BANK

PRONUNCIATION

- 5 A 3 8.01 | -t in superlatives | Listen to the sentences. In which of the sentences (1-4) can you hear the -t in bold?
 - 1 It's the busiest road in the area.
 - 2 It's the best example of local food.
 - 3 It's the most important building in the city.
 - 4 It's the cheapest place to eat near here.
 - B 3.01 | Work in pairs. Listen again and choose the correct word to complete the rule.

We don't usually pronounce the -t at the end of superlative adjectives when the next word begins with a consonant / vowel sound.

- C Work in pairs. Think of examples of 1-4 in Ex 5A. Pay attention to the pronunciation of the -t in the superlatives.
 - A: I think the busiest road in this area is the Marginal.
 - B: Yes, that's busy. But I think the busiest is the IC19.

SPEAKING

- **6A** Choose a town or city you think is good to visit.
 - B Read the prompts and prepare five questions to ask your partner. Use superlatives in your questions.
 - good time to visit? When is the best time to visit?
 - · bad time to visit?
 - easy way to get there?

 - · easy way to get around?
 - · good place to stay?
 - interesting thing to do?
- important thing to see?
- · beautiful building there?
- · expensive restaurant?
- good place to get a view?
- C Work in pairs. Take turns to ask and answer the questions.
- D Work in different pairs. Take turns to ask and answer the questions. Which place would you most like to visit? Why?



VOCABULARY

travel activities

1 Work in pairs and discuss the question. What do you think a surprise holiday is? Read the advert and check your ideas.

Can't decide where to go on holiday?

Take the stress out of travel.

Let us choose the perfect holiday for you.

Complete a questionnaire and we can arrange everything. One week before you leave, we send you travel tickets and the name of the place.

Start with our questionnaire.

- 2 Complete the questionnaire. Then work in pairs and compare your answers.
- **3 A** Complete the phrases with the words in the box. Use the questionnaire to help you.

doing going on going with looking taking trying using visiting

- taking photos
 famous places
 the local food
 a class
 an organised tour
 around the town
 an app or a guidebook
 a local guide
- **B** Work in pairs and discuss the questions. Which two activities in Ex 3A do you NOT enjoy on holiday? Why not?
 - A: When I'm on holiday, I don't enjoy going on an organised tour because I like walking around and finding places myself. What about you?

Complete our questionnaire and leave everything to us!

When you go on holiday, what do you prefer? Tick the boxes that are right for you.

- a weekend break
- a two-week holiday
- a small island
- a big city
- warm weather
- cold weather
- a simple room
- a five-star hotel

What's important to you on holiday?

- culture (theatre, concerts)
- shopping
- sightseeing (visiting famous places, taking photos)
- food and drink (trying the local food)
- nightlife (clubs, dancing)
- learning (doing a class cooking, dance, language)
- relaxing (beach, hotel swimming pool)
- being active (hiking, surfing, skiing)

Which of the sentences is more 'you'?

- I enjoy looking around a place without a guide.
 I like using an app or a guidebook, and even getting lost.
- ☐ I like using a local guide and going on an organised tour.

LISTENING

- 4A 3.02 | Listen to a radio programme about a surprise holiday. Are the statements True (T) or False (F)?
 - 1 Brody and Lexie both have a big birthday.
 - 2 They like big city holidays.
 - 3 Brody knows their plans better than Lexie.
 - 4 They don't plan to do everything together.
 - B 3.02 | Listen again. Tick the day Brody and Lexie do each activity.

	day 1	day 2	day 3
boat trip			
dance class (salsa)			
look around the town	1		
museums			
organised tour			
street food (fritanga)			

GRAMMAR

be going to

- 5A 38.03 | Listen and complete the sentences.
 - 1 What _____ you ____ to do there?
 - 2 We're visit some museums.
 - 3 We going to change our plans.
 - **B** Complete the rule for forming the future with be going to.

subject ⊦	+ going	+ infinitive

- C Choose the correct phrase to complete the rule.
 Use be going to to talk about a future plan / a present habit.
- D Learn and practise. Go to the Grammar Bank.
- page 127 GRAMMAR BANK

PRONUNCIATION

- 6A | weak form of to | Work in pairs. Use the prompts to make questions.
 - 1 When / you / have dinner?
 - 2 How/you/get home?
 - 3 study / you / English tonight?
 - 4 you / meet friends this weekend?
 - B 3.04 | Listen and check.
 - C 8.04 | Listen again. Is to in going to pronounced /tu:/ or /tə/?
 - D Work in pairs. Take turns to ask and answer the questions in Ex 6A. Use the weak form of to /ta/.

SPEAKING

- 7 A Work in pairs. Use the questionnaire in Ex 2 to interview each other. Note the answers.
 - B Plan a surprise trip for your partner. List five things they can do during the trip.
 - C Work in pairs. Student A: Tell Student B about the surprise trip. Student B: Choose three things to do.
 - A: I chose Crete, an island in Greece, for you. When you are there, you can take a boat trip, you can ...
 - B: That sounds great. Those are good ideas. The best three ideas are ...
 - D Work in groups and do the tasks.
 - 1 Student B: Tell the other students about your holiday plans. Remember to use be going to.
 - 2 Other students: Listen and ask questions. Then say other things that Student B can do.
 - B: Beatrice chose Crete, in Greece, for me. When I'm there, I'm going to take a boat trip and I'm going to ...

WRITING

write a description of a trip; use linking words: so, because

- 8 A Read an extract from a description of a trip. Answer the questions.
 - 1 Where do you think the writer is going this summer?
 - 2 Who do you think she is?

It's her village, and I like it because I spent a lot of my childhood there.

- ... she has a big garden, and she's quite old, so we're going to help her in her garden.
- B Write a description of a trip. Go to the Writing Bank.
- page 95 WRITING BANK





VOCABULARY

hotel language

- 1 A Read an article about hotel receptionists and questions that guests ask. Answer the questions.
 - 1 Which three questions are the funniest?
 - 2 What do you think the hotel receptionist should say or do?
 - B Work in pairs and discuss your ideas.
- **2** A Complete the phrases with the words in the box.

airport transfer bill early late lift luggage safe pass room service

- 1 book a room /an
- 2 order room
- 3 pay your
- 4 keep something in the
- 5 take the
- 6 print your boarding___
- 7 leave your
- 8 check in/check out
- **B** Work in pairs. Put 1–8 in Ex 2A in the correct order. There is more than one possible answer.

First, you book a room, then after that you usually ...

- Work in pairs and discuss the question about using a hotel. Which things do you usually do?
 - 1 book a room by phone
 - 2 check in early
 - 3 take the lift (not the stairs)
 - 4 order room service
 - **5** keep things in the safe (What?)
 - 6 print your boarding pass at the hotel
 - 7 leave your luggage at reception
 - 8 pay your bill in cash



The most difficult job in the hotel

Hotel receptionists don't have an easy job, and you can see why. Receptionists tell us some of their guests' funniest questions from last year.

- How much is the free breakfast?
- The bath is too big. Can you change my room?
- · What time does the 24-hour café open?
- (at the reception desk) Where's the reception desk?
- · Does the lift go up and down?
- Can I order room service in the restaurant?
- I'd like to keep my passport in the safe.
 How big is the safe?
- · Can I check out before I check in?

How to ...

make requests and offers in a hotel

3A 3.05 | Listen to four conversations between a guest and a receptionist. Tick the topics they talk about.

key card 🗷	safe 🗌	window	s 🗌	lift 🗆	
shower 🗌	boarding	pass 🗌	che	cking out [luggage 🗌

- B Work in pairs. Choose four of the topics the speakers talked about and answer the questions.
 - 1 What is the problem? 2 What does the receptionist do?
- C 38.05 | Listen again and check.
- 8.06 | Work in pairs and complete the sentences. Then listen and check.
 - **1** R: Let ____ me give you another key card. G: ____ great, thank you.
 - **2** R: I _____ put your passport in the safe here, if ____ like. G: Thanks, that's ____ of you.
 - **3** G:There's air conditioning? Great. How do I turn it on? R: I'______ send someone up.
 - 4 R: I'm sorry _____ that, Mr Cooper.
 - G:That's OK, but _____someone help?
 - R: Of course, I'll send someone right
 - **5** R: Just a moment, I _____ check. I'm ____ that's not possible. All the rooms are booked tomorrow. I ____ apologise.
 - G:That's all right. No problem.
- E Learn and practise. Go to the Grammar Bank.
- page 128 GRAMMAR BANK

PRONUNCIATION

4A 38.07 | the contraction 'll | Listen to the sentences. Which speaker uses 'll (the contraction of will), a or b?

	1	a		1	b	1	2	a		2	b		3	a		3	b]
--	---	---	--	---	---	---	---	---	--	---	---	--	---	---	--	---	---	--	---

B Work in pairs. Student A: Choose from 1-4. Say sentences a and b. You can change the order. Student B: Say the order that you heard.

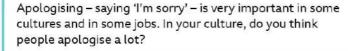
1 a I do it.
2 a I call her.
3 a I help you.
4 a I get it.
b I'll do it.
b I'll call her.
b I'll help you.
b I'll get it.

A: I'll do it. I do it.

- B: You said sentence b, then a.
- C Read the Future Skills box and answer the question.

FUTURE SKILLS

Social responsibility

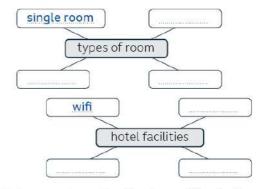


SPEAKING

5 A Work in pairs. Roleplay a conversation in a hotel. Use the prompts.



- B Work in a different pair. Roleplay the conversation without the prompts.
- 6 A You are going to roleplay other conversations between a guest and a hotel receptionist. Work in pairs and complete the word webs with your own ideas.



- B Learn and practise. Check your ideas in the Vocabulary Bank.
- page 145 VOCABULARY BANK hotel rooms
- 7 Work in pairs. Roleplay more conversations. Student A: Go to page 149. Student B: Go to page 153.

MEDIATION SKILLS

expressing certainty and uncertainty



Discuss a short story.

page 161 MEDIATION BANK

8D BBC Documentary

Arctic Academy

GRAMMAR | adverbs of manner

SPEAKING | talk about a difficult trip

WRITING | write about a trip

PREVIEW

1 A Work in pairs. Look at the words in the box and find them in the photos.

backpack hat skis sunglasses tent

- **B** Read the BBC programme information and answer the questions.
 - 1 Who are the man and the girl in the photo below?
 - 2 Where is the group of students from?
 - 3 Where are they travelling to?
 - 4 What problems do you think Kim has?



Arctic Academy

Craig Mathieson is an Arctic explorer. Every year he chooses ten teenagers from a Scottish school and takes them on a ten-day expedition to the Arctic. It is a life-changing experience for these teenagers, but it isn't easy for any of them. In this programme, one of the students, Kim, is having problems.

VIEW

2 A Watch the BBC video clip and number the events in the correct order.

- a They ski down the mountain.
- b They arrive at the second camp.
- c Kim says, 'I want to go home.'
- d The teenagers wake up. 1
- e They arrive at the top.
- f Adam helps Kim.
- g They have a meeting.
- h Kim feels much better.

B Natch again and choose the words you hear.

- 1 The teenagers are having a group talk / meeting with their leader Craig.
- 2 Each person is pulling 45 kilograms of equipment / food behind them.
- 3 Craig needs to think about everyone / every person in the group.
- 4 After eight hours, they finally arrive at their next camp / stop.
- 5 It's really difficult to walk / ski in the snow.
- 6 ... she's got an amazing story to tell her parents / family when she gets home.

C Work in pairs and discuss the questions.

- 1 Do you think this was a good experience for the teenagers? Why/Why not?
- 2 Do you think it's good to try very difficult things?

GRAMMAR

adverbs of manner

- **3** A Work in pairs. Underline the word in each sentence that describes how.
 - 1 For one of them, Kim, the day is starting badly.
 - 2 They can't go very fast.
 - 3 They climb slowly.
 - 4 They arrive safely, tired but happy.
 - B Learn and practise. Go to the Grammar Bank
 - page 129 GRAMMAR BANK



SPEAKING

talk about a difficult trip

- **4A** Work in pairs. You are going to hear someone talking about a walking holiday in New Zealand. Which things do you think were good, and which were bad?
 - 1 new walking shoes
 - 2 the rain
 - 3 other hikers/walkers
 - 4 the scenery
 - 5 the tent
 - B 🚺 8.08 | Listen and check your ideas.
 - C 38.08 | Listen again and tick the phrases you hear.

KEY PHRASES

A few years ago I went on a group holiday to $\dots \checkmark$... one of the most beautiful walks in the world.

First, the good things ...

The best thing was the scenery.

The worst thing was the weather.

I had some problems, though.

In the end, I enjoyed the experience.

I'd love to do it again.

- **5** A Think of a difficult trip that you went on. Make notes about the good things and the bad things.
 - **B** Work in pairs. Tell your partner about the trip. Say the good things first, then the bad things.
 - C Work in groups and tell your stories. Whose trip was the most difficult?



WRITING



write about a trip

6 A Read the story. What two mistakes did the writer make on his trip?

About ten years ago, I went on a trip to Luxor, to see the Valley of the Kings, one of the most important tourist sites in Egypt. I stayed in the town on one side of the Nile River; the Valley of the Kings is on the other side. People usually take a guided tour to the site, but I wanted to go alone.

First, the good things. I rented a bicycle from a very nice man near my hostel. He gave me directions to the site. I rode slowly to the river and I felt really good in the morning air. I often stopped to take photos – the scenery was beautiful.

I had some problems, though. I made two mistakes. First, it was a very hot day and I only had one small bottle of water with me – I drank it quickly in the morning, and I was thirsty all day. The second problem was the sun because I didn't have a hat. I got terrible sunburn, and felt really hot and tired. After a few hours I reached the site and took lots of photos. The site was amazing!

In the end, I enjoyed the experience. True, I didn't feel very well, but now I have some beautiful photos and memories. I'd love to do it again, but not on a bicycle!

- B Read the story again and answer the questions.
 - 1 How many paragraphs are there?
 - 2 What is each paragraph about?
 - 3 Find two adverbs of manner.
- C Write about a trip.
 - Use your notes from Ex 5A or write about another trip.
 - Write four paragraphs. Follow the model in Ex 6A.
 - Use at least two adverbs of manner.
- D Read other students' stories. Who learnt the most from their trip?



GRAMMAR

1 A Complete the sentences with the superlative form of the adjective in brackets.

Find the person who:

- 1 is _____in their family. (tall)
- 2 has ____surname, (long)
- **3** thinks thing in English is grammar. (easy)
- 4 thinks _____thing in English is listening. (difficult)
- 5 lives ____ from here. (far)
- 6 can remember _____day of last summer. (hot)
- 7 thinks way to practise English is with an app. (interesting)
- 8 can draw _____elephant. (good)
- B Work with the class. Ask questions to find the information in Ex 1A. Write the answers

Are you the tallest in your family?

 Work in groups. Discuss the answers to your questions.

Suzanna is the tallest in her family.

2A Read the list and write Jan's plans for tomorrow.

He's going to look for some new jeans at the clothes shop.

Jan's to do list:

- · clothes shop new jeans (look for)
- baker's cake for birthday party (order)
- library interesting book to read (find)
- ATM 200 euros (get)
- post office package (send)
- · café Sam and Helen (meet)
- electronics shop new battery for phone (buy)
- B Make a 'to do list' for this week. Write two places and why you're going to go there.
- C Work in pairs. Ask where your partner is going and what they are going to do there.
 - A: Where are you going?
 - B: To the pharmacy.
 - A: What are you going to do there?
 - B: I'm going to buy some aspirin.

VOCABULARY

3 A Complete the phrases with the words in the box. You do not need two of the words.

air conditioning area coast double gift middle ocean pool twin view

You should stay in a:

1 hotel with a swimming

2 hotel with a shop.

3 _____ room (1 bed).

4 _____room (2 beds).

5 room with

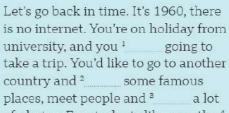
You should stay:

- 6 on the
- **7** in the of a forest.
- 8 near the
- **B** R8.01 | Listen to two people planning trips. What type of place should they stay in? Choose four phrases from Ex 3A for each person.

Ben should stay in a place on the coast ...

- C Work in pairs and discuss your ideas.
- **4** A Choose the correct option (A–C) to complete the text.

Home away from home





of photos. For students like you, the 4_ place to stay is a youth hostel, with lots of other young people, but you're a member of 'Servas International'. Servas members stay in other members' homes, usually for two nights, and spend a lot of time together. You aren't going service or a 6 , but would you like a room with a view of the sea? Why not, if that's where your host lives? And your Servas host can be your local guide. They know the area 7__ , so you don't need to an organised tour. Don't hurry, just do your eat together, so you can 10 the local food. Servas started in the 1940s, and millions of people now use it.

1	A 're	re B 've	C 'll
2	A go on	go on B look	C visit
3	A took	ook B take	C taking
4	A cheaper	heaper B cheapest	C cheap
5	A room	oom B clothes	C fast
6	A service	ervice B swimming	C gym
7	A differently	lifferently B good	C well
8	A go	go B goon	C go out
9	A slowly	lowly B slow	C happily
10	A to eat	o eat B try	C eating

B 🜒 R8.02 | Listen and check.

SPEAKOUT GAME

- A Work in groups and take turns. Student A: roll the dice and move your counter to the correct square. Follow the instructions on the square.
- **B** Follow the instructions (1–3). Use the sentences in the box to help you.

Can you repeat that? Let's ask the teacher. What does _____ mean? I don't understand. Is it my turn? It's your turn.

- 1 You completed the task → go to the next square.
- 2 You didn't complete the task → go the square above your square.
- 3 You rolled a number 1 → after you complete the task you can have another turn!



Instructions

Talk for one minute about this topic.

Say and spell three words from this topic.

Make the question, then ask someone.

Say three phrases for this situation.

1					
	1	2	3	4	5
START (a friend	jobs	what / you / going / do / at the weekend?	making a plan to meet a friend	your favourite food
11	10	9	8	7	6
everyday activities	why / you / learn / English?	ordering in a restaurant	your lifestyle	adjectives for feelings	when / you / happiest?
12	13	14	15	16	17
being a guest at someone's house	your home	family	what / you / do / last weekend?	buying something in a shop	your favourite place
23	22	21	20	19	18
food	where / be / you / this time last week?	arriving late to a meeting	your country	furniture	what / your favourite subject / at school?
24	25	26	27	28	29
asking for directions in the street	travel	clothes	what / best / café / near here?	giving directions in the street	your life five years ago
35	34	33	32	31	30
skills and abilities	what five things / you / do / every day?	asking the teacher a classroom question	your last birthday	travel activities	what / you / your friends / have / in common?
36	37	38	39	40	
asking for information on the phone	your dream job	hotel	when / you / last / ride / bike?	telling a hotel receptionist about a problem	FINISH!

1A write a personal profile; use capital letters

1 A Read the personal profile and the business card.
Which information in the box is in the personal
profile but NOT on the business card?

age interests languages nationality phone number



full name

Alexis Wilson

username

AlexIsNo1

email

alexis.wilson129@wahoo.com

Instagram

@alexwilson129

location

Tarragona

bio/interests

Hi, I'm Alexis!

I'm a writer and website developer and I have a small company, AW Design. I live in Tarragona near the city centre. I'm thirty-two and this is my first year here in Spain. I would like to meet local people to practise my Spanish. I speak a little Spanish and French, but my English is best (I'm American). I'm interested in meeting people to go to a museum or simply to have a coffee. Contact me if you're interested!



B When do we use capital letters? Tick the rules. Then find an example of each rule in the personal profile in Ex 1A.

Use a capital letter for the first letter of:

- 1 a sentence
- 2 cities
- 3 countries
- 4 businesses
- 5 jobs
- 6 languages
- 7 nationalities
- 8 people's names
- 9 places in town
- 10 street names
- Complete the words. Use capital letters where necessary.



- 2A Write your personal profile. Use the text in Ex 1A to help you. Remember to use capital letters correctly.
 - **B** Work in pairs. Compare your profiles. Did you find out new information about your partner?

2A write an online comment; use linking words: and, but, or

- 1 A Read the online answers to the question What is your favourite comfort food?

 Does anyone write about your favourite comfort food?
 - **B** Complete the sentences with *and*, *but* or *or*.
 - 1 It's not very good for me, ____I love it!
 - 2 Her pies bring back memories of my childhood ______ my time at her house.
 - **3** You can buy them with meat ______you can get vegetarian samosas.
 - C Read the text in Ex 1A again. Find two more examples of and, but and or.
 - D Complete the rules with and, but or or.
 - 1 Use _____ to add (+) two things.
 - **2** Use _____ to choose between two things.
 - 3 Use _____ to show two things are different.
- **2A** Complete the online comments with *and*, but or or.

My number one food is traditional fish _____chips, especially outdoors, in paper. It's easy to buy this everywhere in the UK, ____I think the best place is at the seaside. I like it with lemonade _____tea.

Mike England

I think rice pudding ('arroz con leche') is my favourite comfort food. It's made from rice, milk 4 sugar. Most people have it with cinnamon on top,

I like it with strawberries 6 sometimes with nothing.

Eduardo Peru

I'm Spanish, 7______ I live in Germany. For me, it's a tortilla, just with eggs and potatoes 8_____ maybe eggs, potatoes and onions. I can make a good tortilla, 9____ my mother's tortilla is the best. She often cooked it for me when I was young, 10_____ she cooks it now when I visit her.

Patricia Spain

- **B** Write an online comment about comfort food. Use *and*, *but* and *or*.
- C Work in pairs. Compare your online comments. Which food sounds the best?



What is your favourite comfort food?

Comments • • •



Giulia Bologna, Italy

My favourite comfort food is a big plate of spaghetti. Spaghetti with butter, herbs and parmigiano cheese, all mixed together. It's not very good for me, but I love it! I eat it when I feel sad or tired. It's delicious.

I'm with you, Giulia. I love pasta, but my Aunt Elizabeth's meat pies are top of my list of comfort food. She makes them with chicken or sometimes with beef. Her pies bring back memories of my childhood and my time at her house. I can smell her chicken pie right now! Yummy!



Maine, USA



Meera Delhi, India

Samosas. We love samosas in India. You can buy them everywhere in the streets. The outside of the triangle is crispy and inside are potatoes with onions and peas. You can buy them with meat or you can get vegetarian samosas. I like them with meat, but I sometimes have a vegetarian one.

Mine is my mother's mochi, a kind of Japanese rice cake, with sweet red bean paste inside. She makes the best mochi in the world. I'm in Canada now for one month. The food is good here, but I miss my mother's cooking. They have mochi in a shop here in Canada, but it's not the same.



Tatsuki Osaka, Japan

3A write a description of a home for a website; use commas

- 1 A Read the text and look at the photos. Who would like this apartment the most, A, B or C?
 - B Read the text again. Put the topics (a-g) in the order you find them in the text. One of the topics is not in the text.
 - a House rules
 - **b** A personal comment to the reader
 - c Rooms and furniture
 - d Shops and restaurants
 - e What is near?
 - f Where is it?
 - g Who/How many people is it good for?
 - C Read the sentences. How are they different? Which one is correct?
 - 1 The living room has a sofa a table and chairs.
 - 2 The living room has a sofa, a table and chairs.
 - D When do we use commas in lists? Choose the correct word(s) to complete the rules.
 - 1 In a list of two things we use / don't use a comma.
 - 2 In a list of three or more things, we use / don't use a comma between the things. We use / don't use a comma before and.
 - E Add commas to the sentences if necessary.
 - 1 The bedroom has a bed a desk an armchair and a reading lamp.
 - 2 The kitchen has a fridge and a dishwasher.
 - 3 The apartment is good for couples business travellers and small families.
- 2 A Choose an apartment on page 146 or 150, your home or a home that you know. Choose one of the groups of guests in the photos (A-C).
 - B Write an online description of the apartment or home for your quests.
 - C Read your description and check your use of commas.
 - D Work in pairs. Compare your descriptions. Do you agree which guests in the photos (A-C) would like the place the most? Why?

★ 4.48 (123 reviews)



Apartment in the heart of Barcelona

Enjoy your stay in this traditional, very clean apartment, close to the centre of Barcelona. It sleeps three people and is perfect for a break in this romantic city. Here are some details about the apartment.

The living room has a sofa, a table and chairs. The sofa can be a bed for one person. The apartment has good wifi and the TV has 44 channels.

The main bedroom has a double bed and a place for your clothes. The small balcony has a beautiful view over a pretty garden, perfect for a romantic dinner.

The kitchen is small but very well equipped with a microwave, a fridge and a dishwasher.

The bathroom has a shower and a bath and we always leave shampoo, soap and towels for our guests.

We love this apartment and live here most of the year. Museums and parks are close by. The apartment building is pleasant and quiet - please don't make a noise after 10 p.m. We hope it will be your home from home when you are in Barcelona. Minimum stay: 5 nights



We want a romantic weekend in Barcelona or Venice



We have a concert in Barcelona and need a place to practise.



We'd like to come for a week. We want to be close to parks and museums.

4A write about a special time; use time phrases

1 A Read the online post from Nadia116. Which of the things in the box does she NOT write about?

weather food swimming people

B Read the answers and write the questions.

1 Seven years ago, in the summer.

When was your special time?

- 2 In southern Turkey.
- 3 With my family.
- 4 Yes, we were. Very happy.
- 5 The food.

C Find four phrases in the text that answer the question When?

seven years ago,

- D What does What a day! mean?
 - a I can't remember the day.
 - **b** The day was very good.
- 2A Choose a special time to write about. Choose one of the topics from page 39, Ex 8A, or use your own idea.
 - 1 Answer the questions in Ex 1B. Make notes.
 - 2 Choose three time phrases to use in your description.
 - 3 Write your ending: It was a great ...
 - B Write your description. Use your notes from Ex 2A.
 - C Work in pairs.
 - Read your partner's description and ask questions to get more information.
 - 2 Suggest information to add to your partner's description.
 - D Use the ideas from Ex 2C to change your description.



What a week!



Nadia116

My special time was a holiday seven years ago, in the summer. I was 28. I was with my family in southern Turkey for a week. We were in a very small apartment next to the sea, with a balcony and a beautiful view. Our children were very young — Oliver was three and Charlotte was only one. We were on the beach every afternoon. It was a lot of fun! There weren't many people, so it was very quiet and relaxed. We were all very happy there. My favourite part was the food — there was fresh fish every day, straight from the sea! It was a great place with great weather and great food! What a week!



5B write a mini-bio; use linking words: after that, then, next

1 A Read the form and answer the questions.

- 1 What is Liam's job?
- 2 Where does he live now?
- 3 What verbs can you use with each piece of information?

Date of birth → was born

Name

Liam Morgan

Date of birth

8 August 1993

Place of birth

Des Moines, Iowa

Education

1998–2011: Des Moines Public Schools (Des Moines, Iowa)

2011–2015: Northwest University – BA Journalism

Work experience

2015–2016: intern, *The Des Moines* Register – worked on online edition of newspaper

2016–2019: reporter, Los Angeles Times

2019-present: writer, The Atlantic magazine

Hobbies

surfing, reading

Other

Currently living in Los Angeles (moved in 2016)

B Read the mini-bio that Liam wrote for his blog. Answer the questions.

- 1 What was his favourite job?
- 2 Does he use the verbs you thought of in Ex 1A, question 3?



Hi, my name is Liam Morgan. Welcome to my blog! I'd like to tell you a few things about myself.

I was born on 8 August 1993, in Des Moines, Iowa. My parents had a restaurant in the centre of town, a very popular diner. I spent my childhood in that

diner and met all the important local people there.

I finished high school in 2011. After that I went to Northwest University and studied journalism. I wanted to be a writer and work at the local newspaper in Des Moines. I finished university in 2015. Then I worked as an intern for *The Des Moines Register*. It wasn't my dream job (the pay was low), but I got some good experience. I worked on the online edition of the newspaper – and that was important for my future work.

Next I found a job with the Los Angeles Times, as a reporter. I moved to LA for the job, and I live there now. In 2019 I left the Los Angeles Times and started a job as a writer for The Atlantic magazine. To be honest, this IS my dream job.

I'm married and we have one child. I love surfing and reading in my free time.

C Complete the sentences with one or two words. Then check your answers in the text in Ex 1B.

- I finished high school in 2011. ______, I went to Northwest University and studied journalism.
- 2 I finished university in 2015. I worked as an intern for The Des Moines Register.
- 3 I worked on the online edition of the newspaper, and that was important for my future work. _____ I found a job with the Los Angeles Times.

D Choose the correct phrase to complete the rule.

We use then, next, after that to talk about **two actions at the same** time / one action after another.

2 A Prepare to write your mini-bio.

- 1 List six to eight major events or steps in your life. Use the form in Ex 1A to help you.
- 2 Add personal information at the end.

B Write your mini-bio. Use after that, then, next.

6A write a description of a group photo



This is a photo of my family from last year. We're celebrating my mother's birthday. She's wearing her favourite skirt and top and smiling at the photographer. My dad is saying something to her. I think he's making a joke; he always makes jokes. That's my brother behind my father. He's wearing a hat and is probably also making a joke. He's tall and he's got a beard and a moustache, the same as me. One of my sisters is standing behind my mum – she's got long blonde hair and her smile is the same as my mum's. And my other sister is standing behind my dad, and her best friend is next to her. And of course that's me in a red T-shirt with my girlfriend on the right.

1 A Read the description of photo A. Which person in the photo wrote it?

B Read the text again and find:

- 1 four words for clothes skirt
- 2 five words or phrases for appearance He's tall
- 3 nine phrases for an activity at the moment We're celebrating

2 Look at photo B and read the notes about it. Complete the description under the photo with two words in each gap.

- Janet short (160 cm, 1'm 165 cm)
- · curly brown hair (me too!)
- Abel straight blonde hair (his dad too)

3 A Prepare to write a description of a group photo.

- 1 Find a photo with two or more people you know or use the photo on page 149.
- 2 Make notes about each person in the photo. Write who they are and two or three things about their appearance, clothes and what they are doing.
- **B** Write your description.



That's my sist	er Janet and her son Abe	l. She's got curly
brown hair, th	e same as me, and she's	1
favourite top.	Abel has got straight blo	onde hair,
2	as his dad. They ³	a cake
together and	looking at	it in the oven.
Abel 5	something in his ha	and.

7B write a blog post; use example language

1 A Read the blog post. How many examples of activities does the person give?

In my country, many older people live alone or live in special homes. They have full and busy lives, but some older people don't have much money or many visitors. So how can you help? Well, in lots of ways. For example, you can visit and spend some time together, maybe take a cooked meal with you. You can do something fun, like go out for a drive or play a game. To give another example, if an older person finds it difficult to read, you can read to them. These activities don't take a lot of time and they can make a big difference. And you'll have fun, too.

B Read the list of examples below. Tick the ones that are in the blog post.

- 2 A Read the blog post again and answer the questions.
 - 1 What three words or phrases does the writer use to give examples? For example,
 - 2 Which word or phrase does NOT go at the beginning of a sentence?
 - B Complete the text with your answers from Ex 2A.

And there are other things you can do. 1______, you can go shopping with them. You can show them something, 2_____ how to use a new app. 2_____, you can work in the garden together.

- **3** A Prepare to write a blog post telling readers how they can help in your area.
 - 1 Choose a subject, for example: homeless people, nature, children, animals or your own idea.
 - 2 List at least three ways to help.
 - **B** Put the topics (a–c) in the correct order to make a good blog post. Use the text in Ex 1A to help you.
 - a Describe at least three ways of helping.
 - **b** Say something positive.
 - c Say something about the subject and what the problem is.
 - C Write your blog post. Follow the steps in Ex 3B and use the example language.
 - D Work in pairs. Compare your blog posts. Which ideas do you like the most?



8B write a description of a trip; use linking words: so, because

- 1 A Read the description and answer the questions.
 - 1 Were your ideas from Ex 8A correct?
 - 2 Is there a place that you have a similar feeling about?

I like travelling and one of my favourite places to go to is in my own country. It's my grandmother's village, and I like it because I spent a lot of my childhood there. The name of the village is Zacatlán and it's about three hours from Mexico City by car.

My brother and I are going to Zacatlán this summer. I don't like travelling by car, so we're going by bus to a town nearby, then a friend is going to pick us up. We're going to stay for two weeks.

When we're there, we're going to go walking every day because the village is very high and the views are amazing. My grandmother has a big garden, and she's quite old, so we're going to help her in her garden. We're also going to visit some other relatives. Both of my parents come from this village, so I have lots of relatives in the area.

For me, a trip to Zacatlán is better than a trip to another country because the best memories of my childhood come back every time I go there.

- **B** Complete the sentences with *because* or *so*. Then check your answers in the text.
 - 1 I like it I spent a lot of my childhood there.
 - 2 I don't like travelling by car, we're going by bus ...
 - 3 ... we're going to go walking every day _____ the village is very high and the views are amazing.
 - 4 ... she's quite old, _____ we're going to help her in her garden.
- C Choose the correct word(s) to complete the rules.
 - 1 We use because / so to answer the question Why? (the cause)
 - 2 We use **because** / **so** to answer the question What happens/ happened next? (the result)
 - 3 Because and so are usually at the beginning / in the middle of a sentence.
 - 4 There's usually a comma before because / so.

2A Complete the sentences with because or so.

- 1 I walked ten kilometres this afternoon
 - I love walking.
 - **b** I feel very tired.
- 2 We're not going to look around the town today
 - a I can meet you at two.
 - **b** it's too hot.
- **3** My sister and I enjoy spending time together
 - **a** _____ we're going to take a trip together.
 - **b** we like doing the same things.
- **B** Complete the sentences with your own ideas.
 - 1 It's going to rain tomorrow, so
 - 2 I didn't go anywhere last summer because
 - **3** I didn't go anywhere last summer, so
 - 4 I'm not going to study English tonight because
- **3** A Think about a trip you plan to take in the near future: a holiday to another country, a trip to visit family or a weekend away. Answer the questions. Make notes.
 - · Where is it?
 - · When are you going?
 - · Why are you going there?
 - · Who are you going to travel with?
 - · How are you going to get there? Why?
 - What are you going to do there? Why? (at least three activities)
 - **B** Write a description of your trip. Use *because* and *so* at least two times each.
 - C Work in pairs. Read your partner's description. Ask three questions about their trip.



LEAD-IN

REFERENCE ◀ page 6

subject pronouns and be

We use *be* in the present with: nationalities, adjectives, jobs, places, relationships, names, ages and prices.

We use it with a subject pronoun: **She's** British. NOT Is British.

Positive

subject	be	phrase
1	'm	fine, thank you.
1	am	a doctor.
He	's	from Spain.
She	is	in Madrid today.
It	15	twenty-one.
We	're	students.
You		in class.
They	are	friends.

We often use contractions in speaking and in informal writing. **I'm** Joe. **It's** three euros.

Negative

subject	be + not	phrase
1	'm not	at work today.
He/She/It	isn't	һарру.
We/You/They	aren't	sisters.

We can also say He/She/It's not; We/You/They're not.

Yes/No questions

She's at home.



be	subject	phrase
Am	1	late?
Is	he	Italian?
Are	you	OK?

Short answers

	subject	be
Yes,	I	am.
No,	he	isn't.
No,	we	aren't.

We don't use contractions with short answers with *yes*. Yes, he is. NOT Yes, he's.

object pronouns and possessive adjectives

We use subject, verb, object (SVO) word order in positive and negative sentences.

subject	verb	object
Thou	like	football.
They	like	it.
1	don't understand	Pablo.
1	don't understand	him.

We use subject pronouns before verbs.

She isn't at school. I have two email addresses.

We use object pronouns:

• after verbs.

I like her. Help us!

• after prepositions.

Come with me. Look at them.

We use possessive adjectives before nouns.

Where's my mobile? What are their names? Our teacher is from Poland.

We use **your** pens, **our** books, **their** names NOT yours pens, ours books, theirs names.

subject pronouns	object pronouns	possessive adjectives
1	me	my
you	you	your
he	him	his
it	it	its
she	her	her
we	us	our
they	them	their



- A: I don't know **them**. Who are **they**?
- B: **They**'re my friends. **Their** names are Yolanda and Pepe.

its = possessive

Your company, what's its name?

it's = it is

BWST Sports. It's an international company.



- A: Where's your cat?
- B: **It's** on my desk.
- A: What's **its** name?
- B: Its name is Kitty.

question words

Wh-questions

wh- question word	be	subject
What		the time?
Who	'S	Jan?
Where		my key?
When		your classes?
How	are	you?
Why		they (here)?

LEAD-IN

PRACTICE

subject pronouns and be

1 Complete the conversations with the correct forms of *be*. Use contractions where possible.

Nadia: ¹ Are you Sofia? Nadia: 4____you a student? Yes, I ⁵.....the Jess: teacher. Tom: Sydney the capital city of Australia? Kurt: No, it 8 The capital ⁹... Canberra. Alison: 10 Craig and Adam brothers? They 12 No, they 11... Phil: friends from university.

- 2 Use the prompts to make sentences. Use contractions where possible.
 - 1 My name / be / Angus. / be / Scottish / and / I / be / a student.

My name's Angus. I'm Scottish and I'm a student

My teacher / be / Maria. Her classes / be / very good. Our classroom / be / number thirty-two.

We / be / from / Peru.
We / be / in Tokyo / on holiday.
I / be / Cecilia / and / my brother's name / be / Miguel.
I / be / nineteen / and / he / be / twenty.

object pronouns and possessive adjectives

- Replace the words in bold with the correct object pronoun.
 - 1 Listen to the woman. her
 - 2 Meet me and Scott.
 - 3 Look at the photo.
 - 4 Read the instructions.
 - **5** Study with **your sister**.
 - 6 Open the two doors.
 - 7 I don't know your parents.
 - 8 Come with me and the other students.
 - 9 Speak to Mr Puskas.
 - 10 Close your book.

2 Choose the correct word to complete the sentences.



1 She's our / us teacher. Ask she / her.



2 We're at home tonight. Come and see **us / our!**



3 Here's **me** / **my** number. Phone **me** / **my**.



4 They're / She's so beautiful! Look at them / their!



5 She's / Her not in her room. Call him / her.



6 It / Its isn't me / my dog. It's his / he dog.

question words

1 Look at the answers in bold and write the questions. Use the words in the box and *be*.

What	Who	Where	When	How	Why		
1 What	s your	name? M	y name's	Ryan.			
2		? Cl	nristina's	at wor	k.		
3		? M	y mothe	r and fa	ther are	well, thank you.	
4		? Lı	ınch is a	t 1 p.m.			
5		? 0	ur docto	r is Dr I	Capoor.		
6			ustavo a y friend :		a are her	e because they're	3

1A present simple: I, you, we, they

We use the present simple to talk about:

- things that are always or generally true. I come from Italy. They live in Seoul.
- · habits and routines.

We get up at 7 a.m.

Positive and negative

subject	auxiliary verb (<i>do</i>)	infinitive	object or phrase
		like	cats.
We		come	from Canada.
You	-1 2+	understand	me.
They		speak	English.

We use the contraction don't (= do not) for negatives in speaking and in informal writing.

I don't work on Saturdays.

Questions

	<i>wh-</i> question word	auxiliary verb (<i>do</i>)	subject	infinitive	object or phrase
wh-	Where	do	you	live?	
questions	How	do	they	know	Teresa?
yes/no		Do	you	speak	Spanish?
questions	ons	Do	we	have	homework?

Short answers to yes/no questions

	subject	auxiliary verb (do)
Yes,	1	do.
No,	we	don't.

NOT Yes, I like. No, we don't like.



PRACTICE

- Put the words in the correct order to make questions.
 - 1 you / Do / classes? / like / English / your Do you like your English classes?
 - 2 in / Mr / live / Brown / and / Mrs / New York? / Do
 - 3 Sonia / you / each / and / Do / know / other?
 - 4 to / go / same / your / Do / children / the / school?
 - 5 TV? / of / watch / your / a / children / Do / lot
 - 6 Ben / Janey / and / Are / married?
 - 7 here? / come / you / near / Do / from
 - 8 home? / you / Do / at / English / speak
- Read the answers to the questions in Ex 1. Correct the mistake in each answer. One answer is correct.
 - 1 Yes, I like. do
 - 2 No, they don't live.
 - 3 Yes, we know.
 - 4 No, we go to different schools.
 - 5 Yes, I do.
 - 6 No, they don't.
 - 7 Yes, I'm from Madrid.
 - 8 No, we aren't. We speak Japanese.
- Read the texts and write the wh- questions. Use the verbs in brackets.

Name: ¹Xavier ²LeBon

Address: 31 Bonny Gardens, NW3 9BJ

Occupation: ⁴Hotel Manager Company: ⁵Art Hotel

1	What's your name	? (be)
2		? (spell)
3		? (live)
4		? (do)
5		? (work)

STUDENT CARD

Martina Fernandez NAME: COUNTRY: ⁶Argentina CLASS: English TIME: ⁷9–12 Mon–Fri ⁸Michael **TEACHER:**

6	 ? (come)
7	 ? (study)
8	? (be)

1B present simple: he, she, it

Positive and negative

He likes rock music. He doesn't like rock music.

subject	auxiliary verb (does)	infinitive (+ -s, -es)	object or phrase
1.1-		knows	my brother.
He She		finishes	at six.
It.	doesn't	like	fish.
10		have	a camera.

We use the contraction *doesn't* (= *does not*) for negatives in speaking and in informal writing.

The train doesn't go to Central Station.

Spelling

most verbs	add -s	play s live s
verbs ending -ch, -sh, -s, -x	add -es	teaches
verbs ending consonant + -y	change to -ies	studies
do and go	add -es	does
		go es
have		has

Questions

He likes rock music. Does he like rock music?

	<i>wh-</i> question word	auxiliary verb (<i>do</i>)	subject	infinitive	object or phrase
wh-	What	does	'famous'	mean?	
questions	Why	does	Tony	like	him?
vaslna			Emma	play	tennis?
<i>yes/no</i> questions		Does	your sister	live	near here?

Short answers to yes/no questions

	subject	auxiliary verb (do)
Yes,	she	does.
No,	he	doesn't

NOT Yes, she works. No, he doesn't work.

Do and does can be:

an auxiliary verb
 Do you play tennis? She doesn't like spaqhetti.

a normal verb
 He does his homework every day.
 What do you do? (= What's your job?)



Marta's room

PRACTICE

- 1 Look at the picture and write eight sentences about Marta. Use the verbs to help you.
- 2 Complete the text with the correct form of the verbs in the box.

cook drive enjoy fly not have not like read relax teach work

The couple that does it all!

Ken and Susie Parker are famous in their home town of Queenstown, New Zealand. Everybody knows them because they do everything! In the mornings, Susie 1 as a shop assistant in a ski shop. In the afternoons she 2 storybooks to children in the local school. In the evenings she 3 Maths classes. Her students 4 her classes because she's a good teacher and she's very funny.

Ken 5 a taxi, the school bus and a tourist boat. On Saturdays he's a pilot and he 6 a small plane for groups of tourists.

From Monday to Saturday Ken and Susie 7 very much free time, so on Sundays they have a day off. Ken 8 lunch because Susie 9 cooking. She just sits and 10 in the garden.

3 Read the answers to questions about Ken and Susie. Write the questions.

1	Where does Susie work? In a ski shop.
2	? She reads to children.
3	? Maths classes.
4	? Because she's a good teacher.
5	? A taxi, a bus, and a boat.
6	? A small plane, for groups of tourists
7	? No, she doesn't. She hates cooking
8	? She relaxes in the garden.

1C How to ... make suggestions

REFERENCE **≪** page 13

We use these phrases to make suggestions:

	infinitive	object or phrase
Let's	have	a coffee.
Can we	meet	at half past seven?
Would you like to	see	a film?

Let's = Let us

	noun or time
How about	a break?
What about	three o'clock?

We use these phrases to respond to suggestions:

positive	negative
OK.	I'm sorry, I can't.
Sure.	Sorry, I'm busy then.
Sure, that's fine.	Sorry, I can't. Another time?
Good idea.	
Perfect!	
I'd love to.	

We use Do you like to ask about things that are always true.

Do you like (coffee/orange juice)?

Do you like (playing tennis/speaking Spanish)?

We use Would you like to make suggestions.

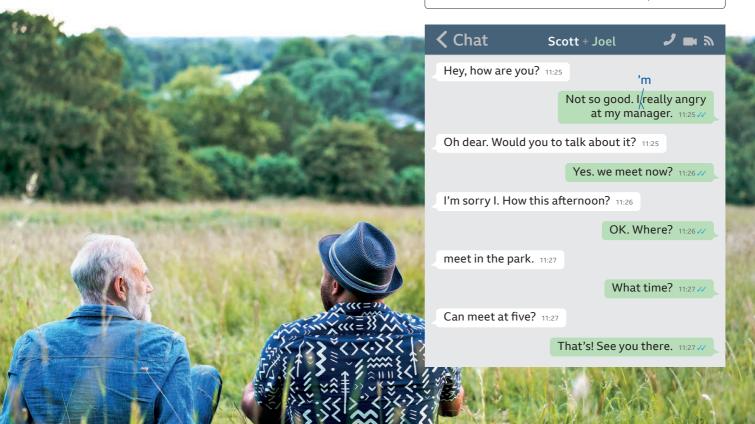
Would you like (a coffee/a bottle of water)?

Would you like to play (tennis/chess)?

PRACTICE

- Choose the correct word(s) to complete the conversations.
 - 1 A: I have / am really hungry.
 - B: Yeah, me, too. Let's / Can we have something to eat.
 - 2 A: Let me / Can we meet tomorrow?
 - B: Yes. What about / Would you like three o'clock?
 - A: Sorry, I can't. I'm busy. What about six o'clock?
 - **3** A:I feel very tired.
 - B: Would you like to / What about have a break?
 - A: Good idea. How about / Let's a coffee?
 - B: Sure.
 - 4 A: Can we / Would you like to play football on Saturday?
 - B: Sorry, I don't / can't. I'm busy. How about Sunday?
- 2 Complete the conversations.
 - A: Gina, would you like 1_____play tennis tomorrow?
 - B: I².....love to. Where?
 - A: In the park. Can³ meet at 11.00?
 - B: Sure, that ⁴ fine.
 - A: Let ⁵ have lunch.
 - B: Sorry, I can't now. 6____time?
 - A: No problem. How 7_____Saturday?
 - B: 8 idea!
- Correct the conversation. Add the words in the box.

about Can can't Let's like 'm perfect we



1D possessive 's, s'

We use 's with a person to talk about family and possessions

Janna is my father's sister. NOT Janna is the sister of my father.

Where are **Pete's** glasses? NOT Where are the glasses

We use 's with one person.

My **brother's** wife is from Poland.

We use s' with more than one person.

My parents' house is near here. (two parents) NOT My parent's house is near here. (one parent)

With irregular plurals, we use 's.

This is the children's bedroom. NOT This is the childrens' hedroom-

We can also use 's or s' with no noun after it.

This book isn't mine. It's Kiera's.

This car isn't mine. It's my parents'.

We don't usually use 's or s' with things. We use of.

Would you like to see a video of our holiday? NOT Would you like to see our holiday's video.

Notice We also use apostrophe 's for contractions.

Max is Pippa's husband = possessive

Pippa's at home = contraction: *Pippa is*

When a name ends in -s, we usually use -s's.

This is **Charles's** car.

PRACTICE

- Choose the correct words to complete the sentences.
 - 1 It's the laptop of Pete / Pete's laptop.
 - 2 Are they Jennifer's / Jennifers' sunglasses?
 - 3 This is my boy's / boys' bedroom. They're five and seven years old.
 - 4 It's not my bag. It's John's / Johns'.
 - **5** Where are the men's / mens' toilets?
 - 6 The end of the film / film's end is sad.

- Use the prompts to make sentences. Remember to use 's, s' or of.
 - 1 Naomi / be / Anton / daughter. Naomi is Anton's daughter.
 - 2 Makiko / favourite / colour / be / purple.
 - **3** My / brother / names / be / Zayn, Malek and Amir.
 - 4 Eddie / be / the children / father.
 - **5** This wallet / be / Nikolay.
 - 6 My / sister / husband / job / be / interesting.
 - 7 Juan / have / all the students / tickets.
 - 8 I / be / in / a / women / football team.
- Complete the text with ten apostrophes, six for possession and four for contractions.



Jacobs an old friend of mine from university. His wifes name is Angela and they are both doctors at the local hospital. They have three children. Their daughters names are Vicky and Sue and their sons names Jeff. Vickys at university and lives with them and Sues flat is near the city centre. Jeffs married and lives in his wifes parents house.

- 4 Correct the words in bold. Use an apostrophe.
 - 1 A: I think they're Stefan's books. B: No, they aren't **Stefan**. They're my books. No, they aren't Stefan's.
 - 2 A: Hey! That's my laptop! B: No, it isn't. It's Chris.
 - 3 A: Is it your car?
 - B: No, it's my parents. They live near here.
 - 4 A: Thanks for a lovely evening! B: Thank you for coming. Is this your coat? A: No, It's Sam. This is my coat.

2A countable and uncountable nouns; *a*, *an*, *some*, *any*

REFERENCE **∢** page 19

Countable nouns [C] are things we can count in English. They can be singular or plural.

banana/bananas, onion/onions, vegetable/vegetables

Uncountable nouns [U] are nouns we can't count in English. They are not usually plural.

water, pasta, rice NOT waters, pastas, rices

We use these quantifiers with nouns:

quantifier	noun	example	
a	singular	I have a banana for breakfast.	
an	countable	Do you want an apple ?	
_	plural	Does Milly like bananas ?	
2, 3, 4	countable	We need four apples .	
_	uncountable	I like fish .	
		Fruit is good for you.*	

^{*}With uncountable nouns, we use a singular verb.

This pasta is delicious. Our rice comes from India.

We use some to talk about a general amount, not an exact number.

We use *a lot of* for a big number or amount.

We use *any* in negative statements and questions.

quantifier	noun	example
	plural	Let's buy some beans .
some	countable	You have a lot of grapes .
a lot of	uncountable	I'd like some pasta .
	uncountable	We eat a lot of rice .
	plural	I can't see any potatoes .
any	countable	We don't have any lemons .
	uncountable	Can you see any lamb ?
	uncountable	Do you have any orange juice ?

We use *some* and *something* in questions to ask for and offer things.

Can I have some sugar, please?

Would you like something to drink?

PRACTICE

- Correct the mistake in each sentence. Two sentences
 - 1 Do you eat meats?
 - 2 Sylvie doesn't like fruit.
 - 3 Pastas are good for you.
 - 4 My parents don't eat butters.
 - **5** Do you have hot or cold milk in your coffee?
 - 6 I like a lot of toast with honeys for breakfast.
 - 7 Can I have four potato, please?
 - 8 Would you like apple?
- 2 Look at the picture. What does the customer buy? Write *a/an*, *some* or *a lot of* and the type of food.

A = some pears

Complete the conversation with a, an, some, a lot of or any.

Man: What's for dinner? Woman: Well, let's see. Oh no, we don't have

So I can't make an omelette. Do we have Man:

spaghetti?

eggs.

Woman: Yes, I can see ³____spaghetti. Five packets!

Do we have 4____tomatoes?

Woman: Yes, I think so. Yes, we have 5_____tomato. And 6

onion? Man: Woman: No, I can't see 7 onions. Oh. We just need 8 butter. Man: Woman: No butter, but we have 9_____oil!

No problem. So dinner is spaghetti with oil Man[.]

and 10 tomato!



2B adverbs and phrases of frequency

We use adverbs of frequency to talk about how often we do somethina.

never	hardly ever	sometimes	often	usually	always
0%	10%	40%	60%	80%	100%

Adverbs of frequency go before most verbs.

subject	adverb of frequency	verb	object or phrase
We	always	have	breakfast at seven.
I	usually	listen	to the news.
Jayne	sometimes	goes	running in the evening.

Adverbs of frequency go after the verb be.

	subject	be	adverb of frequency	object or phrase
	David	'S	often	very tired.
-	They	're	sometimes	late.

Usually and sometimes can also go at the beginning of a sentence. Sometimes can go at the end, too.

Usually my mother phones me early in the morning. New York is very cold sometimes.

Negatives

subject	auxiliary (<i>do</i>)	adverb of frequency	verb	object or phrase
1	don't	always	finish	my homework.
Marta	doesn't	usually	work	at the weekend.

subject	be	adverb of frequency	object or phrase
	'm not	usually	bored.
It	isn't	always	so hot here.

We use a positive verb (+) with never and hardly ever.

She never listens to me.

Stefan is hardly ever ill.

We use phrases of frequency at the end of a sentence or

I have lunch with my parents every Sunday.

We go late-night shopping on Thursdays.

Kate walks to work once or twice a month.

My brother goes on holiday three or four times a year.

PRACTICE

- Add the correct adverb of frequency to the sentences. Use the information in brackets to help you.
 - **1** I get up early. (0%) I never get up early.
 - 2 I have breakfast with my family. (100%)
 - **3** My father reads a newspaper on Sundays. (80%)
 - 4 We're tired in the morning. (60%)
 - **5** I go to bed before 11 p.m. (10%)
 - 6 I drink coffee. (0%)
 - 7 Nicola's late. (40%)
 - 8 My sister phones me in the evening. (60%)
 - 9 The hotel receptionist is friendly (100%)
 - **10** The coffee here is hot! (0%)

Put the words in the correct order to make conversations.

- 1 A: students / My / late. / never / are B: homework? / always / they / Do / their / do A: Yes!
- 2 A: often / go / How / cinema? / you / do / to / the B: twice / Sometimes / month. / we / go / a A: hardly / cinema. / go / ever / We / the / to B: films / on / usually / watch / you / TV? / Do A: films / we / online. / watch / usually / No,
- 3 A: go? / does / How / the / boat / often B: goes / three / times / It / day. / a

Rewrite the sentences so they mean the same. Use the words in brackets.

- **1** Baz is always early for class (never) Baz is never late for class.
- 2 I wash my hair every Monday. (once)
- 3 Angie isn't often ill. (sometimes)
- 4 I drink coffee once a month. (hardly ever)
- **5** We go out for a meal on my birthday and my husband's birthday. (twice)
- 6 Sarfaz hardly ever eats fish. (not often)
- **7** Bianca doesn't study in the evenings. (never)
- 8 My brother always goes out on Saturday night. (every)

2C How to ... order a meal in a restaurant

REFERENCE ◀ page 23

We use can, could and would like/'d like to make requests in a restaurant.

Can I Could we	have	a glass of water,	please?
l'd I would		some peas, some vegetable soup,	please.

Can and could are both polite, but could is a little more polite.

We use some to make a request with plural and uncountable nouns. Don't use any.

Can I have **some potatoes**, please?

Could we have some water, please?

We can use the to order something on the menu.

I'd like the chocolate ice cream, please.

Can I have the salmon, please?

To reply to requests, yes or no are not very polite. We usually answer with a phrase.

positive	negative
Yes, of course.	I'm sorry, we don't have any
Yes, certainly.	soup left.
Sure, no problem.*	I'm afraid we close at ten.

^{*} This is informal.

PRACTICE

- Choose the correct word(s) to complete the sentences.
 - 1 Can we have some / any bread, please?
 - 2 I'd like / I like the lamb curry, please.
 - 3 I could / Could I have some sparkling mineral water, please?
 - 4 Sure, not / no problem.
 - **5** Can we have **bill**, / **the bill**, please?
 - 6 I'm sorry, we don't have some / any chicken left.

Correct the conversation. Add the words in the box. You do not need one of the words.

> Could d Do have like any please something thank you want water

Waiter: Are you ready to order?

have

Customer: Yes, can I/some tomato soup, please?

you want any bread rolls with that? Waiter:

Customer: Yes, please. And for the main course I' like

the steak.

Waiter: What vegetables would you?

Customer: I have some potatoes and green peas?

Waiter: Would you like side dishes?

Customer: No,.

Waiter: And would you like to drink?

Customer: Some mineral, please.

Certainly. Do you a big bottle of mineral Waiter:

water?

Customer: Yes,.

3 Use the prompts to make conversations.

1 A: Ready / order?

) Are you ready to order?

B: Yes. / starter / have / vegetable soup?

A: What / you / like / main course?

B: Could / the Malaysian noodles?

A: like / side dishes?

B: No / thank.

A: What / like / to drink?

B: like / sparkling / mineral / please.

2 A: How / meal?



2D like, hate, love + -ing

We use verb + -ing after love, like, enjoy, don't like and hate.







studying English.

l enjoy 📊





Shopping for clothes is **OK/all right**.

= you don't like something, but you don't dislike it. It's 50/50.



I don't like making mistakes.

| hate 📮 🗓





Spelling

infinitive	-ing form	spelling rule	
wait	wait ing	add -ing	
do	do ing	add -IIIg	
write	writ ing	a add ina	
take	tak ing	€, add -ing	
run get up	run ning get ting up	consonant + vowel + consonant (CVC), double the final consonant, add -ing	
know play	know ing play ing	verbs ending -y, -w or -x do not double the final consonant	

In spoken British English and in US English people often use *like* + *to* infinitive.

We like to go on holiday in September.

What do you like to do at the weekends?

We use *like* + -*ing* to talk about things that are always true. I like playing tennis.

We use would like + to infinitive to talk about something you want now.

I'm tired. I'd like to sit down.



PRACTICE

Write the -ing form of the verbs in the box.

come email give go meet

Complete the article with the -ing form of the verbs in brackets.

How to relax

When people relax, what do they like 1.... Some people enjoy 2 (play) a sport and others love 3 (dance), but in a survey, many people say they don't like 4 (be) with other people all the time. They often feel tired and want to get away. So how do they relax? Well, many people love 5 (read). They really like (sit) alone with a good book and maybe also (listen) to music. Many people also love 8. (walk) alone in nature. People say 9.... restaurants is all right, but they don't always feel relaxed there. Interestingly, a lot of people say they don't like 10 (relax). They hate 11 a break from work. The question is, do they really like 12 (work)?

Correct the sentences. Add the -ing form of the verbs in the box.

choose have put mix sleep stand swim watch

being

- 1 I like/thirty. It's a good age.
- 2 Toni and I enjoy old black and white films.
- **3** Everyone hates goodbye to people at airports.
- 4 Do you like in hotels?
- **5** Guz loves in the sea.
- 6 We love picnics.
- 7 I really like things in boxes.
- 8 George hates shoes.
- **9** Jo enjoys with people from other countries.
- 10 Sam doesn't enjoy at football matches.

3A this, that, these, those; here, there

We use this, that, these, those + nouns.

This map doesn't have the information. Let's look in that book.



This pasta is really good. Can you pass me that cheese, please?



These plates are dirty. Are those plates clean?



	singular	uncountable	plural
things near me (here)	this map	this pasta	these dishes
things not near me (there)	that book	that cheese	those cups

We can also use this, that, these, those with no noun after it.

This is the living room.

What's that in English?

I don't usually like chocolates, but I like these.

Can I have one of those, please?

PRACTICE

- Complete the conversations with this, that, these, those, here or there.
 - 1 A: This key is mine, and keys here are for you. Put them in your bag.
 - B: Thank you.
 - 2 A: Can I look at _____jeans in the window, please?
 - B: Sure. Just a minute. Do you mean _____ones
 - 3 A: is your room. Number 207.
 - B: Thank you. Where's the bathroom?
 - A: It's over ____ on the other side of the room.
 - 4 A: I can't see my suitcase. It's small and red.
 - B: Is this it, ____?
 - A: No, but I can see it over there. near the information desk has it.
- Look at the picture. Correct nine mistakes in the conversations.
 - **1** Jill: Is this coffee hot? that
 - Alan: That isn't coffee, it's tea.
 - 2 Kim: Those strawberries are delicious.
 - Alan: Yes, this are from my garden.
 - 3 Kim: And these cake is wonderful.
 - Jill: Thanks. It's from a new recipe.
 - **4** Jill: Can I have some of those pasta, please?
 - Kim: Which pasta? These one?
 - **5** Alan: What's in this sandwich?
 - Beef and salad. Those sandwiches are very nice.
 - 6 Jill: Are this tomatoes from your garden, Alan?
 - Alan: No, they're from the supermarket!



PRACTICE

ε

Complete the conversations.

- A: ... Haveyou got a pen?

 B: Sorry, no I, but I've a pencil.

 A: Can I use it? Thanks.

 A: A:your son got a watch?

 B: No, he He uses his phone.

 B: No, he He uses his phone.
- tonight. B: Wow! **4** A: Oh no. I______ my credit card with me.

Put the words in the correct order to make sentences.

- 1 car? / Has / got / Meg / a
- 2 any / you / have / Rino, / got / brothers?
- 3 ten / Why / Alan / bags? / got / has 4 bananas? / Julie, / got / any / have / we
- 2 got / you / on / What / phone? / have / apps / your
- Correct each item (1-5). Add two words from the box.

6 homework / we / Have / got / tonight? / any

- I love it. It/new, it/fast and it/got wifi. I love driving it.'
- I've one at home. It twenty years old. I listen to it a

lot, mostly music programmes.'

3 'She's very friendly. We got three of them, but I like her best. She's black and white and she got big

black eyes. She likes playing with me in the garden.

- 4 'My best friend's three of these in her house. The one in her bedroom is terrible! It's small and it got
- **5** 'I got two of them, Juan and Mario. They're usually great, but sometimes we problems. We live in an apartment in the city with our parents.'
- Look at the sentences in Ex 3. Which 's = has, and which 's = is?

It's new = It is new, it's got wifi = it has got wifi

Work in pairs. What is each person in Ex 3 talking about?

A: I think number 1 is about a car.

B: Yes. But my car hasn't got wifi!

very good internet.'

3B have got

KELEKENCE ← bage 31

noissessod •

We use have got for:

I've got some photos of my home. The apartment has got two bedrooms.

relationships

I've got a brother and a sister.

How many online friends have you got?

Positive and negative

toejdo	106	auxiliary verb: (have)	tɔəjdus
a small bedroom.		٩٧°	1
some old CDs.		рале	noX
a coffee machine.		haven't	€W
any coffee.	400	have not	Тһеу
.VT wэп ҕ	106	S,	٥Н
some nice paintings.		ряs	945 9H
з qesk.		hasn't	She My room
any plants.		has not	111001 (111

Have got means the same as have in the present simple. I've got three brothers = I have three brothers.

She's **got** a new job = She **has** a new job.

We haven't got any coffee. = We don't have any coffee.

He hasn't got a car. = He doesn't have a car.

Questions

any photos?	106	əys əw	eveH SeH		yes/no
snudrasses?	400	әų	pas	ΛηΛΛ	suoitsənb
Suoy Atiw		noλ	рале	JadW	-чм
object or phrase	10 <i>6</i>	toejdus	auxiliary verb (have)	wh- question word	

Short answers to yes/no questions

	tobject	auxiliary verb (<i>hαν</i> e)
	ЭW	have.
- Kes,	əys	has.
	ЭW	haven't.
'oN	əys	hasn't.

Compare have got with have.

Have we got a class now? = Do we have a class now? Yes, we have. = Yes, we do.

Has your phone got a good camera? = **Does your phone**

No, it hasn't. = No, it doesn't.

3C How to ... make invitations and offers

REFERENCE ◀ page 33

We use this phrase to make invitations:

	verb phrase
	come for (dinner/lunch)?
	come to my birthday party?

We use these phrases to respond to invitations:

positive	negative
I'd love to come.	I'm sorry, I can't.
I'd love to.	I'm busy (on that day/on Sunday).

We use these phrases to make offers:

	verb phrase	
Let me	take your coat.	
Can I	get you something to eat?	
	noun or noun phrase	
Would you like	a coffee?	

We use these phrases to respond to offers:

positive	negative
Thank you./Thanks.	No thanks, I'm
Yes, please.	fine.
That's kind of you.	I'm fine, thanks.
How nice of you.	That's all right. I'm fine.
I'd love (one/something/some), thanks.	I'm πne.
I'd love (a coffee/some water), please.	

PRACTICE

Number the sentences in the conversation in the correct order.

- A: OK, Wednesday the 17th. Have you got our address?
- A: How about next week, then? Would you like to come to dinner on Wednesday?
- A: Hi Alice. Would you like to come for lunch this weekend? 1
- A: How about Sunday?
- B: Let me check. Oh no. I'm sorry, I can't. It's my niece's birthday party on Sunday.
- B: Yes, it's in my phone. Thank you very much. See you next Wednesday.
- B: Next Wednesday. Yes, that's good.
- B: I'd love to, but I work on Saturdays.

Put the words in the correct order to make a conversation.

- A: come / Hi, / in! / your / Let / take / me / bag.
- B: you. / of / That / kind / 's / you. / these / for / Here, / are
- A: of / How / you! / nice / coffee? / you / like / Would / a / of / cup
- B: thanks. / I'd / one, / love
- A: something? / or / sandwich / you / get / Can / a / I
- B: fine./you,/I/thank/'m/No



Use the prompts to make sentences and complete the conversations.

1 Julie: Hi Chris, / it / be / me, Julie.

Chris: Oh hi Julie. How / be / you?

Julie: Good, thanks. / Listen, / like / come / Susie /

birthday party / Saturday?

Chris: love / come! / How old / be / she?

Julie: She / be / four.

Chris: time / be / party?

Julie: It / be / three o'clock.

2 Julie: Hi Chris, / come!

Chris: Hello Julie.

Julie: Let / take / jacket.

Chris: Thanks.

Julie: like / something / drink?

Chris: What / you / got?

Julie: We / got / orange juice, water and tea.

Chris: I / love / orange juice, thanks.

Julie: Here / you / be.

Chris: Thanks! Where / be / Susie?

3D there is, there are

We use *there* + *be* to say something exists or doesn't exist. There's a cinema, but there isn't a car park.

Positive and negative

With countable [C] nouns we use is/are.

There	's isn't	a	station near here. park.
	are	some a lot of lots of	good cafés close by.
	aren't	any a lot of many	shops near us.

With uncountable [U] nouns we use is.





traffic = uncountable [U]

noise = uncountable [U]

There	's	some a lot of lots of	traffic.
THEIE	isn't	any a lot of much	noise.

In the positive, we use some, a lot of, lots of with plural [C] nouns and with [U] nouns.

In the negative, we use:

- not any, not a lot of with plural [C] and with [U] nouns.
- not many with plural [C] nouns.
- not much with [U] nouns.

Yes/No questions

		a	supermarket near here?
Is	there	any a lot of much	traffic? noise?
Are		any a lot of many	restaurants near you? flats in your building?

In questions we use any, a lot of, much and many.

Short answers to yes/no questions

Yes,	there	is. are.
No,		isn't aren't.

We can also use *There is/are + no* in the negative.

There's no station. There's no traffic.

There are no buses today.

Complete the questions with Is/Are there.

1	Is there	a park in your neighbourhood?
2		any cafés?
3	r	much traffic on your street?
4		any shops on your street?
5		a playground for the children?
6	r	many food and clothes shops?
7		a lot of noise from the park?
8	r	many buses?
9		any schools?
10		a station?

2 Complete the short answers to the questions in Ex 1.

1	No, there isn't .
2	No,
	Yes,
	No,
5	Yes,
	Yes,
	No,
8	Yes,
9	No,
10	Yes,

Complete the second sentence so it means the same as the first sentence.

1	We've got six eggs in the fridge.
	There are six eggs in the fridge .
2	We've got some bread in the cupboard
	There
3	Have we got any apples?
	there
4	Have we got any milk?

	9 ,		
	there	?	
5	We haven't got any rice.		

	THEIETIC	⊂.
6	We've got some grapes.	
	There	

_	Llava via ant manni ann ann	
/	Have we got many oranges?	
	there	?
8	We haven't got much bread.	

	THEFE.	
9	We haven't got a lot of potatoes.	
	There	potatoe

0	We've	got	lots	of	minera	l water.	
	There						

4A past simple of be: was, were

We use was and were to talk about the past.

We use it with adjectives, places, times, prices, ages and jobs. We also use it with to be born.

I was born in 2005.

Positive and negative

subject	be	phrase
1		very happy.
He	was	a writer.
She	wasn't	born in 1998.
It		born in June last year.
We	word	at home.
They	were weren't	in class.
You	werent	there.

Questions

	<i>wh-</i> question word	be	subject	phrase
wh-	When	was	she	in Malaysia?
questions	Where	were	you	yesterday?
yes/no		Was	he	correct?
questions		Were	they	here?

Short answers to yes/no questions

	subject	be
Yes,	she	was.
No,	they	weren't.

PRACTICE

Correct the email. Add was, wasn't, were or weren't.

Hi Stefanie,

How are you? We're just back from our break in Istanbul.

The apartment/amazing! It near the city centre.

There a great little café about five minutes away and a supermarket ten minutes away. The apartment very big, there only two rooms, a living room and a bedroom, but the rooms very clean and the furniture new. It quiet because there much traffic nearby, and there very many tourists. We in the apartment very much because we outside all day. Let's go for a coffee soon and I can tell you all about it.

Bye for now.

Lynn



Complete the questions and answers in the past. Use two words for each item (1-10). A contraction = two words.

1	Q: Who	was A	da Love	lace?			
2	A:	a famo	us scier	ntist.			
3	Q:	Americ	can?				
4	A: No, sh	e	She v	was Bri	tish.		
5	Q:	was	bo	rn?			
6	A: She	in	1815.				
7	Q:	her pa	rents?				
8	A: Her	Lo	rd Byro	n and h	nis wife	Annal	bella.
9	Q:	was	far	mous?			
10	A: She					work c	n the
	first co	mpute	rs	a wc	man!		

Complete the sentences with the present simple or past simple form of be. Use the positive (+) or negative

(-,) torm.
1	Paula was (+) a student here in 2010 and now she (+) a teacher.
2	I(-) well at the weekend, but I(+) fine now.
3	Hannah and Billy(+) OK today, but they(-) OK yesterday.
4	Kiefer(-) at work today, but he(+) here yesterday.
5	We(+) at home on Friday, but we(-) at home today.
6	My driving lesson(-) easy today and it(+) difficult yesterday.

4B how much, how many; how + adjective

We use questions with *How much* and *How many* to ask about amounts and numbers.

uncountable	countable
water	glasses of water
money	coins
traffic	cars
furniture	chairs
luggage	bags

Questions

		noun	phrase
uncountable How much		water	is there in the human body?
	IIIucii	money	do we need?
countable	How	countries	are there in Europe?
	many	bags	have you got?

Answers

uncountable	A lot! Water is about sixty percent of the human body. Not much. About ten dollars.	
countable	A lot! I think there are forty countries.	
	Not many. Only three.	

We often use *How much* with no noun to ask about the price or the weight of something.

A: How much is that phone?

B: It's sixty euros.

A: How much does your luggage weigh?

B: Twenty kilos.

We can also ask questions with How + adjective.

	adjective	phrase	
How	tall	is the Eiffel Tower?	
	big	are the classes?	
	high	are the Andes?	
	old	are your children?	
	long	do elephants live?*	
	far	is your home from the station?**	

^{*} NOT How long time

We often use short answers: *Not much. Not many. Not far. Not long.*

A: How long do you usually wait for a bus?

B: Not long. Maybe five minutes.

A: How many people were there at the meeting?

B: Not many. Only three.

We use short questions to check information.

A: The lake is 235 metres deep.

B: Sorry, could you say that again?/Sorry. How deep?

A: The class is fifteen euros an hour.

B: Sorry. How much?

PRACTICE

1 Complete the conversation with the words in the box.

far how (x2) long many (x2) much (x2) nice not old tall
A: Your cat is big. How 1does she eat? B: 2much. Only about ten kilograms of food a continuous she is a continu
A: Sorry, how ³ ?
B: Ten kilos a day.
A: That's a lot. And how 4litres of milk does she drink?
B: Not ⁵
A: 6many? That's a lot!
B: Well, she weighs fifty kilos
A: Sorry, 7 many ?
B: Fifty kilos. And she's one metre tall.
A: How 8? That isn't possible!
B: And she's very sporty. She runs for an hour every day.
A: How ⁹ ?
B: For about an hour. Maybe four kilometres.
A: How 10? Four kilometres!
B: And she's not very young anymore.
B: How ¹¹ is she?
A: Forty years old. It's her birthday today.
B: How 12! Happy Birthday!

2 Read the answers. Then use the prompts and *much*, *many* or an adjective to make the questions.

1 O: How / coffee / you / drink / every day? A: A lot!

How much coffee do you drink every day?

- 2 Q: How / states / be / there / the USA? A: Fifty, I think.
- **3** Q: How / be / your parents? A: Sixty and fifty-six.
- **4** Q: How / be / you? A: 1.7 metres.
- **5** Q: How / be / it / from the city centre / airport? A: Ten kilometres.
- **6** Q: How / money / you / got ? A: Ten euros, for the cinema.
- **7** Q: How / be / your / last holiday? A: It was two weeks.
- **8** Q: How / be / English / from your language? A: It's very different.
- **9** Q: How / brothers and sisters / you / got? A: One brother but no sisters.
- **10** Q: How / traffic / be / there / this morning? A: A lot! It was terrible.

^{**} Also: **How far is it** from your home to the station?

4C How to ... get help in shops

We use these phrases to make requests in shops:

Can I	pay (by phone/by card)?	
Could I	have a receipt?	
I'd like	a phone charger, please .	
Do you	sell batteries?	

Can and could are both polite, but could is a little more polite.

We use these phrases to request other people to do things:

Can you	put in your PIN number here?
Could you	help me?

We use these phrases to end a conversation with a shop assistant:

I'll take	this one, please .
	them, please .
I'll have	these shoes, please .
I'll leave	it, thank you . It's not right.
i ii ieave	them, thank you . They're not right.
I'll think about	it.

We use prepositions or adverbs in these phrases:

Can I pay by card/phone?

Can I pay in cash?

Can I try on these shoes?

Have you got these in a different size?

Other useful phrases for shopping:

How much is it?*

How much is (this bag/that laptop)?

How much are (those headphones/these batteries)?

Where are the changing rooms?

A: What size are you?

B: I'm (a medium. I'm size 16).

A: Anything else?

B: No, that's it.

*We can also use How much is that? or How much is that altogether? when we pay.



PRACTICE

Complete the conversation.

A:	Do you ¹searphones?
B:	Yes, we do. Here they are.
A:	I'll ² tthese, please.
B:	Would you like anything ³e?
A:	No, thank you. Can I pay by 4c?
	Yes, of course. Could you put your ⁵ pn_n_in here, please?
A:	Could I have a ⁶ r , please?

Put the words in the correct order to make sentences.

1	you / Do / batteries? / sell
2	are / rooms? / Where / changing / the
3	take / I'll / pairs / two.
4	receipt, / give / you / Could / me / a / pleas

- e?
- 5 Can / try / them / I / on?
- 6 leave / thanks. / I'll / it,
- 7 in / you / larger / got / a / Have / size? / them
- 8 by / phone? / pay / Can / I
- 9 that / No, / all. / 's
- 10 much / that / altogether? / How / is

Complete the conversation with sentences from Ex 2.

A: I think these jeans are too small.
1
B: I think so. Let me check. Yes, here you are.
A: Thanks. ²
B: Yes, of course. The changing rooms are over there.
A: These feel good. ³
B: Anything else?
A: 4 Where can I pay?
B: I can take the payment. How would you like to pay?
A: 5
B: Yes, that's fine.
A: 6
B: That's forty dollars.

4 Use the prompts to make a conversation.

- A: Hello. / I / try / trousers, / please?
- B: Yes, / course.
- A: Where / be / changing rooms?
- B: They / be / over there / next / the dresses.

B: How / they?

A: I / leave / thank you. / They / be / not right.

4D should, shouldn't; imperatives

We use *should* and *shouldn't* + infinitive to give advice.

Positive and negative

subject	should	infinitive	object or phrase
You	should	bring	a lot of money.
They	shouldn't	come	in winter.

Questions

	<i>wh-</i> question word	should	subject	phrase
wh-	What	should	1	bring?
questions	How long	should	we	stay?
<i>yes/no</i> questions		Should	we they	bring sunglasses? drive?

Short answers to yes/no questions

	subject	should
Yes,	you	should.
No,	they	shouldn't.

NOT Yes, you should bring. No, they shouldn't drive.

Imperatives

We use imperatives to give strong advice.

The positive is the same as the infinitive. We use *Don't* + infinitive in the negative.

Come early.

Don't be late.

We can use *please* at the beginning or the end of the sentence to soften the advice.

Please bring strong shoes. Don't take photos, please.

We can use *always* and *never* with imperatives.

Always wear a hat.

Never leave your passport in your hotel room.

Imperatives are often used in rules.

Don't talk in the exam. **Leave** everything on your desk.

PRACTICE

1 Complete the conversation with *should* or *shouldn't* and the words in the box.

bring go (x2) spend



2 Look at the pictures and correct the sentences. Use the imperative form.



 No walk on the grass.
 Don't walk on the grass.



2 Not pick the flowers.



3 Please rubbish in the bin.



4 In storms, use not mobile phones.



5 Walking this way.



6 Dangerous hills!
No climb.



7 You go right.



8 Please no feed the monkeys.

5A past simple: regular verbs

REFERENCE 4 page 49

We use the past simple to talk about:

- · single actions in the past.
 - The meeting **started** at ten o'clock.
- habits and routines in the past.
 - Paolo sometimes worked from home.
- states in the past. I loved living by the sea.

Positive

infinitive	past simple	spelling rule
look	look ed	add -ed
listen	listen ed	
play	play ed	
use	use d	verbs ending -e, add -d
arrive	arrive d	
stop	stop ped	one-syllable verbs ending CVC,
plan	plan ned	double the final consonant, add -ed
study	stud ied	verbs ending consonant + -y,
try	tr ied	change the -y to -i, add -ed

Notice

Verbs ending -w or -x do not double the final consonant. They **relaxed** by the sea.

Two-syllable verbs ending CVC and -l, double the -l. He travelled with his family.

Negatives

We use did to make negatives, similar to the present simple. I don't live in the city centre. I didn't live in the city centre.

subject	auxiliary verb (<i>did</i>)	infinitive	object or phrase
I/You/We/ They	didn't	study	French at school.
He/She/It	did not	watch	TV yesterday.

Notice When we speak, or write texts and emails to friends, we use the contraction didn't.

I didn't finish that book. NOT I didn't finished that book.

Yes/No questions

We use did to make yes/no questions. This is similar to the present simple.

Do you like that video? Did you like that video?

auxiliary verb (<i>did</i>)	subject	infinitive	object or phrase
D: 4	I/you/we/they	want	to leave?
Did	he/she/it	work	at home?

Notice

Did you finish that book? NOT Did you finished that book?



PRACTICE

Complete the story with the past simple form of the verbs in brackets.

One Saturday morning in Seattle, Ken (stop) in front of the Café Brioche and (study) the menu in the window. He 3 (enter) the café and 4 (order) lunch. The waiter's ten-year-old son 5 (be) there (want) some money for an ice cream. The waiter 7... (show) the boy his closed hands. He 8 (ask) his son, 'Which one do you want?' The boy said, 'Open your hands. Show me.' So the waiter ⁹_____(open) his hands. There was a twenty-dollar note in his left hand, and a five-dollar note in his right hand. Then he closed both hands. The boy 10 (look) at the left hand, then at the right hand, and finally 11 (point) to the waiter's right hand. 'That one,' he said. The (smile) and put the five dollars on the table. The boy happily 13... (pick up) the five-dollar note and 14 (walk) out of the café. The waiter said, 'Why does he always do that? Every time! He's a clever boy. I don't understand!' Later, after lunch, Ken ¹⁵ (call) the boy over to his table. The waiter was busy at a different table. 'Hey, kid, can I ask you a question? Why did you pick the right hand?' The boy (laugh). 'That's easy. If I pick the hand with twenty dollars, then that's the last time I get any money.'

- 2 Use the prompts to make conversations about the past.
 - **1** A: you / close / the window?

Did you close the window?

B: No, I / not. / I'm sorry.

A: And / you remember / to lock the door?

B: Yes, / do.

2 A: you / enjoy / your holiday?

B: Yes, it / be / great.

A: be / very hot in the desert?

B: Yes. We / not / walk / in the daytime. We / travel / at night.

3 A: your manager / answer / your question / yesterday?

B: No / he / not. / So I / repeat / the question.

A: How many times / you / ask him?

B: I / ask / him five times, but / he / not / answer.

5B past simple: irregular verbs; wh- questions

Many common verbs have irregular past simple forms.

Positive

infinitive	past simple	infinitive	past simple
become	became	leave	left
come	came	meet	met
do	did	read	read
drive	drove	ring	rang
get	got	say	said
give	gave	take	took
go	went	wake up	woke up
have	had	win	won
know	knew	write	wrote

See more examples on page 176 in the Verb table.

Negatives

Negatives are the same as regular verbs.

subject	auxiliary verb (<i>did</i>)	infinitive	object or phrase
They	didn't	have	a party.
She	did not	do	the homework yesterday.

Yes/No questions

Yes/No questions are the same as regular verbs.

	auxiliary verb (<i>did</i>)	subject	infinitive	object or phrase
	D:4	you	go	to Italy?
Did	Ыü	he	write	to you?

Wh-questions

Wh- questions are the same for regular and irregular verbs.

wh- question words	auxiliary verb (<i>do</i>)	subject	infinitive	object or phrase
Who		you	meet	yesterday?
What		she	do	after college?
Where	did	they	go	to school?
When	uiu	1	work	there?
How long		they	live	in Colombia?
Why		he	come	here?

Be careful with the verb have.

I didn't have breakfast. NOT I hadn't breakfast.

When did you have breakfast? NOT When had you breakfast?

Notice be is different. She wasn't at work yesterday.

We weren't at home yesterday afternoon.

Where was he last month? Where were they last week?

We use the past simple with past time phrases.

We finished at five o'clock/yesterday evening/on Sunday/last week/five days ago/in July/after dinner/before lunch. I lived next to Simon for five years/from 2005 to 2010/all year. When I was a child, I didn't enjoy sport.

PRACTICE

2

1 Complete the conversation with the past simple form of the verbs in the box.

g	e become come do give o have leave meet take	
	Who's the guy in this photo?	
B: '	That's Hung, a good friend. He's from Vietn	am.
	He looks nice.	
A: \\ B: \	Yes, we 1 met in an online game about th years ago. We often played together and we friends. We started talking to each other or maybe once a week. We 3 alot in com We both enjoyed gaming and reading comic After about a year he 4 over here to t for a gaming convention. It was in New York too. We 6 really happy to mee other. He 7 me a present, his favourite book from 2000. Wow. And what did you 8 for him? I 9 him to my favourite restaurant for Nice. How did you feel when he 10 ?	e 2
	•	
B: :	Sad. But we'll meet again in August.	
Rea wri	Sad. But we'll meet again in August. ad the sentences. Look at the answers in bolite the wh-questions. Three years ago Paola became a doctor became wanted to help people.	
Rea wri 1 T	ad the sentences. Look at the answers in bolite the wh-questions. Three years ago Paola became a doctor bec	cause
Rea wri 1 T s	ad the sentences. Look at the answers in bolite the wh-questions. Three years ago Paola became a doctor become wanted to help people.	cause
Rea wri 1 T s	ad the sentences. Look at the answers in bolite the wh-questions. Three years ago Paola became a doctor become wanted to help people. When did Paola become a doctor	cause
Rea wri 1 T s	ad the sentences. Look at the answers in bolite the wh-questions. Three years ago Paola became a doctor became wanted to help people. When did Paola become a doctor Why met Jim in 2019 at a dance.	cause ? ?
Rea wri 1 T s	ad the sentences. Look at the answers in bolite the wh-questions. Three years ago Paola became a doctor become wanted to help people. When did Paola become a doctor Why	cause ? ?
Rea writh 1 T s W W 2 I	ad the sentences. Look at the answers in bolite the wh- questions. Three years ago Paola became a doctor became wanted to help people. When did Paola become a doctor Why met Jim in 2019 at a dance. William had some toast for breakfast and leat nine.	? ? ? ?
Rea writing 1 T T S S V V V V V V V A A A A A A A A A A A	ad the sentences. Look at the answers in bolite the wh- questions. Three years ago Paola became a doctor became wanted to help people. When did Paola become a doctor Why met Jim in 2019 at a dance. William had some toast for breakfast and leat nine.	cause?????
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Rea writ 1 T s s v v v v v v v v v v v v v v v v v	ad the sentences. Look at the answers in bolite the wh- questions. Three years ago Paola became a doctor became wanted to help people. When did Paola become a doctor Why met Jim in 2019 at a dance. William had some toast for breakfast and leat nine. had my first car for three years. I gave it to	cause?????
Rea writ 1 T s s v v v v v v v v v v v v v v v v v	ad the sentences. Look at the answers in bolite the wh- questions. Three years ago Paola became a doctor became wanted to help people. When did Paola become a doctor Why met Jim in 2019 at a dance. William had some toast for breakfast and leat nine. had my first car for three years. I gave it to sister because it was too small.	cause????????

5C How to ... apologise and make excuses

REFERENCE ◀ page 53

We use these phrases to apologise:

I'm sorry I'm very sorry I'm so sorry

I'm late.

I'm really sorry

We don't need I'm especially when we speak informally.

Sorry I'm late.

So sorry I'm late.

Really sorry I'm late.

We use very, so and really to make the apology strong.

We use these phrases to make an excuse (give a reason):

The (train/bus) was late.

I missed the (bus/train).

I had the wrong (time/room/place).

There was a problem with my (computer/wifi/car/alarm).

My wifi was down./My cat wasn't well.

I left my (glasses/wallet/bag) at home.

We use these phrases to respond to apologies:

That's all right.

It's OK.

No problem.

PRACTICE

Correct six mistakes in the conversation.

- A: Hi Guy. Sorry for the late. But I'm ready to play tennis now.
- B: Where were you? I tried to phone.
- A: Well, I forgot my phone in a taxi.
- B: I see.
- A: Then I lost the bus. I waited half an hour for another bus.
- B: Well, we have fifteen more minutes.
- A: What do you mean? Don't we start at three? It's only 3.15.
- B: No, our time is from 2.30. We finish at 3.30.
- A: Oh, I so sorry. I had the bad time!
- B: That's a right. No problem. Let's play!

2 Look at the pictures and complete the excuses.





1 Sorry,

2 Sorry,





3 Sorry,

4 Sorry,



5 Sorry,



6 Sorry,

Use the prompts to make a conversation.

- A: Hi Paul.
- B: Hi. / I / sorry / I / be / late. / be / a problem / my car.
- A: Be / it / OK?
- B: No, so / I / come / train, / but / miss / the first train.
- A: We / phone / you, but there / be / no answer.
- B: Yes, I / leave / phone / in / car!
- A: Oh no!
- B: Then / second train / be / late.
- A: Well, you / be / here now. / Let / look / the menu.
- B: I / really / sorry.

5D adjectives and modifiers



Adjectives

We use adjectives before nouns.

Berlin is a large city. NOT a city large.

We use adjectives **after** the verbs *be*, *look* and *feel*.

The film was great.

Those jeans look nice.

I feel hungry.

We don't use and between adjectives.

We've got a fantastic new car.

NOT a fantastic and new car.

We never use plural adjectives.

Have you got any black shoes? NOT blacks shoes.

Modifiers

Some words make an adjective strong (intensifiers) and some words make an adjective weak (qualifiers).

		intensifier	adjective
		so	
	****	really	busy.
This city is	****	very	noisy.
		too	expensive.

		qualifier	adjective
Sam is	**	quite	angry.
	*	a bit	tired.

We use too + adjective for a problem.

This city is **too noisy**. I can't sleep.

We use *a bit* with negative ideas or adjectives.

It's a bit boring. NOT It's a bit good.

PRACTICE

- Put the words in the correct order to make sentences.
 - 1 home. / Have / journey / safe / a
 - 2 near / café / a / 's / good / here. / There / really
 - 3 black / like / you / shoes? / Do / those
 - 4 very / manager / hotel / friendly. / The / wasn't
 - 5 problem. / quite / I / angry / feel / the / about
 - 6 evening. / you / great / Thank / a / for
 - 7 picnic / wet / today. / It / too / for / 's / a
 - 8 his / a / bored / bit / with / Dan / 's / job.
 - 9 bed / hard / me. / for / This / is / too
 - 10 brother / food? / Mexican / Does / like / your
- 2 Correct the mistake in each sentence. Three sentences are correct.
 - 1 It's a beautiful and old town.
 - 2 It's a street very long.
 - **3** You look really tired.
 - 4 This bus is a bit comfortable.
 - **5** This food is too delicious.
 - 6 I'm so happy!
 - **7** She's so much kind.
 - 8 The teacher is quite angry.
 - **9** Could we have two coffees small, please?
 - 10 These questions are too difficults.
- 3 Choose the correct word(s) to complete the conversations. Sometimes both are correct.
 - A: How are you today?
 - B: I feel 1 really / so relaxed!
 - A: Oh, good. You look ² very / too well.
 - B: Thanks!
 - A: That party wasn't ³ very / quite good. The food was bad, and I was 4 so / too hungry.
 - B: I thought the food was 5 a bit / really good, but the music was 6 too / very much loud. I'm ⁷ really / quite tired. Let's go home.



6A present continuous

We use the present continuous to talk about something happening now.

I'm listening to you.

We don't use it with state verbs (these are often verbs of thinking and feeling).

I know him. NOT I'm knowing him.

I like music. NOT I'm liking music.

Positive and negative

subject	auxiliary verb (<i>be</i>)	infinitive (+ -ing)	object or phrase
1	'm	doing	my homework.
I	'm not	watching	TV.
He She It	's isn't	eating walking	at the moment. in the park.
We You They	're aren't	waiting talking.	for a bus.

We can make negatives in two ways:

It isn't raining OR It's not raining.

You aren't listening OR You're not listening.

Spelling

infinitive	-ing form	spelling rule
wear	wear ing	add -ing
come	coming	€, add -ing
run	run ning	CVC, double the final consonant, add -ing
relax	relax ing	verbs ending -y, -w or -x do not double the final consonant

Questions

	<i>wh-</i> question word	auxiliary verb (<i>be</i>)	subject	infinitive + -ing
,		am	1	
<i>wh-</i> questions	What	is	he	doing?
94455415115		are	you	
,		Am	1	
<i>yes/no</i> questions		Is	she	driving?
		Are	they	

Short answers to yes/no questions

	subject	auxiliary verb (<i>be</i>)
	1	am.
Yes,	she	is.
	they	are.
	I	'm not.
No,	it	isn't.
	we	aren't.

PRACTICE

Read what the speakers say. Then use the prompts (1-10) to make excuses. Use the present continuous.

Client: Can I speak to Ms Moore, please?

Assistant: I'm afraid she's not available ...

1 talk to the manager

She's talking to the manager.

- 2 meet a client
- 3 work from home
- 4 have an early lunch
- 5 not sit at her desk

Temi: Hello, Mr Mondahl. Are Mikal and Gina there?

Mr Mondahl: No, they aren't here.

- 6 visit some friends
- 7 play football
- 8 make a video for their website
- 9 run in the park
- 10 not answer my messages
- Complete the phone conversation. Use the present continuous form of the verbs in the box.

check do get sell sit stand walk wear Jared: Hi, Hi. Eva, can you hear me? Hello, Jared. I'm here. I 'm standing in front of the metro station now. Where are you? Jared: 1² at a table outside the café. Which café? Eva: Jared: Can you see the woman in the centre of the square? She ³ flowers. Er, yes, I can. OK, now I 4.... Eva: towards her. Jared: Look behind the woman. Can you see the café? Yes, but I can't see you. What 5 _____you ? Jared: A red T-shirt. Can you see me now? Eva: Yes. Just a minute. Jared: What 6 _____you ___ I 7a message on my other phone. Hey, I can't see you now. Where are you? Jared: I'm inside the café. I 8 a coffee. What would you like to drink?

- Read the answers and write questions about the conversation in Ex 2. Use the present continuous.
 - 1 Where is Eva standing? in front of the metro station

2	? at a table outside a café
3	? flowers
4	? Yes, he is, a red T-shirt.
5	? because he's getting a coffee

6B comparative adjectives

REFERENCE ◀ page 61

We use comparative adjectives to talk about the differences between two things or people.

Cars are **slower** than bikes in the city centre.

We use than to compare things and people.

Callan is taller than Erik.

We often use which to ask questions about the differences between two things.

Which is more comfortable, the train or the bus?

Spelling

adjective	comparative	spelling rule
long	longer	one-syllable adjectives, add <i>-er</i>
nice	nicer	one-syllable adjective ending - <i>e</i> , add - <i>r</i>
big	bigger	adjectives ending CVC, double the final consonant, add <i>-er</i>
happy	happier	one or two-syllable adjectives ending consonant + -y, change the -y to -i, add -er
comfortable	more comfortable	many two-syllable and all longer adjectives, more + adjective
good/well bad far	better worse further/farther	irregular adjectives

PRACTICE

2 The fish here is

Complete the sentences with the comparative form of the adjectives in brackets.

1 My brother is **younger** than me. (young)

	supermarket. (chea	p)
3	Our new hotel room (good)	n isthan our old room.
4	This photo is	than your old photo. (beautiful)
5	Yesterday was	than today. (sunny)
6	The journey was	than I remembered (far)

7 The internet is _____than usual today. (slow)

than the fish in the

8 You are ____than your brother! (bad)

Complete the article with the comparative form of the adjectives in brackets.

When are bikes better?

In the 1990s bike sharing started in cities all around the world. Bikes were often ¹ faster (fast) than buses for travelling around a city. Bikes were also ² (clean) for cities than cars, but were they 3 (good) for people? We spoke to one city worker, Sergio. 'When it started, it was great. The bike was 4_____(quick) than the metro and it took me 5 (near) to my office. My travel time was 6_____(short) than before and the journey to work was 7 (interesting).' Then winter came. 'I didn't enjoy winter. Of course the journey was 8 (difficult) than before. It was 9 (cold) and (wet) and the traffic was 11 so the journey felt 12 (dangerous). Sometimes the bikes weren't in the correct place and I felt stressed when I arrived at work.' Now Sergio wants to know about the city's new electric bikes. 'People say they are 13 and 14 (easy) to ride than the old bikes.' Maybe next summer? 'Maybe!' he says.



Use the prompts to make questions.

- 1 Everest / high / Mount Fuji?
- 2 Paris / expensive / London?
- 3 Bogotá / far / from the Equator / Buenos Aires?
- 4 some beetles / strong / elephants?
- **5** Mexico City / hot / Madrid?
- 6 the pyramids in Egypt / old / Machu Picchu in Peru?
- 7 London / dry / Edinburgh?

6C How to ... give directions

REFERENCE 4 page 62

We use these questions to ask for directions:

How do I get Can/Could you tell me the way What's the best way How far is it

to the station?

We use these phrases with imperatives to give directions:

Turn	left right	just before the park. just after the traffic lights. at the crossroads at the end of the road. onto College Street.
Go Continue Walk	(straight on)	to the end of the road. past the statue. along the road. up the hill.
The museum	is	on the right. on your left. on the corner of X and Y. in front of you.

We can also use You: You turn left. You go straight on, etc.

PRACTICE

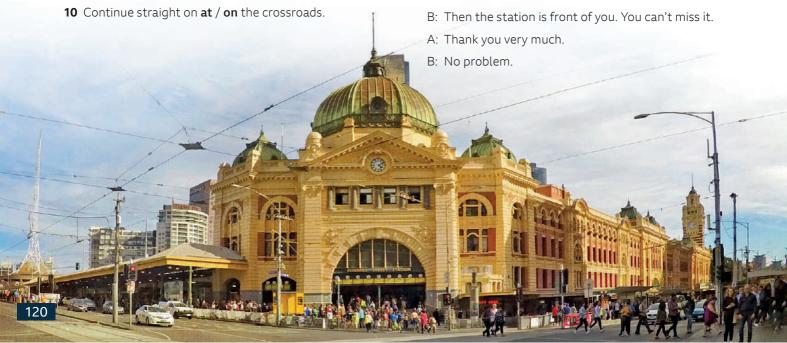
- Choose the correct preposition to complete the sentences.
 - 1 Go straight on / onto.
 - 2 Turn right just before / in front the station.
 - **3** Turn left just **along** / **after** the bridge.
 - 4 Walk to the end after / of the road.
 - 5 Turn left onto / on North Road.
 - **6** Continue straight on **in / at** the traffic lights.
 - **7** The swimming pool is in front **to / of** you.
 - **8** The park is **on / of** the left.
 - 9 The statue is in / on the corner of First and Second Street.

Put the words in the correct order to make sentences.

- 1 Can / me / best / to / way / you / museum? / tell / the / the
- 2 | / do / to / How / park / get / the?
- 3 right / the / at / Turn / road. / end / of / the
- 4 end / of / to / continue / road. / the / the / You
- 5 straight / the / on / up / hill. / Walk
- 6 the / past / go / You / statue.
- 7 in / is / you. / of / The / building / front
- 8 and / Fifth Avenue / on / of / 79th Street. / corner / It's / the
- 9 right. / your / on / Go / park / is / the / on / straight /and
- 10 crossroads. / after / right / the / Turn / just
- Correct B's part of the conversation. Add the words in the box.

along at for go in lights of past

- A: Excuse me. Can you help me? How do I get to the station?
- B: Let me think. You/straight on here.
- A: Right.
- B: And walk this road for about five minutes.
- A: OK.
- B: Then the big crossroads, turn right onto Keymer Road.
- A: Keymer Road?
- B: Yes. Then continue straight on two minutes.
- A: Straight on?
- B: That's right. Then turn left at the end the road.
- A: Sorry, could you say that again? Turn right?
- B: No, turn left. Then you walk the supermarket.
- A: The supermarket?
- B: Yes and just before the traffic, cross the road.



6D prepositions and adverbs of movement



We use prepositions of movement before nouns and pronouns.

Come to the office. Go to them.

We use adverbs of movement with no noun.

Come up. Go away!

Prepositions of movement







1 up



2 down

3 over

4 under





5 into

6 out of





7 onto

8 off





9 towards

10 away from





11 across

12 along







13 around

14 past

15 through

Adverbs of movement

Notice Some words can be prepositions (with a noun) or adverbs (with no noun).

I walked up the steps. I walked up. He went down the hill. He went down.

They looked around the town. They looked around.

PRACTICE

Match the imperatives (1-6) with the pictures (A-F).

- 1 Come back!
- 2 ___ Get down!
- **3** Get in.

- **4** ___ Go away!
- **5** Look around.
- 6 Look up!













Choose the correct word to complete the text.

I got 1 out / off the train and walked 2 out of / off the station. I looked ³around / through. The man in black wasn't there. I turned left and walked ⁴along / across a road for about five minutes. I walked 5 under / into a bridge and went 6 past / down a big electronics shop on the right. Then I came to the beach and I knew I was lost. I went ⁷back / away to the bridge and phoned Jim. He arrived in a taxi five minutes later. 'Quick, get 8 into / in!' he said. The man in black was about 100 metres behind me. I got 9 on / into the taxi and we drove 10 away / over. 'Thanks, Jim. Just in time,' I said.

Complete the sentences with the words in the box. You do not need three of the words.

across away back down off out of past through towards up

- 1 We can't get the sofa ... the door.
- 2 When she got the taxi, she gave the driver a tip.
- 3 I love riding a bike fast a big hill.
- the bus at the next stop for the station.
- **5** Walk _____ the square.
- **6** He walked the group playing football.
- a lot of cafés on my way to work.
- 8 It's so noisy! How often do planes fly the house?

7A articles: *a*, *an*, *the*, zero

We use no article (zero article):

no article (zero article)		
before plural and uncountable nouns	I like grapes . Apples are good for you.	
when we are speaking in general	I love rice . Pasta is my favourite food.	
in fixed phrases:		
with work, school, home and bed	I get to work at eight and I leave work early. Phil is at school. He gets back from school at five. Is Juan at home? Yes, he came home at one. Suz is in bed. She went to bed two hours ago.	
with transport nouns	I came by car/by train/ by bus/by air/on foot.	
with <i>have</i> + meals	When do you have breakfast/lunch/dinner?	
in other common	I saw it on TV .	
phrases	At night it's very quiet.	

We use a/an:

a/an	
before singular countable nouns to mean 'one'	I work in a shop .
with adjectives + singular countable nouns	lt's a good job .
before people's jobs and occupations	I'm a doctor. She's an art student.
before singular nouns the first time we mention them	I had a meeting at nine. I saw a woman with a child .
in fixed phrases:	
for how often	once a week , twice a day
	three times a year
for prices	four euros a kilo
	three dollars a bag

We use one to talk about numbers.

I've got two brothers but only **one sister**.

We don't use one with singular nouns in general.

I went to a concert last night.

NOT I went to one concert last night.

begins with a vowel sound, not a vowel letter. **an** umbrella (begins with the vowel sound /A/) a university (begins with a consonant sound /j/)

Remember, we use an when the next word

We use the:

the	the		
to talk about nouns when we talk or write	I had a meeting at nine. There were fifteen of us in the meeting.		
about them again	I saw a woman with a child. The child was about five years old.		
to talk about a specific thing or	The airport is six kilometres from here. (= the local airport)		
person	Can I speak to the manager ? (= the manager of this company)		
	Please close the door . (= the door in this room)		
in fixed phrases:			
for times	in the morning/the afternoon/the evening		
	at the weekend		
	the twenty-tens, the 1990s		
for some places	at the end of the road, in the city centre , in the north of the country		
in other common	These two photos are the same .		
phrases	I learnt about it on the internet .		
	I'm on the phone.		

We don't use the with my, his, your, etc.

Where is the my phone?

PRACTICE

Complete the story with a/an, the or no article (-).

It started as a normal Friday. Rita got to 1work at eight,			
she had ² pre-school			
teacher) and got 4 home at about two in 5 afternoon.			
She went to see 6 film in 7 city centre with 8			
friend. They went on ⁹ foot because it was a lovely day. ¹⁰			
film was boring so they left early. It was raining, so Rita took a bus			
home. She lived in ¹¹ house on ¹² quiet street, but ¹³			
street was full of cars. She arrived at her front door, opened ¹⁴			
door, and – SURPRISE! – 15 hundred friends jumped up,			
shouted 'Happy Birthday!' and gave her 16 birthday cake.			
'This is very strange,' she thought. 'Today isn't my birthday!'			

2 Correct the conversation. Add *a/an, the* or no article (-) to each word or phrase in bold.

- A: Excuse me. How do I get to totte?
- B: Are you going on ²foot or by ³car?
- A: I'm walking. I'm here on holiday. Is there 4electronics shop in town? I've got 5 problem with my 6 mobile.
- B: Yes, there is. You go straight on and then turn left at ⁷traffic lights. You can't miss *electronics shop. It's straight in front of you. But there's ⁹**problem**.
- A: What's 10 problem?
- B: 11shop is closed. They're not open in 12evening.

7B present simple and present continuous

We use the present simple for:

habits and routines

He works from nine to five.

- things that are always true or true for a long time I **speak** English.
- states

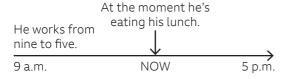
We love Mexican food.

We use the present continuous for:

· something happening now

At the moment he's eating his lunch.

Just a minute. I'm speaking to a client on the phone.



Notice the difference in the questions:

What do you do? = every day = What's your job? What are you doing? = now

State and action verbs

We don't usually use state verbs in the present continuous. We can use action verbs in the present simple and the present continuous.

State verbs

- feeling verbs: like, love, hate I like swimming. NOT I'm liking swimming.
- thinking verbs: know, understand I know her. NOT I'm knowing her.
- other verbs: want, need

Action verbs

• doing verbs: listen, speak, walk, run, work You never listen to me. I'm listening to you now.

Some verbs can be states or actions:

have = possession

I have a new car. NOT I'm having a new car.

have = action

I'm having a bath

We're having lunch.

We often use these time phrases with the present simple and the present continuous:

present simple	present continuous
always, usually, often, sometimes, hardly ever, never	now right now
every day, every Saturday, every month on Mondays, at weekends	at the moment
once a week, twice a day, three times a year	

PRACTICE

Complete the phone conversations with the present simple or present continuous form of the verbs in the box.

check do get have (x2) know play rain sit want
A: Hi, John. Listen, I can't speak at the moment. I 1 breakfast and I'm late. I usually 2 to work at 9.00 and we 3 a coffee break at 10.30. I can phone you then. B: OK, speak later.
A: Hi, Suz. How are you? Listen, I ⁴ here with Jenna.
B: Your manager?
A: Yes, and she ⁵ to talk to you about a job.
B: Wow! Really?
A: Yes. What 6now?
B: Nothing special. I ⁷ emails.
A: Can you come in to the office?
B: Sure. Wow!
A: Hi, Charlie. Look, the weather's bad. It 8here.
B: Oh. But I'd like to come and play golf with you.
A: You ⁹ me! I never ¹⁰ golf in the rain! Let's try again tomorrow.
Use the prompts to make sentences and complete the

- 2 e conversations.
 - 1 A: Look, there's Mr Jordan. / Where / he / go?

Look, there's Mr Jordan. Where's he going?

B: He / go / the park. / He / go / there / every afternoon.

A: He / wear / a suit!

B: He / like / looking good!

2 A: What / language / Maria / speak / now? Is it Spanish?

B: No, it / not. / It / be / Portuguese.

A: How many / languages / she speak?

B: Five!

3 A: I / make / lunch. / you / want / eat / with me?

B: Yes, please. / What / you / cook?

A: you / like / chicken?

B: Sorry / I / not / eat / meat.

A: No problem. I can use beans.

7C How to ... phone for information

REFERENCE ◀ page 73

We use these phrases when we phone for information:

asking for information

I'm calling about swimming lessons.

I'm calling to ask about tickets to Barcelona.

Could you tell me the opening and closing times?

I have (a/another) question.

I've got (two/some) more questions.

checking we understand

Let me check. Did you say ...? Sorry, could you say that again?

ending the call

(Is there anything else?) No, that's all, thank you.

I think that's everything.

Thank you for your help.

answering a call

Hello, this is (name of company).

You're speaking to (name).

How can I help (you)?

Thank you for waiting.

asking the reason for the call

What would you like to know?

What do you want to know?

asking the caller to wait

Sorry, could you hold on a minute?

Just a moment.

apologising for a problem

I'm sorry about that.

Sorry about that.

ending the call

Can I help you with anything else?

Is there anything else?

Thank you for calling.

PRACTICE

Complete the conversation.

A: This is TUVO Hotel. You're 1s.... to John.

about our reservation for B: Hello, I'm ²c 12 June. My name's Patel.

A: Yes, Mr Patel. What ³w you like to know?

B: Well, can we-?

A: Oh sorry, could you 4h____on a minute?

B: No problem.

B: I've got a ⁶q about the room.

Choose the correct word(s) to complete the conversation.

A: Hello, 1this / here is Tickets GXQ.

B: Hello.

A: You ²speak / 're speaking to Sheila.

B: Hi. I'm calling 3to ask / ask about tickets for the festival.

A: What 4do / would you want to know?

A: Have you got any tickets for Friday?

B: Let me 5check / to check. Hold on a minute.

A: Hello? Are you there?

B: Yes. Sorry about 6that / it. Yes, we have some tickets. They're eighty euros.

B: How much? ⁷**Do / Did** you say eighteen?

A: No eighty.

B: I think I'll leave it. 8Thanks / Thank you for your

A: Is there anything 9else / extra?

B: No, I think that's 10 everything / all things.

Correct the mistake in each part of the conversation

1 A: Hello. Monty's. You're speaking to David. How I can help you?

2 B: I call about the two-for-one offer.

3 A: Ah, yes. What do you like to know?

4 B: Could you tell about the menu, please? Is it OK for a vegan?

5 A: You could hold on a minute? I can ask the chef.

6 A: Hello. Thank you for wait. Yes we have three vegan options every day.

7 B: I have other question. Is coffee included?

8 A: Yes, it is. I help you with anything else?

9 B: No, that all, thank you.

10 A: Thank you calling.



7D verbs and to infinitive

We use these verbs with to infinitive:

want

Do you want to come shopping with me?

need

Can you wait a minute? I need to call Sam.

decide

When did Joe decide to become a pilot?

plan

I'm planning to see Marta this weekend.

learn

I learnt to drive when I was seventeen.

We also use to infinitive with would like, would love and would hate.

What would you like to eat?

I'd love to see your new apartment.

I'd hate to be a doctor.

We can use I'd love to as a short answer.

Would you like to come for dinner? I'd love to!

Notice

I'd like to play tennis. = I want to play tennis.

I like playing tennis. = I enjoy it. I like it in general.

PRACTICE

B: That's right!

1 Complete the conversations with the words in the box. You do not need two of the words.

decided do learn like love planned to (x2) want would
A: Would you ¹ to go for dinner?
B: I'd love ²
A: How about next Wednesday?
B: I need ³ check my diary. Yes, Wednesday's good.
A: OK. Do you ⁴ to try that new Greek restaurant?
B: Perfect!
A: We ⁵ to call our new baby Ethan after my grandfather.
B: But she's a girl!
A: Yes, so when she was born we 6to call her Brianna, after my grandmother.
A: Why are you looking at a website about weddings?
B: I want to 7 to take good photos.
A: So 8 you like to become a wedding photographer?

2 Choose the correct word(s) to complete the text.

Hi Robyn,

I have some news! I'm looking for a new job. I ¹don't decide / don't want to work alone anymore. I ²'d like / learn to work with other people.

What job should I do? Well, I'd hate ³be / to be inside all day. I want ⁴to work /working outside. Maybe I should become a tour guide. What do you think? At the moment I ⁵learn / 'm learning to speak Spanish in the evenings. I like the lessons, but I'm not very good, so I 6'd hate / need to practise more.

Do you remember my job at the bank? I ⁷**planned** / want to stay there a long time, but I wasn't happy, so I ⁸learnt / decided to leave after three months. How can I find the right job for me? Please write back soon. What job do you think I should do?

Best wishes,

Matt

3 Rewrite the sentences so they mean the same. Use the correct form of the words in brackets.

	I want to finish work at three today. (I / plan) I'm planning to finish work at three today We should take an umbrella. (we / need)
3	Let's watch a film. (you / like)
4	Last year I had swimming lessons. (I / learn)
5	How about dancing? (you / want)
6	I wouldn't like to be a politician. (I / hate)
7	Does Colin want to go to university? (Colin / like)
8	We really want to visit you. (we / love)
9	When did you think, 'Let's get married'? (you / decide)
10	What does the manager want to do? (the manager plan)

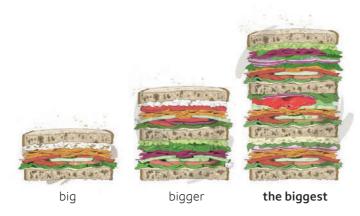
8A superlative adjectives

We use superlative adjectives to compare three or more people, places or things.

The coldest month here is January.

We use the with superlative adjectives.

This is the most beautiful view in Barcelona.



Spelling

- F				
adjective	superlative	spelling rule		
short	the shortest	one-syllable adjectives, add -est		
nice	the nicest	one-syllable adjective ending - <i>e</i> , add - <i>st</i>		
hot	the hottest	adjective ending CVC, double the final consonant, add <i>-est</i>		
dry	the driest	one- or two-syllable adjectives ending consonant + -y, change the -y to -i, add -est		
modern important	the most modern the most important	many two-syllable and all longer adjectives, <i>most</i> + adjective		
good/well bad far	the best the worst the furthest/ farthest	irregular adjectives		

We often use in + place after superlative adjectives.

It's the oldest city in the world. NOT It's the oldest city of the world.

We also use superlative adjective + noun + to infinitive.

What's the best time to visit? It's the fastest way to travel.

PRACTICE

1	Complete the questions with the superlative form of
	the adjectives in brackets. Then answer the questions

1	What is	river in the world?	(long)
	a The Amazor	b The Yangtse	c The Nile
2	What is	ocean in the world?	? (big)
	a The Pacific	b The Indian	c The Atlantic
3	What is	country in Latin An	nerica? (large)
	a Argentina	b Peru	c Brazil
4	Which is	planet from the su	ın? (far)
	a Earth	b Venus	c Neptune
5	What is	capital city in Euro	pe? (wet)
	a London, UKc Brussels, Be	b Podgorica, M lgium	ontenegro

airport in the world? (busy) 6 What is

a Atlanta Airport **b** Beijing International c London Heathrow

7 What is _____ capital city in the world? (high) a La Paz, Bolivia **b** Tehran, Iran **c** Quito, Ecuador

8 What is animal in the world? (dangerous) **b** hippopotamus **c** mosquito? **a** shark

Go to page 153 to check your answers.

Read the information from a website that tests new products and services. Compare the items. Use the superlative form of the adjectives in brackets.

1	The stage speaker is the loudest. (loud)
2	(cheap)
3	(difficult to use
4	(easy to use)
5	(expensive)
6	(good overall)
7	(quiet)

Latest results We tested three stage band home speaker speaker speaker of the newest smart speakers and here are the results. 1 How loud **** *** ** is it? 2 How expensive ** **** *** is it? 3 How easy to *** **** use is it? 4 How good is *** ** *** it overall?

8B be going to

REFERENCE ◀ page 81

We use be going to + infinitive to talk about intentions and plans.

I'm going to visit my sister.

We can use *be going to* with these future time phrases: today, this evening, tomorrow, this week, next month, next year.

Where are you going to be next month?

Positive and negative

subject	auxiliary verb (<i>be</i>)	going to	infinitive
I	'm 'm not		
He She It	's isn't	going to	go for a walk. stay at home.
We You They	're aren't		

We can also make the negative like this:

She's not going to eat anything. We're not going to stay at home.

With be going to + go, we don't need to repeat go. So both of these sentences are correct:

I'm going to go to the shops this afternoon.

I'm going to the shops this afternoon.

Questions

	wh- question word	auxiliary verb (<i>be</i>)	subject	going to	infinitive
wh-	What	are	you		see?
questions	Who	is	Emma	aoina	366:
yes/no questions		Is	the company	to	move?
		Are	they		

Short answers to yes/no questions

	subject	auxiliary verb (<i>be</i>)
	1	am.
Yes,	she	is.
	they	are.
No,	1	'm not.
	it	isn't.
	we	aren't.

We can also make negative short answers like this:

No, it's not. No, we're not.

PRACTICE

- Put the words in the correct order to make sentences.
 - 1 are / Maria / I / to / July. / in / married / going / and / get

Maria and I are going to get married in July.

- 2 at / off / to / phone / I'm / turn / going / my / night.
- 3 going / happy! / You're / very / be / to
- 4 her / stay / Maria / to / in / job. / going / isn't
- 5 I'm / up / my / to / going / give / in / coffee. / sugar
- 6 She's / for / to / job. / going / look / a / new
- 7 to / check / texts / my / not / going / minute. / every / I'm
- 8 to / year / to / swim. / Next / going / I'm / learn
- 2 Complete the text with the correct form of be going to and the words in brackets.

Summer Plans



We asked you about your summer plans. Here are some of your answers.

What 1 (you / do) this summer? Paolo: 2 (I / have) a 'staycation'* with a friend. 3 (We / not / go) to another country, we're going to stay near here.

with? (you / go) Who 4

Paolo: With my friend, Jesse. He lives twenty kilometres north of here, so 5 (I / ride) my bike up to his place and 6 (he / meet) me there.

Where 7 (you / stay)

Paolo: Maybe at his sister's place for the first night. The next day she 8 (drive) us up into the hills. We 9 (not / stay) in hotels. We 10 (camp). We just hope it doesn't rain!

Have a good holiday!

^{*} a staycation = a holiday in your own country or in your own home

8C How to ... make requests and offers in a hotel

We use these phrases to make and respond to requests:

make a request	say yes
I'd like to order room	Of course. Right away.
service.	say no and apologise
Can you give me a new room? Could someone (help me/call me)?	I'm afraid that's not possible.
	I'm sorry about that.
	I'm sorry, but (we're busy at the moment/I can't come).
	I do apologise.

I do apologise is formal.

We use these phrases to make and to reply to offers:

make an offer	say yes
Let me get you another key.	That's great, thank you.
I can carry that if you like.	That's kind of you.
I'll (check/find out/send	say no
someone up).	Thank you but I'm OK.

In spoken English we use I'll + infinitive to make a spontaneous offer.

I'll help you.

'll is the contraction of will, but we almost never use will for

I'll carry your bags. NOT I will carry your bags.

PRACTICE

Write offers. Use I'll and the verb phrases in the box.

			bring another one open the window	,
1	A:	My ph	one's ringing.	
	B:	l'll	answer it.	
2	A:	This sp	oon isn't clean.	
	B:		·	
3	A:	It's ho	t in here.	
	B:		·	
4			ag is heavy.	
	B:	***************************************		
5	A:	I don't	understand.	
	B:			

6 A: I need some milk.

B:

2 Complete the conversations.

- A: Hello, Reception.
- B: Hello. I'm in Room 212 and I'd like to 1k passport in the 2s____, but I can't lock it.
- A: I'll 3s____someone up to help you.
- B: Thanks. That's 4k of you.
- A: Good morning.
- B: Hi. Could you ⁵p..... my ⁶b..... please? My plane leaves very early in the morning.
- A: I'm really ⁷s_____ at the moment.
- B: That's OK. I'll come back later.
- A: I ⁹c____call you when we're quieter if you
- B: Yes, please.
- A: Yes, can I help?
- B: I'm in room 349, but it isn't clean.
- B: That's OK.
- A: I'm really 12s about that.
- B: No problem.

3 Use the prompts to make conversations.

- 1 A: Hello, Room Service. / help / you?
 - Hello, Room Service. Can I help you?

B: Yes. Could / have / large pizza, / please?

A: afraid / that / not / possible.

B: What / be / the problem?

A: It / two o'clock / morning.

B: Oh. / Could / make / me / sandwich?

A: What / your / room number?

- 2 A: Hello, Reception. You / speak / Tina. / How / I / help?
 - B: The air conditioning / my room / make / lot of noise.
 - A: I / be / sorry / that. / I / send / someone up.
 - B: That / be / great. / Thank you.
 - A: Be / there / anything else?
 - B: I / need / print / my boarding pass. / you / help?
 - A: can / print / here / you like.
 - B: Thanks.

8D adverbs of manner

We use adverbs of manner to say **how** we do things. She walked **slowly** along the road.

We use adverbs of manner with most verbs.

He speaks loudly.

We use adjectives before nouns and with the verbs be, feel and look.

I don't like loud music. This test is easy.

Spelling

adjective	adverb	spelling rule
slow	slowly	add -ly to the adjective
loud	loudly	
happy	happily	change the -y to -i, add -ly
good	well	irregular adverbs
fast	fast	
hard*	hard**	

^{* =} difficult ** = using a lot of energy

Well has two meanings. It can be an adverb or an adjective.

Do you speak Italian well? (adverb = how do you speak Italian?)

Are you well? I don't feel well. (adjective = not ill)

We usually use adverbs after a verb or a verb phrase.

We finished quickly and left. We finished the meeting quickly and left.

We also use adverbs at the end of a sentence.

I understand your English very well. NOT I very well understand your English.

We can use intensifiers (really, very, too) and qualifiers (a bit, quite) with adverbs.

She plays the guitar really nicely. I did the homework quite easily.

PRACTICE

Complete the sentences with the adverb form of the adjective in brackets.

1	Can you say that.	slowly	, please? I	don't
	understand. (slow	/)		

- car with him. (bad)
- (quick)
- 4 I have a French test next week, so I'm studying (hard)
- **5** Speak to your little sister! (nice)
- 6 The two men worked in the garden. (busy)

- **9** The plane flew _____ over our apartment. (noisy)
- **10** You finished your homework very ! (fast)

Complete the sentences. Use the adjective or adverb form of the words in brackets.

1	Ryan was very	He walked	out of the
	room. (angry)		
2	I'm speaking very	because the	baby is
	sleeping. So please b	be really	(quiet)

- **3** I know this is a _____ car, but you're driving too ..! (fast)
- 4 English in Australia and the USA is not very but people pronounce some words(different).
- **5** Our art lessons are . Mrs Taylor teaches .. (good).

Correct three mistakes with adverbs of manner in each conversation.

- 1 A: Thank you for this evening. It's been lovely!
 - B: Bye. Have a safely journey home.
 - A: I'm going to drive very slow.
 - B: Yes, the roads can be a bit dangerous in this weather.
 - A: Don't worry. I'm not going to drive quick.
- **2** A: Hi, how are things? Are you better now?
 - B: Yes, I'm well, thanks. How about you?
 - A: I'm really happily.
 - B: That's good, why?
 - A: I worked very hardly all weekend to finish the report.
 - B: And?
 - A: My manager says the report is very well.
- **3** A: You speak very well English.
 - B: Thank you, but my pronunciation is badly.
 - A: No, I understand you perfectly.
 - B: People in the UK speak very fast sometimes.
 - A: Can you understand them?
 - B: Sometimes. I can understand you easy.

Choose the correct word(s) to complete the sentences. In two sentences both are correct.

- 1 Susan makes clothes **really** / **too** beautifully.
- 2 Mike writes English a bit / very well.
- **3** Elena drives too **fast** / **slow** for me. She's really dangerous.
- 4 I can play the guitar, but I play very / really badly.
- 5 I'm quite hungry / hungrily. Let's eat something.
- **6** Are you OK? You're walking **a bit / too** slowly today.
- 7 Sam works really good / well with people.
- 8 I can remember names quite / very easily.

VOCABULARY BANK

LEAD-IN

everyday objects



1 A Match the words (1–12) with the photos (A–L).

- 1 ____toothbrush
- 2 ____tissues
- 3 ____laptop
- 4 ___ purse
- **5** wallet
- 6 ___stamps
- 7 ___ scissors
- **8** ____ file
- 9 ___ mobile
- **10** ____ driving licence
- **11** ____ glasses
- **12** ____ticket

G

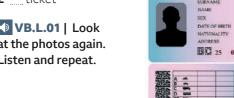
B VB.L.01 | Look at the photos again. Listen and repeat.



DRIVING LICENCE







D

















- Work in pairs. Look at the words (1-12) in Ex 1A and answer the questions.
 - 1 Which words are in the plural?
 - 2 What is the plural of the other words?
- **3** Work in pairs and answer the questions.
 - 1 Which objects are in the classroom?
 - 2 Which objects are in your bag?
 - 3 Which objects are in your home?

colours



1 A Put the letters in the correct order to make colours. The first letter is in bold.



- B 🕠 VB.L.02 | Look at the colours. Listen and repeat.
- Work in pairs. Student A: Name something that is one of the colours. Student B: Say the colour.

A: my file

B: pink

nationalities and countries



1 A Complete the table with the correct countries.

nationality	country	
-an/-ian		
1 Brazilian	Brazil	
2 Australian		
3 Colombian		
4 American		
5 Mexican		
6 Russian		
7 Argentinian		
8 South African		
9 Italian		
-ish		
Scottish	Scotland	
Turkish	Turkey	
Polish	Poland	
-ese		
Chinese	China	
Vietnamese	Vietnam	
Portuguese	Portugal	
other		
German	Germany	
Greek	Greece	
French	France	

B **◆ VB.L.03** | Listen and repeat.

2 Work in pairs and test each other.

A: Greek

B: Greece

- **3** Work in pairs and answer the questions.
 - **1** Which countries in Ex 1A have English as an official language?
 - 2 Do any countries have the same language as yours?
 - **3** Which countries are near your country?

VOCABULARY BANK

the alphabet



1 A Put the letters in the correct group. Each group has the same vowel sound. One letter goes in two groups.

ABCDEFGHIJKLMNOPQRSTUVWXYZ

А	В	F	1	О	Q	R
Н	С					

- B VB.L.04 | Listen and check.
- Work in pairs. Student A: Close your book. Student B: Spell a word from the Vocabulary Bank on page 131. Student A: Say the word.

B: Capital A-u-s-t-r-a-l-i-a

A: Australia

3 Practise spelling your name. Say it out loud five times, then tell your partner.

days of the week



1 A Complete the words with vowels (a, e, i, o, u).

 $\label{eq:mod_y} \mathsf{M}_{-}\mathsf{nd}_{-}\mathsf{y} \qquad \mathsf{T}_{-}\mathsf{sd}_{-}\mathsf{y} \qquad \mathsf{W}_{-}\mathsf{dn}_{-}\mathsf{sd}_{-}\mathsf{y} \qquad \mathsf{Fr}_{-}\mathsf{d}_{-}\mathsf{y} \qquad \mathsf{S}_{-}\mathsf{t}_{-}\mathsf{rd}_{-}\mathsf{y} \qquad \mathsf{S}_{-}\mathsf{nd}_{-}\mathsf{y}$

- B **VB.L.05** | Listen and repeat.
- 2 Work in pairs and answer the questions.

1 Which day of the week has three syllables?

3 What day is it today?

2 Which days are the weekend in your country?

4 What day is it tomorrow?

numbers 1-100



Write the numbers.

1 one	twenty	forty-four	ninety
twelve	a hundred	eleven	thirty
eiaht	fifteen	seventv-two	

- **2** VB.L.06 | Work in pairs. Underline the stressed syllable in the numbers in Ex 1. Then listen and check.
- Work in pairs. Student A: Say five numbers between zero (0) and a hundred (100). Student B: Write the numbers.
- 4 Read the Future Skills box and do the task.

FUTURE SKILLS



Self-management

Practise saying these vocabulary sets during the day. Try this now: count from 1–30 out loud. Then say the days of the week three times. Do this every day, with different vocabulary sets.

1A jobs

4 page 9

- Match the words (1-15) with the photos (A-O).
 - 1 K doctor
 - 2 ___ nurse
 - 3 ___ actor
 - 4 ___ police officer
 - 5 ____ shop assistant
 - 6 singer
 - 7 ____ engineer
 - 8 lawyer
 - **9** ____ pilot
 - **10** ____ politician
 - 11 scientist
 - 12 ___ writer
 - 13 ____ digital designer
 - 14 retired*
 - 15 unemployed**
 - * retired = My working life is finished.
 - ** unemployed = I don't have a job at the moment.























- **2** A Add *a, an* or nothing to the words in Ex 1.
 - B VB1.01 | Listen and check.
- **VB1.01** | Listen again and underline the stressed syllable in the words in Ex 1.
- Work in pairs and discuss the question. Which jobs would you like to do for ONE day?

NOTICE Some jobs can also have a male and female version: a sportsperson: a sportsman, a sportswoman a businessperson: a businessman, a businesswoman

A female actor can be called an actress. A female waiter can be called a waitress.

VOCABULARY BANK

1C time phrases

≪ page 13

1 A Put the phrases in the correct place in the table.

half past nine morning week (x2) Saturday evening afternoon weekend the weekend tonight tomorrow morning Wednesday (x2)

at	on	this	next	-
three o'clock	Monday	evening	Thursday	tomorrow
noon	Tuesday afternoon	Wednesday	weekend	today
<u></u>				

B **◆ VB1.02** | Listen and repeat.

2 Today is 9 a.m. on Thursday 5 November. Complete 1–8 with a time phrase.

Let's meet ...

1	on Friday 6 November at 10 a.m.	tomorrow morning
2	on Thursday 5 November at 3 p.m.	<u></u>
3	on Saturday 7 and Sunday 8 November	<u></u>
4	on Thursday 5 November at 12 p.m.	
5	on Wednesday 11 November	
6	on 7 November at 7 p.m.	<u></u>
7	on 10 November	
8	on 9, 10, 11, 12 or 13 November	

Ġ November						
Sat	Sun	Mon	Tu	Wed	Th	Fr
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
09:00						

- Work in groups. Find a time when each student is free. Use the phrases in Ex 1A.
 - A: Are you free next Thursday?
 - B: Yes, but only in the afternoon.
 - A: Are you free next Thursday afternoon?
 - C: No, I'm not.





1 Look at the family tree. Complete the sentences with the people's names.

1	is Joel's grandfather.
2	is Kenny's grandmother.
3	are Sarah's grandparents.
4	is Jenny's husband.
5	is Freddie's wife.
6	are Freddie's sons.
7	is Vitoria and Freddie's daughter.
8	is Sarah's mother.
9	is Barbara's father.
10	are John and Amy's grandchildren.
11	is Mikael's aunt.
12	is Joel's uncle.
13	are Jenny's nephews.
14	is Freddie's niece.
15	are Kenny's brother and sister.
16	are Joel's cousins.

NOTICE some people say **partner** for girlfriend, boyfriend, husband or wife

2A VB1.03 | word stress | Listen and put the family words in the correct place in the table.

0	Oo	O00
wife	mother	grandfather

B Work in pairs. Which words are female, which are male and which are both?

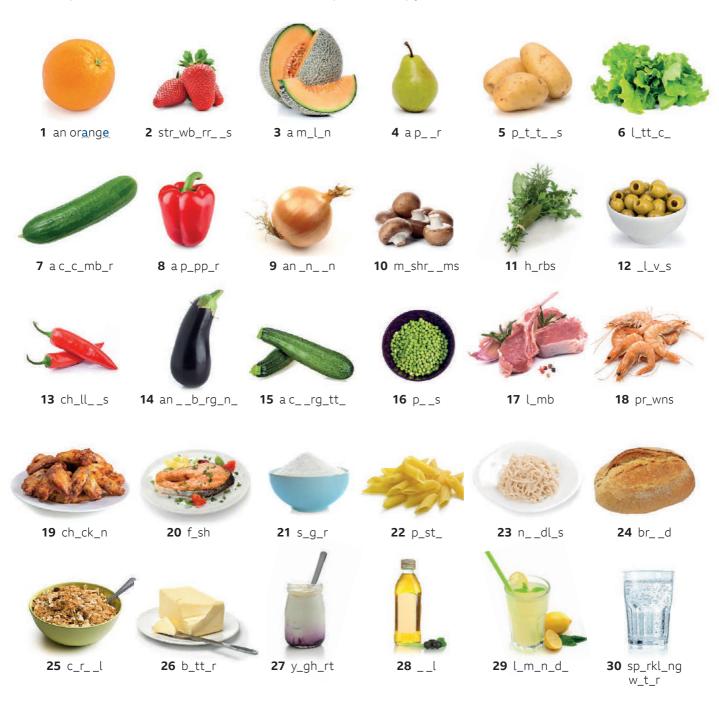
wife is female

VOCABULARY BANK

2A food and drink

≪ page 18

1 Complete the words with vowels (a, e, i, o, u). Use the photos to help you.



- 2 VB2.01 | Look at the photos again. Listen and repeat.
- **3** Work in pairs. Student A: Describe a type of food or drink. Student B: Guess the food.
 - A: It isn't a vegetable. It isn't a fruit. I have it for breakfast.
 - B: What colour is it?
 - A: It's brown. I have it with butter.
 - B: Is it bread?
 - A: Yes, it is.

3A rooms and furniture

≪ page 28

1 A Match the rooms in the box with the photos (A-H).

bathroom bedroom dining room garage hall home office/study kitchen living room

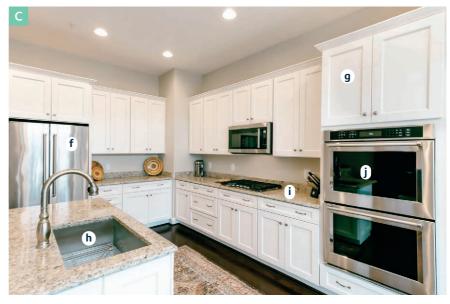
- B VB3.01 | Look at the photos again. Listen and repeat.
- Work in pairs and discuss the questions.
 - **1** Which rooms are usually downstairs and which rooms are usually upstairs in a house?
 - 2 What about in your home?
- 3 Match the words (1–18) with the items (a–r) in the photos.
 - 1 ____armchair
 - 2 ___carpet
 - 3 ____counter
 - 4 ____cupboard
 - **5** ____desk
 - 6 ___fridge
 - 7 ___ mirror
 - 8 lamp
 - **9** ____oven
 - **10** ____plant
 - **11** ____rug
 - 12 ____shelf/shelves
 - **13** ____ shower
 - **14** ___ sink
 - **15** ____ sofa
 - 16 ___stairs
 - 17 ____wardrobe
 - 18 ____ washbasin
- 4 VB3.02 | Work in pairs.

 Match 1–18 in Ex 3 with their stress pattern: O, Oo or Ooo.

 Then listen and check.
 - 1 armchair Oo
- Work in pairs. Student A: Say a room. Student B: Say three things you can find in the room.
- Work in pairs. Student A: Think of a room in your home. Say five things that are in the room. Student B: Guess the room.

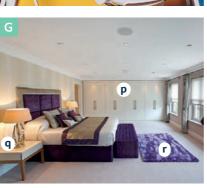
















VOCABULARY BANK

4A dates						
*	page 39					
1	VB4.01 Wo1 January2 February	ork in pairs. Under 3 March 4 April	line the stressed s 5 May 6 June	syllable in each month 7 July 8 August	9 September 10 October	per 11 November
2	Work in pairs and answer the questions. 1 What month is it now? 4 Which months don't have the letter r? What month was it last month? 5 Which months have two syllables? 3 What month is it next month?					
3	Complete the or 1st – first 2nd – second 3rd – third 4th – fourth	rdinal numbers. 5th – fifth 6th – sixth 7th – seventh 8th – eighth	9th – ninth 10th – 11th – 12th – twelfth	13th – thirteenth 14th – 17th – 20th – twentieth	21st – twenty-first 22nd – 23rd – 25th –	28th – 29th – 30th – thirt 31st –
4	◆ VB4.02 Lis 4th January	ten and write the	correct date with	the months in Ex 1.		
5	Work in pairs. Look at a calendar of a year on your phone. Student A: Say a date. Student B: Say which day it is or was. A: The 8th of October 2020. B: Just a moment That was a Thursday.					
	numbers			June the tenth (UK)	June tenth (US)	
	1 272 2 4,4	190 3 1.4	4 2.46 5 ½	6 555 7 3,000,	.000 8 1,000,000,0	000
2	1 two hundred	and seventy-d four hund	two	5 a	ndred fifty-five	ck.
3 A	Work in pairs. H	ow much do you k	now? Complete t	he sentences with the	words in the box.	
	four thousand		I ninety two poi	ve hundred and fifty-fi nt four six one billion	·	
	 1 Mount Fuji is metres high. 2 The Lotte World Tower is metres tall. 3 The Greenland shark lives for years or more. 4 It's kilometres from New York to Los Angeles. 5 The average family in Poland has child In Honduras, the number is 6 There are about bicycles in the world. 7 Just over people live in Mongolia. 8 The Sahara Desert covers over of Africance of					les in the world. Mongolia.
В	◆ VB4.04 Lis	sten and check.				

NOTICE In English, we use a comma for the thousands place: 3,776 NOT 3.776. We use a full stop for the decimal place: 2.46 NOT 2,46.

4C shops

≪ page 42

- 1 A Match the names of the shops (1–15) with the photos (A–O).
 - 1 ____ baker's
 - 2 ____bookshop
 - 3 ____ butcher's
 - 4 clothes shop
 - **5** ____department store
 - **6** ____ dry cleaner's
 - **7** ____electronics shop
 - 8 greengrocer's
 - 9 ____hairdresser's
 - **10** ____café
 - 11 ____ pharmacy/chemist's
 - **12** ____ stationer's/newsagent's
 - 13 ___ shoe shop
 - **14** ____ sports shop
 - 15 ____ supermarket
 - B VB4.05 | Look at the photos again. Listen and repeat.





























- WB4.06 | Work in pairs. Listen to the question. Student A: Say the answer to Student B. Then swap roles. You hear: Where can I get some new shoes?

 Student A says: There's a good shoe shop near here.
- **3** Work in pairs. Student A: Ask *What can you get at a [name of shop]?* Student B: Answer the question. Then swap roles.
 - A: What can you get at a butcher's? B: You can get lamb. What can you get at a ...?

VOCABULARY BANK

4D weather and seasons

≪ page 44

- **1** A Match the sentences (1–6) with the photos (A–F).
 - **1** <u>E</u> It's windy. **3** <u>.....</u> It's fine and sunny.
 - **2** _____It's snowing. **4** _____ There's a storm.
- **5** ____ It's grey and cloudy.
 - 6 ____It's raining.
- B VB4.07 | Look at the photos again. Listen and repeat.
- C Work in pairs. Student A: Point to a photo and ask about the weather. Student B: Reply.
 - A: What's the weather like?
 - B: It's snowing.













2 Put the adjectives in the box into three pairs of opposites.

cold cool dry hot warm wet

3 A Complete the text about the UK with the words in the box in Ex 2.

In spring (March, April and May) the temperature isn't very high, so it isn't very <code>__hot__</code>, but there are some nice <code>2_____days</code>, with temperatures of about fifteen to seventeen degrees Celsius. Sometimes it rains a lot. Summer (June, July and August) is usually <code>3_____ with little rain</code> and long sunny days, but there are sometimes bad storms and it can be <code>4____ in the evenings</code>, with temperatures of about ten degrees. Autumn (September, October and November) is often <code>5____ and windy with a lot of rain and storms</code>, but there are also many fine days. In winter (December, January and February) it often snows in Scotland and the north of England and it can feel very <code>6_____ , with temperatures of about minus five degrees Celsius</code>.

- B **VB4.08** | Listen and check.
- Work in pairs. What two types of weather do you like best? Why?

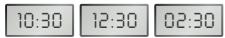


5C saying the time

≪ page 53

- **1** A Match the times (1–8) with the photos (A–H). Then complete the times.
 - 1 A seven o'clock
 - 2 ____ past seven
 - 3 ____ three ____ past five
 - 4 ____ three fifteen OR quarter past ____
 - **5** ____ four thirty OR ____ past four
 - **6** twenty-three minutes past .
 - 7 ____ seven forty-five OR ____ to eight
 - 8 ____ ten ____eleven
 - B VB5.01 | Look at the photos again. Listen and repeat.
- Work in pairs. Student A: Point to a photo in Ex 1A. Ask the time. Student B: Say the time.
 - A: What's the time?
 - B: It's ...
- WB5.02 | Listen and tick the correct times.

1



2



3



4



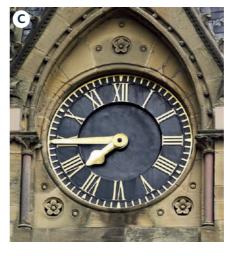
4 Work in pairs. Take turns to ask and answer the questions.

At the weekend, what time do you:

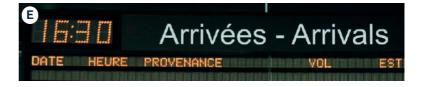
- get up?
- have breakfast?
- have lunch?
- go to bed?
- A: At the weekend, what time do you get up?
- B: On Saturday I get up at nine, but on Sunday I ...

















VOCABULARY BANK

6A clothes and appearance

∢ page 59

1 A Look at the photos. Find one example of each word or phrase in the box. Write the correct number (1–8) for each word or phrase.

ĺ	tall	short	straight hair	curly	hair	long	hair	short hair	bald	
	blond	(e) hair	dark hair	red hair	a be	eard	a moi	ustache		

B VB6.01 | Look at the photos (1–8) again. Listen and repeat.



C Put the words in Ex 1A in the correct place in the table.

He's/She's got	He's/She's
straight hair	tall
<u></u>	

2 A Match the words (1–14) with the clothes in the photos (A–N).

-		
1	socks	8 top
2	jeans	9 skirt
3	suit	10 jumper
4	jacket	11 shorts
5	trousers	12 dress
6	shirt	13 T-shirt
7	tie	14 coat

- B ◆ VB6.02 | Look at the photos (A–N) again. Listen and repeat.
- Work in pairs. Student A: Describe one of the photos (1–8). Student B: Identify the correct photo.

6B transport collocations

- **≪** page 60
- 1 A Match the types of transport (1–12) with the photos (A-L).
 - 1 <u>C</u> plane
 - 2 ___ motorbike
 - 3 ___scooter
 - **4** ___van
 - 5 ____ hovercraft
 - 6 ___lorry/truck
 - **7** ____boat
 - **8** ship
 - 9 rowing boat
 - **10** ____ ferry
 - **11** ____tram
 - **12** ____ underground/subway train
 - B VB6.04 | Look at the photos again. Listen and repeat.

















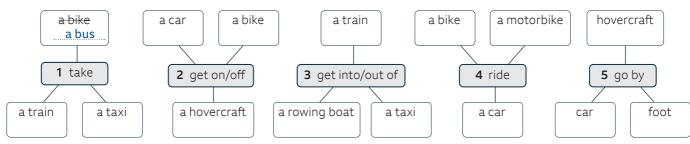








2 Look at the word webs. Correct one type of transport in each word web.



- Work in pairs. Student A: Say a type of transport. Student B: Say the correct verbs.
 - A: bike
 - B: go by bike, get on a bike, ride a bike ...
- 4 Complete the sentences with types of transport. You can give more than one for each sentence.
 - 1 I like travelling _____
 - 2 I don't like travelling
 - **3** On my summer holiday, I like going _____
- Work in groups and compare your ideas. How many wrote the same as you?

7A skills

≪ page 69

1 A Match the sentences (1–12) with the photos (A–L).

- 1 ____ She can play a musical instrument.
- 2 He can make clothes.
- **3** He can sell things.
- 4 She can design furniture.
- **5** She can write a report.
- 6 He can teach children to read.
- 7 She can drive a lorry.
- 8 It can translate.
- 9 He can draw a plan.
- 10 ___ She can type.
- 11 ____ She can fix a computer.
- 12 ____ He can read music.

B **VB7.01** | Listen and check.

- C VB7.02 | Listen and answer the questions.
 - 1 Is the stress on *can* or on the verb?
 - **2** How is *can* pronounced?
- D Work in pairs. Cover the sentences in Ex 1A. Look at the photos and ask each other questions.
 - A: Can you type?
 - B: Yes, but not very well. Can you?
 - A: Yes, I learnt when I was at school.

























VOCABULARY BANK

8C hotel rooms

≪ page 83

1 A Match the rooms and facilities (1–16) with the pictures (A–P).

Rooms

- 1 ____ single room
- 2 ____double room
- 3 ____twin room
- **4**room with a balcony
- 5 room with a view of the sea

Facilities

- 6 ___shower
- **7** ____ air conditioning
- 8 ___car park
- **9**gym
- **10** wifi
- **11** ____ bath
- **12** ____ gift shop
- 13 ____restaurant
- **14** ___spa
- **15** ____ hairdresser's
- **16** ____ swimming pool
- **B VB8.01** | Look at the pictures again. Listen and repeat.
- Work in pairs. Cover the words in Ex 1A. Choose the three most important facilities for you. Compare your ideas.



1C Making plans

SPEAKING OUTPUT | a group discussion **GOAL** | make a free-time plan together **MEDIATION SKILL** | asking questions to make a plan

WARM-UP

- 1 A Work in pairs and discuss the questions.
 - 1 Where do you and your friends meet?
 - 2 What activities do you do together?
 - **B** Work in pairs. Make a list of places to go in your town. cinema, restaurant ...







PREPARE

Work in pairs and read the Scenario. Which of the activities do people do in your town?

SCENARIO

Your new friends want to meet you this afternoon. Here are some activities you can do in your town.

- meet friends for coffee
- · go running in the park
- · go to the cinema
- go to an Italian restaurant

Talk to your friends and decide on an activity, a time and a place.

3 Read the Mediation Skill box. Which activities are good for Julian and Anna?

MEDIATION SKILL

asking questions to make a plan



When you want to decide something in a group, ask different people questions to get all the information you need.

Anna: How are you today, Julian?

Julian: I'm OK ... I'm tired. What about you? How

are things?
Anna: I'm hungry!

Julian and Anna need an activity that is good for

a tired person and a hungry person.

4A Match the questions (1–5) with the responses (a–e).

- 1 How are things?
- 2 What time?
- **3** Do you like coffee?
- **4** What about a movie?
- **5** Let's meet at the park.
- a How about 5 o'clock?
- **b** No. I don't.
- **c** Good idea. Let's meet at the cinema.
- **d** Great! See you at the park!
- e Not good. I'm bored.
- **B** Work in pairs. Think of two more ways to respond to the questions in Ex 4A.
 - 1 How are things?
 I'm all right.
- 5 Answer the questions. Make notes.
 - 1 What places do you like in your town?
 - 2 What activities do you like?
 - **3** What time are you free today?

MEDIATE

- Work in groups. Make a plan. Ask each other questions to decide on the activity, the time and the place.
- **7** Work with the class. Discuss the questions.
 - 1 What is your activity?
 - 2 What is your place?
 - **3** What time is your meeting?
 - **4** Why is the activity good for your group?

2C Pizza problem

WRITING OUTPUT | a message to a friend
GOAL | help someone understand a pizza menu
MEDIATION SKILL | selecting relevant information

WARM-UP

- 1 Work in pairs and discuss the questions.
 - 1 Do you like pizza? Why/Why not?
 - 2 How often do you and your family eat pizza?
 - **3** Read the list of pizza ingredients in the box. What things do you like on a pizza? Choose three toppings.
 - A: I like salmon on a pizza.
 - B: Salmon? I don't like salmon on a pizza.

broccoli cheese chicken chillies egg fresh tomatoes herbs mushrooms olives onions pineapple prawns red pepper salmon

PREPARE

- Read the Scenario. Are the statements True (T) or False (F)?
 - 1 Guy doesn't eat mushrooms.
 - 2 His friend doesn't like pizza.
 - **3** Guy understands all the information about the pizzas.

SCENARIO

Your friend Guy sends you a message.

Hi. I want to order some pizzas for me and my friend from the pizza restaurant where you work, but I don't understand the menu. We need pizzas with only vegetables, but I don't like mushrooms. Can you help? Here's the menu:

Which ones are best for us?
We'd like to get two different ones.
Thanks! PS We're very hungry!



- Work in pairs. Look at the three pizzas in the Scenario and answer Guy's question.
- 4 Read the Mediation Skill box. Which information does Guy need? Which doesn't he need?

MEDIATION SKILL



selecting relevant information

When you give people information, answer their

Here is some information about pizzas:

- the names of the pizzas
- a list of all the ingredients of each pizza
- the name of the pizzas that aren't good for a person

questions clearly, but don't give too much information.

- why the pizzas are good for them
- the prices of the pizzas

MEDIATE

- Write a reply to Guy's message to help him order the correct pizzas.
- Work in pairs. Compare your messages. Do you think your partner needs to add or change anything?





WARM-UP

- 1 Work in pairs and discuss the questions.
 - 1 How often do you have dinner with family or friends?
 - 2 How often do you go to your friends' homes for dinner?
 - **3** Do you prefer to have dinner at a friend's house or in a restaurant? Why?

PREPARE

2 Read the Scenario. Think of more questions Kelly can ask.

SCENARIO

Your friend Kelly sends you a message.

Hi, how are things?



So, this is my second week here in your country and I love it! The job is good and all my colleagues are very nice, but I need your help with one thing. Next week, there is a dinner at my manager's house, and I have a few questions:

Do I need to arrive on time?

Do I take anything, like flowers, food or gifts? What do people usually talk about at dinner? What food do people make for their guests? I hope you can help! Kelly x

Read the Mediation Skill box. What other adverbs do we use to say how often we do things?

MEDIATION SKILL describing your culture



When you want to give a friend advice about your country or culture, you can use adverbs of frequency to say how often you do things.

We never arrive late for dinner.

We **always** take a gift.

We **sometimes** bring some food.

4A Read the sentences. Change the adverbs so the sentences are true for your country.

When we meet our friends for dinner ...

- 1 we often talk about the weather.
- 2 we usually wear formal clothes.
- **3** we **sometimes** help in the kitchen.
- 4 we always eat a lot.
- **5** we **usually** stay for a long time.
- **B** Work in pairs and compare your answers. Are they the same or different?

MEDIATE

5 Read the questions in the Scenario again. Make notes about your answers. Write your reply to Kelly.

Hi Kelly,

I'm so happy you like life here! So, you have a dinner at your manager's house? Here's my advice ...

6 Work in pairs. Compare your emails. Do you agree with your partner's advice?

4C Party clothes

SPEAKING OUTPUT | a phone conversation **GOAL** | buy something for a friend **MEDIATION SKILL** | checking details

WARM-UP

- 1 Work in pairs and discuss the statements. Which of them are true for you?
 - 1 I buy my clothes online.
 - 2 I buy new clothes every month.
 - **3** I like shopping for clothes.

Number 1 is not true for me. I always go to shops to buy clothes.

PREPARE

2 Read the Scenario. Why does Ash need your help?

SCENARIO

Your friend Ash sends you a message.

Hi, I need your help!

It's Donald's party tonight and I need something to wear, but I don't have time to go to the shops. Can you go to Unishop for me? I only need two things. Please?

I need:

a black T-shirt, medium size, £20 or less

white jeans, size 28, £50 or less

Thank you! You're a great friend. Call me if you have any problems.

Ash

Go to Unishop and ask for the clothes Ash wants. Call her with the information.

3 MB4.01 | Listen to the conversation. Tick the item (A−D) that the person buys.



4 MB4.01 | Read the Mediation Skill box. Tick the sentences you heard in Ex 3. Listen again and check.

MEDIATION SKILL checking details



Sometimes shops don't have exactly what we need. Use *but* to tell someone what a shop has/hasn't got.

They've got T-shirts, but they haven't got any jeans, sorry.

They haven't got a black T-shirt in a medium, but they've got blue, white or green.

Use the phrases below to check if the new details are OK for someone:

They've got white jeans in a size 28, but they're £100. Do you want them?

They haven't got a blue one, but they've got a red one. Is that OK?

MEDIATE

5 Work in groups.

Student A: You work in Unishop. Decide what the shop has got and complete the table. Answer Student B's questions.

Student B: You are Ash's friend. Ask Student A for the clothes that Ash asks for in the Scenario. Then check the details on the phone with Ash.

Student C: You are Ash. Answer Student B's questions. Tell Student B you also want a jacket.

	colour	price	size
T-shirts			
jeans			
jackets			

6 Swap roles and repeat the conversation.



WARM-UP

- 1 A Work in pairs. Which of the situations happen on a good day and which happen on a bad day?
 - you arrive at work on time
 - rain
 - traffic problems
 - a nice journey to work/school
 - you see a friend in a café
 - problems with technology
 - you get a good mark in an exam
 - you lose something

B Answer the questions.

- 1 Can you think of more things that happen on good/bad days?
- 2 Who do you talk to when you have a bad day?

PREPARE

2 Read the Scenario. Was your friend's day bad or good?

SCENARIO

Your friend sends you a message.

Can we meet for coffee? I want to tell you about my terrible day yesterday! We went to see John's parents, but it was a very difficult day!

3 MB5.01 | Listen to a conversation between Janina and Rex. Tick the things that they mention.

someone arrived late problems with a car someone lost something bad food bad weather the beach a walk



4A MB5.01 | Read the Mediation Skill box. Listen again. Which things did Rex do?

MEDIATION SKILL listening actively



When you listen to someone during a conversation, you can help them to tell a story by asking questions. This shows that you understand and want to listen to what they tell you.

Asking questions

A: She didn't arrive at seven o'clock.

B: What did you do?

Showing that you understand

A: We went to see Jana.

B: Jana, right.

Reacting

That's too bad/terrible. That's a shame. Oh no! Sounds nice

В	MB5.01	l Listen ac	aain and	complete	the sentences

1	Howthings?
2	Whatyesterday?
3	
4	J: And we had problems all day.
	R:
5	J: Then we had problems with the car. That car is so old now \dots
	R: Oh,too bad.
6	you arrive late at John's parents' house?
7	J: We went to the beach near their house.
	R: Sounds nice.

MEDIATE

8 Wow, that was a _____

- Work in pairs. Student A: Look at the ideas in Ex 1 and make notes for a story about a bad day.
- **6** A Student A: Tell the story of your bad day. Student B: Listen and help Student A to tell their story.
 - **B** Swap roles and repeat the conversation.
 - C Work with the class and discuss the question. How did your partner help you to tell your story?

6C Plans for Dublin

WRITING OUTPUT | a message to friends GOAL | help a group make a plan **MEDIATION SKILL** | putting information together

WARM-UP

- Work in pairs and discuss the questions.
 - 1 Are there any cities near you? What are their names?
 - 2 What interesting things are there in these cities?

I live near Berlin. It has got a zoo and some famous museums.

PREPARE

Read the Scenario. Match the activities (1-5) with the photos (A-E).

SCENARIO

Your friend Jet sends you a message.

Hi guys! I'm excited about our trip to Dublin tomorrow! I know we only have one day in the city, so maybe we can only do three of these things what do you think?

- 1 ____ Visit the Little Museum of Dublin (10 euros)
- 2 ____See the deer in Phoenix Park (free)
- 3 Go on a bus tour (24 euros)
- 4 ____ Visit Trinity College Library more than 400 years old! (15 euros)
- 5 Cross Ha'penny Bridge great view (free)





Read the replies to Jet's message. Do Kenny and Jan agree on which places to visit?

Hi Jet, thanks for this! Museums are really boring! I'd like to do the bus tour, the park and the bridge, please. Kennv

> Hi Jet - I haven't got much money. Cheap things, please!

Read the Mediation Skill box. Then complete the sentences with than, and and but.

MEDIATION SKILL putting information together



When people have different ideas, you can suggest a plan which gives everyone something they want.

Use and and but to put information together. Use What about and Let's to make suggestions.

Anna wants to go for dinner, and Chris wants to eat and to see a film. What about a quick dinner and then a film? We're hungry, **but** Charles hasn't got too much money.

Let's go to a cheap restaurant. Use the comparative to show the difference between

Hyde Park is **bigger than** Regent's Park. Let's go there.

- **1** OK, Cina wants to see a film, ___Jonah doesn't want to go to the cinema.
- **2** I want to go to the library _____visit the museum.
- **3** The tour is more expensive _____ the museum.
- **4** The park is very nice, the weather is bad today.
- **5** The park is more beautiful _____ the bridge.

MEDIATE

two things.

Write a response to your group. Suggest a good plan for everyone.

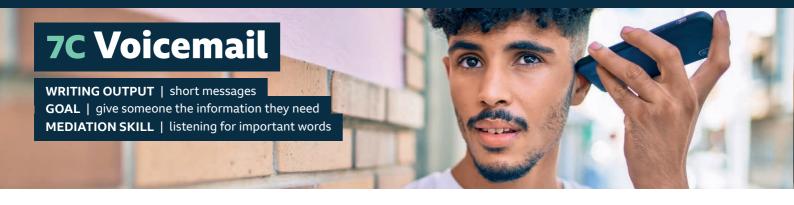
Hi everyone, I love the ideas for Dublin! Let's make a plan.

Work in pairs. Compare your messages. Is your partner's plan good? Do you want to change your own response? Why/Why not?









WARM-UP

- 1 Work in pairs and discuss the questions.
 - 1 Do you prefer to send voice messages or text messages? Why?
 - 2 Do you like receiving voice messages? Why/Why not?

PREPARE

2 Read the Scenario. What does Lily want you to do?

SCENARIO

Your friend Lily sends you a message.

Hello. I've got some voice messages, but I can't understand them very well. Can you listen and tell me what they say? One is the hairdresser and I think one is the university.

Thanks for your help!

Lily x

- **3** MB7.01 | Listen to the first voice message for Lily. What is it? Choose the correct option (a-c).
 - a She's late for her appointment.
 - **b** She needs to make a new appointment.
 - c She's got a new hairdresser.



4A Read the Mediation Skill box. Think of examples of adjectives, nouns, verbs and negative forms of verbs.

MEDIATION SKILL listening for important words



When you listen and make notes, it's not necessary to write down every word – you can note down the words that give the important information. They are often the **adjectives**, **verbs** and **nouns**. **Negative** forms of **verbs** are often important too because they change the meaning.

You can then use these important words to make a simple message.

- **B** Read the sentences. Which one has the important words in bold?
 - a This is John. I'm very sorry, but I can't come to your party tonight.
 - **b** This is John. I'm very sorry, but I can't come to your party tonight.
- C Complete the message. Use the information in Exercise 4B

	called.	He	to	your		ht

5 Read the voice message from Ex 3. Find the most important words. Then complete the message.

Hi, this is a message for Lily Aldora from Cuts Hairdressers. I'm sorry to say that Rose, your usual hairdresser, is not well today. The problem is all the other hairdressers are busy, so we need to change your appointment time. Can you call us on 077075? Thank you very much, and sorry again.

called. Your	isn't well. You need to
your appointment time	them on 077075.

MEDIATE

- 6 MB7.02 | Listen to two more voice messages for Lily. Note the important words. Then write two messages for her.
- 7 Work in pairs. Compare your messages. Do you both give the same information? Would you like to change anything in your messages?



WARM-UP

- 1 Work in pairs and discuss the questions.
 - 1 How often do you listen to stories?
 - 2 Do you prefer films or books? Why?
 - **3** What type of stories do you like, love stories, funny stories or strange stories?

PREPARE

2A Read the Scenario. Why did your friend message you?

SCENARIO

Your friend sends you a message.

Hi, how are you? We missed you in class last night! The teacher gave us some homework. We need to listen to a story called 'Check Out' and answer some questions. Her message is below. See you next week!

Hi everyone.



Your homework is to listen to the story 'Check Out'. Here are the questions to discuss next week in class.

- 1 Where does the story happen?
- 2 Why did the receptionist call Mr Hooper?
- 3 What did Mr Hooper say?
- 4 What did Mr Hooper want to do at 2.03 a.m.?
- 5 Why was the receptionist surprised?
- 6 Why did Mr Hooper want to leave?
- 7 Why did Jan ask Tobias to check the room?
- 8 What happened in the room?

Read the Mediation Skill box. Then read the questions in the Scenario (1–8) again. Which answers are you sure about (S) and which are you not sure about (NS)?

MEDIATION SKILL



expressing certainty and uncertainty

Sometimes we are sure about an answer to a question.

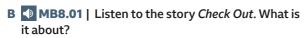
- A: Where does John live?
- B: John lives in Barcelona.

But sometimes we are not sure. We can use words like *maybe*, *perhaps* and *I think* to show this.

- A: Why did he leave so quickly?
- B: Maybe he was late.
- C: **Perhaps** he broke something in the room.
- A: Where is he from?
- B: I think he's British.
- 4 MB8.01 | Read questions 1–8 again and listen again. Make notes about your answers.

MEDIATE

- 5 You are in your next lesson. The teacher asks you to talk about your homework. Work in pairs. Discuss your answers to questions 1–8.
- Work in a different pair. Compare your answers. Did you and your first partner agree? Which questions did you disagree about?



- a a strange hotel guest
- **b** a very bad hotel



LEAD-IN

Audio L.01

- A He's a singer.
- B Her name's Greta.
- C She's married to him.
- D They're in Egypt.
- E It's from Italy.

Audio L.02

- 1 A: What does 'singular' mean?B: It means one thing, not many, for example 'a car' not 'two cars'.
- 2 A: How do you spell it?
 - B: s i n g u l a r
- 3 A: 'Work together?' I don't understand. B: It means work with another student.
- 4 A: Sorry, could you say that again, please? B: Yes, the homework is Exercise 7.
- 5 A: Sorry, which page is it? B: Thirty-five.

LEAD-IN VOCABULARY BANK

Audio VB.L.01

A wallet G mobile
B purse H glasses
C stamps I file
D driving licence J laptop
E ticket K tissues
F scissors L toothbrush

Audio VB.L.02

1 red 6 black
2 yellow 7 brown
3 blue 8 orange
4 green 9 purple
5 white 10 pink

Audio VB.L.03

- 1 Brazilian, Brazil
- 2 Australian, Australia
- 3 Colombian, Colombia
- 4 American, the USA/America
- 5 Mexican, Mexico
- 6 Russian, Russia
- 7 Argentinian, Argentina
- 8 South African, South Africa
- 9 Italian, Italy

Scottish, Scotland

Turkish, Turkey

Polish, Poland

Chinese, China

Vietnamese, Vietnam

Portuguese, Portugal

German, Germany

Greek, Greece

French, France

Audio VB.L.04

A: A, H, J, K

B: B, C, D, E, G, P, T, V, Z

A: F, L, M, N, S, X, Z

B: I, Y A: O

B: Q, U, W

A: R

Audio VB.L.05

Monday Friday
Tuesday Saturday
Wednesday Sunday
Thursday

Audio VB.L.06

one forty-four
twelve eleven
eight seventy-two
twenty ninety
a hundred thirty
fifteen

UNIT 1

Audio 1.01

T = Timi D = Diane G = Gabriele H = Hannah V = Val C = Charlie

Conversation 1

- T: Good morning, Diane.
- D: Oh, hello, Timi. How are you?
- T: Very well thanks. And you?
- D: Fine thanks.
- T: Do you know Gabriele? He works in our Rome office.
- D: No, I don't. Hi Gabriele.
- G: Hello. Nice to meet you.
- D: And you. Do you work with Pietro, Gabriele?
- G: Pietro Rizzo, in the Rome office? Yes, we work together.
- D: I know Pietro well. Nice guy. Timi, do you have a minute? Can we talk about the meeting?
- T: Of course. Can it be a bit later?
- D: Sure, after lunch?
- T: Yes, that's good for me.
- D: Goodbye for now, Gabriele. Enjoy your time here.
- G: Thank you.

Conversation 2

- H: Hi Val!
- V: Hi Hannah. How are things?
- H: Good, thanks. How are you?
- V: Not too bad.
- H: This is Charlie, Charlie, this is Val.
- V: Hi, nice to meet you.
- C: Nice to meet you, too.
- V: How do you know each other?
- H: We work together.
- V: Oh, really?
- C: And you? How do you know each other?
- V: Our children go to the same school. They're friends.
- C: Oh, how old are your children, Val?
- V: Five and three.
- C: Oh, so the same age ...

Audio 1.02

- 1 How do you know each other?
- 2 Do you have a minute?

Audio 1.03

- 1 Do you speak English?
- 2 Do you know her children?
- 3 Where do you live?
- 4 What do you do?
- 5 Where do you work?
- 6 What do you study?

Audio 1.04

- A: What's your job?
 - B: I'm a hotel manager.
- 2 A: What do you do? B: I'm a taxi driver.
- 3 A: What do you do?
 - B: I'm an art student.

- 4 A: What's your job?
 - B: I'm a basketball player.
- 5 A: What do you do?
 - B: I'm an office worker.

Audio 1.05

lives cooks teaches has

Audio 1.06

/s/ /z/ /iz/
sits does finishes
stops goes watches
works stays

studies

Audio 1.07

- 1 Does she work or study?
- 2 Where does he live?
- 3 Is she married?
- 4 Does he have children?
- 5 What music does she like?
- 6 What languages does he speak?

Audio 1.08

1 I'm all right.
 2 I'm angry.
 3 I'm bored.
 4 I'm hungry.
 5 I feel ill.
 6 I feel relaxed.
 7 I'm thirsty.
 8 I feel tired.

Audio 1.09

L = Lisa E = Eva

- I · Hello?
- F: Hilisa
- L: Oh hi, Eva. Is everything OK?
- E: Yes, I feel all right now. You?
- L: Yeah, fine. Relaxed. Are we still OK for tomorrow morning?
- E: Well, I finish work early today, so can we do something this evening?
- L: Sure, that's great. What would you like to do?
- E: Well, what about a film? Maybe that new Avengers film?
- L: Yeah, I'd like to see that. OK. What time does it start?
- E: At half past seven.
- L: OK. Let's meet at the cinema at half past six and have something to eat first, in the cinema café.
- E: So that's half past six at the cinema?
- L: Yes, that's right.
- E: Perfect. See you there.

Audio 1.10

- 1 E: Can we do something this evening?
- 2 L: What would you like to do?
- 3 E: What about a film?
- 4 L: Let's meet at the cinema.

Audio 1.11

- 1 A: Let's have a break.
 - B: Sure, fine.
- 2 A: Let's have a break.
 - B: Sure, fine.
- 3 A: How about a coffee after class? B: Perfect.
- 4 A: How about a coffee after class? B: Perfect!
- 5 A: Would you like to meet this evening? B: I'd love to.
- 6 A: Would you like to meet this evening? B: I'd love to!



UNIT 1 VOCABULARY BANK

Audio VB1.01

1 a doctor 9 a pilot
2 a nurse 10 a politician
3 an actor 11 a scientist
4 a police officer 12 a writer

5 a shop assistant 13 a digital designer

6 a singer 14 retired
7 an engineer 15 unemployed
8 a lawyer

Audio VB1.02

at three o'clock this week at noon this afternoon at half past nine this weekend at the weekend next Thursday on Monday next weekend on Tuesday next week afternoon next Wednesday on Saturday evening tomorrow on Wednesday today this evenina tonight this Wednesday tomorrow morning this morning

Audio VB1.03

wife parents mother grandmother grandfather grandparents father grandchildren sister aunt brother uncle daughter nephew cousin son husband niece

UNIT 1 REVIEW

Audio R1.01

- 1 Perfect. Can we meet at five?
- 2 Sorry, I'm busy. How about tomorrow?
- 3 Yes, she does. She studies English at university.
- 4 Yes. Let's get a sandwich.
- 5 I don't know the answer. Ask the police officer.
- 6 He's at the University of Paris.
- 7 I'd like to, but I can't.
- 8 Would you like to have breakfast?
- 9 He doesn't have a car at the moment.
- 10 This is the students' room. They relax here.

Audio R1.02

Remember mood rings, the rings that change colour with your feelings? My ring is a present from my grandmother and I wear it every day. It's a simple ring with a coloured stone. The colour of the stone shows my feelings at that moment. The colour green is 'normal'. It means I feel all right. If the stone is purple, that means I have strong romantic feelings. Blue means I feel relaxed, so when I watch a film with my family at the weekend or play the guitar, my ring is blue. Finally, the colour red means I have a positive feeling about the future or that I'm angry – it's not so clear. My ring is red at the moment. I'm happy, but I'm hungry. Time for dinner!

UNIT 2

Audio 2.01

- A: Fruit: an apple, an avocado, grapes, a lemon
- B: Vegetables: beans, broccoli, tomatoes
- A: Meat or fish: salmon
- B: Drinks: orange juice
- A: Other: cheese, eggs, rice, yoghurt

Audio 2.02

P = Presenter S = Sasha M = Mark L = Lynn

- P: We're here at Borough Market, one of the best food markets in London and perhaps in the world. The colours, the smells ... It's great. Today's podcast is about food. What is the most important food for you? What are five kinds of food you can't live without? First is Sasha. Hi, Sasha, do you come here every weekend?
- S: Hello. Yes, I live very near here. I love this market
- P: So, Sasha, what five kinds of food can't you live without?
- S: Five kinds of food I can't live without ...
 Well that's difficult. Let's see ... cheese,
 yes, all types of cheese. We always have
 some cheese at home. Grapes, but not
 the green ones, I like black grapes. They
 don't have any black grapes here. What
 else? Spaghetti, or all types of pasta, but
 good, homemade pasta. And one more ...
 no, two more ... Oh, I know. My favourite
 food is yoghurt. My mother is from
 Ukraine and she makes great yoghurt.
- P: And one more?
- S: One more ... of course, chocolate. I can't live without chocolate.
- P: Thanks Sasha. Right ... Now let's talk to Mark. Mark, you're from London, aren't you?
- M: Yes, I am. And I'm here because I want to buy some food for dinner tonight, for some friends. I want some salmon.
- P: So Mark, what five kinds of food can't you live without? Maybe fish?
- M: Yes, you're right. And the fish in this market is fantastic, really fresh. Fish is my favourite type of food. And I also love broccoli and potatoes. I need some potatoes and broccoli for tonight. I also like chicken. So yeah, fish, broccoli, potatoes, chicken and one more, oh, I know, bananas. I have a banana for breakfast every day. Yes, so that's five.
- P: Borough Market is world famous and it has visitors from many different countries. Lynn, where are you from?
- L: I'm from Australia.
- P: Lynn, I see your bag has a lot of very healthy food in it. What five kinds of food can't you live without?
- L: Yeah. Well, my health is important to me, so I eat a lot of vegetables, and I always have some at home, because I eat salads all the time. So, lettuce, tomatoes, for sure ... but big, juicy tomatoes ... They don't have any big tomatoes here. Erm ... I also like rice. And two more ... Oh yes, avocados ... my favourite. In Australia we have amazing avocados, the best in the world and I eat an avocado every day. So one more, maybe another type of fruit. OK, strawberries. Yes, I really love strawberries.

Audio 2.03

I have a carrot, an onion and some potatoes.

Audio 2.04

- 1 I need a pear and an orange.
- 2 We have some eggs.
- 3 She wants some lemonade.
- 4 We need a chicken and some rice.
- 5 Can I have a melon, please?

Audio 2.05

- 1 I check my messages three or four times an hour.
- 2 I call my mother once a day.
- 3 I play tennis twice a week.
- 4 We eat fish every Saturday.
- 5 I go to the cinema four or five times a year.
- 6 We go to Spain every summer.

Audio 2.06

- a Spain every summer We go to Spain every summer.
- b twice a week
 I play tennis twice a week.
- times a year
 I go to the cinema four or five times a year.
- d fish every Saturday We eat fish every Saturday.
- e times an hour
 I check my messages three or four times
 an hour.
- f once a day
 I call my mother once a day.

Audio 2.07

W = Waiter S = Scott T = Teresa

- W: Good evening. Do you have a reservation?
- S: Yes, the name's Millar, Scott Millar. We have a table for two for half past seven.
- W: Ah yes. Come this way.
- T: It's very dark here. Could we have a table near the window?
- W: Um ... Is that one all right?
- T: Yes, that's good, thank you.

This is good for taking photos. Great!

- S: You and your photos!
- W: Here's the menu.

• • •

- W: Are you ready to order?
- S: Yes. What's the soup of the day?
- W: It's tomato soup. Homemade of course. Chef's speciality.
- S: OK. So for a starter, can I have the soup, please?
- W: And for the main course?
- S: The Thai green chicken curry.
- W: Would you like any side dishes?
- S: No thank you.
- W: And for you?
- T: Could I ask you ... What is 'Bruschetta'? Is that how you pronounce it?
- W: Bruschetta. That's a traditional Italian starter. It's toasted bread with garlic, and it has tomatoes and basil on it.
- T: OK, great. Then I'd like that the bruschetta. And then I'd like the salmon with a green salad, please.
- W: That's one soup, one bruschetta, one chicken curry and one salmon with salad. Would you like something to drink?

- S: Can I have some water?
- T: Me too. So a big bottle of water would be fine.
- W: Still or sparkling?

S/T: Still/Sparkling, Sparkling/Still.

- S: Still water for me.
- T: And sparkling for me. So two small bottles, please.
- W: How is your meal?
- T: The salmon is delicious! Look, do you like my photos?
- S: Teresal
- T: What's the problem? Look at the menu. Here. It says the best photo every month gets a free dinner for two.
- W: I think your photos are great!
- T: Oh, thanks.
- W: Would you like to look at the dessert menu?
- S: Not for me. But could I have a coffee? Americano with milk.
- W: Hot or cold milk?
- S: Hot, please.
- T: And the fresh fruit salad for me, please. And do you have mint tea?
- W: Yes, we do. So that's a fresh fruit salad, an Americano with hot milk and a mint tea.
- T: And could we have the bill at the same time, please?
- W: Yes of course.
- S: Let's leave a tip. The waiter was very aood.
- T: The restaurant has a 15 percent service charge, so we don't need to leave a tip.

Audio 2.08

- W: Good evening. Do you have a reservation?
- S: We have a table for two for half past seven
- 3 S: Could we have a table near the window?
- 4 W: Are you ready to order?
- 5 S: So for a starter, can I have the soup, please?
- 6 T: And then I'd like the salmon with a green salad, please.
- 7 W: Would you like something to drink?
- 8 W: How is your meal?
- 9 W: Would you like to look at the dessert menu?
- 10 T: Could we have the bill at the same time, please?

Audio 2.09

- 1 Could we have a table near the window?
- 2 Could we have a table near the window?
- 3 Can I have the soup, please?
- 4 Can I have the soup, please?
- 5 Could I have the green salad?
- 6 Could I have the green salad?
- Could we have the bill at the same time, please?
- 8 Could we have the bill at the same time, please?

Audio 2.10

- Could we have a table near the window?
- Can I have the soup, please?
- Could I have the green salad?
- Could we have the bill at the same time, please?

Audio 2.11

I'm from Quebec in Canada. Let me tell you about our Winter Carnival. It happens in Quebec in January. Thousands of people come from all over the world. We have ice sculptures everywhere. They're really beautiful and I love looking at them. You can see a lot of different winter sports, too. I enjoy watching the canoe race on the river. It's really exciting.

At this time, we often eat special food. I like soup, French onion soup. Hot soup on a cold day is great.

The carnival lasts ten days. My favourite thing is the evening parade. I go with my family. We really enjoy watching it together.

UNIT 2 VOCABULARY BANK

Audio VB2.01

1	an orange	16 peas
2	strawberries	17 lamb
3	a melon	18 prawns
4	a pear	19 chicken
5	potatoes	20 fish
6	lettuce	21 sugar
7	a cucumber	22 pasta
8	a pepper	23 noodles
9	an onion	24 bread
10) mushrooms	25 cereal
11	herbs	26 butter
12	2 olives	27 yoghurt
13	3 chillies	28 oil
14	an aubergine	29 lemonade
15	a courgette	30 sparkling water

UNIT 2 REVIEW

Audio R2.01

- 1 I watch TV on Fridays.
- 2 I buy clothes every Saturday.
- 3 I usually read a newspaper at breakfast.
- 4 I hardly ever sleep well.
- 5 I go out a lot at the weekend.
- 6 leat pizza once a week.
- I study English every evening.
- 8 I often get up late on Sundays.

Audio R2.02

Robot waiters

'Hello and welcome,' says the waiter. 'Are you ready to order?'

I say 'hello', and 'yes, I'm ready to order'. But does the waiter understand me? I don't know. You see, the waiter is a robot. I give my order - a steak for my main course, potatoes for a side dish and an avocado salad. The robot says, 'Would you like something to drink?' so I ask for some water. And I hope this works, because I'm very thirsty.

Robot waiters are not a new thing, and people have different feelings about them. Restaurant owners love them: 'I have more customers now. People enjoy seeing the robots with the trays of food. It's good for business.' The human waiters aren't sure: 'I hope it doesn't take my job.' And customers? Some love them: 'It's so cute! I want a selfie with it!' Some hate them: 'They're not very friendly. They never smile!

And me? I'm not sure. I'm very hungry, and my lunch ... Ah, here it comes now!

UNIT 3

Audio 3.01

Hi, I'm Joanne, and welcome to my apartment, or your apartment really, for the time you're in Edinburgh. This video has all the information you need for your stay. So let's go! OK, this is the key box. It's over here, near the front door. You enter the code here ... and this little door opens. These are the keys. These two keys here are for the front door and it's easy to open. It's usually easy to open, there ... it's open! Now let me show you around. This is the living room. And on the table here is some tourist information about the local area and places to visit. The TV is over there and the TV remote is under it. So you turn on the TV like this. The wifi password is here, on the shelf under the TV. OK, let's go into the kitchen.

So this is the kitchen. Here's the fridge. Coffee and tea are here, in the cupboard. I always leave some milk for coffee and tea on your first morning. For food shopping, we usually go to the local supermarket. It's only five minutes away. And over there next to the radio are the important phone numbers - police, local hospital and my number. Also a map ... Wait, where is that map? Hmm ...

OK you go through here to the bedroom, but first here's the bathroom, between the kitchen and the bedroom. Oh, and you don't need to bring any soap or shampoo because we always leave some there, on that shelf.

And finally, the bedroom ... a big double bed. And do you see those towels, over there? They're for you. And that desk over there is where I work, but feel free to use it. This is your home in Edinburgh! Oh, and there's the map, on my desk. It's useful. You're in the centre of Edinburgh, so it's easy to walk everywhere. Oh, just one more thing, when you go out, please remember to turn off all the lights. Electricity is expensive. So ... enjoy!

Audio 3.02

- You enter the code here, and this little door opens.
- These two keys here are for the front door.
- And do you see those towels, over there?
- And that desk over there is where I work

Audio 3.03

/I/	/i:/
lt's	easy
This	These
is	keys
living	need
bring	We
	leave

Audio 3.04

- 1 He's got a lot of books.
- 2 She's got three phones!
- 3 Have you got any chocolate?
- 4 I haven't got much time.



Audio 3.05

J = Jason A = Alysha D = Dion

Conversation 1

- A: Hello?
- J: Hi Alysha, it's Jason.
- A: Hi Jason, how are you?
- J: I'm good, thanks.
- A: So, would you like to come for dinner on Friday?
- J: I'd love to come.
- A: That's great! I'll send you the directions.
- J: Thanks. Erm, what can I bring?
- A: Oh, nothing. Just yourself!
- J: OK, great.
- A: Wait a second. Is there anything you don't eat?
- J: Oh, well ... I don't eat mushrooms. I hope that's OK.
- A: Of course. I'm glad I asked. So, see you on Friday at seven.
- J: See you then. Bye.

Conversation 2

- A: Hi. You made it!
- J: Yes, sorry I'm late.
- A: No problem. Great to see you.
- J: You too.
- A: This is Dion, my husband. Dion, Jason.
- D: Hi
- J: Nice to meet you.
- D: Good to meet you too.
- A: Come on in.
- J: These are for you.
- A: Oh, what beautiful flowers. How nice of vou!
- J: Shoes off?
- A: Don't worry, it's OK.
- J: Are you sure?
- A: Yes. Let me take your jacket.
- J: Thanks. Here.
- D: Let's go into the living room. Can I get you something to drink?
- J: Yes please. Could I have a glass of water?
- D: Sure. Would you like still or sparkling?
- J: Sparkling, please.
- D: OK. Make yourself at home. Let me get your drink.
- J: Thank you.

Conversation 3

- J: Oh, I'm full. That was delicious!
- A: Glad you liked it. Would you like some more coffee?
- J: No thanks, I'm fine. Oh, it's ten o'clock! I need to go. Work tomorrow!
- A: Oh, if you're sure. Let me get your jacket.
- J: Thank you for this evening. It's been great!
- D: Really good to meet you.
- J: And you. Thank you very much.
- A: Bye. Have a safe journey home.
- J: Thank you for a lovely evening! Bye!

Audio 3.06

- Would you like to come for dinner on Friday?
- 2 I'd love to come.
- 3 Let me take your jacket.
- 4 Can I get you something to drink?
- Let me get your drink.
- 6 No thanks, I'm fine.

Audio 3.07

- J: Sorry I'm late.
 - A: No problem.
- 2 A: Great to see you.
 - J: You too.
- J: These are for you.
 - A: Oh, thank you. How nice of you!
- A: Have a safe journey home.
 - J: Thank you for a lovely evening!
- 5 J: I'm full. That was delicious!
 - A: Glad you liked it.

Audio 3.08

- 1 J: Sorry I'm late.
- 2 A: Great to see you.
- 3 J: These are for you.
- 4 A: Have a safe journey home.
- 5 J: I'm full. That was delicious!

UNIT 3 VOCABULARY BANK

Audio VB3.01

- A hall
- В living room
- C kitchen
- \Box home office/study
- dining room
- bathroom
- G bedroom
- H garage

Audio VB3.02

- 10 plant armchair 11 rug 2 carpet 12 shelf/shelves counter
- 4 cupboard 13 shower 5 14 sink desk 6 fridge 15 sofa 16 stairs mirror 8 lamp 17 wardrobe
- **UNIT 3** REVIEW

Audio R3.01

oven

1 This is my fridge. As you can see, there are two tomatoes on the top shelf.

18 washbasin

- I've got three bottles of water, and some butter to the left of the water.
- On one shelf, there's some orange juice and a cucumber.
- I've got some eggs and a jar of jam on the top shelf of the door.
- There's some milk on the bottom shelf of the door.
- 6 I haven't got any lettuce or cucumbers.

Audio R3.02

Home sweet (tiny) home

We've got a tiny home and we love it. Tiny homes aren't expensive and have the same rooms as normal homes. In our home, there's a bedroom, a kitchen and a bathroom with a small washbasin. We are a long way from the city centre and it's very quiet.

So what's difficult about living in a tiny home? Well, everything is very small: the cupboard has space for only six plates; there isn't a hall and we haven't got a bath, only a shower. Life is good, but not always easy. Sure, we've got problems - everyone has problems – but our problems are different, they're TINY.

UNIT 4

Audio 4.01

S = Sara N = Nick

- S: Welcome back. This is the Sara Walker Show. And it's time for ...
- N: 'What a decade!'
- S: Hello, Nick, what have you got for us today?
- N: Today is ... the twenty-tens. From twenty-ten to twenty-nineteen. And first, let's start with technology. OK, Sara, here's a question for you: Which was first, TikTok, Snapchat or Instagram?
- S: Hmm ... Let me think ... was it Snapchat? No, Instagram was first. Then Snapchat. Then TikTok.
- N: Perfect! All three were new in the 2010s. The first Instagram photo was in 2010. It was on the 16th of July.
- S: Interesting ... So, that's technology. How about people?
- N: Well in 2010, the Person of the Year in TIME Magazine was ... Mark Zuckerberg! And Facebook was the number one social media site in the world.
- S: Wow, it feels like a long time ago. I was only a teenager.
- N: Yes, me too.
- S: OK, and what other people were famous? What were the big names in
- N: Where do we start? There was Usain Bolt, Simone Biles, Novak Djokovic and Serena Williams ... And in football there was a big name **and** a big number. 222 million euros!
- S: How much?! That's a lot of money. Was it Lionel Messi?
- N: No. it wasn't Messi. It was Neymar. 222 million euros!
- S: That was the cost of ...?
- N: ... his transfer from Barcelona to Paris Saint-Germain
- S: When was that?
- N: In 2017. So, over to you. What else was there in sport?
- S: Well, 2016 was a good year for Puerto Rico.
- N: That was the Olympics, right? In Rio?
- S: Yes, and Monica Puig, the tennis player, was the first person from Puerto Rico to win a gold medal.
- N: Oh yes, I remember her. It was the women's tennis singles. She was great! So, that's technology, ... sport ... What about music? How much do you remember? What was the number one selling album of the decade?
- S: Was the singer British?
- N: Yes ...
- S: Ed Sheeran?
- N: No, it was a woman.
- S: Then it was Adele.
- N: Yes.
- S: And her album 21?
- N: That's right. In 2011.
- S: How many sales?
- N: Over five million in the UK. Over 31 million in the world.
- S: I love Adele and I love that album! So, have you got anything else for us before the break, Nick?
- N: Yes. Food. An egg.

- S: I don't understand. An egg?
- N: Yes, the Instagram Egg. In 2019 there were 53 million 'likes' for an egg. For a photo of an egg that someone posted on Instagram! Just a normal egg.
- S: No way! Well, with that I think it's time for a break and then we can continue with ...
- N: 'What a decade!'

Audio 4.02

- 1 A: Where were you in twenty-ten?
- 2 B: I was at high school in Milan.
- 3 A: Was it a good school?
- 4 B: Yes, it was.
- 5 A: Were you a good student?
- 6 B: No, I wasn't!
- A: Were the teachers good?
- 8 B: Yes, they were.

Audio 4.03

- A: How many people were at the party?
- B: Almost fifty.
- A: Sorry, how many?
- B: Fifty. About fifty.

Audio 4.04

L = Louise SA1 = Shop assistant 1 SA2 = Shop assistant 2

Conversation 1

- Excuse me. Could you help me?
- SA1: Yes, of course.
- Do you sell phone chargers for this phone?
- SA1: Er, let me look ... Yes, we've got some different ones. This one is a single pack and this one is a three-pack.
- It's OK. I only need one. I've got one at home in the UK. How much is it?
- SA1: This one is twelve euros ninety.
- Good, I'll take it.
- SA1: Is there anything else?
- No, thank you. Can I pay by phone?
- SA1: Yes, that's fine.
- I don't need a bag. Could I have a receipt? Thanks.
- SA1: Have a good evening.
- And you.

Conversation 2

- SA2: Can I help you?
- Yes. I need a dress. I'm here for a conference and my suitcase is lost.
- SA2: Lost?
- Well, I think it's in Paris. I need a smart dress for the conference, but I don't want to spend too much money.
- SA2: There are some dresses in the sale over here
- Could you help me with sizes?
- SA2: Yes. What size are you?
- L: I'm a size twelve in the UK.
- SA2: OK, that's a size forty here.
- L: I like this one. Can I try it on?
- SA2: Sure.
- Where are the changing rooms?
- SA2: Over there.
- SA2: How was it?
- It's fine, but have you got it in a different colour? Maybe blue?
- SA2: Let me check. I'm sorry. We don't have it in blue.
- OK. I'll have this one. Black is fine.
- SA2: Do you need anything else?

- Do you have any shoes?
- SA2: The shoe department is on the second floor.
- Thanks. Where do I pay?
- SA2: I can take the payment.
- Ah, my phone's dead. Can I pay by card? Is contactless OK?
- SA2: Yes. We take up to 100 euros. Here's your receipt.
- Thanks for your help.
- SA2: No problem. You're welcome. I hope the conference goes OK.
- Thanks.

Audio 4.05

- 1 L: Excuse me. Could you help me?
 - SA1: Yes, of course.
- Do you sell phone chargers for this phone?
 - SA1: Er, let me look ...
- It's OK. I only need one. I've got one at home in the UK. How much is it?
 - SA1: This one is twelve euros ninety.
- 4 Good, I'll take it.
 - SA1: Is there anything else?
- No thank you. Can I pay by phone?
 - SA1: Yes, that's fine.
- 6 L: I don't need a bag. Could I have a receipt?
- 7 SA2: Yes. What size are you?
 - I'm a size twelve in the UK.
 - SA2: OK, that's a size forty here.
- 8 L: I like this one. Can I try it on?
 - SA2: Sure
- 9 L: Where are the changing rooms? SA2: Over there.
- It's fine, but have you got it in a different colour? Maybe blue?
 - SA2: Let me check. I'm sorry. We don't have it in blue
 - OK. I'll have this one. Black is fine.

Audio 4.06

How much is it?

Audio 4.07

- 1 Can_I pay by phone?
- 2 Could_I have_a receipt?
- What size_are you?
- 4 Have you got_it_in_a different colour?

Audio 4.08

You should come in summer It's beautiful at this time. The water's warm and you can swim in the lake. I usually swim for half an hour every day. Also I often ride my bike by the lake. There are a lot of good cafés and restaurants everywhere, but in the evening we often make a fire and cook outdoors. It's usually hot in the daytime. You should bring T-shirts and summer clothes and clothes for swimming. You should also bring some warm clothes because the evenings are sometimes cool. Come and stay with us next year. We usually go to the lake in June!

UNIT 4 VOCABULARY BANK

Audio VB4.01

- 1 January
- 2 February
- 3 March 4 April
- 7 July 8 August
- 9 September 10 October
- 5 May 6 June
- 11 November 12 December

Audio VB4.02

- 1 the 4th of January
- 2 the 3rd of February
- 3 the 19th of March
- 4 the 17th of April
- 5 the 27th of May
- 6 the 9th of June
- 7 the 2nd of July
- 8 the 7th of August
- 9 the 1st of September
- 10 the 13th of October 11 the 22nd of November
- 12 the 18th of December

Audio VB4.03

- 1 two hundred and seventy-two
- 2 four thousand four hundred and ninety
- one point four
- 4 two point four six
- 5 a quarter
- 6 five hundred and fifty-five
- 7 three million
- 8 one billion

Audio VB4.04

- 1 Mount Fuji is 3,776 metres high.
- 2 The Lotte World Tower is 555 metres tall.
- 3 The Greenland shark lives for 272 years or more
- It's 4,490 kilometres from New York to Los Angeles.
- The average family in Poland has 1.4 children. In Honduras, the number is
- 6 There are about 1 billion bicycles in the world.
- Just over 3 million people live in Mongolia
- The Sahara Desert covers over a quarter of Africa.

- Audio VB4.05 A shoe shop
- B bookshop
- C pharmacy/chemist's
- electronics shop \Box greengrocer's
- Ε
- café
- G dry cleaner's clothes shop
- butcher's
- stationer's/newsagent's
- K sports shop
- L baker's
- M supermarket
- N department store

O hairdresser's Audio VB4.06

- 1 A: Where can I get some new shoes?
- B: There's a good shoe shop near here.
- 2 A: Where can I get some cakes?
 - B: There's a good baker's near here.
- 3 A: Where can I get a new TV? B: There's a good electronics shop near here.
- A: My jacket needs cleaning. Where can Tao?
 - B: There's a good dry cleaner's near here.
- 5 A: Where can I get some trainers?
 - B: There's a good sports shop near
- 6 A: Where can I get a haircut?
 - B: There's a good hairdresser's near here.



Audio VB4.07

- A It's fine and sunny.
- B It's raining.
- C It's grey and cloudy.
- D It's snowing.
- E It's windy.
- F There's a storm.

Audio VB4.08

In spring (March, April and May) the temperature isn't very high, so it isn't very hot, but there are some nice warm days, with temperatures of about fifteen to seventeen degrees Celsius. Sometimes it rains a lot. Summer (June, July and August) is usually dry with little rain and long sunny days, but there are sometimes bad storms and it can be cool in the evenings, with temperatures of about ten degrees. Autumn (September, October and November) is often wet and windy with a lot of rain and storms, but there are also many fine days. In winter (December, January and February) it often snows in Scotland and the north of England and it can feel very cold, with temperatures of about minus five degrees Celsius.

UNIT 4 REVIEW

Audio R4.01

You can live a healthy life without changing a lot of things. Your habits are important. How much water you drink, how much exercise you get, these things are important, and easy to do something about. Most adults should drink a litre and a half of water a day. One and a half litres - that's a good amount. Fruit is important, and you should try to have different types of fruit, three to five different types every day. And think about the colours. Have lots of different colours of fruit. Walking is excellent exercise; try to walk two or three kilometres a day. Some people count steps on their phone. Ten thousand steps is good. With sleep, everyone is different. Eight hours a night is a kind of normal or average, but some people are fine with six. And speaking of sleep, two hours before bedtime, stop using your phone - that can help you sleep. That's right, no phone for two hours before bedtime! And don't forget to brush your teeth! Three times a day!

Audio R4.02

The Great Pyramid of Giza was originally 147 metres high; now it's only 138 metres. It has 2.3 million stone blocks in it. It's 4,580 years old. Every year, 14.7 million visitors go there.

Audio R4.03

exercise the brain.

Should children memorise facts? Most people don't remember life before the internet. But I **do** remember, because I was at school in Scotland in the 70s and 80s, and there wasn't any Google to ask for

information. When my friends and I were at school, it was important to memorise facts. There were quizzes every week, with questions like: 'How tall is the Eiffel Tower?' (I don't remember), 'How far is it from New York to Beijing?' I do remember – it's almost 11,000 kilometres (or exactly 10,982) and 'Can you name five Asian countries?' I think every child should learn the dates of important events. Facts shouldn't be the

only thing that children learn, but they can

UNIT 4 MEDIATION BANK

Audio MB4.01

F = Friend A = Ash SA = Shop assistant

- F: Hi, Ash, can you hear me?
- A: Hi, are you in the shop?
- F: Yes, I'm here with the shop assistant. One second, Ash.
- A: OK.
- F: Excuse me, have you got any black T-shirts? In a medium size?
- SA: One second ... No, I'm sorry, we haven't at the moment. In a medium we have ... blue, white and green.
- F: OK, thanks. Ash? They haven't got a black T-shirt in a medium, but they've got blue, white or green. Is blue OK?
- A: Hmm, blue is OK, I guess. Yes, blue.
- F: OK. Hi, sorry my friend wants the blue one.
- SA: Not a problem. Here you go.
- F: And have you got any white jeans, size twenty-eight?
- SA: Size twenty-eight. Yes, we have, here you are.
- F: Um, Ash? They've got white jeans in a size twenty-eight, but they're £100 ... Do you want them?
- A: Wow, no, that's too much. My old blue jeans are fine.
- F: OK, talk to you later Ash, bye! Thanks for your help.
- SA: You're welcome.

UNIT 5

Audio 5.01

1 worked 7 cooked 2 changed 8 decided 3 posted 9 helped 4 finished 10 opened 5 started 11 played 6 cleaned 12 wanted

Audio 5.02

1 Sandra

My nephew, my sister's son, had his wedding last summer. They invited forty people to the wedding party, and they asked a famous chef to cook lunch. Well, on the big day at nine o'clock in the morning, the phone rang. It was the chef with some bad news. He had a family emergency and couldn't come. Disaster! Forty people and no food! So my sister called a fish and chip restaurant and ordered fish and chips for everyone. Her husband went to the supermarket and got some desserts. In the end, everyone had a great time!

2 Olivia

One of my best friends from high school, his name's Jack, had his 21st birthday in October. He invited all his friends from high school and university, I think about thirty-five people. Jack lives about eight hours from me, so I drove all day and arrived early in the evening. I was very tired so I had a shower and decided to have a short rest. Well, it wasn't a short rest – I woke up the next morning. The party was over. I missed all the party! I felt terrible, so I went home.

3 Kingsley

I changed jobs last April. My manager organised a leaving party for me, but I didn't know about it. At about five in the afternoon, at the office, people said

goodbye to me and left. My manager said, 'Let me take you out for dinner.' We took a taxi to a small restaurant in the city centre. We went upstairs, my manager opened the door to a large room and called out, 'Surprise, surprise!' There was a big table for sixteen people. But the table was empty. No one was there! My poor manager! Everyone was at the wrong restaurant. They were at Gino's Restaurant. And we were at Green's Restaurant.

Audio 5.03

went left
drove said
had wrote
woke up rang
drank

Audio 5.04

- 1 What time did you wake up this morning?
- 2 What did you drink with breakfast?
- 3 When did you leave home this morning?
- 4 When did you last write a birthday card?
- 5 Who did you last call on your mobile?

Audio 5.05

N = Neil M = Manager P = Professor C = Claire

Conversation 1

N: Hello everyone. I'm sorry I'm late.

- M: Hello Neil. We started without you.
- N: I'm really sorry. My train was late.
- M: No problem. Please sit down, Neil. OK everyone ...
- N: Sorry, erm ... the meeting started at half past nine, right? I'm only ten minutes late.
- M: The meeting started at nine o'clock, as planned.
- N: Oh, no. I had the wrong time.
- M: That's all right. Do you have your presentation ready, Neil?

Conversation 2

- P: Hello, Claire.
- C: I'm so sorry I'm late. I ... I didn't hear my alarm. I left a message. Did you get it?
- P: No, I didn't get your message. It's OK. Please sit down. OK everyone. I checked online yesterday afternoon and I have all your work, but er ... Claire, I don't have your work.
- C: Erm, no. I erm ... my wifi was down.
- P: Your wifi was down? For three days? I think you should get a new internet provider.
- C: Yes, maybe I should.
- P: Please send it tonight, before seven o'clock. Right everyone. Let's continue.

Audio 5.06

- 1 A: I'm really sorry I'm late.
 - B: No problem.
- 2 A: I'm really sorry I'm late.
 - B: No problem.
- 3 A: I'm sorry I'm late.
 - B: That's all right.
- 4 A: I'm sorry I'm late.
 - B: That's all right.
- 5 A: I'm so sorry I'm late. B: It's OK.
- 6 A: I'm so sorry I'm late. B: It's OK.

UNIT 5 VOCABULARY BANK

Audio VB5.01

- A seven o'clock
- B three minutes past five
- C seven forty-five OR quarter to eight
- D three fifteen OR quarter past three
- E four thirty OR half past four
- F ten past eleven
- G twenty-five past seven
- H twenty-three minutes past five

Audio VB5.02

- 1 half past twelve
- 2 quarter past four
- 3 twenty to seven
- 4 twenty-five to five

UNIT 5 REVIEW

Audio R5.01

Last summer, my mum organised a party for my dad's 70th birthday and she invited lots of people. Family members came from all over the country, and there were over sixty of us. We sat together in a restaurant, we had dinner and we chatted. Then my dad asked my mum, 'Isn't there a band?' and someone else said, 'Yeah, where's the music?' My mum said, 'The band – they're late!' So she called the band and spoke to their singer. My mum said, 'Where are you?' The guy said, 'Oh, no, we forgot! I'm really sorry.' Then my mum ended the phone call and looked at all the guests. My dad didn't know what to say. Then everyone looked at him and started laughing ... because suddenly, from the back room, the band started playing! The band was there before we were! It was our 'surprise' for Dad!

UNIT 5 MEDIATION BANK

Audio MB5.01

R = Rex J = Janina

- R: Hey, Janina!
- J: Hi Rex, how are things?
- R: I'm OK, but how about you? What happened yesterday?
- J: Oh, we went to see John's parents \dots
- R: Right. Do they live near here?
- J: No, in Plymouth.
- R: Plymouth! Wow, that's really far ...
- J: **Really** far, and we had problems all day.
- R: Oh no ..
- J: I lost my phone in the morning, so we left the house late. Then we had problems with the car ... That car is so old now ...
- R: Oh, that's too bad. Did you arrive late at John's parents' house?
- J: Yes, we were two hours late, but John's parents are really kind, they made us a nice lunch, and then we went for a walk. We went to the beach near their house.
- R: The beach. Sounds nice.
- J: Yes, but it rained. It rained a lot. We went home early.
- R: Wow, that was a terrible day ...

UNIT 6

Audio 6.01

T = Tom B = Becky

Conversation 1

- T: Hi, Hi. Becky, it's me, Tom. Can you hear me?
- B: Just a minute. Yes, I can hear you.
- T: Where are you?
- B: In my car.
- T: Are you driving?
- B: Of course not. I'm in a car park.
- T: OK, good. Listen, can you help me?
- B: Er ... What is it?
- T: Are you near the station?
- B: Er ... yeah, not far. About five minutes' drive.
- T: Well, I've got a real problem. My sister Denise is in town. She's waiting for me at a bus stop in front of the train station. But I can't go, I'm in a meeting, and it isn't finished. I need to stay here. Could you ...
- B: ... meet her?
- T: Yes, and bring her to the office?
- B: Yes, that's not a problem. I'm very near. OK, which bus stop?
- T: The bus stop on the High Street side.
- B: OK, can you tell her I'm coming?
- T: No, that's the problem. Her phone isn't working. Her battery's dead, maybe.
- B: So what does she look like?
- T: Well she's young, twenty-one, and she's got brown hair, curly brown hair.
- B: And what's she wearing? Do you know?
- T: I have no idea. Sorry.
- B: What's her name again?
- T: Denise.
- B: OK. I can be there in five minutes.
- T: Thanks a million. It's really good of you.
- B: No problem.

Audio 6.02

T = Tom B = Becky D = Denise

Conversation 1

- T: Hi, Hi, Becky, it's me, Tom. Can you hear me?
- B: Just a minute. Yes, I can hear you.
- T: Where are you?
- B: In my car.
- T: Are you driving?
- B: Of course not. I'm in a car park.
- T: OK, good. Listen, can you help me?
- B: Er ... What is it?
- T: Are you near the station?
- B: Er ... yeah, not far. About five minutes' drive.
- T: Well, I've got a real problem. My sister Denise is in town. She's waiting for me at a bus stop in front of the train station. But I can't go, I'm in a meeting, and it isn't finished. I need to stay here. Could you ...
- B: ... meet her?
- T: Yes, and bring her to the office?
- B: Yes, that's not a problem. I'm very near. OK, which bus stop?
- T: The bus stop on the High Street side.
- B: OK, can you tell her I'm coming?
- T: No, that's the problem. Her phone isn't working. Her battery's dead, maybe.

- B: So what does she look like?
- T: Well she's young, twenty-one, and she's got brown hair, curly brown hair.
- B: And what's she wearing? Do you know?
- T: I have no idea. Sorry.
- B: What's her name again?
- T: Denise.
- B: OK. I can be there in five minutes.
- T: Thanks a million. It's really good of you.
- B: No problem.

Conversation 2

- T: Hi Becky, did you find her?
- B: No. Well, I'm here. I'm near the bus stop, but I can't park. I think I can see her. She's got light brown hair?
- T: Yes, and it's curly, very curly.
- B: OK. Denise?
- D: That's me.
- B: OK, found her.
- T: Thanks. See you soon.
- B: Hi Denise, I'm Becky. I'm a friend of your brother's.

Conversation 3

- T: Hi Becky. The meeting's finished. Is everything OK?
- D: It's me, Denise. I'm using Becky's phone. She's driving now so she can't talk.
- T: Great. Sorry about that. It was an important meeting.
- D: No problem. We're nearly there.
- T: Yeah ... Anyway, see you in a few minutes.
- D: Yes, see you.

Audio 6.03

- 1 What are you doing?
- 2 How are you feeling today?
- 3 Who are you looking at?
- 4 Why are you smiling?
- 5 What are you thinking about?

Audio 6.04

dangerous quiet
expensive boring
difficult interesting
easy uncomfortable
noisy comfortable

Audio 6.05

- 1 It's cheaper than a taxi.
- 2 They're bigger than cars.
- 3 It's more comfortable than a bike.
- 4 They're noisier than trains.
- 5 It's more expensive than walking.

Audio 6.06

- A: Excuse me. Can you help me? How do you get to Ha'penny Bridge from here? My phone map isn't clear.
- B: Erm ... OK. We're here. This is the Cork Hill Gate of Dublin Castle.
- A: Yes. I see.
- B: OK, walk down Cork Hill ... City Hall is on your right, this is it, here ...
- A: OK ...
- B: So turn right at the corner and then turn
- left onto Parliament Street.

 A: Hold on, so at Parliament Street ...
- B: You turn left.
- A: And after that?



- B: Continue straight on. Then at the end of the road, at the river, there's a bridge. That's Grattan Bridge.
- A: OK, so straight on down Parliament Street to Grafton Bridge.
- B: Actually no, it's Grattan Bridge.
- A: Oh, sorry. Yes, OK. And do I cross over the bridge?
- B: No, **don't** cross over the bridge. There's a café at the corner, on the right. Turn right at the café.
- A: Right at the café.
- B: Then walk along the river for about five minutes.
- A: Mmm-hmm ...
- B: You go straight on past the next bridge, that's Millennium Bridge ...
- A: Sorry, could you say that again. What's the name of the bridge?
- B: Millennium Bridge
- A: Millennium Bridge. OK.
- B: Go past Millennium Bridge, and then you can see Ha'penny Bridge in front of you.
- A: How far is it?
- B: About fifteen minutes.
- A: Sorry, how far?
- B: Fifteen minutes. One five.
- A: Thank you so much.
- B: No problem. Enjoy your walk.
- A: Thanks.

Audio 6.07

- 1 How do you get to Ha'penny Bridge from here?
- 2 Walk down Cork Hill.
- 3 Then turn left onto Parliament Street.
- 4 Continue straight on.
- 5 No, don't cross over the bridge.
- 6 Then walk along the river for about five minutes.
- 7 You go straight on past the next bridge.
- 8 And then you can see Ha'penny Bridge in front of you.

Audio 6.08

- 1 A: OK, so straight on down Parliament Street to Grafton Bridge.
 - B: Actually no, it's **Grattan** Bridge.
- 2 A: And do I cross over the bridge?
- B: No, don't cross over the bridge.

Audio 6.09

A City Story

This happened last year, in my hometown. It was in the middle of the afternoon. I walked out of my building and got into my car. My car was in front of my building, so I didn't need to walk far. Suddenly I saw a big dog at the end of the road. It walked towards me, and when it was very close, I saw that it wasn't a dog – it was a wolf! A wolf in the city centre! I was safe inside my car, so I didn't feel scared. I took out my phone and tried to video the wolf as it walked past my car. Usually there were people on the street, but at that moment there wasn't anybody. I watched the wolf for a minute. Then it turned the corner and was gone. It was just like in a dream. I was surprised, but I wasn't scared at all, and I had a great story to tell my friends. After that I always looked along the road before I left my apartment.

UNIT 6 VOCABULARY BANK

Audio VB6.01

- 1 short, blonde hair, long hair
- 2 bald
- 3 dark hair, short hair, a moustache
- 4 tall, dark hair, short hair
- 5 short, curly hair, short hair, dark hair
- 6 curly hair, long hair, red hair
- 7 straight hair, long hair, red hair
- 8 short, dark hair, short hair, a beard, a moustache

Audio VB6.02

A dress H socks B tie top C suit skirt D shirt K jumper Ε jeans trousers 1 F T-shirt М coat G shorts N jacket

Audio VB6.03

- a She's short. She's got dark curly hair. She's wearing a jacket and a skirt.
- b He's tall and he's got short, dark hair. He's wearing shorts and a T-shirt.
- c He's short and he's got a beard. He's wearing jeans and a shirt.
- d She's short and she's got long, blonde hair. She's wearing a dress.

Audio VB6.04

G motorbike A boat underground/ H ship subway train 1 tram C plane J scooter D van K rowing boat F lorry/truck L hovercraft ferry

UNIT 6 REVIEW

Audio R6.01

- 1 I'm sitting next to the window.
- 2 I'm wearing a T-shirt.
- 3 We're studying grammar today.
- 4 Other students are waiting outside the classroom.

Audio R6.02

When Cha Huilan from Lazimi village in China needs to buy medicine for her mother, she doesn't take a bus or ride a bike. She goes by zip line across the River Nu. The River Nu ('nu' means angry) is very strong, and boats can't cross it safely. There is a bridge, but it's almost 20 kilometres away. That is too far to walk. A boat is more dangerous than the zip line, and walking is much slower. Cha Huilan doesn't have a choice.

There are about twenty villages in the area with zip lines for crossing the river. Children get to school by zip line, villagers go to market and come back by zip line. There aren't very many visitors to the villages, because it's difficult to use the zip line. But the towns are building more bridges now. Local people hope for simple pedestrian bridges so they can go safely on foot. But it takes time to build across the Angry River.

UNIT 7

Audio 7.01

- 1 It's better to be a student than a teacher.
- 2 I live in the north of England.
- 3 I like having photos on the wall.
- 4 This is an easy exercise.

Audio 7.02

- 1 It's good to be relaxed in front of people because sometimes a lot of people watch me when I'm working. People watch me because my eyes are always closed, and that is part of my job.
- 2 Sometimes there are forty or fifty people, so it's important that I can work well with people, and I need to remember people's names. Also, I often start work early in the morning and finish late at night. We all work long hours. But I'm often the last one to leave the studio.
- 3 In this job you work with your hands. You work with objects, not people. In fact most of the day you don't see **any** other people, so it's important that you can work alone.
- 4 Of course you need to be good with animals, that's a big part of it. And you work outside a lot, in the city streets, so the animal can learn about traffic lights and crossroads, and noise of course.

Audio 7.03

A = Anton N = Nia J = Jack B = Bella

A: Hello. I'm Anton Cooke and in this podcast we're talking about work. Most people work five days a week or more, but today we're meeting people with a different working week. They work four days and then, on the fifth day, the extra day, they do something completely different. First of all, last month I met some people in the UK.

Today, I'm here in some woods in the south of England and I'm speaking to Nia. Hello Nia.

- N: Hi Anton.
- A: I can see about ... eleven people here. What are you doing?
- N: Well, today most of us are cleaning up the woods and cutting the grass. And can you see Pete over there?
- A; Yes. What's he doing?
- N: He's picking up rubbish. You know, plastic bottles and drink cans.
- A: Oh yes. Do you come here every week?
- N: No, we go to different places. For example, last week we were on a beach. We meet every Monday.
- A: And what's your normal job?
- N: I work for a bank. It's a good job, but I spend all day in the office, looking at a computer screen. About two years ago I wanted to give up my job. I wanted to do something different.
- A: But you didn't give up your job?
- N: No, I stayed at the bank. They were very good. They give me one day off every week. It's great! I'm working outside in this beautiful place, with friends, **and** I'm doing something useful.
- A: Yes, you are! Thanks for talking to us.

. . .

- A: And from the other side of the world ... I'm here in Thailand, where I'm meeting Jack.
 - Hello, Jack. What do you do?
- J: Hi, Anton. Well, I teach at an international business school here. I teach English and Business.
- A: But not today?
- J: That's right. Every Friday I come here and work at this elephant home.
- A: Home?
- J: Yes, it's a place for old elephants. They're all old or not well. The elephants come here and we look after them.
- A: What do they eat?
- J: Well, they love fruit. Come with me and let me show you. Here we're preparing some fruit for the elephants.
- A: It looks good.
- J: And over there, that's my favourite elephant, Mali. She's coming back from her shower. She has a shower every day and she loves it.
- A: So, this is very different from your day job.
- J: Yes! For me it's not work, it's like a holiday.
- A: Thanks so much for talking to us and for showing me this amazing place!
 - ...
- A: And I'm back in the UK, with Bella. Bella, you work for an IT company, don't you?
- B: That's right. I fix computers and help with IT problems.
- A: But not on Wednesdays?
- B: No, my company thinks we should give something back to the city. So I have a day off once a week, usually on Wednesday. And I work here in the library. I help people with a lot of different things.
- A: So what kind of things do you do?
- B: Well sometimes I help children with their reading and sometimes I help older people. Every time I come here it's different. Some people want my help to find a new job or a place to live or they want to know how to use the internet better. Last week someone wanted to know how to turn off their new phone!
- A: And what are you doing today?
- B: Well, today I'm helping Jim. He wants to look up information about housing on the internet. He's looking for an apartment.
- A: Does your company pay you for today?
- B: No they don't, but that's OK. I really enjoy working here. Sometimes I come here and help at the weekend.
- A: Thanks Bella.

Audio 7.04

- A: What are you doing?
 - N: Well, today most of us are cleaning up the woods and cutting the grass.
- 2 A: What's he doing?
 - N: He's picking up rubbish.
- 3 A: But you didn't give up your job?
 - N: No, I stayed at the bank.
- 4 J: Yes, it's a place for old elephants. They're all old or not well. The elephants come here and we look after them.
- 5 B: Last week someone wanted to know how to turn off their new phone!
- 6 A: And what are you doing today?
 - B: Well, today I'm helping Jim. He wants to look up information about housing on the internet.

Audio 7.05

- 1 She doesn't work here
- 2 He doesn't live near here.
- 3 It doesn't cost a lot.
- 4 She isn't listening.
- 5 He isn't looking.

Audio 7.06

Thank you for calling Mills Leisure Centre. No one is available to answer your call right now. Our business hours are Monday to Sunday, 7 a.m. to 10 p.m. For more information, please visit our website at millsleisurecentre.co.uk.

To speak to a member of the gym team, press one. For swimming pool opening times, press two. To book an exercise class, press three. To speak to a member of the spa team, press four. For all other enquiries, or to return to general reception, press five.

Thank you for calling the spa at Mills Leisure Centre. We are very busy at the moment and your call is in a queue. You are number five in the queue. To book a spa time, please hold, then speak to a member of the spa team or leave your name and phone number and a short message so we can call you back as soon as possible. Alternatively, please check our website at millsleisurecentre.co.uk. Please book a spa time before you come.

Thank you for calling the spa at Mills Leisure Centre. We are very busy ...

Audio 7.07

RM = Recorded message H = Helen S = Simon

- RM: Thank you for calling the spa at Mills Leisure Centre. We are very busy at the moment and your call is in a queue.
- H: Oh come on!
- RM: You are number one in the queue.
- S: Hello, this is the spa. You're speaking to Simon. Thank you for waiting. How can I help you?
- H: Oh hello. I'm phoning to ask about times and booking. Your website is down at the moment.
- S: Yes, we're having problems with it. I'm sorry about that. How can I help?
- H: Could you tell me the opening and closing times ...
- S: Sorry, could you hold on a minute? ... Sorry about that. So, erm, what was your question?
- H: What time does the spa open and close?
- S: We open at ten and close at eight.
- H: Thanks. And I need to book a time in the spa, I can't just come?
- S: Yes, you need to book.
- H: OK, so could I book for tomorrow afternoon, please?
- S: Tomorrow. What time would you like?
 We have spaces at three o'clock and six
 o'clock.
- H: Three and six. Let me check. OK, can I book for three o'clock?
- 5: Yes, of course. Just a moment. Problems with the computer. Right. Could I have your name, please?
- H: It's Helen Madeira.
- S: How do you spell that?
- H: M-A-D-E-I-R-A.
 - : M-A-D-I-E-R-A.

- H: No, it's E-I. M-A-D-E-I-R-A.
- S: E-I. Thanks. And your phone number?
- H: It's 8445502.
- S: 8445502. OK, Helen. We'll see you tomorrow at three. Can I help you with anything else?
- H: Oh yes, I have another question. How long is the session?
- S: Oh sorry, the sessions are forty-five minutes.
- H: Sorry, did you say **forty**-five minutes?
- S: Yes, that's right. Is there anything else?
- H: No, that's all. Thank you for your help.
- S: Thank you for calling. Goodbye.
- H: Goodbye.

Audio 7.08

- 1 S: How can I help you?
 - H: I'm phoning to ask about times and bookings.
- 2 H: Could you tell me the opening and closing times?
 - S: We open at ten and close at eight.
- 3 S: We have spaces at three o'clock and six o'clock.
 - H: Three and six. Let me check. OK, can I book for three o'clock?
- 4 S: Is there anything else?
 - H: No, that's all. Thank you for your help.
- 5 S: Can I help you with anything else? H: Oh yes, I have another question.

Audio 7.00

- 1A A: I'm phoning to ask about the gym.
- 1B B: I'm phoning to ask about the gym.
- 2A A: Could you tell me the cost?
- 2B B: Could you tell me the cost?
- 3A A: Thank you for your help.3B B: Thank you for your help.
- 4A A: Can I help you with anything else?
- 4B B: Can I help you with anything else?

Audio 7.10

- 1 I'm phoning to ask about the gym.
- 2 Could you tell me the cost?
- 3 Thank you for your help.
- 4 Can I help you with anything else?

UNIT 7 VOCABULARY BANK

Audio VB7.01

- A She can type.
- B He can sell things.
- C It can translate.
- D He can make clothes.
- E She can write a report.
- F He can read music.
- G She can play a musical instrument.
- H She can drive a lorry.
- I He can draw a plan.
- J She can design furniture.
- K She can fix a computer.
- L He can teach children to read.

Audio VB7.02

- A She can type.
- B He can sell things.
- C It can translate.
- D He can make clothes.



UNIT 7 REVIEW

Audio R7.01

From computers to pizzas

János was a twenty-four-year-old student when he decided to get a new job. He was a shop assistant in an electronics shop. He had quite good computer skills and he could fix some customers' problems. But he didn't like his manager so he started looking for a new job, and found one as a pizza delivery man for a pizzeria in town. The interview was simple: 'Can you drive a van? Can you work long hours? Are you good with money and people?' He answered yes to everything, and he started that day.

The work was easy. He picked up pizzas from the pizzeria, delivered them and collected the money. Customers were usually friendly, and he always remembered their names. People liked that.

János is now the manager of the pizzeria, but he says it was very difficult to give up his pizza delivery job. 'I liked meeting the customers and driving around the city,' he says.

UNIT 7 MEDIATION BANK

Audio MB7.01

Hi, this is a message for Lily Aldora from Cuts Hairdressers. I'm sorry to say that Rose, your usual hairdresser, is not well today. The problem is all the other hairdressers are busy, so we need to change your appointment time. Can you call us on 077075? Thank you very much, and sorry again.

Audio MB7.02

- 1 Hello, this is a message for Lily Aldora, from Cross Country Trains. We found your wallet on the 7.27 train from Manchester to Oxford this morning. Can you come to Oxford Station, or call us? Our phone number is on our website. Thank you very much.
- 2 Hello, this is the university office with a message for Lily Aldora. I'm calling to tell you that there is a change to the class times next week. From next week, all English classes start at ten o'clock, not nine o'clock. So yes, that's a 10 a.m. start not 9 a.m. I hope that's going to be OK for you. Thank you. Bye.

UNIT 8

Audio 8.01

- 1 It's the busiest road in the area.
- 2 It's the best example of local food.
- 3 It's the most important building in the city.
- 4 It's the cheapest place to eat near here.

Audio 8.02

P = Presenter B = Brody L = Lexie

- P: Hello, this is Anna Stevens. Today's programme is about surprise holidays. Everybody's talking about them. Everybody's going on them. So what **is** a surprise holiday? Why do people choose them? We're starting with brother and sister, Brody and Lexie, from Miami, Florida. Brody and Lexie, you have two big birthdays this year, is that right?
- B: Yes, I was twenty-five a week ago and Lexie is twenty-one in June.

- P: So time for a big celebration.
- L: Yes. We decided to take a vacation together.
- P: A holiday?
- L: Yes.
- P: But you had a problem?
- B: Yes, we didn't know where to go. We usually only travel in the US.
- L: Actually, we didn't have passports. But we do now.
- P: So how did you decide where to go?
- L: Well, we went to this surprise travel company.
- P: And they decided for you?
- B: That's right.
- P: Isn't it expensive?
- B: No, not at all. It's the same price as our usual vacations.
- P: So where are you going?
- L: To Cartagena, in Colombia. It's perfect for us.
- P: Oh? Really? Why's that?
- B: Well, we both want to go somewhere warm, with interesting local food. We don't like big cities, and we love the ocean.
- L: And it's a special vacation, so we want to go to another country. But not too far away from home.
- P: So you're happy to go to Cartagena.
- L: Totally.
- B: Yeah, I think so.
- P: And what are you going to do there?
- L: Well, the first day we're just going to look around the town. Take photos, have a coffee, you know.
- B: Yeah, and the second day we're going to take a boat trip to one of the islands.
- L: No, that's the third day. On the second day we're going on an organised tour, with a guide. We're going sightseeing. We're going to visit some museums.
- B: Are we?
- L: Yes. The Gold Museum, the Chocolate Museum. And visit the castle.
- B: So the third day we're going to one of the islands?
- L: That's right. There's a day trip by boat, from ten to four.
- P: And in the evenings?
- B: We're going to try the local food. Is that right, Lexie?
- L: Yes.
- B: We have the names of some local restaurants.
- L: And on the third day, in the evening, we're going to do a dance class. Probably salsa.
- B: Well, Lexie is going to do a dance class. I don't really like dancing, so I'm going to relax, maybe walk around some more. I'm going to use this new app. It's got maps and information, like information about street food. I want to try some street food. They have something called fritanga. It's fried meat and cheese and bread.
- P: So the travel company doesn't do everything.
- L: No, they book the travel and the hotel and then we decide what to do each day.
- B: They send ideas by text for each day.
- L: But we're not going to change our plans. Not for the first three days. After that, maybe.

P: It sounds really interesting. Have a great time, and happy birthday to both of you. You're listening to me, Anna Stevens and today we're talking about surprise holidays.

Audio 8.03

- 1 What are you going to do there?
- 2 We're going to visit some museums.
- 3 We're not going to change our plans.

Audio 8.04

- 1 When are you going to have dinner?
- 2 How are you going to get home?
- 3 Are you going to study English tonight?
- 4 Are you going to meet friends this weekend?

Audio 8.05

R = Receptionist G = Guest

Conversation 1

- R: Hello. Can I help you?
- G: Er, yes ... I can't get into my room. The key card doesn't work.
- R: What's your room number?
- G: Er, 207.
- R: Oh, you're ... Mr Cooper?
- G: That's right. Justin Cooper.
- R: Just a minute. Let me give you another key card.
- G: That's great, thank you.
- R: No problem. Come back if it doesn't work. Can I help you with anything else?
- G: Yes, is there a safe in the room? I'd like to keep my passport in a safe.
- R: There's no safe in the room, but I can put your passport in the safe here, if you like.
- G: Thanks, that's kind of you.

Conversation 2

- R: Hello, Reception. You're speaking to Alex.
- G: Oh yes, this is Justin Cooper from room 207.
- R: Yes Mr Cooper. How can I help you?
- G: I can't open the windows.
- R: I'm afraid the windows don't open. Your room is on the fourth floor and we keep all the windows locked ... to keep our guests safe.
- G: But I need some fresh air. The room is too hot.
- R: You can turn on the air conditioning.
- G: There's air conditioning? Great. How do I turn it on?
- R: I'll send someone up. Which room is it again?
- G: 207. Thank you.
- R: Can I help you with anything else?
- G: Yes, I'd like to order room service. How do I do that?
- R: Just call 152.
- G: Thank you.

Conversation 3

- R: Hello, Reception. You're speaking to ...
- G: Hi Alex, it's me again. Justin Cooper from room 207.
- R: How can I help you?
- G: It's my shower.
- R: It isn't working?
- G: Er, that's right. Well, the water is cold ... and then it's too hot.
- R: I'm sorry about that, Mr Cooper.

- G: That's OK, but could someone help?
- R: Of course, I'll send someone right now.
- G: Thank you.

Conversation 4

- R: Hello, Reception. You're speaking to Alex. How can I help you?
- G: Hello, it's room 207 again. I've got another problem. I need to check out late tomorrow. At about three.
- R: Just a moment, I'll check. I'm afraid that's not possible. All the rooms are booked tomorrow. I do apologise.
- G: That's all right. No problem. Can I check out early then, or at the normal time, and leave my luggage somewhere?
- R: Of course. Bring your luggage to reception when you pay your bill and check out. We have a room here for luggage. You can leave it there.
- G: Thank you.

Audio 8.06

- 1 R: Let me give you another key card.
 - G: That's great, thank you.
- 2 R: I can put your passport in the safe here, if you like.
 - G: Thanks, that's kind of you.
- 3 G: There's air conditioning? Great. How do I turn it on?
 - R: I'll send someone up.
- 4 R: I'm sorry about that, Mr Cooper.
 - G: That's OK, but could someone help?
 - R: Of course, I'll send someone right now.
- 5 R: Just a moment, I'll check. I'm afraid that's not possible. All the rooms are booked tomorrow. I do apologise.
 - G: That's all right. No problem.

Audio 8.07

- 1 a I send someone up.
- 1 b I'll send someone up.
- 2 a I'll connect you with room service.
- 2 b I connect you with room service.
- 3 a Lcheck.
- 3 b I'll check.

Audio 8.08

A few years ago I went on a group holiday to New Zealand. It was a walking holiday on the Milford Track, one of the most beautiful walks in the world. It's over 50 kilometres and goes through old forests and over a high mountain. In **good** weather, it's not a very difficult walk.

First, the good things: I was with a small group of very friendly people from all over the world. Sometimes we walked and talked together and sometimes I walked alone. The walk really is beautiful and it's quite easy. We were lucky and had good weather for the first two days. The best thing was the scenery – the views were amazing.

I had some problems, though. My walking shoes were new – big mistake. After the first day my feet really hurt. Then on the third day it rained, and my rain jacket wasn't good. It was cheap and I got very wet. And the tent wasn't very comfortable. I never sleep well in tents, so I always felt tired the next day.

In the end, I enjoyed the experience. I have amazing memories of the beautiful scenery and the people. I'd love to do it again.

UNIT 8 VOCABULARY BANK

Audio VB8.01

- A swimming pool
- B air conditioning
- C twin room
- D car park
- E hairdresser's
- F restaurant
- G double room
- H single room
- I gym
 - room with a balcony
- K wifi
- L room with a view of the sea
- M gift shop
- N bath
- O shower
- P spa

UNIT 8 REVIEW

Audio R8.01

Ben

I'm planning a trip for me and my wife. We love the ocean, we love sitting and looking at the water. We hate being too hot, and it's often very hot in summer in some hotels.

Sally

My sister Denise and I are going to take a trip together. We love being in nature, with trees all around us, and we enjoy doing all types of exercise. Also, we need to buy presents for our families.

Audio R8.02

Home away from home

Let's go back in time. It's 1960, there is no internet. You're on holiday from university, and you're going to take a trip. You'd like to go to another country and visit some famous places, meet people and take a lot of photos. For students like you, the cheapest place to stay is a youth hostel, with lots of other young people, but you're a member of 'Servas International'. Servas members stay in other members' homes, usually for two nights, and spend a lot of time together. You aren't going to have room service or a gym, but would you like a room with a view of the sea? Why not, if that's where your host lives? And your Servas host can be your local guide. They

know the area well, so you don't need to go on an organised tour. Don't hurry, just do your sightseeing slowly. You and your Servas host cook and eat together, so you can try the local food. Servas started in the 1940s, and millions of people now use it.

UNIT 8 MEDIATION BANK

Audio MB8.01

N = Narrator H = Mr Hooper R = Receptionist T = Tobias

- N: *Check Out* by Peter Strand 11.02 p.m.
- H: Hello?
- R: Mr Hooper?
- H: Yes.
- R: This is reception.
- H: OK
- R: Is everything OK? The guests in room 202 called me. They heard a loud noise from your room.
- H: It was nothing. I had a problem with the shower. The water was very cold and ... It's OK now
- R: I'm sorry about that, Mr Hooper. I'll send someone right away to look at your shower
- H: No! No, it's OK. Don't come to the room. It's fine.
- R: OK, sir, but ...
- H: Bye.

...

- N: 2.03 a.m.
- R: Hello sir, how can I help?
- H: I want to check out. The name's Hooper. Room 203.
- R: I see. Is everything OK, Mr Hooper?
- H: Yes, why?
- R: Well, it's 2 **a.m.** ... Is everything OK with ...?
- H: I can't sleep here. The water is cold, and the air conditioning is broken, and ...
- R: Oh, I do apologise, let me send someone ...
- H: No, don't go to the room. Here's my key. Here's the money.
- R: OK, sir, one moment ... OK, here's your bill, sir. Let me help you with your luggage ...
- H: No thanks, I'm OK. Goodbye.

N: 2.05 a.m.

- T: Hello?
- R: Hi Tobias, it's Jan on reception. Can you look in room 203 please, and check everything's OK?
- T: OK. One moment.

N: 2.06 a.m.

- T: Hello, Jan?
- R: Yes?
- T: There's something strange in the room ... I ...
- R: Tobias? Tobias?

UNIT 1

Opener: BBC Vlogs

- 1 Hi, I'm Jo, I'm British and I live in London. Um, I'm a researcher, by day, and my favourite colour is purple, and my favourite day of the week is Saturday.
- 2 Hi my name is Vicky and I live in Beijing. I work for the BBC studios.
- 3 A: Hi, I'm Martha.
 - B: Hi, I'm Joe, and we're brother and sister.
 - A: We're both uni students. I study Law.
 - B: I study French and History.
 - A: My favourite day of the week is Friday.
 - B: And my favourite day of the week is Sunday.
- 4 Hello, I'm Chad Anderson. I'm a photographer and photojournalist from Bridgeport, Connecticut in the United States of America.
- 5 Hi, I'm Sarah, I come from London, but now I live near Cambridge. My favourite day of the week is Friday, and my favourite colour is red.
- 6 Hello, my name is João. I'm Portuguese, and I live in Cascais, Portugal. Er, my favourite colour is blue, and my favourite day of the week, it's Friday, and it's today!

1D: BBC Street Interviews Exs 3A and 3C

Mon Zer: Er, my name is Mon Zer. I'm from Canada and I work

for an engineering company.

Stephanie: Er, I'm from Melbourne, Australia.

Serge: I'm from Paris in France.

Rob: Hi I'm Rob. I'm a journalist and I'm from Wimbledon.

Rose: My name is Rose. I live in Birmingham and I'm

originally from London.

Jackson: My name is Jackson. I live in London and I study film

at university.

Marcello: So, my name is Marcello. I'm from the United States

and currently I'm a student.

Exs 4A and 4B

Katy: I have quite a small family. Er, I have a sister. My sister's

name is Sarah and she lives in Hamburg in Germany.

Mon Zer: Yeah, I er, I have two brothers and one sister. Er, my

brothers are currently in university, and my sister is

married with two kids.

Serge: So, I have two sisters. One is Celine. One is Aurélie. My

mum's name is Martine and my dad's name is Daniel.

Rob: I'm married and my wife's name is Rachel.
Rose: I'm married. I have two children. I also have nine

brothers and sisters.

Diotileis and sisters.

Jackson: I have a brother called Zane and a sister called Leila,

and my parents' names are Cory and Nadia.

Marcello: So, I have one sister who... and her name is Ilaria, and

my parents' names are Daniel and Monica.

UNIT 2

Opener: BBC Vlogs

- 1 Well, I like most foods, but my favourite foods are cheese, pasta and chocolate. Definitely chocolate.
- 2 I really like butter on my toast. Um, I don't like blue cheese, and I hate chillies.
- 3 So, I like strawberries. I also like cheese. I like watermelon. I don't like olives, and I hate meat.
- 4 I like to eat chocolate, tomatoes and rice. I don't like fish, and I hate mushrooms.
- 5 I love bananas, chocolate and ice cream, but I do not like eggs and celery.
- 6 Do you know what I love? Avocados. They're so delicious. Specially on toast. You know what I also love? Is a good cup of coffee.

2D: BBC Documentary Exs 2A and 2B

N = Narrator W = Winfred

N: It's the end of summer at the Okanogan County Fair in the United States. People are relaxing.

But not this man. Oliver Pakootas has a big race. It's the Indian Relay.

In the Indian Relay, the riders race around the track three times. And each time they change horses. This race is a tradition for American Indians. And only one rider can win.

- W: Keep him going, keep him going. Push him on and make him work. Make him work. That's pretty good, huh?
- N: Oliver spends months preparing for the race. He has a team to help him. They're all family. There's Oliver's brother Winfred, ... his father, John, and his wife's father, Kerry. Oliver's the rider

The horses are also part of the family. Oliver and his team enjoy being together, and they love working with their horses and their horses love them.

Oliver likes riding his horses in the mountains. It's just Oliver, the horse and the mountains.

For Oliver and his family, the Indian Relay isn't only a race, it's a way of life.

Now it's the day of the big race. Oliver rides horse number one to the starting line. John and Kerry follow Oliver. They have horse number two and horse number three. The race is starting and Oliver's ready.

For three minutes, all Oliver thinks of is the race and the horses.

Oliver wins the race. Maybe now he can relax and enjoy the end of summer.

UNIT 3

Opener: BBC Vlogs

- 1 Yes, sometimes my parents or my friends come to visit me. And, er, we don't have a guest room in our house. Er, we have a sofa, so when they come they can sleep here.
- 2 I love having friends around. We do have a lot of space in our place, and it's great to share it with others.
- 3 Yes, we often have friends come and stay with us. We have a large house with a garden and lots of spare beds. We love having friends over.
- 4 I love having visitors and they often stay with me, but at this moment I don't have much space because I live in a small apartment.
- 5 Yes, we do have visitors quite frequently. We don't have an extra room, erm, but they sleep on the sofa.
- 6 I never have people to stay over. I'm a student, a university student, and I live with five other students, so the bathroom and the kitchen are always messy. And anyway, my, my room's really small, as you can see.

3D: BBC Street Interviews Exs 2A and 2C

Mark: I live in a four-bedroom house. It has a lounge, a big kitchen, four bedrooms and three bathrooms.

Isabelle: Erm, I live in a four-bedroom house, so for all my family members. Er, we've got a kitchen on the ground floor, a living room, erm, and two bathrooms.

Helen: I live in a house and it has four bedrooms, and one bathroom, and a kitchen and one living and dining area, with a garden at the front and the back.

Elliot: So my home has a big living room, we have three bedrooms – one for my sister, one for me and one for my parents – and we also have two bathrooms.

Stuart: Er, I live in a flat. It's a one-bedroom flat, with a bathroom, a kitchen and a small living room.

Lily: I live in an apartment in South West London. It has two bedrooms, two bathrooms, one living room and

Gusy: So, I live in a three-bedroom flat. It has a nice living room, big kitchen and a spacious garden.

VIDEOSCRIPTS

Exs 3A and 3B

Mark: There are lots of open spaces. There's a forest nearby and there's a park also.

Isabelle: OK, the area where I live is, is very nice. Er, there's a park close by and a lot of nice, er, social areas, so restaurants and cafés and stores.

Helen: It's a very quiet road. There isn't very much traffic and our neighbours are very friendly.

I like it because it's a very calm area. There are a lot of parks – areas that you can walk in – and everyone is very

friendly.

Gusy: It is very quiet and there are lots of shops around my

area.

UNIT 4

Lily:

Opener: BBC Vlogs

- 1 Um, I really enjoy quizzes. I don't like doing them on my own, but I enjoy being part of a team.
- 2 No, I'm really bad at quizzes, I don't enjoy them. I'm not good at remembering facts or dates.
- 3 I absolutely love quizzes. I'm interested in a lot of things, so I really enjoy learning new facts.
- 4 Um, I like doing quizzes with friends on things like 80s pop music and films, but I'm, I'm not very good at them, I never win.
- 5 I do not like quizzes. I am terrible at them.
- 6 Erm, I'm not very good at doing quizzes, particularly questions about celebrities or music, but I'm very good at Sudokus.
- 7 Yes, I really like doing quizzes. My favourite questions are sport and music.
- 8 I often do quizzes with family and friends. I can answer questions about celebrities and music, but I can't answer questions about flags and places. I hate them!

4D: BBC Documentary Exs 3A and 3B

N = Narrator

N: It's spring in Japan, sakura time.

There are one million cherry trees in Japan. One morning, the sun comes up and their blossoms begin to open.

Sakura season starts in January in the south. In the north it's still winter.

From January to May, a pink wave of colour travels from south to north, over 3,000 kilometres.

For Japanese people, sakura season is a very special time of year. It's a good time to visit Japan, and to enjoy being under

So, when \underline{is} the best time to visit? In Japan there are two important forecasts. One is the weather forecast and the other is the cherry blossom forecast. But a forecast can't be perfect. So, when you visit Japan in the spring, you should stay for a week ... or two.

At this time families and friends often come together and have picnics in the parks. Groups of businesspeople meet \dots and some women wear traditional clothes.

Sakura season is big business. Everywhere there are sakura souvenirs, and sakura food and drink. People buy cherry blossom tea, cherry blossom cakes and cherry blossom sweets. Inside this one, there's sweet, sticky rice. It comes in a beautiful box. And everything is pink.

The parks are often very crowded. You shouldn't start the day too late. Go out early, and find a good place to sit and enjoy the blossoms.

In the evenings, the celebrations continue, but when the sun goes down it's often cool. So you should bring some warm clothes.

The sakura season is short. The blossoms open, and then, about a week later, they begin to fall. Sakura time is over ... Until next year.

UNIT 5

Opener: BBC Vlogs

- 1 When I was about ten my favourite food was white chocolate.
- When I was a child my favourite music was any from Elvis Presley. Actually, it still is.
- 3 When I was young my favourite place was the park. We didn't have a big garden at home so it meant I could run around with my friends.
- 4 When I was young my favourite thing was my bike or my roller skates. I loved cycling and I loved skating.
- 5 My favourite food when I was a child was chocolate ice cream. I wanted to eat chocolate ice cream every day. It wasn't possible, but I loved to eat it when I could.
- 6 When I was about five, I ate chocolate for the first time. It was so good that I ate it for breakfast, lunch and dinner.
- 7 When I was six my favourite thing was a puzzle with all the flags of the world on it. I loved that puzzle.
- 8 When I was younger, my favourite place was the local swimming pool.
- 9 My favourite thing was my teddy Marmite. My parents gave him to me on my eighth birthday. I'm at university now, and so is Marmite.

5D: BBC Street Interviews Exs 2A and 2C

Marcello: Saturday was good. Sunday was also good.

Mark: My weekend was great.
Gusy: My weekend was very nice.

Katy: It was quite good.

Natalia: Um, my Saturday was quite good, I enjoyed it. And my

Sunday was quite boring.

Gregor: Er, my weekend was very good, thank you.

Mon Zer: My weekend was boring.

Abi: My weekend was good. Saturday was fun. Sunday was

a bit boring.

Exs 3A and 3C

Marcello: So, on Saturday I went for a run in the park. And on

Sunday I watched a movie.

Mark: I spent time with my family and my two children.
Gusy: I went for a walk around the Clapham area. It was very

nice, a bit crowded but good.

Stephanie: My weekend was good. I played with my dog. I took my

dog for a walk and went to the shop.

Natalia: On Saturday I went to a museum and on Sunday I met up with a friend.

Gregor: I stayed at my friend's home and I watched movies.

Mon Zer: I worked and, er, watched TV shows.

Abi: On Saturday I went dancing. On Sunday I had work.

UNIT 6

Opener: BBC Vlogs

- 1 I live in a very small town. There are a few cafés, a few bookshops, a few restaurants. I like spending my time walking around the bookshops, erm, and going to the restaurants and to the cinema.
- 2 I go to a café and find a table out on the pavement and have a coffee and watch people walk by doing their shopping, meeting with friends or working. I just enjoy watching the world go by.
- 3 There's a park near my home in Shinjuku. It has beautiful grass and flowers and plants you can see year round.
- 4 When I'm in town I like to go to the cinema. I love watching films, and I also work at a cinema.
- 5 In town, I spend a lot of time in supermarkets because I absolutely love buying food. Um, on Fridays I spend a lot of time sitting at the bus stop because I catch a bus to work on a Friday.
- 6 When I'm in town I like going to the park and er sometimes, er, I go to have a tea with a friend and sometimes in the evening we go to the cinema.

VIDEOSCRIPTS

6D: BBC Documentary Exs 2B and 2C

N = Narrator

N: Cities. All over the world, cities are growing bigger and bigger, as more and more people move in. But it's not only people. Animals, too, are moving out of nature and into the cities. Cities are now nature's new wild.

This female African penguin lives in a garden near the city of Cape Town, South Africa. Her partner is away. This morning he went fishing. She's waiting for him to come back.

He's starting his journey from the ocean, back to his partner in the garden. It's a long journey.

Tourists love the penguins.

The penguins have a long way to go. And it's safer to travel together.

Here in the streets, there's something very dangerous – cars! The penguins travel on the roads, but there's a problem: too many cars!

Some penguins are staying on the road. Others are going under a lorry. This penguin's going into a house ... He's lost. And here's the female penguin, still waiting for her partner. He's taking a long time!

African penguins choose one partner for life. And these penguins want to get back to theirs. But they need to wait. Night comes. The penguins are continuing their journey back home.

Penguins can see very well at night. The problem is, drivers can't always see them. Up to thirty penguins die each year on the roads here

Finally, past a garden gate, into the garden, and he's home ... at last!

UNIT 7

Opener: BBC Vlogs

- 1 Well, I really like the job I have but in the future I would like to be a restaurant owner, um, a restaurant on a lovely beach somewhere, not in London.
- 2 When I was younger, I really wanted to be a spy, but now I think I probably want to be a teacher or a university lecturer.
- 3 I'd love to be a photographer. I really love art and I really love taking pictures. It would be perfect.
- 4 The job I would really like to do is in advertising, because I really like writing and design.
- 5 I'd like to be a Chinese translator. I love learning Chinese language. I enjoy speaking Chinese with other people.
- 6 I would like to be a carpenter, maybe a carpenter who makes very nice furniture. I like to make things with my hands and I like to be creative, so it would be perfect.
- 7 I'd like to be a teacher, maybe an art teacher. I like art and I like children. Perfect.

7D: BBC Street Interviews Exs 2A and 2C

Shannon: So, I'm a student and I'm studying English.

Rob: I work for a magazine as a designer. Erm, I enjoy it

because it's, er, creative.

Rose: I own a company that makes shampoo and

conditioners.

Hashil: Um, I'm studying finance and accounting. Erm, I love

working with numbers.

Gregor: I study literature and I really enjoy it because I can read

many books.

Abi: I'm a student. I study Geography and I like learning

about the world.

Exs 3A and 3C

Shannon: Er ... I would like to learn [a] language like Spanish and,

er, maybe Arabic because I think it's really important

for the future and yeah.

Rob: I am currently trying to learn [the] guitar, erm, as a

hobby. And I've also started painting, recently.

Rose: Ooh. That's a good question. I'd like to learn a foreign

language, um, maybe Spanish or French.

Hashil: Erm, I would like to learn more about photography

because I love exploring the nature.

Gregor: Yeah, er, I would love to learn Italian because I think it's

a magnificent language.

Abi: Erm, I plan to do a course in music production because

I'm interested in sharing music.

UNIT 8

Opener: BBC Vlogs

- I would most like to visit, probably, Tokyo because I love Japanese art, food and culture.
- 2 I'd love to visit Costa Rica in South America, because from the pictures I've seen it looks beautiful, and I'd like to visit the wildlife.
- 3 I'd love to visit Argentina because you can enjoy the beach, the mountains and most importantly the penguins.
- 4 If I had one place to visit, I would like to visit the pyramids.
- 5 I really like travelling and there are a lot of places that I would love to visit, but my dream destination is probably Australia.
- 6 I'd love to go to Chile, because I'd love to walk up the Andes, do some mountain climbing and see some different scenery to Britain.
- 7 I don't need to go anywhere, I already live in the place I would most like to visit, Sintra in Portugal. Um, it's so beautiful, there's so many old buildings, castles, the views are wonderful and there's many beautiful cafés, and it's only five kilometres from the sea.

8D: BBC Documentary

N = Narrator K = Kim C = Craig

N: Last week on Arctic Academy, the teenagers finished their training and made the long journey to the Arctic.

This week, the teenagers are continuing their journey. Today is their first morning in the Arctic. The teenagers are waking up.

For one of them, Kim, the day is starting badly. She's tired, and she wants to go home.

The teenagers are having a group meeting with their leader Craig Mathieson.

- C: So this morning we're going to go around, around that corner over there.
- N: Kim's listening but she isn't looking happy.

Today the group is going to ski to the next camp. It's a difficult journey of eight kilometres, and it's going to take them eight hours

They can't go very fast. Each person is pulling 45 kilograms of equipment behind them.

After one hour into the journey, Kim's having problems.

One member of the group, Matthew, is trying to help. But Kim isn't happy.

K: I wanna go home.

C. V. . . 1-2

C: You do?

N: Craig needs to think about everyone in the group. They can't stop for just one person.

The teenagers are working in pairs. It's very hard work for everyone.

Adam's working with Kim. He's helping her.

After eight hours, they finally arrive at their next camp. Tomorrow they're going to the top of the mountain.

The next day is cloudy and cold. The group has one goal today: to get to the top of the mountain.

It's really difficult to walk in the snow. This is a test for everyone in the group. They climb slowly.

After three hours, the group finally reaches the top \dots and the view is amazing!

Now they can ski back down the mountain. This is much easier and a lot more fun!

Kim is like a new person. She's enjoying the experience, and she's got an amazing story to tell her family when she gets home

- K: The best thing to do is just enjoy it. Um ... I'll have like this amazing story to go home and like tell my family.
- N: And at the end of the day, the group goes back to the camp. They arrive safely, tired but happy.

VERB TABLE

infinitive	-ing form	past simple
answer	answering	answered
arrive	arriving	arrived
ask	asking	asked
be	being	was/were
become	becoming	became
book	booking	booked
bring	bringing	brought
buy	buying	bought
call	calling	called
change	changing	changed
chat	chatting	chatted
check	checking	checked
check in/out	checking in/out	checked in/out
choose	choosing	chose
clean up	cleaning up	cleaned up
close	closing	closed
come	coming	came
cook	cooking	cooked
delete	deleting	deleted
discuss	discussing	discussed
do	doing	did
drink	drinking	drank
drive	driving	drove
eat	eating	ate
enjoy	enjoying	enjoyed
exercise	exercising	exercised
feel	feeling	felt
find	finding	found
finish	finishing	finished
fix	fixing	fixed
get	getting	got
get up	getting up	got up
give	giving	gave
give up	giving up	gave up
go	going	went
hate	hating	hated
have	having	had
introduce	introducing	introduced
join	joining	joined
keep	keeping	kept
know	knowing	knew
learn	learning	learned/learnt
leave	leaving	left
like	liking	liked
listen	listening	listened
live	living	lived
look	looking	looked
look after	looking after	looked after
look for	looking for	looked for
love	loving	loved

infinitive	- <i>ing</i> form	past simple
make	making	made
match	matching	matched
mean	meaning	meant
meet	meeting	met
miss	missing	missed
need	needing	needed
open	opening	opened
order	ordering	ordered
pay	paying	paid
phone	phoning	phoned
pick up	picking up	picked up
play	playing	played
post	posting	posted
practise	practising	practised
print	printing	printed
put	putting	put
put away	putting away	put away
read	reading	read
relax	relaxing	relaxed
repeat	repeating	repeated
ring	ringing	rang
say	saying	said
see	seeing	saw
sell	selling	sold
send	sending	sent
sing	singing	sang
sit	sitting	sat
sleep	sleeping	slept
speak	speaking	spoke
spend	spending	spent
start	starting	started
stay	staying	stayed
stop	stopping	stopped
study	studying	studied
take	taking	took
talk	talking	talked
teach	teaching	taught
think	thinking	thought
travel	travelling	travelled
try	trying	tried
turn off/on	turning off/on	turned off/on
understand	understanding	understood
use	using	used
wait	waiting	waited
wake up	waking up	woke up
walk	walking	walked
want	wanting	wanted
win	winning	won
work	working	worked
write	writing	wrote

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