BBC

Speakout

3RD EDITION



A2+

Frances Eales | Steve Oakes

Student's Book and eBook

with Online Practice

Pearson

Global Scale of English

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	READING	LISTENING/VIDEO	SPEAKING	WRITING
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			Talk about a product **FUTURE SKILLS** Teamwork	**MEDIATION SKILLS** Share specific, relevant information from a short text
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	Read and do a quiz about sports		Talk about statements relating to sport	
		Listen to extracts relating to a stressful situation	Have conversations about stressful situations	Write an informal email giving news
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			Roleplay asking for and giving permission	**MEDIATION SKILLS** Report the main points of a radio news item
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	Read an article about positive uses of drones		Talk about predictions	
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			Check information **MEDIATION SKILLS** Interpret and describe a visual on a familiar topic	
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my life 1



VLOGS

Q: Where were you born and where do you live now?

1 ▶ Watch the video. Where was each person born and where do they live now?

2 Where were you born and where do you live now? Which place do you prefer?

Global Scale of English

LEARNING OBJECTIVES

1A READING | Read a blog post about everyday things we all do: common verbs; everyday activities

Ask questions to learn about other students: questions

Pronunciation: intonation in questions

1B LISTENING | Understand a news programme about an unusual job: job phrases; jobs

Talk about your work or studies: present simple and continuous

Pronunciation: linking: *are*

Write an informal email; use paragraphs

1C HOW TO ... | encourage people: feelings

Pronunciation: stress in short phrases

1D BBC STREET INTERVIEWS | Understand street interviews about people's likes and dislikes

Interview people about their likes and dislikes: verb + *-ing* form

Write an online profile



1A Something in common

GRAMMAR | questions
VOCABULARY | common verbs; everyday activities
PRONUNCIATION | intonation in questions

GRAMMAR

questions

1 **Work in pairs and discuss the questions.**

1 What questions do you ask the most every day?
2 What three questions do you usually ask people the first time you meet them?

2A **Complete the questions with the words in the box.**

Do	How	How much	~~What~~	What kind
When	Where	Which	Who	Why

1 What do you do?
2 _____ you like your job or studies?
3 _____ far is your home from here?
4 _____ of things do you do in the evening?
5 _____ did you last go to a party?
6 _____ season do you like the most?
7 _____ is your favourite actor?
8 _____ are you going to have dinner tonight, at home or somewhere else?
9 _____ time do you spend online (not for work)?
10 _____ do you want to learn English?

B **Work in pairs. Take turns to ask and answer the questions in Ex 2A.**

C **Choose the correct words to complete the rules.**

1 In questions with *be*, we put the correct form of *be* **before** / **after** the subject.
2 In questions with other verbs in the present simple and past simple, we add the correct form of *do* or *did* **before** / **after** the subject.
3 We use ***what*** / ***which*** when there are a small number of possible answers.
4 We use *what kind of* or *what sort of* to ask about **a type of thing** / **things in general**.

D **Learn and practise. Go to the Grammar Bank.**

page 96 **GRAMMAR BANK**

PRONUNCIATION

3A **1.01 | intonation in questions | Listen and write the questions.**

B **1.01 | Listen again and choose the correct word to complete the rules.**

1 In *yes/no* questions our intonation **rises** / **falls** at the end.
2 In *Wh-* questions our intonation **rises** / **falls**.

C **Talk to other students. Ask and answer the questions in Ex 3A. Pay attention to your intonation.**

D **Work in pairs. What do you have in common with the students you talked to?**

READING

4A **Work in pairs and discuss the questions.**

1 Are most people the same? Think of things most people like, dislike or hate. Use the ideas in the box.

activities	films	food and drink	
social events	transport	weather	

2 What do you like, but most people hate?
3 What do you hate, but most people like?

B **Read the blog post and find one activity that you do in paragraphs 2–4.**

C **Read the post again and answer the questions.**

1 Which two examples are about memory?
2 Which three things are about feelings?
3 Which five things are about the times we don't do or use something?
4 Which question in the post does the writer not answer? What is your answer to that question?

D **Work in pairs. How true is the post for you? Give a score from 1–10 and explain why.**



Are we really so different?

Do you ever look at people around you and say to yourself, 'Wow, we're all so different!'? Well, recently I had the opposite idea. I think that in many ways we're all the same. We like, feel and do many of the same things.

What kind of things do we all do at home? We all dance in the kitchen to our favourite music and we look in the fridge for no reason. We **hide** things. For example, we put a key behind a book on a shelf or in a small box next to the computer, so that no one else can find it. Then we forget where it is. We **wake up** early at weekends when we don't have college or work. We keep clothes that we never wear. We look at our phone in bed, just before we **go to sleep**. And yes, sometimes we talk to ourselves, or to our pets.

What about outside the home? Well, how do you feel about sitting in your car at a red light? Nobody likes **waiting**, so it's not surprising that we all hate traffic and queues. In the cinema we all **cry** at the sad part of the film. We **miss** our friends when they go away and we want to be with them now. We **join** gyms and pay a lot of money to be a member, and then we never go. We take a book to a café or the beach and never read it.

Do you look everywhere for your phone and then find it's in your pocket? Do you buy things (usually for exercise or for cooking) and use them only once, and then never again? Do you **pack** extra clothes in your suitcase when you go on holiday? Do you only wear some of them, but not all of them? Of course you do. We all do. And which day of the week is your favourite? Don't tell me. I know the answer.

Finally, we all have good days and bad days. We want people to like us. And we love being right.

VOCABULARY

common verbs

5 A Match the words and phrases in bold in the post with the meanings (1–8).

1 You close your eyes and start sleeping. go to sleep
2 You finish sleeping.
3 You put something in a place where people can't see it.
4 You become a member of something, for example, a group or club.
5 You put things into a suitcase before you travel.
6 You want to be with someone, but they're not with you.
7 You feel sad and water comes out of your eyes.
8 You stay in one place because something is going to happen.

B Complete the sentences with the words and phrases in bold in the post.

1 Do you ever _____ because you're happy or only because you're sad?
2 How many suitcases do you _____ for a two-week holiday?
3 What do you do when you're _____ in a long queue?
4 What time do you usually _____, and what time do you _____?
5 Do you ever _____ groups or clubs?
6 Do you usually _____ your keys?
7 When you travel, what do you _____ the most about home?

C Work in pairs. Ask and answer the questions in Ex 5B.

6 A Work in pairs and discuss the questions.

1 Which activities in the post do you do every day?
2 How many other everyday activities do you know? List at least ten. Which do you do?

B Check your ideas in the Vocabulary Bank.

page 128 **VOCABULARY BANK** everyday activities

SPEAKING

7 A Work in pairs. Complete the questions with your own ideas.

1 Who is the best _____ in the world?
2 What's your favourite kind of _____?
3 What sort of _____ do you like?
4 When do you _____ every day?
5 How many _____ do you have?

1 Who is the best tennis player in the world?

B Choose three different questions from Ex 7A to ask other students.

C Ask other students your three questions.

D Work in pairs. Tell your partner about the other students.



1B Nice job

GRAMMAR | present simple and continuous
VOCABULARY | job phrases; jobs
PRONUNCIATION | linking: *are*

VOCABULARY

job phrases

1 A **Work in pairs and discuss the questions.**

1 Which of the five senses (hearing, sight, smell, taste, touch) is important for the jobs in the box?

artist	chef	doctor	pilot	
singer	watchmaker			

2 Which two senses do you use the most? When do you use them?

B **Read the blog post. How many jobs does the writer talk about? What are the jobs?**

How did you find your career?

AJ ♥ 12 💬 13 ↗

I followed my nose

I found my **career** by luck. I wanted to work in the travel **industry** and I **had an interview** at the airport near me. I got a job as a sales assistant in one of their shops – a perfume shop – and it was great for me because my sense of smell is … amazing. I knew all the perfumes by smell in the first week. Customers loved me. One day one of these customers, a coffee buyer, **offered me a job** in his company. **It was my job** to choose and buy the best coffee beans. I **signed a contract** for one year and stayed for five years. The **pay** was good, but after five years it was time to do something for myself. My sense of smell was the key to my career, and I wanted to **develop my own business**. So I …

Click for more

C **Complete the sentences (1–8) with the correct form of the words and phrases in bold from the post.**

1 When I have a task or action that I need to do regularly, then it is my job (e.g. to lock the door every night).
2 When someone asks you if you want to take a job, they _____.
3 The money from a person's job is their _____.
4 When you write your name on an agreement with another person or company, you _____.
5 When a person builds a new company and they are the boss, they _____.
6 When you go to a meeting for a new job and people ask you questions, you _____.
7 We use this word to talk about the companies that work in one kind of service, e.g. the film, car or tourist _____.
8 When someone trains for a job and they do it for a long time, they have a(n) _____.

D **Work in pairs and discuss the questions.**

1 Do you think it's good to change careers a lot?
2 When you have an interview, do you ask questions, too? Do you ask about the pay, for example?
3 Would you like to develop your own business? In what industry?
4 Imagine someone offers you a good job with a five-year contract abroad. Do you sign the contract?
5 Is it your job to do any tasks at home or in class?

2 A **Work in pairs. Read the sentences about people's tasks. What are the jobs?**

1 It's my job to wash the floors and windows.

2 It's my job to answer the phone and send emails.

3 It's my job to help animals that have problems.

B **Check your ideas in the Vocabulary Bank.**

page 128 **VOCABULARY BANK** jobs

LISTENING

3A **Work in pairs and answer the questions.**

1 What jobs are good for people with a great sense of taste? How about smell?
2 What is a 'smell tour' of a city, do you think? What about a 'smell tour' of an art gallery?

B **1.02 | Listen to the news item and check your answers to Ex 3A Question 2.**

C **1.02 | Listen again. Are the statements True (T) or False (F)?**

1 Jodie started the job at the airport when she was eighteen.
2 She changed jobs after three years.
3 She travelled to Colombia, Brazil and India.
4 Her town is popular with tourists.
5 Jodie designed tours for ten different cities.
6 In the art gallery, people press a button to smell the things in the paintings.
7 Jodie talks about pictures of fruit and the sea.
8 The art gallery smell tour is on now.

D **Work in pairs and discuss the questions.**

1 Would you like to go on one of Jodie's tours?
2 Which city would you like a smell tour of?
3 What are three of your favourite smells? Why?

I love the smell of … because it reminds me of …

GRAMMAR

present simple and continuous

4A **Choose the correct words to complete the sentences.**

1 I **know** / **'m knowing** the town really well.
2 I go to a town and I **walk** / **'m walking** around.
3 This month I **design** / **'m designing** a tour for an art gallery.
4 I **look** / **'m looking** at a painting right now.

B **Which sentences in Ex 4A are in the present simple? Which are in the present continuous?**

C **Complete the rules (a–d) with *simple* or *continuous*.**

a The present _____ is for habits or routines.
b The present _____ is for an activity that is happening at the moment of speaking.
c The present _____ is for states (things which are always true).
d The present _____ is for a temporary activity that is happening around now.

D **Match the sentences in Ex 4A with the rules in Ex 4C.**

E **Learn and practise. Go to the Grammar Bank.**

page 97 **GRAMMAR BANK**

PRONUNCIATION

5A **1.03 | linking: *are* | Listen and pay attention to the linking between the question word and *are*.**

1 Where are you living these days?
2 What are you doing at the moment?
3 How are you feeling today?
4 What are you thinking about?

B **1.03 | Listen again. Is the pronunciation of *are* strong or weak? Why?**

C **1.03 | Listen again and repeat the questions.**

D **Work in groups. Ask each student one of the questions from Ex 5A. Pay attention to the linking.**

SPEAKING

6A **Work in pairs and discuss the questions.**

1 What do you do?
2 What's your normal work or study routine?
3 What are you working on or studying at the moment?

B **Read the Future Skills box and answer the question.**

FUTURE SKILLS
Communication

Were your answers to the questions in Ex 6A long or short? It's always good to give more information when you answer a question. Answer the questions in Ex 6C with two or three sentences.

C **Work with a new partner. Discuss the questions.**

1 Do you use social media a lot?
2 Do you watch a lot of TV? Are you watching anything good at the moment?
3 Do you read much? What are you reading this month?

WRITING

write an informal email; use paragraphs

7A **Read the beginning of an email. Who do you think is writing it? Why do you think that?**

a speaker at a conference a university student
someone on holiday

Hi Austin,

Sorry I'm only writing now. I arrived here two weeks ago and the first few days were very busy. I'm meeting a lot of new people and everyone is really friendly.

B **Write an email to a friend or relative. Go to the Writing Bank.**

page 88 **WRITING BANK**



1C You can do it!

HOW TO ... | encourage people
VOCABULARY | feelings
PRONUNCIATION | stress in short phrases

VOCABULARY

feelings

1 A **Work in pairs. Look at the photo above and discuss the questions.**

1 What do you think the father is saying?
2 How do you think his son feels?
3 What words do you know to describe feelings in English?

B **Read the article. Which phrases do you often use? Which phrases do other people say to you?**

C **Match sentences (1–8) with sentences (a–h). Use the article to help you.**

1 He needs to relax. d
2 She knows a lot about animals.
3 He drives very slowly.
4 She doesn't often see people now she's working from home.
5 He finished the painting last night and he likes it.
6 She's sure she can do it.
7 He doesn't like his job.
8 She's feeling good about going to university.

a She sometimes feels **lonely**.
b He's **pleased** about it.
c She's really **interested** in their lives.
d He looks **stressed**.
e She's feeling very **confident**.
f He's **unhappy** at work.
g She's feeling **positive** about the future.
h He's **afraid** of having an accident.

2 A **Work in pairs. Match the adjectives in bold in Ex 1C with the stress patterns (1–5).**

1 O (x2) pleased, ...
2 Oo
3 oO
4 Ooo (x3)
5 oOo

B **1.04** | **Listen and check. Then listen again and repeat the words.**

C **Work in pairs. Look at the article in Ex 1B again and answer the questions.**

1 What preposition comes after each adjective in bold? Which adjective doesn't need a preposition?
stressed about
2 What type of words come after the prepositions?
stressed about something – pronoun

Words to change your mood

It's always nice to do things for the people you care about. But sometimes a few words can change how other people feel. Use one of these phrases today to put a smile on someone's face!

- 'Nice coat! Is it new?' – People like it when you notice something new.
- 'It'll be OK.' – Sometimes someone feels **stressed** about something for a good reason. These words can make them feel a little more **positive** about things.
- 'I know what you mean.' – This means you're really listening to the other person. You're **interested** in their ideas. But only say this if it's true.
- 'You can do it!' – This helps when people are **afraid** of trying something new. You can also say, 'You'll be great!'
- 'What do YOU think?' – People are always **pleased** about it when you think their opinion is important.
- 'That's a really good question!' or 'What a great question!' – These are good things to say to someone who isn't very **confident** about speaking and you want to help them.
- 'Do you want to have a chat or maybe go out for a coffee?' – This can help people when they are feeling **unhappy** about something or they are perhaps a little **lonely**.

D **Work in pairs and discuss the questions.**

1 When was the last time you felt pleased about something you did or made?
2 Imagine that your friend says that they're lonely. What do you do?
3 How do you help someone who is stressed about their work or studies?
4 Are there any animals that you are afraid of?
5 Are you confident about speaking in front of a lot of people?
6 What things were you most interested in when you were a child?
7 Do you generally feel positive about your future?
8 Are you happy or unhappy with your phone?



How to ...

encourage people

3 A **How do you feel in these situations? What can someone say to help you feel better?**

a You're late meeting a friend or partner.
b You're going to give a presentation at work, school or university.
c You're wearing new clothes for the first time.
d You have an important exam soon.

B **1.05 | Listen and match the conversations (1–3) with the situations (a–d) in Ex 3A. One of the conversations matches two situations.**

C **Work in pairs. Complete each phrase with one word.**

1 B: Well, I don't feel confident about speaking to all those people.
A: Matt, you prepared it! You know it better than anyone. **You** ..... **do it!**
2 B: I'm afraid of saying something wrong.
A: **It'll** ..... **fine. You'll be** ..... **. Just be yourself.**
3 B: I'm late. I'm really sorry.
A: **That's** ..... **right.**
4 B: I'm feeling really stressed at the moment.
A: **I** ..... **. It's fine, really.**
5 A: ..... **jacket!** Is it new?
B: Yes, it is. I got it last week from the market.
A: **It looks** ..... **!**
6 B: What's the best way to remember all this information?
A: **What** ..... **good question!**
7 C: I read my notes every evening – out loud. It helps me to remember things.
A: OK. **I know what you** ..... **.**
8 D: We can help each other and test each other.
A: **That's a good** ..... **.**
9 A: **What do you** ..... , Helena**?** What works best for you?
B: I'm not sure.
A: **Go** ..... **!**
10 B: So why do we need to remember it for an exam?
A: **That's a great** ..... **.**

D **1.06 | Listen and check your ideas.**

4 A **Put the phrases in bold from Ex 3C into the correct group.**

Showing that you understand	Encouraging people	Complimenting someone
That's all right.	You can do it!	Nice jacket!
.....	.....	.....
.....	.....	
.....	.....	
	.....	
	.....	
	.....	
	.....	
	.....	

B **Learn and practise. Go to the Grammar Bank.**

page 98 **GRAMMAR BANK**

PRONUNCIATION

5 A **| stress in short phrases | Work in pairs and look at the phrases in Ex 4A. Where is the main stress in each phrase?**

B **1.07 | Listen to the phrases and mark the main stress.**

C **1.07 | Listen again and repeat.**

D **Work in pairs. What can you say in these situations? Use phrases from Ex 4A. Pay attention to the stress.**

Your friend
1 is wearing a new shirt.
2 is afraid to speak in front of the class.
3 breaks a glass in your kitchen.
4 says they're unhappy about their job. You work in the same place.
5 asks you something interesting.
6 has a test tomorrow and they're stressed about it.

SPEAKING

6 **Work in pairs. Have conversations to practise saying things to make people feel better. Student A: Go to page 140. Student B: Go to page 143. Take turns to start a conversation.**

MEDIATION SKILLS
looking for specific information
relay specific information

page 152 **MEDIATION BANK**

1D BBC Street Interviews

I love cooking!

GRAMMAR | verb + *-ing* form
SPEAKING | interview people about their likes and dislikes
WRITING | write an online profile









PREVIEW

1 A Work in pairs. Write down two things that you think your partner likes and one thing that you think they dislike.

B Check with your partner. Were you correct?

Do you like … ?
Do you dislike … ?



Q1: What kind of things do you enjoy doing?

Q2: What do you like and dislike about your daily routine?

VIEW

2 A ▶ Watch the first part of the video. Which topics in the box do the people mention?

music	people	shopping	sport	TV

B Work in pairs. Complete the sentences.

1 I love _____. I really love being in the kitchen.
2 I love singing, and just hanging out, not _____ anything sometimes.
3 I actually play for my _____ team in school.
4 I like visiting _____.
5 I like coffee, _____ with friends, …
6 I enjoy roller skating, and I also enjoy teaching _____.
7 I _____ maybe three times a week.
8 It's a lot of _____.

C ▶ Watch again and check.

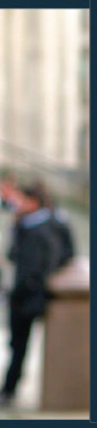
3 A ▶ Watch the second part of the video. What is the most common thing that the people dislike?

B Work in pairs. What do you remember? Choose the correct words.

1 I really don't like **doing** / **putting** my make-up or my hair.
2 I really don't like getting up **really** / **super** early for university.
3 I hate waking up **when** / **after** it's raining.
4 I hate **not finishing** / **don't finish** all of my work that I need to do that day.
5 I hate taking the bus – it's **not interesting** / **boring** and it's quite long.

C ▶ Watch again and check.

D Work in pairs. Which of the speakers is the most similar to you?













GRAMMAR

verb + *-ing* form

4A **Read the sentences (1–4). What verb form do we use after *like*, *dislike*, *hate*, etc.?**

1 I don't like getting out of bed sometimes.
2 I dislike cooking.
3 I like going out.
4 I hate waking up early.

B **Learn and practise. Go to the Grammar Bank.**

page 99 **GRAMMAR BANK**

SPEAKING

interview people about their likes and dislikes

5A **Work with a different partner from Ex 1A. Think of questions to ask each other about these things.**

- work or studies
- free time
- housework (e.g. cleaning, cooking)

B **Interview your partner. Ask them your questions from Ex 5A. Use the Key phrases to ask follow-up questions.**

KEY PHRASES

What do you like/dislike about it?
Why do you like/dislike it?
Do you like doing it with someone, or alone?
Why do you feel that way?
Why's that?
Can you give me some examples?

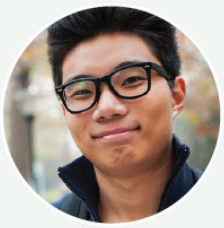
C **What things do you and your partner have in common? Tell other students.**

It was interesting to speak to Gregor because we have a lot in common. We both enjoy playing video games and we both dislike washing dishes. We don't mind cooking, but we don't like doing it every day.

WRITING

write an online profile

6A **Read the online profile. What do you have in common with the writer?**



Ermiasdor01
Updated 12 minutes ago

Connect with Ermias

I really love doing things outdoors – hiking, camping, cycling – but I enjoy a lot of indoor activities, too. For example, I love cooking and watching films. I like being alone sometimes, and when I'm alone I like reading. Books are important to me and I love discussing a good book with other people.

I don't hate anything. (Actually, I hate the word 'hate'.) But there are a few things I dislike doing. I really don't like going to the theatre or to concerts because I don't like places with a lot of people.

B **Work in pairs and compare your answers.**

C **Write your own profile. Use the model in Ex 6A to help.**

D **Read other students' profiles. Who has the most in common with you?**

1 REVIEW

GRAMMAR

questions

1 A **Complete each question with one missing word.**

is
1 Which month your favourite?
2 Where you usually go in the summer?
3 What kind ice cream do you like the best?
4 How hours do you study English in a week?
5 Why you late for the last lesson?
6 What you have for breakfast this morning?
7 When you going to have a real holiday?
8 Who your favourite sportsperson?

B **Work in pairs. Ask and answer five questions from Ex 1A.**

present simple and continuous

2 A **Complete the sentences with the present simple or present continuous form of the words in brackets so they are true for you.**

1 I _____ too much money these days. (spend)
2 I _____ too much money on holidays. (often / spend)
3 I _____ a lot of new things these days. (learn)
4 I _____ parties. (enjoy)
5 I _____ for job interviews. (usually / prepare)
6 I _____ for a job interview now. (prepare)
7 I _____ a lot at the moment. (study)
8 I _____ home before seven o'clock. (often / arrive)

B **Work in pairs and compare your sentences from Ex 2A. Give extra information about each one.**

verb + *-ing* form

3 A **Correct the mistakes in five of the sentences.**

putting
1 I like ~~puting~~ on new clothes for the first time.
2 I hate haveing friends round to my home for dinner.
3 I don't mind working in the evening.
4 I love begining a new project.
5 I enjoy makeing dinner for myself.
6 I dislike studiing alone.

B **Work in pairs. Which sentences in Ex 3A are true for you?**

VOCABULARY

4 A **Complete the words and phrases with the missing vowels.**

common verbs	jobs	feelings
1 w_k_ _p	7 __th_r	13 str_ss_d
2 g_ to sl__p	8 d_nc_r	14 p_s_t_v_
3 br_sh your t__th	9 d_nt_st	15 _nt_r_st_d
4 dry your h__r	10 f_ct_ry w_rk_r	16 _fr__d
5 g_t dr_ss_d	11 t__r g__d_	17 pl__s_d
6 l_ck the d__r	12 v_t	18 l_n_ly

B **Work in pairs and discuss the questions.**

1 In what order do you do the everyday activities in Ex 4A (1–6)?
2 Which jobs (7–12) would you like the most and least?
3 When do you experience each of the feelings (13–18)?

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



In my home country I had a good [1] _____ as a tour guide, but then I moved to Sydney and everything changed. I tried to find the same kind of job, but I didn't speak English well and no one [2] _____ me a job. Finally, I took a job as a cleaner. The [3] _____ wasn't very good, but it was something. The work was hard and the kitchens were the worst. People didn't do the washing [4] _____ or [5] _____ anything away, and there was often old food everywhere (the smell was terrible). I didn't like working alone and felt lonely and [6] _____. I studied English in my free time and when I was more [7] _____, I [8] _____ another interview for a job in the tourist [9] _____. That was five years ago. Now it's my [10] _____ to train new guides and I love it!

1	A industry	B cry	C career
2	A contract	B offered	C locked
3	A pay	B career	C vet
4	A over	B out	C up
5	A shut	B put	C get
6	A unhappy	B interested	C positive
7	A afraid	B pleased	C confident
8	A had	B signed	C did
9	A career	B industry	C interview
10	A pay	B job	C offer

B **R1.01 | Listen and check.**



help 2



VLOGS

Q: What's your favourite animal?

1 ▶ Watch the video. Number the animals in the order you hear them.

dog horse meerkat orangutan
panda parrot turtle

2 What's your favourite animal?

Global Scale of English

LEARNING OBJECTIVES

2A LISTENING | Understand stories about animal rescues: animals
Talk about rescues: past simple and continuous
Pronunciation: weak forms: *was*, *were*
Write an animal story; use past time expressions

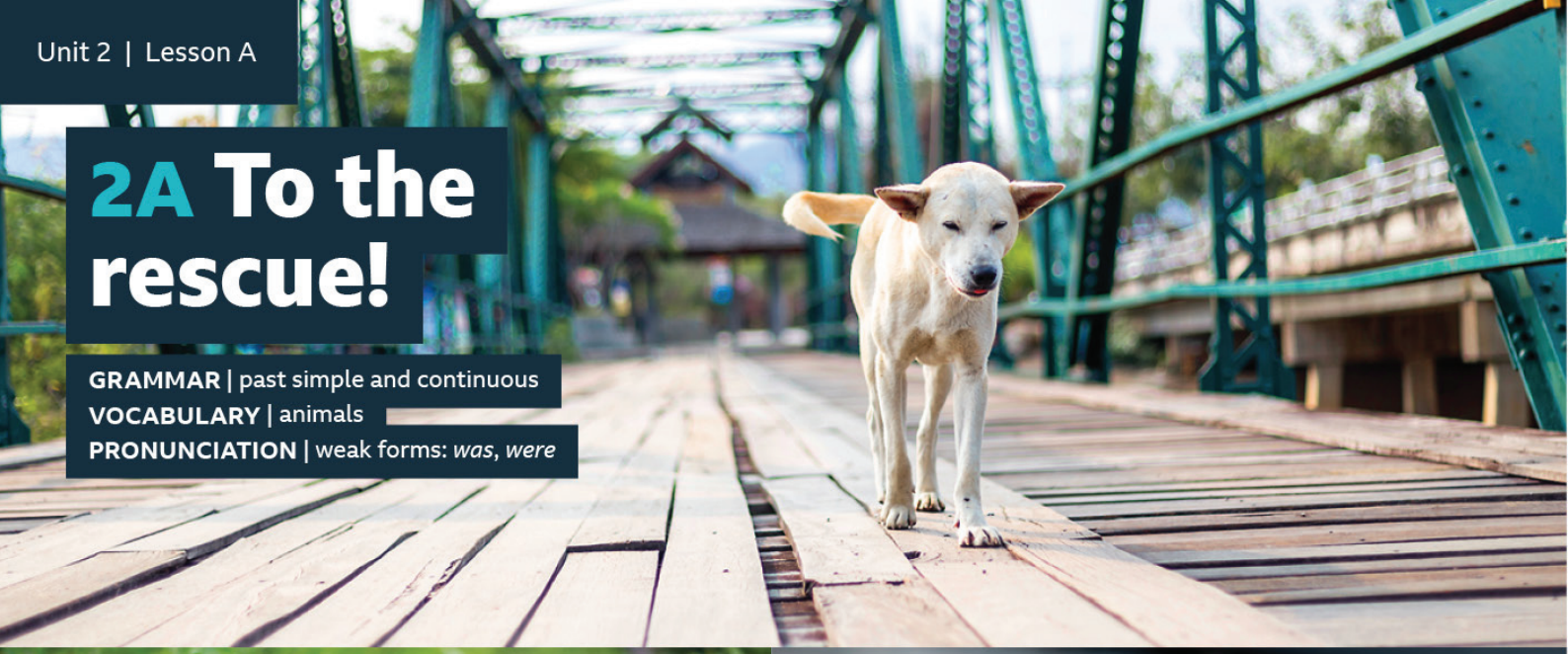
2B READING | Read an article about travel mistakes: air travel; at the airport
Talk about a problem with transport: definite article: *the*
Pronunciation: strong and weak forms: *the*

2C HOW TO ... | make and accept offers: actions
Pronunciation: intonation in offers

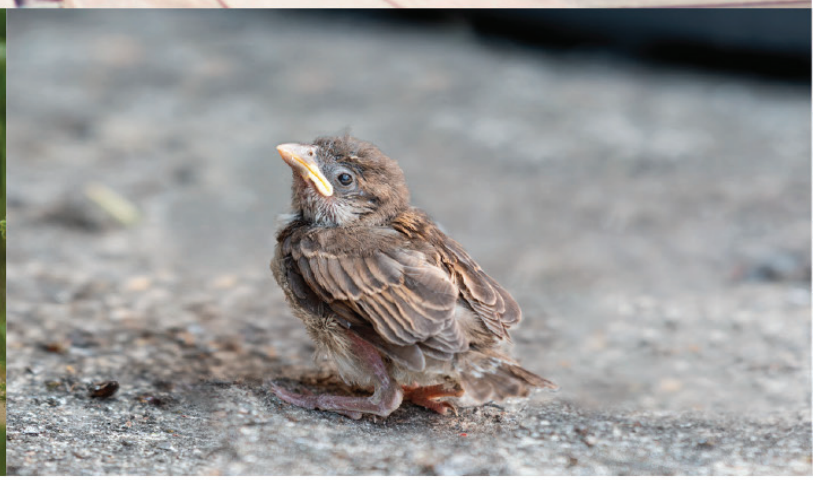
2D BBC PROGRAMME | Understand a programme about a family in trouble
Do a survey: *all*, *some*, *both*, *none of them*
Write a class report

2A To the rescue!

GRAMMAR | past simple and continuous
VOCABULARY | animals
PRONUNCIATION | weak forms: *was*, *were*







LISTENING

1 A Work in pairs and look at the photos. Which animals are in danger? Why?

B 2.01 | Listen to a radio phone-in about animal rescues. For each story, which animal was in danger?

C Work in pairs and read the story summaries. Find two pieces of incorrect information in each summary.

Freddie's story: A couple saw a baby bird. The man picked up the bird and put it on a gate. A cat tried to play with the bird. The woman cried because she was happy.

Bea's story: A woman saw something in the road. She stopped her car and found a tortoise. Some other drivers were unhappy because her car was stopping the traffic. She picked up the thing she saw and put it on the side of the road.

Lucas's story: A dog was in a garden. A car hit the dog and the dog ran away. The owners couldn't find the dog. A few days later, someone found the dog near a bridge. He rescued the dog.

D 2.01 | Listen again and check.

GRAMMAR

past simple and continuous

2 A Look at these sentences and find the verbs.

1 One day, we were walking down a street and we saw a baby bird on the side of the road.
2 While we were watching, a cat came out and jumped on it!
3 I was driving home in the early evening and I saw something on the side of the road.
4 Anyway, last year Ezra was playing in the garden when a car crashed into the fence.

B Which verbs are in the past simple? Which are in the past continuous? How do we form the past continuous?

C Choose the correct words to complete the rules.

1 We use the **past simple** / **past continuous** for the main events in a story.
2 We use the **past simple** / **past continuous** for the background situation, at the start of the story.
3 We use the **past simple** / **past continuous** for the action that takes a longer time.
4 We use ***when*** / ***while*** with the past simple.

D Learn and practise. Go to the Grammar Bank.

page 100 **GRAMMAR BANK**

PRONUNCIATION

3 A 2.02 | **weak forms: *was*, *were*** | Listen and write the sentences.

B 2.02 | Listen again and choose the correct alternative.

1 In the past continuous, *was* and *were* are **stressed** / **unstressed**.
2 We pronounce *was* /wəz/ / /wɒz/ in these sentences.
3 We pronounce *were* /wə/ / /wɜː/ in these sentences.

C Work in pairs. Make questions for the answers in Ex 3A. Add two more of your own questions using the past continuous.

What were you doing this time yesterday?

D Work with a new partner. Ask and answer the questions from Ex 3C.

VOCABULARY

animals

4 A Work in pairs and look at the words in the box. Which things can you see in the photos?

feather	fur	shell	skin	tail
trunk	web	wing		

B Work in pairs. List seven animals that are not on this page. Check your ideas in the Vocabulary Bank.

page 129 **VOCABULARY BANK** animals

5 Work in pairs. Student A: Think of an animal. Student B: Ask questions to guess the animal. Then swap roles.

A: Does it have fur?
B: Yes, it does.
A: Is it a type of cat?
B: No, it isn't.
A: Does it have a tail?

SPEAKING

6 A Work in pairs and read the headlines. What do you think happened?

Duck to painter: 'You're my hero!'

Lost teddy bear rescued from bus

Who says dogs can't fly?

Firefighters catch runaway monkey

Elephant surprises supermarket shoppers

Pet rabbit returns after 50 km journey

B Work in pairs and tell a story. Student A: Go to page 144. Student B: Go to page 148.

WRITING

write an animal story; use past time expressions

7 A Read the beginning of a story. Match the story with a headline from Ex 6A.

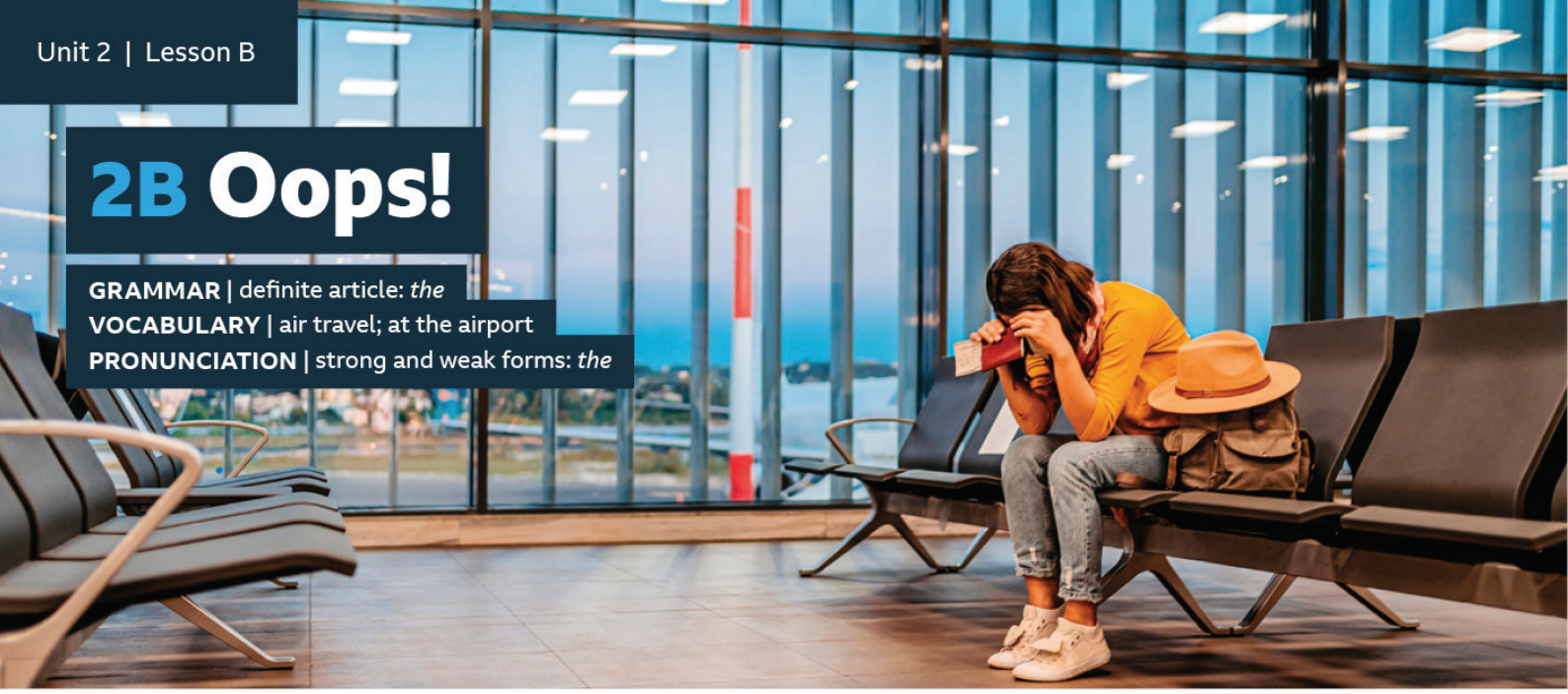
I'm a teacher. Last year I took my primary school class to the zoo, and one of the workers at the zoo was showing us a [redacted]. The [redacted] was in a large cage, and he was jumping around and trying to get out. While the worker was getting some food for him from another room, one of the children – one of my students – opened the cage. I ran over to close it, but at that exact moment, the [redacted] ran out.

B Work in pairs. What else do you think happens in the story?

C Check your ideas in the Writing Bank. Then write about a rescue.

page 89 **WRITING BANK**





2B Oops!

GRAMMAR | definite article: *the*
VOCABULARY | air travel; at the airport
PRONUNCIATION | strong and weak forms: *the*

VOCABULARY

air travel

1 A Work in pairs and discuss. Do you prefer travelling by plane, bus, train or car? Why?

B Read Lucas's blog post about travel mistakes. What were his two mistakes?



lucas239
Posted 13:45 | 2 days ago

A long trip!

When I was younger, in my mid-twenties, I was living in Vienna. I loved travelling and I wanted to go to Cairo to see the Pyramids, so I booked a **flight** at a travel agent's. The travel agent told me that the plane **took off** at 10.30 a.m. and arrived at 1.55 a.m. That's a long time to fly from Vienna to Cairo, but I didn't really think about it – the ticket was cheap and I was excited about my trip. There was probably a shorter flight, but I didn't ask – that was the first mistake. I **made a reservation** for a hotel room in Cairo before I left. Anyway, there was a short **delay** and we **flew out** from Vienna at 11.00, and we **got in** at 14.20, to … Istanbul, Turkey! I checked the ticket and it said **change** in Istanbul! It was a ten-hour wait at the airport – a very long ten hours in a very small waiting room. I didn't sleep.

We finally **landed** in Cairo at 1.55 a.m. and I went to the hotel. They were very surprised to see me. The receptionist said, 'You were **due to arrive** yesterday. We don't have a room for you.' Of course, I gave the wrong day – the day of the flight – in the reservation. I forgot that the **arrival time**, 1.55 a.m., was actually the next day. That was a very long trip.

31 9 168

C Look at the words and phrases in bold in the post. Choose the correct words to complete the sentences.

1 The plane **takes off** / **flies** at 7 p.m. and **changes** / **gets in** at 9 p.m.
2 The **arrival time** / **flight** takes two hours.
3 There is a one-hour **flight** / **delay** because of bad weather.
4 The plane **flies out** / **lands** from Edinburgh airport and we **change** / **delay** in Berlin.
5 We are **due to arrive** / **delaying** at Sydney airport at eight o'clock tomorrow morning.
6 I'm going to **change** / **make** a reservation for a seat.
7 They changed the **arrival time** / **delay** from 8 a.m. to 8.30, but in the end, we **landed** / **changed** before 8.

D Work in pairs. Read the Future Skills box and answer the question. Use the post in Ex 1B to help you.

FUTURE SKILLS
Self-management

When you write new vocabulary in your notebook, include useful prepositions to use with the words or phrases. For example, 'a plane takes off **from** the airport **at** 9 a.m.'

Which prepositions are useful to write after: *get in*, *make a reservation*, *fly out*, *change* and *land*?

2 A Work in pairs. Which words and phrases in bold in Ex 1B can we also use for travel by bus or train?

B Work in pairs. Tell each other about the last long journey you went on by plane, bus or train. Use at least five words or phrases from Ex 1B.

C Work in pairs. How many places at an airport can you think of?

check-in desk, …

D Check your ideas in the Vocabulary Bank.

page 130 **VOCABULARY BANK** at the airport

READING

3A Work in pairs and discuss. Do you ever make mistakes when you travel?

Sometimes I take the wrong clothes and once I went to the wrong airport!

B Read the first part of an article about travel mistakes. What is the mistake connected to each 'lesson', do you think?

Travel Mistakes: Lessons I learnt the hard way

We all make mistakes, but when we travel, we probably make more mistakes than usual. I worked as a travel writer for thirty years and I think I made every mistake possible – more than once. I didn't like making the mistakes, but I learnt some good lessons. Here are the most important ones.

- Check the weather before you leave.
- Check your mobile phone package.
- Don't get too comfortable in the train station or in the airport.
- Don't take taxis from airports or train stations.
- Be careful, foreign place names can look very similar.
- Don't put all your important things in one place, for example, in a money belt.
- Be sure your suitcase is your suitcase!
- Read your travel information carefully.

Want to know why? Read on ...

C Work in pairs and read more of the article. Student A: Go to page 141. Student B: Go to page 147.

4 Work in pairs and discuss the questions.

1 Do you ever make these sorts of mistakes?
2 Which story was the most surprising or the funniest?
3 Which 'lesson' is the most useful? Why?

GRAMMAR

definite article: *the*

5A Work in pairs and look at the nouns in bold below. Which ones have a definite article (*the*)? Why?

1 In some cities, **taxis** are a good way to travel.
2 On the journey we went past the **Alps**.
3 There was **snow** everywhere.
4 **Deserts** are hot, right?
5 I thought, 'the **Sahara Desert** is very hot'.
6 I ordered **food** and drink ...
7 I started watching a film ... At the end of the **film**, I looked at the clock.
8 I use a money belt ... and I never take the **money belt** off.

B Match the sentences (1–8) in Ex 5A with the rules (a–d).

a Use *the* before a noun when you say the noun for the second time.
b Use *the* with some geographical names and places.
c Use no article before plural nouns for general meaning.
d Use no article before uncountable nouns for general meaning.

C Learn and practise. Go to the Grammar Bank.

page 101 **GRAMMAR BANK**

PRONUNCIATION

6A | **strong and weak forms: *the*** | Work in pairs. Look at the sentences and find five examples of the weak pronunciation of ***the*** /ðə/ and two examples of the strong pronunciation /ðiː/.

1 I took a picture of the Alps.
2 I wanted to share the photo.
3 I thought, 'the Sahara Desert is very hot.'
4 At the end of the film, I looked at the clock.
5 I never take the money belt off.

B 2.03 | Listen and check.

C Choose the correct word to complete the rules.

1 We use /ðə/ before **vowel** / **consonant** sounds.
2 We use /ðiː/ before **vowel** / **consonant** sounds.

D Work in pairs. Say the sentences in Ex 6A and pay attention to your pronunciation of ***the***. Is it /ðə/ or /ðiː/?

7 Work in pairs. Student A: Go to page 141. Student B: Go to page 146.

SPEAKING

8A Think about a transport or travel situation where you had a problem recently. Make notes on these questions.

- Where did it happen?
- When did it happen?
- Who were you with?
- What were you doing?
- What happened?
- What did you do next?
- How did you feel?

B Work in pairs and tell each other your stories. Use your notes to help.

C Work with a new partner. Tell your story again, but try not to use your notes.

9A Before you tell your story for the third time, think about your use of articles. Check you are using them correctly.

B Work with a new partner and tell your story.

2C How can I help?

HOW TO ... | make and accept offers
VOCABULARY | actions
PRONUNCIATION | intonation in offers







VOCABULARY

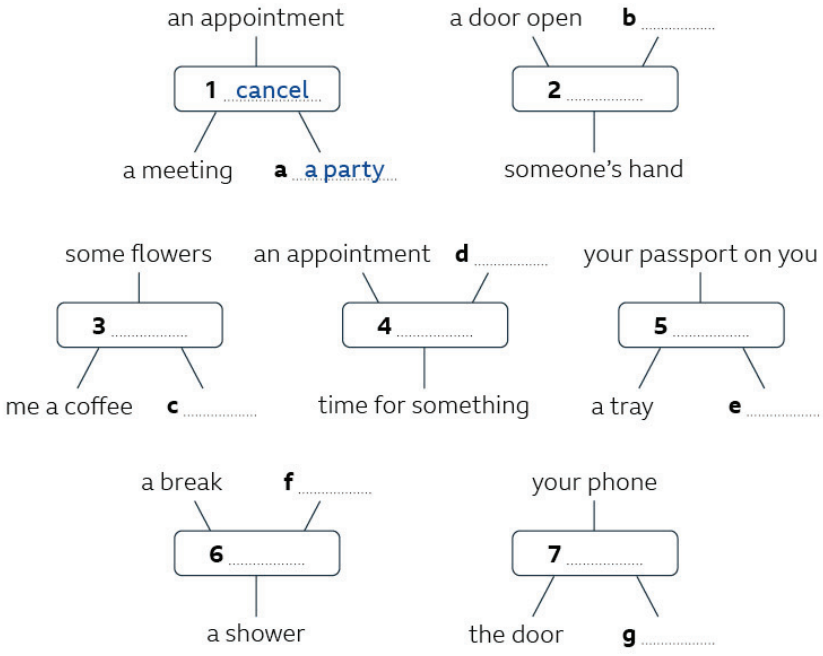
actions

1 A **Work in pairs. How often do you help other people? What do you do to help them?**

B **Read the questions and make notes on your answers. Then discuss the questions in pairs.**

1 You're having a birthday party and your best friend can't come. Do you **cancel** the party?
2 A classmate from childhood, someone you didn't like, gets your email address from a class list and sends you an email. Do you **answer** the email?
3 I invite you to dinner at my house. Do you **bring** a gift?
4 You meet someone at a party and they tell you about a great new restaurant. Do you **make** a note of the name of the restaurant?
5 You see an old man walking slowly down the street with a very heavy suitcase. Do you **carry** the suitcase for him?
6 You didn't do your homework last night. You can see another student's book. It's open. Do you **take** a look at their answers?
7 You're sitting in a train station. A woman asks, 'Can you hold my bag for a moment? I want to buy a ticket.' Do you **hold** her bag?

2 A **Complete 1–7 in the word webs with the verbs in bold in Ex 1B.**



B **Complete a–g in the word webs with the nouns after the verbs in bold in Ex 1B.**

C **Work in pairs and take turns. Ask questions to practise the collocations.**

A: What are three things you can cancel?
B: You can cancel a meeting, an appointment and a party.

How to ...

make and accept offers

3 A **Work in pairs. Look at the photos and discuss the questions.**

1 Where are the people?
2 What are they doing?
3 What is the problem in each photo?
4 What is going to happen next?

B **2.04 | Listen to the conversations and check your ideas.**

4 A **Complete the extracts with one or two words in each gap.**

1 Josie: I'll answer that.
Tim: It's _____, thanks.
2 Sarah: I have to give that presentation at two o'clock.
Tim: Do you want _____ do it? I can. I have it on my laptop.
Sarah: Can you? That's really good _____.
3 Tim: I have a meeting at twelve thirty.
Josie: _____ cancel that for you? You need to look at the presentation.
Tim: Thank you, that's _____ help.
4 Erin: Can you do twelve o'clock, but not tomorrow, on Wednesday? Is that possible?
Café: _____ take a look for you. Is it still for three?
5 Café: I can give you a table at 1.30, but we're fully booked at 12.
Erin: That _____ be great.
6 Erin: Oh, one of my friends is allergic to eggs. She can't eat anything with eggs in it.
Café: Oh, right. _____ make a note in the book.
7 Vikram: Do you want me to come over?
Dev: Thank you, _____ I'm OK.
8 Vikram: I'll come over right now. I'll _____ there in fifteen minutes. You can charge your mobile in my car.
Dev: That's kind _____.

B **2.05 | Listen and check.**

C **Look at the extracts in Ex 4A and find:**

1 five ways to make an offer. I'll ... ,
2 four phrases to accept an offer.
3 two phrases to say no to an offer.

D **Learn and practise. Go to the Grammar Bank.**

page 102 **GRAMMAR BANK**

PRONUNCIATION

5 A **2.06 | intonation in offers | Listen and choose the offer that sounds more polite, A or B.**

1 A / B
2 A / B
3 A / B
4 A / B

B **Choose the correct word to complete the rule.**

An offer sounds polite if your voice is **high** / **low** on the stressed words.

C **2.07 | Listen and repeat the polite offers.**

D **2.08 | Work in pairs. Listen to the situations. For each situation, think of two ways to make an offer.**

1 I'll carry it for you.

SPEAKING

6 **Work in pairs. Prepare to have two conversations and practise making and accepting offers. Student A: Follow the instructions below. Student B: Go to page 140.**

Situation 1

You work in a tourist office. A tourist comes into the office and asks for help with several things. They are going to ask you about:

- finding a hotel.
- finding a good place to eat and booking a table.
- checking the tour bus departure times and price.

Think about these questions.

1 What information can you give the person?
2 How can you offer to help them?

Situation 2

You're in a town abroad and you don't speak much of the local language. Earlier you lost your bag with your phone, your money and all your important documents in it. You ask Student B, a stranger, for help with these things:

- You want to know where the police station is.
- You need a small amount of money for something to eat.
- You would like to make a short phone call to your family at home.

Think of the questions you need to ask.

MEDIATION SKILLS
taking turns
work together in simple, shared tasks

page 153 **MEDIATION BANK**

2D BBC Entertainment

Difficult situations

GRAMMAR | *all, some, both, none of them*
SPEAKING | do a survey
WRITING | write a class report

PREVIEW

1 A **Work in pairs and discuss the questions.**

1 Do you like travelling to popular tourist places?
2 Do you enjoy travelling with your family?
3 When you travel with a group, do you try to have time alone?

B **Read the BBC programme information. Are the statements True (T) or False (F)?**

1 In the family, they are all unhappy.
2 Douglas is married to Connie.
3 Douglas wants to end the marriage.
4 They're all happy to travel together.



Us

The Petersen family are in trouble. Douglas wants the family to stay together. However, his wife, Connie, wants to end the marriage and their 18-year-old son, Albie, is tired of his parents. Douglas plans the trip of a lifetime around Europe. Connie and Albie don't really like the idea, but they agree to go. The trip doesn't go very well. Albie disappears in Venice and Douglas tries to find him. What else can go wrong?

VIEW

2 A ▶ **Watch the BBC video clip and answer the questions.**

1 Douglas doesn't understand the Italian word 'caldo' (which means 'hot'). What does he think it means?
2 How does Douglas feel at the end? Why?

B ▶ **Watch again and number the phrases in the order you hear them.**

a I've got to go.
b It doesn't matter.
c Just like that.
d Keep the change.
e One of these.

C **Work in pairs. What should Douglas do next?**

GRAMMAR

all, some, both, none of them

3 A **Choose two correct alternatives to complete each sentence.**

1 There are three people in the family and **they all / all them / all of them** go on holiday together.
2 **Two of them / Both of them / Two people** don't really want to go on the trip.
3 Douglas and Connie are married and **they are both / both of them are / two of them are** unhappy.

B **Learn and practise. Go to the Grammar Bank.**

page 103 **GRAMMAR BANK**



SPEAKING

do a survey

4 A **Work in pairs. How do you feel in the situations (1–8)? For each situation, choose from the list (a–c), and say what you usually do.**

1 You miss a train or a bus and you're late for an important meeting.
2 You don't understand something in English.
3 You forget someone's name at a party.
4 You get food or drink on your favourite shirt.
5 You have a test, but you didn't know about it before.
6 Your computer crashes and you lose all of your morning's work.
7 You answer the phone, you talk to someone for two minutes, and you don't know who you're talking to.
8 You have a big argument with a friend or colleague.

a I get really stressed.
b I get stressed for a moment, but then I'm fine.
c I'm fine. These things aren't a problem.

A: How do you feel when you miss a train or a bus and you're late for an important meeting?
B: I get stressed for a moment, but then I'm fine.
A: And what do you usually do?
B: I call the office and tell them. It's not a big problem.

B **Work in pairs. Each choose one situation from Ex 4A to ask other students about.**

C **Talk to other students. Ask each student about your situation. Make notes of their answers.**

How do you feel when … ?

BBC

5 A 2.09 | **Listen to two students talking about surveys they did. Answer the questions.**

1 Which topics from Ex 4A did they ask people about?
2 What did most people say?

B 2.09 | **Listen again and tick the phrases you hear.**

KEY PHRASES

What did people/they say?
One person mentioned …
None of them said …
All eight of them said …
All nine, including me.
Did they say anything else about it?
Why did they say that?
Most people thought …
What did the rest of them say?

6 A **Prepare to talk about the results of your survey from Ex 4C. Choose some Key phrases that you can use.**

B **Work with your partner from Ex 4B. Tell each other about other students' answers to your question. Use the Key phrases to help.**

WRITING

write a class report

7 A **Read a report about the survey. Is your answer to the questions the same as most people's?**

Difficult situations – a survey

How do we react in different situations? Do we all feel stressed? Do we all do the same things? We asked people in our class some questions, and these are the results.

How do we feel when we forget someone's name at a party? Most of us said that we feel stressed at first. The interesting part is that we do different things in this situation. Two people said they end the conversation. One person mentioned that they go and ask someone else the first person's name, and then go back to that person. None of us said that we simply tell the person that we forgot their name.

And how do we feel when our computer crashes and we lose all of our work? All of us said that we get really stressed. Most people thought that it's possible to find the lost work, but none of us knew how to do this. Maybe we all need to learn more about computers!

B **Write a report on your survey. Use the information from your own survey and from your partner's survey.**

C **Read your partner's report. What differences are there between your two reports?**

D **Read other students' reports. Are your answers to the questions the same as most other students?**

GRAMMAR

past simple and continuous

1 A **Complete the story with the correct form of the verbs in brackets.**

I had a funny experience in Fortaleza, Brazil, last year. I [1] _____ (have) dinner in a restaurant and there was a couple at the next table. The man [2] _____ (hold) the woman's hand and then he [3] _____ (put) a ring on her finger. It was very romantic. Then I [4] _____ (see) something: a spider [5] _____ (hang) from the ceiling over the woman's head. The couple [6] _____ (not see) it, because they [7] _____ (look) at each other. I [8] _____ (want) to say something, but they were in the middle of this romantic moment. Finally, they realised that I [9] _____ (watch) them. I pointed at the spider. The man and woman [10] _____ (look) up and at that moment …

B **Work in pairs and write an ending for the story.**

definite article: *the*

2 A **Complete the animal facts with *the* or no article (–).**

1 Did you know that _____ butterflies can only see three colours: red, green and yellow?
2 I read that cows up in _____ Alps have a different 'moo' from cows in _____ USA.
3 If you see a snake, don't be afraid. Usually _____ snakes are afraid of you and will go away.
4 _____ China has the most goats in _____ world.
5 It's a fact that _____ whales only live in _____ cold water, for example in _____ Atlantic Ocean, and not in _____ Mediterranean Sea.
6 Imagine that you are swimming and a crocodile catches you. What can you do? Push your thumb into _____ crocodile's ears and it will let you go.

B **Work in pairs. Which two sentences in Ex 2A do you think are false?**

all, some, both, none of them

3 A **Match the sentences (1–5) with their pairs (a–e).**

1 There are four of us in my family. e
2 My best friend and I often take walks together.
3 The shops in my hometown are not expensive.
4 I have too many clothes.
5 There are ten students in this group.

a All of us are learning Spanish.
b Both of us enjoy being outside.
c I never wear some of them.
d Lots of them have discounts all the time.
e None of us like pizza.

B **Work in pairs. Change words in the sentence pairs so they are true for you.**

VOCABULARY

4 A **Add one letter to complete the animal words.**

1 Animals have one at the back: ail tail
2 Birds have these: fathers
3 Bears are warm because they have this: fr
4 You find this in the sea or on the beach: sell
5 This is on the outside of all animals: sin
6 An elephant has one: tunk
7 A spider makes this: we
8 Birds have two, and they help them fly: wins

B **Work in pairs and take turns. Student A: Think of an animal that has one of the things in Ex 4A and tell your partner the first letter of the animal. Student B: Guess the animal and the thing from Ex 4A.**

5 A **Add vowels to complete the words.**

1 He h_ld her hand.
2 I br_ _ght a gift.
3 I c_nc_ll_d the appointment.
4 I didn't _nsw_r the email.
5 She m_d_ a note.
6 We t_ _k a break.

B **Work in pairs and take turns. Student A: Give a reason for doing one of the actions in Ex 5A, but don't say the action. Student B: Guess the action.**

A: Because it was her birthday. B: You brought a gift!

6 A **Choose the correct option (A–C) to complete the text.**



Ten-year-old Jimmy K. was travelling with his parents from Miami, Florida, to London and was [1] _____ his bag with his favourite toy inside, a toy [2] _____ named 'Jacko'. The family went through [3] _____ and were sitting in the [4] _____ lounge when Jimmy asked, 'Where's Jacko?' There wasn't time to go back to look for the toy, so the family [5] _____ the plane. When they were [6] _____ planes in New York, Jimmy's dad called the airport, but Jacko wasn't there.

At about that time, an airport worker in Miami found Jacko near the [7] _____ desks and she had an idea. So, when the family returned from London one week later, Jimmy had a surprise. The airport worker [8] _____ for him with Jacko in her hands and a photo album full of photos of Jacko in different parts of Miami airport: in the restaurant with a lemonade, going through [9] _____, in the baggage [10] _____ area with some workers and in the duty-free shop with lots of other 'friends' (a monkey, a [11] _____ and two [12] _____). Jimmy was very happy, and so was Jacko.

1	A carrying	B caring	C delaying
2	A web	B tail	C rabbit
3	A reclaim	B security	C passport
4	A take off	B reserve	C departure
5	A boarded	B took off	C flew out
6	A changing	B delaying	C flying
7	A landing	B arrival	C check-in
8	A waits	B was waiting	C waited
9	A changes	B arrival	C customs
10	A resale	B reclaim	C plain
11	A fox	B fix	C box
12	A mouse	B mice	C mouses

B **R2.01 | Listen and check.**



learn 3



VLOGS

Q: What do you like reading?

1 Work in pairs and discuss the question. Make a list.

2 ▶ Watch the video. Do the speakers mention the things on your list?

Global Scale of English

LEARNING OBJECTIVES

3A READING | Read an article about ideas for helping students: knowing, understanding and thinking; school and university subjects

Talk about ideas for education around the world: *have to, don't have to, can't*

Pronunciation: connected speech: *have to*

3B LISTENING | Understand people talking about things they learnt through TV programmes: positive adjectives

Talk about a favourite TV programme or series: subject and object questions

Pronunciation: word stress in adjectives

Write a quiz; correct mistakes

3C HOW TO ... | give instructions and check understanding: location, position and movement

Pronunciation: intonation in short questions

3D BBC STREET INTERVIEWS | Understand street interviews about school

Have a discussion about school rules: *had to, didn't have to, couldn't*

Write an online post

3A A helping hand

GRAMMAR | *have to, don't have to, can't*
VOCABULARY | knowing, understanding and thinking; school and university subjects
PRONUNCIATION | connected speech: *have to*



READING

1 A **Work in pairs and discuss. When you were a child, what were your favourite books?**

B **Read the article. Work in pairs. Match the sections (1–3) with three of the ideas (a–d).**

a a library in every town
b a plan is important
c together we are stronger
d books for every child

C **Read the article again. Are the statements True (T) or False (F)?**

1 Dolly Parton has twelve brothers and sisters.
2 Her father didn't learn to read.
3 Every child in the programme gets one free book every year.
4 The Imagination Library gave away 150 million books in 2020.
5 More than half of the students in Parton's home county didn't finish high school.
6 In the 'Buddy Program', if one buddy didn't finish high school, both buddies lost their money.
7 The 'Buddy Program' changed things a lot.
8 Winners of the Dolly Parton Scholarship get $3,000.

D **Work with other students and discuss. Which of the three ideas in the article do you like the best? Why?**



Dolly Parton, 'The Book Lady'

Dolly Parton is a world-famous country singer and performer, but she also does a lot to help students get a better education.

1 The Imagination Library Parton was born in Sevier County, Tennessee, in the USA, the fourth of twelve children. Her father never learnt to read or write and many children in the county didn't do well at school. Children everywhere have to learn to read before they can learn to study, but in Sevier County there was a problem. Many children didn't learn to read well because they didn't have any books.

Parton saw the problem and **decided** to help. In 1995 she started the Imagination Library. The library gives one book every month to every child in the programme, from birth to the age of five. Families don't have to pay for the books. They're free. Parents say their children love it when a book arrives each month. The Imagination Library programme started in Parton's home county and is now in five different countries – the USA, Canada, the UK, Ireland and Australia. Between 1995 and 2020, the library gave 150 million books to children.

2 The 'Buddy Program' Parton **discovered** that over thirty percent of students in Sevier County didn't finish high school. She wanted to do something about this problem and **searched** for an answer. In the end she **developed** her 'Buddy Program'. In 1991, Parton spoke to all the 13- to 14-year-old students in the county and told them about her programme. First, each student needed to choose a partner, or 'buddy'. Then Parton promised to give each student $500 when they finished high school at the age of eighteen. And then Parton **explained** one important rule – the Buddy needed to finish high school, too. Parton **expected** a change, but nothing so amazing. The thirty percent went down to six percent – about ninety-four percent of students finished high school.

3 The Dolly Parton Scholarship* Every year Parton's foundation, the Dollywood Foundation, gives five students $15,000 each. The five are students who finish high school in Sevier County. The rules say that students who don't finish high school can't win the money. To win the money, the Foundation tells students that they have to have a dream, and they have to **plan** the steps to make that dream come true. Finally, they have to **describe** their plan to the Foundation in a clear way. Thanks to the scholarship, many students can take a big first step towards living their dream.

**scholarship*: money that an organisation gives to someone to help pay for their education

VOCABULARY

knowing, understanding and thinking

2 A **Replace the words in bold in the sentences (1–8) with the correct form of the bold words in the article.**

When I was at school,

1 my friend and I **said 'we're going** to do homework together', but we never did. planned
2 in the first lesson of term, the teacher asked all of us to **talk or write about** our holiday.
3 I was often late and I usually **gave the reason** that the alarm on my phone didn't work.
4 when I had a science exam, I always **knew I was going** to do well.
5 in history class, we sometimes **looked** for information on the internet.
6 I **found out** that I was really good at languages, but bad at maths.
7 sometimes, our art teacher **chose** to teach us outside, not inside.
8 one of my classmates **started and grew** a great idea for helping people.

B **Work in pairs and look at the sentences in Ex 2A. Change the sentences so that they are true for you.**

3 A **Work in pairs and answer the questions.**

1 What school and university subjects can you find in Ex 2A?
2 What other school and university subjects do you know?

B **Check your ideas in the Vocabulary Bank.**

page 131 **VOCABULARY BANK** school and university subjects

GRAMMAR

have to, don't have to, can't

4 A **Complete the sentences with *have to*, *don't have to* or *can't*. Then check in the article.**

1 Children everywhere ..... learn to read before they can learn to study.
2 Families ..... pay for the books. They're free.
3 The rules say that students who don't finish high school ..... win the money.
4 They ..... plan the steps to make that dream come true.

B **Choose the correct alternative to complete the rules.**

1 We use *have to* when something **is** / **isn't** necessary. We **can** / **can't** choose.
2 We use *don't have to* when something **is** / **isn't** necessary.
3 We use *can't* when the rule says it **is** / **isn't** OK.
4 After *have to* and *can't* we use the **infinitive** / ***-ing*** form of the verb.

C **Learn and practise. Go to the Grammar Bank.**

page 104 **GRAMMAR BANK**

PRONUNCIATION

5 A **3.01 | connected speech: *have to* | Listen and write the sentences.**

B **Match the sentences in Ex 5A with the people in the box.**

a musician	a nurse
a retired person	a teacher

C **3.01 | Listen again. Do we usually pronounce *have to* as /hævtuː/, /hæftuː/ or /hæftə/?**

D **Work in pairs. Student A: Think of a job. Student B: Ask questions with *have to* about the job's rules. Guess the job.**

B: Do you have to work outside?
A: Yes, I usually do, but sometimes I work inside.

SPEAKING

6 A **Work in pairs and read the sentences. Which ones do you agree with?**

1 I expect the teacher to explain everything.
2 It's good when I have to search for answers because I discover a lot of new ideas.
3 The school, not the students, should decide what the students learn.
4 It's important to develop IT skills at a very young age – they're more important than social skills.
5 Students should plan after-school activities.
6 Students can't learn very much without the teacher's help.

B **Work in groups of three. Student A: Go to page 141. Student B: Go to page 144. Student C: Go to page 147.**

C **Work in groups and discuss the questions.**

1 Which idea do you like the best? Why?
2 Which idea would you like to see in the schools or colleges in your area? Why?

D **Work in pairs. Read the Future Skills box and do the task.**

FUTURE SKILLS
Critical thinking

When you say why one idea is better than another, think about positive and negative things. This makes your reasons clearer. Work with different students and answer Question 1 in Ex 6C again. Give a positive and negative point about each idea.



3B I saw it on TV

GRAMMAR | subject and object questions
VOCABULARY | positive adjectives
PRONUNCIATION | word stress in adjectives

LISTENING

1 A **Work in pairs. Look at the activities in the box and discuss the questions.**

baking	climbing	dancing
fishing	painting	playing chess
signing	singing	taking photos

1 What activities can you see in the photos?
2 Which activities in the photos do you do?
3 Which ones would you like to learn?
4 Do you watch TV programmes like these? If yes, which ones are your favourites? If no, why not?

B **3.02 | Listen to the conversation. Which activities in the box did the people start doing?**

C **3.02 | Listen again and tick the three topics the people mention.**

1 Learning baking from TV
2 Learning baking from a private teacher
3 How to play chess
4 Problems for women playing chess
5 Learning from a book
6 A dance programme for deaf people
7 Learning dancing from a TV programme
8 Learning signing because of a dancing competition

D **Work in pairs and discuss the questions.**

1 Do you sometimes want to learn something new because you see people doing it on a TV programme?
2 Do you have a hobby? When did you start doing it? Why?
3 Would you like to start a new hobby? Tell your partner about it.

VOCABULARY

positive adjectives

2 A **Complete the sentences with a word from the box.**

brilliant	clever	~~delicious~~	equal
exciting	favourite	popular	real

1 This cake is delicious ! You're a great cook.
2 I started learning chess because of *The Queen's Gambit*. It was ..... , really good.
3 There isn't a(n) ..... number of women and men playing in big competitions.
4 Well, she has a lot of problems, but she's very ..... . She learns really quickly.
5 No, it isn't a(n) ..... story. It's from a book.
6 *Strictly Come Dancing* is really ..... , but I don't watch it.
7 The final programme was very ..... .
8 Rose was certainly my ..... dancer and a lot of people felt the same!

B **Work in pairs. Do you know the opposites of any of the words in the box?**

PRONUNCIATION

3 A | **word stress in adjectives** | **Choose the correct word to complete the questions.**

1 What's the most **delicious** / **exciting** programme on TV at the moment?
2 What's your **real** / **favourite** film about a famous person?
3 What kind of dancing is **popular** / **brilliant** in your country?
4 Do you think men and women should get **popular** / **equal** prize money in competitions?
5 Do you have to be **clever** / **exciting** to play computer games?
6 Do you like films about **equal** / **real** people and events?
7 Who do you think is a really **brilliant** / **favourite** actor?
8 Which TV cook makes the most **delicious** / **clever** food?

B **3.03 | Listen and check.**

C **Match the adjectives in Ex 3A with the stress patterns. One adjective matches two stress patterns.**

1 O **2** Oo **3** Ooo **4** oOo

D **3.04 | Listen and check.**

E **Work in pairs. Ask and answer the questions in Ex 3A. Pay attention to the stress in the adjectives.**





GRAMMAR

subject and object questions

4A Work in pairs. Choose the correct question, a or b.

1 **a** When started you?
  b When did you start?
2 **a** Who taught you?
  b Who did teach you?
3 **a** What happens to her?
  b What does happen to her?
4 **a** What she did?
  b What did she do?
5 **a** Who danced she with?
  b Who did she dance with?
6 **a** Who won the competition?
  b Who did win the competition?

B Which of the correct questions don't use an auxiliary (*do*, *does* or *did*)?

C Learn and practise. Go to the Grammar Bank.

page 105 **GRAMMAR BANK**

SPEAKING

5A Prepare to tell other students about your favourite TV programme or series. Make notes on the questions.

1 What's the name of the TV programme or series?
2 What's it about?
3 Is it a real story?
4 Who are the main characters?
5 Who plays the main character? Are they good? Why/Why not?
6 Do you know who wrote or directed it?
7 Is it popular? Why/Why not?
8 Do you watch it on your own or with other people? Who?
9 Why do you like it?

B Work with other students. Take turns to tell each other about your programme or series. The other students ask questions and make sure the first student answers all the questions in Ex 5A.

C Which of the other students' favourite programmes or series would you like to watch the most? Why?

WRITING

write a quiz; correct mistakes

6A Read the quiz and correct the mistakes in two of the questions.

1 Who did sing the James Bond theme song *No Time to Die*?
a Billy Ocean
b Billie Eilish

2 Which Chinese female actor plays Mulan in the 2020 live action film of the same name?
a Liu Yifei
b Michelle Yeoh

3 Which male actor did make the most money in 2021?
a Daniel Craig
b Dwayne Johnson

B Work in pairs and answer the questions. Check your answers on page 140.

C Write a culture quiz, then check your work. Go to the Writing Bank.

page 90 **WRITING BANK**



3C Life hacks

HOW TO ... | give instructions and check understanding
VOCABULARY | location, position and movement
PRONUNCIATION | intonation in short questions



VOCABULARY

location, position and movement

1 A Work in pairs and look at the pictures (A–G). What problem does each one show?

B Read the introduction to the article on Everyday hacks. Then work in pairs and answer the questions.

1 Which four problems in Ex 1A does it mention?
2 How can you solve these problems?

C Read the complete article. Which problem in Ex 1B does each life hack solve? Which hack do you think would be the most and the least successful?















Everyday hacks

Life is full of problems – big ones, small ones. You buy shoes and they're too small. Your bright red jumper comes out pink after washing it. Your pen leaves a big black spot on your T-shirt. You lose a small piece of jewellery, like an earring, in your apartment. That's where 'life hacks' – little tricks to solve everyday problems – save the day. They're usually very simple and cost nothing. Here are our life hacks for some common problems …

1 Fill a plastic bag with water and put it inside your shoe. Put the shoe in the freezer overnight. The next day, your shoe will be bigger.
2 Use your vacuum cleaner, but put a sock over the end of the tube. Then vacuum all the hidden places (between the cushions on the sofa, etc.).
3 Put toothpaste onto the spot. After it's dry, wash the T-shirt. No more ink spot!
4 Turn the jumper inside out when you put it into the washing machine.

D Work in pairs. Which life hack do you like best? Why?

2 A Find seven prepositions in life hacks 1–4 in Ex 1C which describe the position of something.

B List at least seven other prepositions or other words you know to describe position.

C Check your ideas in the Vocabulary Bank.

page 132 **VOCABULARY BANK** location, position and movement

How to ...

give instructions and check understanding

3A **Work in pairs and discuss the questions.**

1 How can you get a piece of chewing gum out of a carpet? (You need ice cubes.)
2 How can you stop coughing?
3 How can you find out if a battery is new or old?

B **3.05 | Listen to the conversations. Are the answers the same as yours?**

4A **3.06 | Listen and complete the phrases.**

1 B: **Always close** the bag really well.
A: Like _____ ?
B: Yes, that's good. **Now press** the bag onto the chewing gum.
A: Is this _____ ?
2 B: **You wait** half an hour. **After that**, the chewing gum will be hard and you can break it.
A: That's _____ ?
3 B: Now, **put** your hands up. ... No, I _____ you have to raise them above your head completely. Not like _____ , like _____ .
4 B: Ah! I know a good hack for this. **You drop** one on the table and watch it bounce.
A: _____ ? Bounce? I don't know that _____ .
B: Bounce, you know, like a ball. Like this.
A: I'm not _____ I understand.
5 B: Yes, but **don't hold** it so high. About fifteen centimetres. Yeah, that's right.
A: OK, _____ **next**?
6 B: Did you see that? It bounced a bit. Three or four times, like a ball.
A: What does that _____ ?
B: It means it's weak, or dead.

B **Look at the words and phrases in bold in Ex 4A. Find these things.**

1 an example of an imperative with a frequency adverb
2 three other examples of imperatives
3 two examples of the present simple with *you*
4 three linkers for giving the order of instructions

C **Look again at the extracts in Ex 4A and find examples of:**

1 correcting someone. (x3) No, I meant ...
2 checking we understand instructions. (x3)
3 saying that we don't understand. (x2)
4 asking for another instruction. (x2)

D **Learn and practise. Go to the Grammar Bank.**

page 106 **GRAMMAR BANK**

PRONUNCIATION

5A **| intonation in short questions | Work in pairs and look at the short questions (1–6). Do you think the intonation goes up ↗ or down ↘ at the end of each question?**

1 Is this right?
2 Like this?
3 What next?
4 That's all?
5 What now?
6 Sorry?

B **3.07 | Listen and check. Then listen and repeat.**

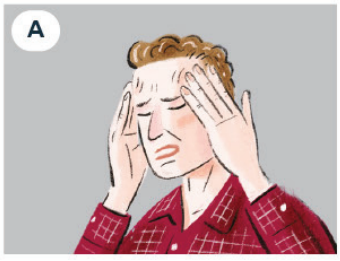
C **Work in pairs. Student A: Use the table and give instructions to Student B. Student B: Listen to Student A and follow the instructions. Ask questions to check.**

Put your	right/left hand	into	the air.
Take your	finger	above	your pocket.
	foot	onto	your head.
	money	out of	the desk.
	book		the floor.
	pen		

A: Put your left hand above your head.
B: Like this?
A: No, not like that, like this!

SPEAKING

6A **Work in pairs and look at the pictures (A–D). What problem does each one show? What can you do to help?**









B **Work in pairs. Prepare to talk about life hacks and then practise giving instructions and checking understanding. Student A: Go to page 142. Student B: Go to page 151.**

C **Work in pairs and discuss the questions.**

1 Which hack from the lesson is the most useful for you?
2 Do you know any other hacks?

MEDIATION SKILLS
checking understanding
check the listener understands

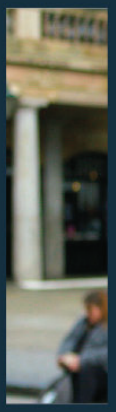
page 154 **MEDIATION BANK**

Speak anywhere Go to the interactive speaking practice

3D BBC Street Interviews

School rules

GRAMMAR | *had to, didn't have to, couldn't*
SPEAKING | have a discussion
WRITING | write an online post













PREVIEW

1 **Work in pairs and discuss the questions.**

1 What did you like most about your school?
2 Who was your favourite teacher? Why did you like them?
3 What did you dislike most about school?



Q1: Did you enjoy school?

Q2: Tell me about the rules at your school.

VIEW

2 A ▶ **Watch the first part of the video. Did any of the speakers dislike school?**

B **Work in pairs. Who said these sentences?**

1 I made so many friends.
2 I learnt a lot of different things.
3 I didn't really like science or math or anything like that.
4 I loved being with my friends.

C ▶ **Watch again and check.**

3 A ▶ **Watch the second part of the video. Which topic in the box do the speakers mention the most?**

clothes food phones

B **Work in pairs and complete the sentences with one or two words.**

1 We couldn't eat in class, we couldn't wear certain _____ .
2 I had to wear a uniform _____ .
3 Every time a teacher walked into the classroom, we had to _____ .
4 We did not have to wear school uniform, but we had to wear a _____ .
5 … always try and look smart and say, 'good morning' and 'hello' and '_____' to people …
6 We had to wear a bright red uniform which, when I look back, I didn't like _____ .
7 We had to eat between one and two _____ .

C ▶ **Watch again and check.**

D **Work in pairs and discuss. Which rules in Ex 3B were the same at your school?**





GRAMMAR

had to, didn't have to, couldn't

4A **Work in pairs. Match the phrases in bold in the sentences (1–3) with the meanings (a–c).**

1 In my school we **couldn't** use our phones.
2 We **had to** start school at half past eight.
3 We **didn't have to** wear school uniforms.

a It's a rule to do this.
b It's a rule NOT to do this.
c There's no rule about this.

B **Learn and practise. Go to the Grammar Bank.**

page 107 **GRAMMAR BANK**

SPEAKING

have a discussion

5A **Work alone. What rules did you have about these topics at school? Make notes.**

- missing school for illness
- talking in class
- clothing
- raising your hand
- eating and drinking
- homework
- tests
- other

When we were ill, we had to bring a note from our parents.

B **Work in pairs and discuss. Do you think the rules in your school were good or bad? Use the Key phrases to help.**

KEY PHRASES

In my primary/secondary school the rules were strict.
I think it was good that we had to wear/arrive/stand up/do our homework, etc., because …
We couldn't run/eat, etc.
It was important that we had these rules because …
We didn't have many rules. We didn't have to …
I think the rules helped us to …

C **Work with other students. Write a set of rules for your school or for a class you are doing at the moment.**

A: I think we should have a rule about listening to other students. What do you think?
B: Good idea. What about 'You have to listen to other students when they are speaking.'?

WRITING

write an online post

6A **Read the post answering an online question about school memories. What two things did the writer like the most? What one thing did they dislike?**

What are your best and worst memories from your school days?

Em **Emani02**
Posted 14:26 | 3 days ago

My best memories come from secondary school. It was a small school. There were only 350 students in the whole school, but I remember I felt scared on the first day. At lunchtime, I was sitting alone and three students came over to my table and sat with me. They were really friendly and I can remember that moment clearly. I felt so happy.

Another great memory comes from my second year. There was a big maths competition. I was good at maths, but there were two other students who were much better (they were geniuses!). But in the end, and I don't know how, I won first place! That was a great feeling (but I felt bad for the geniuses).

My worst memory was earlier, in primary school. There were a lot of rules. We couldn't talk during lunch, we couldn't run in the halls, we couldn't throw things in the classroom. Some of these were good rules, but for a child, it can be difficult to follow them. I remember the first time I broke a rule. I threw a pencil to my classmate and the teacher saw it. She said my name in an angry voice and I had to stay after school for one hour and clean the desks.

101 11 36

B **Read the post again. What details make the stories more interesting for you?**

7A **Make notes about two good memories from your school days and one bad one.**

- What happened?
- Who was there?
- How did you feel?
- What other details can you mention?

B **Write a post for the online discussion. Use your notes from Ex 7A.**

C **Read other students' posts. Which story surprised you the most?**

GRAMMAR

have to, don't have to, can't

1 A **Complete the rules with *have to, don't have to* or *can't*.**

1 In an exam,
- **a** you have to be quiet.
- **b** you ..... get all the answers right.
- **c** you ..... look at other people's test papers.

2 On a plane,
- **a** you ..... leave your seat during take-off.
- **b** you ..... have a boarding card.
- **c** you ..... wear a seat belt all the time.

3 At a restaurant,
- **a** you ..... eat everything on your plate.
- **b** you usually ..... go into the kitchen.
- **c** you ..... pay for your food.

B **Work in pairs. Choose three of the places in the box and write three rules for each place, like the ones in Ex 1A. Use *have to, don't have to* and *can't* for each place.**

at home	at school	at the beach
in a hospital	in a shop	on a train

subject and object questions

2 A **Correct the mistakes in four of the questions.**

1 What does happen on birthdays in your country?
2 What does the person with the birthday have to do?
3 Who does pay for the birthday meal if it's at a restaurant?
4 When does the person open their presents?
5 Which does get a bigger thank you, a money gift, a handmade gift or a nice card?
6 What kind of presents do people give?
7 Who do you give presents to on their birthday?
8 Who does usually give you presents on your birthday?

B **Work in pairs. Ask and answer the questions in Ex 2A.**

had to, didn't have to, couldn't

3 A **Complete the sentences with *had to, didn't have to* or *couldn't*.**

When I was a child,

1 we ..... bring sandwiches from home for school lunch. The food at school was too expensive.
2 we ..... help prepare meals. It was more important to study, so my parents did the cooking.
3 we ..... wash our hands before dinner. My parents felt it was important to be clean.
4 we ..... stay out after 7 p.m. My parents thought it was dangerous.

B **Write four more sentences about family rules when you were a child. Use *had to, didn't have to* and *couldn't*.**

C **Work with other students. Tell each other about your rules.**

VOCABULARY

4 A **Complete the sentences with the correct form of the words in the box. You do not need one of the words.**

decide	describe	develop	discover
equal	expect	popular	

1 Someone ..... gold in your garden. Is it 100 percent your gold, is it their gold, or do you share it?
2 Your friend is ill and you send them a get-well card. Do you ..... a 'thank you' message?
3 When you tell someone about a close friend, do you ..... their personality or their appearance first?
4 Do you think it's always good to be ..... in school?
5 In a restaurant, is it easy for you to ..... what to eat?
6 Someone ..... a pill that can add 100 years to your life. Do you take it?

B **Work in pairs and discuss the questions.**

5 A **Add vowels to complete the school and university subjects.**

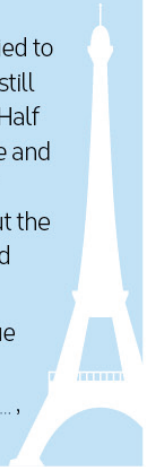
1 drm drama	4 hstry	7 mdcn
2 cnmcs	5 lnggs	8 scnc
3 dctn	6 lw	9 trsm

B **Choose your top three and bottom three subjects from Ex 5A. Then compare your list with a partner.**

6 A **Choose the correct option (A–C) to complete the text.**

Last year I was [1] ..... a trip to Paris and a friend of mine gave me the key to his flat there. I arrived late at night and went straight to the flat. The first problem was that the key didn't go [2] ..... the lock, but then I realised there were two locks. So I put the key into the other lock and tried to turn it, but I couldn't. I moved the key [3] ....., but still nothing. Then I turned it really hard and ... it broke. Half of the key was [4] ..... the lock. So I [5] ..... online and discovered a really [6] ..... hack. You put a drop of superglue [7] ..... the end of a match. Then you put the match onto the broken key, wait a minute or two and then pull the broken key out.

It's a(n) [8] ..... hack, but I didn't have any superglue with me. I walked [9] ..... the area, but no shops were open. In the end I didn't want to sleep [10] ....., so I found a hotel for the night!



1	A painting	B expecting	C planning
2	A into	B onto	C over
3	A up and down	B forwards	C upside down
4	A into	B over	C inside
5	A read	B developed	C searched
6	A strong	B clever	C real
7	A onto	B over	C into
8	A brilliant	B exciting	C bright
9	A over	B towards	C around
10	A inside	B outside	C out of

B **R3.01 | Listen and check.**



try this 4



VLOGS

Q: When was the last time you tried something new?

1 ▶ Watch the video. How many people mention these things?

dancing food sports

2 When was the last time you tried something new? What was it?

Global Scale of English

LEARNING OBJECTIVES

4A LISTENING | Understand people talking about experiences: irregular past participles
Talk about your experiences: present perfect simple (1)
Pronunciation: irregular past participles
Write a description of a first-time experience; link ideas

4B READING | Read an interview about an amazing journey: travel; travel phrases
Research and compare journeys: comparatives and superlatives
Pronunciation: sentence stress

4C HOW TO ... | make suggestions and recommendations: giving gifts
Pronunciation: intonation to show interest

4D BBC PROGRAMME | Understand a documentary about a trip to the USA to discover local food
Give instructions for a dish: verbs of sensation + adjective or *like*
Write a recipe

4A I've never ...

GRAMMAR | present perfect simple (1)
VOCABULARY | irregular past participles
PRONUNCIATION | irregular past participles











LISTENING

1 A **Work in pairs. Look at the photos and discuss the questions.**

1 What are the people doing?
2 Do you like these activities? Why/Why not?

B **4.01 | Listen to a radio phone-in. Which topics in the box do the people talk about?**

animals	camping	food	shopping	sport
technology	transport	weather		

C **4.01 | Work in pairs and complete the sentences. Then listen again and check.**

1 Alicia went to a football stadium and she saw _____ .
2 Gina likes cooking, but she doesn't like _____ .
3 Tony got on the roller coaster and then he _____ .
4 Sonya moved to an apartment, but she couldn't _____ .
5 Josh slept in the car because he _____ .
6 When he was young, Kieron loved music and he _____ .

D **Make a list of seven everyday activities. Use the topics in Ex 1B to help. Then work in pairs and discuss the questions.**

1 Which activities do you both do?
2 Which activities on your partner's list do you never do?

GRAMMAR

present perfect simple (1)

2 A **Look at the sentences and underline the verbs. Which tenses do the speakers use?**

1 Alicia hasn't eaten chocolate.
2 She's watched football on TV, but she hasn't seen a live match.
3 Have you ever tried to make a cake?
4 I've never been on a roller coaster.
5 Then in 2012, we moved to an apartment in the city centre.

B **Choose the correct words to complete the rules.**

1 We form the present perfect with *have* + the **past simple** / **past participle**.
2 We use the present perfect to talk about a **present** / **past** action.
3 We use the past simple to talk about events when we **say** / **don't say** the specific time.
4 We use the present perfect to talk about general experiences when we **say** / **don't say** the time.

C **Learn and practise. Go to the Grammar Bank.**

page 108 **GRAMMAR BANK**

VOCABULARY

irregular past participles

3A Work in pairs. How many past participles do you know? Complete the table.

infinitive	past simple	past participle
be	was/were	been
buy	bought	.....
do	did	.....
drink	drank	.....
drive	drove	.....
eat	ate	.....
go	went	...../.....
have	had	.....
make	made	.....
ride	rode	.....
see	saw	.....
sleep	slept	.....

B Check in the Irregular Verbs list on page 175.

PRONUNCIATION

4A | **irregular past participles** | Work in pairs. Complete the table with the past participles from Ex 3A.

/ɪ/ (it)	/iː/ (eat)	/e/ (bed)	/ʌ/ (up)	/ɔː/ (or)	other
	been			bought	

B 4.02 | Listen and check. Then listen again and repeat.

C Work in pairs and look at the past participles (1–8). What is the infinitive for each one?

1 caught catch **3** met **5** swum **7** won
2 given **4** read **6** taught **8** written

D Read the Future Skills box. Then put the past participles in Ex 4C under the correct sound in the table in Ex 4A.

FUTURE SKILLS
Self-management

Often, the spelling of a word is very different from its pronunciation. If you're not sure of the pronunciation, check in a dictionary or online. Remember that you can listen to a model of the word online.

5A Write six questions about experiences. Start with *Have you ever … ?* and use the verbs in Exs 3A and 4C.

Have you ever met a famous person?
Have you ever swum in a river?

B Work in pairs. Student A: Ask a question. Student B: Answer. Student A: Ask follow-up questions. Then swap roles.

A: Have you ever met a famous person?
B: Yes, I have. I've met Jennifer Lawrence.
A: Wow! When did you meet her?

SPEAKING

6A Write two true sentences and one false sentence about your experiences. Use the sentence stems below.

I've …
I've never …
I haven't …

B Work with other students. Take turns to read out one of your sentences. The other students ask questions to find out if the sentence is true or false.

A: I've never seen a giraffe.
B: Have you been to a zoo?
A: Yes, I have.
C: How many times have you been to a zoo?
A: Maybe four or five times in my life.
B: When did you last go to a zoo?
A: Last year, in Krakow, but I didn't see any giraffes.
C: I think your sentence is false.
A: It's true! I've never seen a giraffe!

WRITING

write a description of a first-time experience; link ideas

7A Read the beginning of a description of a first-time experience. What do you think the writer did? How was the experience, do you think?

Recently, I did something for the first time. I live very near a canal in west London and I love cycling, but I've never …

B Check your ideas in the Writing Bank. Then write a description of a first-time experience.

page 91 **WRITING BANK**





4B World record

GRAMMAR | comparatives and superlatives
VOCABULARY | travel; travel phrases
PRONUNCIATION | sentence stress

READING

1 A **Work in pairs. Look at the map and the photos of Jack Groves. What do you think he did?**

B **Read the interview with Jack and check your ideas.**

C **Read the interview again. Are the statements True (T) or False (F)?**

1 No one has ever been around the world on a motorbike before.
2 Jack stayed at the Everest base camp in November.
3 He had a bad start to his travels.
4 He had tea in a café at the border of Tajikistan.
5 In Australia, Jack washed his hair at a petrol station.
6 In Patagonia, it was difficult to ride because of the wind.
7 Jack visited friends in Central Asia.
8 Jack says that he prefers older people as friends.

2 **Work in pairs and discuss the questions.**

1 What would you like to ask Jack?
2 Have you ever ridden a motorbike? If yes, how was it? If no, would you like to?
3 Have you ever travelled for a long period, for a month or more? If yes, how was it? If no, where would you like to go?

VOCABULARY

travel

3 A **Look at the words in bold in the interview. Then choose the correct word to complete the sentences.**

1 What countries are on the **distance** / **border** of your country?
2 What's the **travel** / **distance** between your present location and the nearest airport? What's the best **way** / **journey** to get there?
3 Do you ever go on weekend **routes** / **trips**? Where to?
4 Is air **travel** / **journey** in your country very expensive?
5 Have you ever been on a long **way** / **journey** by boat? Where was it to or from?
6 Which **border** / **direction** is your home in? Do you always take the same **route** / **trip** from home to your office or school? Why/Why not?

B **Work in pairs and answer the questions in Ex 3A.**

4 A **Work in pairs and complete the sentences with prepositions. Then check in the interview.**

1 The Pamir Highway was ..... the way ..... Kyrgyzstan.
2 The coldest place was ..... the border ..... Kyrgyzstan and Tajikistan.
3 People ..... my route were friendly everywhere.

B **Learn and practise. Go to the Vocabulary Bank.**

page 133 **VOCABULARY BANK** travel phrases

GRAMMAR

comparatives and superlatives

5 A **Complete the sentences with the comparative or superlative form of the word in brackets. Then check in the interview.**

1 One night I slept at the Everest base camp under the stars and the brightest (bright) moon I've ever seen.
2 The ..... (exciting) moment in the whole trip was in November.
3 Anyway, they had the three ..... (hot) days on record.
4 Patagonia was ..... (windy) than I expected.
5 But I do feel ..... (good) about talking to people who are ..... (old) and ..... (experienced) than me.

B **Work in pairs and answer the questions.**

1 How do we make the comparative and superlative forms of short adjectives (*old*) and long adjectives (*exciting*)?
2 What are the comparative and superlative forms of these adjectives: *windy*, *friendly*, *hot*, *big*?
3 What about these adjectives: *good*, *bad*, *far*?

C **Learn and practise. Go to the Grammar Bank.**

page 109 **GRAMMAR BANK**

Around the world on a motorbike … at twenty-two

On 11 July 2019, twenty-two-year-old Jack Groves rode his motorbike from his home near London in the **direction** of Europe. Then, 693 days later, he arrived back home again. He was the youngest person to go around the world on a motorbike. We spoke to Jack about his experience.



Why did you do it?
After university, I wasn't ready for a nine-to-five job. I read about a guy who, at twenty-four, was the youngest to ride a motorcycle around the world. I did the maths and thought, 'Wait, I can beat that.'

What were some of the best moments?
I was riding in Central Asia along the Pamir Highway, on the **way** to Kyrgyzstan and then China, over some of the highest mountains in the world. One night I slept at the Everest base camp under the stars and the brightest moon I've ever seen. Then later, the most exciting moment in the whole **trip** was in November. I was at Machu Picchu in Peru and for the first half hour, I was the only tourist there. It was a once-in-a-lifetime moment.

And the worst?
That was right at the beginning of the trip, a short **distance** from the start, maybe 100 kilometres. I crashed the bike badly. I was OK, but the bike needed repairing. I started the **journey** again soon after.

What was the coldest place you went to?
That was on the **border** between Kyrgyzstan and Tajikistan, the second-highest international border in the world. There was a small building there with three border guards. One of them invited me in, gave me a cup of tea and a seat by the fire. So, that was the coldest place, and it was also one of the kindest moments.

And the hottest?
The hottest place was definitely Australia when I was riding along the Eyre Highway, the longest straight road in Australia. It goes along the south coast. It was boring and amazing at the same time. Anyway, they had the three hottest days on record. One day it was forty-five degrees Celsius. When I stopped at a petrol station, I bought two litres of cold water – one to drink and the other to pour on my head.

Did you have any other problems with the weather?
Yes, one problem on a motorbike is the wind. Patagonia was windier than I expected. The wind comes off the ocean with amazing power. It's really difficult and dangerous to ride there.

I'm sure you met a lot of people. How did people react to you?
People on my **route** were friendly everywhere, but as I went east, I felt that the people became friendlier. In Central Asia they were so friendly and invited me into their homes, let me sleep there. They work very hard, but they have more time for other things.

Finally, how has the experience changed you?
Travel is the best way to learn about yourself. Before the trip I was very sure about everything. Now I know that I don't know everything! But I do feel better about talking to people who are older and more experienced than me. I also know that the most important things in life are people, and of course, saying yes to new things.

PRONUNCIATION

6 A 4.03 | **sentence stress** | Listen and write the questions.

B 4.03 | Listen again and find the stressed words. Are they information words or grammar words?

C Work in pairs and ask each other the questions from Ex 6A. Pay attention to sentence stress.

D Work in pairs and use different adjectives for each question from Ex 6A. Then ask a different partner.

Which is easier, geography or history?

SPEAKING

7 A Work in pairs and compare two places. Go to page 142.

B Work with other students and choose three places to visit. Discuss the questions.

1 What are five differences between the places?
2 Which one would you prefer to visit? Why?
3 What kind of person would like each place? Think about families, single travellers, people's different interests, different ages, etc.

4C The perfect gift

HOW TO ... | make suggestions and recommendations
VOCABULARY | giving gifts
PRONUNCIATION | intonation to show interest







VOCABULARY

giving gifts

1 A **Work in pairs. How do you usually choose a gift for a friend or family member?**

1 I ask them.
2 I know them very well and I know the things they like.
3 I search online and find ideas.
4 I see something when I'm out shopping and I buy it.

B **Read the advertisement and comments from a website and answer the questions.**

1 Which experiences (1–6) are in the photos (A–C)?
2 Which experience gift would you most like to have?

2 A **Match the definitions (1–6) with the words in bold in the advertisement and comments.**

1 different from normal
2 another word for *gift*
3 the opposite of *gave* (x2)
4 another word for 'buying something'
5 different from normal and just right for someone
6 not expensive to buy

B **Complete the questions with the words in the box.**

get	got	lowest price	present
received	special	unusual	

1 When did you last _____ a gift for a friend or a family member? Why did you choose it?
2 When you find a good _____, do you always try to find the _____ for it?
3 What's the most _____ gift you've ever _____ from a friend or a family member?
4 Have you ever given or _____ an experience gift? What was it?
5 For you, is a(n) _____ experience better than a 'thing'? Why/Why not?

C **Work in pairs. Ask and answer the questions in Ex 2B.**

Don't just give a gift. Give an experience.

Most of us don't need more 'things', so it can be difficult to buy a gift for a friend. Have you ever thought about **getting** something different? Search our site and find an **unusual** experience that's good for your friend or loved one. There are great ideas for presents at **low prices**!

Comments



TomAJ
[1]My friend gave me a birthday 'hello' from a footballer from my favourite team. It was so cool!



Fox 23
[2]I **got** a great present from my sister: a private tour of my favourite museum – best gift ever!



88_Jaygo
[3]We found a **special** gift for mum and it was cheaper than I expected!



HooperD
[4]He's never been in a helicopter before! He's going to love this!



Maria_723
[5]What a perfect **present**! Two tickets to a live show by my favourite band!



Artfan55
[6]I've never **received** an experience gift before, but the pottery lesson was good fun!

How to ...

make suggestions and recommendations

3 A **Work in pairs. You are going to listen to a conversation between two friends who are deciding what to buy for Ali's 30th birthday. Look at the list of things that Ali likes and doesn't like and answer the questions.**

1 What kind of experience gifts would he like?
2 What kind of experience gifts would he not like?

likes:

- doing things with his hands, e.g. making furniture
- doing touristy things
- ancient art
- football

doesn't like:

- modern art
- dangerous sports
- eating out

B **4.04 | Listen to the conversation. Do the people talk about any of your ideas from Ex 3A?**

C **4.04 | Make a note of the gifts you remember from the conversation. Then listen again. Were there any that you missed?**

4 A **4.05 | Listen and complete the extracts with the words you hear.**

1 B: I'm going to get him an experience gift.
A: That's a _____. Did he say what he wanted?
2 A: What _____ get him? How can I find out about experience gifts?
B: There are lots of websites. Let me take a look.
3 B: How _____ a boat ride on the Thames?
A: I'm not sure. I think he's done that.
4 B: Wait, look at this. _____ get him a helicopter lesson.
A: Oh, that _____ exciting … and unusual. I'm sure he's never flown a helicopter.
5 B: There are a lot of private tours. Museums, street art … Why _____ you get something like that for him?
A: That's _____ idea. He likes the British Museum.
6 B: A street artist takes you around and shows you all the street art.
A: I _____ think he'd like that.
7 B: It's a special birthday 'hello' video from a famous person, like a sports star. _____ that?
8 A: Do you think he'_____ like that?
B: I think so. He loves football. I think you _____ give him that.
9 A: They're all a bit expensive. Why don't _____ get something together?
B: That's fine with me.

B **Look at the extracts in Ex 4A and find examples of:**

1 asking for a suggestion. (x2) What shall I get him?
2 making a suggestion or recommendation. (x6)
3 saying an idea is good. (x4)
4 saying an idea isn't good. (x3)

C **Learn and practise. Go to the Grammar Bank.**

page 110 **GRAMMAR BANK**

PRONUNCIATION

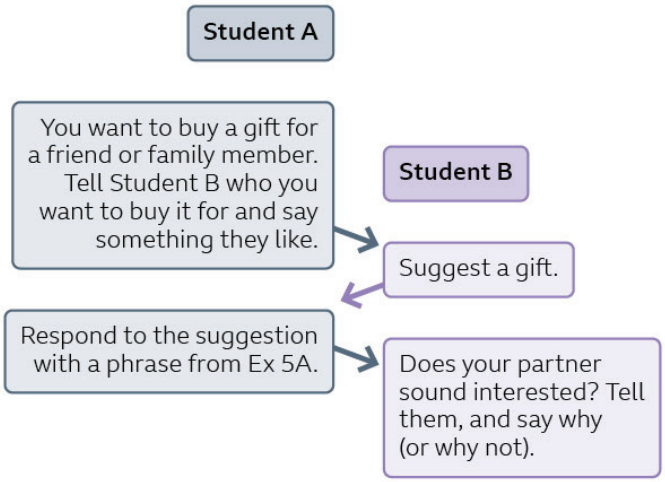
5 A **4.06 | intonation to show interest | Listen to the responses (1–4). For each one, choose the speaker (A or B) who sounds more interested.**

1 That's a good idea. **A / B**
2 Interesting. **A / B**
3 That sounds exciting. **A / B**
4 That's fine with me. **A / B**

B **Choose the correct words to complete the rule.**

We sound more interested when our voice is **low and flat / higher and moves more**.

C **Work in pairs and have the conversation below. Pay attention to intonation. Then swap roles.**



SPEAKING

6 A **Work in pairs. You're going to choose an experience gift for each other. Ask the questions (1–4) to find out more information. Make notes on your partner's answers.**

1 What do you like doing in your free time?
2 Do you like … ?
3 What have you never done, but would like to do?
4 Have you ever … ?

B **Work with a new partner and choose a gift experience. Student A: Go to page 143. Student B: Go to page 147.**

7 **Work with your partner from Ex 6A again. Tell them about the gift that you chose for them.**

MEDIATION SKILLS
listing information in bullet points

list relevant points from an article

page 155 **MEDIATION BANK**

4D BBC Documentary

A taste of the Bayous

GRAMMAR | verbs of sensation + adjective or *like*
SPEAKING | give instructions for a dish
WRITING | write a recipe

PREVIEW

1 A **Work in pairs and discuss the questions.**

1 When you travel, do you like trying new food?
2 Which country's food do you like the best?
3 Can you cook? What do you like cooking?

B **Read the BBC programme information and answer the questions.**

1 Look at the photo below. What is each person's name?
2 Where did Nadiya get the main ingredient for the dish?



Nadiya's American Adventure

Nadiya Hussain, the British TV chef and presenter, travels to the USA to discover the cooking in different parts of the country. She meets local people and finds out where they get their ingredients and uses those ingredients to cook dishes in her own style. In this episode, she travels to the state of Louisiana and meets Stafford, his wife Belinda and their granddaughter Lola. They take Nadiya down the Mississippi River to a bayou and catch fish. What will Nadiya cook from the fish?

VIEW

2 A **Work in pairs. Match the ingredients (1–5) with the photos (A–E).**

1 celery **2** okra **3** parsley **4** peppers **5** turmeric

A  B  C  D  E 

B ▶ **Watch the BBC video clip. Complete the sentences with the first letter of the person's name. Sometimes there is more than one answer.**

B = Belinda L = Lola N = Nadiya S = Stafford

1 ..... hasn't been to a bayou before.
2 ..... loves eating frogs.
3 ..... catches the fish for dinner.
4 ..... cooks the fish for the family.
5 ..... has never tasted a curry.

C **What do you remember? Choose the correct words.**

1 I'm so **happy** / **excited**. Is this a bayou?
2 Why take something you don't **need** / **want**?
3 Oh, look at that! That is **great** / **perfect**!
4 You've never had a curry **before** / **in your life**!
5 It's OK. I'm just **kidding** / **joking**.
6 You said great, you said great, I said **excellent** / **amazing**.

D ▶ **Watch again and check.**

3 **Work in pairs and discuss the questions.**

1 Would you like to eat Nadiya's curry? Why/Why not?
2 What are the most popular or common ingredients in your local area?



GRAMMAR

verbs of sensation + adjective or *like*

4 A Work in pairs. Find the verbs of sensation in the sentences (1–4). Which two verbs of sensation are not there?

1 It smells good.
2 That looks good.
3 Does that look good?
4 It tastes like my mother's cooking.

B Learn and practise. Go to the Grammar Bank.

page 111 **GRAMMAR BANK**

SPEAKING

give instructions for a dish

5 A Choose one of your favourite dishes. Make notes about:

- the name of the dish.
- the ingredients.
- how you make it.
- why you like it.

B 4.07 | Listen to a man describing his favourite dish. Tick the topics in Ex 5A that he talks about.

C 4.07 | Listen again and tick the phrases you hear.

KEY PHRASES

One of my favourite dishes is …
Then you mix in/add some …
I like it because …
Fry/Cook them all together.
To make it, you need …
Don't stir it too often.
First you cut up …
I hope you like it.

6 A Work alone. Think about how to use the Key phrases to describe your favourite dish.

B Work in pairs. Tell your partner about your dish. Use the Key phrases to help.

C Talk to other students and tell them about your dish. Listen to theirs. Which dish would you like to make?

WRITING

write a recipe

7 A Read the email. Would you like to cook this dish?

Hi Kayla,

I'm glad you liked my 'cornflakes chicken' and that you want to make it yourself. Children like it, so it's perfect for your son's birthday party. It's not difficult to make.

You need some chicken breasts with no skin and four bowls. One bowl has flour in it, one has a raw egg, one has crushed cornflakes, and one is empty. Cover each piece of chicken in flour, then in egg, then roll it in the cornflakes so it's completely covered, and put it in the last bowl. Then heat up a lot of oil in a deep frying pan. The oil needs to be very hot. Put a few pieces of the chicken in the oil and let them cook on one side, then turn them over and cook them on the other side. They should look golden brown. I think it takes about five minutes for each side. When they're finished, put them on a plate, maybe with paper towels on it to take away the extra oil. They taste amazing!

That's it! Let me know how it goes!

Gabriel



B Your friend needs to cook for a group of (a) children, (b) vegetarians or (c) meat lovers (you choose). Write an email with a recipe.

C Read other students' recipes. Make a copy of the ones you want to try.

GRAMMAR

present perfect simple (1)

1 A **Write true sentences about your experiences. Use the correct form of the verbs in the box.**

eat	go	have	live	meet	play
study	~~swim~~	win	work		

I've swum in the Pacific Ocean.

B **Talk with other students. For each of your sentences, ask questions to find someone who has done the same thing.**

Have you ever swum in the Pacific Ocean?

comparatives and superlatives

2 A **Make two sentences about the words in each group. Use the superlative form of the adjective in brackets.**

1 food: apples – chocolate – chips (healthy, sweet)

Apples are the healthiest. Chocolate is the sweetest.

2 animals: turtles – tigers – alligators (fast, dangerous)

3 furniture: a sofa – a chair – a bed (comfortable, large)

4 transport: a motorbike – a taxi – an underground train (expensive, quick)

5 university subjects: economics – Chinese – drama (useful, interesting)

B **Work in pairs and compare your sentences.**

3 A **Choose the correct word to complete the sentences.**

1 It's a type of furniture. It's **similar / the same** to a chair, but it's more comfortable. It's smaller **that / than** a sofa.

2 It's a type of food. It's a different colour **from / that** an apple. It's **healthyer / healthier** than chocolate. It's **sweeter / more sweet** than chips.

B **What are the sentences in Ex 3A about?**

C **Choose an item from a group in Ex 2A. Describe it to other students using comparatives. Use Ex 3A to help. Can you guess each other's words?**

verbs of sensation + adjective or *like*

4 A **Complete the sentences with the correct form of the words in the box.**

dry	like a	look	look like	smell	sound	taste

1 Some people say it _____ better with more salt in it.

2 It smells _____ flower.

3 It often _____ bad and _____ bad, but it tastes good.

4 It looks wet, but it feels _____ .

5 They _____ their owners.

6 It _____ like a big bang, and it happens in a storm.

B **Work in pairs. What do you think each sentence is about?**

VOCABULARY

5 A **Add vowels to complete the past participles.**

1 b__n **2** sl_pt **3** d_n_ **4** t__ght **5** dr_v_n

B **Work in pairs. For each word in Ex 5A, think of one other irregular past participle with the same vowel sound(s). Do not use any verbs from Exercise 1A.**

6 A **Complete the sentences with the words in the box. You do not need two of the words.**

border	direction	distance	journey
~~route~~	travel	trip	way

1 What's the quickest route to the station?

2 What's something that you see on your _____ home?

3 What's one country on the _____ of your country?

4 What's the best _____ website?

5 What's the worst part of your _____ here?

6 What's the _____ from here to your home, in kilometres?

B **Work in pairs. Student A: Answer one of the questions in Ex 6A. Student B: Guess which question it is. Then swap roles.**

A: You go on foot along the main road for five minutes, then take a bus for three stops.

B: What's the quickest route to the station?

7 A **Choose the correct option (A–C) to complete the text.**

When I was twenty-two, I went to Egypt for a month. Before I left, my friends and family bought me going-away [1] _____ , but my idea of a good gift is very different [2] _____ their ideas. My parents [3] _____ me some new walking boots, but my old boots were [4] _____ comfortable. One of my friends bought me an empty journal to write about my [5] _____ , but I had a small laptop and I wrote a blog on that. My sister got me a [6] _____ travel hairdryer. Of course, it didn't work in Egypt because the electricity system is not the same [7] _____ in my country. Three of my friends gave me a guidebook. The book was the most [8] _____ gift, but it was also heavier than the other gifts and I gave it to someone on my first day in Cairo. My advice is that when a friend is going to travel, the [9] _____ gift for them is also the [10] _____ : nothing. Give them a party when they get home!



1	**A** presents	**B** receives	**C** gives
2	**A** for	**B** on	**C** from
3	**A** gave	**B** presented	**C** get
4	**A** than	**B** more	**C** much
5	**A** way	**B** trip	**C** direction
6	**A** special	**B** present	**C** specialty
7	**A** than	**B** for	**C** as
8	**A** good	**B** best	**C** useful
9	**A** best	**B** better	**C** good
10	**A** cheaper	**B** cheapest	**C** cheap

B **R4.01 | Listen and check.**



things 5



VLOGS

Q: Do you collect anything?

1 Watch the video. Which things in the box do the speakers talk about?

figures games musical instruments shells stamps tickets trainers

2 Do you collect anything or did you collect things when you were young?

Global Scale of English

LEARNING OBJECTIVES

5A READING | Read an article about a man who found something valuable in a shop: money and value

Order pictures and tell a story: possessive pronouns, *whose*, *this/that*, *there/then*

Pronunciation: sounds /s/ and /z/

Write a description of a past event; use pronouns and adverbs to avoid repetition

5B LISTENING | Understand a podcast about the 'Slow' movement: countable and uncountable nouns

Talk about different 'slow' movements: quantifiers

Pronunciation: weak forms in quantifiers

5C HOW TO ... | talk about a product: common adjectives

Pronunciation: phrasing

5D BBC STREET INTERVIEWS | Understand street interviews about borrowing and lending things

Have a discussion about personal possessions: verbs with two objects

Write an advice post

5A Lucky find

GRAMMAR | possessive pronouns, *whose*, *this/that*, *there/then*
VOCABULARY | money and value
PRONUNCIATION | sounds /s/ and /z/

READING

1 A **Work in pairs and discuss the questions.**

1 Imagine you find a large amount of money in the street. Do you keep it or do you try to find the owner? Why?
2 Now imagine you find a gold watch in the street. What do you do?

B **Read the article. Why was the writer lucky? Find at least two reasons.**

C **Read the statements (1–6). Find a phrase or sentence in the article that shows why each statement is false.**

1 The writer went to the shop only because he liked buying things there.
2 This was the first time he read *The Hobbit*.
3 His first conversation with the expert was face-to-face.
4 The expert offered £7,000 for the book.
5 On the day of the auction the writer felt relaxed.
6 He stopped going to the shop where he bought the book.

D **Work in pairs and discuss. Have you ever found anything interesting? What did you do with it?**





Andy Hewson

I found a fortune in a charity shop

I work in London and until recently there was a shop near me that sold used things – used clothes, books, etc. I liked chatting to the woman who worked [1]there, so I often went there in my lunch break.

One day about ten years ago I was looking at some old books and I noticed a copy of *The Hobbit*. I was happy to find [2]it because I wanted to read it again and I bought it for 50p. I thought that was a **fair** price for an old book.

It was a nice book. The cover had a picture of trees and mountains in blue, green and black. I started reading it on the train to and from work. One day a woman at work saw the book on my desk and asked, 'Whose is this book? Is it [3]yours?' I said yes and asked why. She said that it looked very old, and that maybe it was **valuable**.

I looked on the internet to find out more. I discovered that there were only 1,500 first edition copies, from 1937, and that [4]mine was one of [5]those. My girlfriend helped me make contact with an expert on old books. I called [6]him and told him about the book, and he asked me to show it to him.

I went to see him and I told him that I thought maybe I could sell it for about £7,000 and he said that was probably true. I then waited about four months for an auction house to sell it. At that time there was a new film of *The Hobbit* and so people were interested in the story. The auction* started at 2.30 p.m. and there were about forty people there. I was thinking, 'It only **cost** me 50p, but I'd like to get a minimum of £500.'

The auction price started at £3,000. [7]That was exciting. Then the **offers** started going up: they **increased** from £3,500 to £4,000 to £5,000 … My heart was racing and I felt a little sick. In the end they sold the book for £16,000. I couldn't believe it. I never expected that much. I was twenty-eight years old and I didn't have a lot of **savings** [8]then. I **spent** the money **on** two important things: I used the money to **rent** a place for an exhibition of my photographs. It also helped me to buy a flat.

Andy Hewson continued to visit the shop where he bought the book, but he never told the people in the shop about the auction because he didn't want his relationship with [9]them to change.

**auction* = an event where people offer money for things, for example antiques and artwork, and the person who offers the most money gets the thing

VOCABULARY

money and value

2A **Complete the sentences with the correct form of the words in bold from the article.**

1 When a price goes up, it _____ .
2 Something has a price of five euros. It _____ five euros.
3 When you pay to use something for a short time, you _____ it.
4 When you save money, usually in a bank, you have some _____ .
5 I used the money for something. I _____ the money _____ something.
6 A good price, not expensive and not cheap, is a _____ price.
7 The money you say you'll pay for something is your _____ .
8 Someone wants to pay you a lot of money for something because it's _____ .

B **Work in pairs. Do you agree with the statements? Why/Why not?**

1 The price of phones in my country is increasing.
2 A bottle of water costs more than a cup of coffee.
3 It's not important to have savings when you're young.
4 When you want to buy something in an online auction, you should start with a high offer.
5 I think fifty euros is a fair price for an old bike.
6 In my country people usually buy flats, they don't rent them.

GRAMMAR

possessive pronouns, *whose*, *this/that*, *there/then*

3A **Look at the article again. Match the words (1–9) with the phrases (a–i).**

1 there g	a my book
2 it	b the expert in old books
3 yours	c the fact that the price started high
4 mine	d the 1,500 first edition copies of the book
5 those	e a copy of *The Hobbit*
6 him	f the people who worked in the shop
7 That	g a shop near me
8 then	h your book
9 them	i when I was twenty-eight years old

B **Complete the table.**

subject pronoun	object pronoun	possessive adjective	possessive pronoun
I	[1] me	my	mine
you	you	your	[2]
he	[3]	his	his
she	her	[4]	hers
it	it	[5]	its
we	us	our	[6]
they	[7]	their	[8]

C **Choose the correct word to complete the sentences.**

1 I live **their** / **there**.
2 **Who's** / **Whose** book is this?

D **Learn and practise. Go to the Grammar Bank.**

page 112 **GRAMMAR BANK**

PRONUNCIATION

4A **5.01 | sounds /s/ and /z/ | Listen and write the questions.**

B **Work in pairs and look at the questions. How many examples of the sounds /s/ and /z/ can you find?**

/s/ this
/z/ Whose

C **5.01 | Listen again and check. Then listen and repeat. Pay attention to the sounds.**

SPEAKING

5 **Work in pairs. Prepare to describe what is happening in some pictures. Then put the pictures in order and tell a story together.**
Student A: Go to page 146.
Student B: Go to page 150.

WRITING

write a description of a past event; use pronouns and adverbs to avoid repetition

6A **Read the beginning of a description on social media. What do you think Antonio lost? Write the missing words.**

We asked you to tell us your lost and found stories, and you did!



AntonioC38

This story actually started last year when I was walking in my local woods with Leo, my son. It was a really sunny day, so I was wearing my [1] _____ . We stopped and played football for about half an hour. Later, when we were nearly home, I reached into my pocket, but [2] _____ weren't [3] _____ !

B **Check your ideas in the Writing Bank. Then write a description of a time you lost and then found something.**

page 92 **WRITING BANK**



5B The world of 'slow'

GRAMMAR | quantifiers
VOCABULARY | countable and uncountable nouns
PRONUNCIATION | weak forms in quantifiers

VOCABULARY

countable and uncountable nouns

1 A **Work in pairs. Put the things in the box in order from the most to least important. Give reasons.**

fashion	food	free time	money
music	social media	travel	work

B **Choose the correct words to complete the sentences.**

1 For me, **work** / **job** isn't so important, but I need to have a **work** / **job** of course.
2 When I travel, good **accommodation** / **apartment** is important. I usually look for an **accommodation** / **apartment**, not a hotel room.
3 I love **jumper** / **fashion**. Every month I buy a new **jumper** / **fashion**.
4 I have three healthy **food** / **meals** a day – **food** / **meals** is important in my life.
5 I don't need a lot of **dollar** / **money**, just one **dollar** / **money** in my pocket and I'm fine.
6 When I'm working, I can't listen to **music** / **song**. A **music** / **song** can get into my head and then I can't work anymore.
7 I don't have a lot of free **time** / **hour**, but I exercise for one **time** / **hour** every day.
8 I use a lot of **social media** / **post** sites. Yesterday I saw an interesting **social media** / **post** from one of my friends.

C **Work in pairs and discuss. Which sentences in Ex 1B are true for you? Why?**

2 A **Look at the words in bold in Ex 1B. Which words are countable? Which are uncountable?**

B **Work in pairs and look at the uncountable nouns (1–3). Give examples of countable nouns for each one.**

1 luggage – suitcases, bags, …
2 traffic –
3 furniture –

C **Check your ideas in the Vocabulary Bank.**

page 134 **VOCABULARY BANK** countable and uncountable nouns

LISTENING

3 A **Work in pairs and discuss the questions.**

1 Do you eat a lot of fast food, or do you prefer to spend time cooking?
2 Do you like buying new clothes, or do you wear the same favourite thing for years?
3 Do you get your news from short social media messages, or do you like reading longer articles with more information?

B **Work in pairs and discuss. What do you think these things are?**

- Slow News
- Slow Living
- Slow Fashion

4 A **5.02 | Listen to a podcast about the 'Slow' movement. Were your ideas in Ex 3B correct?**

B **5.02 | Work in pairs and answer the questions. Then listen again and check.**

1 How did each person find out about the 'Slow' movement?
2 What's one thing that each person changed about their life?

5 **Work in pairs and discuss the questions.**

1 Do you think you are a 'fast' or a 'slow' person in news, living and fashion? Why?
2 Do you know anyone who is the complete opposite of you in news, living or fashion? How are they different?
3 Why can 'slow' be a problem sometimes?



GRAMMAR

quantifiers

6 A **Work in pairs. Correct each sentence by crossing out one word.**

1 Journalists spend a lot of ~~much~~ time checking the facts.
2 Too much to do, not enough of time.
3 I took a short lunch break, and had another three coffee coffees.
4 I make a little of time for me.
5 At the end of the month, there was not no money for food!
6 And a lots of these clothes came from my country.
7 Anyway, this friend told me about the Slow Fashion.
8 I've got any some really good clothes.

B **Learn and practise. Go to the Grammar Bank.**

page 113 **GRAMMAR BANK**

PRONUNCIATION

7 A **| weak forms in quantifiers | Work in pairs and answer the questions (a and b) about the sentences (1–5).**

a How do you pronounce the words in bold?
b Which of the words in bold use a weak /ə/ sound (like the vowel sound in *the*)?

1 I have **a lot of** work this week.
2 **Lots of** people like eating fast food.
3 I need **a bit of** advice about a problem at work.
4 I have **a little** sugar in my coffee.
5 I'd love **some** tea.

B **5.03 | Listen and check. Then listen and repeat.**

C **Change the end of the sentences in Ex 7A so that they are true for you.**

D **Work in pairs and tell each other your sentences. Pay attention to the weak forms.**

A: I have a lot of free time this week.
B: Me too!

SPEAKING

8 A **Work in pairs. What do you think 'slow' means when it's connected to food and to travel?**

B **Work in pairs. Student A: Go to page 142. Student B: Read about the 'Slow Food' movement and make notes on these questions.**

1 Why did it start?
2 What's important in Slow Food?

Slow Food

'Slow Food' started in Italy in the 1980s. A fast-food restaurant was opening in Rome, next to the historic Spanish steps. A lot of people were unhappy. They felt that fast food was dangerous for the traditional Italian lifestyle. In Italy, good food (cooked slowly), long meals with the family eating together and a slow daily life are all important. They started the Slow Food movement.

With Slow Food, it's important to:

- learn about traditional food.
- buy local food products, not food that comes from far away.
- think about what you eat and where it comes from.
- learn how to grow vegetables and fruit in your own garden.
- take enough time – go slow! – when you do anything connected to food.



9 A **Tell your partner about Slow Food. Say why it started and what's important about it. Use your notes from Ex 8B.**

B **Listen to Student A talk about 'Slow Travel'. Make sure you understand why the movement started and what's important about it.**

C **Discuss in pairs. Which movement is more interesting for you? Why?**

10 **Choose either 'Slow Learning' or 'Slow Cities'. Find information about the movement and prepare to tell other students about it.**



5C It's the best!

HOW TO ... | talk about a product
VOCABULARY | common adjectives
PRONUNCIATION | phrasing

VOCABULARY

common adjectives

1 A **Work in pairs and discuss the questions.**

1 Do you usually buy clothes online or in shops?
2 Do you ever buy clothes because of advertisements?
3 Do you ever buy clothes or beauty products because of videos or photos on social media?

B **Read the text and choose two correct answers for each item.**

1 Jacob decided to sell hoodies because
   a he made a lot of them.
   b people thought his hoodies were great.
   c he thought it wasn't difficult to do.
2 Jacob's hoodies
   a are taking a long time to sell.
   b were very different from all other types of hoodie.
   c were too expensive.

2 A **Work in pairs. Complete the sentences with an adjective in bold from the text.**

1 Your bag is too _____. You can only take 20 kg on the plane.
2 The ice is very _____. Don't walk on it!
3 Our walls aren't very _____, so we can hear our neighbours all the time.
4 My car's _____ orange, so it's easy for people to see it.
5 This backpack is really _____. It's only 4.5 kg.
6 This towel is nice and _____. It feels lovely to touch.

B **Which adjectives in Ex 2A are opposites?**

C **What are the opposites of the adjectives in the box?**

strong	warm	wet

D **Check your ideas in the Vocabulary Bank.**

page 135 **VOCABULARY BANK** common adjectives

A few years ago, I was a big name on social media with almost one million followers. I had this idea of selling something. People often told me that they liked my hoodies. So I designed a new hoodie. It was **bright** purple with a design on the back. I started with 200 of them. I thought, 'They're easy to sell. I can just make a few videos.'

In the first video, I wore the hoodie and I talked about how great it was. You know, 'It's good, strong material. It's perfect for cold or wet weather. It's very **thick** and it's really warm, but it's also very **light** – only 600 grams. It feels **soft** and it's nice to touch and to wear.' I talked about the problems with other hoodies – that some of them are too **heavy** and some are too **thin** and not very comfortable. I thought, 'I'm going to sell 200 in a week. It's easy!'

Well, I sold seven hoodies in the first two months and none after that. The price was quite low, so maybe the hoodie wasn't special enough, I don't know. Now what do I do with 193 hoodies?



How to ...

talk about a product

3A **Read the information below and answer the questions.**

It's your job to make a sales presentation for these items. What can you talk about? What adjectives could you use? Can you think of one way to make the item different or special?

- a water bottle • a pillow • trainers • gloves

B **5.04 | Listen to someone talking about one of the items in Ex 3A. What is special about it?**

C **Work in pairs and discuss. What do you like about this pillow? What problems could it have?**

4A **Work in pairs. Think about how to complete the sentences.**

1 We all _____ a good pillow, but are you looking for something _____ ?
2 Maybe your pillow is _____ soft or not soft _____ .
3 Well, here's the _____ : the Softsleep Extra pillow!
4 It's not just a _____ pillow, and I'll tell you _____ .
5 And that's not _____ . It's also got …
6 Why is this _____ ?
7 And the _____ thing about the Softsleep is the price – just 29.99 – and it _____ in eight different colours!
8 I _____ love my Softsleep and you're going to love _____ , too!

B **5.04 | Listen again and check your ideas.**

C **Learn and practise. Go to the Grammar Bank.**

page 114 **GRAMMAR BANK**

PRONUNCIATION

5A **5.05 | phrasing | Listen to two versions of someone selling gloves. Which version sounds better? How are they different?**

B **Work in pairs. Read the script and divide it into ten phrases so that it's easy to read aloud. There are different possibilities.**

We all need a good pair of gloves, // but maybe yours aren't warm enough. Or do you have to drive, but your gloves are too thick? Well, we have the answer. The Warmall gloves. The secret of these gloves is that they're thick, but they're also comfortable. And that's not all. Our gloves are perfect for big and small hands.

C **5.06 | Listen and check your ideas.**

D **5.06 | Listen again and read the script aloud at the same time as the speaker. Pay attention to the pauses between the phrases.**

SPEAKING

6A **Work in pairs. Look at these products and discuss the questions.**

- coffee cup • pen • sunglasses • TV remote

1 What problems do people sometimes have with each one?
2 Can you think of a way to help with these problems?
3 Can you think of any other ideas to make each product different from normal?

B **Choose one of the products in Ex 6A to introduce to the class. Make notes of your ideas from Ex 6A.**

C **Read the other ideas on page 143. Add any ideas that you think are good to your notes.**

7A **Work in pairs. Write your talk. Use your ideas from Ex 6A and any ideas you thought were good in Ex 6C. You can use some or all of the sentences below to help.**

- We all need _____ , but are you looking for something different?
- Maybe your _____ is too _____ or not _____ enough, or too _____ , or too _____ .
- It's not just a normal _____ , and I'll tell you why.
- It has a _____ . You can _____ .
- And that's not all. It's also got _____ .
- Why is this important? Well, _____ .
- It's perfect for _____ .
- The best thing about the _____ is the price – just _____ , and it comes in _____ different colours.
- I really love my _____ and you're going to love yours, too!

B **Prepare to read out your talk. Draw a line between phrases so you know when to pause.**

C **Agree on who will read the different parts, and practise reading out your talk.**

D **Read the Future Skills box. Work with other students and take turns. Give your talk to other students and answer any questions they have.**

FUTURE SKILLS
Teamwork

When you are giving a talk together, it's important for you to support your partner(s). When they are talking, don't look at your notes or the wall, look at them and show you are interested. Then their part of the talk will be better.

When you give your talk in Ex 7D, do your best to listen to your partner.

MEDIATION SKILLS
identifying and reporting key information

share specific, relevant information from a short text

page 156 **MEDIATION BANK**

5D BBC Street Interviews

Can you lend me your … ?

GRAMMAR | verbs with two objects
SPEAKING | have a discussion
WRITING | write an advice post









PREVIEW

1 A **Work in pairs and discuss the questions.**

1 Do you often borrow things from people? What sort of things?
2 Do you often lend things to others? What kind of things?
3 What things do you NEVER lend?

B **Talk to other students and compare your answers to Ex 1A. What things do most of you have in common in your lists?**



Q1: What kind of things do you lend other people?

Q2: Have you ever lent something to a friend and not got it back?

VIEW

2 A ▶ **Watch the first part of the video. How many people do not lend things?**

B ▶ **Watch again and choose the things in the box that the speakers mention.**

books	a car	clothes	a laptop
money	a motorbike	a phone	toys

3 A ▶ **Watch the second part of the video. Who have people lent things to? (One person doesn't say.)**

1 Hannah sister
2 Loona
3 Charlie
4 SJ
5 Eloise
6 Sam
7 Jake

B **Complete the sentences with two or three words.**

1 I have lent my sister my clothes and not _____.
2 I have lent some books to a friend and he didn't _____.
3 I lent my friend a book and I never _____.
4 I lent my bike to my brother and it _____ without a seat.

C ▶ **Watch again and check.**

BBC







GRAMMAR

verbs with two objects

4 A Work in pairs and look at the sentences. How many objects does each verb have? What are they?

1 She loves motorbikes.
2 I lent my friend a book.
3 I lent a bike to my brother.

B Learn and practise. Go to the Grammar Bank.

page 115 **GRAMMAR BANK**

SPEAKING

have a discussion

5 A Work in pairs and make a list of six things that you both own.

B Work in pairs. Look at your list and answer the questions.

1 Which things are valuable?
2 Which things do you use a lot?

C Work alone. Think of two very different friends or family members. Imagine each of them asks to borrow the things on your list. Complete the table.

	I'm going to lend it.	It depends.	I'm not going to lend it.
Jean		a book – but not a favourite one	
Martha	No problem. She always returns books.		

D Work with the same partner and compare your lists. Give reasons.

6 A You are going to talk to a new partner. Look at the Key phrases. How can you use the phrases in your conversation?

KEY PHRASES

I'm not going to lend them … because …
I don't mind lending them …
I've lent them things before and they've always returned them.
The problem is that they sometimes …
I never lend my … to people because …
I sometimes lend my close friends my …
I only lend people … in some situations. For example, when …

B Work with a new partner. Compare your lists and give reasons. Use the Key phrases to help.

WRITING

write an advice post

7 A Read the post asking for advice. What do you think the writer should do?

Hugo Clavero
7 hrs ago

Help! I have a friend who always has problems with money. He asks me for small amounts – 10 euros, 5 euros, 20 euros – and sometimes he pays me back. Yesterday, he sent me a message and asked me for a larger amount – 100 euros – and he promised to pay it back in a few weeks. I don't want to say no because I know he's in a difficult situation. (He doesn't have a job.) What should I do?

Like Comments Share

B Work in pairs and discuss your ideas.

C Write some advice to the person. Give reasons for your advice and try to use an example from your own life.

You could … You should … Why don't you … ? How about … ?

D Read other students' advice. Whose advice do you think is the best?

GRAMMAR

possessive pronouns, *whose*, *this/that*, *there/then*

1 A **Complete the sentences with the correct pronouns. Use the words in brackets to help.**

1 I like his (he) … , but I prefer mine (I).
2 I like _____ (I) … , but I love _____ (you).
3 I saw _____ (he) in the film. … was my favourite actor _____ (at that time).
4 _____ (we) … is bigger than _____ (they), but _____ (they) was more expensive. I like _____ (we) better.
5 _____ (I) … is shorter than _____ (she).
6 … is one of my favourite places. I go _____ (to that place) on holiday and I love _____ (it) restaurants.

B **Look again at the sentences in Ex 1A. Think of a real situation and complete each sentence with a noun.**

I like his **apartment**, but I prefer mine.

C **Work in pairs and compare your sentences.**

A: I like his **apartment**, but I prefer mine.
B: Who are you talking about?
A: My friend, Yusuf.

quantifiers

2 A **Choose the correct word to complete the sentences.**

1 I don't know **much** / **many** people here.
2 A **bit** / **little** of information is better than **so** / **too** much.
3 I know a **lot** / **lots** of words in English.
4 There are **much** / **many** things I don't know.
5 I have too **much** / **many** time, and not **many** / **enough** money.
6 A **little** / **bit** exercise every day is **much** / **enough**.

B **Work in pairs. Do you agree with the sentences in Ex 2A? Why/Why not?**

verbs with two objects

3 A **Correct the sentences. Move one word to a different place in each sentence.**

On my last birthday

1 my friends gave a nice present me.
2 someone me got flowers.
3 an old friend me a greeting card sent.
4 I bought everyone dinner for.

B **Change the sentences in Ex 3A so that they are true for you. Then compare with another student.**

VOCABULARY

4 A **Complete the sentences with the correct form of the words in the box. You do not need one word.**

cost	fair	increase	offer	rent	savings	spend	valuable

1 What's the most _____ thing you own?
2 What's a(n) _____ price for it?
3 Someone makes a(n) _____ to buy that thing. What price is enough for you to say yes?
4 Imagine you say yes, so now you have that money. What do you _____ it on?
5 With that money plus all of your _____, you can buy the house of your dreams. Do you buy it (and then have no money)?
6 You decide to buy the house, but the price _____ at the last minute. It now _____ just a little more. You can borrow money from the bank or from a friend. What do you do?

B **Work in pairs and answer the questions in Ex 4A. Are your answers the same or different?**

5 A **Add letters to complete the adjectives.**

1 It's sof_ and thi_ _ , and you put your head on it in bed.
2 It's bri_ _ _ and wa_ _ , and can make your skin da_ _er.
3 It's fu_ _ of food, hea_ _ , and co_ _ inside. It's in your kitchen.
4 It's met_ _ , it's stro_ _ , and you open a door with it.
5 It's da_ _ inside and emp_ _ when you wake up in the morning.
6 It's lig_ _ and plas_ _ _ , and you clean your teeth with it.

B **Work in pairs. What is each sentence in Ex 5A about?**

6 A **Choose the correct option (A–C) to complete the text.**

How can money buy happiness?



We all know there are [1] _____ things you have to pay for, like food, clothes and your accommodation (if you [2] _____ a flat). Maybe you have a [3] _____ and you can't go to [4] _____ on foot, so you have to go [5] _____ by train. How about the extras, the things you don't really need, but just want? These are often eating out, electronics and [6] _____ – things social media tells us we need. Does [7] _____ sound like you? Well, if it does, take a piece of [8] _____ from a study of happy people. Happy people often 'buy' time (for example by ordering takeaway instead of cooking) and they use that time to be with people and do things that they enjoy. So, you just need [9] _____ money and some good friends. [10] _____ sounds easy, but it's not so simple.

1	**A** any	**B** much	**C** some
2	**A** rent	**B** borrow	**C** live
3	**A** work	**B** job	**C** office
4	**A** work	**B** there	**C** job
5	**A** then	**B** there	**C** to there
6	**A** dresses	**B** style	**C** fashion
7	**A** these	**B** those	**C** this
8	**A** advice	**B** suggestion	**C** idea
9	**A** a lot	**B** enough	**C** many
10	**A** They're	**B** That	**C** These

B **R5.01 | Listen and check.**



fit and well 6



VLOGS

Q: Which do you prefer – playing sport or watching sport?

1 ▶ Watch the video. Which sports do the people like watching?

2 Which do you prefer – playing sport or watching sport? Why?

Global Scale of English

LEARNING OBJECTIVES

6A READING | Read and do a quiz about sports: sports collocations (*play*, *do*, *go*)

Talk about statements relating to sport: adverbs of frequency and manner

Pronunciation: sentence stress: modifiers with adverbs

6B LISTENING | Understand extracts relating to a stressful situation: actions; physical actions

Have conversations about stressful situations: present perfect simple (2)

Pronunciation: weak and strong forms: *have*, *has*

Write an informal email giving news

6C HOW TO ... | talk about health problems: health and illness; the body and symptoms

Pronunciation: connected speech: final *-t* and *-d*

6D BBC PROGRAMME | Understand a documentary about a young racer and the accident he had

Talk about a challenge: *be* + adjective + *to* infinitive

Write about a challenge



6A Sport for all

GRAMMAR | adverbs of frequency and manner
VOCABULARY | sports collocations (*play*, *do*, *go*)
PRONUNCIATION | sentence stress: modifiers with adverbs

VOCABULARY

sports collocations (*play*, *do*, *go*)

1 A **Work in pairs. Look at the photos and discuss the questions.**

1 Have you ever done any of these sports?
2 What other sports have you done in your life?
3 Which sports did you most enjoy doing? Which ones didn't you enjoy? Why/Why not?

B **Work in pairs. List at least ten sports.**

C **Match the sports in your list with these verbs.**

1 play football, ...
2 do judo, ...
3 go swimming, ...

D **Learn and practise. Go to the Vocabulary Bank.**

page 136 **VOCABULARY BANK** sports collocations

READING

2 A **Read the quiz and answer questions 1–5 for you.**

B **Work in pairs and compare your answers. In what ways are you similar or different?**

C **Go to page 149. Check the key and read the suggestions.**

D **Work in pairs and answer the questions about the quiz.**

1 Do you like the suggestions? Which sport would you like to do?
2 Look at the sports in the other two groups. Are there any sports you like? Which ones?

The right sport for you!

Maybe you're the kind of person who does sport every day, or maybe you like watching sport more than doing it. Or perhaps you think that sport isn't for you. Well, sport isn't just about winning and losing or getting hot and tired. It's also about being with people and feeling good about yourself. We think there's a sport for everyone, and we're going to help you find out what YOUR sport is.

Read the questions and give your answer quickly. Don't think about it too much. Then check the key and find the sport for YOU!

1 How fit are you? Can you run 400 metres without stopping?
a Yes, easily. That isn't very far for me.
b Yes, but only slowly. I'm not much of a runner.
c No chance! I've never wanted to go running.

2 Which of these describes you the best?
a I'm happy to work hard to learn a new sport.
b I'd like to learn a new sport if I can learn it easily.
c I don't want to spend a lot of energy learning a new sport.

3 When I'm going for a walk, I like walking
a quickly so I can go a long distance.
b slowly and looking at everything around me carefully.
c at a normal speed.

4 Which of these describes you the best?
a I hate doing sport alone.
b I do a sport better when I do it with other people.
c I like doing most things on my own, including sport.

5 How much money are you happy to spend doing a sport?
a I'm OK with spending a lot. My fitness is important to me.
b I normally spend some money on fitness and sport, but not much.
c I have trainers, but I don't like spending any money on other equipment.





GRAMMAR

adverbs of frequency and manner

3A **Look at the adverbs in bold in the sentences (1–5) and answer the questions (a–f).**

1 I've **never** wanted to go running.
2 I'm happy to work **hard**.
3 I like walking **quickly** so I can go a long distance.
4 I do a sport **better** when I do it with other people.
5 I **normally** spend some money on fitness and sport, but not much.

a Which adverbs are about frequency (how often)?
b Which adverbs are about manner (how)?
c What other adverbs of frequency do you know?
d How do we usually make adverbs of manner?
e Which adverbs of manner are irregular?
f Which adverb of manner compares two things?

B **Learn and practise. Go to the Grammar Bank.**

page 116 **GRAMMAR BANK**

PRONUNCIATION

4A **6.01 | sentence stress: modifiers with adverbs | Listen and write the sentences.**

B **In each sentence, find a modifier and an adverb of frequency or manner.**

I play this only occasionally.
only = modifier; occasionally = adverb

C **6.01 | Listen again and find three stressed words in each sentence.**

D **Work in pairs. Change *this* in each sentence to make true sentences about yourself.**

I play **table tennis** only occasionally.

SPEAKING

5A **Read the statements. Choose three that you would like to talk about.**

1 Professional sports players get too much money.
2 E-sports (video games) should be in the Olympics.
3 Winning is the most important thing when you play a sport.
4 In school, sport is less important than other subjects.
5 Sports teams should be mixed, with men and women.
6 It is OK to have advertising in sports, for example, on sports clothes or in stadiums.

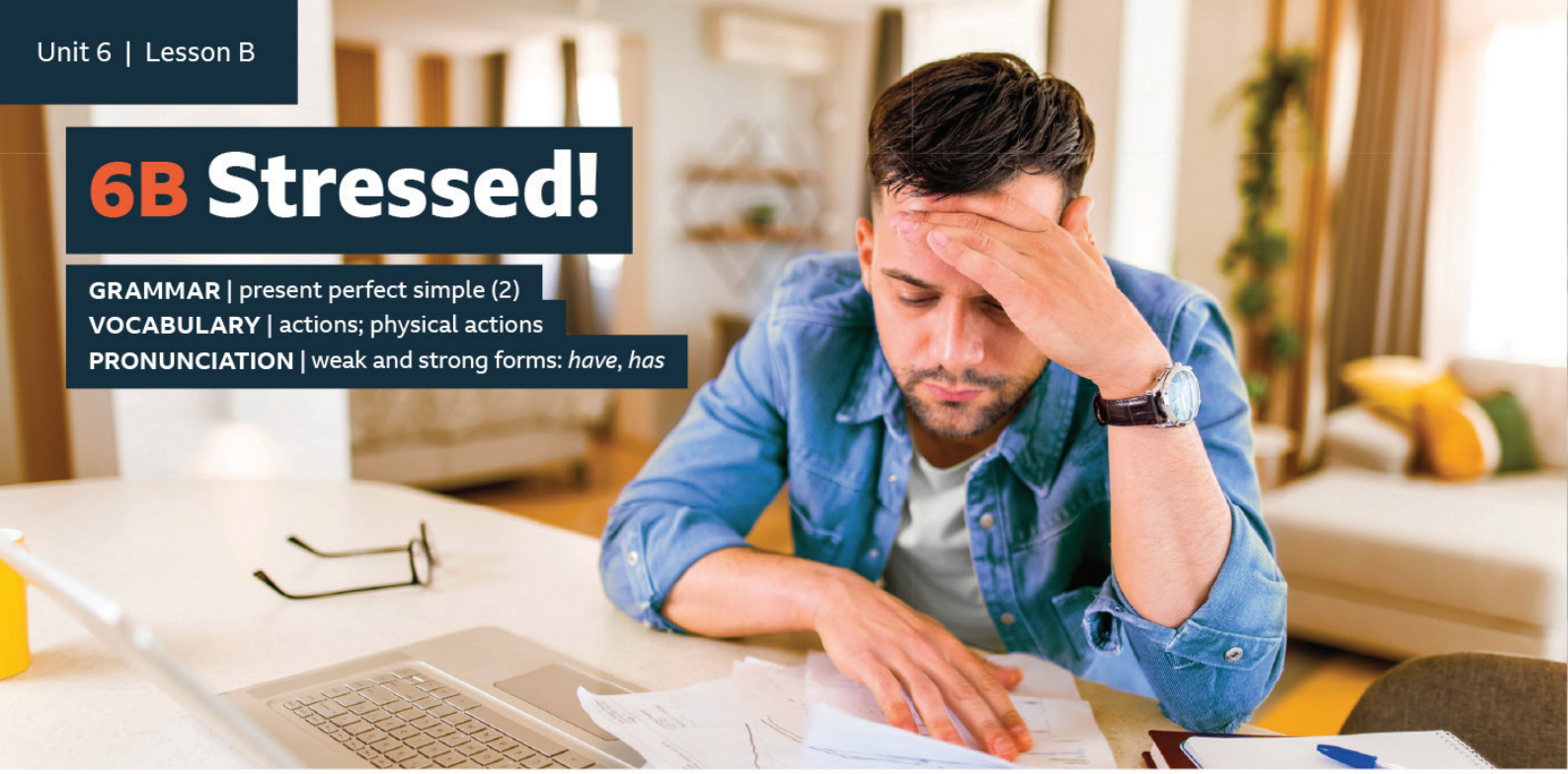
B **Do you agree or disagree with the six statements in Ex 5A? Make notes on all six statements to explain why.**

C **Work in pairs and take turns to talk about one of your choices in Ex 5A. Student A: Choose one of the statements to talk about. Say what you think and why. Student B: Listen to Student A and ask questions. Say what you think.**

6A **Look at your other two choices from Ex 5A. Choose two of the phrases below to help you say why you agree or disagree with the statements.**



B **Work with other students. Take turns to choose a topic to discuss.**



6B Stressed!

GRAMMAR | present perfect simple (2)
VOCABULARY | actions; physical actions
PRONUNCIATION | weak and strong forms: *have*, *has*

LISTENING

1 **Work in pairs. Look at the photos and discuss the questions.**

1 How do the people feel? Why?
2 Look at the jobs in the box. What is stressful about each job?
3 Which two jobs do you think are the most stressful? Why?

hairdresser nurse taxi driver teacher
tennis instructor tour guide

2 A 6.02 | **Listen to the voicemails and conversations and answer the questions.**

1 What is Marsha's job now? Choose a job from the box in Ex 1.
2 What is the possible new job? Choose a job from the box.
3 Why is she feeling stressed?

B **Work in pairs and look at Marsha's 'to do' list. Which things did she do on the list?**

1 Possible new client: Jaya – call her back
2 Read Kieron's job offer
3 Book court for Monday evening
4 Call Dario back – arrange a new time
5 Decide about the new job
6 Tell Kieron my answer about the job

C 6.02 | **Listen again and check.**

D **Work in pairs and discuss the questions.**

1 When do you write 'to do' lists? Give three examples. Do they help you feel less stressed?
2 Do you get more stressed about big things (money, relationships, etc.) or little things (losing something, being late, etc.)? Give another example of something that makes you feel stressed.
3 When you feel tired or stressed, what do you normally do to feel better?

GRAMMAR

present perfect simple (2)

3 A **Underline the examples of the present perfect simple in the sentences.**

1 I've just seen your post on the local site.
2 I've recently moved to this area.
3 Have you looked at my email yet?
4 I'm really sorry, but I haven't read it yet.
5 I still haven't decided.
6 I've already booked court number three for 8 p.m.

B **Choose the correct words to complete the rules.**

1 All the sentences mention an action that happened **a short time before now** / **a long time ago**.
2 They all make a connection between that past action and **another time in the past** / **now**.
3 The speaker **says** / **doesn't say** the exact moment in time when they happened.

C **Look at the sentences in Ex 3A again. Find a word which means:**

1 before now (in negatives). still
2 before now (in questions and negatives).
3 before now, earlier than expected (in positive sentences).
4 a short time ago (but not very close to now).
5 a very short time ago (very close to now).

D **Learn and practise. Go to the Grammar Bank.**

page 117 **GRAMMAR BANK**



VOCABULARY

actions

4 A **Complete the sentences with the correct form of the verbs in the box.**

~~crash~~	drop	fall off	forget
have (x2)	leave	take	

1 I parked my car at the supermarket, and someone's crashed into it with their car.
2 I've ..... an accident. I cut my finger when I was cooking.
3 I'm at the airport and I've ..... my passport.
4 I've ..... an argument with my best friend. Now we're not speaking to each other.
5 I've ..... my wallet at home and I've just finished lunch in a restaurant.
6 I've ..... my bike.
7 I've ..... my phone in the bath! It doesn't work now!
8 Someone has ..... my wallet with my ID in it.

B **Which situations in Ex 4A are the most stressful? Put the situations in order with the most stressful one first.**

C **Work in pairs and compare your ideas.**

A: I think number 7 is the most stressful. It once happened to me.
B: No! What happened?

5 A **Work in pairs and answer the questions.**

1 Which actions in Ex 4A are physical actions?
2 What other verbs do you know for physical actions?

B **Check your ideas in the Vocabulary Bank.**

page 137 **VOCABULARY BANK** physical actions

PRONUNCIATION

6 A | **weak and strong forms: *have, has*** | **Find *have* and *has* in conversations 1–4. Do we pronounce *have* and *has* with a weak /ə/ or a strong /æ/ sound?**

1 A: Has anyone seen my jacket?
B: Sorry, I haven't. When did you last have it?
2 A: Have you read any good books recently?
B: Yes, I have. It was a really interesting book about India.
3 A: Have you had a holiday yet this year?
B: No, we haven't, but we're going to go away this summer.
4 A: Has everyone finished?
B: We haven't finished yet. Could we have a bit more time?

B 6.03 | **Listen and check.**

C **Work in pairs and read the conversations aloud. Pay attention to the weak and strong forms of *have* and *has*.**

SPEAKING

7 A **Have conversations to help people in stressful situations. Student A: Go to page 140. Student B: Go to page 145.**

B **Which situation felt more stressful? Why?**

WRITING

write an informal email giving news

8 A **Read the beginning of an email between friends and answer the questions.**

1 What do you think is stressful about the writer's work?
2 What do you think is stressful about moving?

To Tasneem Bankole
From Celia Pereyra
Subject Apologies ... SO busy!

Hi Tasneem,

Thanks for your email. It was great to hear all your news. I'm so happy about your new job. How's that going?

I'm sorry that it's taken me a few weeks to write back, but I've been really busy with work and the big move and a few other things. To be honest, life's really stressful at the moment.

B **Check your ideas in the Writing Bank. Then write an informal email to a friend giving news.**

page 93 **WRITING BANK**



6C How do you feel?

HOW TO ... | talk about health problems
VOCABULARY | health and illness; the body and symptoms
PRONUNCIATION | connected speech: final *-t* and *-d*

VOCABULARY

health and illness

1 A **Work in pairs and discuss the questions.**

1 What are your tips for staying fit and healthy?
2 When you feel unwell, what do you usually do?

B **Read the article. Do you do any of the things that the writer does?**

Health problem?

I think I'm a healthy person, but I don't think that doctors like me, for good reasons. When I feel unwell, I always go online to search for my **symptoms** and find something terrible … an illness with a scary name. Then I ring the doctor's and say, 'It's an **emergency**!' Of course it never is.

I go to the doctor every time I have a **virus**, for example when I have a cold. I always expect to leave the surgery with a **prescription** for some **medicine**, some **pills** to help me feel better, or, at least, some **painkillers** to help if I have a headache or a sore throat. When I get a blood test or some other test, I can't sleep until I get the **results**.

We live in a small town, and everyone knows everyone else. The doctor is a friend of ours and I don't think it's a problem to ask her for **medical** advice. Last time I saw her (in the park), I asked about **treatment** for a painful elbow. She told me to make an appointment to see her in her **surgery**.

2 A **Choose the correct word to complete the sentences. Use the text in Ex 1B to help you.**

1 One **symptom** / **medicine** of flu is a sudden high temperature. Some others are …
2 In the UK, 999 is the **medical** / **emergency** phone number. You can connect to the police, the ambulance service or the fire brigade. In my country, the number is …
3 The common cold happens because of a **virus** / **pill** that enters your body and makes you ill. Another example of this sort of illness is …
4 The doctor writes a **prescription** / **result** and people have to take it to a pharmacy for their **medicine** / **symptoms**. In some places the doctor can send it by email or another way. In my country …
5 In some countries, training a doctor takes four years at **medical** / **surgery** school and three more years at a hospital. I think the most difficult part of that is probably …
6 You can take **treatment** / **pills** for backache, but they don't always work. Some people think the best **prescription** / **treatment** is to keep moving. I think …
7 You have to call a **surgery** / **emergency** to get the **results** / **virus** of a blood test. It's possible of course to get them in person. I prefer …
8 I always keep basic **painkillers** / **treatment** in my …

B **Complete the sentences in Ex 2A with your own ideas.**

C **Work in pairs. Compare your ideas in Ex 2B.**

3 A **Look at the article in Ex 1B. Find three symptoms of illness and two parts of the body.**

B **Work in pairs. List at least three other symptoms and six other parts of the body.**

C **Check your ideas in the Vocabulary Bank.**

page 138 **VOCABULARY BANK** the body and symptoms

How to ...

talk about health problems

4 A 6.04 | Listen to the conversations. Which people are similar to the writer of the text in Ex 1B?

B 6.04 | Listen again. What symptoms does each patient have?

C 6.05 | Complete the sentences with one word. Then listen and check.

1 Doctor's greeting and questions
- **a** What can I _____ for you?
- **b** How can I _____ you?
- **c** Could you tell me your _____ ?
- **d** When did these _____ start?

2 Explaining the problem
- **a** I'm _____ about my ankle.
- **b** I've _____ some painkillers, but it still _____ a lot.
- **c** My chest _____ , but I think that's just stress.
- **d** My whole body _____ .
- **e** I can't _____ coughing.
- **f** I've got a _____ throat.
- **g** I'm _____ really tired, too.

3 Doctor's advice
- **a** If it still hasn't got _____ , you should go to the hospital and get an X-ray.
- **b** It _____ like you've got flu.
- **c** You _____ get lots of rest and drink lots of water.
- **d** And you _____ stay in bed of course.
- **e** If you don't feel better in a _____ of days, give me a call.

D Learn and practise. Go to the Grammar Bank.

page 118 **GRAMMAR BANK**

PRONUNCIATION

5 A | connected speech: final *-t* and *-d* | Work in pairs. Look at the words in bold in sentences 1–4. In each case, do we pronounce the final *-t* or *-d*?

1 I've **got** a sore throat.
2 I'm **worried** about my shoulder.
3 You **should** take some medicine.
4 You **must** go to bed.

B 6.06 | Listen and check.

C Choose the correct words to complete the rules.

1 We **pronounce** / **don't pronounce** the final *-t* or *-d* when the next word begins with a vowel.
2 We **pronounce** / **don't pronounce** the final *-t* or *-d* when the next word begins with a consonant.

6 A Work in pairs and practise saying the phrases (1–4). Pay attention to the pronunciation of the final *-t* and *-d* in *got* and *should*.

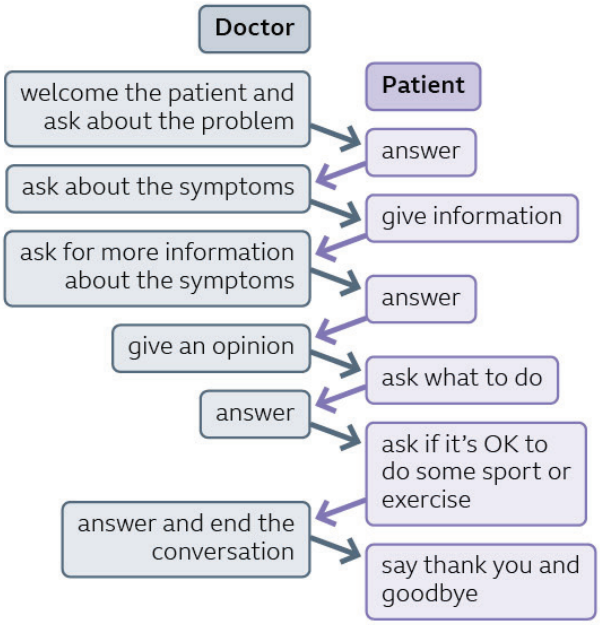
1 I've **got a** ...
2 I've **got problems** with ...
3 You **should eat** ...
4 You **should take** ...

B Work in pairs. Complete the phrases in Ex 6A with your own ideas. Then make short conversations.

A: I've got a cold. B: You should eat some chicken soup.

SPEAKING

7 A Work in pairs and look at the prompts. What phrases from the lesson can the doctor and patient say in each turn?



B Read the Future Skills box and do the task.

FUTURE SKILLS
Self-management

Before you go into a speaking situation, it's useful to practise some phrases in your head. This helps you speak more accurately and clearly. Look at the patient's prompts and your ideas from Ex 7A and say the phrases in your head without looking at any notes.

C Work in pairs. Take turns to be doctor and patient and practise the conversation in Ex 7A. The patient should choose a problem from the box or choose their own idea before you start.

backache a bad cold earache
a painful knee a sore throat

Doctor: Good morning. Please come in and take a seat.
Patient: Thank you.
Doctor: What can I do for you?
Patient: Well, I've got a sore throat.

MEDIATION SKILLS
identifying key words and phrases

pick out and reproduce key words and phrases from a text

page 157 **MEDIATION BANK**

6D BBC Documentary

Driven: The Billy Monger Story



GRAMMAR | *be* + adjective + *to* infinitive
SPEAKING | talk about a challenge
WRITING | write about a challenge

PREVIEW

1 Work in pairs. Read the BBC programme information. What challenges did Billy have when he tried to go back to racing, do you think?



Driven: The Billy Monger Story

Billy Monger started racing when he was six years old. His first big win came when he was ten and he became British champion. Then at seventeen, Billy had an accident and lost both of his legs. But he never lost hope, and in the months after the accident he had his mind on one thing – going back to racing. *Driven* tells the story of how he did it.

VIEW

2A ▶ **Watch the BBC video clip. How long did it take for Billy to get back to racing?**

B **Work in pairs and number the events (a–f) in order.**

a He came third in a race.
b He got a new car with hand steering.
c He got artificial legs.
d He had an accident.
e He won a race.
f People raised money for him.

C **Work in pairs and complete the sentences.**

1 As a teenager, Billy won a number of other _____.
2 At home with his sister and parents, Billy is learning to use a _____.
3 I'd like to introduce you to Billy Monger, on his new _____. My hero!
4 Billy's team has used the money to develop a special car that he can drive using his _____.
5 The team is surprised to see how _____ Billy can go.
6 … an amazing result for a truly _____ young man.

D ▶ **Watch again and check your answers to Exs 2B and 2C.**

3 **Work in pairs and discuss. Which people and things helped Billy to go back to racing?**



GRAMMAR

be + adjective + *to* infinitive

4 A Choose the correct words to complete the sentences.

1 It isn't going to be easy for Billy **learn** / **to learn** to walk again.
2 Billy is ready **try** / **to try** driving again.
3 The team is surprised **see** / **to see** how fast Billy can go.

B Learn and practise. Go to the Grammar Bank.

page 119 **GRAMMAR BANK**

SPEAKING

talk about a challenge

5 A Think of a time when you had to do something very difficult. Tell your partner about it. Choose from these topics or your own ideas.

- doing something in front of a lot of people (e.g. making a speech, playing a solo)
- taking part in a competition (e.g. a sports competition, a maths competition)
- doing a difficult physical activity (e.g. climbing a mountain)
- taking an exam
- doing an important interview
- travelling alone in a foreign country

B 6.07 | Listen to someone talk about a time they did something difficult. What happened? Was the result good?

C 6.07 | Listen again and tick the phrases you hear.

KEY PHRASES

This happened when I was (in my early twenties).
The problem was that (I wasn't very confident).
It was hard for me to (speak in front of a lot of people).
I was afraid of (making a mistake).
Then I found I had a problem.
I was shaking/really nervous.
At that moment, I (relaxed).
It's one of the most difficult things I've ever done.

6 Work with a different partner to Ex 5A. Tell your story again and use the Key phrases to help. When your partner tells their story, ask them two or three questions.

WRITING

write about a challenge

7 A Read the story about a challenge. What helped the person do well?

This happened when I was at university. I was a singer in a band and I also played the guitar. The singing was fine, but I wasn't confident about my guitar playing, so I never played a solo.

At the end of term there was a party and we were the band playing. The problem was that our first song had a big guitar solo in it. My friends told me to relax, but the solo was really difficult to play. Of course, I practised it alone, a hundred times. I always made a mistake in the same place. It was difficult for me NOT to make the mistake.

The evening came. We came on stage and it was our first song. I was really nervous, but I sang the opening verse without any problems. Then the second verse. My guitar solo was next. Just before my solo, I noticed something – I was amazed to see that the audience were really enjoying the show. They were smiling and dancing.

At that moment, I relaxed and my solo started. I felt like the solo was playing itself and I was watching. I finished it and started singing the third verse and I almost wanted to cry with happiness.

B Read the story again. Find three examples of adjectives + *to* infinitive and four of the Key phrases.

C Write the story you told in Ex 6. Include at least four Key phrases.

D Read other students' stories and follow the instructions.

- In the stories that end well, what helped the person? Check your ideas with the person that wrote the story.
- In the stories that don't end well, has the person ever tried this again? Ask them and find out why or why not.

GRAMMAR

adverbs of frequency and manner

1 A **Complete the sentences with the correct form of the words in the box.**

loud	negative	sad	safe	slow

1 Do you usually think positively or _____ about the future?
2 People normally smile happily, but sometimes a person smiles _____ . Why?
3 Do you eat quickly or _____ ? Why?
4 If someone is driving dangerously and you're in the car, what do you do? Do you ask them to drive more _____ ?
5 Why do some people speak so quietly on the phone, and some speak very _____ ?

B **Work in pairs and discuss the questions.**

present perfect simple (2)

2 A **Complete the sentences. Choose the correct place (a) or (b) for the word in brackets.**

1 I've started doing (a) _____ something healthy (b) recently . (recently)
2 I've (a) _____ bought a new phone (b) _____ . (just)
3 I've (a) _____ had (b) _____ two coffees today. (already)
4 I haven't been (a) _____ on social media today (b) _____ . (yet)
5 I've (a) _____ come (b) _____ back from holiday. (recently)
6 I (a) _____ haven't (b) _____ done something I planned to do. (still)
7 I've decided (a) _____ my plans for next weekend (b) _____ . (already)
8 I (a) _____ haven't checked my messages (b) _____ . (yet)

B **Work in pairs. Which sentences are true for you? Ask your partner to tell you more about each one.**

A: So, the first sentence is true for me.
B: Really? What healthy thing have you started doing?

be + adjective + *to* infinitive

3 A **Add words to complete the sentences. Each sentence has one extra gap.**

1 It's normal for people to arrive _____ late to a party.
2 It's easy _____ make _____ friends.
3 It's _____ not difficult _____ understand the public transport system.
4 It's important _____ dress _____ nicely when you go shopping or to a restaurant.
5 People are _____ happy _____ help visitors in the street.
6 It's safe _____ walk _____ in the street late at night.
7 It's useful _____ visitors _____ have _____ a map.
8 It's _____ common _____ children _____ play in the street.

B **Work in pairs. Which sentences are true about your hometown?**

VOCABULARY

4 A **Complete the words with the missing vowels.**

1 _thl_t_cs	4 f_ll _v_r	7 a s_r_ thr__t
2 cl_mb	5 f_ng_r	8 t__th_ch_
3 a c__gh	6 sh__ld_r	9 v_ll_yb_ll

B **Match the words in Ex 4A with the groups.**

sports	actions	parts of the body	symptoms
athletics			

C **Work in pairs and add two words to each group in Ex 4B.**

D **Choose one word from each group in Ex 4B and make a short story. Tell your partner.**

I was playing volleyball and the ball hit me on the head. I fell over and hurt my finger. So now I …

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



Good for my health?

A few months ago, I decided to try a new sport because I wanted to be fitter and more active. The problem is that I'm really afraid of getting hurt. I don't play football for this reason. Football players often get [1] _____ knees and other injuries. It's not surprising, since sometimes they [2] _____ each other's ankles, not the ball. I like winter sports, but when you're skiing, you can [3] _____ into a tree and [4] _____ break a leg. What about ice-skating? Well, don't they get [5] _____ , going around in circles like that? If you go horse-riding, you can fall [6] _____ your horse and hurt yourself badly. [7] _____ seemed like a good idea, but then I read that the ball can travel at a speed of over 100 kilometres an hour. That's dangerous! And how about cycling? I watched a race on TV and one racer [8] _____ another one. The guy fell off his bike and broke his leg. Ouch!

So in the end, I chose an easy sport that I can play [9] _____ indoors: snooker. I thought, this is the sport for me. But now, I'm at the doctor's office with a [10] _____ neck and backache. Maybe I should try chess …

1	A paining	B pain	C painful
2	A jump	B click on	C kick
3	A drop	B crash	C climb
4	A easily	B easy	C easier
5	A dizzy	B sore	C a cough
6	A down	B off	C on
7	A Scuba diving	B Table tennis	C Windsurfing
8	A pointed at	B forgot	C pushed
9	A safely	B safety	C safe
10	A ache	B stiff	C stick

B R6.01 | **Listen and check.**



downtime 7



VLOGS

Q: What did you do last weekend?

1 ▶ Watch the video. How many people mention an activity which is connected with food?

2 What did you do last weekend?

Global Scale of English

LEARNING OBJECTIVES

7A LISTENING | Understand conversations about arrangements: going out and staying in

Plan what to do at the weekend: present continuous with future reference; other future forms

Pronunciation: linking /j/, /w/ and /r/

Write an email making arrangements

7B READING | Understand an article about takeaway around the world: eating out and eating in; containers

Create a class survey: indefinite pronouns: *someone*, *nothing*, *anywhere*, etc.

Pronunciation: sentence stress with indefinite pronouns

7C HOW TO ... | ask for and give permission: permission

Pronunciation: polite intonation when asking permission

7D BBC STREET INTERVIEWS | Understand street interviews about taking photos

Talk about a photo: adverbial and prepositional phrases

Describe a favourite picture

7A Where shall we go?

GRAMMAR | present continuous with future reference; other future forms
VOCABULARY | going out and staying in
PRONUNCIATION | linking /j/, /w/ and /r/









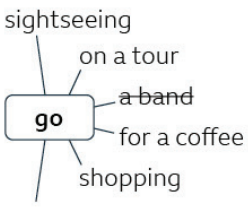
VOCABULARY

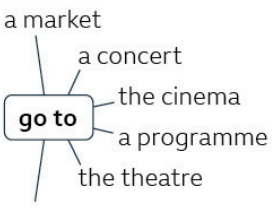
going out and staying in

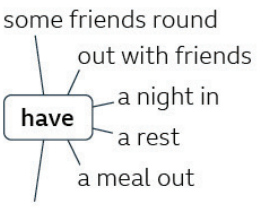
1 A **Work in pairs and discuss the questions.**

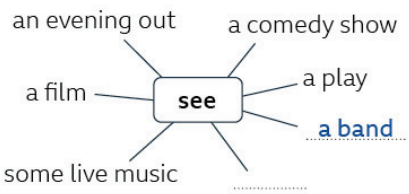
1 What sort of things do you usually do at the weekend?
2 What special things can you do in your neighbourhood at the weekend?

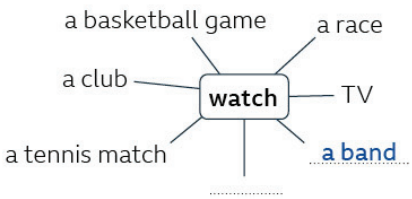
B **Look at the word webs. One phrase in each web is in the wrong group. Put it into the correct group or groups.**











C **Work in pairs and find three activities that you have both done recently.**

A: Have you been shopping recently?
B: Yes, I have. I went to the supermarket yesterday evening.
A: Me too. That's one thing.

PRONUNCIATION

2 A | **linking /j/, /w/ and /r/** | **Work in pairs. How do we link the pairs of words in bold?**

1 Would you like to go **to a** market?
2 Let's **see a** film.
3 Why don't we go **for a** coffee?
4 Do you want to **see a** band?
5 I'd like to **go on** a walking tour.

B 7.01 | **Listen and check. Which pairs of words in Ex 2A do we link with /j/ (you), /w/ (we) or /r/ (red)?**

C 7.01 | **Listen again and repeat.**

D **Work in pairs. Follow the steps below. Then swap roles.**

Student A: Invite Student B using a phrase from Ex 2A and an activity from Ex 1B.

Student B: Say no, and suggest another activity with the same verb. Pay attention to linking sounds.

A: Would you like to see a play?
B: No, but I'd love to see a comedy show.

LISTENING

3 A 7.02 | **Listen to the conversations. Put the photos (A–D) in the order that the speakers talk about them.**

B Work in pairs and look at the questions (a–h). Which question can you ask after each conversation?

Conversation 1: Camila (Spain)
Conversation 2: Tamiko (Japan)
Conversation 3: Anna and David (Hungary)
Conversation 4: Stef (New York City)

a What's the festival about? 1
b Where are you going sightseeing in the afternoon?
c Is the restaurant expensive?
d Is your husband taking you to dinner, too?
e Have you ever eaten there before?
f Do you like any other types of music?
g What are you seeing?
h Is your favourite band playing?

C 7.02 | **Listen again and check.**

D Work in pairs and discuss the questions.

1 Which place would you most like to go to? Why?
2 Tell your partner about:
- a place where you like to listen to live music.
- a place where you eat out with friends.
- a place where you watch films.

GRAMMAR

present continuous with future reference; other future forms

4 A Look at the sentences (1–4). Match the verb forms in bold with the structures in the box.

be going to + infinitive	present continuous
will + infinitive	

1 We**'re going to listen** to the music and dance all night!
2 My brother **is coming** here in a few minutes and then we**'re going out**.
3 My husband **is taking** me to an open-air movie theatre tonight.
4 The cinema sounds like a good idea. I**'ll have** a look now.

B Match the verbs in sentences 1–4 in Ex 4A with the meanings (a–c).

a a future arrangement (usually with someone else)
b when we make a decision about the future at the moment of speaking
c a general plan or intention for the future.

C Learn and practise. Go to the Grammar Bank.

page 120 **GRAMMAR BANK**

SPEAKING

5 A Complete the diary pages for your weekend with four activities. Choose from the word webs in Ex 1B or use your own ideas.

	SATURDAY	SUNDAY
Morning		
Afternoon		
Early evening		
Late evening		

B For each activity, add details.
- What is it? • Where is it? • When exactly is it?

C Work in pairs. Make an arrangement to do one of your activities. Use these phrases in the conversation.

What are you doing on (Saturday morning)?
Would you like to … ?
Sorry, I can't. I'm (having coffee with a friend).
I'd love to. Where shall we meet?

6 Read the Future Skills box. Then work with other students. Make arrangements to do some of your activities with one or more people, and add their names to the diary pages.

FUTURE SKILLS
Communication

When you want to check an arrangement, repeat the information. You can say things like, 'So, that's half past six for a coffee?' Make sure you check your arrangements at the end of the conversation.

WRITING

write an email making arrangements

7 A Read the beginning of the email from Bina and answer the questions.

1 Why is she writing?
2 What sort of things do you think are on her list? Write five ideas.

Dear Saphina,

I'm really pleased that you're coming to visit me in Munich. I've got some ideas for things we can do together. There are some great places to go in the city and the river is beautiful, so we have a lot of possibilities. I'll write them all here, so tell me which ones you like and I can make the arrangements (buy tickets, book a restaurant, etc.).

B Check your ideas in the Writing Bank. Then write an email making arrangements.

page 94 **WRITING BANK**



7B Takeaway

GRAMMAR | indefinite pronouns: *someone, nothing, anywhere*, etc.
VOCABULARY | eating out and eating in; containers
PRONUNCIATION | sentence stress with indefinite pronouns

VOCABULARY

eating out and eating in

1 A **Do you prefer to eat in a restaurant, get restaurant food and eat it at home or cook and eat at home? Which do you do most often?**

B **Work in pairs and complete the questions with the words in the box.**

containers	delivers	delivery	meal	
order	pick up	takeaway	tip	use

1 Which _____ is best for takeaway: breakfast, lunch or dinner?
2 How often do you get a(n) _____? What's your favourite kind?
3 Do you _____ it by phone or do you _____ an app to order? Which one?
4 Do you use a(n) _____ service or do you usually _____ the food at the restaurant?
5 Do you give a(n) _____ to the person who _____ the food?
6 What do you do with the _____ afterwards?

C **Work in pairs. Discuss the questions in Ex 1B**

2 A **Work in pairs. What types of food come in each of these containers?**

a carton	a jar	a packet

B **Check your ideas in the Vocabulary Bank.**

page 139 **VOCABULARY BANK** containers

READING

3 A **Work in pairs and discuss the questions.**

1 What are the most popular types of takeaway food in the world?
2 Which takeaway food is the most popular in each of these countries?
• Australia • Brazil • China • South Africa • Turkey • the USA
3 What is the most important thing when companies deliver food to people's homes?
4 What are different ways that companies can deliver food?

B **Read the article quickly and find the answers to questions 2–4 in Ex 3A.**

C **Work in pairs. What can you remember?**

1 How did a margherita pizza get its name?
2 What's the connection between TV and takeaway?
3 Near the end of the twentieth century, what change happened to takeaway deliveries?
4 What things are the same about all types of takeaway?
5 How are 'dark kitchens' different from restaurant kitchens?

D **Read the article again and check your ideas for Ex 3C.**

4 **Work in pairs and discuss the questions.**

1 What did you find new or interesting in the article?
2 What do you think are the positive and negative points about takeaway?

Takeaway around the world

The year was 1889, the place was Naples, Italy, and the customers were King Umberto I and Queen Margherita. The king and queen wanted something to eat, so a chef from a local pizzeria brought them three pizzas … and home delivery was born. Queen Margherita liked the mozzarella pizza the most, so the chef named the pizza the 'Margherita'!

It was a long time before takeaway food as we know it became normal – pizza delivery started in the USA in the 1950s, when more and more people started to have televisions in their homes. People enjoyed eating dinner in front of the TV instead of at their tables or in a restaurant. Fast-forward to the 1990s and we started ordering food online, and today it's possible to order everything with an app, not only food.

In the world of takeaway food, there isn't anything more popular than pizza. It's number one in most of Europe, the Middle East and parts of South America. But Chinese food comes top in



GRAMMAR

indefinite pronouns: *someone, nothing, anywhere*, etc.

5 A Work in pairs and complete the words in bold with *-one, -thing* or *-where*. Then check in the article.

1 The king and queen wanted **some**_____ to eat.
2 Today it's possible to order **every**_____ with an app, not only food.
3 In the world of takeaway food, there isn't **any**_____ more popular than pizza.
4 **No** _____ likes waiting for their food.
5 They can deliver to anyone, **any**_____ in the city.

B Learn and practise. Go to the Grammar Bank.

page 121 **GRAMMAR BANK**

PRONUNCIATION

6 A 7.03 | **sentence stress with indefinite pronouns** | Listen and write the sentences.

B Find the indefinite pronoun and the adjective in each sentence.

C 7.03 | Listen again. Do we stress the indefinite pronoun, the adjective or both?

D Change some of the words after the indefinite pronoun in each sentence to make it true for you.

I'd like something ~~hot to drink~~ good to read.

E Work in pairs and tell each other your sentences. Give each other some suggestions.

A: I'd like something good to read.
B: Do you like detective stories?
A: Yes, I do.
B: There's a good book by … . It's called …

the USA, Australia and … China. In Brazil, Portugal and Sweden it's sushi; in Turkey it's pasta; and in South Africa and Canada it's fish and chips. All of these foods have one thing in common – they travel well, and most of them are not expensive.

As takeaway becomes more popular, the competition for takeaway business becomes stronger, and restaurants have to find ways to increase their sales. Speed is important – no one likes waiting for their food. Some fast-food companies have 'dark kitchens' in different parts of a city where only takeaway food is prepared. They can deliver to anyone, anywhere in the city, more quickly than normal restaurants can. And businesses have found new ways of delivering their products. In addition to car and bike, you can get your takeaway by drone, by robot and even by parachute.

So what does the future hold for takeaway food? Find out in Part 2 of this series.

SPEAKING

7 A Work in pairs and read the class survey about food. Which information do you think is true for your class?



eating in and out

1 One person knows someone who never eats takeaway.
2 Three of us have worked as a delivery person.
3 Everyone can recommend somewhere good to eat.
4 Three people don't like having a meal out in a big group.
5 Two people have eaten something unusual in a restaurant.
6 All of us eat something green every day.
7 No one has been a waiter in a restaurant.
8 Someone knows someone who owns a restaurant.
9 One person doesn't go anywhere for dinner on their birthday (because they have friends round).
10 No one thinks everyone should know how to cook.
11 Two of us like eating alone in restaurants.
12 Everyone thinks nothing is better than home cooking.

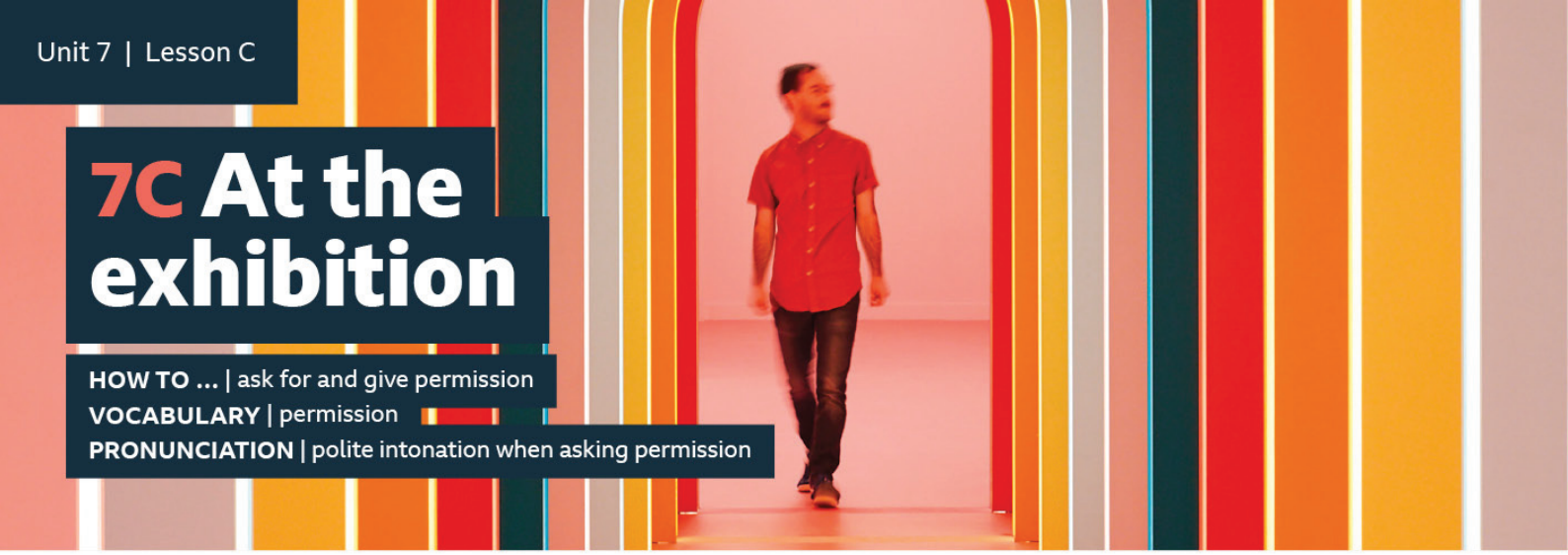
B Work in pairs. Choose two different sentences each from the survey in Ex 7A. Then talk to other students in the class and find out if the sentences are true.

A: Do you know anyone who never eats takeaway?
B: Yes, my mother. She hates takeaway.
A: OK, thanks.

C Work with the same partner. Tell each other the information you found and if necessary, change the sentences in Ex 7A so that they are true.

C: You asked the first question. How many people did you find?
A: I found three people that know someone who never eats takeaway. And, so do I! My grandparents never eat takeaway.
C: So, let's change that to 'Four people know someone who never eats takeaway.'

D Work as a class. Make changes to the survey so that it is true for the whole class.



7C At the exhibition

HOW TO ... | ask for and give permission
VOCABULARY | permission
PRONUNCIATION | polite intonation when asking permission

VOCABULARY

permission

1 A Work in pairs. Look at the photos and discuss the questions.

1 What kind of museum are the photos from? Is it different from museums that you know?
2 Which museums have you visited?
3 What's your favourite museum?
4 What rules do most museums have for their visitors?

B Work in pairs and look at the pictures (A–F). What are the rules?

I think picture A means no food or drink.



C Match the sentences (1–6) with the rules (A–F) in Ex 1B.

1 They **don't let** you bring in a bag.
2 You **shouldn't lean** against the wall.
3 They **don't allow** food or drink.
4 You **can't take off** your coat and carry it (but you can wear it).
5 They**'ve banned** selfie sticks from the museum.
6 You **mustn't touch** the artwork.

D Look at the words in bold in Ex 1C and answer the questions.

1 Which verbs are physical actions?
2 Which words and phrases are connected to permission?

2 Work in pairs. Which rules in Ex 1B are the same in a theatre? What about in a cinema?

A: Rule A is the same in a theatre. They don't allow food or drink.
B: In a cinema they allow food and drink, but you have to buy it there.

3 A Read the posts about museums and exhibitions around the world. Which one can you see in the photos? Which one would you like to visit? Why?



Tamara Kovacs
1 hr ago

Van Gogh Immersive Exhibition
This exhibition is an incredible experience. It's a brilliant mix of tradition and technology. You walk into a room and all around you there are animated films of van Gogh's paintings. You can walk through a night full of stars or fields of sunflowers. You can sit on the famous chair in van Gogh's bedroom. You should use the VR glasses – you have to pay extra, but not very much. With the glasses, you can walk through van Gogh's town from his bedroom to the town centre.

3 Like Comments Share



Yuxi Chen
6 hrs ago

The MALBA (Museum of Latin American Art of Buenos Aires)
I really love the paintings of Frida Kahlo and Diego Rivera, so it was fantastic to go to the MALBA when I was in Buenos Aires. It has an amazing collection of old and new art from Latin America. Some of the political paintings from the 1930s are very powerful. I felt like I was travelling back in time when I looked at them.

Like Comments Share



Corey Baker
9 hrs ago

The Museum of Ice Cream
This museum is great for Instagram photos. They let you climb on some of the objects and take selfies. My friend took over fifty photos of me: me in the Rainbow Tunnel, me in the Banana Split room, me in the Sprinkle Pool, and me eating lots of ice cream and sweets. It's great for children of all ages, families, and of course for anyone who loves ice cream. You have to book your arrival time, so don't be late.

6 Like Comments Share

B Work in pairs and discuss. Which rules in Ex 1B do you think each of the three museums and exhibitions has?





How to ...

ask for and give permission

4A 7.04 | Listen and match the conversations (1–3) with the three museums and exhibitions in Ex 3A.

B 7.04 | Listen again and complete the extracts from the conversations with one or two words.

1 A: Is it OK _____ take a selfie here, in front of this painting?
B: Sure, go ahead.

2 B: Excuse me, is it _____ if ten of us sit in here?
C: I'm sorry. You can't. There's a maximum of six people.

3 A: Oh no. My phone's gone dead. Excuse me … do you think _____ charge my phone here for a few minutes?
C: I'm afraid that's not possible.

4 A: Suz, is it _____ I use your phone?
B: Sure, no problem. Here you are.

5 B: Here's my ticket. _____ I leave my coat here on this chair for a moment? …
A: I'm afraid not.

6 B: Oh, I don't like this one. It doesn't feel right. Do you think _____ try another one?
C: Yes, of course. But they're all the same.
B: No, this one is better. Is _____ for me to use this one?
C: Sure, no problem.

C Learn and practise. Go to the Grammar Bank.

page 122 **GRAMMAR BANK**

PRONUNCIATION

5A 7.05 | **polite intonation when asking permission** | Listen and choose the questions that sound polite.

B Work in pairs. Which diagram (A or B) is of polite and friendly intonation?



C 7.06 | Listen and say the polite questions with the speaker.

D Work in pairs. Student A: Choose a phrase below and ask permission to do that thing. Make your intonation polite OR not polite. Student B: Say if Student A sounds polite or not. Then swap roles.

- ask a question • borrow your pen • close the window
- leave early • take this chair

SPEAKING

6A Work in pairs and look at the pictures (A–H). What are the rules?



B Imagine you have your own museum. Choose five rules from this lesson for your own museum.

C Work in pairs. Have conversations to practise asking for and giving permission. Take turns to ask about the rules in your partner's museum. Pay attention to intonation.

A: Excuse me, may I finish my coffee while I look at the exhibition?
B: I'm afraid that's not possible. We don't allow any liquids in the museum.
A: No problem. But is it OK if I … ?

MEDIATION SKILLS
understanding a news report
report the main points of a radio news item

page 158 **MEDIATION BANK**

7D BBC Street Interviews

Nice picture!

GRAMMAR | adverbial and prepositional phrases
SPEAKING | talk about a photo
WRITING | describe a favourite picture





PREVIEW

1 A **Read the sentences. Which are true for you?**

1 I love taking photos.
2 I take a lot of selfies.
3 I hate it when someone takes a photo of me.
4 When I buy a phone, the camera is the most important part.
5 I take more photos of scenery and buildings than of people.
6 I like sharing photos on social media.

B **Talk to other students and compare your answers.**



Q1: Do you like taking photos?

Q2: Tell me about a photo you've taken recently.

VIEW

2 A **Watch the first part of the video. How many speakers talk about remembering things?**

B **Choose the correct words to complete the sentences.**

1 It reminds **of** / **me of** the places I've been and experiences that I've had.
2 I hate **seeing** / **having** my face on camera.
3 They help me **remind** / **remember** my holidays.
4 I like to be able to **catch** / **capture** a moment.

C **Watch again and check.**

3 A **Watch the second part of the video. Make notes of where these people took the photos.**

1 Lauren **2** Gerry **3** Linda **4** Maelys **5** Sean

B **Work in pairs and match the phrases (1–6) with the speakers.**

1 … flowers right in the middle of the frame. Asia
2 … their friends and family around them …
3 … looking for somewhere to build her nest.
4 … it was a lot of fun …
5 I took a photo in New York …
6 … the view was amazing …

C **Watch again and check.**

GRAMMAR

adverbial and prepositional phrases

4 A **Work in pairs and complete the sentences with the words in the box.**

distance	front of	in a	in the	the

1 I took a photo in New York, in _____ middle of Times Square.
2 I took a photo of me in _____ a big, giant cuddly bear.
3 I took a photo of a duck _____ beautiful garden and she's …
4 I just took a picture of a building in the _____, with trees _____ background …

B **Learn and practise. Go to the Grammar Bank.**

page 123 **GRAMMAR BANK**









SPEAKING

talk about a photo

5A Find a photo in this book that you like or choose one of your own photos to describe.

B Work in pairs and describe your photo, but don't show it. Answer these questions about the photo.

- Who or what is in the photo?
- Where is it?
- Why do you like it?

C Show your partner the photo. How is it different from their idea of it?

6A Work in pairs and look at the Key phrases. Which phrases can you use to talk about your photos?

KEY PHRASES

This is a photo of …
Maybe it's in (location) …
I took this photo in …
There's a woman in the distance/on the left.
She's looking/walking towards/away from the camera.
She looks really happy/excited/nice.
There's a bridge in the background/middle/at the front.
I like it because it reminds me of …/it's very …

B Work with a new partner. Describe your photo again, but don't show it. Use the Key phrases to help.

C Show your partner the photo. How is it different from their idea of it?

WRITING

describe a favourite picture

7 Read the description of a painting. What does the writer like most about the painting?

My favourite picture

I saw a painting in an art gallery many years ago. It's one of my favourite paintings. I don't remember the artist's name, but I remember the painting clearly. It's a picture of a café at night. The café has big windows, so you can see the people inside. I think the year it was set in is around 1940 or 1950. The people are sitting at a counter – there are no tables. On the left-hand side of the café, a man is sitting alone, and we only see his back. In the middle, a couple is sitting and maybe talking. The woman is wearing a red dress. Both men have hats on. And on the right, the waiter is bending over in front of a coffee machine. The street outside the café is empty, and on the left of the café, in the background, you can see a building with its windows completely dark. I love this painting because of the feeling of the picture. The night feels so empty and the people in the café look so lonely.

8A Choose a favourite picture: a painting, a photograph or a drawing. Work in pairs and show each other your picture. Say why you like it.

B Work alone and make notes. Which details are the most important to you? What can you say about those details?

C Write a description of your picture. Use your notes in Ex 8B to help.

D Read other students' descriptions. Which descriptions help you 'see' the picture without looking at it?

GRAMMAR

present continuous with future reference; other future forms

1 A **Put the words in the correct order to make questions.**

1 this / are / doing / weekend / What / you ?
2 going / your / you / for / holiday / are / next / Where ?
3 Are / English / you / tomorrow / going / evening / to / study ?
4 you / have / tonight / are / to / dinner / What / going / for ?
5 up / time / tomorrow / are / morning / you / getting / What ?

B **Work in pairs. Ask and answer the questions in Ex 1A.**

indefinite pronouns: *someone*, *nothing*, *anywhere*, etc.

2 A **Choose the correct words to complete the sentences.**

1 **No one** / **Everyone** can be right all of the time.
2 **Everybody** / **Someone** makes mistakes.
3 **Everything** / **Someone** happens for a reason.
4 When you have nothing good to say, it's better to say **everything** / **nothing**.
5 It's the perfect place to spend a family holiday – they have something for **anyone** / **everybody**.
6 I will try **anything** / **nothing** once.

B **Work in pairs and discuss. Which sentences in Ex 2A are similar in your language?**

adverbial and prepositional phrases

3 A **Complete each sentence with two words in the box. You need to use some words more than once.**

at	in	of	on	the	with	without

1 There are two chairs back of this room.
2 There's a desk front the window.
3 There are two men beards and one a moustache.
4 There's a window left side of the room.
5 You can see a road from the window and trees distance.
6 I usually do my homework alone, help, but sometimes I do it my friend.

B **Work in pairs. Change the sentences in Ex 3A so that they are true for you.**

VOCABULARY

4 A **Complete the sentences with the words in the box. You do not need two of the words.**

can	friends	go to	jar	lean	let	touch	tube	watch	went

1 I have _____ round on **this day**.
2 I _____ sightseeing **there** last year.
3 I _____ **this programme** on TV every week.
4 They don't _____ you **do this** on a plane.
5 When I'm tired, I _____ on **this**.
6 I sometimes _____ **this market** to buy food.
7 You mustn't _____ **this**, it's very hot!
8 **It's** my favourite drink and it comes in a _____ .

B **For each sentence in Ex 4A, think of something for the words in bold. Write it in your notebook.**

C **Work in pairs and take turns. Student A: Say one of your items from Ex 4B. Student B: Say which sentence in Ex 4A the person is talking about. Ask one more question.**

A: Friday.
B: You have friends round on that day.
A: That's right.
B: Do you cook dinner for them?

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



Management secrets: #3 lunch

You're a company manager and you want your workers to work better. What do you do? Give them more money? More holiday? There's an easier solution: food.

Or, more exactly, lunch. In many offices around the world, workers eat lunch at their desks and [1] _____ talks to [2] _____ . Help them build work relationships with these four simple steps.

- Give workers a comfortable, friendly place to eat. It should have the usual things: plates for the main course, [3] _____ for soup, [4] _____ for coffee and [5] _____ for food that they don't finish.
- Give them enough time for lunch – an hour is great.
- Find a restaurant that [6] _____ healthy food and offer the food to your workers at a very low price.
- Watch your workers become better friends, healthier people and better workers.

You should of course [7] _____ your workers to have a [8] _____ out, but that's not going to be a problem when they can stay in the office and have a healthy lunch for less money!

1	**A** nowhere	**B** nothing	**C** no one
2	**A** anyone	**B** someone	**C** anything
3	**A** bowls	**B** buckets	**C** cartons
4	**A** tubes	**B** jars	**C** mugs
5	**A** bottles	**B** cans	**C** containers
6	**A** picks up	**B** delivers	**C** orders
7	**A** allow	**B** ban	**C** let
8	**A** tip	**B** delivery	**C** meal

B **R7.01 | Listen and check.**



tomorrow 8



VLOGS

Q: What kind of things do you use your phone for?

1 Work in pairs and discuss the question. Make a list.

2 ▶ Watch the video. Do the speakers mention the things on your list? Do they mention anything else?

Global Scale of English

LEARNING OBJECTIVES

8A READING | Read an article about positive uses of drones: change
Talk about predictions: *will* for predictions
Pronunciation: contractions: *'ll* and *won't*

8B LISTENING | Understand conversations about personal decisions: attitudes
Have conversations about decisions: first conditional
Pronunciation: linking in conditionals
Write an advice post

8C HOW TO ... | check information: the environment
Pronunciation: intonation in question tags

8D BBC PROGRAMME | Understand a documentary about the changing world of food
Have a discussion about food in the future: word building: nouns to adjectives
Give an opinion

8A Blue-sky thinking

GRAMMAR | *will* for predictions
VOCABULARY | change
PRONUNCIATION | contractions: *'ll* and *won't*



VOCABULARY

change

1 A **Work in pairs. Look at the devices in the box and discuss the questions.**

electric toothbrush	gaming console	hairdryer	
laptop	microwave	mobile phone	printer
tablet	television	washing machine	watch

1 Which five devices do you use the most?
2 How have those devices changed in the past five to ten years?
3 Are there any devices that you don't like using?

B **Read the text. Which parts do you agree with and which do you disagree with?**

C **Complete the sentences with the correct form of the words and phrases in bold in Ex 1B.**

1 Are prices in your country _____ a lot these days? Are things a lot more expensive?
2 Do you think that people in general are _____ friendlier or less friendly?
3 Do you think the size of a meal in restaurants is _____ sometimes, so they can save money?
4 Do you want life to change, or do you want it to _____ ?
5 Is the _____ of your wifi at home fast or slow?
6 Is your English _____ ? Is it better than it was six months ago?
7 Some things are more expensive now. Are some prices also _____ ?
8 Trains are _____ in some countries, so more people go by train. Is this true in your country?

D **Work in pairs. Discuss the questions in Ex 1C.**



Change for the better?

Everything changes, and nothing **stays the same**. Is that a good thing? Anyone over ten years old can understand how quickly technology has changed, and the **speed** of change is **increasing** all the time. Machines are **getting smaller**, the internet is **getting faster**. The prices of things like phones and TVs are **going down**. Life, some say, is **improving**, and the world is **becoming** a better place.



READING

2A Work in pairs and read the introduction to an article about drones. How do you think we can use them to help us (for example, saving lives, health, sport)?

Drones: a good thing?

For many of us, drones are a fun toy or a way to take amazing videos from up in the air. But drones have many uses, and the number of uses will increase greatly over the next fifty years. All around the world, people are using drones in positive ways to improve society and help people's lives. Here are some ways they are helping people, and some predictions about their future.

B Work in pairs. Read two versions of the article. Student A: Go to page 145. Student B: Go to page 149.

3 Work in pairs. What other positive uses do you think drones can have? Use the topics below to help.

entertainment farming firefighting transport

GRAMMAR

will for predictions

4A Look at the sentences. Find examples of the positive and negative forms of *will*.

1 The number of uses of drones will increase greatly over the next fifty years.
2 More rescues will happen this way.
3 This will mean that healthcare can get to many different places.
4 In the future, companies think that drone racing will become more popular.
5 Perhaps it won't become an Olympic sport.
6 It will probably develop into a professional sport.

B Choose the correct words to complete the rules.

1 After *will* we use the ***-ing* form** / **infinitive**.
2 The contracted form of *will not* is ***'ll not*** / ***won't***.
3 We use *will* to **say what we think about the future** / **talk about our plans**.
4 We use *probably* and *maybe* when we're **sure** / **not sure**.

C Learn and practise. Go to the Grammar Bank.

page 124 **GRAMMAR BANK**

PRONUNCIATION

5A 8.01 | **contractions: *'ll* and *won't*** | Listen and choose the words you hear.

1 Everything **will** / **'ll** change.
2 Everything **will** / **'ll** change.
3 They **'ll fix** / **fix** our bikes.
4 They **'ll fix** / **fix** our bikes.
5 People **won't** / **want to** be happier.
6 People **won't** / **want to** be happier.

B 8.02 | Listen and write the sentences. Then listen again and repeat.

C Work in pairs. What can the word *it* mean in each sentence in Ex 5B?

A: In 'It'll change my life a lot,' I think 'it' can mean a new job.
B: Yes, or winning the lottery.

SPEAKING

6A Work in pairs and look at the ideas about the future (1–8). Which predictions do you think will come true? When will they come true?

1 Most people will have self-driving cars.
2 Everyone will have a smart 'wrist-phone' instead of a smartphone.
3 There will be free internet everywhere in the world.
4 No one will need glasses. Doctors will be able to fix all eye problems.
5 It won't be unusual to live to 120 years.
6 Computers won't have keyboards. We'll always dictate words and instructions.
7 The price of water will go up and be more expensive than oil.
8 People won't eat meat anymore.

I think it'll happen in about fifty years.
I imagine it'll come true, but not for a very long time.
I don't think it'll happen.
I think it'll come true, but it won't happen everywhere at the same time.
It probably won't happen in my country.

B Work in pairs. Make five predictions for the future. Use the topics in the box to help.

education health nature sport technology

C Work with other students. Take turns to give your predictions and say when you think they will happen.





8B Hopes and dreams

GRAMMAR | first conditional
VOCABULARY | attitudes
PRONUNCIATION | linking in conditionals

VOCABULARY

attitudes

1 A **Work in pairs and discuss. How do people decide these things?**

- where to live
- where to go on holiday
- what to wear each day
- what to have for dinner
- their career

B **Match the sentence halves.**

1 It's **impossible** f	**a** to play tennis for my country. I would love that!
2 I **worry** a lot	**b** **on the bright side** of life. I'm very positive.
3 I **hope** that	**c** **the negative side** of things first. It's a problem for me.
4 I always **look**	**d** to make good decisions about my future.
5 I usually **see**	**e** my life will get better and better. I think it will.
6 It's my **dream**	**f** to make decisions quickly. I can't do it.
7 It can be good to **fail** a test because	**g** you can learn something from it.
8 I think I have enough life **experience**	**h** about my children, so I never feel relaxed.

C **Work in pairs. Which sentences in Ex 1B are true for you? Say why.**

LISTENING

2 A 8.03 | **Listen to two conversations. What is each person trying to decide?**

B **Work in pairs. What do you remember from the conversations? Are the statements True (T) or False (F)?**

Conversation 1	Conversation 2
1 The job offer is for four months.	6 The woman has a job in France for three months.
2 The man doesn't enjoy his present job.	7 She has been to France once.
3 The pay in the acting job is bad.	8 She wants to go because she saw a film with Paris in it.
4 The woman says that teaching is better than acting.	9 The man thinks she'll be lonely.
5 The man is afraid he won't get more acting jobs.	10 The woman speaks French very well.

C 8.03 | **Listen again and check your answers in Ex 2B.**

D **Work in pairs and discuss. Do you think each person should make the change?**

3 A 8.04 | **Listen to the three words and the extracts from the conversations in Ex 2A. Can you guess the meanings?**

detest huge fluent

B **Check the meanings on page 150. What helped you guess the meanings?**

C **Work in pairs and discuss the questions.**

1 Are there types of film, music or food that you detest? Which ones?
2 Have you ever made a huge decision? What was it?
3 Do you need to become fluent in English? Why/Why not?

GRAMMAR

first conditional

4 A **Work in pairs and find the verbs in the sentences.**

1 So if you stay in your job, you'll be really unhappy.
2 If I leave it, I won't have much money.
3 Nothing will change if I stay here.
4 You won't know anyone if you go there.

B **Choose the correct words to complete the rules.**

a The speakers in Ex 4A are talking about **possible** / **imaginary** situations.
b The situations are in the **present** / **future**.
c After *if*, we use **the present simple** / ***will*** **+ infinitive**.
d In the other part of the sentence, we use **the present simple** / ***will*** **+ infinitive**.

C **Learn and practise. Go to the Grammar Bank.**

page 125 **GRAMMAR BANK**

PRONUNCIATION

5A 8.05 | **linking in conditionals** | Listen and write the phrases.

B Work in pairs. Draw the links between words.

If it's sunny tomorrow, …

C 8.06 | Listen and repeat.

D Work in pairs and complete the phrases from Ex 5A with your own ideas.

SPEAKING

6A Work alone. Read the situations (1–5) and choose two that interest you.

What next?

1 You're eighteen and you're not sure what to do next. You can:
- **a** go to university.
- **b** take a year off and travel.
- **c** take a year off and work.

2 You want to get fitter. You can:
- **a** join a free running group; they run at 6 a.m. every day.
- **b** join a gym.
- **c** buy an exercise bike.

3 You want to go on holiday in the summer, but you also want to buy a new phone. You can:
- **a** spend all your money on the phone and go camping for a week.
- **b** go for a long weekend somewhere nice and buy a less expensive phone.
- **c** spend all the money on a really nice one-week holiday in the sun and keep your old phone for a year.

4 You're not very happy in your job, but the pay is good. You can:
- **a** move to a new city a long way from home for a better job.
- **b** stay in your home and job for another fifteen years and retire early.
- **c** take a chance and start your own company.

5 You live in a small apartment in a very good location. You want a bigger place. You can:
- **a** borrow money from the bank.
- **b** move to a bigger place, but not in a very good location.
- **c** stay in your apartment.

B Work in pairs and answer the questions about the situations that you chose.

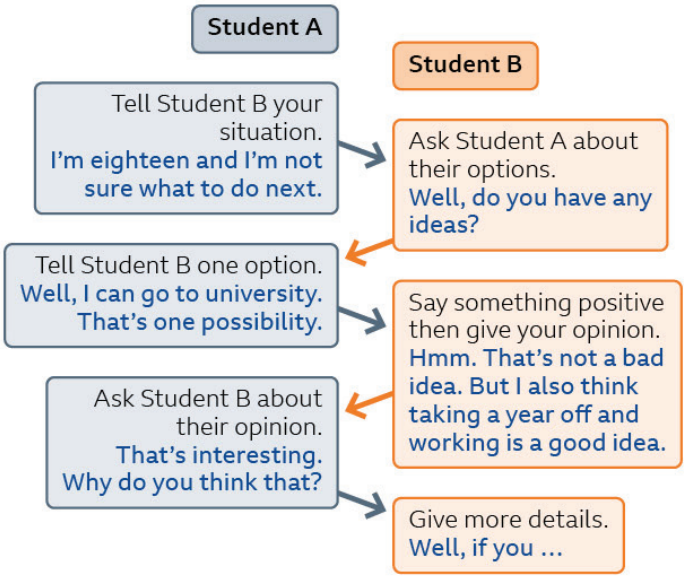
1 What is the positive and negative side of each option (a–c)?
2 What are the possible results of each option?

7A Read the Future Skills box. Then work in pairs. Choose one of the situations in Ex 6A and prepare to roleplay it. Student A: You're going to be the person who wants to make the decision. Student B: You're going to practise saying something positive before giving your opinion.

FUTURE SKILLS
Teamwork

When you don't agree with someone, it's good to say something positive about their idea before you give your opinion. This helps to build a good relationship. For example, you can say, 'That's really interesting. But are you sure you want to go running at 6 a.m.?' and listen to their answer.

B Work in pairs. Student B: Listen to Student A and talk about the options. Make sure you always say something positive before you give your opinion. Say which option you think is the best.



C Choose another situation and swap roles.

WRITING

write an advice post

8A Read the beginning of a reply to an online post. What decision do you think the person is writing about?

Liam_79

That's a difficult decision. When I was younger, and I had to make the same decision, some people told me, 'Do what you love.' However, I don't think it's that simple …

3 Like Comments Share

B Check your ideas in the Writing Bank. Then write a reply to another question.

page 95 **WRITING BANK**



8C Go green

HOW TO ... | check information
VOCABULARY | the environment
PRONUNCIATION | intonation in question tags

VOCABULARY

the environment

1 A Work in pairs. Look at the photos and discuss the questions.

1 How is each one connected with 'green' living?
2 Which 'green' activities are the most important for the future? Why?

B Work in pairs. Read the quiz, then match the words in bold with the definitions (a–h).

a power from oil or the sun, for example; it can light or heat your home
b a person who never eats meat, only vegetables
c the land, water and air that we live in
d something that makes your house warm
e something you put in the bin, for example, old food and dirty paper
f something you do because you don't need something
g to use a material (e.g. paper, glass, etc.) again
h problems with the land, air or water, for example, because of chemicals

C Work in pairs and do the quiz in Ex 1B.

How green are you?

Take our quiz to find out.

1 You want to help the **environment**. Do you
a eat more meat?
b eat less meat?
c become a **vegetarian**?

2 If you want to save the most **energy**, should you
a wear a thick jumper in the winter?
b turn your **heating** down?
c wash your clothes in cold water?

3 You can throw containers and newspapers in the bin, or you can **recycle** them. Which material saves the most energy if you recycle it?
a newspaper **b** plastic **c** glass

4 You know that air **pollution** is a big problem, so you use an electric car and you don't go on holiday by plane. But for your job, you have to fly to another country. How does your business class seat compare with an economy seat?
a It's a lot worse.
b It's only a little worse.
c It's the same.

5 Someone **throws away** some **rubbish** in a forest. They come back 2,000 years later. Which thing will they find?
a a shoe **b** some chewing gum **c** a glass bottle







How to ...
check information

2A 8.07 | **Listen to someone doing the quiz. Were your answers correct?**

B 8.07 | **Complete the questions with three words (a contraction is two words). Then listen and check.**

1 B: These questions are hard, aren't they?
A: Not for me. I have the answers here.
2 A: You eat a lot of vegetables, _____ ?
B: That's right, but I'm not a vegetarian.
3 B: Number three is glass, _____ ?
A: No.
4 B: A business class seat takes more space, _____ ?
A: A lot more space.
5 A: You flew business class last year, _____ ?
B: Yes, I did. But never again!

C Learn and practise. Go to the Grammar Bank.

page 126 **GRAMMAR BANK**

PRONUNCIATION

3A 8.08 | **intonation in question tags** | **Listen to the questions. Is the person not very sure they know the answer (?) or very sure but want to check (✓)?**

1 ?/✓ 2 ?/✓ 3 ?/✓ 4 ?/✓ 5 ?/✓

B Choose the correct word to complete the rules.

1 When we are not very sure of information, our voice **rises** / **falls** on the question tag.
2 When we are sure of information, but want to check, our voice **rises** / **falls** on the question tag.

C 8.08 | **Listen again and repeat.**

4A Work with other students. Write down one thing you are sure about each student and one thing you are not very sure about. Think about these questions and add your own ideas.

1 What do they like?
2 Where do they live?
3 What's their job?
4 Why are they studying English?

B Prepare to check the information. What question tags do you need to add?

C Talk to the other students. Check your ideas. Pay attention to the intonation.

A: You're studying English for your job, aren't you? ↗

B: That's right. And you like rap music, don't you? ↘

SPEAKING

5A Work in pairs and read the sentences. Choose the alternative that you think is correct.

1 **50** / **97** percent of the Earth's water is salt water.
2 The biggest user of water in the home is the **shower** / **toilet**.
3 It takes **16** / **168** litres of water to make the coffee beans for one cup of coffee.
4 It takes **1,500** / **15,000** litres of water to make a smartphone.
5 Most car journeys in the UK are under **eight** / **twenty** kilometres.
6 The average person breathes **1,500** / **15,000** litres of air per day.
7 Air pollution is **more** / **less** dangerous than land and water pollution.
8 Indoor air pollution (from gas ovens and cleaning materials) is over **two** / **twenty** times worse than the air outside.

B Student A: Go to page 146 and check the answers for sentences 1, 3, 5 and 7. Student B: Go to page 150 and check the answers for sentences 2, 4, 6 and 8.

C Work in pairs and check the answers that you don't know.

B: 50 percent of the Earth's water is salt water, isn't it?
A: That's interesting. Why do you think that?
B: Because ...
A: You're (right/wrong, actually).

D Work with other students. How can people change their habits to live a 'greener' life? Think about habits related to transport, home, shopping, holidays, etc.

I think people can try and ...
In my town there are ... and we can ...

MEDIATION SKILLS
interpreting a chart
interpret and describe a visual on a familiar topic

page 159 **MEDIATION BANK**

8D BBC Documentary

Tomorrow's Food

GRAMMAR | word building: nouns to adjectives
SPEAKING | have a discussion
WRITING | give an opinion

PREVIEW

1 A **List five things that you often eat. Then work in pairs and discuss the questions.**

1 Where does each type of food come from?
2 How important is it to know where your food comes from?

B **Read the BBC programme information and answer the questions.**

1 Can you think of some examples of the way technology can change farming, shopping and eating in restaurants?
2 How do you think technology can increase the production of tomatoes?



Tomorrow's Food

The way we grow, buy and eat our food is changing. New technology means new ways of farming, shopping and eating in restaurants. *Tomorrow's Food* explores the many ways that the world of food is changing, and with it our lives. In this episode, host Dara Ó Briain visits the largest greenhouse farm in the UK and finds out how technology makes it possible to produce over 400 million tomatoes every year.

VIEW

2 A **Work in pairs. Which is the correct alternative, do you think?**

1 The hi-tech greenhouse doesn't use soil because soil is difficult to **wash** / **move** / **control**.
2 The tomato plants grow in **wool** / **rock** / **rock wool**.
3 Computers control **wind** / **temperature** / **sound** levels.
4 The farm uses **insects** / **insecticide** / **light** to kill insects.
5 Scientists can mix two plants into one, and grow tomatoes and **salad** / **potatoes** / **peppers** on the same plant.

B ▶ **Watch the BBC video clip and check your ideas in Ex 2A.**

C **Work in pairs. Match the sentences (1–6) with the sentences (a–f) that follow them.**

1 Here there are no problems with the weather. c
2 How many tomato plants do you have here?
3 What's the problem with soil?
4 At night, computers turn the temperature down.
5 But you can't use technology for everything.
6 The bumble bee has an important task.

a Growing in soil gives us less control, and this is all about control.
b It carries pollen from one plant to another.
c It's never too cold or too windy.
d Sometimes nature has a better way to solve problems.
e It's a clever way to make the plants produce more tomatoes.
f Well, in total we have about 1.5 million plants here.

D ▶ **Watch again and check.**

3 **Work in pairs and discuss the questions.**

1 Would you like to eat tomatoes from this greenhouse? Why/Why not?
2 How are the changes in this programme positive? How are they negative?

GRAMMAR

word building: nouns to adjectives

4 A **Find the adjectives in these sentences from the programme.**

1 It's never too cold or too windy.
2 And it's useful because you can grow more food in less space.

B **Which of the adjectives come from nouns?**

C **Learn and practise. Go to the Grammar Bank.**

page 127 **GRAMMAR BANK**

SPEAKING

have a discussion

5 A **Work in pairs. Look at the predictions about the future of food and answer the questions (1–2).**

Insects will be on the menu at fast-food restaurants all over the world.

Many common foods, like potatoes, bananas, avocados and strawberries, will disappear by 2050 or sooner.

1 How do you feel about each prediction?
2 Do you think it will happen? Is it true already?

B **8.09 | Listen to two people discussing the predictions. How do they answer the questions in Ex 5A?**

C **Work in pairs. Look at the Key phrases. Which three phrases do NOT show surprise?**

KEY PHRASES

That can't be true.
Really? I didn't know that.
Does it really say that?
Are you joking/kidding?
That's surprising/wonderful.
That's terrible/a shame.
I don't believe it will happen.
No way!
Wait, say that again.

D **8.09 | Listen to the conversation again and tick the Key phrases that the man uses.**

6 **Work in pairs. Student A: Go to page 145. Student B: Go to page 146.**



WRITING

give an opinion

7 A **Read the text. Does the writer think the idea is a good one or not?**

Food will come in packaging you can eat

[1]It's already true that food comes in packaging that you can eat, but it's not common. There's a kind of sweet you can get in my country and it's packaged in rice paper. The paper is made from rice which you can eat. I don't know about other examples.

[2]I think it's a good idea if more food comes in packaging that you can eat. We throw away too much paper and other types of packaging and there's a big problem with rubbish. If we eat the packaging and don't throw it away, there will be less rubbish and that's a good thing.

[3]There are some problems with the idea. If you can eat the packaging, it has to be completely clean, so the packaging will need packaging. Also, I imagine that the cost of food will go up, and many people won't buy the food with packaging that you can eat for this reason. Finally, I think that a lot of people will simply hate the idea of eating packaging. It's very difficult to change people's habits.

[4]In the end, I think it's a good idea, but maybe not for all food. It will be interesting to see what happens in the future with food packaging. I'm open to change!

B **Match the questions (a–d) with the paragraphs (1–4) in the text.**

a What's good about it?
b What's your opinion?
c Is it already true?
d What's bad about it?

8 A **Choose one of the ideas about the future of food from Ex 6. Make notes to answer the questions in Ex 7B.**

B **Write about your opinion. Use your notes in Ex 8A to help. Pay attention to paragraphing.**

C **Read other students' ideas. Tell them which parts you agree with.**

GRAMMAR

will for predictions

1 A **Use the prompts to make sentences. Add *will* or *won't* to make them true for you.**

1 I / make / mistakes / in this exercise.
2 We / probably / have / homework / tonight.
3 I / probably / forget / my book / next lesson.
4 There / be / a lot of / messages / my phone / after / lesson.
5 I / probably / see / my best friend / this weekend.

B **Work in pairs and compare your sentences from Ex 1A. How many are the same?**

first conditional

2 A **Match the sentence halves.**

1 If you press nine,
2 If you park here,
3 If you add too much salt,
4 If you aren't completely happy with it,
5 If you call his name,
6 If you buy two,

a he'll run to you.
b it won't taste very good.
c you'll get room service.
d we'll give your money back.
e we'll give you a third one for free.
f you'll have to pay at least five euros.

B **Work in pairs. Where or when could you see or hear each sentence in Ex 2A?**

word building: nouns to adjectives

3 A **Complete the questions with the correct form of the word in brackets.**

1 Do you prefer a quiet restaurant or a _____ one? (noise)
2 Do you like very _____ drinks? (sugar)
3 What's the _____ thing in your bag? (use)
4 Do you prefer _____ or _____ weather? (sun, snow)
5 What is the _____ item of clothing in your wardrobe? (colour)
6 Do you check emails or messages _____ before you send them? (care)
7 Where do you feel the _____ ? (happy)
8 Who's the _____ person you know? (help)

B **Work in pairs. Discuss the questions in Ex 3A.**

VOCABULARY

4 A **Complete the words with the missing vowels.**

1 It's easier to look on the br_ght s_d_ if you're always lucky.
2 When things st_y the s_m_ , they b_c_m_ boring.
3 It's _mp_ss_bl_ to see the n_g_t_v_ s_d_ of winning a game.
4 My English is _mpr_v_ng every month – it's g_tt_ng b_tt_r all the time!
5 Most people want to be p_w_rf_l, rich and s_cc_ssf_l.

B **Work in pairs. What do you think about each sentence in Ex 4A?**

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

Welcome to the SMART Eco-hotel!



It is our [1] _____ to be a 100 percent green hotel and you can help us. Just follow these suggestions.

- Use the same towel for all your stay. Changing towels every day [2] _____ the hotel's use of hot water and energy.
- We change your bedclothes once a stay, not once a day. Don't [3] _____ , room service will make your bed every day. This will help us because again our use of hot water will [4] _____ A LOT!
- We [5] _____ everything, so don't throw anything [6] _____ – nothing is rubbish. There are recycling bins in every room and on every floor.
- Try not to take long showers. We recommend five minutes, or a maximum of ten.
- You can control the [7] _____ with a switch on the wall. Please keep the maximum temperature under twenty degrees.
- Eat all your meals in our vegetarian restaurant. Eating more vegetables and less meat is good for the [8] _____ . Maybe you're a big meat eater. If you ask at reception, [9] _____ give you the names of some good local restaurants.

We hope you enjoy your time with us, and we always want to improve our guests' [10] _____ , so please fill in the feedback form at the end of your stay.

See you next time!

1	A dream	B failing	C worry
2	A recycles	B goes up	C increases
3	A hope	B worry	C see the negative side
4	A go down	B increase	C get bigger
5	A fail	B become	C recycle
6	A up	B over	C away
7	A pollution	B heating	C energy
8	A experience	B environment	C green
9	A we'll	B we	C will
10	A experiment	B expression	C experience

B **R8.01 | 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.

START	1 your perfect day	2 jobs and work	3 what / you / do / eight o'clock / yesterday evening?	4 Your friend has an interview and is not confident. Say three sentences to encourage them.	5 your dream job
11 animals	10 you / have / speak / English / daily life?	9 Your flatmate is leaving on a trip, but isn't ready. Offer to help with three different tasks.	8 two favourite objects in your home	7 air travel	6 who / phone / you / yesterday? who / you / phone?
12 Give instructions for making a cup of coffee or tea.	13 your favourite free-time activities	14 school subjects	15 who / your family / be / most / similar / you?	16 Your class wants to have a party. Make three suggestions for the place, food, drink, activity, etc.	17 a food that you've tried recently
23 verbs connected to money	22 you / ever / travel / alone / a long time?	21 Someone makes a suggestion and you think it's not good. What are three things that you can say?	20 watching films online	19 sports	18 you / see / good film / recently?
24 You want to sell this game. Say three sentences about it (introduce it, give details, etc.).	25 your predictions about your life in five years' time	26 health and illness	27 what / you / do / tomorrow?	28 You're unwell. Tell the other students your three problems.	29 green living in your country
FINISH!	34 what / you / do / if / you / win / this game?	33 You're in the middle of taking an exam. Ask permission to do three things.	32 a recent trip	31 food containers	30 you / have / anything / valuable / your bag?

1B write an informal email; use paragraphs

1 A **Read the complete email. Check your answer to Ex 7A on page 11.**

To Austin Grainger
From Rita Clarke
Subject All my news!

Hi Austin,

[1]Sorry I'm only writing now. I arrived here two weeks ago and the first few days were very busy. I'm meeting a lot of new people and everyone is really friendly.

[2]I'm living in a flat with three other students. They're from different countries – Mexico, Brazil and Turkey – so we speak English together. We also cook together most days, and we're going for walks around the neighbourhood. It's a really good area, with lots of small shops and cafés.

[3]Classes started on Monday. As you know, my main subject is French and the classes are good. I'm also studying Italian because I want to go to Italy next year. I like the Italian teacher. He comes from Rome and he's very funny. I'm also doing a cooking class on Wednesday evenings, Italian cooking of course.

[4]I hope you're doing OK. Please write and tell me your news. How is your family? How are things at your university? Where are you living? How are your studies? Who do you spend time with at the weekends?

Missing you!

Rita

B **Choose the correct option (a–c) to complete the sentences.**

1 It's an email to
   a a friend. **b** a parent. **c** a brother.
2 The writer
   a is in a flat for three people.
   b cooks with her flatmates every evening.
   c is living in a nice neighbourhood.
3 The writer loves things that are from
   a Mexico. **b** Italy. **c** Brazil.
4 Austin is
   a at school. **b** a university student. **c** working for a company.

C **Work in pairs and answer the questions.**

1 How many paragraphs are there in the email?
2 Why are there different paragraphs?
   a Because you can only have five sentences together.
   b Because the topic changes.

D **Match the paragraphs (1–4) with the topics (a–d).**

a closing the email and asking questions
b general information about her life
c her studies and/or work
d her living situation

2 A **Prepare to write an email to a friend or relative about your news. Choose three or more of the topics (1–6) and make notes about each one.**

1 your studies or work
2 what you're doing these days
3 your habits or routines
4 your family and/or friends and what they're doing
5 where you're living
6 questions to your friend or relative

B **Write your email. Decide on the order of the topics and start a new paragraph for each one.**

C **Work in pairs. Read your partner's email. Which topics did they write about? Did they use a similar paragraph order to you?**



2A write an animal story; use past time expressions

1 A **Read the complete story. How is the ending similar or different to your ideas in Ex 7B on page 19?**

I'm a teacher. Last year I took my primary school class to the zoo, and one of the workers at the zoo was showing us a monkey. The monkey was in a large cage, and he was jumping around and trying to get out. While the worker was getting some food for him from another room, one of the children – one of my students – opened the cage. I ran over to close it, but [1]**at that exact moment**, the monkey ran out.

The worker came back and saw the problem. She wasn't angry at all – in fact, she was very calm. She made a phone call and ten minutes [2]**after that**, a small fire engine arrived with two firefighters. The monkey was still in the zoo, but up a tree. The firefighters were really clever. First, one firefighter put the ladder up on one side of the tree. [3]**Then**, the other one started throwing food to the monkey from the other side. The monkey was paying attention to the food and didn't see the first firefighter on the ladder. The firefighter on the ladder caught the monkey with a net – he (the monkey) was very surprised!

[4]**Afterwards**, the children all said that this was the best class trip ever. I was happy for them of course, but I was really stressed!

B **Work in pairs. Replace 1–4 in the story with the past time expressions in the box.**

just then	later (x2)	next

2 A **Choose the correct words to complete the sentences.**

1 We sat down for dinner and were starting to eat. **Just then** / **Later**, the phone rang. Our dog was in the neighbour's garden.
2 It was a long day for all of us, and we got very wet in the rain. **Next** / **Later**, when we were thinking about it, we didn't remember the rain, only the fun time we had together.
3 First we stood in a circle. **Next** / **Just then**, each person said their name and nationality.

B **Complete the sentences with your own ideas.**

1 It was a bad day. First, I lost my wallet. Next, …
2 We were walking through the forest. It was very dark, and very quiet. Just then, …
3 On Saturday my cousin visited. We baked a cake. Later, …

3 A **Work alone. You're going to write a story. Choose from the ideas below.**

- your own story about an animal rescue
- a story about one of the headlines in Ex 6A on page 19
- one of the picture stories in Ex 6B on page 19
- a story about another type of rescue

B **Make notes on your answers to the questions below.**

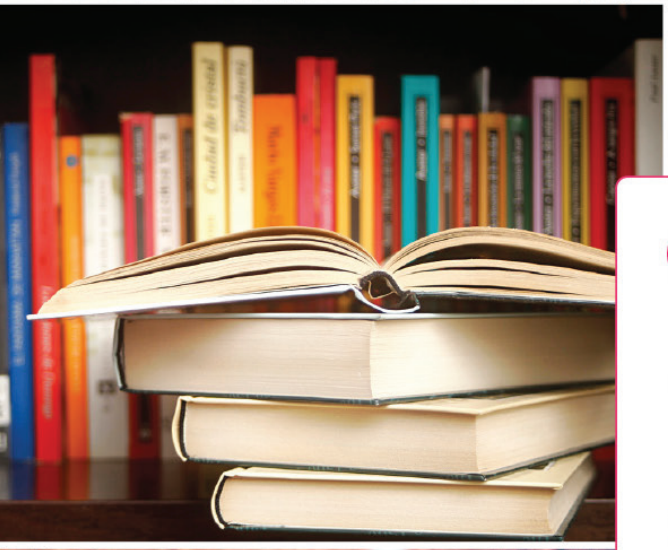
1 Where did it happen?
2 Who was there?
3 What were they doing before the main events of the story?
4 What were the main events of the story?
5 What happened in the end?
6 How did the people in the story feel about it later?

C **Write your story. Use at least two past time expressions. Include some background information using the past continuous.**

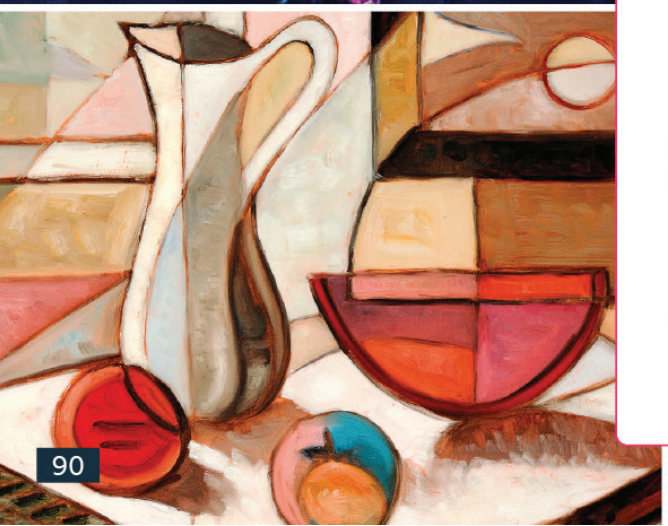
D **Work with other students. Read each other's stories and ask questions about them.**











3B write a quiz; correct mistakes

1 A Look at the culture quiz and find:

- two mistakes with question forms.
- two mistakes with prepositions.
- two mistakes with spelling or capitalisation.

B Work in pairs and complete the quiz.

2 A Work in pairs and write a quiz. Use the same topics as in the quiz below. Write two questions for each topic.

B Check your work for mistakes with:

- question forms.
- prepositions.
- spelling and capitalisation.
- anything else.

C Do other students' quizzes. Which one is the most difficult?

Culture Quiz

Film & TV

1 How many peeple watched the first season of *Squid Game*?

a 142 million **b** 1.42 billion

2 Which actress started her career in a German opera?

a Scarlett Johansson **b** Sandra Bullock

Books

3 Which African writer won the Nobel Prize for Literature on 2021?

a Abdulrazak Gurnah **b** Chinua Achebe

4 Who did write the James Bond Novels?

a Sean Connery **b** Ian Fleming

Music

5 What's Lady Gaga's real first name?

a Gwen **b** Stefani

6 Which K-pop group did have a number-one hit called *Butter*?

a BTS **b** Blackpink

Art

7 Who painted the most expensive Latin American painting ever?

a Frida Kahlo **b** Diego Rivera

8 Which famous artist was painting in the same time as Pablo Picasso?

a Leonardo da Vinci **b** Andy Warhol

4A write a description of a first-time experience; link ideas

1 A Read the complete description. Check your answers to Ex 7A on page 39.

B Work in pairs. How many different tenses does the writer use?

2 A Choose the correct word to complete the sentences.

1 I love cycling, **so** / **but** I've never ridden along the canal.
2 Then last Sunday, I decided to try it, **so** / **because** I went out with some friends.
3 I've often ridden to the market from my home **because** / **so** I like the fresh food there.
4 **But** / **Although** my normal route is quite short, it's very dirty.

B Complete the rules with *so*, *but*, *although* or *because*.

1 When we want to show contrast, we use ..... or ..... . In writing, we don't usually use ..... at the beginning of a sentence.
2 When we want to give a reason, we use ..... .
3 When we want to give a result, we use ..... .

C Join the two sentences with a linker from Exercise 2B. Then check your ideas in the text in Ex 1A.

1 The route along the canal took a lot longer. It was really beautiful.
2 We wanted a break. We all stopped to have a drink.
3 We stopped several times. We wanted to enjoy the views.
4 I'm going to cycle there next weekend. This time I'm not going to stop so often.

3 A Write a description of a first-time experience. Choose one of the topics in the box or your own idea.

eating new food	learning something new	
meeting someone	playing a sport	using social media
using technology	working	

B Use the questions to check your work.

1 Did you use different tenses, as in the model?
2 Did you use different linkers?
3 Are there places you could add linkers?

C Show your description to another student and read theirs. Make a note of three questions to ask them about their description.

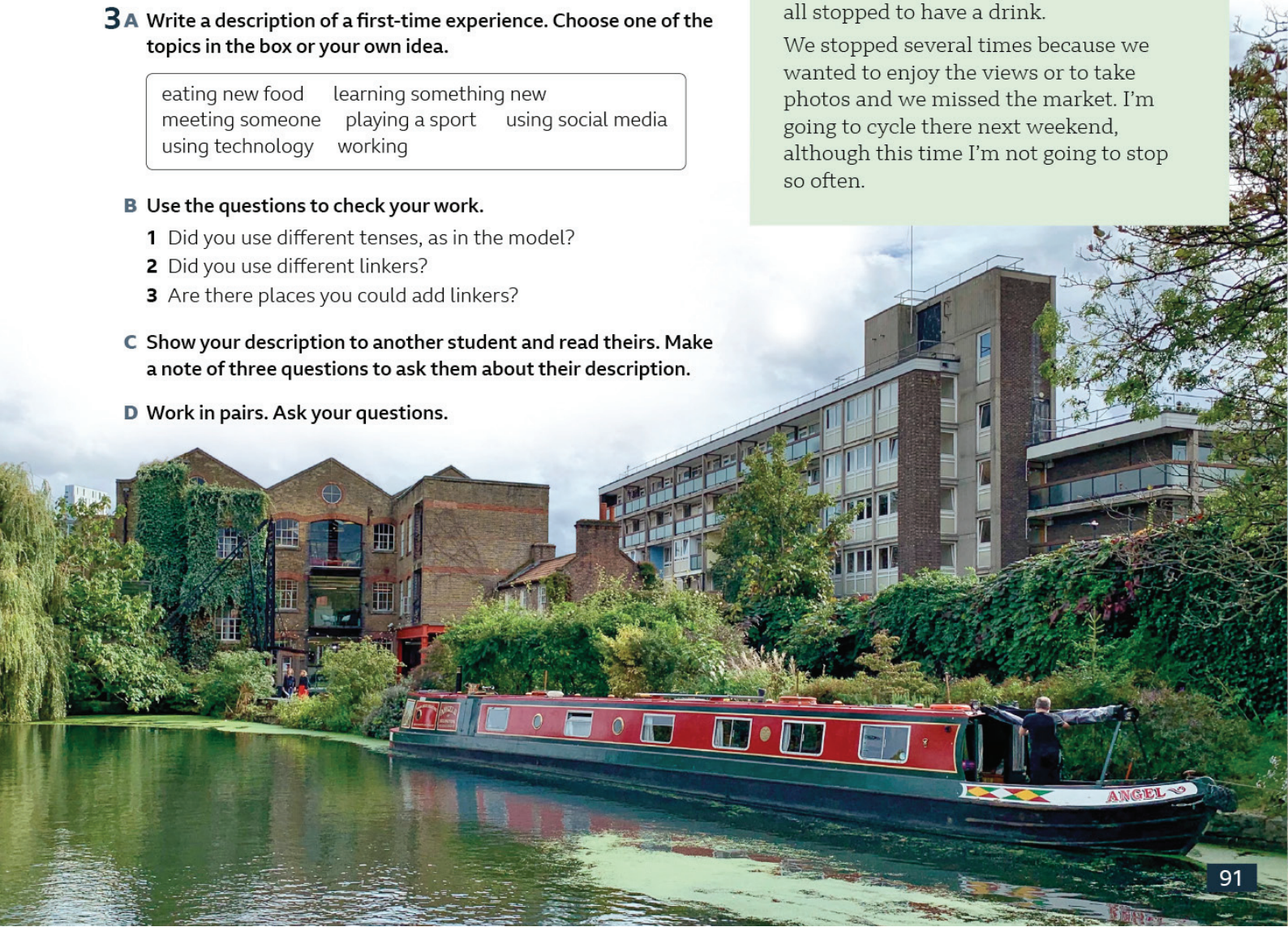
D Work in pairs. Ask your questions.

A first-time experience

Recently, I did something for the first time. I live very near a canal in west London and I love cycling, but I've never ridden along the canal. Then last Sunday, I decided to try it, so I went out with some friends and we cycled along the canal near my home to a local market about five kilometres away.

I've often ridden to the market from my home because I like the fresh food there. Although my normal route is quite short, it's very dirty and noisy with busy roads and lots of traffic. The route along the canal took a lot longer, but it was really beautiful. We rode along the sides of parks and the backs of some industrial buildings and we saw a surprising number of birds and other wildlife. Best of all were the canal boats with people living in them. It's a way of life that I've never seen before. The people on the boats were really friendly and one boat was selling coffee and cold drinks. We wanted a break, so we all stopped to have a drink.

We stopped several times because we wanted to enjoy the views or to take photos and we missed the market. I'm going to cycle there next weekend, although this time I'm not going to stop so often.



5A write a description of a past event; use pronouns and adverbs to avoid repetition

1 A Read the description. Check your ideas from Ex 6A on page 49.

We asked you to tell us your lost and found stories, and you did!



AntonioC38

This story actually started last year when I was walking in my local woods with Leo, my son. It was a really sunny day, so I was wearing my sunglasses. We stopped and played football for about half an hour. Later, when we were nearly home, I reached into my pocket, but they weren't there!

B Work in pairs. What do *they* and *there* in the last sentence refer to?

C Read the rest of the description. Replace the words and phrases in bold with a single word to avoid repetition.

The glasses were a gift from my wife. [1]**The glasses** changed from normal glasses to sunglasses when the light changed. I really loved [2]**the sunglasses**. Leo and I walked back. It took [3]**Leo and I** over an hour to search everywhere, but [4]**Leo and I** couldn't find [5]**the sunglasses**. [6]**The sunglasses** weren't [7]**at that place**. Leo was very sweet. [8]**Leo** knew I needed sunglasses, so he offered to give me [9]**his sunglasses**, but I said no. When we got home, I had to tell my wife and [10]**my wife** wasn't very happy because the glasses were very expensive.

[11]**Losing the sunglasses in the woods** happened over a year ago now. Then last week I was walking in the same woods again and I saw something on a large stone. It was a pair of sunglasses and they were [12]**my sunglasses**! It's funny, I wasn't looking for them at that time, so I was really surprised.

How did [13]**the sunglasses** get on the stone? Who put the sunglasses [14]**on the stone**? Why? It's a mystery!

2 Complete the descriptions. Use one word in each gap.

Last time I came back from Spain I picked up another woman's bag at the airport. I discovered it wasn't [1] _____ when I was getting into my taxi. I went back inside the airport. When I got [2] _____, I saw a woman. She was running towards me and she told me that the bag was [3] _____ and that she had my bag. Both of [4] _____ were very pleased!

I've never lost anything important, but three years ago my father lost his wedding ring. We were living in the countryside [5] _____ and he was working in the garden when he lost [6] _____. 'I had to tell your mother. [7] _____ was really sad.' My parents moved to an apartment two years ago, but this week they got a message from the new people in the house. It was a photo of a carrot, with a ring around it! It was [8] _____! He phoned [9] _____ and is going to drive [10] _____ to collect it next week.

3 A Write a description of a time you lost something and later found it.

B Work in pairs. Read each other's descriptions. Find any places where there is repetition and suggest ways of avoiding it.

C Read other students' descriptions. Which one is the most surprising?



6B write an informal email giving news

1 A **Read the complete email from Ex 8A on page 61. What three stressful things have happened in Celia's life recently?**

To Tasneem Bankole
From Celia Pereyra
Subject Apologies ... SO busy!

Hi Tasneem,

Thanks for your email. It was great to hear all your news. I'm so happy about your new job. How's that going?

I'm sorry that it's taken me a few weeks to write back, but I've been really busy with work and the big move and a few other things. To be honest, life's really stressful at the moment. We've finished moving into the new place, and the move was much more difficult than I expected. Our new place is in the city centre and it's not possible to park in front of the building, so moving our things was a big headache. Some friends from work helped us, and that was nice. But then the electricity suddenly went off, so we had no power for the first two days. Not having lights isn't a big problem, but no air conditioning? In the middle of summer? You can imagine.

The other big news is that Johannes has just lost his job. He didn't really like it, but we need the money. With my job, we have enough money to pay the rent, so we'll be OK for a while. I hope he finds something soon, as he's been really unhappy.

That's all my news for now. Sorry it's not more positive! Give my regards to everyone there. I hope you can come and visit us soon. You'll love our new place!

Bye for now,

Celia

B **Complete the phrases. Then check in the email.**

1 Bye ..... now,
2 Give my ..... to everyone there.
3 ..... Tasneem,
4 I've been really ..... with work ...
5 We ..... finished moving into the new place.
6 It was great to ..... all your news.
7 Thanks ..... your email.
8 That's ..... my news for now.
9 ..... other big news is that Johannes has just lost his job.

C **Put the phrases (1–9) from Ex 1B in the correct group.**

Opening an email
Hello Ryuichi,
Dear Uncle Phil,
a .....

First paragraph
Not a lot has happened here recently.
How are things?
How are you all?
I hope you're well.
b .....
c .....

Giving news
I've just finished my exams.
d .....
e .....
f .....

Last paragraph
Say hello to everyone from me.
g .....
h .....

Signing off
All the best,
Talk soon,
i .....

D **Which four words does Celia use to connect sentences and make longer sentences?**

and, ...

2 A **Prepare to write an informal email to a friend giving news. Write three things that you have done recently, or that have happened to you.**

B **Write your email. Try to use phrases from Ex 1C.**

C **Work in pairs. Read each other's emails. Find places where your partner can join sentences to make longer ones.**

D **Send your email to someone in the class. Write an answer to the email you receive.**



7A write an email making arrangements

1 A Read the complete email. How many of your ideas from Ex 7A on page 69 does Bina suggest?

Dear Saphina,

I'm really pleased that you're coming to visit me in Munich. I've got some ideas for things we can do together. There are some great places to go in the city and the river is beautiful, so we have a lot of possibilities. I'll write them all here, so tell me which ones you like and I can make the arrangements (buy tickets, book a restaurant, etc.).

- Rent bikes and go cycling along the river.
- Go to the theatre. There's a great new musical at the local theatre here.
- Go to a basketball match.
- See some live music. There's a good local band playing on Saturday night.
- Go to the market and have lunch there. There are some nice restaurants in the market. Or shall we buy some food there and make dinner together at home?
- Have some friends round for a party.

So tell me what looks good to you! Also, when exactly are you arriving and when are you leaving? I want to meet you at the station, but I need all the details.

Looking forward to seeing you!

Bina

B Read the email again and answer the questions.

1 Which three activities in the list would you like to do the most?
2 Which activities does Bina need to arrange (buy tickets, call people, etc.)?

C Read Bina's next email to Saphina.

1 Which activities from the first email did Saphina choose?
2 What other activities did Bina add to their plans?

Dear Saphina,

I've made all the plans. We're going to be very busy, but I think you're going to enjoy it.

Here's the plan. On Thursday night, after you arrive, we're having dinner at my place. Some of my friends are coming round and I really want you to meet them (and for them to meet you!). Then on Friday morning, we're renting bikes and cycling up the river to the next town. There's a fish restaurant next to the river and we can have lunch there. I didn't make plans for the afternoon. After cycling, I think we'll be tired and we can have a rest. For the evening, we're going to the theatre; I got the last two tickets for the musical! On Saturday we can go to the market and buy some food to cook for dinner. We can have lunch in the market. Then in the evening, after dinner, we're going to a club.

See you at the station on Thursday at 18.30. Look for me under the big clock in the main hall.

Bye for now!

Bina

D Look at the email in Ex 1C again and answer the questions.

1 How many examples of the present continuous are there?
2 Why does Bina choose the present continuous?

2 A An old classmate of yours is coming to visit you. Write down six activities that you can do together.

B Work in pairs and take turns. Tell your partner the six activities and ask them to choose their top three.

C Write them an email and describe your plans for their visit. Use the email in Ex 1C to help. The email needs to say:

- the activities you have planned (use the information from Ex 2B to choose the activities).
- when you will do each activity (which day, time of day).
- when and where you will meet them when they arrive.





8B write an advice post

1 A **Read the question. Check your ideas from Ex 8A on page 81.**



PurpleRose04
9 hrs ago

I'm going to university next year and I have a difficult decision. Which subject should I do? I love history, but I worry that there aren't many jobs for someone with a history degree. My parents say business studies is a better idea. They say that there are more jobs and better money in business. What should I do?

♡ Like 🗨 Comments ↗ Share

B **Work in pairs and discuss. What is good advice for this person?**

C **Read the complete reply to the question. Do you agree with the advice? Why/Why not?**



Liam_79
4 hrs ago

Well, PurpleRose04,

That's a difficult decision. When I was younger, and I had to make the same decision, some people told me, 'Do what you love.' However, I don't think it's that simple.

If you choose history, you'll enjoy your university studies. You'll probably be happy to work hard and your whole experience will be positive. You'll finish university with a feeling that you've done something that is right for you. Maybe there won't be many job possibilities with a direct link to history, although you could become a history teacher. Teaching is a great job for the right person – many people love it.

If you choose business studies, it's possible that you'll enjoy your studies, although it's also possible that you won't. If you don't enjoy the course, you'll probably be a bit bored or unhappy, but perhaps it will be easier to find a job with very good pay.

How about doing this? Think about yourself in ten years' time, first as a history teacher or professor with not very good pay, and then as a business person with very good pay. Which life do you want to live? I think that in the end, you should think about this question: How important is money to you? If you have enough money to live, but not (for example) to travel very much, or to buy a big house, will that be OK for you? Will you be happy?

3 ♡ Like 🗨 Comments ↗ Share

D **Read the reply again and answer the questions.**

1 How many times does the writer use the first conditional in the second and third paragraphs?
2 Which two phrases does the writer use to make suggestions in the last paragraph?
3 What other phrases do you know for making suggestions?

2 A **Look at the questions and choose one to write a reply to.**

1 My ex-girlfriend is getting married next month. She has invited me to the wedding. We're still friends, but I feel uncomfortable about going to the wedding. I don't want to hurt her feelings. Should I go?
2 My flatmate is looking for a job. He goes to interviews about three times a week and everyone says no. I think one problem is his clothes. He wears an old suit and hat that were his father's. He likes his clothes, so I need to be careful. How can I help him?
3 I borrowed my grandmother's car and had a small accident and broke one of the back lights. When I returned the car, she didn't see the problem. That was two weeks ago. Then yesterday she called me, very angry, and said that someone broke a light on her car during the night. Should I tell her the truth?
4 I won a large amount of money last month. I want to use it to buy a new car and fix up my flat, but my brother doesn't have a job. He's tried to find jobs, but there's no work at the moment and he needs money to pay his rent and bills. Should I help him or help myself?

B **Make notes to plan your reply.**

Paragraph 1
Introduction: …
(say something positive to start)

Paragraph 2
Option 1: …
(talk about positive and negative sides)
Results: …

Paragraph 3
Option 2: …
(talk about positive and negative sides)
Results: …

Paragraph 4
Suggestions: …
(include two or three)
Reasons: …

C **Write your reply. Use your notes from Ex 2B and the model in Ex 1C to help.**

D **Read other students' posts. Tell them what you think about their advice.**

1A questions

REFERENCE

page 8

***Wh-* question words**

To ask about	We use
a person	**Who** do you know here?
a thing	**What** did you do at the weekend? **Which** season is your favourite?
a place	**Where** is my phone?
a time	**When** is your birthday? **What time** does the lesson start?
a reason	**Why** was he late?
the way we do something or feel	**How** did you travel here today? **How** are things with you?
the type of thing	**What kind/sort/type of** clothes does the shop sell?
price/cost	**How much** is that altogether?
the number of people or things	**How many** people are there in your class?
the number of times we do something	**How often** do you check your phone?
distance	**How far** is your home from here?

We use *What* when there are many possible answers.
What are you going to have for lunch?

We use *Which* when there are fewer possible answers.
Which is good for you, Monday or Thursday?

We often use *What* or *Which* + noun.
What date is your driving test?
Which platform does the train leave from?

We can also use *Which* + *one*.
Which one do you like the best, the green or the red?

We often use *How* + adjective.
How old is your car?
How far do you live from here?

We use *How much* + uncountable noun.
How much time do we have?

We use *How many* + countable noun.
How many students are there in your class?

Questions with *be*

To make questions with *be*, we change the word order.
Jakub is from Poland. → Where **is Jakub** from?
We were very late. → **Were we** very late?

Questions with other verbs

We use *do/does/did* + subject + infinitive.
How **do you know** Tomasso?
Where **does Martina live**?
Did you see Hafiz yesterday?

Remember that we can also use *have got* to ask about possessions and relationships.
A: **Have you got** a car?
B: **Yes, I have./No, I haven't.**

PRACTICE

1 **Choose the correct words to complete the questions.**

1 A: **Which** / **What** is your favourite film?
B: *Paddington 2*.
2 A: **How long** / **How far** does the journey take?
B: About ten hours.
3 A: **Which** / **What** room are you in? Room 24 or 25?
B: I'm in 24.
4 A: **How many** / **How often** do you go swimming?
B: Twice a week.
5 A: **What sort of** / **How many** music do you like?
B: I love hip-hop.
6 A: **Where** / **Why** did you get those shoes?
B: From the local market.
7 A: **What** / **Who** does Alan work for?
B: He works for a small IT company.
8 A: **How** / **Why** are you feeling today?
B: Great, thanks.

2 **Correct the questions. Two questions are correct.**

Does Jayne like
1 A: ~~Likes Jayne~~ ice cream?
B: Yes, she loves it.
2 A: Did you watched TV last night?
B: No, I didn't.
3 A: Have you any children?
B: Yes, we do.
4 A: Do you are OK?
B: Yes, I'm fine thanks.
5 A: How much money do you have with you?
B: Only a few euros.
6 A: Why you called me?
B: Because I wanted to ask you a question.
7 A: Is your father work in the city?
B: No, he works at home.
8 A: How long is the class?
B: It's an hour.

3 **Use the prompts to make questions and complete the conversations.**

1 A: 'tiny' / mean? What does tiny mean?
B: It means very, very small.
A: you / spell / ?
B: T–I–N–Y.
2 A: do / weekend?
B: On Saturday I played football.
A: you / win?
B: No, we lost 4–2.
3 A: the nearest bank?
B: It's in the town centre.
A: it / open?
B: It opens at 9.30.

1B present simple and continuous

REFERENCE

page 11

Present simple

+	I Ivan	live checks	in Greece. his messages every five minutes.
-	We Zahra	don't see doesn't like	my sister very often. big cities.
?	When do you How often does it Do	get rain you	home? here? work together?

We use the present simple:

- for actions that are habits or routines.
  I **wake up** at five o'clock every day.
- for things that are always or generally true.
  Jonas **comes** from Germany.

We often use frequency adverbs with the present simple: *always*, *usually*, *often*, *sometimes*, *hardly ever*, *never*.
We **hardly ever** go to the cinema.

Present continuous

+	I Yuzuru They	'm 's 're	cooking at the moment. playing tennis right now. staying with us this week.
-	I Natasha We	'm not isn't aren't	working this month. feeling very well. doing anything right now.
?	What Why	are you is Emma	thinking about? laughing?
		Are you Is Felipe	listening? looking for a new flat?

For information about the spelling of the *-ing* form see page 99.

We use the present continuous:

- for an activity that is happening now or at the moment of speaking.
  I**'m talking** to Leah. Can I call you back?
- for a temporary activity that is happening around now.
  We**'re studying** Indian art this month.

We often use these time phrases with the present continuous: *right now*, *now*, *at the moment*, *this week/month/year*, *these days*.
Right now we're looking for a new apartment.
I'm not doing very much sport **these days**.

State verbs

We don't usually use the present continuous with state verbs. State verbs describe feelings or states, not actions or activities. Some state verbs are: *cost*, *like*, *love*, *hate*, *want*, *understand*, *know*, *mean*, *need*.
I don't understand. NOT ~~I'm not understanding~~.
What does 'hide' mean? NOT ~~What is 'hide' meaning?~~

Notice

I think the film is great. = in my opinion (Use the present simple.)
I'm thinking about lunch. = now (Use the present continuous.)
I have a new car. = a possession (Use the present simple.)
I'm having a shower. = an action now (Use the present continuous.)

PRACTICE

1 **Choose the correct words to complete the sentences.**

1 Sam and Julie **learn** / **are learning** how to dance salsa.
2 I **don't eat** / **'m not eating** meat. I only eat vegetables.
3 We **wait** / **'re waiting** for Ahmed. He's late!
4 Charlotte **doesn't work** / **isn't working** this week. She's on holiday.
5 I **leave** / **'m leaving** the office now. See you soon.
6 The supermarket **usually has** / **is usually having** a lot of fruit.
7 I **develop** / **'m developing** a new app.
8 You should buy that coat. It **doesn't cost** / **isn't costing** very much.

2 **Use the prompts in brackets to complete the questions. Use the present simple or the present continuous.**

1 It's very hot today. Why _____ a scarf? (you / wear)
2 What sort of coffee _____ ? (Diego / want)
3 _____ any good books at the moment? (you / read)
4 How _____ to work usually? (Megan / get)
5 Look out of the window. _____ ? (it / snow)
6 _____ very big or very small? ('tiny' / mean)
7 Which band _____ the best? (Nathan / like)
8 _____ any children? (your sister / have)

3 **Complete the conversations with the correct form of the verbs in the box. Use the present simple or the present continuous.**

come	do	dry	need
not go	sit	stay	work

1 A: Are you ready?
  B: I _____ my hair. Just a moment.
  A: Hurry up!
  B: OK, I _____ now.
2 A: What _____ your son _____ ?
  B: He's an actor.
  A: Really?
  B: But at the moment, he _____ as a chef.
3 A: When are you going to move into your new flat?
  B: We _____ to wait for a week.
  A: So where are you now?
  B: We _____ with Angela's parents.
4 A: Hi, Mike. Where are you?
  B: I _____ in the airport. My plane is late.
  A: Can I ask you a question?
  B: Sure. I _____ anywhere!

1C How to … encourage people

REFERENCE

page 13

We use these phrases to show that we understand a problem.

That's all right.
I understand.
It's fine, really.
I know what you mean.

We use these phrases to encourage people.

You can do it!
It'll be fine.
You'll be great.
Just be yourself.
What a good/great question!
That's a good/great idea.
That's a good/great question.
What do you think?
Go on!
Don't worry.
Good idea!

We use these phrases to compliment someone.

Nice jacket! Is it new?
It looks good/nice/great!
Nice shoes! Are they new?
They look good/nice/great!
Well done!

We use *What (a/an)* + adjective + noun to say how we feel about something.

What a good idea!
What an interesting question!
What great news!

We can also use *That's (a/an)* + adjective + noun.

That's a good idea!
That's an interesting question!
That's great news!

PRACTICE

1 **Put the words in the correct order to make sentences. In each group there is one word you do not need.**

1 done / well / we ! Well done!
2 worry, / don't / great / 'll / you / are / be .
3 new / do / they / are ?
4 know / you / I / are / mean / what .
5 trainers / your / nice !
6 on / go / we !
7 do / why / think / you / what ?
8 don't / look / they / great !

2 **Complete the conversations with the phrases in Ex 1.**

Conversation 1

A: [1] ..... ! [2] ..... ?
B: Thanks. Yes, they're for the race tomorrow.
A: [3] ..... . How are you feeling about the race?
B: Not very confident, but I'm always stressed before races.
A: [4] ..... .
B: Maybe!

Conversation 2

A: I can't swim well. I don't like putting my face in the water.
B: [5] ..... . I had the same problem the first time I tried swimming.
A: Let me try five metres.
B: [6] ..... ! How was it?
A: That was easy. Do you think I can do ten metres?
B: [7] ..... ?
A: I think I can.
B: [8] ..... ! Good luck!

3 **Correct the conversations. Add the words in the box.**

a	~~Don't~~	I	'll	's	that's

Chat

Hey, Nico. I'm really sorry, but I can't come tonight. I'm not feeling well.

Don't

Sorry to hear that, worry. Maybe tomorrow?

I'm not sure. It depends. I'm so sorry.

Really, understand. Call me tomorrow.

Thanks. Sorry again.

It fine, really. Get some rest.

Chat

Hi Annie, what great photo of you! Where are you?

In Portugal, at a conference. I'm going to give a talk tomorrow.

How are you feeling?

Not very confident.

You be really good.

I'm not sure. I'm going to relax now.

I think a very good idea! Good luck tomorrow.

Thanks.

1D verb + *-ing* form

REFERENCE

page 15

Sometimes we use two verbs together.

I **enjoy cooking**.

I **don't like working** at the weekend.

We use the *-ing* form of the second verb after verbs of feeling: *love*, *like*, *enjoy*, *not mind*,* *dislike*, *hate*, etc.

**not mind* = it's not a problem

I **don't mind** packing.

Priya **doesn't mind** waiting.

infinitive	*-ing* form	spelling
join cry	join**ing** cry**ing**	most verbs, add *-ing*
hide wake up	hid**ing** wak**ing** up	verbs ending *-e*, change *-e* to *-ing*
swim begin	swim**ming** begin**ning**	verbs ending consonant + vowel + consonant (CVC), double the final consonant and add *-ing*
know play	know**ing** play**ing**	verbs ending CVC with *-y*, *-w* or *-x*, do not double the final consonant
offer develop	offer**ing** develop**ing**	verbs ending CVC when the stress is not on the final syllable, do not double the final consonant*

begin* → *beginn**ing*: the stress is on the final syllable. Double the *-n*.

offer, *develop* → *offe**r**ing*, *develo**p**ing*: the stress is not on the final syllable. Don't double the *-r* or the *-p*.

In the negative, we can also use *not* + *-ing*.

I don't like video meetings. I **hate not meeting** people face to face.

We use *like*, *love*, *hate* + *-ing* form to talk about things that are always true.

We use *would like*, *would love*, *would hate* + *to* infinitive to talk about something we want or don't want now or in the future.

I **like listening** to your travel stories, and I**'d love to hear** more, but not now.

I **love visiting** really hot countries, but I**'d hate to live** in a hot country.

Notice

After *like*, *love* and *hate*, it is also possible to use the *to* infinitive when talking about the present.

I like **dancing**. I like **to dance**.

I love **swimming**. I love **to swim**.

I hate **being late**. I hate **to be late**.

In most situations there's no difference between the two forms and the *to* infinitive is becoming common in spoken English.

We don't use the *to* infinitive after *enjoy* and *not mind*.

PRACTICE

1 **Complete the sentences with the *-ing* form of the verb in brackets.**

When I was young:

1 I liked _____ to my friends on social media. (chat)
2 I didn't like _____ to bed early. (go)
3 I enjoyed _____ races at school. (win)
4 I loved _____ a new exercise book. (open)
5 I loved _____ a party on my birthday. (have)
6 I hated _____ clothes. (choose)
7 I didn't mind _____ the piano. (practise)
8 I disliked _____ new people. (meet)
9 I hated _____ the washing up. (do)
10 I didn't mind _____ my school uniform. (wear)

2 **Choose the correct words to complete the sentences.**

1 Sam doesn't mind **working** / **to work** late.
2 Janine would love **developing** / **to develop** her own business.
3 I enjoy **relaxing** / **to relax** in the sun.
4 Would you like **having** / **to have** a rest?
5 Hurry up! I'd hate **missing** / **to miss** the train.
6 I hate **living not** / **not living** near the sea.
7 They don't like working, but they love **spend** / **to spend** money.
8 She enjoys **swimming** / **swiming** in the sea, but not in a pool.

3 **Complete the text with the *-ing* form of the verbs in the box.**

answer	arrive	cut	drive	get
listen	repeat	sit	stand	visit

What do you like most about your job?

Casey I'm a lorry driver. In my job, every day is different. I enjoy [1] _____ different places and I love [2] _____ in a new city. I don't mind being alone. I never get lonely because I usually listen to the radio or my music. Of course, I enjoy [3] _____ and nowadays it's easier for me to drive a lorry than a car. What don't I like? Well, I hate [4] _____ up early and I don't like [5] _____ in the lorry all day. I often stop and go for a short walk.

Rowan I'm a hairdresser. I really enjoy [6] _____ people's hair and I love [7] _____ to their news. They tell me all about their lives. They often ask me about my holiday plans, but I don't mind [8] _____ the same questions and [9] _____ the same information nine or ten times a day. What don't I like? Well, I don't enjoy [10] _____ all day, but I can't sit down and do my job.

2A past simple and continuous

REFERENCE

page 18

Past simple

We use the past simple to talk about finished actions in the past. We use it for single actions and for repeated actions.

They **arrived** home on Thursday evening.

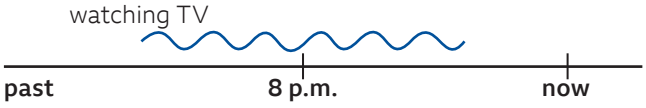
When I was younger, I **played** football every Saturday morning.

For a list of irregular verbs, see page 175.

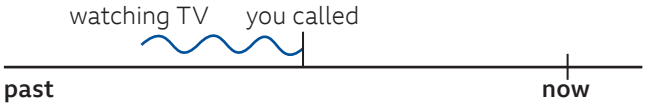
Past continuous

We use the past continuous to talk about actions and situations in progress:

- at a specific time in the past.
  I **was watching** TV at eight o'clock yesterday evening.



- when another (completed) action happened.
  I **was watching** TV when you called.



+	I/He/She You/We/They	was were	driving.
-	I/He/She You/We/They	wasn't weren't	listening.
wh- questions	What	was I/he/she were you/we/they	doing?
yes/no questions		Was I/he/she Were you/we/they	running?

Past simple or past continuous

We often use the past continuous when we are telling a story. We use it at the beginning to give the background situation.

I **was checking** my messages yesterday …

Then we use the past simple for the main events in the story.

… when I **saw** a message from my brother. It **said** …

We form the past continuous with *be* + *-ing* form.

when and *while*

We often use *when* or *while* to link two actions in the past. We use *when* before the past continuous or the past simple.

I met Rosa Maria **when** I **was working** in Peru.

I was working in Peru **when** I **met** Rosa Maria.

We use *while* before the past continuous, but not before the past simple.

I saw Greta **while** I **was waiting** for a bus.

NOT ~~I was waiting for a bus while I saw Greta~~.

Notice the difference:

When Jim arrived, we **were watching** TV.
(= We started watching TV before Jim arrived.)

When Jim arrived, we **watched** TV.
(= We started watching TV after Jim arrived.)

PRACTICE

1 **Choose the correct words to complete the sentences.**

1 Jon **cleaned** / **was cleaning** the windows when he **saw** / **was seeing** me.
2 When I **got** / **was getting** to work, Emma **talked** / **was talking** on the phone.
3 It **started** / **was starting** snowing while we **drove** / **were driving** home.
4 We **still waited** / **were still waiting** for Susan and Mario at 9.15. They **arrived** / **were arriving** at ten o'clock!
5 Your mother **called** / **was calling** while you **had** / **were having** a shower.
6 I think I **lost** / **was losing** my phone while I **ran** / **was running** in the park.

2 **Correct the sentences. Two sentences are correct.**

When
1 ~~While~~ I left, the children were having breakfast.
2 I locking the door when I heard a noise.
3 Where Maria was working when you met?
4 This time last week, we were relaxed on the beach.
5 Was Mr Kingston looking for me?
6 Sorry I no was listening to you. What did you say?
7 Jean was sleeping while you called.
8 What you were talking about when I came in?
9 This time last year, we were travelling around Argentina.
10 What you were doing at 7.30 yesterday?

3 **Complete the story with the correct form of the verbs in the box. Use the past simple or the past continuous.**

ask	find	get dressed	go (x2)	hear	
look	see	sit	stay	want	write

While we [1]_____ in India last year, we [2]_____ a lot of monkeys. They sometimes even came into our apartment, but I didn't mind. One evening I [3]_____ to sleep when I [4]_____ a noise. I checked in the living room, but I couldn't see anything. The next morning, while I [5]_____, my daughter Anya came in. She [6]_____ me, 'Where's my phone? I was using it in the living room yesterday evening just before I [7]_____ to bed, but now I can't find it.' We looked everywhere, but we couldn't find it. While we [8]_____ for the phone, my son came in. 'What about the monkeys?' he asked. 'When I [9]_____ some messages last night, I saw a monkey. It [10]_____ outside the living room. Maybe it took the phone because it [11]_____ to take some selfies!' Well, later that day, we [12]_____ the phone and yes, on the phone there were about twenty selfies of … a monkey!

2B definite article: *the*

REFERENCE

page 21

the

We use *the*:

- when we write or speak about a noun for the second time.
  In 2016, I was living in an apartment in Madrid. **The apartment** was beautiful.
- when the writer/speaker and the reader/listener both understand which noun we mean.
  Can you close **the door**, please? (We both know which door. It's the door in this room.)
  We took **the children** to **the zoo** yesterday. (We both know which children – our children – and we know which zoo – there is only one zoo in town.)
  Look at **the Moon**. (We both know which moon – there is only one.)
- with some geographical names and places, for example oceans, rivers, deserts, groups of mountains and some country names.
  the Pacific Ocean, **the** Yellow River, **the** Gobi Desert, **the** Andes, **the** UK, **the** USA
- with *in* + *morning*, *afternoon* and *evening*.
  We have our Spanish lessons **in the afternoon**.
- when we **say** dates.
  the first of January, August **the** third
  When we **write** dates, we don't use *the*.
  1st January, August 3rd

no article

We use no article:

- with uncountable nouns when we talk in general.
  Music is very important to me.
  The shop sells modern **furniture**.
- with plural nouns when we talk in general about people and things.
  People love their cars!
  I always buy **shirts** from the same online site.
- with towns, cities, stations and most countries.
  in **Lima,** at **Victoria Station**, in **Thailand**
- with specific words and numbers, e.g. *page*, *exercise*, *number*, *picture*, *room*.
  Please do **Exercise 4B**.
  What's the answer to **number 7**?
  The meeting is in **room 207**.

PRACTICE

1 **Choose the correct words to complete the sentences.**

1 I really like helping **people** / **the people**.
2 Could you shut **window** / **the window**, please?
3 This meal is great with **rice** / **the rice**.
4 We bought a picture yesterday. **Picture** / **The picture** was of the sea near here.
5 'Today is **twenty-fifth** / **the twenty-fifth** of May. It's my birthday!'
6 How far is it to **airport** / **the airport**?
7 I often get home late in **evening** / **the evening**.
8 My children love **chocolate** / **the chocolate**.
9 Where are **students** / **the students**? It's nearly nine o'clock.
10 Please turn to **page** / **the page** 10.

2 **Complete the questions. Write *the* or – (no article).**

1 What were you doing yesterday at three o'clock in ..... afternoon?
2 Can we meet at ..... King's Cross Station?
3 Which gate does ..... bus leave from?
4 When did you start growing ..... vegetables?
5 How old are ..... children?
6 How long did you live in ..... Canada?
7 Did you enjoy ..... meal?
8 Where can I buy ..... food for my cat?
9 What sort of ..... sweets do you like?
10 Where does ..... River Thames begin?
11 Are we doing ..... Exercise 5?
12 You say you stayed with a friend. Who was ..... friend?

3 **Complete the text with *the* in eight places.**

This happened last year. We were staying in a hotel in York in the UK. Hotel was near River Ouse. We arrived late in evening and went to our room. We brushed our teeth and went to sleep. Five hours later at four o'clock in morning, we woke up. There was a very loud noise. A woman was singing. Noise was coming from a radio alarm clock in room. I turned off radio, but we didn't sleep after that.



2C How to … make and accept offers

REFERENCE page 23

Making offers

When we make an offer to help someone, we use:

- *'ll* + infinitive
  I'll carry this case.
  We'll drive you to the airport.
- *can* + infinitive
  We can wash up while you have a rest.
  Can I **phone** Stefan for you?
- *Do you want me/us* + *to* infinitive
  Do you want me to talk to Laura?
  Do you want us to get you a burger?
- *Let me* + infinitive
  Let me hold that for you.
  Let me try and **open** it.
- *Shall I* + infinitive
  Shall I drive?
  Shall I answer the door?

Accepting offers

We use these phrases to accept (say yes to) offers.
Yes, please.
Thanks. That's (really) kind/good of you.
That's a great help.
That would be great.

Refusing offers

We use these phrases to say no politely.
I'm fine, thank you/thanks.
It's OK, thanks.
Thank you, but I'm OK.

PRACTICE

1 **Find and correct one mistake in each conversation.**

'll
1 A: I shut the windows.
B: Thank you. That's a great help.
2 A: Do want you me to show you around?
B: Yes, please.
3 A: Shall I change the reservation?
B: That be great.
4 A: We can speak to them if you like.
B: Thanks. Is good of you.
5 A: Can introduce I you to everyone here?
B: Yes, please.
6 A: I shall switch off the lights?
B: That's a great help.
7 A: Let do that for you.
B: Thank you, but I'm OK.
8 A: Do you want me to lock the door?
B: Thanks. That's kind for you.

2 **Complete the conversations with the words in the box. You do not need three of the words.**

be	can	I	let	'll (x2)	of	's	~~to~~	would	you

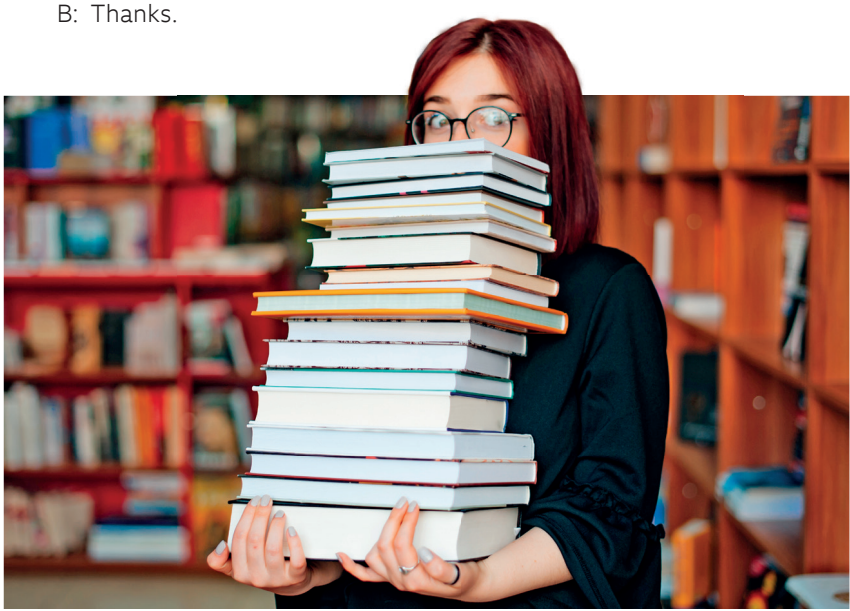
1 A: I'm going to Edinburgh for two weeks, but I'm worried about Lucy.
B: Your cat? Do you want me to come over and feed her?
A: That's really kind you. Yes, please.
B: And what about your plants? Shall water them for you?
A: That would great. Thank you so much!
2 A: Hi, Kanye. Are you feeling better?
B: Not really. I'm lying here in bed. I feel terrible.
A: I'm at the supermarket. I get you anything?
B: I'd love some fruit.
A: I buy you some grapes and oranges. Does that sound OK?
B: That really good of you.
A: No problem. I bring them over at about eleven.

3 **Use the prompts to make sentences and questions and complete the conversations.**

Conversation 1
A: I want to go to Liz's party, but I can't find a babysitter for Nina.
B: I'm free on Saturday. I / come over.
A: That / really kind / you.
B: No problem. I / come / your flat / 7.30?
A: That / be / great.

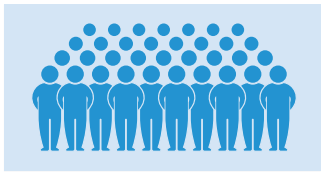
Conversation 2
A: There's a problem with my laptop.
B: you / want / take / look?
A: Yes / . That / good / you.
B: I / be / with you / ten minutes.
A: See you soon.

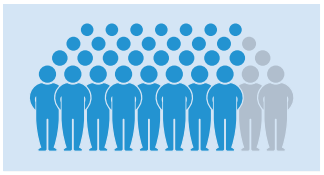
Conversation 3
A: You've got a lot of books. Let / carry / some of them.
B: It / OK, / thanks.
A: Well, I / hold / door / open for you.
B: Thanks.

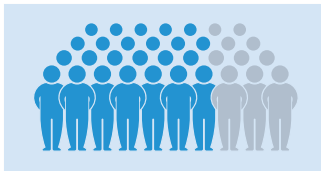


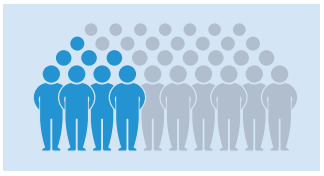
2D *all, some, both, none of them*

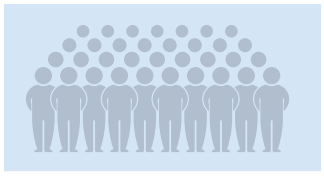
REFERENCE page 24


all of them


most of them


lots of them


some of them

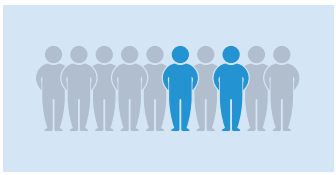

none of them

We use *all*, *most*, *lots*, *some*, *none* + *of* + *us*, *you* or *them* to talk about numbers of people.
All of us went to the party.
Most of you know me.
None of them spoke.

We can also use *all*, *most*, *lots*, *some*, *none* + *of* + plural nouns.
All of our children go to the same school.
She had coffee with **some of her friends**.
None of the students passed the exam.

We can also use numbers + *of*.
Four of you were late this morning.
One of the keys is missing.


both of them


two of them

We use *both* + *of* + *us*, *you* or *them* to talk about two out of two.
I've got a brother, Ted. **Both of us** like playing video games.

Notice
We can also use *we*, *you*, *they* + *be* + *all*/*both*.
You're all early.
They're both from Portugal.
With other verbs we use *we*, *you*, *they* + *all*/*both* + verb.
You all need to be here at eight o'clock tomorrow.
They both live in Dublin.

We say *most of the* + plural noun OR *most* + plural noun.
Most of the people get up at seven.
NOT ~~Most of people get up at seven~~.
Most students like chocolate.
NOT ~~Most of students like chocolate~~.

PRACTICE

1 **Read the information and choose the correct alternative to complete the sentences.**

Bank: Opening times	**Post Office: Opening hours**
9–5 Monday to Friday	9–3 Monday to Friday

1 **All** / **Both** / **Two** of them open at 9 a.m.
2 **All** / **Both** / **One** of them closes at 5 p.m. and the other closes at 3p.m.

English class	10–12 Wednesdays and Fridays
Spanish class	9–12 Mondays and Wednesdays
Chinese class	9–12 Wednesdays and Saturdays
Bengali class	10–12 Mondays, Wednesdays and Fridays
German class	10–12 every Tuesday

3 **All** / **Both** / **Two** of them start at 9 a.m.
4 They **all** / **both** / **none** finish at midday.
5 **Some** / **Most** / **Three** of them are on Wednesdays.
6 You can go to **some** / **two** / **one** of the classes on Saturday.

ARRIVALS

10:35	GLASGOW	LY488	30 MINUTES LATE
10:50	TOKYO	GT463	1 HOUR LATE
13:10	FRANKFURT	BO903	40 MINUTES LATE

7 **All** / **Two** / **None** of the planes come from Paris.
8 **All** / **Two** / **None** of them arrive in the morning.
9 **All** / **Two** / **None** of them are late.

2 A **Look at the photos. Complete the sentences with *all*, *most*, *one*, *two* or *none* + *of them*, etc. and the correct form of the verbs in brackets.**



1 ..... with the letter 'p'. (start)
2 ..... with the letter 'r'. (end)
3 ..... drinks. (be)

B **Look at the photos. Complete the sentences with *all*, *most*, *one*, *two* or *none* + *of them*, etc. and the correct form of the verbs in brackets.**



1 ..... pieces of furniture or household objects. (be)
2 ..... electricity. (use)
3 ..... things in a garden. (be)

3A *have to, don't have to, can't*

REFERENCE

page 29

have to

	subject	verb	infinitive	phrase
+	I/You/We/They	have to	leave	before ten o'clock.
	He/She/It	has to		
-	I/You/We/They	don't have to	work	at the weekend.
	He/She/It	doesn't have to		

	wh- word	auxiliary	subject	verb	infinitive
wh- questions	Where Why	do	I/you/ we/they	have to	go?
		does	he/she/it		
yes/no questions		Do	I/you/ we/they		speak English?
		Does	he/she/it		

We use *have to* + infinitive when something is necessary. We use it for rules and obligations.
In these situations, we can't choose.
You **have to drive** on the right.
She **has to finish** the report before this afternoon.

We use *don't have to* + infinitive when something is not necessary or there are no rules or obligations.
In these situations, we can choose to do something or not do it.
You **don't have to go** to the party. (You choose.)
He **doesn't have to have** a dessert. (He can if he wants.)

We don't contract *have to*.
I **have to** speak to you now.
NOT ~~I've to speak to you now.~~
He **has to** wear a suit at work.
NOT ~~He's to wear a suit at work.~~

We can use short answers to *yes/no* questions with *have to*.
Yes, I **do**./Yes, she **does**.
No, you **don't**./No, he **doesn't**.

Notice
Use the auxiliary *do/does* not *have/has*.
Do I have to pay now?
NOT ~~Have I to pay now?~~
Does Teresa have to get a visa?
NOT ~~Has Teresa to get a visa?~~

can't

We use *can't* + infinitive when something is prohibited. The rules say it isn't OK.
You **can't take** photos in here.

Notice
Don't have to is different from *can't*.
You **don't have to come** to the meeting.
(= It's not necessary. You can choose to come or not come.)
You **can't come** to the meeting. It's only for managers.
(= It's prohibited. There is a rule that says it's not OK.)

PRACTICE

1 **Complete the sentences with the correct form of *have to*.**

1 I ..... leave home at 6.55 every day because my bus goes at 7.00.
2 My son ..... wear a uniform to school. It's a grey jumper and trousers.
3 ..... speak English in your job, Ali?
4 We ..... pay for lunch. It's included in the price of the conference.
5 Drivers ..... carry their driving licence with them at all times. It's the law.
6 What time ..... get a taxi? Her flight is at 9.30.
7 Lucas ..... study advanced maths for his engineering course. It's important.
8 Mandy's pleased because she ..... work today. It's a holiday.
9 You ..... buy a present for William. I bought one from both of us.
10 Why ..... wait? We're all ready to start.

2 **Rewrite the phrases in bold. Use the correct form of *have to*, *don't have to* or *can't* and make any other necessary changes.**

1 **It's necessary for you to** turn off the lights when you leave. You have to
2 **It isn't necessary for children under five to** pay.
3 **It's not OK for you to** eat in the library.
4 **When is it necessary to** finish our homework?
5 **You need to** have your ID card with you all the time.
6 **Is it necessary for us to** go to the party?
7 **It's not OK for my son to** stay out after midnight.
8 **Do all of us need to** sign the contract?
9 **What is it necessary for my friend to** do?
10 **It's not OK for students to** use a dictionary in the exam.

3 **Find and correct eight mistakes in the text.**

Information for travellers FAQs

Do I have to have
Q: ~~Have I to have~~ a visa to visit?
A: No, you don't. A passport is fine.

Q: My passport photo does have to be in colour?
A: Yes, it does. And remember you can't to smile in the photo.

Q: Do I have print out my boarding card before I check in?
A: No, you haven't. You can use your phone.

Q: How many bags can I take on the plane?
A: You have to check with the airline. Usually, you don't have to take more than ten kilos.

Q: My son wants to drive in the city centre. How old he has to be?
A: He has to be eighteen or over, but people don't have to drive in the city centre. Only buses can go there.

3B subject and object questions

REFERENCE page 31



Adam phoned Suzy yesterday.

This is an object question. *Who* is the object of the verb in the question.
Q: **Who** did Adam phone yesterday?
A: **Suzy**.

This is a subject question. *Who* is the subject of the verb in the question.
Q: **Who** phoned Suzy yesterday?
A: **Adam**.

Object questions

When the *wh-* question word or phrase is the object of the verb, we use the auxiliary verb *do/does/did*.
What did you do yesterday evening?
Who did you like best in the film?
Which café did they choose?
What sort of music does your brother like?
How many people do you know here?

The subjects of these sentences are *you*, *they* and *your brother*.

Subject questions

When the *wh-* question word or phrase is the subject of the verb, we don't use an auxiliary verb.
What happened next?
NOT ~~What did happen next?~~
Who plays Ella in the film?
NOT ~~Who does play Ella in the film?~~
Which film won?
NOT ~~Which film did win?~~
What sort of person comes here?
NOT ~~What sort of person does come here?~~
How many people went to the party?
NOT ~~How many people did go to the party?~~

PRACTICE

1 **Choose the correct words to complete the sentences.**

1 It's cold in here. Who **did open** / **opened** the window?
2 What **does 'shake' mean** / **means 'shake'**?
3 Who **did cook** / **cooked** this meal? It's delicious!
4 Which café **does make** / **makes** the best coffee?
5 Which apps **do you use** / **use** a lot?
6 What **did happen** / **happened** after that?
7 How many capital cities **do start** / **start** with the letter 'v'?
8 What time **does the train leave** / **leaves the train**?

2 **Complete the questions. Use no more than three words. Make any necessary changes to word order.**

1 Q: Who _____ most time with, your friends or your family? (spend)
A: I spend most time with my family.
2 Q: Who _____ most time online at the weekend? (spend)
A: Nina does. She spends more than ten hours online every weekend.
3 Q: Which country _____ the football World Cup in 2018? (win)
A: France won.
4 Q: Which football competition _____ in 2021? (Argentina / win)
A: The Copa América.
5 Q: What kinds of animal _____ in the jungle? (see)
A: We often see deer and monkeys.
6 Q: What kinds of animals _____ in the jungle? (live)
A: Deer, monkeys and elephants live there.

3 **Look at the sentences (1–4) and then write a question (a and b) for each answer. Use a subject or an object question.**

1 Patrizia loves chocolate.
a Q: _____?
A: Chocolate.
b Q: _____?
A: Patrizia.
2 Yasmin has four brothers.
a Q: _____?
A: Yasmin.
b Q: _____?
A: Four.
3 Leo lost his car keys yesterday.
a Q: _____?
A: His car keys.
b Q: _____?
A: Leo.
4 Jake saw Maria at school.
a Q: _____?
A: Maria.
b Q: _____?
A: At school.

3C How to … give instructions and check understanding

REFERENCE

page 33

Giving instructions

When we give instructions, we use:

- imperatives
  Put the batteries into the mouse.
  Don't hold it so high.
- *always* or *never* + an imperative
  Always check your batteries.
  Never wash red clothes with white ones!
- the present simple with *you*
  Then **you drop** it onto the table.
- *have to* or *need to*
  You **have to do** it very fast.
  You **need to press** this button.
- linkers: *first*, *now*, *next*, *then*, *after that*, etc.
  First you take a stick of spaghetti.
  Now/Next light the end of it.
  Then you light the candle with the spaghetti.
  After that, put the spaghetti under water.
- *like* + *this/that*
  Hold the ball **like this**.

Notice

Imperatives are the same as the infinitive. We don't use a negative verb with *never*.
NOT ~~Never don't wash red clothes with white ones!~~

Checking you understand instructions

When we want to check we understand, we can use these phrases:
Like this?
Is this right?
I'm not sure I understand.

Saying you don't understand

When we want to say we don't understand, we can use these words and phrases:
Sorry?
I don't know that word.
What does that mean?

Asking for another instruction

When we want to ask for another instruction, we can use these phrases:
That's all?
OK, what next?
What now?
What do I have to do next/after that?
What do I need to do next/after that?

Correcting instructions

When we give instructions and someone doesn't follow them correctly, we can use these phrases:
No, I meant …
Not like that, like this.
Yes, but don't …

PRACTICE

1 **Match the sentence halves.**

1 Always	**a** do after that?
2 I don't	**b** 'cube' mean?
3 What does	**c** meant your right hand.
4 OK, what	**d** look and listen before you cross the road.
5 That's	**e** to be careful.
6 What do I have to	**f** next?
7 No, I	**g** know that word.
8 You have	**h** all?

2 **Complete the conversation with the words and phrases in the box.**

After	First	have	Like	Next you turn	Now you add				
Remember always	right	sure I	that	that word	What				

A: [1] ..... you put the flour, sugar and baking powder in a bowl.
B: [2] ..... this?
A: Yes, that's fine. [3] ..... a little bit of salt and mix it around. [4] ..... mix the dry ingredients first.
B: I don't know [5] ..... – 'ingredients'.
A: It's these things – the flour, sugar, eggs, all that.
B: I understand. [6] ..... now?
A: [7] ..... that, you make a well, a hole, in the middle of the dry ingredients. … Oh, no. Not like [8] ....., like this.
B: Oh, OK. What do I [9] ..... to do next?
A: Put the milk, egg and oil in the well. Then mix everything.
B: Is this [10] ..... ?
A: Yes, great. [11] ..... on the oven and get the dish ready …
B: I'm not [12] ..... understand. Can you do this part?
A: Sure.

3 **Correct the conversation. In sentences 1–10, add a word OR take a word away.**

A: [1]What do I have to do?
B: [2]Well, first you do choose five letters.
A: [3]You like this? 'EKXWA'.
B: [4]No, I did meant a word with five letters. [5]Always you choose a word with vowels in it.
A: OK. 'MEETS'.
B: No, in your first go, [6]never don't choose a word with a double letter. [7]Do try 'ADIEU'.
A: [8]I don't that word.
B: It means 'goodbye' in French and we use it in English. It's good because it has four vowels.
A: OK. Ah, now two letters are yellow. [9]What does mean?
B: That means the letters are correct, but in the wrong place.
A: [10]What is now?
B: Try another word. Use different letters.
A: 'CLOTH'.
B: Nice! And 'C' is green. So it's the right letter in the right place.
A: Oh, I see. And I have six goes. Right. This is a great game!

3D *had to, didn't have to, couldn't*

REFERENCE

page 35

had to

We use *had to* + infinitive when something was necessary or was a rule in the past.

At school, we **had to stand up** when the teacher entered the room.

I **had to get up** early yesterday to go to the airport.

didn't have to

We use *didn't have to* + infinitive when something was not necessary or there was no rule.

We **didn't have to wear** a uniform.

He **didn't have to work** in the summer holidays, and he spent all his time on the beach.

couldn't

We use *couldn't* + infinitive when something was prohibited in the past. The rules say it wasn't OK.

We **couldn't use** our phones in class.

They **couldn't get on** the plane because they didn't have their passports.

Notice

Didn't have to is different from *couldn't*.

We **didn't have to speak** English all the time in the lesson. We sometimes spoke in Spanish.

(= It wasn't necessary. You could choose to speak English or not speak English.)

We **couldn't speak** Spanish in the lesson. So we always spoke in English.

(= It was prohibited. There was a rule that says it wasn't OK.)

Questions with *had to*

	wh- word	auxiliary	subject	verb	infinitive
wh- questions	Why	did	you	have to	work? wait?
yes/no questions		Did	she		

We can use short answers to *yes/no* questions with *had to*.

Yes, we **did**./No, she **didn't**.

Notice

Use the auxiliary *did* not *have*.

Did you have to pay?

NOT ~~Had you to pay?~~



PRACTICE

1 **Choose the correct words to complete the sentences.**

1 When I drove in the UK, I **have to** / **had to** drive on the left.
2 Mr García **had to** / **didn't have to** cancel the meeting because he wasn't well.
3 We were surprised because we **had to** / **couldn't** take photos inside the post office.
4 I **couldn't** / **didn't have to** go to baggage reclaim because I only had a carry-on bag.
5 Did Stella **have to** / **had to** wear a hat at the wedding?
6 We **hadn't to** / **didn't have to** wait long before we saw the doctor.
7 Why **had you to** / **did you have to** study Italian and German?
8 We **didn't have to** / **couldn't fly** because Francisco didn't have a passport.

2 **Complete the sentences with *had to, didn't have to* or *couldn't*.**

Last month you worked from home. What was different about that?

1 I ..... have good internet because we had a lot of online meetings.
2 I ..... take a holiday on Fridays because the company wanted me to work every day.
3 I ..... wear business clothes and I often wore jeans and a jumper.
4 I ..... make lunch every day because there were no cafés in the area.
5 I ..... wake up early because I didn't need to catch a train.

And earlier this month you were back in the office. How was that?

6 I ..... get up earlier and catch the train to work.
7 I ..... leave work before five o'clock in the afternoon.
8 I ..... wear jeans. In our office everyone wears suits.
9 I ..... make lunch. There were lots of cafés nearby.
10 I ..... go to a lot of face-to-face meetings.

3 **Use the prompts to make sentences and questions and complete the conversations.**

1 A: Sorry I'm late home. I / have / finish a report.
Sorry I'm late home. I had to finish a report.
B: That's all right. I / have / have a shower and get dressed.
A: Is that a new shirt? It's nice.
2 A: How was the interview yesterday? you / have / answer / lot / questions?
B: Yes, / I / , but they offered me the job.
A: That's great news!
3 A: It's 11.30 p.m. Where's Helene?
B: She's at the party.
A: When I was young, I / could / stay out late. I / have / get home before 10.30 p.m.
B: Really? I / not / have / get home early, but I / have / phone my parents every hour.

4A present perfect simple (1)

REFERENCE

page 38

We use the present perfect simple to talk about general experiences in our life, before now.
We don't say when because it isn't important or we don't know.
I've driven a bus. (= in my life before now)
Chris **has never watched** a football match. (= in his life before now)

Positive and negative

subject	auxiliary verb (*have*)	past participle	object or phrase
I/You/We/They	've (have) haven't	played	this game.
He/She/It	's (has) hasn't	seen	snow before.

For negatives we can also use *never* + a positive verb.
I've never swum in the ocean.

Past participles

Past participles of regular verbs are the same as the past simple.
We**'ve stayed in** this hotel three times. Jamil **has worked** in India.
Many common verbs have irregular past participles.
I've done a lot of different sports. Elena **has driven** a bus.

See page 175 for a list of irregular verbs and their past participles.

Go has two past participles, *been (to)* and *gone (to)*.
My brother has **been** to Spain. (= He went to Spain and came back.)
My brother has **gone** to Spain. (= He's in Spain now.)

Been is also the past participle of *be*.
I've never **been** in a play. She**'s been** really tired all week.

Questions

	wh- word	auxiliary	subject	past participle
wh- questions	Which countries	have	I/you/we/they	visited?
		has	he/she/it	
yes/no questions		Have	I/you/we/they	been (to Spain)?
		Has	he/she/it	

We can use short answers to *yes/no* questions in the present perfect simple.
Yes, they **have**./No, I **haven't**.
Yes, he **has**./No, she **hasn't**.

We can also ask questions with *ever*.
Have you **ever flown** in a small plane? (= in all of your life)

Notice

Look at the difference between the present perfect simple and the past simple.
I**'ve been** to Malaysia. (= We don't say when this happened. It is some time in my life before now.)
I **went** to Malaysia **in 2020**. (= We are speaking about a specific time in the past.)

We can use the present perfect simple to begin conversations, and then the past simple to ask about or give details.
A: **Have** you ever **been** to China?
B: Yes, I **have**.
A: When **did** you **go**?
B: I **went** in 2018.

PRACTICE

1 **Complete the sentences with the present perfect simple form of the verbs in brackets.**

1 Gemi _____ as a vet in Kenya. (work)
2 Can you help me with this app? I _____ it before. (not / use)
3 I _____ golf. (never / play)
4 _____ my manager, Amah? Amah, this is Robert. (you / meet)
5 Jude _____ to Montevideo and Salto. He loved both places! (go)
6 _____ in Canada? (Sofía / ever / live)
7 That actor's very famous. He _____ in lots of films. (be)
8 How many videos _____? (she / make)

2 **Choose the correct words to complete the email.**

Hi Mateo,

Wow! You're going to live in New Zealand for a year! [1]**Have you been / Did you go** to New Zealand before? I [2]**'ve been / was** there twice and when I was there I [3]**'ve travelled / travelled** all round North Island. It's beautiful! You asked me about Auckland. Yes, I've [4]**been / gone** there, too. I [5]**'ve stayed / stayed** in Auckland in 2010 for a month. I was teaching at the university. It was in July and it [6]**'s rained / rained** a lot, but I really enjoyed my stay.

I [7]**'ve never visited / never visited** South Island, but my friend Carla [8]**has driven / drove** all around it. She says it's beautiful. Last year, she [9]**'s gone / went** to Queenstown and she [10]**'s done / did** a bungee jump. I think she's very brave!

Write back to me and tell me more!
Dan

3 **Use the prompts to make sentences and questions and complete the conversations. Use the present perfect simple and the past simple.**

1 A: you / ever / eat / Thai food?
B: Yes, / I / .
A: you / like / it?
B: Yes, / I / .
2 A: I / see / this programme / before.
B: When / you / see / it?
A: I / see / it / last year. / I / not / like / it.
B: I / never / see / it.

4B comparatives and superlatives

REFERENCE

page 40

We use comparative adjectives + *than* to compare two people, places or things.

Rachel is **younger than** her sister.

We use superlative adjectives to compare three or more people, places or things.

We usually use the superlative with *the*.

My bedroom is **the coldest** room in the house.

rule	adjective	comparative	superlative
most one-syllable adjectives, add *-er/-est*	small	small**er**	**the** small**est**
one-syllable adjectives ending *-e*, add *-r/-st*	safe	safe**r**	**the** safe**st**
adjectives ending CVC*, double the final consonant, and add *-er/-est*	big	big**ger**	**the** big**gest**
one- or two-syllable adjectives ending consonant + *-y*, change *-y* to *-ier/-iest*	heavy	heav**ier**	**the** heav**iest**
longer adjectives, *more/most* + adjective	dangerous	**more** dangerous	**the most** dangerous
all adjectives ending *-ed*, *more/most* + adjective	tired	**more** tired	**the most** tired
irregular adjectives	good bad far	better worse further/ farther	the best the worst the furthest/ farthest

*CVC = consonant + vowel + consonant

We often use *which* to ask questions about the difference between two things.

Which is **longer**, the Yangtze River or the Amazon?

We often use *in* + place after superlative adjectives.

Sam's **the youngest** student **in** the class.

NOT ~~Sam's the youngest student of the class~~.

We also use superlative adjective + noun + *to* infinitive.

What's **the hardest thing to learn**?

It's **the most comfortable place to stay**.

We can use these phrases to say that something is the same or different:



the same as similar to different from

We can use *the same*, *similar* and *different* with a noun.

It's the **same colour** as your car.

It's a **similar colour** to your bag.

It's a **different colour** from your shirt.

PRACTICE

1 **Complete the text with the comparative or superlative form of the adjectives in brackets.**

When I started my job a year ago, I found it very difficult. Now, after one year, I feel [1] _____ (confident) and I'm [2] _____ (positive) about everything. The [3] _____ (nice) things about working here are the people and my journey to work. Although the hours are [4] _____ (long) than in my last workplace, the people here don't mind working hard. All of them are [5] _____ (friendly) than in my last company. The [6] _____ (good) thing of all is that I don't have to catch the underground to come to work. I can walk. My [7] _____ (fast) time this year was twenty minutes from door to door. It's a lot [8] _____ (quick) than by underground and I feel [9] _____ (fit) and [10] _____ (strong) because of all the walking.

2 **Correct the sentences. Two sentences are correct.**

easier

1 English grammar is ~~more easy~~ than German grammar.
2 It's more darker in the evenings than it was last month.
3 Your computer is older that mine.
4 She's most interesting person in our office.
5 Which car is the cheapest?
6 Your phone is similar of Ricki's.
7 The best time for visit Mexico is from December to April.
8 This meal is the same like yesterday's meal.
9 My birthday was the most wettest day of the year.
10 Paris is further from Berlin than Warsaw.
11 My answer is different of your answer.
12 It was the baddest day of my life.

3 **Use the prompts to make sentences and questions and complete the conversations.**

1 Q: When / be / the / good / time / visit?
A1: Well, / although / it / be / warm / August, it / busy / other months.
A2: Yes, / it / be / quiet / May / other months / and / it / be / pretty / month / the year.
2 Q: Be / the north of the country / same / the south?
A1: It / be / similar / the south.
A2: I think / it / be / very / different / the south. / The north / be / dry / and / hot / the south.
3 Q: Which part / the country / the / beautiful?
A1: The west, / but / it / also / the / expensive.
A2: Yes, it / popular / place for holidays / the country.

4C How to … make suggestions and recommendations

REFERENCE

page 43

Asking for suggestions and recommendations

We use these questions to ask for suggestions and recommendations:

- *wh-* question word + *can/could* + subject + infinitive
  Where can I get some petrol?
  When could I visit you?
- *wh-* question word + *shall* + *I/we* + infinitive
  What shall we do tonight?
- *wh-* question word + *should* + *I/we* + infinitive
  What sort of clothes **should I bring**?

We use *should* when we ask for stronger advice.

Making suggestions and recommendations

We use these phrases to make suggestions and recommendations:

- subject + *can/could* + infinitive
  You can get petrol at the garage on the left.
  You could come in August or September.
- *Why don't* + subject + infinitive
  Why don't we watch a film?
- *How about* + *-ing* form
  How about trying that new club?
- *What about* + *-ing* form
  What about inviting Zsuzsa and Bence for dinner?
- subject + *should* + infinitive
  You should bring a warm coat.

We use *should* when we give stronger advice.

We use these phrases to respond in a positive way to suggestions and recommendations:
That's a good idea.
That's an interesting idea.
That sounds really exciting.
That's fine with me.

We use these phrases to say we don't like a suggestion or recommendation:
I'm not sure.
I'm not sure that's a good idea.
I (don't) think he'd like it/that.
It's a bit expensive.
It's too dangerous.

We often make some phrases shorter:
Great idea! (= ~~That's a~~ great idea!)
Sounds good (to me).

PRACTICE

1 **Match the sentence halves.**

1 How about	**a** we go to the Greek café?
2 You should	**b** could cancel the meeting.
3 Sounds good	**c** a good idea because the service is very slow.
4 Good idea. Maybe he	**d** about phoning him and explaining the problem?
5 Where shall we	**e** go for lunch?
6 OK. So why don't	**f** like that. We have an important meeting.
7 My tooth is really bad. What should	**g** going to that French restaurant near the gym?
8 What	**h** I do?
9 I'm not sure that's	**i** to me.
10 I don't think my manager would	**j** make an appointment to see the dentist, today.

2 **Put the sentences in Ex 1 in the correct order to make two conversations.**

Conversation 1
5, …

Conversation 2
7, …

3 **Correct the conversation. In sentences 1–8, add a word OR take a word away.**

A: [1]How ~~about~~ can we get to the airport tomorrow before 5 a.m.?
B: [2]You should to take a taxi. That's always best.
A: [3]That too expensive for us. Is there another way?
B: [4]How about you going by underground?
A: I hate travelling by underground. [5]I really don't like.
B: [6]Why you don't you take the airport bus from your hotel?
A: [7]That's good idea. Is that OK with you, Vincenzo?
C: [8]Yes, that's fine with.



4D verbs of sensation + adjective or *like*

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That looks great.


That sounds terrible.


This tastes delicious.


That smells good.


This feels very hard.

After most verbs we use an adverb. I **cook badly**.
After the verb *be* we use an adjective. These eggs **are bad**.
We also use adjectives after the five verbs of sensation: *look*, *sound*, *taste*, *smell* and *feel*.
This **tastes** bad. NOT ~~This tastes badly.~~

Remember that verbs of sensation are state verbs. We don't usually use them in the present continuous or the past continuous.
That **smells** nice. NOT ~~That is smelling nice.~~
The soup **tasted** delicious. NOT ~~The soup was tasting delicious.~~

We can use *look* in the continuous when we talk about seeing, not sensations.
What **are** you **looking** at? (= seeing)
NOT ~~This hotel is looking good.~~ (= sensation)
We can use *feel* in the continuous when we talk about emotions, not sensations.
I'm feeling great. OR I **feel** great. (= emotion)
NOT ~~This bed is feeling soft.~~ (= sensation)

Questions with verbs of sensation

We can ask about sensations with *How … ?* or *What … like?* They mean the same thing.
We can answer with an adjective.
Q: **How** does it taste? A: It's **delicious**.
Q: **What** does it taste **like**? A: It's really **nice**.

We can use *What/Who … like?* to ask about things that are similar.
We answer with a noun.
Q: **What** does it taste **like**? A: It tastes **like dishwater**.
Q: **Who** does she look **like**? A: She looks **like** her **mother**.

Remember that we can also use *What … like?* with the verb *be*.
Q: **What's** the weather **like**? A: It's raining.
Q: **What was** the film like? A: It was great.

Look, *sound*, *taste*, *smell* and *feel* can also be nouns.
I love the **sound** of the sea. / The **smell** was terrible.

PRACTICE

1 **Complete the sentences with the correct form of the verbs in the box. Use each verb twice.**

feel	look	smell	sound	taste

1 I don't want to climb up there. It ..... very high.
2 I like your idea. It ..... good!
3 Does this swimming pool have a water heater? The water ..... really warm.
4 There's too much sugar in this cake. It ..... very sweet.
5 What are you cooking? It ..... lovely.
6 It .....very cold in here. Can we close the windows?
7 This soap ..... like vanilla.
8 What's that noise? It ..... like a helicopter.
9 You and Lena really ..... like each other. Your eyes are the same.
10 Mmm, this soup is really good. It ..... like my grandmother's soup.

2 **Find and correct one mistake in each conversation.**

1 A: How does it look like?
B: It looks great.
2 A: Did you like the fish?
B: Yes! It was tasting wonderful!
3 A: I can't reach the shelf.
B: Don't stand on the chair. It no look very safe.
4 A: What did the music sound?
B: It was beautiful.
5 A: What a lovely plant! What is it?
B: It's a type of iris. It looks nice, but it's smelling horrible.
6 A: Oh, you're baking a cake. Is it ready?
B: Yes. See, it's feel soft, but nice and dry.

3 **Use the prompts to make sentences and questions and complete the conversations.**

1 A: I / can / not / find / my wallet.
B: What / look / ?
A: It / be / small / black.
2 A: Your veggie burger / smell / good. How / it / taste?
B: Well, it / look / meat / and / it / smell / meat.
A: But / it / taste / meat?
B: No, / taste / terrible!
3 A: You should / go / bed.
B: You / sound / my mother!

5A possessive pronouns, *whose*, *this/that*, *there/then*

REFERENCE

page 49

Personal pronouns and adjectives

subject pronoun	object pronoun	possessive adjective	possessive pronoun
I	me	my	mine
you	you	your	yours
he	him	his	his
she	her	her	hers
it	it	its	its
we	us	our	ours
they	them	their	theirs

Subject and object pronouns replace nouns.
Elena has got a problem. ~~Elena~~ **She** hasn't used this program before.
Can you help ~~Elena~~ **her**?

We use object pronouns after prepositions.
Is this Jamie? I have a present **for him**. It's **from me** and William.

Possessive pronouns replace possessive adjectives + nouns.
A: Is this bag ~~your bag~~ **yours**?
B: No, it's ~~their bag~~ **theirs**.

We never follow a possessive pronoun with a noun.
What time is your flight? **Ours** is at 7.55. NOT ~~Ours flight is at 7.55~~.
That phone is **mine**. NOT ~~That phone is mine phone~~.

We use *Whose* + *be* or *Whose* + noun + verb to ask about possession.
A: **Whose is** that car?
B: It's his.
A: **Whose laptop is** this?
B: It's not mine. I think it's Ken's.

Notice that this is different from *Who's* (= *Who is* or *Who has*).
A: **Who's** that new student?
B: Her name's Lydia.
A: **Who's** got my book?
B: I have. Sorry.

this*, *that*, *these*, *those

We can use *this*, *that*, *these* and *those* as adjectives with nouns.
This shower is broken. **That boy** is my brother.
I haven't seen **these photos** before. Look at **those butterflies**.
We can also use *this*, *that*, *these* and *those* as pronouns, with no nouns.
This is broken. **That**'s my brother.
I haven't seen **these** before. Look at **those**.

Pronouns *this/that* and *there/then* in writing and speaking

We often use personal pronouns, *this/that* and the adverbs *there* and *then* when we don't want to repeat a word, phrase or idea. These pronouns and adverbs refer back to a word, phrase or complete sentence that we have written or said earlier.

Eliza and I were walking home when Pat saw **us**.

I haven't got a pen. Can I borrow **yours**?

My manager cancelled the meeting yesterday. **This** was a problem for me.

We saw the sunrise over the ocean. **That** was my favourite moment.

We flew to Miami and landed **there** at 7 a.m.

I'm going out at 3 p.m. I'll get you some chocolate **then**.

PRACTICE

1 **Choose the correct word to complete the sentences.**

1 I think this bag is **your** / **yours**.
2 Where's Maria? These are **her** / **hers** glasses.
3 **Who's** / **Whose** book is this?
4 **Who's** / **Whose** that man over there?
5 This credit card isn't **my** / **mine**.
6 Kamal and Chidi want us to meet **their** / **theirs** parents.
7 **Who's** / **Whose** surname begins with A?
8 We're sitting here. Where are **your** / **yours** seats?
9 **Who's** / **Whose** got the correct answer?
10 I like Mateo's apartment, but **our** / **ours** is nicer.

2 **Complete the sentences with a pronoun (*I*, *me*, *mine*, etc.) or a possessive adjective (*my*, etc.).**

1 Do you know the people in number 73? I think this dog is _____.
2 Budapest is famous for _____ river and castle.
3 Do you like this photo of Anna with _____ new baby?
4 I've never met Mr Browne, but I've heard a lot about _____.
5 We had to wait a long time for _____ food.
6 Steffi's our new teacher. She's great. We all really like _____.
7 I'm looking for my brother's coat. I think this blue coat's _____, but it's very similar to that one.
8 The party is at eight o'clock! I told you yesterday! You never listen to _____!
9 I love that car. Is it _____, Brigitte?
10 These aren't my gloves. _____ are smaller.

3 **Replace the words in bold with pronouns.**

Conversation 1
A: Whose keys are [1]~~**these keys**~~ **these**?
B: I think they're [2]**my keys**.
A: [3]**The keys** were on that table.
B: Yes, I left [4]**the keys** [5]**on that table**. Thank you.
A: No problem.

Conversation 2
A: Hi, Miriam and Kodi. How was your trip?
B: [6]**Our trip** was brilliant, thanks. My uncle met [7]**Miriam and Kodi** at the bus station.
A: [8]**Meeting you at the bus station** was nice of him.
B: Yes, the bus got in at 5 a.m. so he had to arrive before [9]**5 a.m.**
A: Did you stay with [10]**your uncle**?
B: No, we didn't. We stayed in a hotel.

5B quantifiers

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Quantifiers with countable and uncountable nouns

We use the quantifiers *some*, *any* and *no* before nouns.
We use *some* when we don't say the exact amount, but it is not large.
We use *any* to ask if something exists or to say something doesn't exist.
We use *no* to mean 'not any'.

	+	-	?	
some	✓			There's **some** good advice on the website.
any		✓	✓	Do you have **any** ideas?
no		✓		There's **no** electricity.

Remember that we use a singular verb with uncountable nouns.
There **isn't** any **news**. NOT ~~There aren't any news~~.
We use a positive verb with *no*.
I **have no** time to talk. NOT ~~I don't have no time to talk~~.

Notice
We can also use *some* for requests and offers.
Could you give me **some information** about trains to Madrid?
Would you like **some tea**?

Nouns with no quantifiers

When we are speaking in general, we don't use a quantifier or *the* before uncountable or countable nouns.
I'm not interested in **fashion**. NOT ~~I'm not interested in some fashion~~.
People are important to me. NOT ~~The people are important to me~~.
Compare this with when we are speaking about something specific.
The people in my family are the most important to me.

Quantifiers for different amounts

We use quantifiers to talk about the amount of something.
We use them with countable [C] nouns and uncountable [U] nouns.

	meaning	[C]	[U]	+	-	?	
lots of/ a lot of	a large amount	✓	✓	✓	✓	✓	You've got **a lot of** T-shirts.
much			✓		✓	✓	How **much** food shall I make?
many		✓		✓	✓	✓	There aren't **many** buses.
too much	more than necessary (a problem)		✓	✓	✓	✓	There's **too much** work.
too many		✓		✓	✓	✓	I get **too many** emails.
enough	the right amount	✓	✓	✓	✓	✓	Have we got **enough** food?
a bit of/ a little	a small amount		✓	✓		✓	I've got **a bit of** news.

Remember that we don't use *too much* + adjective.
I was **too bored**. NOT ~~I was too much bored~~.

Countable and uncountable meanings

Some nouns can be countable or uncountable. These include: *coffee(s)*, *tea(s)*, *cake(s)*, *paper(s)* and *time(s)*.
There's **some coffee** in the cupboard. We had **three coffees**.
Is there **any paper** for the printer? I read it in **the paper**. (= newspaper)
I don't have **much time**. I've been to Argentina **many times**.

PRACTICE

1 **Complete the sentences with *some*, *any*, *no*, *much*, *many* or *enough*.**

1 Sorry, we haven't got _____ batteries. Come back tomorrow.
2 Stop! That's too _____ salt!
3 How _____ times have you been to India?
4 Are there _____ chairs for twelve people?
5 Look on the table. There are _____ keys there.
6 How _____ meat do you eat?
7 I don't have _____ cousins. I only have two.
8 We have _____ dollars, but we have some euros.

2 **Correct the sentences. Two sentences are correct.**

suggestions

1 There are some good ~~suggestion~~ here. Thank you.
2 My coffee machine doesn't use many electricity.
3 Can you pass me some bread, please?
4 I'm sorry. We haven't got some bread.
5 There are no new software this year.
6 How much words do you know?
7 I don't remember a lot vocabulary.
8 I can call you tomorrow, but I haven't got enough time now.
9 I'm afraid there aren't no blue shirts.
10 I'd like to give you a bit of advices.

3 **Complete the text with the words in the box.**

a	any	enough	little
lot	many	much	no

We only took a(n) [1] _____ luggage with us, so we didn't have to go to the check-in desk. Although it took us a(n) [2] _____ of time to go through security, we were early so we had [3] _____ time to go to one of the cafés and have breakfast. We got on the plane at seven. It was a long flight. Susie did [4] _____ bit of work on her laptop, but I didn't have [5] _____ work, so I watched a film. There weren't [6] _____ people on the plane, only about thirty. I had a second breakfast, then Susie wasn't hungry, so I ate hers, too. That was too [7] _____ food for one person and I felt very sleepy. There were [8] _____ passengers in the seats next to mine, so I lay down and slept for about five hours. We landed at three o'clock.

5C How to … talk about a product

REFERENCE

page 53

Introducing a product

We all need … , but are you looking for something different?
We all need a good water bottle**, but are you looking for something different?**
We all want … , but lots of us …
We all want a good pair of trainers**, but lots of us** have problems with ours.
Maybe your … are too …/aren't … enough.
Maybe your gloves **aren't** warm **enough.**
Do you have a problem with … ?
Do you have a problem with cold hands**?**
(Well,) here's the answer.
(Well,) I have the answer.

Giving details to sell a product

It's not just a normal … , and I'll tell you why.
It's not just a normal water bottle**, and I'll tell you why.** It can hold two litres of water.
It's … It has … It's got …
It's light. **It has** a metal top. **It's got** a strong cover.
And that's not all.
You/It can …
It can keep water cool for 24 hours.
It's perfect for …
It's perfect for walkers and workers.
The best thing about … is that/its/their …
The best thing about our trainers **is that** they are very comfortable.
Another good thing about … is that/its/their …
Another good thing about our gloves **is their** price.
It comes/They come in … different colours/sizes.
They come in six **different colours.**

Involving your listeners

Think about it.
Think about it. Your feet work all day for you, so you need to give them the best.
Why is this important?
Why is this important? Well, we spend a lot of the day at our computers, so …
We all know that …
We all know that it's difficult to work with cold hands.
I like my … a lot/I really love my … , and you're going to love yours, too!
I like my trainers **a lot.**
I really love my gloves**, and you're going to love yours, too!**

PRACTICE



1 **Put the words in the correct order to complete the product description.**

1 need / all / a / toothbrush / good / We .
2 plastic / toothbrushes / are / But / most .
3 much / have / you / a / too / plastic / problem / Do / with ?
4 answer / Well, / I / the / have .
5 is / bamboo / The / toothbrush / E-boo-brush / a .
6 all / that's / And / not .
7 too / electric, / It's .
8 thing / your / well / cleans / Another / is / it / teeth / that .
9 like / lot / E-boo-brush / a / I / my .
10 teeth / is / much / my / cleaner / feel / because / That .
11 your / one / for / and / all / friends / Buy / you .
12 it / to / going / love / You're .

2 **Complete the sentences with the words in the box.**

enough	for	got	important	in		
is	it	the	thing	us	we	yours

1 We are all making more videos these days, but lots of _____ have problems with them.
2 Maybe your videos aren't clear _____ for larger screens.
3 Are you looking _____ something different?
4 Well, here's _____ answer.
5 It's a tripod to hold your phone. It's _____ three legs.
6 It's light and you can carry _____ in a small bag.
7 It _____ perfect for all film-makers.
8 It comes _____ three different sizes: small, medium and large.
9 The best _____ about it is that it is very strong.
10 Why is this _____ ?
11 Well, _____ all know that it's easy to break your phone.
12 I really love my tripod, and you're going to love _____ , too.

5D verbs with two objects

REFERENCE

page 55

Direct and indirect objects

We use many verbs with a single direct object:

My brother	is buying	an apartment.
subject	verb	direct object

The direct object answers the question *What is he buying?* (The answer is 'an apartment'.)

We use some verbs with a direct object and an indirect object:

My brother	lent	me	his apartment.
subject	verb	indirect object	direct object

The indirect object answers the question *Who did he lend it to?* (The answer is 'me'.)

Verbs with two objects

We use two different patterns with this type of verb.

1 She gave **me** **a book**.
verb + indirect object + direct object

2 She gave **a book** **to me**.
verb + direct object + *to* + indirect object

Verbs with two objects include:

verb	pattern 1	pattern 2
give	**Give** your sister that toy.	**Give** that toy to your sister.
lend	We **lent** Jamie our car.	We **lent** our car to Jamie.
offer	They **offered** us a free ticket.	They **offered** a free ticket to us.
pass	Could you **pass** me the salt?	Could you **pass** the salt to me?
send	I'll **send** Liz a card.	I'll **send** a card to Liz.
show	Charlie **showed** me his picture.	Charlie **showed** his picture to me.
teach	Sara **taught** them Spanish.	Sara **taught** Spanish to them.
write	Shall I **write** him a letter?	Shall I **write** a letter to him?

Some verbs take verb + direct object + *for* + indirect object:

verb	pattern 1	pattern 2
buy	Let's **buy** mum a present.	Let's **buy** a present for mum.
get	I'm going to **get** her some flowers.	I'm going to **get** some flowers for her.
leave	I **left** you a note.	I **left** a note for you.
make	He **made** me a dress.	He **made** a dress for me.

We often choose pattern 1, especially when the object is short.
I sent **him** an email.

We usually choose pattern 2 with a longer indirect object.
I sent an email **to everyone in the company**.

We almost always use pattern 1 with the verbs *ask* and *tell*.
I asked **her a question**. NOT ~~I asked a question to her~~.
I told **him my name**. NOT ~~I told my name to him~~.

PRACTICE

1 **Put the words in the correct order to make sentences and questions.**

1 us / give / When / the / you / can / money ?
2 photos / show / Let / our / holiday / you / me .
3 please / you / a / plate, / Can / me / pass ?
4 a / hour / Ken / sent / about / text / to / an / ago / I .
5 I / for / my / favourite / ticket / got / brother / his / a / band .
6 the / you / the / tell / park, / us / way / Can / to / please ?
7 our / to / lent / some / last / house / We / friends / summer .
8 of / anyone / you / piece / made / a / furniture / Have / ever ?
9 to / Jenny / plant / going / buy / I'm / a / for .
10 any / me / want / you / Do / to / questions / ask ?

2 **Put the words in brackets in the correct place.**

1 Could you show us a picture of the house? (us)
2 Did you send an email yesterday? (to Mark and Rachel)
3 I was telling a story when you came in. (the children)
4 Have you ever lent a friend? (money to)
5 You could buy a jumper. (for dad)
6 I'll leave the keys on the table. (for Justine)
7 Let me give my business card. (you)
8 Did they offer the job? (to Carlo)
9 After our birthdays we had to write people. ('thank you' letters)
10 Why don't we get an experience gift? (Jennifer)

3 **Find and correct two mistakes in each conversation.**

1 A: Kelly, I have to give a talk my class tomorrow.
B: What's it about?
A: About this street.
B: That sounds interesting.
A: Can I show to you the video?
B: Yes, of course. I'd like to see it.

2 A: Is there wifi in the apartment?
B: Yes. I'll leave the wifi password you in the kitchen.
A: Thanks.
B: Do you want to ask to me anything else?
A: No, that's everything. Thank you.

3 A: Bianca would like the report today. Is it ready?
B: I can send the report her in about an hour.
A: Thank you. I'm going out for lunch. Do you want anything?
B: Can you get for me a sandwich?
A: What sort?
B: Egg, please.

6A adverbs of frequency and manner

REFERENCE

page 59

We use adverbs to tell us more about an action.

Adverbs of frequency

Adverbs of frequency are *always*, *usually*, *normally*, *often*, *sometimes*, *not often*, *hardly ever*, *occasionally*, *never*. They answer the question *How often?*

We use adverbs of frequency before most main verbs.
I **occasionally write** letters.

We don't put an adverb of frequency between a verb and its object.
We **often** visit my parents. NOT ~~We visit often my parents~~.

We use adverbs of frequency after the verb *be*.
The children **are normally** asleep before nine o'clock.

We can also use *often*, *sometimes* and *occasionally* at the beginning or end of a sentence or phrase.
Often we rented a house by the sea in the summer.
My mother taught Spanish to our neighbours **sometimes**.

Adverbs of manner

Adverbs of manner answer the question *How?*

	adjective	adverb
most adverbs, add *-ly* to the adjective	brilliant careful	brilliant**ly** careful**ly**
adjectives ending *-y*, change *-y* to *-ily*	angry happy	angr**ily** happ**ily**
irregular adverbs	good fast hard early late	well fast hard early late

We usually use adverbs of manner after a verb.
They **lived happily** ever after.

We don't put an adverb of manner between a verb and its object.
I love our sons **equally**. NOT ~~I love equally our sons~~.

The comparative adverbs for *good/bad* are *better/worse*.
I did **worse** in the second exam than the first.

The superlative adverbs for *good/bad* are *best/worst*.
I work **best** in the mornings.

Remember that we use verbs of sensation (*look*, *sound*, *taste*, *smell*, *feel*) with adjectives, not adverbs.
That **sounds good**! NOT ~~That sounds well!~~

Well can be an adjective or an adverb.
I'm **well**, thanks. (adjective = fine/not ill)
I play tennis **well**. (adverb = I'm good at tennis.)

Modifiers

We use modifiers to say more about an adverb.
We can use the modifiers *really*, *(not) very* and *quite* with adverbs of manner and with *often*.
Ivaan talks **really fast**. She goes there **quite often**.

We can also use *really*, *very* and *only* with *occasionally*.
My cousin and I call each other **very occasionally**.

PRACTICE

1 **Complete the sentences. Choose the correct place (a or b) for the adverb of frequency or manner.**

1 They pronounce (a) _____ some words (b) differently in the north of the country. (differently)
2 When you work at a computer, you (a) _____ should take a short break (b) _____. (occasionally)
3 I (a) _____ shut all the windows (b) _____ before I go to bed. (usually)
4 Push (a) _____ the button (b) _____ and then wait for a minute. (hard)
5 Irena (a) _____ is (b) _____ late, especially on Monday mornings. (often)
6 You should (a) _____ switch off (b) _____ the light when you leave a room. (always)
7 You played (a) _____ that piece of music (b) _____. (beautifully)
8 I've ridden (a) _____ a horse alone (b) _____. (sometimes)

2 **Complete the sentences. Use the adjective in brackets or change it to an adverb.**

1 I don't like being in a car with my brother because he drives really _____. (dangerous)
2 Could you speak _____? The baby's sleeping. (quiet)
3 You should throw away these eggs. They smell really _____. (bad)
4 We arrived home _____, but the journey took ten hours. (safe)
5 I can dance salsa, but not very _____. (good)
6 I'd like to go to Dr Muller's talk this evening. It looks _____. (interesting)
7 We have to walk _____ because the bus leaves in ten minutes. (fast)
8 'I'm going to win this race,' Luzia said _____. (confident)
9 Well done! You played _____! (brilliant)
10 Look at the baby. She's trying really _____ to stand up. (hard)

3 **Complete the text with the adverb form of the adjectives in the box. Use one word twice.**

early	easy	hard	late	loud	slow

One morning last week, I woke up [1]_____ because my neighbours were talking [2]_____. I didn't want to stay and listen to them, so I had breakfast and I ran out of the door to work. I forgot to take an umbrella and it started raining [3]_____, so I got very wet. My train was at eight o'clock, but I arrived at the station [4]_____, at a quarter to eight. So I caught my train [5]_____. I was surprised because there weren't many people on the train. Because of the rain, the train went [6]_____ and I got to the office [7]_____, at half past nine. It was empty. I checked on my phone … It was Sunday and I didn't have to work!

6B present perfect simple (2)

REFERENCE

page 60

For the form of the present perfect simple, refer to page 108.

We use the present perfect simple to talk about a recent event before now.
It is always connected to now.
I've lost my phone. (= I can't find it now.)
We don't mention the specific time.
NOT ~~I've lost my phone half an hour ago.~~

just

We use the present perfect simple with *just* for an action a very short time before now and very close to now.
Just goes before the past participle.
I've **just spoken** to Jon and he's going to call you.

recently

We use the present perfect simple with *recently* for an action a short time before now, but not very close to now.
Recently goes before the past participle or at the beginning or the end of a sentence or phrase.
I've **recently moved** home.
Recently I've moved home.
I've moved home **recently**.

already

We use the present perfect simple with *already* for an action before now and often before the listener expected.
Already goes before the past participle or at the end of a sentence or phrase.
Emilio's **already paid** for the meal.
Emilio's paid for the meal **already**.

yet

We use the present perfect simple with *yet* for an action that hasn't happened before now, but that we expect to happen in the future.
Yet goes at the end of a sentence or phrase.
I haven't bought a present for Sara **yet**. (= but I'm going to buy one)
We use *yet* with negatives and to ask questions. In questions, we expect the person has done the action.
Have you called Lucas **yet?** (= I expect that you called him before now)
In short answers we can use *Not yet*.
Not yet, but I'm going call him this morning.

still

We use the present perfect simple with *still* for an action that hasn't happened before now, but that we expect to happen in the future.
We use *still … not* to say things haven't changed and we feel a bit negative about this.
Still goes before *have/has*.
I **still haven't** read that book.

PRACTICE

1 **Choose the correct words to complete the sentences.**

1 Oh no! I **'ve forgotten** / **forgot** my ticket.
2 We **haven't seen** / **didn't see** anyone in the park yesterday.
3 Can I go out? I **'ve done** / **did** my homework.
4 **Has Beata gone** / **Did Beata go** to sleep or do I need to read her a story?
5 What time **have you woken up** / **did you wake up**?
6 The taxi's here. **Have you shut** / **Did you shut** all the windows?
7 We **'ve bought** / **bought** a new car in March.
8 And Alan Jefcoate **has won** / **won**! That's amazing! Congratulations, Alan!

2 **Put the words in the correct order to make sentences and questions.**

1 plane / just / off / got / We've / the .
2 yet / you / contract / signed / the / Have ?
3 food, / ordered / I've / our / already / thanks .
4 question / yet / haven't / answered / my / You .
5 married / recently / Florence / got / has .
6 that / read / already / I've / book .
7 apartment / moved / our / still / We / to / new / haven't .
8 swim / the / yet / Have / children / to / learnt ?
9 jeans / new / bought / just / these / I've .
10 us / hasn't / plans / told / Jayne / yet / her .
11 recently / company / left / Hilary / has / the .
12 off / still / taken / plane / Our / hasn't .

3 **Use the prompts to make sentences and questions and complete the conversations.**

Conversation 1

A: you / finish / the report / yet?
B: I / still / not / finish / it.
A: Do you want me to do it?
B: Thanks, but / I / already / do / five pages.
A: All today?
B: No, I / do / those / yesterday. I can finish it this afternoon.
A: OK. That sounds good.

Conversation 2

A: What are you going to have?
B: I / not / decide / yet. How about you?
A: I / already / choose / my main course. The fish. I / have / it / last time.

(later)

A: Could we have the bill, please?
B: It / be / OK. / I / already / pay.
A: Really? Let me give you something. How much / be / it?
B: That's a secret!

6C How to … talk about health problems

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The doctor uses these phrases to greet the patient and ask questions.

What can I do for you?
How can I help you?
Could you tell me your symptoms?
When did these symptoms start?

We use these phrases to explain the problem.

I'm worried about my heart.
I've taken some painkillers, but **it still hurts** a lot.
I've taken some pills, but **they haven't worked**.
I've broken my wrist.
I've hurt my leg.
I've put ice **on it**.
My neck **hurts**.
My legs **hurt**.
My whole body **aches**.
I can't stop coughing.
I've got a sore throat.
I've got toothache.
I'm feeling/I feel really tired.

Notice

We can use *have got* or *have* for symptoms.

I've got a painful wrist. OR I **have** a painful wrist.
Have you got a temperature? OR **Do you have** a temperature?

We often use the present perfect simple in this situation because:

- the action or event is recent.
- it is connected to now.
- we don't mention the time.
  I've cut my hand. NOT ~~I cut my hand~~.

The doctor uses these phrases to say what is wrong and to give advice.

If it still hasn't got better, you should get an X-ray.
It sounds like you've got flu.
It sounds like you've broken it.
You should stay at home.
You shouldn't play tennis.
And you must stay in bed.
You mustn't take more than four tablets every twenty-four hours.
If you don't feel better in a couple of days, give me a call.

Notice the difference:

You should(n't) + infinitive = It's a good/bad idea to do something.
You **should drink** lots of water. You **shouldn't** do too much exercise.

You must + infinitive = You have to do something. It's necessary.
You **must stay** at home.

You mustn't + infinitive = You can't do something. It's prohibited.
You **mustn't do** any sport for the next week.

PRACTICE

1 **Complete the conversation with the correct form of the verbs in the box.**

feel	help	hurt (x2)	put	rest	take	work

A: Hi, how can I [1] _____ you?
B: I've [2] _____ my hand. I fell over in the garden.
A: Let me look at it.
B: I've [3] _____ ice on it.
A: Can you move your fingers? OK, nothing's broken.
B: Ow, my fingers really [4] _____.
A: Yes, well, you should [5] _____ it. Don't use it.
B: I've [6] _____ some painkillers, but they haven't [7] _____.
A: Just rest for a day or two. If you don't [8] _____ better in a couple of days, give me a call.

2 **Match the sentence halves.**

1 What can	**a** take these tablets.
2 I've	**b** your symptoms?
3 This tooth	**c** really unwell.
4 I can't stop	**d** I help you?
5 How can	**e** taken the antibiotics.
6 I've got	**f** hurts.
7 Could you tell me	**g** I do for you?
8 I feel	**h** coughing.
9 You must	**i** sore throat.
10 I have a	**j** earache.

3 **Correct the sentences. One sentence is correct.**

1 I'm always tired and I can't stop ~~cry~~. crying
2 I think I break my little finger because it's very painful.
3 I'm worried my elbow, it really hurts.
4 You mustn't go to work tomorrow.
5 When have your symptoms started?
6 You should to go to the hospital immediately.
7 It sounds a bad cold, not flu.
8 My all body aches.
9 If it still has got better tomorrow, call me.
10 My knee pains a lot.



6D *be* + adjective + *to* infinitive

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We use *It* + *be* + adjective + *to* infinitive with these adjectives:

bad	great	polite
common	hard	quick
dangerous	important	right
difficult	interesting	safe
easy	kind	unusual
exciting	nice	useful
fine	normal	usual
good	OK	wrong

It's useful to discuss the problem together.
It isn't common to have barbecues in winter.
It was good to see you yesterday.
Was it easy to find the restaurant?

When we want to add a person, we can add *for* + *me*, *him*, *Stef*, etc.
It's difficult **for me** to change your flight.
It's fine **for Stef** to stay here tonight.

In some phrases with *kind*, *good* and *nice*, we use *of* + *you*, *them*, *Jim*, etc.
It's **kind of you** to help.
It's **good of Jim** to drive us to the airport.
It's **nice of her** to invite us to the party.

We can compare things with *It* + *be* + comparative adjective + *to* infinitive + *than*.
It's more interesting to be a driver **than (to be)** a passenger.
It's harder to work from home **than (to work)** in an office.

We use subject + *be/feel*, etc. + adjective + *to* infinitive when we want to talk about our feelings. Adjectives used in this structure include:

amazed	lucky	sorry
angry	pleased	surprised
happy	sad	

I was amazed to see Jim at the party.
Are you pleased to be home after the holiday?

Notice
After *sad*, *surprised* or *sorry*, we often use these verbs:
find out hear learn see

We were **sad to learn** the news.
I was **surprised to find out** about the job on social media.
I'm really **sorry to hear** about your grandmother.
Are you **surprised to see** me?

Other adjectives + *to* infinitive include *careful* and *ready*.
Are you **ready to leave**?
The manager was **careful to speak** slowly.

We form negatives with adjective + *not* + *to* infinitive.
Be **careful not to fall over**.
I was **sorry not to see** you yesterday.

PRACTICE

1 **Match the sentence halves.**

1 Is it better to go to university now	**a** because I think it's useful to do both.
2 I don't think it's bad	**b** to wait a year before starting university.
3 Will it be difficult for	**c** learn about the real world.
4 Maybe, but it's more important to	**d** of you to give me your advice.
5 Do you think it's	**e** me to be a student again after a one-year break?
6 It's difficult for me to say	**f** or to travel for a year?
7 Thanks, it's nice	**g** better to work for a year than to travel?

2 **Put the words in the correct order to make sentences and questions.**

1 come / to / for / fine / It's / you .
2 to / It's / again / see / you / great .
3 perfect / not / to / It's / OK / be .
4 listen / It's / to / than / better / to / speak .
5 to / for / meetings / Is / unusual / cancel / Wendy / it ?
6 the / It's / to / lock / windows / important / all .
7 It / Rachel / was / exciting / meet / to .
8 meal / pay / was / you / It / to / of / for / kind / the .
9 it / Spanish / Was / to / hard / learn ?
10 It / this / isn't / us / for / drive / in / weather / to / safe .
11 it / 'thank you' / wrong / expect / a / message / Is / to ?
12 car / travel / by / It's / to / than / quicker / train / by .

3 **Join the sentences and questions. Use an adjective and the *to* infinitive.**

1 We found the key in the door. We were surprised.
We were surprised to find the key in the door .
2 I heard your news. I was very sorry.
I _____ .
3 Can you leave now? Are you ready?
Are _____ ?
4 You have a balcony. Nice!
It's _____ .
5 Adrian didn't go to the party. He was sorry about that.
Adrian _____ .
6 The water's safe. You can drink it.
It's _____ .
7 Don't start eating before other people. It isn't polite.
It _____ .
8 Isabella has to pass the exam. It's important for her.
It's _____ .
9 You asked for a clean spoon. That was right.
You _____ .
10 I met my new manager yesterday. I was pleased about that.
I _____ .

7A present continuous with future reference; other future forms

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Present continuous

We use the present continuous to talk about events that we have already arranged. The arrangements are often with other people.

I'm meeting my manager tomorrow at three o'clock.
(= I know about this, and my manager knows about the arrangement. It's in our diaries.)
Mariam's parents **are coming** for lunch tomorrow.
(= We know, and Mariam's parents know about the arrangement.)

We often use the present continuous for future arrangements with:

- a specific time phrase.
  We're leaving for the airport **at midday**.
- a specific place.
  We're stopping **in Dubai**.

be going to + infinitive

We normally use *be going to* for general plans and intentions about the future.

We're going to look for a new apartment.
Eduardo **is going to try** and speak to the engineer later this afternoon.

We can also use it for arrangements, but we usually choose the present continuous.

I'm going to meet Juan at the weekend. OR **I'm meeting** Juan at the weekend.

With the verb *go*, we don't usually say *going to go*:

I'm going ~~to go~~ to the park this afternoon.

'll/will + infinitive

We can use *'ll/will* + infinitive when we decide at the moment of speaking. In positive sentences we usually use the contraction *'ll*.

A: What are you having for dessert?
B: I can't decide … OK, **I'll have** the ice cream.

We often use it when we make an offer.

Just a minute. **I'll help** you.

Notice

We can use *shall* + *I*/*we* + infinitive:

- to make an offer.
  Shall I carry that for you?
- to ask for or make a suggestion.
  What **shall we do** on Saturday?
  Shall we have a rest?

Future time phrases

We can use these phrases to talk about arrangements, intentions and decisions in the future:

- *today*, *this* (*afternoon*), *tomorrow* (*morning*), *next* (*week*), *soon*
  I'm seeing Ziya **tomorrow evening**.
- *in a few (minutes)*, *in two (weeks)*, *in a (month's) time*
  We're having a video call **in a few minutes**. NOT ~~a few minutes later~~
- *(right) now*, *straightaway*, *immediately* (with *'ll* + infinitive)
  Oh, here's Kai. **I'll speak** to him **right now**.

PRACTICE

1 **Choose the correct alternative(s) to complete the conversations (1–5). Sometimes two are possible.**

1 A: Do you have any plans for tomorrow?
B: Yes, Ivan and I ..... tennis.
a are playing
b are going to play
c 'll play

2 A: Where are you? Why aren't you here?
B: Stay there and I ..... why in a minute.
a 'm explaining
b 'm going to explain
c 'll explain

3 A: It's Paola's birthday on Saturday.
B: Oh, what ..... her?
a are you getting
b are you going to get
c 'll you get

4 A: Oh, I feel ill.
B: I'm sorry about that. ..... the meeting?
a Am I cancelling
b Am I going to cancel
c Shall I cancel

5 A: You seem tired. You need a break.
B: Well, I'm going on holiday to the UK ..... .
a in a month
b a month later
c a month after

2 **Correct the sentences. Use a future form. Two sentences are correct.**

1 What are you going to do after college?
2 Do you need some money? I lend you some.
3 Thank you for the party invitation. What will I bring?
4 We landing in five minutes.
5 How long is Jen staying in Venezuela?
6 I'm not going tell you my plans.
7 How much luggage do you take next week?
8 When you starting the IT course?
9 We're not going bowling this Saturday.
10 I'm seeing Ali in a month time.
11 When they're going to sign the contract?
12 Oh, so there's no more fish? Then I have the steak.

7B indefinite pronouns: *someone*, *nothing*, *anywhere*, etc.

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We use indefinite pronouns to talk about people, things and places. They end with *-one/-body*, *-thing* or *-where*.

Someone/Somebody called about the flat yesterday.
There's **nothing** in the fridge.
Sofía goes **everywhere** by bike.

every-

We use *everyone/everybody*, *everything* and *everywhere* to talk about all people, things and places.
When these words are the subject, we use them with a third person singular verb.

Everyone/Everybody likes chocolate.
NOT ~~Everyone/Everybody like chocolate~~.
Is **everything** all right?
I've looked **everywhere** for my glasses, but I can't find them.

some-

We use *someone/somebody*, *something* and *somewhere* to talk about a person, a thing or a place.
We don't say (or know) exactly who, what or where.

Someone/Somebody has eaten my sandwich.
There's **something** wrong with my phone.
Joshua's **somewhere** in Egypt at the moment.

no-

We use *no one/nobody*, *nothing* and *nowhere* to talk about no people, things and places.
We use these words with a positive verb.

No one/Nobody knows the answer.
NOT ~~No one/Nobody doesn't know the answer~~.
I have **nothing** valuable with me.
There's **nowhere** to eat around here.

any-

We use *anyone/anybody*, *anything* and *anywhere* to ask questions about people, things and places.

Has **anyone/anybody** seen my keys?
Is there **anything** good on TV tonight?
Are you going **anywhere** nice this summer?

We also use these words with a negative verb.

I **didn't** know **anyone** at the party. (= no people)
We **haven't** been **anywhere** in the USA. (= no places)

We can also use *anyone/anybody*, *anything* and *anywhere* with a positive verb to mean all people, things and places. It's not important who, what or where.

You **can** ask me **anything** and I'll try to answer.
I **can** sleep **anywhere**, for example, in a hotel, on a bus or a train.

Notice

With offers and requests, we usually use *something*.

Would you like/Can I have **something** to drink?

We can use *no one/nobody*, *nothing* and *nowhere* in short answers.

A: Where have you been? B: **Nowhere**.

Indefinite pronouns + *to* infinitive

We often use indefinite pronouns with the *to* infinitive.

I'll find **someone/somebody to help** you.
I've got **nothing to read** on the train.
Is there **anywhere to get** a coffee near here?

PRACTICE

1 **Choose the correct word to complete the sentences.**

1 I don't know **anything** / **nothing** about the history of this place.
2 Everyone **is** / **are** wearing really bright colours this winter.
3 We're trying to find **anyone** / **someone** to look after our cat while we are away.
4 The shop is **somewhere** / **something** on the other side of the city.
5 I explained the plan carefully to **everybody** / **anybody**.
6 Is this **anyone's** / **anyone** bag?
7 I pushed the button, but **nothing** / **anything** happened.
8 I wash **something** / **everything** inside-out.
9 What **'s** / **are** everybody looking at?
10 We've got **anywhere** / **nowhere** to stay tonight.

2 **Complete the conversations with indefinite pronouns.**

Conversation 1

A: Did [1] ..... call while I was out?
B: Yes, [2] ..... called, but they didn't leave their name.
A: Did they leave a message?
B: No, [3] ..... .

Conversation 2

A: Hello. I'm in Room 209 and I can't find the remote for my TV [4] ..... .
B: It's usually [5] ..... near the television.
A: I've looked [6] ....., but I can't find it.
B: I'll send [7] ..... up to help you.

Conversation 3

A: I can't see [8] ..... to eat.
B: I think we've eaten [9] ..... in the house!
A: There's [10] ..... here.
B: OK. Then let's go out for a meal.

3A **Answer the question with *no one/nobody*, *nothing* or *nowhere*.**

1 Where did you go on Friday night?
.....
2 What did Katie do on Saturday? .....
3 Who did Chris and Megan see on Sunday? .....

B **Answer the questions in Ex 3A with a full sentence.**

1 I didn't ..... .
2 .....
3 .....

7C How to … ask for and give permission

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We use these informal phrases to ask for permission.

Can	**I**	close the window? I'm a bit cold.
Is it all right if	**I/he/she/we/ they**	sit(s) here?
Is it OK if		
Is it all right for	**me/him/her/ us/them**	to use your bathroom?
Is it OK for		

We use these phrases for more formal or bigger requests, or to talk to people we do not know.

Could	**I**	use your pen for a minute?
Do you think		**could** leave the meeting early?
May	**I/we**	take a photo of you?

We use these phrases to give permission (to say yes) after someone has asked for something.
(Yes,) no problem.
(Yes,) of course.
(Yes,) go ahead.
Sure, no problem.
Go right ahead.
Please feel free (to …).

We use these phrases to refuse permission (to say no) after someone has asked for something.
(I'm) sorry, you can't.
(I'm) sorry, no bags inside.
I'm afraid not.
I'm afraid that's not possible.
I have to say no. (I'm) sorry.

We use these phrases to say what people are allowed to do.
You can take photos.
You may ask questions now.

We use these phrases for prohibition (to say something is not allowed).

weak	strong
You shouldn't talk loudly.	**You can't** sit here. **You mustn't** take big bags into the exhibition.

We use these phrases for obligation (to say something is necessary).
You have to arrive at 10 a.m. for your tour.
You must leave your bags in the cloakroom.

Notice
You don't have to = it's not necessary.
You **don't have to** use the VR glasses, but you can if you want. NOT ~~You mustn't/You can't …~~

PRACTICE

1 **Complete each conversation with four of the words and phrases in the box.**

Conversation 1

can can't may mustn't no OK

A: Dad, is it if I borrow the car tonight?
B: Sorry, you. I'm using it.
A: Well, I use it tomorrow?
B: Sure, problem.

Conversation 2

course feel go I may to

A: Excuse me, we join you?
B: Please free.
A: Could ask you a question?
B: Sure, ahead.
A: Where did you buy your ring? It's beautiful.
B: My sister gave it to me.

Conversation 3

can't don't have to for no not of

A: Excuse me. Is it all right me to take photos here?
B: Yes, course.
A: What about in the theatre?
B: I'm afraid. We don't allow photos.
A: I understand, thank you.
B: Sorry Sir, but you take that bag in. It's too big.

2 **Use the prompts to make sentences and questions and complete the conversations.**

1 A: you / think / I / could / change my holiday dates?
B: I / afraid / that / going / be / difficult. What dates would you like?
A: Could / change / them / from / the thirteenth / the twentieth / March?
B: have / say / no. I / be / sorry.

2 A: it / OK / me / use / your wifi?
B: Go right. / Here / be / the password.
A: Thanks, and / is / all right / I / use / bathroom?
B: Sure, / problem.

3 A: You / show / passport / before you go through security.
B: I / take / this bottle / water / me?
A: No, / we / take / drinks through security.
B: It / full!
A: You / drink / it / now.
B: But / not / thirsty!

7D adverbial and prepositional phrases

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Phrases to describe position

We use the adverbial phrases *at the front*, *in the middle*, *at the back*, *on the left/right* and *on the left-hand/right-hand side* to answer the question *Where?*

Who's the man **on the left-hand side** of the photo?

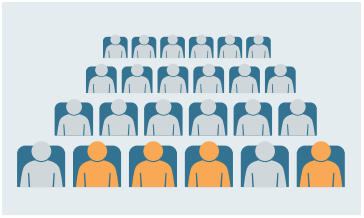
We also use:

in the distance = far away

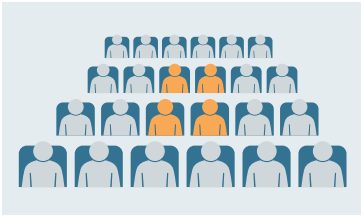
What is that building **in the distance**? I can't see it well.

in the background = behind the main people or things in a photo or picture

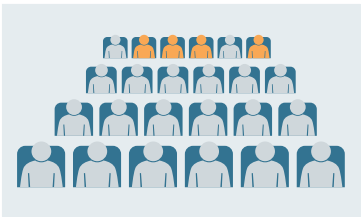
It's a picture of a woman with a building **in the background**.



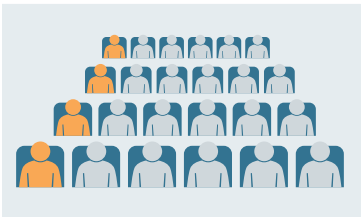
at the front



in the middle



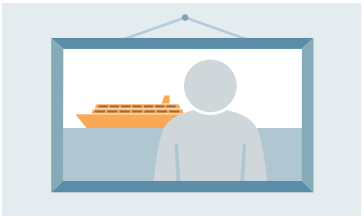
at the back



on the left/left-hand side



in the distance



in the background

Other prepositional phrases

We often use prepositions + adjectives + nouns.

He's standing **in front of a beautiful old building**.

There's a woman **in a modern sports car**.

I love the photo of the child **with long dark hair**.

Phrases + *with* and *without*

We use *with* to mean:

- two or more people together in the same place.
  She's walking in the park **with** her children.
- having, possessing or carrying something.
  Can you see that man **with** the black bag?
- 'including'.
  Would you like a room **with** a view?

We use *without* to mean:

- not having something.
  You can travel there **without** a visa.
- 'not including'.
  It's an apartment **without** a balcony.

PRACTICE

1 **Choose the correct words to complete the sentences.**

1 It's very dark here. Can you see a light in the **distance** / **background**?
2 Who is the woman in **middle** / **the middle**?
3 My brother is the one with a **bright blue** / **bright and blue** T-shirt.
4 I like sitting **at** / **on** the back of the class.
5 I think there's a cow in the **distance** / **background** of this photo.
6 You can see some people on **the right** / **right** of the picture.
7 Look on the **left-hand** / **left**. Pip's hiding behind that small tree!
8 My house is next to a **clothes shop popular** / **popular clothes shop**.
9 The teacher was standing **at front** / **in front** of his new class.
10 We drive **in** / **on** the left-hand side of the road.

2 **Rewrite these sentences as one sentence. Use *with* or *without*.**

1 Sonya came to class. She didn't have her coursebook.
  Sonya came to class without her coursebook.
2 It's difficult for him to get a job. He doesn't have any experience.
3 She's the girl over there. She's got long black hair.
4 Have you seen a phone? It's pink and it's got a flower on it.
5 Who's that man? He's got a moustache.
6 This is the price. I haven't included any tax.
7 Ji-hoon often goes to parties. Izzy and he go together.
8 Pedro arrived at the airport. He didn't have his passport.

3 **Complete the email with the words in the box. You do not need one of the words.**

a	in	of	on	right	the	with	without

Hi Sam,

I'm in my hotel and I'm so glad I got a room [1] _____ a balcony – the view of the town is perfect. The market square is [2] _____ the middle, and there are beautiful old buildings all around the square. People are sitting at restaurant tables in front [3] _____ some of the pretty buildings. There's a museum [4] _____ the left-hand side of the square. I can see a bridge in [5] _____ distance and a tower on the [6] _____ of the bridge. It's all so beautiful, but I feel sad that I'm here [7] _____ you.

8A *will* for predictions

REFERENCE

page 79

We often use *will* + infinitive when we talk about predictions (the things that we know, think or guess about the future).

Food prices **will increase** next year.

They **won't win** the championship.

Positive and negative

	subject	auxiliary verb (*will*)	infinitive
+	I/You/He/She/It/ We/They	'll will	be fine.
-	I/You/He/She/It/ We/They	won't will not	pass the test.

We often use *I'm sure*, *I think*, *I don't think* with *will* + infinitive.

I'm sure Greta will be here soon.

I don't think she'll be late. NOT ~~I think she won't be late.~~

We can also use *probably* when we think something will happen, but we're not 100 percent sure.

We use *probably* after *will* or before *won't*.

Wiener **will probably** finish first.

He **probably won't** be happy with his time.

We can use *maybe* and *perhaps* when we're not sure.

We use *maybe* and *perhaps* at the beginning of a sentence or phrase.

Perhaps prices will stay the same.

Maybe it won't rain tomorrow.

Questions

	wh- word	auxiliary	subject	infinitive
wh- questions	What When How long How much	will	he it she the trip	do? happen? take? cost?
yes/no questions		Will	they she	win? like it?

We can use short answers to *yes/no* questions with *will*.

Yes, she **will**.

No, they **won't**.

Notice

We can also use *will* + infinitive in a subject question:

Who **will become** the next president?

Who is the subject of the verb.

Compare this with the object question:

Who **will** they **choose**?

They is the subject of the verb. *Who* is the object.

We can also use *'ll/will* + infinitive for decisions we make at the moment of speaking.

I can't decide. OK, I**'ll have** the chicken, please.

We don't usually use *'ll/will* + infinitive for arrangements or for general intentions.

I'm seeing Zack tomorrow and we're going to talk about the party.

NOT ~~I'll see Zack tomorrow and we'll talk about the party.~~

PRACTICE

1 **Choose the correct words to complete the sentences.**

1 The price of electric cars **will to go down** / **will go down**.
2 I think **she will** / **she will want** to come to the party.
3 I don't think Günter **will** / **won't** enjoy his new job.
4 **Perhaps it'll** / **It perhaps will** rain next week.
5 The company **won't probably** / **probably won't** offer me the job.
6 My rent **will probably** / **probably will** go up next month.
7 How long **will take** / **will she take** to go to sleep?
8 What **will happen** / **will it happen** next do you think?

2 **Put the words in the correct order to make sentences and questions.**

1 forget / will / I'm / I / something / sure .
2 there / lot / be / of / Will / a / people / there ?
3 to / find / a / park / place / probably / You / won't .
4 with / an / half / you / be / hour / We'll / in .
5 Teresa / the / I / don't / will / to / come / think / party .
6 discover / will / next / What / scientists ?
7 see / be / impossible / to / It'll / anything .
8 expect / hotel / Mr / in / a / will / to / good / Garcia / stay .
9 have / a / Greece / in / time / You'll / wonderful .
10 in / probably / an / will / Our / plane / land / hour .

3 **Find and correct two mistakes with *will* in each conversation.**

1 A: Where are Sue and Mike? They're late. They 'll miss the start of the film.
B: It's OK. I'm sure they won't be here soon.
2 A: Will be bad the traffic at six o'clock?
B: You should travel a bit later. It'll be probably less busy at about seven o'clock.
3 A: Do you think Amara like this present?
B: I'm sure she will like.
4 A: I haven't seen the management team today. When will decide about the job?
B: They won't probably decide anything today.
5 A: Who will he play the main part in the film, do you think?
B: Nobody's sure, but it maybe will be Raiden Barlowe.
6 A: I'm coming to the UK In September. Will the children to be back at school?
B: Yes. It'll still be sunny and you are having a wonderful time.
7 A: Do you think Winston will signs the contract?
B: I won't think he will.

8B first conditional

REFERENCE

page 80

We use the first conditional to talk about a possible situation in the future and its result.

If we leave after five, we'll miss the train.

We use *if* + present simple to talk about the situation.

If it **rains** tomorrow, …

We use *will* + infinitive to talk about the result.

… **we'll stay** at home.

We use a comma after the *if* clause (part of the sentence).

If it rains tomorrow**,** we'll stay at home.

if clause result clause

We can also start the sentence with the result clause. We don't use a comma for this.

We'll stay at home if it rains tomorrow.

result clause *if* clause

We can use a negative in the *if* clause and/or the result clause.

If you **don't work** harder, you **won't pass** the exam.

We make questions with *will* + subject + infinitive.

What **will you do** if you miss the last bus?

We often use a contraction when we speak.

What**'ll** you do if you get the job?

We often use the first conditional for:

- decisions.
  If it's a boy, we'll call him Jordan.
  I won't drive if it snows tomorrow.
- offers.
  If I have time, I'll drive you to the airport.
  We'll get the tickets if you want.
- advice.
  If you practise a lot, you'll pass your driving test.
  You'll feel better if you have something to eat.

PRACTICE

1 **Match the sentence halves.**

1 I'll go to the party
2 If you go straight on here,
3 If you call the surgery tomorrow,
4 I'll be very surprised
5 You'll be late
6 If you take this bag,
7 If I find your glasses,
8 You'll feel better

a if you take some of these pills.
b I'll carry the other one.
c I'll send them to you.
d if you come with me.
e you'll see the cinema on your left.
f if you don't leave now.
g if I win.
h I'll give you the test results.

2 **Complete the first conditional sentences with the correct form of the verbs in brackets. Use contractions where possible.**

1 If we _____ enough time, we _____ on a walking tour around the city. (have / go)
2 If there _____ an emergency, I _____ straightaway. (be / come)
3 If we _____ at seven, we _____ to the airport at half past eight. (leave / not get)
4 You _____ some bottles of water if you _____ in the fridge. (find / look)
5 They _____ into each other if they _____ too fast. (crash / drive)
6 If the phone _____ too expensive, I _____ it. (be / not buy)
7 What _____ (you) if it _____ ? (do / snow)
8 If Andy _____ well this afternoon, he _____ the meeting. (not feel / cancel)
9 If we _____ some sandwiches, _____ the boys _____ them? (make / eat)
10 If you _____ your contact details, we _____ you in a week's time. (leave / call)
11 They _____ time for lunch if the film _____ at 1 p.m. (not have / start)
12 If I _____ dinner, _____ you _____ the children? (cook / look after)

3A **Use the prompts to make sentences and questions and complete the conversations. Use the first conditional.**

Conversation 1

A: Oh no, my printer's broken.
B: If you / wait / minute / I / come / take / look.
A: Thank you. And have you seen Zena? I have a question for her.
B: No, but / if I / see / her / I / tell / her / you / want / speak / her.
A: Thanks.

Conversation 2

A: This soup doesn't taste very nice.
B: It / taste / better / if you / add / some salt.
A: Ah yes, that's better.
B: Be careful. If you / not / stir / it / it / burn.
A: Oh, yes. I'll turn the heat down.

Conversation 3

A: What / you / do / if you / fail / the exam?
B: I don't know. Maybe I'll wait for a year and then try again. What about you?
A: I'm not sure, but if I / pass / the exam / I / study / politics / university.
B: Good luck!
A: And you.

B **Which sentences in Ex 3A are about:**

a making a decision?
b offering?
c giving advice?

8C How to … check information

REFERENCE

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Question tags

We use question tags when we guess or we think that we already know the correct information. We want to check that it is true.

That's an electric car, **isn't it?**
You come from Italy, **don't you?**

We use a positive verb in the first part of the question.
We use a negative question tag in the second part.

Question tags with *be*

To make a question tag, we use negative forms of *be*: *isn't/aren't*, *wasn't/weren't*, *won't* + pronoun.

	positive verb	question tag
be	Jasmine was here a minute ago, You're from Italy, Karim will be here soon,	wasn't she? aren't you? won't he?

Question tags with other verbs

To make a question tag, we use the correct auxiliary verb in the negative + pronoun.

	positive verb	question tag
present simple	Your husband eats meat, You know Andy,	doesn't he? don't you?
present continuous	She's living in Brazil, They're working at home,	isn't she? aren't they?
past simple	Emma studied at Harvard,	didn't she?
past continuous	It was raining, They were having a party,	wasn't it? weren't they?
present perfect	Salvador has been to China, You've just arrived here,	hasn't he? haven't you?
will future	You'll talk to John tomorrow,	won't you?
can for ability	You can play the piano, She can come tomorrow,	can't you? can't she?

We can use question tags to start conversations, for example:

- meeting someone on the street.
  A: It's a lovely day, **isn't it?**
  B: Yes, it's beautiful.
- talking to a classmate after a test.
  A: That was difficult, **wasn't it?**
  B: Yes, it really was.
- trying to talk to a person who is angry.
  A: You're angry about it, **aren't you?**
  B: Yes, I am.

When we use a question tag, we expect the other person to agree with us.

A: He's a brilliant actor, **isn't he?**
B: Yes, I think he's great.

If we disagree after this type of question tag, we can use *actually* to make our answer softer.

A: You eat cheese, don't you?
B: **Actually**, I don't./I don't, **actually**.

PRACTICE

1 **Match the sentence halves.**

1	The children were really good,	**a**	wasn't he?
2	He works in the city centre,	**b**	isn't it?
3	We're leaving from Dubai,	**c**	can't you?
4	We had a great time yesterday,	**d**	doesn't he?
5	You've got a cat,	**e**	don't they?
6	He can sing well,	**f**	isn't there?
7	This is a beautiful view,	**g**	haven't you?
8	He was talking to Jane,	**h**	didn't we?
9	There's a lot of traffic today,	**i**	weren't they?
10	They come from Scotland,	**j**	doesn't it?
11	This dress looks amazing,	**k**	aren't we?
12	You can taste the lemon in it,	**l**	can't he?

2 **Complete the questions with a question tag.**

1 Your name's Sylvia, ... ?
2 You're going to Scotland soon, ... ?
3 We met last year, ... ?
4 You'll call me later, ... ?
5 That was a big storm last night, ... ?
6 You've forgotten your phone again, ... ?
7 We've been here before, ... ?
8 Ms Davis lives near here, ... ?
9 There's some milk in the fridge, ... ?
10 You enjoy playing badminton, ... ?
11 It was a wonderful concert, ... ?
12 Jeff's just finished college, ... ?

3 **Use the prompts to make sentences and questions and complete the conversations. Use one question tag in each conversation.**

1 A: Liana / wants / be / vet, / she?
B: That / be / right.
2 A: You / studied / economics / university, / you?
B: Actually, / I / study / law.
3 A: That / be / our luggage / over there, / it?
B: Yes / be.
4 A: Tomorrow / we'll / have time / go shopping / airport, / we?
B: Yes / will.
5 A: You / meet / Chris / before, / you?
B: Yes / we / meet / last year.
6 A: These / be / my sandwiches, / they?
B: Actually, / they / be / mine.
7 A: You / will / remember / shut / all / windows, / you?
B: Yes, / will. / not / worry!
8 A: You / print / our boarding passes, / you?
B: Yes, / have, / but they / be / also here on my phone.

8D word building: nouns to adjectives

REFERENCE

page 85

We often make adjectives from nouns:
sport – sporty
care – careful

Adjectives ending in *-y*

noun	adjective	spelling
luck	luck**y**	most nouns, add *-y*
noise	nois**y**	nouns ending *-e*, change *-e* to *-y*
sun	sun**ny**	nouns ending CVC*, double the final consonant and add *-y*
snow	snow**y**	nouns ending *-w* or *-x*, do not double the final consonant
sugar	sugar**y**	nouns ending CVC*, but the stress is not on the final syllable, do not double the final consonant

*CVC = consonant + vowel + consonant

Adjectives ending in *-ful*

noun	adjective	spelling
use	use**ful**	add *-ful*
pain	pain**ful**	

Notice
We can form the comparative and superlative from adjectives ending with *-y* and *-ful*:
lucky – luckier – the luckiest
powerful – more powerful – the most powerful
We can form adverbs in this way:
sleepy – sleep**ily**
helpful – helpful**ly**

PRACTICE

1 **Write the noun forms of the adjectives.**

1 hilly .....
2 lucky .....
3 sleepy .....
4 smoky .....
5 sporty .....
6 dirty .....
7 tasty .....
8 smelly .....
9 careful .....
10 colourful .....
11 helpful .....
12 powerful .....
13 successful .....
14 wonderful .....

2 **Choose the correct word to complete the sentences.**

1 This curry tastes delicious. It's really hot and **spicy** / **spice** / **spicey**.
2 If you are looking for a **cream** / **creamy** / **creammy** taste, then you will love our new soup.
3 We only use the **juice** / **juicey** / **juicy** from fresh oranges in our drinks.
4 This coffee tastes nice and **milk** / **milkey** / **milky**.
5 I usually try and eat **health** / **healthy** / **healthful** food.
6 This food has too much **oil** / **oilly** / **oily** for me.
7 I don't like **sugar** / **sugary** / **sugarry** drinks.
8 I love these biscuits. They taste really **butter** / **butterry** / **buttery**.

3 **Complete each sentence with a noun (in the singular or plural) or the adjective form of the noun.**



1 Tomorrow in the north it will snow all day. The ..... will be thickest in the north-east. The weather all week will be .....



2 Motorists should be careful as there will be ..... on some country roads. This ..... weather will be with us overnight.



3 In the east of the country, it will be very ..... In some areas on the coast, the ..... will be at speeds of 45–50 miles per hour and car drivers should be careful about trees on the road.



4 There will also be some bad ..... along the coast. The ..... weather will go on overnight, but things will become quieter on Wednesday.



5 In the west, last week's ..... weather has gone and there will be no more ..... this week.



6 In the south of the country, it's quite ..... at the moment, but this afternoon the ..... will go.



7 Here we will have some bright, ... weather for the rest of the day. Enjoy the ..... now as tomorrow everything will change.



8 In the evening, we expect ..... on some roads and it will be ..... all the next day.

4 **Complete the sentences with the adjective form of the noun in brackets.**

1 We love sitting by this lake. It's so ..... here. (peace)
2 I enjoyed the lesson yesterday. It was really ..... (use)
3 My daughter lives in a very ..... part of the country. (hill)
4 You look ..... I think it's time for you to go to bed. (sleep)
5 Everyone in the gym was very ..... (help)
6 In the past, cities were often very ....., but today they're cleaner. (smoke)
7 Stefan loves football and tennis. He's very ..... (sport)
8 Eleanor's new car is more ..... than her old one. (power)
9 Is your shoulder ..... ? (pain)
10 The hotel room was quite ..... (dirt)

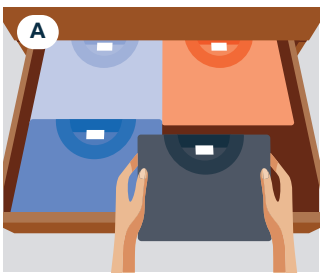
VOCABULARY BANK

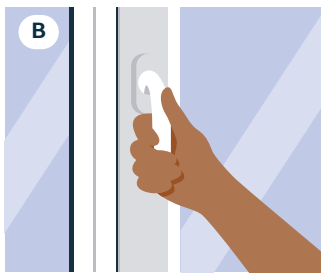
1A everyday activities

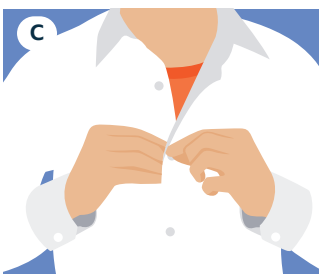
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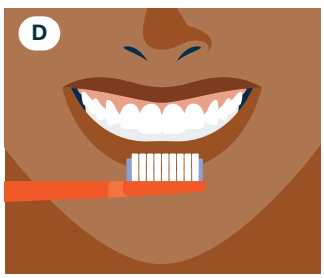
1 A **Match the actions (1–8) with the pictures (A–H).**

1 brush your teeth
2 do the washing up
3 dry your hair
4 get dressed
5 lock a door
6 put something away
7 shut a window
8 switch a light on or off

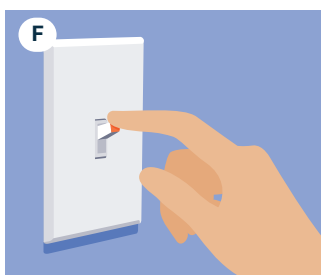


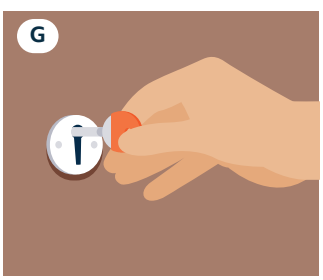














B VB1.01 | **Look at the pictures again. Listen and repeat.**

C **Work in pairs and discuss the questions.**

1 How many times a day do you do these things?
2 Which do you do at a particular time of day?

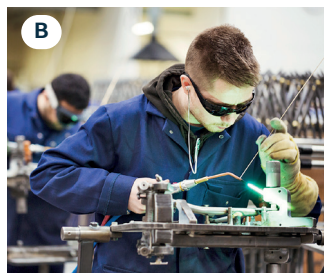
1B jobs

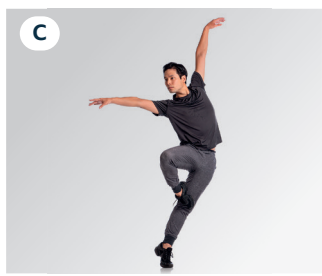
page 10

1 A **Match the jobs (1–8) with the photos (A–H).**

1 author
2 cleaner
3 dancer
4 dentist
5 factory worker
6 PA (personal assistant)
7 tour guide
8 vet





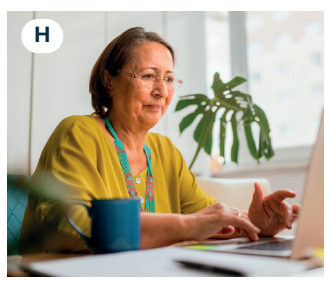












B VB1.02 | **Look at the photos again. Listen and repeat.**

C **Work in pairs. Student A: Point to a job. Student B: Say the word.**

D **Work in pairs and discuss the questions.**

1 Imagine that all the jobs have the same pay. Which three would you most like to do? Why?
2 Which would you not like to do? Why not?

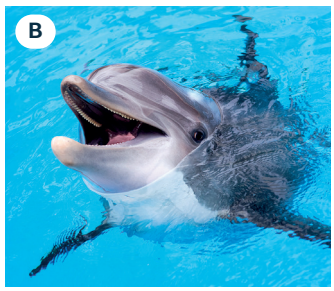
2A animals

page 19

1 A Add two missing letters to complete the name of each animal.

A

t_g_r

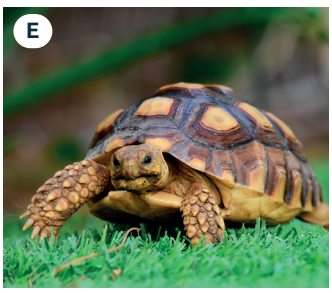
B

dol_h_n

C

fr_ _

D

b_t_erfly

E

tort_ _se

F

f_ _

G

ra_ _it

H

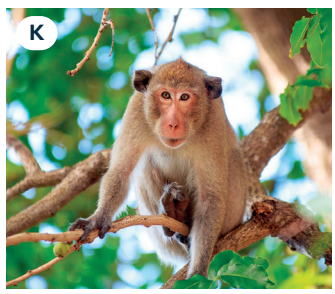
sn_k_

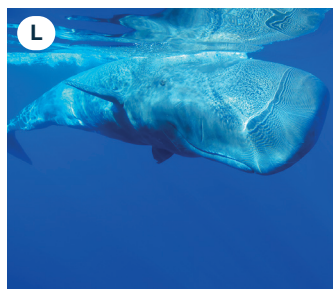
I

m_ _e (plural)

J

s_id_r

K

m_nke_

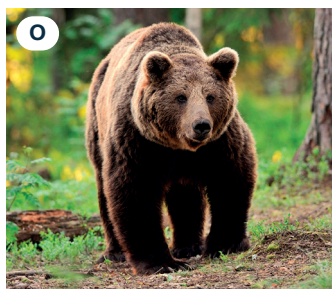
L

w_al_

M

in_e_ts (plural)

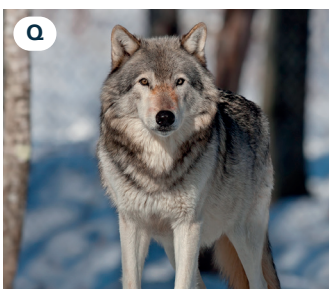
N

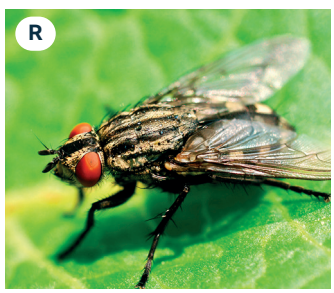
r_ _

O

b_ _r

P

_e_

Q

w_ _f

R

f_ _

S

croc_d_le

T

g_ _t

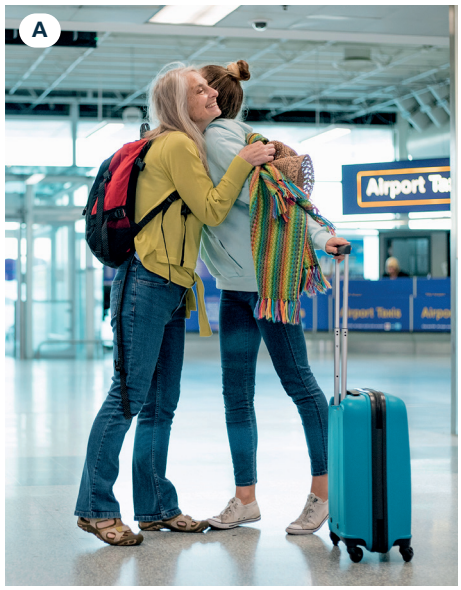
B VB2.01 | Look at the photos again. Listen and repeat.

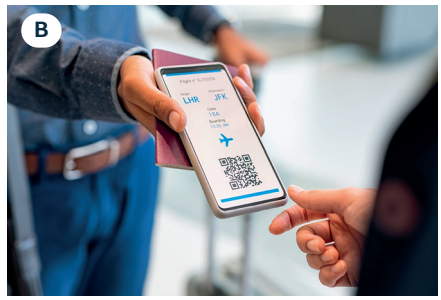
2B at the airport

page 20

1 A Match the words in bold (1–10) with the photos (A–J).

1 **board** / **get on** the plane
2 **get off** the plane
3 go through **customs**
4 go through **passport control**
5 go through **security**
6 go to the **arrivals hall**
7 go to the **baggage reclaim**
8 go to the **check-in desk**
9 go to the **departure lounge**
10 show your **boarding pass**



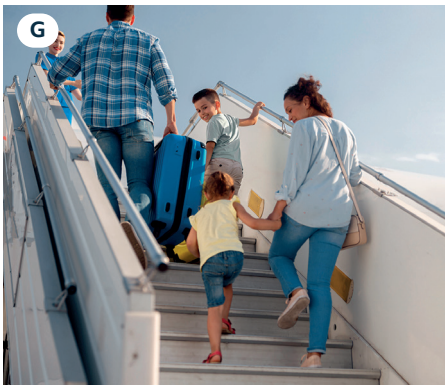


















B VB2.02 | Look at the photos (A–J) again and listen to the phrases in Ex 1A.

C Work in pairs and look at the phrases in Ex 1A. Say the order that people do these things when they travel by plane.

First you go to the check-in desk, … . Then you … . Next you …

3A school and university subjects

page 29

1 A **Match the subjects (1–18) with the pictures (A–R).**

1 art
2 business studies
3 dance
4 drama
5 economics
6 education
7 engineering
8 geography
9 history
10 information technology (IT)
11 languages
12 law
13 maths
14 medicine
15 physical education (PE)
16 politics
17 science
18 tourism

B **VB3.01 | Look at the pictures again. Listen and repeat.**

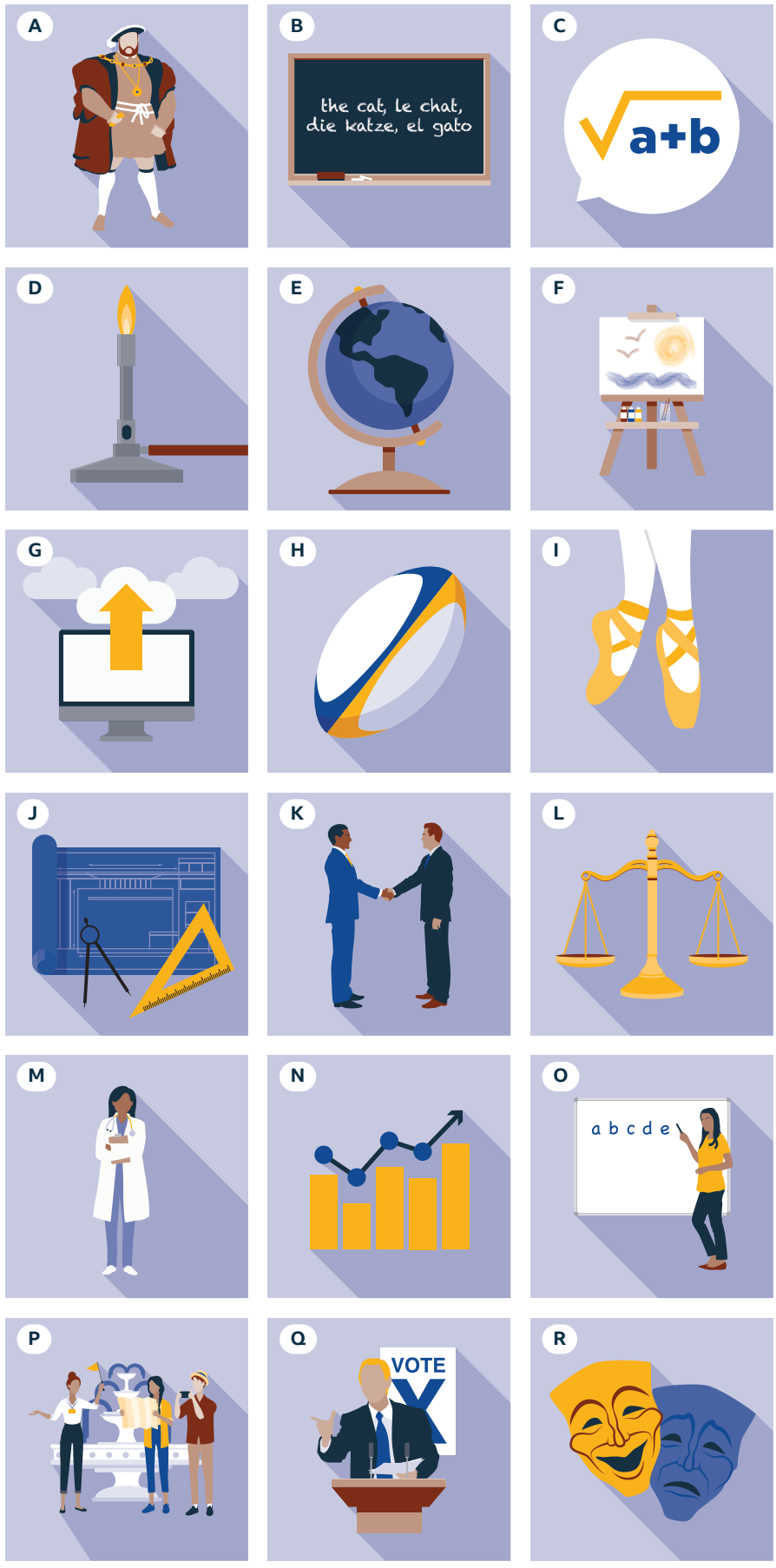
C **Work in pairs and take turns. Student A: Say a sentence (1–7). Student B: Say which subjects are best for your partner.**

A: 'I like working with numbers.'
B: I think the best subjects for you are maths, engineering or …

1 I like working with numbers.
2 I'm interested in machines.
3 I like learning about different cultures.
4 I want to do great things for my country.
5 I want a job that makes lots of money!
6 I want to help people.
7 I love going to the theatre and to galleries.

D **Work with other students. Tell each other which subjects you are studying at the moment and/or which subjects you'd like to study. Give reasons.**

I'm studying …
In the future I'd like to study … because …

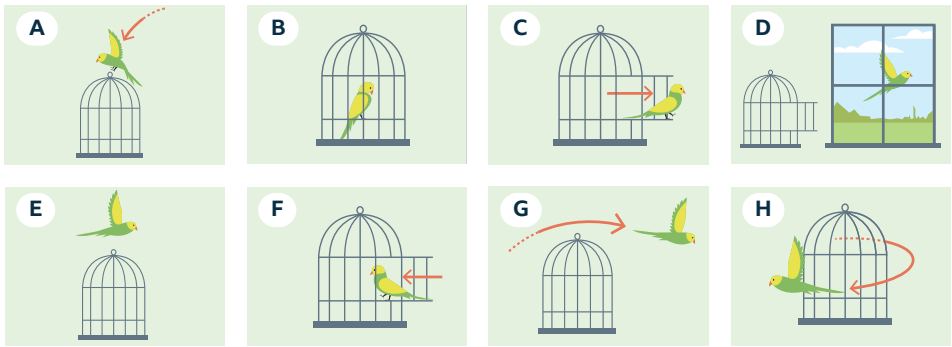


3C location, position and movement

page 32

1 A Match the prepositions (1–8) with the pictures (A–H).

1 above
2 around
3 inside
4 into
5 onto
6 out of
7 outside
8 over

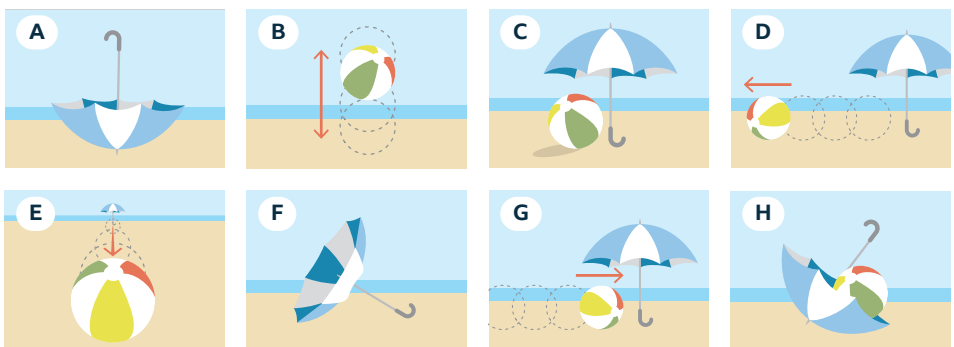


B VB3.02 | Look at the pictures again. Listen and repeat.

C Work in pairs and take turns. Student A: Point at one of the pictures. Student B: Say the preposition.

2 A Match the words and phrases (1–8) with the pictures (A–H).

1 away from
2 beside
3 forwards
4 inside out
5 together
6 towards
7 up and down
8 upside down



B VB3.03 | Look at the pictures again. Listen and repeat.

3 Work in pairs and look at the picture below. Student A: Close your book. Student B: Look at the picture again and say a true or false sentence using a word or phrase from Ex 1A or 2A. Student A: Say if the sentence is true or false.

A: The old woman is walking away from the café.
B: That's false. I think she's walking towards the café.
A: You're right! And there's a man in a black jacket walking towards her.
B: I'm not sure about that. I think the man …



4B travel phrases

page 40

1 A **Complete the sentences with the prepositions in the box. You can use the prepositions more than once.**

between from in of on to

1 **Branville**'s ..... the border ..... Wetland and Tinato.
2 **Denville**'s ..... the south coast ..... Tinato.
3 **Endfield**'s ..... the other side ..... the sea ..... Denville.
4 **Allentown**'s ..... the northwest ..... Wetland, but not ..... the coast.
5 **The airport**'s ..... the east ..... Allentown.
6 You pass through **Fanwood** ..... the way from Allentown ..... the south coast of Wetland.

B **Match each place in bold in Ex 1A with a place on the map (a–k).**

Branville: f

C **Work in pairs. Student A: Choose a place on the map (a–k) and describe its location. Student B: Say the place.**

A: It's on the north coast of Tinato.
B: d.



Notice

- We use *journey* to talk about going from one place to another place.
  It's 300 kilometres from New York to Boston. The **journey** takes five hours by bus.
  Come in. Can I take your coat? How was your **journey**?
- We use *trip* to talk about the whole visit: the journey to a place, staying or being there and then coming back again.
  I went on a business **trip** to Uruguay.
  We offer day **trips** to the national park.
- We use *travel* to talk about the activity of moving from one place to another place. We usually use it with a general meaning.
  I don't enjoy rail **travel**.
  Travel can be difficult with young children.
- *Travel* is an uncountable noun. We cannot say ~~*a travel*~~.
  We went on **a trip** to Amsterdam. NOT ~~We went on a travel to Amsterdam~~.
- We use *route* or *way* for the roads or paths, etc. that we go along to get from one place to another.
  What's the best **route** to the ocean?
  What's the quickest **way** to the station?
- We use *on the way* and *on my way* to mean 'while you are going to a place'.
  I saw Henri **on the/my way** to work.

2 **Choose the correct words to complete the sentences. Sometimes more than one answer is correct.**

1 I'm so tired. That was a long **trip** / **journey** / **travel**!
2 I love to read about **trips** / **journeys** / **travel**, but I don't like doing it.
3 We're planning to take a weekend **trip** / **journey** / **travel** to the mountains.
4 The quickest **route** / **way** / **trip** from here to my house is through the city centre.
5 Can you get some milk on your **route** / **way** / **journey** home?
6 The best **route** / **way** / **travel** to the hospital is to go straight ahead.

5B countable and uncountable nouns

page 50

1 A **Which of these uncountable nouns are in the photos?**

1 accommodation
2 advice
3 electricity
4 fashion
5 food
6 furniture
7 luggage
8 money
9 music
10 news
11 social media
12 time
13 traffic
14 transport
15 vocabulary
16 work

B **Match the uncountable nouns (1–16) in Ex 1A with the countable nouns (a–p).**

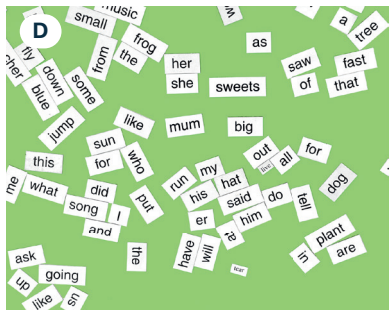
a an apple, a carrot
b a battery
c a bus, a train, a plane
d a bus, a car, a lorry
e a euro, a dollar
f an hour, a minute
g a job
h a post, a message
i an article, a story
j a room, a flat
k a shirt, a dress
l a sofa, a chair
m a song, an overture
n a suggestion, a tip
o a suitcase, a bag
p a word

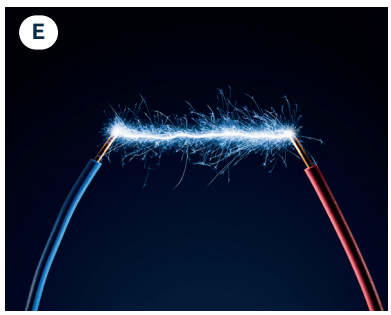
C **VB5.01 | Listen to the uncountable nouns in Ex 1A and repeat.**



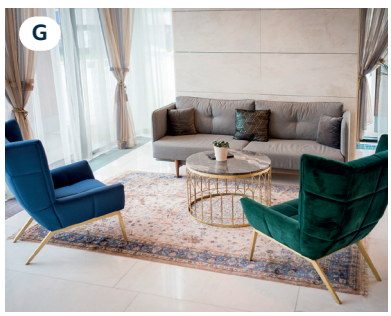


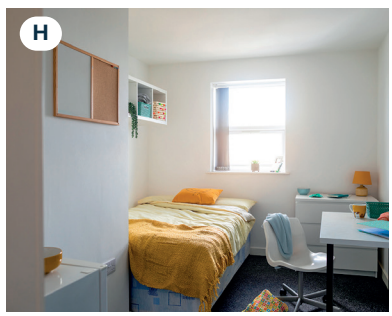












2 A **Read the information. Complete the groups of words (1–3) with *piece*, *item* or *bit*.**

We often use *a piece of*, *an item of* or *a bit of* with an uncountable noun. We use these phrases for a single example or a small amount of something.

1 a(n) _____ of: advice, clothing, furniture, information, luggage, music, news, paper
2 a(n) _____ of: advice, information, money, news, time, work
3 a(n) _____ of: clothing, furniture, information, luggage, news, vocabulary

We often use *item* in a more formal situation or when we are writing.

If you lose an item of luggage, please go to the lost luggage desk.

B **Choose the correct words to complete the sentences.**

1 **Do** / **Does** news always have to be exciting?
2 Are there a lot of **traffic** / **cars** in the road outside?
3 **Is** / **Are** public transport expensive in this area?
4 What's the best bit of **advice** / **suggestion** you've ever had about computers?
5 **Is** / **Are** a good job difficult to find?
6 Can you tell me an interesting **information** / **piece of information** about your hometown?

C **Work in pairs. Ask and answer the questions.**

5C common adjectives

page 52

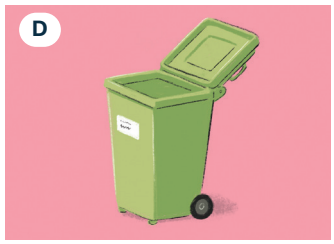
1 A Match the adjectives (1–20) with the pictures (A–T).

1 bright
2 cool
3 dark
4 dry
5 empty
6 full
7 heavy
8 light (for weight, e.g. kilograms)
9 light (for colour)
10 metal
11 narrow
12 plastic
13 soft
14 strong
15 thick
16 thin
17 warm
18 weak
19 wet
20 wide











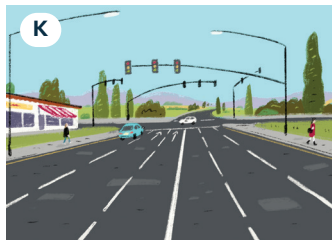






























B VB5.02 | Look at the pictures again. Listen and repeat.

2 A Work in pairs and cover the pictures. Which words in Ex 1A are opposites?

2, 17 – cool, warm

B Work in pairs. Student A: Close your book. Student B: Choose a picture and ask for its opposite. Student A: Say the opposite. Then swap roles.

B: What's the opposite of 'cool'?

3 Work in pairs. Student A: Think of an object and describe it, using at least two adjectives from Ex 1A. Student B: Guess the item or ask questions.

A: It's bright and warm. You can wear it.
B: Is it a jacket?
A: No, it isn't.
B: Is it a jumper?
A: Yes, it is. It's yours!

6A sports collocations

page 58

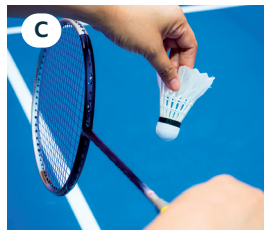
1 A Match the sports (1–20) with the photos (A–T).

1 athletics
2 badminton
3 baseball
4 bowling
5 cricket
6 cycling
7 hockey
8 horse-riding
9 ice-skating
10 judo
11 karate
12 rugby
13 scuba diving
14 skiing
15 snooker
16 snowboarding
17 table tennis
18 tai chi
19 volleyball
20 windsurfing

B VB6.01 | Look at the photos again. Listen and repeat.



















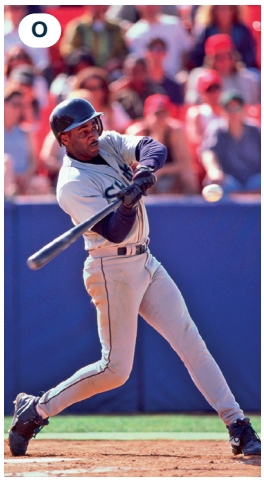






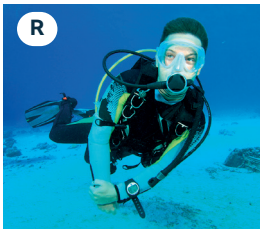
















2 A Look at the sports that go with each verb, then complete the rules (1–3).

play	do	go
basketball	exercises	running
golf	yoga	sailing

1 We use ..... for all sports ending in *-ing*.
2 We use ..... for sports with a ball.
3 We use ..... for other sports.

B Match the sports in Ex 1A with the verbs in Ex 2A.

3 A Make a table with three columns and three rows in your notebook. Write a different sport from Ex 1A in each square.

cricket	athletics	snooker
skiing	karate	horse-riding
volleyball	rugby	badminton

B Work in pairs and take turns. Student A: Ask a question with *play*, *do* or *go* and a sport. Student B: If you have that sport in your table, write X in the square.

A: Do you go skiing?
B: Yes, I do.

C The winner is the first person to write three Xs in a row.

6B physical actions

page 61

1 A Match the words (1–10) with the photos (A–J)

1 bite
2 click on
3 climb
4 fall over
5 get something down
6 jump
7 kick
8 point at
9 pull
10 push

B VB6.02 | Look at the photos again. Listen and repeat.





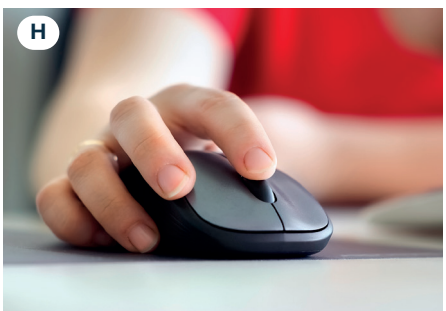
















C Complete the conversations with the correct form of verbs from Ex 1A.

1 A: My computer's dead!
B: Oh no. How … ?
A: I _____ an email link and the screen went black.

2 A: Hi, I'm at the doctor's. A dog's _____ me.
B: Where … ?

3 A: I've broken my leg. I was _____ a ladder and I fell off.
B: Why … ?

4 A: Look over there.
B: What are you _____ ?
A: That! Over there!

5 A: Where's the ball?
B: I _____ it over that wall.
A: Oh no! How … ?

6 A: Do you see that guy? He's _____ a shopping trolley.
B: Strange. That's not food in the cart. I think it's …

7 A: Help! There's a fire in my room!
B: Hurry! You can _____ out of the window!
A: But it's too …

8 A: That woman is _____ her dog with the lead, but it isn't moving.
B: Maybe it …

D Work in pairs. Continue the conversations in Ex 1C.

6C the body and symptoms

page 62

1 A Match the words (1–12) with the photos (A–L).

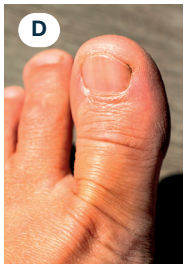
1 ankle
2 elbow
3 finger
4 knee
5 lips
6 mouth
7 neck
8 shoulder
9 throat
10 toe
11 tongue
12 wrist

B VB6.03 | Look at the photos again. Listen and repeat.



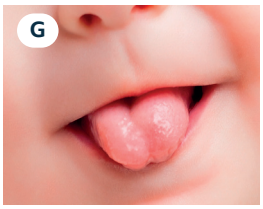




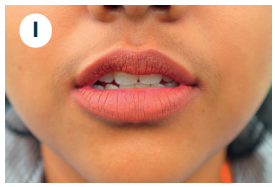




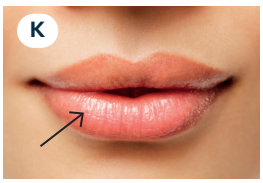














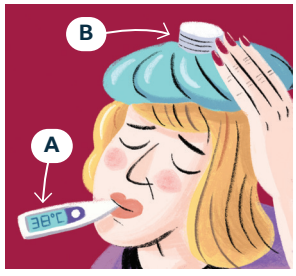
2 A Match the symptoms (1–12) with the details (A–L) in the pictures.

1 a cough
2 a headache
3 a painful elbow
4 a painful knee
5 a sore throat
6 a stiff neck
7 a temperature
8 backache
9 dizzy
10 earache
11 stomachache
12 toothache

B VB6.04 | Look at the pictures again. Listen and repeat.

C Work in pairs and look at the symptoms.

1 Which have you had in the past year?
2 Which do you often have?
3 Which have you never had?



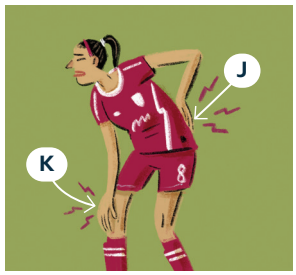












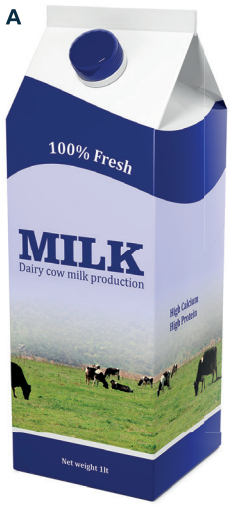


7B containers

page 70

1 A Match the words (1–10) with the photos (A–J).

1 bottle
2 bowl
3 box
4 carton
5 jar
6 mug
7 packet
8 pot
9 tin (or can)
10 tube



A



B



C



D



E



F



G



I



J



H

B VB7.01 | Look at the photos again. Listen and repeat.

C Work in pairs. Student A: Say a container. Student B: How many things can you think of that go in that container? Student A: Add to the list.

A: a packet …
B: a packet of crisps …
A: a packet of biscuits …