

American Language Hub



STARTER
Student's Book

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INGRID WISNIEWSKA
ED PRICE



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	LESSON • OBJECTIVES	GRAMMAR	VOCABULARY	PRONUNCIATION	READING • LISTENING	SPEAKING • WRITING
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	LESSON • OBJECTIVES	GRAMMAR	VOCABULARY	PRONUNCIATION	READING • LISTENING	SPEAKING • WRITING
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10.2	Family treasures (p76) Talk about past experiences	simple past questions	life events	final consonant /t/ and /d/	listen to a podcast where people talk about treasured objects KEY SKILL Identifying reasons	SPEAKING HUB conduct a survey to find out about people's past experiences
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U11	HAVING FUN					
11.1	In or out? (p82) Talk about things you like doing	like/love/hate/ enjoy + verb + -ing	recreational activities	verb + -ing /ɪ/	read a lifestyle article about staying in or going out	discuss what you like doing in your free time
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GREETINGS



A Read and listen to the conversation.

0.1

Jack: Hello! I'm Jack.

Alex: Hi. I'm Alex. Nice to meet you.

Jack: Nice to meet you, too.

B SPEAK Work in pairs. Practice the conversation. Say your name.



B Read and listen to the conversations.

0.3

1 **Student:** What does *book* mean?

Teacher: It means *libro*.

2 **Student:** I don't understand.

Teacher: That's OK. I'll explain it again.

3 **Student:** Can you repeat that, please?

Teacher: Yes, of course.

CLASSROOM INSTRUCTIONS



A Listen to the classroom instructions.

0.2

1



Open your book

2



Close your book

3



Read

4



Listen

5



Listen and repeat

6



Speak

7



Write

8



Ask a question

THE ALPHABET

Aa Bb Cc Dd Ee
Ff Gg Hh Ii Jj Kk
Ll Mm Nn Oo Pp
Qq Rr Ss Tt Uu
Vv Ww Xx Yy Zz

a, e, i, o, and u are vowels.

The other letters are consonants.



A Listen to the alphabet.

0.4



B Listen and repeat the alphabet.

0.4



C Listen and write the names.

0.5

1 _____

2 _____

3 _____

D SPEAK Work in pairs. Spell your name.

A: Hello. My name's Lizzie. L-i-z-z-i-e.

B: Hi, Lizzie. My name's Florian.
 F-l-o-r-i-a-n.

1

NICE TO MEET YOU!

The language of
friendship is not
words but meanings.

Henry David Thoreau



A gondolier in Venice, Italy.

OBJECTIVES

- talk about where you're from
- introduce a friend
- greet people
- fill in a form

Work with a partner. Discuss the questions.

- 1 Look at the picture. Which country is the man in?
- 2 What language(s) do you think he speaks?
- 3 What language(s) do you speak?

1.1 Say hello

— Talk about where you're from

V countries

P syllables and syllable stress

V numbers 0–10

G simple present *be: I, you*

VOCABULARY

Countries

A SPEAK Work in pairs. Say hello. Say your name.

A: Hi, I'm Victor.

B: Hello, Victor. I'm Anna. Nice to meet you.

A: Hi Anna! Nice to meet you, too!

B Complete the greetings with names of countries.

Argentina Australia Brazil Britain Canada Egypt
Italy Japan Mexico Morocco Spain Turkey

Let's chat! It's easy! It's fun! Click and say hello!

- Hi! I'm Emine. I'm from Turkey.
- Hello, everyone! I'm Camilla. I'm from _____.
- Hello! I'm Alexa. I'm from _____.
- Hi, everyone! I'm Laura. I'm from _____.
- Hi! I'm Yasmin. I'm from _____.
- Hi, everyone! I'm David. I'm from _____.
- Hi! I'm Matteo. I'm from _____.
- Hello, I'm Emily. I'm from _____!
- Hello, everyone. I'm Hiro. I'm from _____.
- Hi! I'm Charlotte. I'm from _____.
- Hello! I'm Mark. I'm from _____.
- Hi, everyone. I'm Hamid. I'm from _____.

C SPEAK Work in pairs. Ask about each picture.

A: Where is it?

B: It's in Egypt.



PRONUNCIATION

Syllables and syllable stress

In English, we stress a different part of different words. A stressed syllable is loud and strong.

Ar-gen-ti-na



A Listen. Underline the stressed syllable in each word. Which word only has one syllable?

- | | |
|-------------|------------|
| 1 Argentina | 7 Italy |
| 2 Australia | 8 Japan |
| 3 Brazil | 9 Mexico |
| 4 Canada | 10 Morocco |
| 5 China | 11 Spain |
| 6 Egypt | 12 Turkey |

B SPEAK Work in pairs. Ask your partner about these cities. Then underline the stressed syllable.

- | | |
|---------------------|----------------------|
| 1 Berlin, Germany | 4 Jakarta, Indonesia |
| 2 Budapest, Hungary | 5 Moscow, Russia |
| 3 Bogotá, Colombia | 6 Stockholm, Sweden |

A: Where's Berlin?

B: It's in Germany.

LISTENING

A PREDICT Look at the photo. Read the information. Where are they?

B LISTEN FOR SPECIFIC INFORMATION Listen to the conversation. Which city is the student from?

C LISTEN FOR DETAIL Listen again. Find and correct three mistakes in the form.



Application for Language School

First name: **Luisa**

Last name: **Fuentez**

Country: **Italy**

Phone number: **07647 293387**

D SPEAK Work in pairs. Ask and answer.

A: Where are you from?

B: I'm from Turkey.

VOCABULARY

Numbers 0–10

A Listen and repeat each number.

0 1 2 3 4 5
6 7 8 9 10

B Listen to Lisa's phone number. How does she say the numbers in bold?

07647 293387

C Listen and complete the phone numbers.

CONTACTS

1	01501 _ 77 2 _ 9
2	767 _ 022 14 _ 4
3	0231 74 _ 852 _
4	073 _ 630 433 _

D SPEAK Work in a group. Ask each person for their phone number. Make a list.

A: What's your phone number?

B: It's 07790 521006.

GRAMMAR

Simple present *be*: I, you

A Listen to the examples. Underline the verbs.

1.6

I'm from Spain.

Are you from Madrid?

No, I'm not. I'm from Bilbao.

I am = I'm

B WORK IT OUT Circle the correct verb.

am/are		
I	¹ m / 're	from Spain.
You	² m / 're	from Turkey.
I	³ m not / aren't	from New York.
You	⁴ m not / aren't	from Toronto.
⁵ Am / Are you from Brazil?	No, I ⁶ m not / aren't.	

C Go to the **Grammar Hub** on page 98.

SPEAKING

A PREPARE Read the conversation. Practice the conversation with a partner.

A: Hi! I'm Thomas. I'm from Argentina.

B: Nice to meet you, Thomas. I'm Anna. I'm from Germany.

A: Are you from Berlin?

B: No, I'm not. I'm from Hamburg.

A: Nice to meet you, too.

B PLAN Change the underlined words so the information is about you and your partner.

C PRACTICE Work in pairs. Practice your conversation.

D REPEAT Find a new partner. Practice the conversation again.

Talk about where you're from

VOCABULARY

Jobs

A SPEAK Work in pairs. Which jobs can you name?



B Match the words in the box with the pictures in Exercise A.

an architect a computer programmer a designer a doctor an engineer a manager a student a teacher



C Listen and check your answers.

1.7

D Go to the [Vocabulary Hub](#) on page 122.

READING

A READ FOR GIST Read the emails. What is Emma's job?

New job!

To: fashionista@mailhub.com

From: em173@design.nett

Hi Emma,

How's your new job? Is it fun? Is your manager nice? Please tell me all about it!
Keira

RE: New job!

To: em173@design.nett

From: fashionista@mailhub.com

Hi Keira,

Today is my first day in my new job!
I'm on the design team. It's a small team with five people. My manager isn't very friendly, but she's OK. Her name is Amanda and she's from Brazil.
My colleague Anton is nice. He's new today, too. I'm not very busy because it's my first day.
How are you?

Emma

P.S. Here's a photo of me in my new job as a designer.



B READ FOR DETAIL Read the emails again. Circle the correct answer.

- 1 Keira / Emma is in a new job.
- 2 She's on a **small** / **big** team.
- 3 Her manager **is** / **isn't** very friendly.
- 4 Her manager is from **Brazil** / **Canada**.
- 5 Anton **is** / **isn't** new.

Identifying personal pronouns

Pronouns talk about a noun.

My colleague Anton is nice. **He's** new today too.

C READ FOR DETAILED UNDERSTANDING What do the words in bold refer to? Circle the noun.

- 1 How's your new job? Is it **fun**?
- 2 I'm on the design team. **It's** a small team with five people.
- 3 My manager isn't very friendly, but **she's** OK.
- 4 Her name is Amanda and **she's** from Brazil.

GRAMMAR

Simple present *be*: *he, she, it*

A Read the examples from the emails. Underline the verbs.

It's a small team with five people.
My manager isn't very friendly, but she's OK.
My colleague Anton is nice.
How's your new job? Is it fun?

B WORK IT OUT Complete the table with *'s*, *is* or *isn't*.

Simple present *be*: *he, she, it*

Positive	He/She/It _____ nice.
Negative	He/She/It _____ nice.
Question	_____ he/she/it fun?

C Go to the **Grammar Hub** on [page 98](#).

D Look at the verbs in the first two sentences in Exercise A. What are the full forms of these verbs?

It's a small team with five people. = It is a small team with five people.

E SPEAK Work in pairs. Ask questions about your classmates.

A: Is Anna from Italy?
B: Yes, she is. She's from Milan.
A: Is Raúl a doctor?
B: No, he isn't. He's an architect.

PRONUNCIATION

Contractions with *be*



1.8

A Read and listen to the examples. Listen to the pronunciation of *he's*, *she's* and *it's*.

- 1 He's from Canada.
- 2 She's from Brazil.
- 3 He's new today, too.
- 4 She's really nice.
- 5 It's my first day.



1.8

B Listen and repeat the examples in Exercise A.



1.9

C Listen and circle the word you hear.

- 1 *He's* / *She's* from Vietnam.
- 2 *It's* / *She's* from Egypt.
- 3 *He's* / *She's* an engineer.
- 4 *He's* / *She's* a doctor.
- 5 *He's* / *It's* OK.

D SPEAK Work in pairs. Take turns saying sentences using *he's*, *she's* and *it's*. Listen to your partner. Do they say *he's*, *she's* or *it's*?



SPEAKING HUB

A PLAN Student A – Stay on this page. Student B – Go to the **Communication Hub** on [page 128](#). Imagine the man in the picture below is your friend. Complete the information about him with your own ideas.

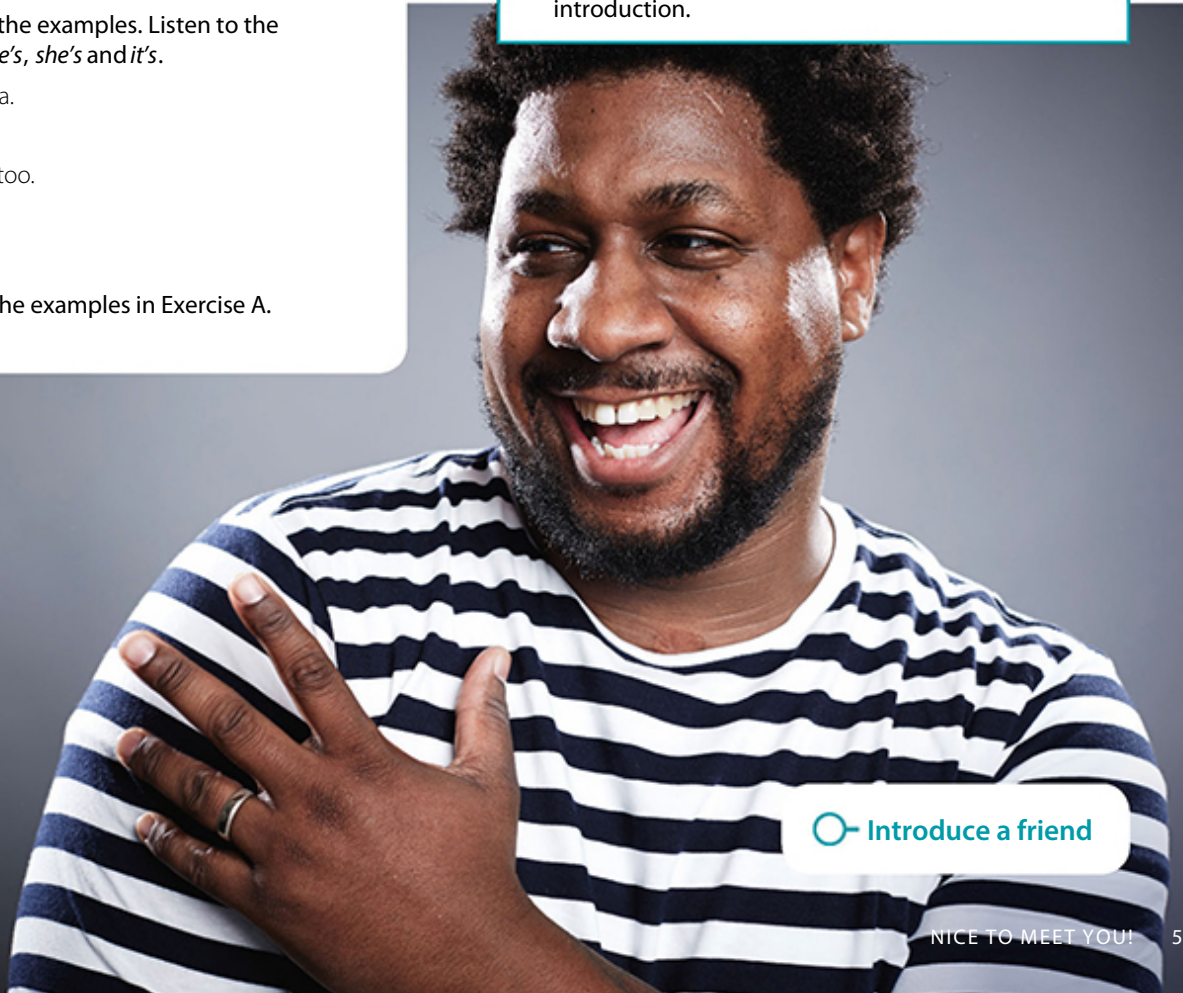
First name _____
Last name _____
Country _____
City _____
Job _____

B PREPARE Prepare to introduce your friend to your partner. Practice by yourself.

*This is a picture of my friend. His name is Ollie. He's from ...
He's _____.*

C PRESENT Work in pairs. Introduce your friend to your partner.

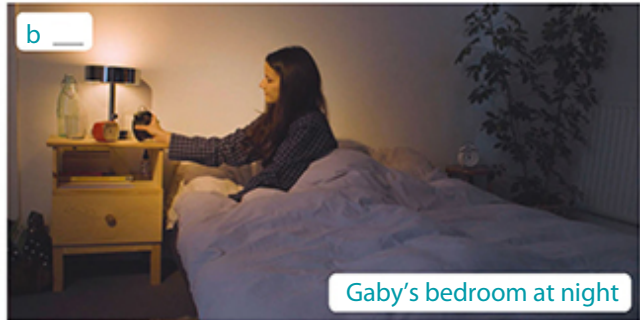
D REPEAT Change roles and listen to your partner's introduction.



Introduce a friend

COMPREHENSION

A Watch the video. Number the pictures (a–d) in the order you see them (1–4).



B Match the objects (1–8) with the places (a–d) in Exercise A. Then watch the video again and check your answers.



C Match the numbers (1–5) with the letters (a–e) to make correct sentences.

- | | |
|-----------------------|-----------------------------|
| 1 Gaby is in | a Gabriela García Martínez. |
| 2 The café | b is Sam's Café. |
| 3 Gaby's coffee is | c London. |
| 4 Mark is | d a cappuccino. |
| 5 Gaby's full name is | e Gaby's English teacher. |

Glossary

mobile phone (n) (British) = cell phone (n) (American)



GABY



SAM



LUCY

D ▶ 01:32–02:28 Watch part of the video and correct the mistakes in the numbers on the form.

ENGLISH, ENGLISH, ENGLISH, AND ENGLISH

Student Registration Form

Name: Gabriela García Martínez

Phone number: 00707 914865

Classroom number: 6

Teacher: Mark

Time: 10 am

USEFUL PHRASES

▶ 00:40–01:28 Who says it? Sam (S), Gaby (G) or the receptionist (R)? Watch part of the video and check your answers.

- 1 Welcome to Sam's Café! —
- 2 A cappuccino, please. —
- 3 Thanks! —
- 4 You're welcome! —
- 5 Perfect! —
- 6 Can I help you? —

FUNCTIONAL LANGUAGE

Greeting people

A Complete the phrases in the table with the words in the box.

fine Hello morning See soon

Saying hello	Greeting people	Saying goodbye
1 _____, / Hi.	How are you?	Bye.
Good 2 _____.	I'm 3 _____,	See you 4 _____.
Good afternoon.	thanks. And you?	5 _____ you
Good evening.		tomorrow.

B ▶ Watch the video again and check your answers to Exercise A.

PRONUNCIATION

A Listen to the conversation. Notice how the underlined words are stressed.

Anna: Hello!

Stefani: Good morning. How are you?

Anna: Fine, thanks. And you?

Stefani: I'm fine, thanks. See you soon.

Anna: See you tomorrow.

Stefani: Bye!

B Listen again and repeat the conversation. Copy the stress.

SPEAKING

A PREPARE Work in pairs. Practice the conversation in Pronunciation Exercise A again.

B PRACTICE Walk around the class. Greet your classmates.

A: Hi Onur. How are you?

B: I'm fine, thanks. And you?

A: I'm fine, thanks.

B: Great, see you soon.



Greet people

W using capital letters

A Read the form. Where is Alex from? What is his job?

The Global Hub English School

Registration form

First name: **Alex**
 Last name: **Johansson**
 Home (city, country): **Stockholm, Sweden**
 Job: **computer programmer**
 Telephone number: **451 3398765**
 Email: **ajohannsson@hub.com**

Email addresses

When we say email addresses, @ = *at* and . = *dot*
 (ajohannsson at hub dot com).

B Read the form again. Check (✓) the words that need a capital letter.

- | | |
|---|--|
| ☐ first names | ☐ names of cities |
| ☐ last names | ☐ names of jobs |
| ☐ names of countries | ☐ email addresses |

Using capital letters

We use capital letters for names of people and places.

WRITING

WRITE Complete the form with information about you.

The Global Hub English School

Registration form

First name: _____
 Last name: _____
 Home (city, country): _____
 Job: _____
 Telephone number: _____
 Email: _____

● Fill in a form

Unit 1 Review

GRAMMAR

A Complete the sentences with the positive (+) or negative (-) form of *be*. Use contractions if possible.

- My name is Jason. (+)
- Carmen isn't from Greece. (-)
- I am an artist. (+)
- You are in my class. (-)
- My manager is friendly. (+)
- I am from Italy. (-)

B Write questions and answers in your notebook using the correct form of *be*.

- | | |
|---|--------------------------------------|
| 1 you / from Paris (+)
<u>Are you from Paris?</u>
<u>Yes, I am.</u> | 4 Tony / from Indonesia (-)
_____ |
| 2 Leila / from Mexico (-)
_____ | 5 Anna / a student (+)
_____ |
| 3 you / a new student (+)
_____ | 6 you / Japan (-)
_____ |

VOCABULARY

A Reorder the letters to make the names of countries.

- izrBal _____
- yuTrek _____
- pytgE _____
- adanCa _____
- tylal _____
- oMixec _____
- nihaC _____
- Sinap _____
- apJan _____
- natrAnige _____

B Complete the jobs with the missing letters.

- d__c__or
- computer p__og__m__r
- ar__h__e__t
- e__i__e__r
- fashion d__i__n e__
- t__c__r

OUR MUSIC, OUR WORLD



Musicians playing in a mariachi band, Guanajuato, Mexico.

Music is the universal
language of mankind.

Henry Wadsworth Longfellow

OBJECTIVES

- talk about nationalities
- ask for and give personal information
- ask for clarification
- write an online introduction

Work with a partner. Discuss the questions.

- 1 Look at the picture. What type of music is it?
- 2 Choose two words to describe the picture.

boring happy interesting
modern sad traditional

- 3 What do you think the quote means?

2.1 Where are they from?

— Talk about nationalities

V languages and nationalities

P syllable stress

G simple present *be*: *we, you, they*; possessive adjectives

READING

A SCAN FOR INFORMATION Look at the pictures. Read the playlist. Where are the people from?

World Music fans!

Are you ready for some great new music?

On our playlist this week ...



Esperanza Spalding is a musician from Portland in the US. She's 33 years old and she's a jazz musician. Her songs are in English, **Spanish** and **Portuguese**. We're big fans of her new album!

Fatoumata Diawara is a singer and musician from **Mali**. She's 36 years old and a big star in Africa. Her album *Fatou* is one of our favorites, and our new favorite song is *Fenfo* from the new album *Fenfo (Something to Say)*!

Of Monsters and Men is a band of five people. They're from Reykjavík in Iceland. Their songs are really fun but they aren't in **Icelandic** – they're in English.

Monoswezi is an international band. Two of the band members are **Swedish**, one is **Norwegian**, one is from Mozambique and one is from Zimbabwe. Their music is a mix of African and European music. These musicians are super cool!

B READ FOR DETAIL Read the playlist and check (✓) the correct name.

	Esperanza Spalding	Fatoumata Diawara	Of Monsters and Men	Monoswezi
1 The people in this band are from one country.	☐	☐	☐	☐
2 Her songs are in three languages.	☐	☐	☐	☐
3 The people in this band are from different countries.	☐	☐	☐	☐
4 Their music is a mix of music from different countries.	☐	☐	☐	☐
5 This singer is from the US.	☐	☐	☐	☐
6 She's a big star in Africa.	☐	☐	☐	☐

C SPEAK Work in pairs. Which musicians in the playlist do you want to listen to?

VOCABULARY

Languages and nationalities

A Read the playlist again. Complete the languages and nationalities.

Country	Language/Nationality
1 Spain	<u>Spanish</u>
2 Portugal	<u> </u>
3 Iceland	<u> </u>
4 Sweden	<u> </u>
5 Norway	<u> </u>

B Work in pairs. Write the nationalities of these musicians. Choose an ending from the box.

-ese -ian -ish

- Midori is from Japan. She's Japan -ese.
- Marisa Monte is from Brazil. She's Brazil .
- Bono is from Ireland. He's Ir .

C Go to the **Vocabulary Hub** on **page 122**.



PRONUNCIATION

Syllable stress

- A** Listen to the countries and nationalities. Underline the stressed syllables in the nationalities. Do the countries and nationalities have the same or different stress?

- Sweden Swedish same / different
- Egypt Egyptian same / different
- Iceland Icelandic same / different

- B** Listen again and repeat.

- C** Listen and underline the stressed syllable in each country and nationality. Is the stress the same or different?

- China – Chinese same / different
- Turkey – Turkish same / different
- Canada – Canadian same / different
- Poland – Polish same / different
- Italy – Italian same / different

- D** Listen again and repeat.

- E SPEAK** Work in pairs. Add another country and nationality for each ending.

Country	Nationality
1 _____	_____ese
2 _____	_____ish
3 _____	_____ (i)an

GRAMMAR

Simple present *be*: *we, you, they*

- A** Read the examples from the playlist. Underline the verbs.

Are you ready for some great new music?

They're from Reykjavík in Iceland.

... but they aren't in Icelandic – they're in English.

We're big fans of her new album.

- B WORK IT OUT** Complete the table with the positive and negative forms of the verb *be*.

Subject	Positive	Negative
I	'm / am	'm not
you	're / are	aren't
he/she/it	's / is	isn't
we	_____	_____
you	_____	_____
they	_____	_____

- C** Go to the **Grammar Hub** on **page 100**.

- D SPEAK** Complete the questions. Then ask and answer them with your partner.

- Are / Is you a fan of world music?
- Are / Is your favorite musicians from America?

Possessive adjectives

- A** Read the examples. Underline the possessive adjectives.

On our playlist this week ...

Their songs are really fun.

We're big fans of her new album!

- B WORK IT OUT** Complete the table with possessive adjectives from the box.

Her His Its My Our Their Your

Subject pronoun	Possessive adjective
I am a world music fan.	1 <u>My</u> _____ name is Luciana.
You are from Brazil.	2 _____ songs are in Portuguese.
She is a singer from Mali.	3 _____ songs are sad.
He is from Sweden.	4 _____ songs are in Swedish.
This is the new album.	5 _____ name is Fenfo.
We are world music fans.	6 _____ playlist is cool.
They are from Iceland.	7 _____ music is full of energy.

- C PRACTICE** Circle the correct possessive adjective.

- They're in a band. Her / Their new album is great.
- We're fans of great music. Our / Their favorite music is from Brazil.
- She's a musician. His / Her name is Ariane.
- He's a singer. Her / His name is Michael.

- D** Go to the **Grammar Hub** on **page 100**.

SPEAKING

- A PREPARE** Write information about your favorite musician or band.

Name: _____
 Country: _____
 Age: _____
 Name of album or song: _____

- B DISCUSS** Work in pairs. Tell your partner about your favorite musician or band.

- C REPORT** Tell the class about your partner's favorite musician or band.

Talk about nationalities



2.2 When are you free?

Ask for and give personal information

V days of the week; numbers 11–100

S identifying context

G wh-questions with be

P contractions in questions

VOCABULARY

Days of the week

A Read the flyer. Which class looks fun?

INTERNATIONAL CENTER

ADULT EVENING CLASSES

Learn something new!
Learn about other cultures and meet people!
All classes start at 7 pm



MONDAY

Spanish guitar classes

60 mins Room 8



TUESDAY

African drums workshop

75 mins Room 24



WEDNESDAY

Arabic language class

90 mins Room 12

THURSDAY no classes



FRIDAY

Yoga for everyone

45 mins Room 18

SATURDAY AND SUNDAY no classes

B Listen and repeat the days of the week.

2.3

C **SPEAK** Work in pairs. Ask your partner questions about the classes.

A: What day is yoga?

B: Friday!

Numbers 11–100

A Listen and repeat the numbers. Notice the stressed syllable.

2.4

11 eleven	20 twenty
12 twelve	30 thirty
13 thirteen	40 forty
14 fourteen	50 fifty
15 fifteen	60 sixty
16 sixteen	70 seventy
17 seventeen	80 eighty
18 eighteen	90 ninety
19 nineteen	100 one hundred

B Go to the **Vocabulary Hub** on page 122.

C **SPEAK** Work in pairs. Circle all the numbers in the flyer and say them with your partner. Then listen and check.

2.5

LISTENING

A **LISTEN FOR GIST** Listen to three conversations. Write the number of the conversation.

2.6

Who are they?

a teachers

b students

c friends

Conversation 1



Identifying context

Greetings such as *Good morning* or *Good afternoon* are more formal.

Hi! and *Hello!* are less formal.

B **LISTEN FOR DETAIL** Match the greetings in the box with the conversations (1–3).

2.6

Good afternoon! Hello! Hi!
Nice to meet you! (x2)

C **LISTEN FOR DETAIL** Listen again. Choose the correct answers to complete the sentences.

2.6

1 Kara's teacher is ...

a Spanish.

b Argentinian.

2 Maria and Angelo are in classroom ...

a 12B.

b 12C.

3 Maria and Angelo are in ...

a a Spanish class.

b an Arabic class.

4 Leila is ...

a the Arabic teacher.

b the yoga teacher.

GRAMMAR

Wh- questions with *be*

A Read the examples. Underline the question words.

- What's your name? When are you free?
 Who's your teacher? How old are you?
 Where's she from?

B WORK IT OUT Choose the correct word to complete the questions.

- What / Who are their jobs?
- When / How old are Kara and Pete?
- What / Where are they from?
- What / Who is your teacher?
- When / What is your Spanish class?

C WORK IT OUT Choose the correct options to complete the rules.

wh- questions with *be*

- In *wh-* questions, the **verb / question word** is first.
- In *wh-* questions, the **verb / question word** is second.

D Go to the Grammar Hub on page 100.

E PRACTICE Complete the questions with the correct form of the verb *be*. Then match the questions (1–5) with the answers (a–e).

- What _____ their names?
 - Where _____ she from?
 - When _____ your yoga classes?
 - How old _____ your children?
 - Who _____ your favorite musicians?
- a 5 and 8
 b Lucia and Stefan
 c On Fridays
 d Of Monsters and Men and Coldplay
 e Australia

F SPEAK Work in pairs. Use the prompts to ask and answer the questions.

- When / your (English) classes?
- Who / your teacher?
- Where / your teacher from?

PRONUNCIATION

Contractions in questions

A Read and listen to these questions. Notice how *who* and *how* are pronounced.

- Who's your teacher? 3 Who are you?
- How's your teacher? 4 How are you?

B Listen and repeat the examples in Exercise A.



C Listen and choose the correct answer to the questions you hear.

- a He's Mr. Parker. b He's really nice.
- a I'm a new student. b I'm fine, thank you.
- a She's OK, thank you. b Her name's Anna.
- a This is Pedro and this is Yuki. b They're great!

D SPEAK Work in pairs. Write four questions using *Who's*, *How's*, *Who are* and *How are*. Then ask your partner.

SPEAKING HUB

A PREPARE Work in pairs. Student A – Stay on this page. Student B – Go to the Communication Hub on page 132.

Read the information. What questions can you ask to find the missing information?

- What's his name? 5 _____?
- _____? 6 _____?
- _____? 7 _____?
- _____? 8 _____?

B PRACTICE Ask your partner your questions from Exercise A to complete the information about each person.

a



Name 1 _____
 Country Argentina
 Age 2 _____
 Job Designer

b



Name Tomoko Kogawa
 Country 3 _____
 Age 35
 Job 4 _____

c



Name 5 _____
 Country India
 Age 6 _____
 Job Engineer

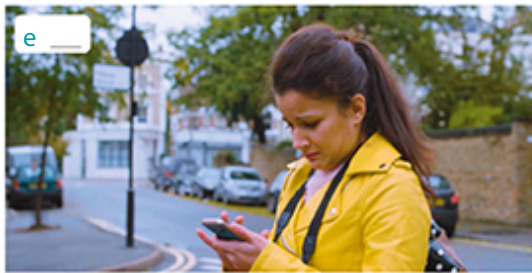
d



Name 7 _____
 Country Turkey
 Age 25
 Job 8 _____

COMPREHENSION

A Watch the video. Number the pictures (a–h) in the order you see them (1–8).



B Complete the information in the table. Watch the video again and check your answers.

					
Name	Gaby	3 _____	4 _____	Onur	7 _____
Nationality	1 _____	English	5 _____	6 _____	Italian
Job	2 _____	English teacher	primary school teacher	student	8 _____

USEFUL PHRASES

A Who says it? Gaby (G), Mark (M) or Carolina (C)? Watch the video again and check your answers.

- | | |
|---------------------------|-----------------------------|
| 1 Please sit down. _____ | 4 Hi, guys. _____ |
| 2 Yes, that's it. _____ | 5 Now it's your turn. _____ |
| 3 Nice to meet you. _____ | 6 I'm late! _____ |

B Student A – Mime a phrase in Exercise A. Student B – Say the phrase. Then change roles.



GABY



SAM



LUCY

FUNCTIONAL LANGUAGE

Asking for clarification

A Complete the phrases with the verbs in the box.

mean say understand

1 **Carolina:** How do you ¹ _____ *primário* in English?

Mark: 'Primary', I think.

2 **Marta:** I'm a nurse.

Carolina: I'm sorry, I don't ² _____.

3 **Onur:** What does 'nurse' ³ _____?

Mark: *Enfermeira*

B 02:01–02:50 Watch part of the video and check your answers to Exercise A.

C Reorder the words to make the phrases.

1 mean? / What / 'student' / does

2 you / say / in English? / How / do / obrigado

3 understand. / I'm sorry, / I / don't

PRONUNCIATION



A Listen to the conversation. Notice how the underlined words are stressed.

Angela: Good morning, everyone. My name's Angela. I'm your English teacher.

Roberto: I'm Roberto. I'm from Italy. How do you say medico in English?

Angela: 'Doctor'.

Roberto: Oh yes, that's it. I'm a doctor.

Monika: Hi. My name's Monika. I'm Polish and I'm an architect.

Roberto: I'm sorry, I don't understand. What does 'architect' mean?



B Listen again and repeat the conversation. Copy the stress.

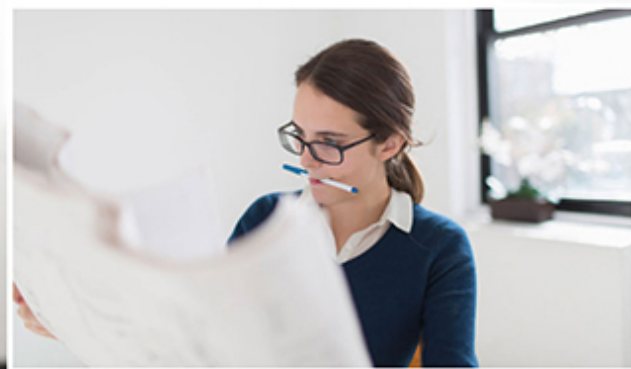
SPEAKING

A PREPARE You are going to introduce yourself to a group. Think about what you want to say.

- name
- nationality
- job

B PRACTICE Work in groups. Imagine you are in a new class. Practice your conversation.

C PRESENT Perform your conversation for the rest of the class.



Glossary

primary school teacher (n) (British) =
elementary school teacher (n) (American)



W using *and* to join sentences

A Read the title and introduction of the blog post. What do you think Tina writes about?

address age birthday country job name
nationality phone number teacher's name


GLOBAL HUB LANGUAGE SCHOOL

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Say hello to your classmates.
Post your introductions on this page.

Posted by: Tina Gonzalez

Hi, everyone! My name's Tina and I'm from Mexico. I'm 28 years old and I'm a photographer. My English classes are on Tuesdays and Thursdays. My teacher is Mr. Sampson. He's from Ottawa in Canada. I'm a big fan of British music. My favorite bands are Coldplay and Arctic Monkeys. Their music is really cool!

Using *and* to join sentences

We use *and* to link ideas. *And* gives extra information.
I'm 28 years old *and* I'm a new student.

B Read Tina's self-introduction again. Answer the questions.

- Where's Tina from? _____
- How old is she? _____
- What's her job? _____
- Who's Mr. Sampson? _____
- Who are her favorite bands? _____

WRITING

A PLAN Imagine you are at a new school. Complete the information.

What's your name?	_____
Where are you from?	_____
What's your job?	_____
When are your English classes?	_____
Who's your teacher?	_____
Who are your favorite musicians?	_____

B WRITE Write an introduction for your school web forum. Use Tina's introduction to help you. Use *and* to join sentences.

Write an online introduction

Unit 2 Review

GRAMMAR

A Choose the correct verb to complete the sentences.

- We *am / is / are* from Morocco.
- My friend *am / is / are* Portuguese.
- Am / Is / Are* you a fan of world music?
- Their names *am / is / are* Paolo and Pawel.

B Write the questions for these answers.

- He's a teacher. What's his job?
- They're from Brazil. _____
- Her name is Elise. _____
- My class is on Thursday. _____
- I'm 34 years old. _____
- My teacher is Mr. Stevens. _____

C Circle the correct possessive adjectives.

- She's from Brazil and *his / her* songs are in Portuguese.
- We're from Iceland, but *our / their* songs are in English.
- They're from Senegal and *our / their* music is traditional.
- You're from Mexico, but *my / your* name is German.

VOCABULARY

A Write the nationalities for these countries.

- Brazil Brazilian
- Canada _____
- Iceland _____
- Turkey _____
- Egypt _____
- Poland _____
- Japan _____
- Argentina _____

B Complete the days of the week.

- M____ day
- T____ day
- W____ day
- T____ day
- F____ day
- S____ day
- S____ day



A collection of rubber boots.

Our life is what our
thoughts make it.

Marcus Aurelius

OBJECTIVES

- describe everyday objects
- talk about your family
- describe people
- write a social media post

Work with a partner. Discuss the questions.

- 1 Choose words that match the picture.
family home job nationality school
- 2 Who do you think lives in the house?
- 3 Who is important in your life?

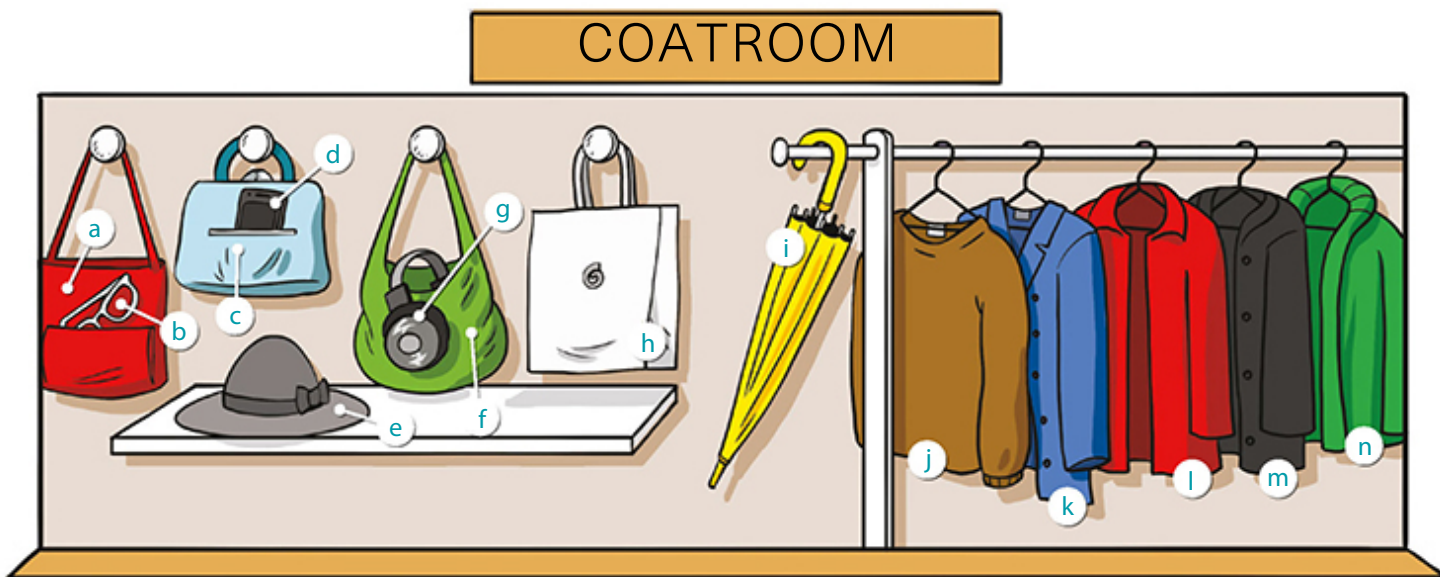
3.1 That's my coat

Describe everyday objects

V objects and colors

G a/an and plural nouns; *this, that, these, those*

P /s/, /z/ and /ɪz/



VOCABULARY

Objects and colors

A Look at the picture. Write the letter (or letters) for these words.

- a hat _____
- a phone _____
- a sweatshirt _____
- an umbrella _____
- a bag a / / /
- a coat _____
- glasses _____
- headphones _____

B Look at the picture again. Write the correct letter.

Which coat is ...

- 1 blue? _____ 3 green? _____
- 2 red? _____ 4 black? _____

C Go to the **Vocabulary Hub** on page 123.

GRAMMAR

a/an and plural nouns

A WORK IT OUT Read the examples. Choose the correct options for the sentences in the box.

- In the picture, ...
- letter j is a sweatshirt.
- letter i is an umbrella.
- letters k, l, m, and n are coats.

a/an and plural nouns

- 1 We use a/an when there is **one** / **more than one** object.
- 2 We add s when there is **one** / **more than one** object.

B Go to the **Grammar Hub** on page 102.

C SPEAK Work in pairs. Say the color and name of an object in the picture. Your partner says the correct letter.

- A:** A blue bag
- B:** Letter c!
- A:** Correct. White glasses ...

PRONUNCIATION

/s/, /z/ and /ɪz/

3.1 **A** Listen and repeat the sounds and the words.
/s/ coats /z/ headphones /ɪz/ glasses

3.2 **B** Listen to the words. Choose the correct sound for the underlined letters.

- 1 umbrellas /s/ /z/ /ɪz/
- 2 hats /s/ /z/ /ɪz/
- 3 bags /s/ /z/ /ɪz/
- 4 classes /s/ /z/ /ɪz/

C SPEAK Work in pairs. Make a list of the objects from Vocabulary Exercise A that are in your classroom. Say how many.

- A:** an umbrella
- B:** sixteen black bags

LISTENING

3.3 **A LISTEN FOR GIST** Listen to the conversation. What is the problem?

3.3 **B LISTEN FOR KEY WORDS** Listen again. Look at the picture above and circle all the objects that you hear.

3.3 **C LISTEN FOR DETAIL** Listen again and answer the questions.

- 1 What's the woman's ticket number? _____
- 2 What color is the woman's coat? _____
- 3 What color are the woman's bags? _____ / _____

GRAMMAR

this, that, these, those



A Look at the pictures. Listen and complete the sentences from the conversation with *this, that, these or those*.



Coatroom attendant: Is ¹ _____ your coat?
 Customer: No! My coat is blue.
² _____ coat is green.



Coatroom attendant: Are ³ _____ your bags?
 Customer: No! ⁴ _____ bags are red and blue.

B WORK IT OUT Look at the pictures and sentences in Exercise A again. Match the numbers (1–4) with the letters (a–d) to complete the rules.

this, that, these, those

- 1 We use *this* and *that* to talk about ...
- 2 We use *these* and *those* to talk about ...
- 3 We use *this* and *these* to talk about ...
- 4 We use *that* and *those* to talk about ...

- a more than one object.
- b things that are not near.
- c one object.
- d things that are near.

C Go the **Grammar Hub** on page 102.

D PRACTICE Write *this, that, these or those* and the name of the object for each picture.



1 _____



2 _____



3 _____



4 _____

SPEAKING

A PRACTICE Work in pairs. Practice the conversation.

Customer: Can I have my hat, please?
 Coatroom attendant: Is this your hat?
 Customer: No. That hat is blue. My hat is green.
 Coatroom attendant: Is this your hat?
 Customer: Yes, that's my hat.

B PREPARE Work in groups. You are going to ask for your own objects at a coatroom.

One person is the coatroom attendant. Go to the **Communication Hub** on page 129.

The rest of the group are customers.

- Put some objects on the table. Try and put out more than one of the same type of object.
- Think about the names of the objects (hat, bag, headphones, etc).
- Think about the colors (red, blue, black, white, gray, brown, etc).
- Don't tell the attendant which object is yours.

Remember: *that/those*.

C DISCUSS Ask for your things at the coatroom. Use the conversation in Exercise A to help you.

D REPEAT Change roles and repeat.

A: Can I have my glasses, please?

B: Are these your glasses?

A: No, they aren't. Those glasses are brown. My glasses are black.

Describe everyday objects

3.2 I have two sisters

— Talk about your family

S finding key information

V family

P schwa /ə/

G have/has

READING

A PREPARE TO READ Look at the picture. Choose three words from the box to describe it.

cake family job party restaurant

100 YEARS YOUNG!

Local woman celebrates her 100th birthday with her family.

Lilly Wenders is 100 years old this week, and there's a family party to celebrate. 'A lot of my family lives in the same town as me,' says Lilly. 'I'm very lucky.'

Lilly is not the oldest person in her family. She has two **sisters**. Agatha is 103 and Hattie is 106.

Lilly has two **children**, Sally and Emily, and three **grandchildren**: Katrina, Olivia and Clara. 'I don't have a **son** or a **grandson**,' says Lilly. 'My children and my grandchildren are all women.' 'Do you have any men in your family?' I ask Lilly. 'Yes, I do,' says Lilly. 'I have a **husband**, Arthur. It's his birthday this week, too, but he's only 84!'



Finding key information

Finding the important information first can help you to understand a text.

Examples of important information are:

- names (people, places)
- numbers (age, time, date)

B SCAN FOR INFORMATION Read the article quickly. Match the people (1–4) with their ages (a–d).

- | | |
|----------|-------|
| 1 Lilly | a 84 |
| 2 Agatha | b 100 |
| 3 Hattie | c 103 |
| 4 Arthur | d 106 |

C READ FOR DETAIL Read the article again. Complete the statements with the underlined words in the article.

- The party is for Lilly's _____.
- Lilly lives in the same _____ as a lot of people in her family.
- Lilly has a lot of _____ in her family.

D SPEAK Work in pairs. Answer the questions.

- Do you know anyone who is 100 years old?
- Do you live in the same town/city as your family?

VOCABULARY

Family

A Find the words in bold in the article. Put them in the correct place in the table.

Female	Male
mother	father
1 _____	brother
daughter	2 _____
grandmother	grandfather
granddaughter	3 _____
wife	4 _____
Female and/or male	
parents	
5 _____	6 _____

B Complete the family tree with names from the article.



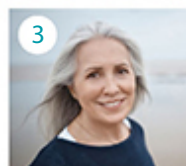
C Complete the sentences with words from Exercise A.



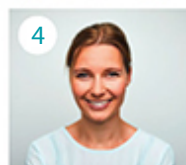
Arthur: 'Lilly is my _____.'



Hattie: 'Lilly is my _____.'



Emily: 'Lilly is my _____.'



Clara: 'Lilly is my _____.'

PRONUNCIATION

schwa /ə/

A Listen to the sentences. Notice how the underlined letters sound.

3.5

- 1 Lilly is my motherer. 3 Paul is my husband.
2 Arthur is my fatherer. 4 I have three children.

B Listen again and repeat.

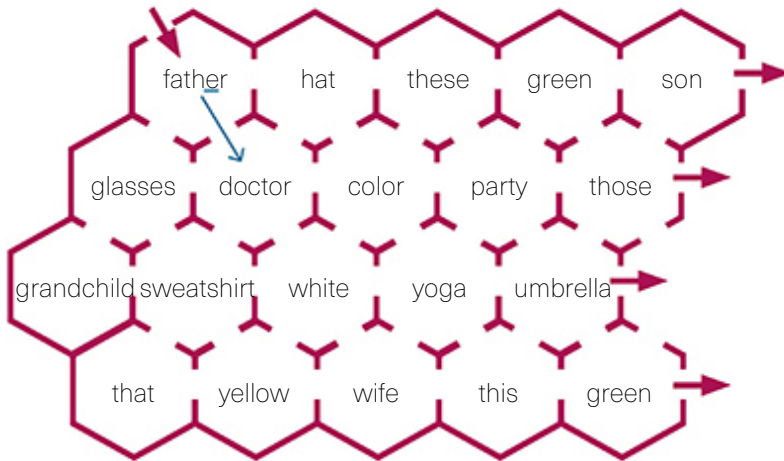
3.5

C Underline the letters with the schwa sound. Listen and check.

3.6

- 1 daughter 2 parents 3 grandfather 4 brother

D Connect the words with the schwa sound to get out of the maze.



GRAMMAR

have/has

A WORK IT OUT Read the phrases from *100 years young!* Underline examples of *have/has*. Then choose the correct option to complete the rule.

Lilly has two children, ...

'I don't have a son or a grandson, ...'

'Do you have any men in your family?'

'Yes, I do, ...' I have a husband, ...'

have/has

We use *have/has* to talk about *somebody's age / family members and things that we own*.

B WORK IT OUT Complete the table with the words in the box.

do doesn't doesn't have don't have has have (x3)

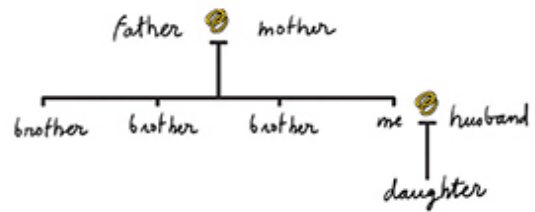
have/has

positive (+)	I ¹ <u>have</u> a sister She ² _____ a brother.
negative (-)	I ³ _____ a brother. He ⁴ _____ a granddaughter.
question	Do you ⁵ _____ a daughter? Does she ⁶ _____ a daughter?
answer	Yes, I ⁷ _____ / No, I don't. Yes, she does / No, he ⁸ _____.

C Go to the **Grammar Hub** on **page 102**.

SPEAKING HUB

A PREPARE Draw your family tree on a piece of paper and write the family members. Don't write their names and don't write your name.



B DISCUSS Work in groups. Follow the instructions:

- Fold your family trees and put them in a box.
- Take out another person's family tree.
- Ask and answer questions. Find out who each family tree belongs to.

A: Do you have a sister, Nita?

B: No, I don't.

A: Do you have three brothers?

B: Yes, I do.

A: Is this your family tree?

B: Yes, it is!

C PRACTICE Ask each other more questions about the people in your families.

A: What's your brother's name?

B: His name's Hector.

A: How old is he?

B: He's 34.

A: What does he do?

B: He's a builder.



Talk about your family

COMPREHENSION

A Watch the video. Number the events (a–d) in the order you see them (1–4). Is it easy for Gaby to meet Lucy?



B Are the sentences true (T) or false (F)? Watch the video again and check your answers.

- | | | | |
|--|-------|--|-------|
| 1 Gaby sees Lucy's poster in Sam's Café. | T / F | 5 Lucy has a green scarf. | T / F |
| 2 Gaby texts Lucy first. | T / F | 6 At Sam's Café, all the women have green jackets. | T / F |
| 3 Lucy has a yellow jacket. | T / F | 7 Gaby says she's not OK. | T / F |
| 4 Lucy is English. | T / F | 8 Gaby is Lucy's new Spanish teacher. | T / F |

C Correct the false sentences in Exercise B.

D How many bags, chairs, etc can you see in the picture?

bags	3	laptops	—	men	—	tables	—
chairs	—	plants	—	people	—	women	—





GABY



SAM



LUCY

FUNCTIONAL LANGUAGE

Describing people

Subject + verb	Type	Color	Noun
I've got	long	brown	hair.
I have	light	brown	hair.
Gaby's got a		yellow	jacket.

A Put the words in 1–5 in the correct order. Use the box to help you.

- got / a / jacket. / green / She's
- got / They've all / jackets. / green
- Lucy's / hair. / brown / light / got
- got / Lucy's / bag. / black / a
- gray / got / Lucy's / a / scarf.

B ▶ 01:39–02:20 Watch part of the video and check your answers to Exercise A.

C Complete the descriptions with the words in the box.

blond curly long straight



1 short _____ hair



2 _____ red hair



3 _____ gray hair



4 _____ black hair

D SPEAK Work in pairs. Play a game of *Guess who* in the class.

A: She has long brown hair.

B: Is it Sandra?

A: Yes it is.



PRONUNCIATION



A Listen to the conversation. Notice how the underlined words are stressed.

Jessica: Hi, Mark. Are you free at two o'clock?

Mark: Yes!

Jessica: Do you know Sam's Café?

Mark: Yes. See you there at two o'clock. I have light brown hair and a black coat.

Jessica: OK. I have long black hair, a green coat and a yellow scarf.



B Listen again and repeat the conversation. Copy the stress.

C SPEAK Work in pairs. Practice the conversation.

SPEAKING

A PLAN Work in pairs. You want to do a language exchange. Arrange to meet your partner – you don't know each other.

- Choose a time and a place to meet.
- Write notes about your appearance.

B PRACTICE Work in pairs. Write and practice a similar conversation to the one in Pronunciation Exercise A.

C REPEAT Swap roles. Choose a new time and place to meet.

Note

I've got (British) = I have (American)

She's got (British) = She has (American)

The word *got* is typically not used with *has* and *have* in standard American English.

Describe people

W using but

- A** Read the social media post. Whose birthday is it today? Match the picture with the event.



Florence Duprey

January 24, 9:21 am



Happy birthday to my sister Martina! Here we are at home. She's wearing the yellow sweater and has a big smile – she's one in this picture! Our mom took this photo. Today it's Martina's 30th birthday party! We have the cake, but Mom is late 😊! Our little sister Talia is here, too – she's in the yellow top next to her husband Larry. Martina has a husband, too. His name is Paulo – he's the one in the white sweater.

🔍 5 ❤️ 20 🗨️ 9

Using but

We use *but* to join ideas that are different.

We have the cake, *but* mom is late!

- B** Read the post again. These sentences are all false. Correct the sentences.

1 Martina is two years old in the first picture.

2 Martina's mom is at Martina's 30th birthday party.

3 Martina has one sister.

4 Larry is wearing a white sweater.

WRITING

- A PLAN** You are going to write a social media post. Find a picture of people in your family on a special day. Plan what you want to say.

- B WRITE** Write a social media post for the picture.

Write a social media post

Unit 3 Review

GRAMMAR

- A** Complete the sentences with *this*, *that*, *these* or *those*.



- 1 _____ bag is red.
2 _____ bag is blue.



- 3 _____ bags are red.
4 _____ bags are blue.

- B** Complete the sentences with *is* or *are*.

- This bag is green.
- Those hats _____ yellow.
- Those headphones _____ black.
- These glasses _____ white.
- This phone _____ gray.
- Those bags _____ brown.

- C** Choose the correct option to complete the sentences.

- I *have* / *has* a son.
- Do you has* / *Do you have* a brown coat? Yes, I *do* / *does*.
- I *don't have* / *doesn't have* a brother.
- She *don't have* / *doesn't have* a granddaughter.
- Does* / *Do* he have a brother? No, he *don't* / *doesn't*.

VOCABULARY

- A** Complete the words for objects and colors.

- My h e a d p h o n e s are g r e e n.
- This u b l is w .
- I have a b n s w s h .
- My g l are g .
- That is a b u c o t.
- These are my l c k b g s.

- B** Use the information. Write the names of the people.

Angela is 6. Mary is 35. Cara is 70.

- Cara : 'Mary is my daughter.'
 - : 'Cara is my grandmother.'
 - : 'Angela is my daughter.'
- Pietro is 10. Guillermo is 50. Giancarlo is 80.
- : 'Pietro is my grandson.'
 - : 'Giancarlo is my father.'
 - : 'Guillermo is my father.'



Sunset over Alhambra Palace, Granada, Spain.

Better three hours too soon
than a minute too late.

William Shakespeare

OBJECTIVES

- talk about daily routines
- talk about annual routines
- order in a café
- write an email about your routine

Work with a partner. Discuss the questions.

- 1 Look at the picture. Which words match the picture?

city countryside moon
morning night ocean sky sun

- 2 What's your favorite time of day?
- 3 Read the quote. Are you usually early or late for things?

4.1 Every day

Talk about daily routines

V daily activities; time

G simple present: I, you, we, they

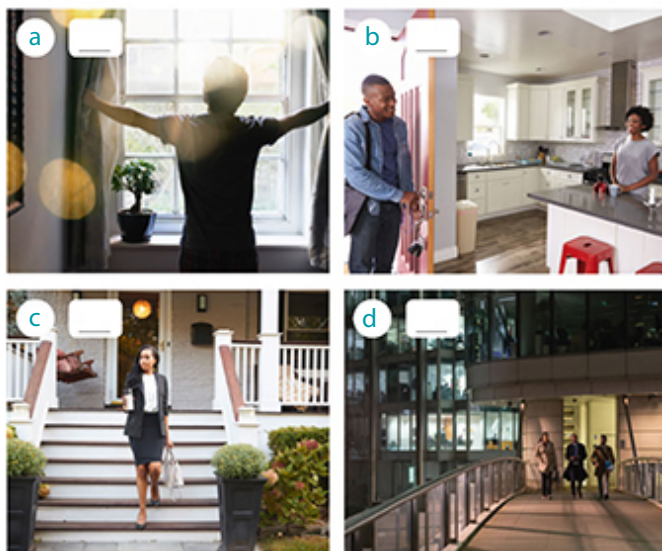
P sentence stress

VOCABULARY

Daily activities

A Match the sentences (1–4) with the pictures (a–d).

- 1 I finish work at six ten in the evening.
- 2 I get up at seven o'clock in the morning.
- 3 I go to work at eight thirty in the morning.
- 4 I get home at five o'clock in the afternoon.



B Go to the [Vocabulary Hub](#) on [page 123](#).

Time

4.1 Complete the times with the numbers in the box. Then listen and check.

eight eleven fifty forty-five nine twelve



o'clock



ten



twelve



thirty



fifteen



one

LISTENING



A **PREPARE TO LISTEN** Read the information about the podcast. Then choose the correct options to complete the summary.

The title of this podcast series is *My life*. In this episode, ¹three / ²two people talk about ³the people they know / the things they do. The people in this episode have the same ⁴hobby / job.

4.2 B **LISTEN FOR MAIN IDEA** Listen to the podcast and choose the correct options to complete the sentences.

- 1 Magne is Astrid's ...
a brother. b husband.
- 2 Astrid and Magne live and work ...
a in the same place. b in different places.
- 3 Astrid and Magne work ...
a at the same time. b at different times.

4.2 C **LISTEN FOR DETAIL** Listen again. Circle the correct person: Astrid (A) or Magne (M).

- 1 1 am go to bed A / M
- 2 5 am get up A / M
- 3 5:15 am start work A / M
- 4 11 am get up A / M
- 5 1:30 pm start work A / M
- 6 1:30 pm finish work A / M
- 7 8 pm go to bed A / M
- 8 9:45 pm finish work A / M

D **DISCUSS** Work in pairs. Which person's day do you prefer? Why?

GRAMMAR

Simple present: *I, you, we, they*

A Read the sentences from the podcast. Are they positive (+) or negative (-)?

- a I get up at five o'clock in the morning. + / -
b I don't work in the morning. + / -

B WORK IT OUT Complete the table with the words in the box.

don't go go

Simple present: *I, you, we, they*

subject pronoun	positive	subject pronoun	negative
I	1 _____	I	2 _____
you	to work at eight o'clock in the morning.	you	to work at six o'clock in the morning.
we		we	
they		they	

C WORK IT OUT Read the sentences again. Choose the correct option to complete the rules.

- 1 In positive sentences with *I, you, we*, and *they* we use **verb / do + verb**.
2 In negative sentences with *I, you, we*, and *they* we use **verb / don't + verb**.

D Go to the **Grammar Hub** on **page 104**.

E PRACTICE Complete the description with the correct positive or negative form of the verbs in the box.

finish get up (x2) go start work

The night shift

I'm a doctor. For one week in each month, I ¹ don't work during the day. I ² _____ my job at ten o'clock in the evening and I ³ _____ at eight o'clock in the morning. I ⁴ _____ in the morning, like most people. I ⁵ _____ in the evening, and I ⁶ _____ to bed in the morning.

F SPEAK Work in pairs. What times do you think these people get up and go to bed?

5-year-old children 80-year-old people
20-year-old people People your age

PRONUNCIATION

Sentence stress



A Listen and repeat the sentences. Which words are stressed – the red or the blue?

- 1 I go to bed at ten o'clock.
2 I don't go to bed at ten o'clock.



B Underline the stressed words in the sentences. Then listen and check.

- 1 I read a book in the evening.
2 We don't watch TV in the morning.
3 They start work at eight o'clock in the morning.
4 They don't start at eight thirty.
5 I relax in the evening.



C Listen and complete the sentences.

- 1 I _____ to _____ at _____ o'clock.
2 I _____ in the _____.
3 They _____ to _____ at _____ thirty.
4 We _____ in the _____.

SPEAKING

A PREPARE Think about these daily activities. Check (✓) the ones that you do every day.

- | | |
|--|---|
| ☐ get up | ☐ go home |
| ☐ have breakfast | ☐ have dinner |
| ☐ go to work/school | ☐ watch TV/a movie |
| ☐ start work/classes | ☐ read a book |
| ☐ have lunch | ☐ talk to friends/family |
| ☐ finish work/classes | ☐ go to bed |

B PLAN Write the times you do the things in Exercise A. Prepare how to say it.

C DISCUSS Work in pairs. Compare your daily routines. What's different? What's the same?

A: I get up at seven o'clock in the morning.

B: I get up at eight o'clock in the morning.

4.2 Every year

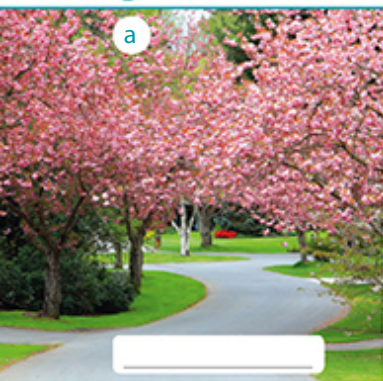
— Talk about annual routines

V months and seasons

G simple present questions: *I, you, we, they*

S using pictures before you read

P do you /dʒu/



VOCABULARY

Months and seasons

A Match the pictures with the seasons.

fall spring summer winter



B Listen and complete the calendar.

4.6

April August December July June March
May November October September

January	February	

C SPEAK Work in pairs. Answer the questions.

- Which season is it now?
- Which month is it now?
- Which season is your favorite?
- Which month is your birthday in?

READING

A PREDICT Work in pairs. Look at the pictures in the article *Nomads in Mongolia* but don't read the text. What do you know about these people's lives?

Using pictures before you read

Articles on websites and in magazines and newspapers usually have pictures. Look at the pictures before you read to get an idea of what the text is about.

B PREPARE TO READ Match the words in the box with the pictures (a–d) in *Nomads in Mongolia* opposite.

hills horse river tents

C READ FOR GIST Read the article. Match the correct question (a–d) with each paragraph (1–4).

- How often do they go to a different place?
- What are nomads?
- Where do they go in different seasons?
- Do they live in houses?

D READ FOR DETAIL Read the article again. Are the statements true (T) or false (F)?

- Mongolia is in Europe. T / F
- Nomads live in cities. T / F
- Nomads live in a type of tent. T / F
- Nomads have animals. T / F
- In Mongolia, September is in the spring. T / F
- Many nomads go to a river in the spring. T / F

E SPEAK Work in pairs. Answer the questions.

- Are there nomads in your country?
- Would you like to live in different places in your country at different times of the year?

NOMADS

in Mongolia

Mongolia is a large country in Asia, north of China and south of Russia. There's a lot of space, about 1.56 million km², but there aren't a lot of people. There are about 3,000,000 (three million) people in Mongolia and many of these people are nomads.

- Nomads are people who go to different places in different months or seasons. They don't live in cities, they live in the countryside.
- No, they don't. They don't have houses, but they have tents, called *gers*, and they have horses and other animals.
- Some nomads move thirty times a year, some move four times a year. Many nomads go to a different place in the spring and in the fall. In Mongolia, spring is March, April and May, and fall is September and October.
- In the spring, they go close to a river for water. In the fall, they go to the hills.

Simple present questions: *I, you, we, they*

a Where do they go? **b** Do they live in houses?

- 1 Question ___ is a *yes/no* question. The answer can be *yes* or *no*.
- 2 Question ___ is a *wh-* question. The answer depends on the question word.

Simple present questions: *I, you, we, they*

- 1 In *yes/no* questions we use **do before / after** *I, you, we, and they*.
- 2 In *wh-* questions we use a question word (for example *what, where, when ...*) **before / after** *do*.
- 3 To give short answers to *yes/no* questions we **use do or don't / repeat the main verb**.

D PRACTICE Reorder the words to make questions. Choose the correct question type.

- 1 go to work / you / when / in the morning / do

 When do you go to work in the morning?
 a yes/no b wh-
- 2 you / go / to another country / in the summer / do

 a yes/no b wh-
- 3 talk to / in the evening / you / do / who

 a yes/no b wh-
- 4 in the same place / live / you / do / all year

 a yes/no b wh-

Exercise D.

A photograph of a man in traditional Tibetan attire, including a blue and gold patterned robe and a red sash, riding a brown horse. The background shows a mountainous landscape with a river.

Do you /dʒu/

A Read and listen to the questions. How does the speaker say the underlined words?

- 1 Do you live in the countryside?
- 2 When do you go to work?

B Work in pairs. Say these questions. Then listen and repeat.

- 1 Do you get home at seven thirty?
- 2 Where do you live?
- 3 Do you read a book in the evening?
- 4 What do you do in the summer?

A: Do you live in the countryside?

B: No, I don't. I live in the city.

SPEAKING HUB



A PREPARE Work in pairs. Student A – Use the information below. Student B – Go to the **Communication Hub** on **page 131**.

Student A – Write questions to find out information about the birds in the picture above.

- 1 what / called _____ ?
- 2 where / live _____ ?
- 3 where / go / August or September _____ ?
- 4 where / go / May or June _____ ?
- 5 how far / go How far do they go every year ?

B DISCUSS Ask your partner the questions in Exercise A. Complete the missing information.

C DISCUSS Read the information about gray whales. Answer your partner's questions.

Name: Gray whales

Where: Near Alaska and near Mexico.

When: In the fall (October, November, December) they go to Alaska. In the spring (February, March, April) they go to Mexico.

How far: About 10,000–12,000 miles per year
(16,000–20,000 kilometers)

Talk about annual routines



COMPREHENSION

A Watch the video without sound. Underline the correct word or phrase.

- The first customer *is* / *isn't* sure what she wants.
- Sam *is* / *isn't* sure what the customer wants.
- The line *is* / *isn't* long behind her.
- The other customers are *fast* / *slow*.
- Sam *is* / *isn't* happy to see the customer again.

B Read the list of things you can buy in Sam's Café. Watch the video again. Check (✓) the things you hear.

coffee	☐	water	☐
latte	☐	soya milk	☐
cappuccino	☐	bread	☐
mocha	☐	croissants	☐
hot chocolate	☐	snacks	☐
tea	☐	soft drinks	☐

C Use a word from each column to describe the coffee the woman buys.

a small		cappuccino	to drink in
a medium	soya	latte	to take away
a large			



D Who says it? Sam, the woman or the man in the line? Watch the video again and check your answers.

- What type of coffee would you like?

- That's a great question!

- Come on!

- What kind of bread do you have?

- Medium! I mean medium.

- So, let me check.

- No problem.

- How big is a medium?

E SPEAK Work in pairs. What do you think the phrase 'Come on!' means in this context?

Glossary

soya milk (n) (British) = soy milk (n) (American)
take away (phrsal v) (British) = take out or to go (phrsal v) (American)



GABY



SAM



LUCY

FUNCTIONAL LANGUAGE

Ordering in a café

A Complete the phrases with the words in the box. Then complete the headings with *Customer* or *Sam*.

Can check get have kind large One please Sorry want What you

A	B
What can I ¹ _____ you?	⁷ _____ I have a latte / a soya latte / a tea / a hot chocolate, please?
² _____ type of coffee would you like?	Do ⁸ _____ have soya milk?
Sure. Small, medium or ³ _____?	Can I ⁹ _____ a small, please?
So, let me ⁴ _____: you ⁵ _____ a medium soya latte to take away?	A soya latte, please.
⁶ _____, we're closing now.	¹⁰ _____ tea / hot chocolate, please.
	Two cappuccinos, ¹¹ _____.
	What ¹² _____ of bread do you have?

B Watch the video again and check your answers to Exercise A.

PRONUNCIATION



A Listen to the conversation. Notice how the underlined words are stressed.

- Coffee seller:** Good morning! What can I get you?
- Customer:** Can I have a coffee, please?
- Coffee seller:** What type of coffee would you like?
- Customer:** A cappuccino, please. Do you have soy milk?
- Coffee seller:** Sure. One soy cappuccino. Small, medium or large?
- Customer:** Can I have a medium, please? To go.
- Coffee seller:** So, you want a medium, soy cappuccino to go?
- Customer:** Yes, please.



B Listen again and repeat the conversation. Copy the stress.

C SPEAK Work in pairs. Practice the conversation.

SPEAKING

<i>Coffee</i>	small	medium	large
Latte	\$2.00	\$2.50	\$3.00
Cappuccino	\$2.00	\$2.50	\$3.00
Americano	\$1.70	\$2.20	\$2.70
Mocha	\$2.00	\$2.50	\$3.00
Hot chocolate	\$2.00	\$2.50	\$3.00
Tea	\$1.00	\$1.50	\$2.00
Croissant	\$2.00	Bread and jam	\$2.50

A PREPARE Work in pairs. Take turns being Student A and B. Replace the underlined words. Use the menu to help you.

Student A: What can I get you?

Student B: Can I have a cappuccino, please?

Student A: Small, medium or large?

Student B: Can I have a small, please?

Student A: Sure. One small cappuccino.

Student B: Thanks.

B PRACTICE Have a new conversation. Student A works in a café. Student B is a difficult customer. Practice your conversation.

C PRESENT Show your conversation to the class. Who is the best difficult customer?

Order in a café

4 Writing

Write an email about your routine

W using contractions

A Read the email from Hadid to his friend Javier.
Where does Hadid work?

To: Javier
From: Hadid
How are you?

Hi Javier,
How are you? I don't work in Madrid anymore. I work on an oil rig. It's in the middle of the ocean. I work here every spring. I get to the oil rig in March, and I go home in April.
We get up at six o'clock in the morning, and we start work at seven. We finish work at seven o'clock in the evening – it's a long day! I don't have time to read a book or watch TV in the evening. I eat, talk to my family on the phone and go to bed at nine o'clock.
What about you? Where are you now? What's your job?
See you,
Hadid



Using contractions

When we write to friends or family, we can use contractions:
I'm for I am
it's for it is.

B Read the email again. Match the activities (1–6) with the months and times (a–f).

- | | |
|----------------------|---------|
| 1 get to the oil rig | a 7 am |
| 2 go home | b 7 pm |
| 3 get up | c March |
| 4 start work | d April |
| 5 finish work | e 9 pm |
| 6 go to bed | f 6 am |

C SPEAK Work in pairs. Answer the question.

Do you think Hadid's routine is good? Why/Why not?

WRITING

A PLAN You are going to write an email to an old friend.
Write notes about your daily routine.

B WRITE Write your email. Tell them about your daily routine. Use contractions.

Write an email about your routine

Unit 4 Review

GRAMMAR

Put the words in the correct order to make sentences.

- do / get up / you / what time
What time do you get up?
- live / in Spain / they
_____.
- watch / TV in the evening / you / don't
_____.
- like / soccer / don't / we
_____.
- you / start work / when / do
_____?
- they / do / why / at five o'clock / get up
_____?

VOCABULARY

A Complete the sentences with the words in the box.

get get up go (x2) finish watch

- I _____ at six o'clock in the morning.
- I _____ to work at eight thirty in the morning.
- I _____ work at five thirty in the afternoon.
- I _____ home at six ten.
- I relax and _____ TV at seven thirty in the evening.
- I _____ to bed at ten forty-five at night.

B Match the sentences in Exercise A with these times.

- | | | | | | |
|-----------|-------|------------|-------|-----------|-------|
| a 5:30 pm | _____ | c 6:10 pm | _____ | e 8:30 am | _____ |
| b 6 am | _____ | d 10:45 pm | _____ | f 7:30 pm | _____ |

C Complete the words in these sentences.

- My birthday is in F _____.
- My favorite season is _____ t _____.
- _____ is the month after April.
- In my country, the _____ m _____ is June, July and A _____.

5

TIME FOR A BREAK



Guard well your spare moments.

Ralph Waldo Emerson

Two men sitting on metal drums, Perth, Australia.

OBJECTIVES

- talk about free time
- talk about food and meals
- ask for information
- write a blog about food

Work with a partner. Discuss the questions.

- 1 Look at the picture. Why are these people happy?
- 2 What's your favorite food?
- 3 What makes you feel happy?

5.1 Relax and be happy

Talk about free time

V free-time activities

G simple present: *he, she, it*

P does he / does she

VOCABULARY

Free-time activities

A Look at the pictures. What is the same about all these activities?



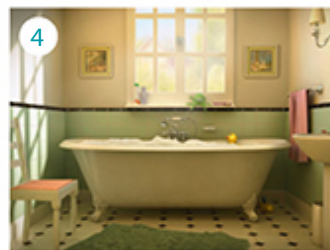
_____ for a walk



_____ in the
backyard



_____ a meal



_____ a bath



_____ shopping



_____ chess



_____ to the gym



_____ running

B Match the verbs with the pictures. Listen and check.

5.1

cook go (x4) take play sit

C SPEAK Work in pairs. What do you do to relax?

LISTENING

A LISTEN FOR GIST Listen to an interview. Which of the free-time activities from Vocabulary Exercise A do the people talk about?

5.2

B LISTEN FOR DETAIL Listen again. Are these sentences true (T) or false (F)?

5.2

- 1 The man eats lunch in his office. T / F
- 2 The woman goes to the gym on her lunch break. T / F
- 3 The woman goes for a walk after work. T / F
- 4 The woman watches TV in the evening. T / F
- 5 The man goes running after work. T / F
- 6 The woman goes running on the weekend. T / F



GRAMMAR

Simple present: *he, she, it*

A Read the examples. Underline the verbs.

He works all the time! He doesn't even take coffee breaks.

Does she go to the gym every day?

No, she doesn't. She goes about twice a week.

She doesn't have time to relax!

B WORK IT OUT Complete the rules with words in the box.

does doesn't main verb question word without

Simple present: *he, she, it*

- 1 In positive sentences, we use the _____ plus -s or -es.
- 2 In negative sentences, we use _____ plus the main verb without -s.
- 3 In yes/no questions, we use *Does* followed by the subject and the main verb _____. -s.
- 4 In short answers, we use _____ or *doesn't*.
- 5 In *wh*- questions, we use a _____ and *does* plus the main verb without -s.

C PRACTICE Choose the correct option to complete the sentences.

- 1 Martin *cook* / *cooks* dinner in the evening.
- 2 Anna *don't* / *doesn't* go shopping after work.
- 3 Does Paolo *play* / *plays* chess?
- 4 What does Shyama *do* / *does* on the weekend?
- 5 A: Does Akira *takes* / *take* a bath after work?
B: Yes, he *takes* / *does*.

D Go to the Grammar Hub on page 106.

E PRACTICE Complete the conversation.

Anna: What do you ¹ _____ to relax on the weekend? Do you go shopping?

Bea: No, I don't. My husband ² _____ shopping, and I ³ _____ running. What about you?

Anna: I ⁴ _____ to the gym and my husband ⁵ _____ TV and ⁶ _____ computer games.

Bea: That sounds good. What kind of games ⁷ _____ he play?

Anna: He ⁸ _____ action games.

PRONUNCIATION

does he / does she



A Read and listen to the questions. Notice how the speaker links the underlined words together.

- 1 Does he go the gym?
- 2 Does she go running?



B Listen to each question and circle the words you hear.

- 1 *Does he / Does she* cook dinner every night?
- 2 *Does he / Does she* go shopping on the weekend?
- 3 What *does he / does she* do at lunchtime?
- 4 What kind of food *does he / does she* cook?



C Listen and repeat the questions in Exercise B.

SPEAKING

A PREPARE Complete the table with your free-time activities. Write three activities in each box.

	Me	My partner
On your lunch break		
In the evening		
On the weekend		

B DISCUSS Work in pairs. Ask your partner questions to complete the table. How many things are the same for both of you?

What do you do on your lunch break? Do you go for a walk?

C REPORT Tell the class about your partner.

Anton goes shopping on the weekend. He doesn't cook meals at home.



Talk about free time

5.2 When's your lunch break?

— Talk about food and meals

V food and meals

S skimming

G adverbs of frequency

P linking with /j/

VOCABULARY

Food and meals

A Look at the pictures. Which food do you eat for breakfast, lunch or dinner?

a



g



b



h



c



i



d



j



e



k



f



l



B Match the words in the box to the pictures.

apples beans bread cereal cheese chicken
eggs fish noodles pasta potatoes rice

C Go to the **Vocabulary Hub** on [page 124](#).

D SPEAK Make a list of food you eat every day. Tell your partner. What's the same? What's different?

READING

A PREPARE Work in pairs. Look at the pictures. Which foods can you name? Where do you think they come from?



Skimming

When you skim a text, you read it quickly to get the general idea.

B SKIM Read *Lunch breaks around the world* and match the correct people with the pictures in Exercise A.

C READ FOR GIST Read the article. Which questions do all three people answer? Check (✓) the questions.

- a What do you eat for lunch? ☐
- b Is your lunch expensive? ☐
- c What time is your lunch break? ☐
- d Who do you eat lunch with? ☐
- e Where do you eat lunch? ☐
- f Do you eat a big lunch? ☐

D READ FOR DETAIL Read the article again. Write the correct names.

- 1 _____ eats soup for lunch.
- 2 _____ doesn't eat rice for lunch.
- 3 _____ eats lunch at work.
- 4 _____ doesn't talk about a drink.
- 5 _____ has lunch with family.
- 6 _____ has more than an hour for lunch.

LUNCH BREAKS AROUND THE WORLD

More and more people in the US don't take a lunch break. They eat lunch at their desk instead. Here we take a look at countries around the world and what workers do on their lunch breaks.



Sara, Japan

We always take our lunch break at the same time every day, from 12 to 1. Some people bring a lunchbox from home, but I always go to the office cafeteria to eat with my colleagues. The food is usually really good. I usually have rice with fish or chicken and some vegetables. After lunch, I have a cup of green tea. I drink a lot of green tea every day because it's good for my health.



Davide, Italy

Our lunch break is from 1:30 to 2:30. Sometimes we go to a local restaurant for lunch, but I usually go home. My wife always comes home for lunch, and we eat together. We usually have a small dish of pasta. After that we have some freshly cooked meat or fish. My favorite is chicken in tomato sauce. For dessert, we always have some fruit and finally a cup of coffee.

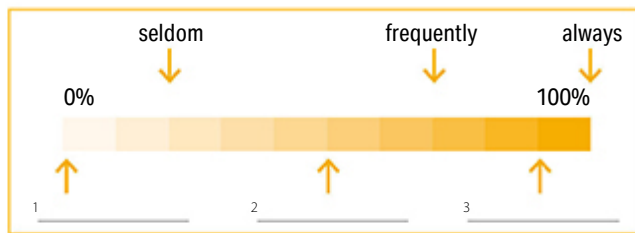
GRAMMAR

Adverbs of frequency

A Find and complete the sentences with adverbs from *Lunch breaks around the world*.

- The food is _____ really good.
- I _____ have rice with fish or chicken and some vegetables.
- _____ we go to a local restaurant for lunch.
- My wife _____ comes home for lunch.
- I _____ have dessert.
- I _____ have some fruit or something sweet as a special treat.

B Complete the chart with *sometimes, usually* and *never*.



C WORK IT OUT Read the sentences in Exercise A and choose the correct option to complete the rules.

Adverbs of frequency

We use adverbs of frequency to say how often we do things. We put them ...

- before* / *after* the verb *be* (in positive and negative sentences).
- before* / *after* other verbs (in positive sentences).

D Go to the **Grammar Hub** on **page 106**.

E SPEAK Work in pairs. How often do you eat these kinds of food? When do you eat them? Tell your partner.

bread cheese chocolate coffee
fish fruit ice cream milk rice tea

A: I usually have coffee for breakfast.

B: I frequently have coffee, but I sometimes have tea.

PRONUNCIATION

Linking with /j/

A Listen to the sentence. Notice how the /j/ sound links the words joined with a .

5.5

She always eats lunch at work.

B Read and listen. Draw a to show the words linked with a /j/ sound.

5.6

- He always drinks coffee.
- I usually have a salad.
- She eats pasta for lunch.
- We all eat fish and rice.

C Listen again and repeat the examples.

5.6

SPEAKING HUB

A PREPARE You are going to take a survey of eating habits in your class. Complete the questions (1–6).



EATING HABITS SURVEY



1 Do you usually drink coffee for breakfast?

a _____ usually drinks coffee for breakfast.

2 Do you _____?

b _____ always cooks dinner at home.

3 Do you _____?

c _____ frequently eats lunch at work.

4 Do you _____?

d _____ sometimes eats pizza for lunch.

5 Do you _____?

e _____ never eats chocolate.

6 Do you _____?

f _____ seldom eats meat.

B PRACTICE Ask your classmates the survey questions. Write names in sentences a–f. Ask each person another question to get more information.

A: Do you usually drink coffee for breakfast?

B: No, I don't.

A: What do you usually drink for breakfast?

B: I usually drink tea or hot chocolate.

C REPORT Tell the class about your answers.

Jerome doesn't drink coffee for breakfast. He usually drinks tea or hot chocolate.

Talk about food and meals



Natalia, Guatemala

Lunch is the main meal in Guatemala. I usually take a lunch break from 12 to 1:30 and have lunch with my friends or colleagues in a restaurant near the office. We usually have some soup and tortillas with rice and beans, some meat and a salad. I never have dessert, but later in the day, I frequently have some fruit or something sweet as a special treat.

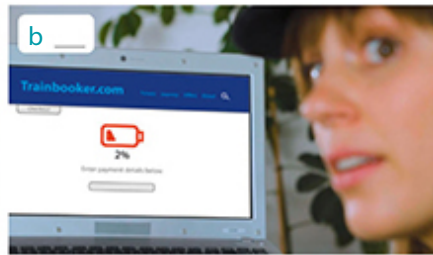
COMPREHENSION

A Watch the video. Complete the information about the train ticket.

2 3 85 afternoon return

- Gaby wants a ticket to Manchester on Saturday _____.
- It leaves at _____ pm.
- It takes about _____ hours.
- She wants a _____ ticket.
- It costs £ _____.

B Watch the video again and put the events (a–f) in the correct order (1–6).



C Match the phrases (1–6) with the pictures (a–f) in Exercise B. Then watch the video again and check your answers.

- | | | | |
|----------------------------------|----------|----------------------------|-------|
| 1 It worked! | _____ | 4 There's no battery. | _____ |
| 2 Gaby hates computers. | <u>d</u> | 5 Lucy has an idea. | _____ |
| 3 Lucy needs Gaby's credit card. | _____ | 6 The wi-fi stops working. | _____ |

USEFUL PHRASES

A Complete the useful phrases with the words in the box.

expensive idea matter news see worked

- | | |
|--------------------|----------------------|
| 1 I have an _____! | 4 What's the _____? |
| 2 Let me _____. | 5 Wow, that's _____! |
| 3 Good _____! | 6 It _____! |

B Watch the video again and check your answers to Exercise A.

C SPEAK Work in pairs. Complete the conversations with useful phrases from Exercise A. Practice the conversations.

- | | |
|--|--|
| 1 A: I don't have a ticket.
B: _____ – I have a ticket for you! | 4 A: Oh no!
B: _____? |
| 2 A: It's \$150.
B: _____! | 5 A: I don't know what to do!
B: _____! |
| 3 A: What time does it leave?
B: _____. | 6 A: The code doesn't work.
B: Here – try this number.
A: _____! |



GABY



SAM



LUCY

FUNCTIONAL LANGUAGE

Asking for information

A Write *Customer* or *Ticket seller* in the correct column, A or B.

A	B
1 I'd like a ticket to New York on Saturday afternoon.	a That's \$85, please.
2 What time does it leave?	b It takes about two hours.
3 How long does it take?	c Saturday afternoon. Yes, there is a train.
4 Can I book a ticket please?	d One-way or round-trip?
5 Round-trip, please.	e It leaves at 3 pm.

B Match the phrases (1–5) with the responses (a–e).

Glossary

pounds (n) (British) = dollars (n) (American)
 return ticket (n) (British) = round-trip ticket (n) (American)
 single ticket (n) (British) = one-way ticket (n) (American)

PRONUNCIATION



5.7

A Listen to the conversation and notice how the underlined words are stressed.

Ticket seller: Can I help you?
Customer: Yes, I'd like a ticket to Boston on Friday morning, please.
Ticket seller: Friday morning. Let me see. Yes, there is a train.
Customer: What time does it leave?
Ticket seller: It leaves at 10:30.
Customer: How long does it take?
Ticket seller: It takes about three hours.
Customer: How much is it?
Ticket seller: Thirty-five dollars.
Customer: Can I book a ticket, please?
Ticket seller: One-way or round-trip?
Customer: One-way, please.



5.7

B Listen again and repeat the conversation. Copy the stress.

SPEAKING

DESTINATION	DEPARTURE	ARRIVAL	PRICE	
			one-way	round-trip
Washington, D.C.	10:30	12:30	\$30	\$55
Baltimore	10:45	11:45	\$20	\$30
New York City	11:00	1:30	\$45	\$60
Boston	11:15	3:00	\$55	\$80

A PREPARE Work in pairs. Complete the conversation using information in the timetable.

I'd like a ticket to _____, please.

There is a train to _____ this morning.

What time _____?

It leaves at _____.

How long _____?

It takes _____.

How much _____?

One-way or _____?

_____, please.

That's \$ _____, please.

B PLAN Work in pairs. Add three or more useful phrases to the conversation.

C PRACTICE Work in pairs. Practice the conversation.

D REPEAT Change roles. Choose a new destination.

Ask for information

W using object pronouns

A Read Bob's blog. What is the blog post about?

- a an everyday lunch c how to cook lunch
b a special lunch d Bob's favorite lunch

BOB'S DAILY BLOG

A pot-luck lunch at work

Once a month at work, we have a pot-luck lunch. Everyone cooks some food at home and we bring it to the large meeting room. Some of my colleagues are really good cooks! They bring all kinds of food from their home countries. One of my colleagues is from Mexico and she makes a great chicken dish with chocolate. It's amazing! I'm not a good cook and I usually just bring a salad. We eat and share all the food together – it's a great way to make friends at work!



B Read Bob's blog again. Are these statements true (T) or false (F)?

- | | |
|--|-------|
| 1 They have a pot-luck lunch every week. | T / F |
| 2 They eat the pot-luck lunch in a restaurant. | T / F |
| 3 A colleague makes delicious Mexican food. | T / F |
| 4 Bob is very good at cooking. | T / F |
| 5 Bob always brings cupcakes or cookies. | T / F |

Using object pronouns

We use pronouns so we don't need to repeat the noun.

Everyone cooks some **food** at home and we bring **it** to the large meeting room.

C Complete the sentences with the correct pronoun.

- 1 My brother works near my office. I meet _____ for lunch every week.
- 2 We bring different **dishes** to work and share _____ with each other.
- 3 My sister works in Mexico. I visit _____ there every year.
- 4 I don't go out for **lunch**. I eat _____ at my desk.

WRITING

A PREPARE You are going to write a blog about a special meal tradition in your life. Think about the following points.

- What's special about the meal?
- What kind of food do you have?
- How often do you have it?
- What's good about this meal?
- Where is it?

B WRITE Write your blog.

C REVIEW Read another person's blog. Ask questions to get more information.

Write a blog about food

Unit 5 Review

GRAMMAR

A Choose the correct words to complete the sentences.

- 1 Sasha **sit** / **sits** in the backyard after work.
- 2 Eric **doesn't cook** / **cook** dinner during the week.
- 3 Where does Maria **eat** / **eats** lunch?
- 4 Does Maha **have** / **has** lunch at school?
- 5 A: **Do** / **Does** Antonio and Sofia eat at home on Friday?
B: No, they **doesn't** / **don't**.
- 6 A: Does Jana **drink** / **drinks** tea every day?
B: Yes, she **do** / **does**.

B Add the adverb to each sentence.

- 1 I am ^{never} late for work. (never)
- 2 We eat breakfast in a café. (sometimes)
- 3 I cook dinner at home. (frequently)
- 4 Vicky and Sue have pizza on Friday. (usually)
- 5 Carey is very busy on the weekend. (always)

VOCABULARY

A Complete the phrases to describe recreational activities.

- | | |
|--------------------|---------------------|
| 1 go for a w _ l _ | 4 go r _ _ _ _ _ g |
| 2 take a b _ t _ | 5 go to the g _ _ m |
| 3 cook a m _ _ l | 6 play c _ _ e _ _ |

B Label the pictures with the correct words.



6

A PLACE TO LIVE



Be sure you put your feet in the right place, then stand firm.

Abraham Lincoln

Fa Yuen street market at night, Kowloon, Hong Kong.

- describe your town or city
- describe your home
- ask for and give directions
- write a review of a café

Work with a partner. Discuss the questions.

- 1 Where do you live?
- 2 Look at the picture. Is this a good place to live? Why/Why not?
- 3 Complete the sentence in your own words:
Life in a big city is ... because ...

cheap dangerous difficult easy
expensive horrible nice safe

6.1 Around town

Describe your town or city

V places in a town

G there is / there are; some and any

P there is / there are

VOCABULARY

Places in a town

- A** Match the places (1–10) with the words in the box. Then listen and check your answers.

art gallery café hotel market museum
park restaurant store station theater



1 _____



6 _____



2 _____



7 _____



3 _____



8 _____



4 _____



9 _____



5 _____



10 _____

- B** Listen and repeat.

- C** Complete the sentences with the names of places in a town.

- I sometimes go to the _____ on the weekend to see a play.
- We usually buy fresh fruits and vegetables at the _____.
- Let's visit the _____ to see the paintings.
- We frequently visit the _____ to learn about history.
- Let's go out to a _____ for dinner tonight!
- We frequently stay in a _____ on vacation.
- I usually take my children to the _____ to play soccer.
- Let's go to a _____ for some coffee and ice cream!
- Suzanna frequently goes to the _____ to buy clothes or shoes.
- How far is it to the _____? My train is at 3 pm.

- D SPEAK** Work in pairs. Which of these places do you go to in your town?

READING

- A PREPARE TO READ** Look at the pictures in *What's special about your home town?* Find these things in the pictures.

boat bridge building canal market

- B READ FOR GIST** Read *What's special about your home town?* Choose the best summary of the main idea.

- Only tourists enjoy Venice.
- Venice is a very difficult place to live.
- Life in Venice is interesting and fun.

- C READ FOR GIST** Which topics are in the forum post? Check (✓) the answers.

☐ art ☐ food ☐ hotels ☐ jobs
☐ music ☐ schools ☐ transportation

- D READ FOR DETAIL** Are the sentences true (T) or false (F)?

- Venice is a modern city. T / F
- Venice is a good city to see art. T / F
- There are hundreds of bridges in Venice. T / F
- There are a lot of cars and buses in the city center. T / F
- The writer takes a water taxi to work. T / F

- E SPEAK** Work in groups. Answer the questions.

- Is Venice a good place to live, in your opinion? Why/Why not?
- Is Venice similar to or different from your home town or city?

What's special about YOUR HOME TOWN?

March 17, 6:57

Reply | Like

I live in Venice, in Italy. It's famous all over the world and there are a lot of tourists. But it's an exciting place to live and work, too.

GRAMMAR

there is / there are; some and any

A Read the post again. Underline examples of *there is*, *there are*, *some* and *any*.

B WORK IT OUT Complete the table using the examples in Exercise A to help you.

<i>there is / there are; some and any</i>		
	Singular	Plural
Positive +	There ¹ _____ really good café.	There ² _____ over 400 bridges.
Negative -	There ³ _____ really large grocery store..	There ⁴ _____ cars.
Some and a lot of	We use <i>some</i> and <i>a lot of</i> with ⁵ <i>singular / plural</i> nouns. <i>Some</i> means a ⁶ <i>small / big</i> number. <i>A lot of</i> means a ⁷ <i>small / big</i> number. We usually use them in ⁸ <i>positive / negative</i> sentences.	
Any	We use <i>any</i> in ⁹ <i>negative / positive</i> sentences and in questions.	

C Go to the **Grammar Hub** on **page 108**.

D SPEAK Work in pairs. Talk about places near where you are. Use *there is* or *there are* and the words in the box.

art gallery cafés hotel museum restaurants stores

A: *There's an art gallery near the school, but there isn't a museum.*

B: *There are cafés near the school, but there aren't any restaurants.*

Venice is a city with a lot of history – I love it! There are some buildings that are over 500 years old! Venice is great for art. There are museums and art galleries everywhere. There are over 400 bridges in Venice. Why? Because there are a lot of canals! There aren't any cars in this area, but there's a train station outside the city center. There aren't any buses in the center either – people go to work by water taxi! There isn't a really large grocery store, but there's a great market with a lot of fresh fruits and vegetables.



I walk to work every morning and look at the buildings and the canals and the bridges. They're amazing! There's a really good café near my home. They make great coffee and fresh sandwiches and I eat breakfast there every morning when I go to work. I think Venice is a great place to live!



PRONUNCIATION

there is / there are



A Read and listen to the examples.

6.2

- 1 There's a restaurant.
- 2 There's a grocery store.
- 3 There are some stores.
- 4 There are some hotels.



B Listen and repeat the sentences in Exercise A.

6.2

SPEAKING

A PLAN Write the names of places in the chart. Use the words from the Vocabulary section on page 42.

Everyday life	Weekend fun	Food and drink
market		

B PREPARE Work in pairs. Are these sentences true or false about your town?

- 1 There are a lot of parks in my town and there's a museum.
- 2 There aren't any theaters, but there's an art gallery.
- 3 There's a large grocery store and there are also a lot of small stores.

C DISCUSS Work in groups. Talk about places in your town.

There are a lot of parks in my city. There's a big park near the river and I usually go there with my friends on the weekend.

Describe your town or city

6.2 Choosing a home

Describe your home

V furniture and rooms; prepositions of place
G is there / are there question forms

S predicting
P vowel sounds: /ʌ/ and /e/

VOCABULARY

Furniture and rooms

A Look at the picture. What kind of person do you think lives here?



B Complete the description with the words in the box.

bed bookshelf chair clock closet
 cushion desk lamp wall window

The ¹ _____ and the ² _____
 are blue. The ³ _____ is green. The
⁴ _____ is yellow. The ⁵ _____ is red.
 The ⁶ _____ is big. The ⁷ _____
 is brown. The ⁸ _____ is gray. The
⁹ _____ is orange. The ¹⁰ _____
 is light yellow.

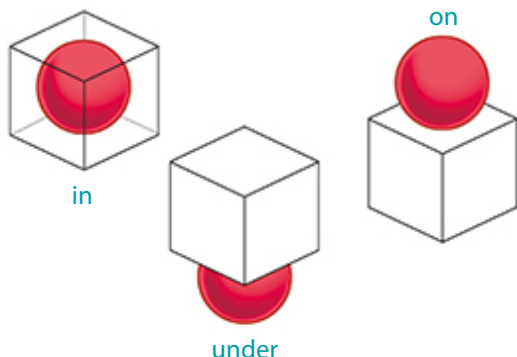
C Listen and check your answers to Exercise B.

D Go to the **Vocabulary Hub** on page 124.

E SPEAK Work in pairs. What furniture do you have in your room at home or your classroom?

Prepositions of place

A Look at the picture in Vocabulary Exercise A again. Complete the description below using *in*, *on* or *under*.



There's a desk and a chair ¹ _____ the room.
 There's a lamp ² _____ the desk. There are
 clothes ³ _____ the closet. There are books
⁴ _____ the bookshelf. There's a small table
 next to the bed. There's a clock ⁵ _____ the
 table. There's a cushion ⁶ _____ the chair.
 There's a bag ⁷ _____ the desk. There's a picture
⁸ _____ the wall.

B Listen to a description of the room. Find four differences between the picture opposite and the description you hear.

C SPEAK Work in pairs. Look at the picture again. Describe the location of one thing. Say the object your partner is describing.

A: It's on the desk.

B: Is it the lamp?

D Student A – Go to the **Communication Hub** on page 128.
 Student B – Go to the **Communication Hub** on page 132.

LISTENING

A PREPARE TO LISTEN Read the information about a studio apartment and answer the questions.

- Where is the studio?
- What is near the studio?
- How can you get more information?

**NYC
 RENTALS**

Studio for rent in central Manhattan.
 Close to a bus stop and a grocery store.
 Must see! Call for an appointment.
646-755-8318

Predicting

Before you listen, try to think about which topics will be in the conversation. Predicting helps to make the information easier to understand.

B PREDICT Look at the form in Exercise D. Check (✓) the topics that you think you will hear in the conversation.

☐ location ☐ neighbors ☐ number of rooms
☐ pets ☐ money ☐ stores ☐ size

C LISTEN FOR GIST Listen to the conversation and check your answers to Exercise B. Does the man decide to rent the apartment?

D LISTEN FOR DETAIL Listen to the conversation again. Complete the form with the correct information.

STUDIO FOR RENT

Address: _____ East 23rd Street

Time to bus stop: _____ minutes

Furniture:

☐ desk ☐ chair ☐ bookshelf
☐ lamp ☐ closet ☐ couch
☐ armchair ☐ bed

Window with view of _____

Bathroom: **yes/no** Kitchen: **yes/no**

Price per month: _____

E LISTEN FOR DETAIL Listen again. Why doesn't the man like the room?

GRAMMAR

is there / are there question forms

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

a bathroom (✓) buses (✓) chairs (X) a kitchen (X)

- Is there _____?
Yes, there _____.
- Are there any _____?
Yes, there _____.
- Is there _____?
No, there _____.
- Are there any _____?
No, there _____.

B **WORK IT OUT** Choose the correct options to complete the rules. Use the examples in Exercise A to help you.

is there / are there question forms

To make *yes/no* questions, we put *is* or *are* ¹*before* / *after* *there*.

We use *any* in questions with ²*singular* / *plural* nouns.

We ³*use* / *don't use* the contracted form of *there is* (*there's*) in short answers.

C Go to the **Grammar Hub** on **page 108**.

D **SPEAK** Work in pairs. Ask your partner about their room at home. Use the words in the box.

books bookshelf clock cushions
desk lamp pictures window

- A:** Are there any books in your room?
B: Yes, there are a lot of books. They're on a bookshelf.

PRONUNCIATION

Vowel sounds: /ʌ/ and /e/

A Listen to the sounds /ʌ/ and /e/.

6.6 /ʌ/ rug /e/ bed

B Listen and **circle** the words with the same vowel sound as the word in bold.

6.7

- /ʌ/ rug
son run song some love blog
- /e/ bed
get clean red sad bread head

C Listen and **circle** the word you hear.

6.8

- There's a **bag** / **bug** on the floor.
- This is a **bad room** / **bedroom**.
- Is there a **pen** / **pan** in the kitchen?
- Be careful with that **cut** / **cat**!

SPEAKING HUB

A **PREPARE** You want to rent a room from your partner. Student A – Stay on this page. Student B – Go to the **Communication Hub** on **page 130**. Read the description of what you need. Write five questions to ask your partner.

a desk Is there a desk?
chairs _____
a lamp _____
a TV _____
near a bus stop
or train station _____
near a grocery store _____

B **DISCUSS** Ask your partner questions about their room. Find out if it is the right place for you.

A: Can I ask about the room for rent?

B: Yes, of course. How can I help you?

A: Is it near a bus stop?

B: No, it isn't. But there's a train station ten minutes away.

C **REPEAT** Answer your partner's questions. Use the information in the advertisement.

Your room:



- Comfortable room in quiet area.
- Near museums, theaters and restaurants.
- Large window with view of the street.
- Bed, table, chair and lamp included.
- Free internet included.

\$200
per week

D **REPORT** Tell the class about the room.

I like / don't like my partner's room because ...

Describe your home

COMPREHENSION

A Watch the video. Are the sentences true (T) or false (F)? Correct the false sentences.

- | | |
|--|-------|
| 1 Gaby wants to take photos in the park. | T / F |
| 2 Sam gives directions to the park. | T / F |
| 3 Newton Green park is near Sam's Café. | T / F |
| 4 The three men in the café are friends. | T / F |
| 5 Gaby asks her phone for directions. | T / F |

B Watch the video and match the locations of the park (a, b or c) with the three men (1, 2 and 3).

Man 1 _____



Man 2 _____



Man 3 _____



USEFUL PHRASES

A Who says it? Sam, Man 1, Man 2 or Man 3?

- | | |
|-----------------------------------|-------|
| 1 Yes, it's very near. | _____ |
| 2 OK everybody, let's just relax. | _____ |
| 3 You're both wrong. | _____ |
| 4 Yes, calm down! | _____ |
| 5 I'm not sure. | _____ |

B Complete the conversation with useful phrases from Exercise A.

- Gaby: Is there a park near here?
- Sam: A park ... 1 _____
- Man 1: Actually, there is a park near here. Newton Green.
- Gaby: Newton Green.
- Man 1: 2 _____ Go out of the café, turn left, then cross the road, then turn right.
- Man 2: No, no, no. Go out of the café, turn left and cross the road. But then, turn left, not right.
- Man 1: No, it's right.
- Man 2: No, it's left.
- Man 1: Right.
- Man 2: Left.
- Sam: 3 _____
- Man 3: 4 _____
- 5 _____

C 00:24–01:21 Watch part of the video again and check your answers.



GABY



SAM



LUCY

FUNCTIONAL LANGUAGE

Asking for and giving directions

A Complete the phrases with the words in the box.

Cross Go left near on out there Turn

Asking for directions

Is ¹ _____ a park ² _____ here?

Giving directions

Go ³ _____ of the café.



Turn ⁴ _____.



⁵ _____ right.



⁶ _____ the street.



⁷ _____ straight ahead.



The park is ⁸ _____ your left.



B Look at the map of the town in the Speaking section. Complete the correct directions to go from Sam's Café to Newton Green.

Go ¹ _____ of the café and turn

² _____. Then turn ³ _____

and go ⁴ _____. Then turn

⁵ _____ and then turn ⁶ _____.

The park is on your ⁷ _____.

PRONUNCIATION



A Listen to the conversation and notice how the underlined words are stressed.

6.9

James: Is there a restaurant near here?

Sarah: Yes. Go out of the café and turn right. Then turn right and go straight ahead. Then turn right again and then turn left. The restaurant is on your left.

James: So, I go out of the café and turn right.

Sarah: Yes. Then turn right and go straight ahead.

James: Then turn right again and then left and the restaurant is on my left. Perfect.



B Work in pairs. Listen again and repeat the conversation. Copy the stress.

6.9

C SPEAK Work in pairs. Practice the conversation in Exercise A.

SPEAKING

A PREPARE Work in pairs. Take turns asking for and giving directions from Sam's Café. Use the map below.

A: Is there a movie theater near here?

B: Yes. Go out of Sam's Café and turn left. Then turn left and then left again. The movie theater is on your left.



B PRACTICE Work in groups of three. Write and practice a conversation. Use the map above or use a local map. Include three or more useful phrases.

Student A

- Ask for directions to a place on the map.

Student B

- Give wrong directions.

Student C

- Disagree and give the correct directions.

C PRESENT Perform your conversation for the class. Which conversation is the best?



Ask for and give directions

6 Writing

Write a review of a café

W using because

A Work in pairs. Describe the picture. Use the words in the box to help you.

chair floor lamp table wall window

B Read the text. Why did the writer write it?

- a to ask people to visit the café
- b to say what he thinks about the café
- c to tell the story of his visit to the café

Amazing hot chocolate! ★★★★★

I love this café because it's modern and clean. There are really cool chairs and tables. The hot chocolate is excellent, but it's a little expensive! It's usually very busy and I sometimes wait 20 minutes or more for my hot chocolate. There's free internet so it's the perfect place to read your emails and text messages.



♥ 7 📖 2

C Read the text again. What are the positive and negative things about the café?

Positive	Negative

Using because

We use *because* to give reasons and answer the question *why*?
I love this café *because* it's modern and clean.

D SPEAK Work in pairs. What is your opinion of this café?

WRITING

A PREPARE Think of a café that you like or don't like. Complete the table with your reasons.

Like	Dislike

B WRITE Write a short review of your café. Use the review in Exercise B as a model.

C PRESENT Read your review to your partner. Listen to your partner. When they finish ask questions for more information.

Write a review of a café

Unit 6 Review

GRAMMAR

A Choose the correct options to complete the sentences.

- 1 *There's* / *There are* three theaters in my town.
- 2 *Are there* / *There are* any art galleries?
- 3 There aren't any *stores* / *park*.
- 4 *There's* / *Is there* a new café near my home.
- 5 **A:** Is there a market?
B: Yes, *there is* / *there's*.

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

- Aya: Please tell me about your new apartment.
1 _____ a living room?
- Kay: Yes, 2 _____ a living room.
3 _____ also two bedrooms.
- Aya: 4 _____ any stores nearby?
- Kay: No, 5 _____. But
6 _____ a large grocery store near the station.

VOCABULARY

A Complete the words to describe places in a town.

- 1 I always buy fresh food at the m _____.
- 2 My friends sometimes play soccer in the p _____.
- 3 They usually stay in a h _____ when they go on vacation.
- 4 I go to the s _____ every morning at 8 am to get the train.
- 5 We sometimes eat dinner at a r _____ near our house.

B Complete the sentences with prepositions of place and words for furniture.

- There are two chairs and a desk in this room. There's a cushion
1 _____ one chair. There's a bag 2 _____ the other chair. There's a 3 _____ and a 4 _____ on the desk. There are books on the 5 _____. There's a mirror 6 _____ the wall. There are some clothes in the 7 _____. There's a small 8 _____ on the floor.





If you think
you can do it,
you can.
John Burroughs

Performer with the Chinese State Circus, London, England.

OBJECTIVES

- talk about your abilities
- talk about people's talents
- make polite requests
- write a competition entry

Work with a partner. Discuss the questions.

- 1 Look at the picture. What can you see?
- 2 Look at the picture again. Choose the correct options to complete the description.

There is a ¹*man / woman*. He has a lot of things on his ²*head / hand*. He has ³*black / gray* hair. There's a ⁴*bag / bird* at the top.

- 3 Read the quote. Do you agree?

G can/can't

P can/can't: /æ/ and /ə/

V abilities

READING

A PREPARE TO READ Work in pairs. Look at the pictures (a–c) in the article and discuss the questions.

- 1 What can you see in the pictures?
- 2 What sport do you think each picture shows?

B READ FOR MAIN IDEA Read the article quickly. Choose the correct options.

- 1 This article is about what some ...
 - a animals can't do.
 - b people can do.
- 2 This writer talks to three people about ...
 - a their abilities.
 - b their pets.
- 3 The people can do ...
 - a amazing things.
 - b useful things.

C READ FOR KEY INFORMATION Read the article again. Choose the correct numbers to complete the sentences.

2 4 (x2) 6 80 500

- 1 Luis can climb _____ meters up a mountain in _____ hours.
- 2 Seon-Yeong can fly for _____ kilometers. She can be in the air for _____ minutes.
- 3 Ireen can swim down _____ meters. She can be underwater for _____ minutes.

ANIMALS **VS** HUMANS

As we all know, animals can do many things that humans can't do. Birds can fly, fish can swim and breathe underwater, and monkeys can climb. Humans can't. Or can we? This week we talk to three amazing humans about their abilities.

Interviewer: Luis, what exactly is a free climber?



A free climber doesn't use ropes to help them climb, only to stop them from falling. Sometimes it's a little bit dangerous. I can't climb for very long because it's difficult and I get tired. I can climb about 500 meters in four hours.

Interviewer: Seon-Yeong, can you really fly?



Yes, I can! I'm a wingsuit flyer in my free time. Birds take off from the ground, but I can't. I jump from somewhere really high, like the top of a mountain or from a plane. I can fly for about four kilometers, and I'm usually in the air for two minutes.

Interviewer: Ireen, you're a free diver – how long can you stay underwater?



I can hold my breath for about six minutes. I don't have an air tank, so I am very careful when I dive. I can dive about 80 meters down and then I need to come up again. I love it, it's so quiet underwater!

D READ FOR DETAIL Read the article again. Are the statements true (T) or false (F)?

- 1 Animals and humans have some of the same skills. T / F
- 2 Free climbing is very dangerous. T / F
- 3 Wingsuit flyers need to take off from a high place. T / F
- 4 Free divers don't take any extra air when they go underwater. T / F

E SPEAK Work in groups. Answer the questions

- 1 Which sport in the text do you want to try?
- 2 Are there other sports you want to try?

I want to try wingsuit flying – it looks really fun!

GRAMMAR

can/can't

A WORK IT OUT Read the examples from the article. Choose the correct option to complete the rule.

Animals can do many things that humans can't do.

A: Can you really fly?

B: Yes, I can!

can/can't

We use *can/can't* to talk about **abilities / routines**.

B WORK IT OUT Read the examples again. Choose the correct options to complete the rules.

can/can't

- 1 After *can* and *can't* we use a **verb with to / verb without to**. We always use the same form of the verb with all subjects.
- 2 We **use / don't use** *do* and *don't* in questions and negative sentences with *can/can't*.

C Go to the **Grammar Hub** on **page 110**.

a

b

c

D PRACTICE Order the words to make questions and answers.

1 A: you / swim / can

B: can / yes, / I

2 A: a monkey / fly / can

B: no, / can't / it

3 A: you / can / what / do

B: can / a mountain / I / climb

4 A: which / can / live / animal / underwater

B: live / can / underwater / a fish

PRONUNCIATION

can/can't: /æ/ and /ə/

**A** Listen and repeat the sounds, words and examples.

7.1

/æ/ can

A: Can you climb?**B:** Yes, I can.

/ə/ can

A: What can you do?**B:** I can swim.

/æ/ can't

I can't fly.

B SPEAK Work in pairs. Ask questions like the ones in Exercise A. Give answers that are true for you.**A:** Can you climb?**B:** Yes, I can. I can't climb a mountain. I can climb a tree! What can you do?**VOCABULARY**

Abilities

A Complete the sentences with the verbs in the box.

cook dance draw juggle sing ski



1 Helia can _____.



4 Pablo can _____.



2 Gus can _____.



5 Mira can _____.



3 Gina can _____.



6 Alex can _____.

B Match the verbs (1–6) to the nouns (a–f) to make phrases.

- | | | |
|----------|--------------|----------------|
| 1 drive | 3 do | 5 ride |
| 2 play | 4 paint | 6 speak |
| a French | c the guitar | e a car |
| b yoga | d a picture | f a motorcycle |

C Write the correct phrases from Exercise B under each picture.**D** Go to the **Vocabulary Hub** on page 125.**SPEAKING****A PREPARE** You are going to interview your classmates. Work in pairs. Choose five abilities from the ideas below or use your own ideas.

ride a motorcycle draw
 swim climb a mountain
 juggle ski play the piano
 speak Spanish dance
 cook drive a car

B PLAN Write one question about each ability you chose.
Can you ride a motorcycle?**C PRACTICE** Go around the class. Find people who can do each activity on your list.**A:** Can you ride a motorcycle?**B:** Yes, I can.**D REPORT** Work in groups. Tell the group the results of your survey.**A:** Three people can ride a motorcycle.**B:** Six people can draw.**🗨️ Talk about your abilities**

7.2 He's amazing!

— Talk about people's talents

S listening for pronoun reference

V adjectives

G possessive 's

P possessive 's



LISTENING

A PREPARE TO LISTEN Look at the picture. Choose the correct words to complete the sentences. There are three words you don't need.

cellos dancers guitars musicians pianos violins

- 1 These people are _____.
- 2 Two people have _____.
- 3 Three people have _____.



B LISTEN FOR GIST Listen to a radio show. Find and correct three mistakes in the summary.

Sheku Kanneh-Mason is a musician. He has eight brothers and sisters. They all study at the Royal Academy of Music. Their parents play musical instruments.

Listening for pronoun reference

We use pronouns (*I, you, we, they, he, she, it, this, that*) and adverbs (*there, here*) so we don't need to repeat names of people and places. Listen for a name or a place and think about the pronoun or adverb the speaker will use in their next sentence.

Sheku Kanneh-Mason's an amazing musician. He's the winner of the 2016 BBC Young Musician of the Year Award.

Oliver: Are they students at the Royal Academy of Music, as well?

*Carrie: No, they don't go **there** – not yet anyway.*



C LISTEN FOR DETAIL Listen again. Match the names of people and places (1–6) with their connection to Sheku (a–f).

- | | |
|--------------------------|--------------------|
| 1 Braimah | a his parents |
| 2 Isata | b his sister |
| 3 Kadiatu and Stuart | c his brother |
| 4 Nottingham | d where he lives |
| 5 Royal Academy of Music | e where he studies |

D SPEAK Work in pairs. Answer the questions.

- 1 Can you play a musical instrument? Which one(s)?
- 2 Who is talented in your family? What can they do?

VOCABULARY

Adjectives

A Read the sentences from the radio show.

The underlined word in sentence 1 is an adjective.

Underline the adjectives in sentences 2 and 3.

- 1 *Every day we talk about an interesting person.*
- 2 *Today's person is a young musician.*
- 3 *It's difficult to find the time to play an instrument ...*

B Match the adjectives in Exercise A with their definitions.

- 1 Someone who is _____ has lived for only a short time.
- 2 Something that is _____ is not easy to do or understand.
- 3 Something, or someone, that is _____ is exciting and unusual.

C Read the sentences in Exercise A again. Choose the correct option to complete the rules.

- 1 We use adjectives **before** / **after** a noun.
- 2 We use adjectives on their own **before** / **after** the verb *be*.

D Underline the adjectives in these sentences.

- 1 He's an amazing musician.
- 2 My sisters are all great swimmers.
- 3 Fionn and Carla are both bad dancers.
- 4 Lois's singing is terrible.
- 5 Oliver's a talented artist.
- 6 Juan's dad is awful at cooking.
- 7 This is a boring book.
- 8 I eat a lot of healthy food.

E Work in pairs. Complete the table with the adjectives in Exercise D. Are they positive (+) or negative (–)?

Positive	Negative
amazing	

F SPEAK Use the adjectives in the box to complete the sentences so they are true for you. Tell your partner.

amazing bad boring difficult easy
good OK talented terrible

- 1 I'm a(n) _____ musician.
- 2 I think it's _____ to play the cello.
- 3 I think it's _____ to have a big family.
- 4 I think music with violins and cellos is _____.

GRAMMAR

Possessive 's

A Read the sentences from the radio show. Underline the words with the possessive 's.

- 1 Braimah is Sheku's brother.
- 2 Sheku's parents' names are Kadiatu and Stuart.

B WORK IT OUT Choose the correct option to complete the rule.

We use 's and ' to say that someone or something *belongs to* / *happens to* someone or something.

C WORK IT OUT Read the sentences again. Add 's or ' to complete the rules and examples.

Possessive 's

We use ¹ _____ after singular nouns: *Sheku is Braimah ² _____ brother.*

We use ³ _____ after plural nouns ending in -s: *His sisters ⁴ _____ names are Isata, Konya, Jeneba, Aminatu and Mariatu.*

D PRACTICE Add 's or ' in the correct place to complete the sentences.

- 1 My mother name is Kali. *My mother's name is Kali.*
- 2 Luke favorite instrument is the violin.
- 3 My two cousins house is in the city.
- 4 Alice's parents names are Olive and Oscar.
- 5 All of the musicians instruments are in the next room.
- 6 Alberto is Carlos brother.

E WORK IT OUT Read the information and choose the correct options.

Possessive 's, is and has

We also use 's as a short form of *is* or *has*.

His name's Sheku Kanneh-Mason. (= his name ¹is / has)

He's done his homework. (= he ²is / has)

F PRACTICE Choose the correct meaning of 's in these sentences.

- 1 Mark's my father. *is / has / possessive 's*
- 2 My father's name is Mark. *is / has / possessive 's*
- 3 Mark's gone to the store. *is / has / possessive 's*

G Go to the **Grammar Hub** on page 110.

H SPEAK Work in pairs. Tell your partner about the following things ...

- your family
- your home
- your hobby

*My sister is a musician. My home is in Costa Rica.
My hobby is swimming.*

I SPEAK Work in groups. Tell them about your partner. Use possessive 's.

Erica's sister is a musician. Erica's home is in Costa Rica. Erica's hobby is swimming.

PRONUNCIATION

Possessive 's



A Listen to how we say the s at the end of each of the names in the table.

/z/	/s/	/ɪz/
Aminata's	Albert's	Angus's



B Listen to three more names. Write them in the table.

Alex's Anna's Juliet's



C Choose the correct pronunciation for the possessive 's at the end of the names. Listen, check and repeat.

- 1 Marcus's /z/ /s/ /ɪz/
- 2 Tom's /z/ /s/ /ɪz/
- 3 Junko's /z/ /s/ /ɪz/
- 4 Carlos's /z/ /s/ /ɪz/
- 5 Bec's /z/ /s/ /ɪz/
- 6 Max's /z/ /s/ /ɪz/

SPEAKING HUB

A Work in pairs. Student A – Stay on this page. Student B – Go to the **Communication Hub** on page 133.

B PREPARE Read the information about this person. Write questions to find the missing information.



HIFUMI ABE is from

¹ _____. He is good at judo. He is a world champion. His sister's name is ² _____. She is good at judo, too. ³ _____ is the 2017 Junior World Champion. They are the winners of the 2017 Tokyo Grand Slam.

- 1 Where is Hifumi from?
- 2 What ...?
- 3 Who ...?

C DISCUSS Work in pairs. Ask your partner questions to complete the missing information. Answer your partner's questions.

D REPEAT Repeat with the information below.

JONATHAN BROWNLEE is from

England. He is good at ¹ _____. He can swim, ride a bicycle and run – and he's fast! His brother is good at ² _____. His brother's name is Alistair. They both have ³ _____.



E REFLECT Think of another amazing person. Tell your partner about them.

Talk about people's talents



COMPREHENSION

A ▶ 00:54–02:41 Watch the first part of the video and answer the questions.

- 1 Who is Lisa?
- 2 What sort of hairstyle does Gaby want?
- 3 What do you think Gaby's new hairstyle is like?

B ▶ 02:42–02:57 Watch the end of the video. What is Gaby's new hairstyle? Do you like it?

C When Gaby says *Wow!* what does she mean?

- 1 I love it.
- 2 I hate it.
- 3 It's OK.

D Complete the sentences with the words in the box.

concert hairstyle Lisa's Hair magazine
Spain three o'clock

- a Gaby arrives at the hairdresser's at _____.
- b Lucy invites Gaby to a friend's _____.
- c Gaby calls _____.
- d The hairdresser loves _____.
- e Gaby wants to change her _____.
- f Gaby reads a _____.

E ▶ Put the events (a–f) in Exercise D in the correct order (1–6). Then watch the video again and check your answers.

FUNCTIONAL LANGUAGE

Making polite requests

A Underline the polite phrases. Who said it?

- 1 So, Gaby what do you want / would you like?
a Gaby b Lisa
- 2 I'd like / I want something different, please.
a Gaby b Lisa

B Complete the phrases by putting the word in parentheses in the correct place.

- 1 Three o'clock is fine. Can I have your phone number, please? (have)
- 2 I'd like book an appointment, please. (to)
- 3 Is Lisa's Hair? (that)
- 4 you have time today? (Do)
- 5 Yes, is. (it)
- 6 Yes, today's good. What time would you to come? (like)
- 7 Yeah sure! When you like to come? (would)





GABY



SAM



LUCY

- C** Complete the conversation with the phrases from Exercise B.

- D** 01:01–02:05 Watch part of the video again and check your answers to Exercises B and C.

PRONUNCIATION

- A** Listen to the conversation and notice how the intonation goes up (↗) or goes down (↘) in questions.

Ben: Is this **Dr. Jones**? (↗)
Dr. Jones: Yes, it is.
Ben: Can I book an appointment, please? (↗)
Dr. Jones: Sure. When would you like to come? (↘)
Ben: Do you have time **today**? (↗)
Dr. Jones: Yes, **today**'s good. What time? (↘)
Ben: Is **two o'clock** OK? (↗)
Dr. Jones: **Two o'clock**'s fine. Can I have your phone number, please? (↗)

- B** Listen again and repeat the conversation. Copy the intonation.

SPEAKING

- A PREPARE** Work in pairs. Replace the **red** words in Pronunciation Exercise A with different people, times and places. Use the ideas below or your own ideas. Practice the dialogue.

Person	Day	Time
Dr. Smith	tomorrow	noon
Johanna Mendelsohn, mechanic	Monday	two thirty
Mr. Roberts, bank manager	next Tuesday	four o'clock

- B PLAN** Make appointments with other students in the class. Put a check mark (✓) next to the six times when you are free today and tomorrow.

	TODAY	TOMORROW
09:00		
10:00		
11:00		
12:00		
1:00		
2:00		
3:00		
4:00		
5:00		
6:00		
7:00		
8:00		

- C PRACTICE** Go around the class and make appointments with other students. Then change roles and do the activity again.

A= Is this (name of person)?

B= Yes, it is.

A= Can I book an appointment, please?

B= Yes. When would you like to come?

A= Is today at 11 o'clock OK?

B= Sorry, I'm not free. Is 12 o'clock OK?

A= 12 o'clock's fine.

Make polite requests

W using commas in lists

A Read the two texts. Then choose the correct option to complete the sentence.

The texts are applications for a *talent competition / sports competition*.

B Work in pairs. Complete the applications with the words in the box.

artist cello dance person picture Spanish

Anyone Can Do It!

Name: Imelda Suarez **Age:** 29

About you: I'm Imelda and I'm from Spain. I love music and I can play the guitar, the piano and the ¹ _____. I can also sing and ² _____. I also love languages and I can speak ³ _____, Italian and English.

Anyone Can Do It!

Name: Lucas Johnson **Age:** 32

About you: I'm Canadian, but I live in Mexico. I really love art. I'm a(n) ⁴ _____, and I'm really fast! I can draw, and I can paint a(n) ⁵ _____ of any animal, ⁶ _____ or thing, and I can do it in one or two minutes!

Using commas in lists

We use a comma (,) when we write more than two words in a list. We don't usually use a comma before *and*.

I can play the guitar, the piano and the cello.

C Add the missing commas to these sentences.

- 1 My brother can speak English Turkish and Arabic.
- 2 Kyle swims runs and rides his bike every week.
- 3 I go to Spanish classes on Mondays Wednesdays and Fridays.

WRITING

WRITE Imagine that this is your application for the talent show. Complete the missing information. Write a short paragraph. Use commas.

Anyone Can Do It!

Name: _____

Age: _____

What can you do?

I can ... _____

Write a competition entry

Unit 7 Review

GRAMMAR

A Choose the correct options to complete the sentences.

- 1 My brother *can* / *can to* swim underwater for three minutes.
- 2 Lyra *can jump* / *jumps* six meters.
- 3 **A:** *Do you can* / *Can you* draw?
B: Yes, I *can* / *draw*.
- 4 What *do you can* / *can you do*?
- 5 I *can't drive* / *drive can't* a car, but I *do* / *can* ride a motorcycle.

B Find and correct the mistake in each sentence.

- 1 Johns brother can play the piano.
- 2 My sisters names are Jo and Leah.
- 3 Alexs' hobby is wingsuit flying.
- 4 What are your parent's names?
- 5 My friends' an amazing dancer.
- 6 Paulo's friends' played the cello.

VOCABULARY

A Complete the phrases with the correct letters.

- 1 p a i n t a p i c t u r e
- 2 p y the g t r
- 3 d r v a c
- 4 s p k T r k s h
- 5 r d a b c c e
- 6 l y s c r

B Complete the sentences with the adjectives in the box.

boring difficult good long old terrible

- 1 Niall's a _____ musician. He can play a lot of instruments.
- 2 Yoga is _____. I can't do it.
- 3 My grandmother is _____. She's 97.
- 4 My Spanish is _____. I can't say anything.
- 5 I do yoga for a _____ time every day. I sometimes do it for four hours.
- 6 I don't like shopping at the grocery store. I think it's _____.

THE HERE AND NOW

Be happy for this moment.
This moment is your life.

Omar Khayyam

A man in front of the Northern Lights, Alaska.

OBJECTIVES

- describe what people are doing
- talk about clothes
- shop for clothes
- write a short message

Work with a partner. Discuss the questions.

- 1 Look at the picture. Which words from the box describe it?

amazing boring beautiful blue cold
 day green warm night ugly
- 2 Would you like to visit this place? Why/Why not?
- 3 Read the quote. Tell your partner three good things about today.

8.1 What's he doing?

Describe what people are doing

G present progressive

V verb phrases

P different ways to pronounce a



a ☐



b ☐



c ☐



d ☐

LISTENING

A PREPARE TO LISTEN Look at the pictures. Match the things (1–6) with the correct picture (a–d).

- | | | | |
|-----------|----------|--------------|-----|
| 1 a bench | <u>b</u> | 4 a phone | ___ |
| 2 a book | ___ | 5 a sandwich | ___ |
| 3 coffee | ___ | 6 trees | ___ |

B PREPARE TO LISTEN Look at the comic strip again. Choose the correct options.

- Picture a: The man is talking to a *woman* / *police officer*.
- Picture b: The man is having lunch *with friends* / *alone*.
- Picture c: The man is lying *under a tree* / *on a bench*.
- Picture d: The man is looking at his *watch* / *phone*.



8.1

C LISTEN FOR THE MAIN IDEA Listen to a conversation. Put the pictures (a–d) in the correct order.

D SPEAK Work in pairs. Discuss the questions.

- Do the police have the right man?
- What item of clothing is the right man wearing?

GRAMMAR

Present progressive



8.2

A Listen to a part of the conversation again. Complete the missing words.

- Officer A: Can you see the ¹ _____?
- Officer B: Yes. I'm watching him ² _____.
- Officer A: What's he doing?
- Officer B: He's having ³ _____.
- Officer A: Is he talking to ⁴ _____?
- Officer B: No, he isn't. He's by himself.
- Officer A: Is he in a ⁵ _____?
- Officer B: No, he's sitting on a ⁶ _____.
- He's eating a ⁷ _____ and drinking ⁸ _____.

B WORK IT OUT Read the conversation in Exercise A. Underline the verbs that end with *-ing*. Choose the correct option to complete the rule.

We use present progressive (verb + *-ing*) to talk about *right now* / *every day*.

C WORK IT OUT Read the examples of the present progressive in the conversation again. Choose the correct options.

Present progressive

- We make present progressive with *subject + be + to + verb* / *subject + be + verb + -ing*.
- In questions, the subject (*I, you, he, she, it ...*) goes *before* / *after* *be*.
- In short answers, we use *subject + be* / *subject + be + verb + -ing*.

D WORK IT OUT Complete the table with the correct form of the verbs in the box. Use Exercise A to help you.

eat have sit

Verb (base form)	Spelling rule	Verb + -ing
do	Verb + <i>-ing</i>	doing
watch		watching
1 _____		4 _____
live	Verb (without -e), + <i>-ing</i>	living
2 _____		5 _____
get	Verb (add extra last consonant) + <i>-ing</i>	getting
3 _____		6 _____

E Go to the **Grammar Hub** on **page 112**.

F SPEAK Work in pairs. Choose a picture from the comic strip but don't tell your partner which one. Describe it to your partner. Which picture is it?

A: I can see a man.

B: What's he doing?

A: He's sitting on a bench. He's ...

B: Is it picture ...?

VOCABULARY

Verb phrases

A Choose the correct verbs to complete the phrases. Use each verb only once.

go have look meet read take talk watch



1 _____
a friend



2 _____
at your phone



3 _____
a selfie



4 _____
a good time



5 _____
the newspaper



6 _____
a movie



7 _____
to the bank



8 _____
to a friend

B Match the verbs from Exercise A with the words and phrases.

- 1 have lunch / a meeting / coffee
- 2 _____ TV / a soccer game / someone do something
- 3 _____ a book / a message / a magazine
- 4 _____ out / to the library / shopping
- 5 _____ to a teacher / on the phone / about something
- 6 _____ a photo / a break / a taxi
- 7 _____ at a picture / in the mirror / at someone
- 8 _____ someone at a party / at nine o'clock / at the station

PRONUNCIATION

Different ways to pronounce *a*



A Listen and repeat the words in the table.

8.3

/æ/	/eɪ/	/ɔː/	/ɑː/
have	take	walk	watch
_____	_____	_____	_____
_____	_____	_____	_____



B Listen to the words in the box and put them in the correct place in the table.

8.4

call catch fall match play stay want wash



C Listen and complete the questions.

8.5

- 1 What do you _____ : ball games or board games?
- 2 Who do you _____ to every day?
- 3 What do you usually _____ for lunch?
- 4 What do you _____ to _____ : a soccer game or a movie?

D SPEAK Work with a partner. Ask the questions in Exercise C. Give full answers.

SPEAKING

Work in pairs. Student A – Look at the instructions below. Student B – Go to the [Communication Hub](#) on page 131.

Student A

- Look at the picture.
- Describe the people and what they are doing to your partner.
- Listen to your partner's description of their picture.
- Find six differences.



Describe what people are doing

8.2 The gray coat

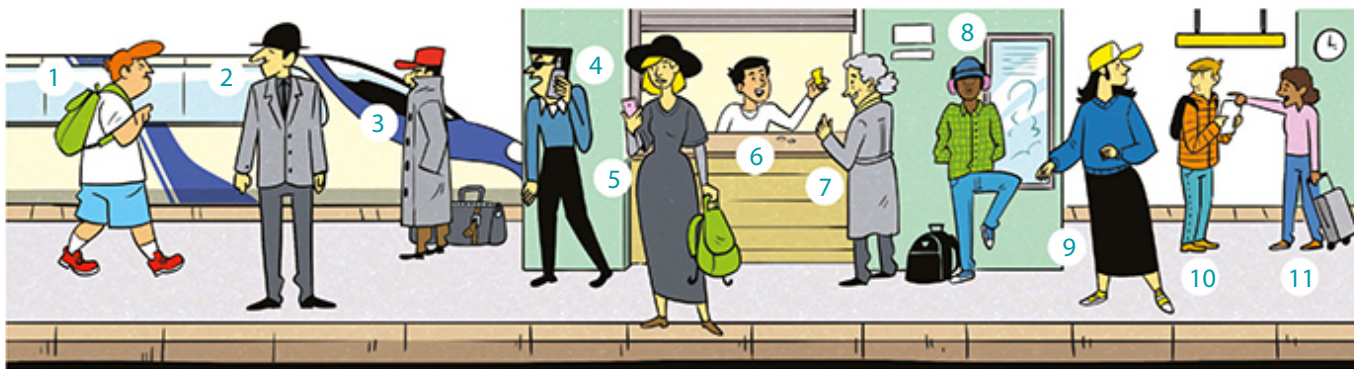
— Talk about clothes

V clothes

P vowel sounds: /i:/, /ɜ:/, /u:/ and /ɔ:/

S identifying key words

G adjective order



VOCABULARY

Clothes

A Look at Person 1 in the picture. What clothes is he wearing? Choose words from the box to complete the description.

shorts sneakers socks T-shirt

He's wearing a white ¹ _____ and blue ² _____. He's wearing red ³ _____ and white ⁴ _____. He also has a green backpack.

B Go to the **Vocabulary Hub** on **page 125**.

C SPEAK Work in pairs. Choose someone in the picture. Ask and answer questions. Who is your partner describing?

A: She's wearing a dress.

B: Is she wearing a hat?

A: Yes, she is.

PRONUNCIATION

Vowel sounds: /i:/, /ɜ:/, /u:/ and /ɔ:/

8.6 **A** Complete the sentences with a word in the box that has the same sound as the underlined letters. Listen and check.

a coat a hat jeans a shirt shorts a suit

- Hannah's wearing a cap. Izzie's wearing a hat.
- Ally's wearing a shirt and _____.
- Paulo's wearing _____ and shoes.

8.7 **B** Listen to the words for clothes. Then listen and repeat.

jeans shirt shoes shorts

8.8 **C** Match the words in the box with the correct vowel sound in questions 1–4. Then listen and check.

bird clean do door green sports who word

- /i:/ jeans _____
- /ɜ:/ shirt _____
- /u:/ shoes _____
- /ɔ:/ shorts _____

D SPEAK Work in pairs. Look around you. Describe different people.

A: Eva's wearing jeans.

B: Elliot's wearing a shirt.

READING

A PREPARE TO READ Look at the picture at the top of the page again. What are the people doing?

B READ FOR KEY WORDS Read the messages and look at the picture. Which person (1–11) is Claus? Which person is Imogen?

Claus _____ Imogen _____

Identifying key words

Looking for key words can help you understand the topic of a text or sentence quickly.

*I'm wearing a gray **sweatshirt**. [Topic = clothes]*

<
Claus
...

Hi Claus, I'm at the station. Where are you?

I'm here, too. I have the bag, but I can't see you. What are you wearing?

An old blue sweatshirt and a yellow cap.

Sorry, I can't see you. Where are you?

I'm standing near the store. What are you wearing?

A long gray coat.

I think I can see you. Are you wearing a red cap?

Yes, I am.

I can see you! I think the police are watching.

The police? Why are the police watching?

Something's happening at the bank. It's on the radio. The police are looking for a man with a gray coat and a bag with a lot of money.

I have a bag, but it doesn't have any money in it! It's your bag ... from the restaurant last night.

I know, thank you! I'm coming over to you now.

C READ FOR SPECIFIC INFORMATION Read the messages again. Answer the questions.

- 1 Can Imogen see Claus when she arrives at the station?
- 2 Can Claus see Imogen?
- 3 Where is Imogen?
- 4 Why are the police watching Claus?
- 5 Is Claus the man the police are looking for?
- 6 Is the bag Claus's bag or Imogen's bag?

D READ FOR DETAIL Read the messages again. Find and correct the five mistakes in the summary.

Claus is at the park. He's meeting Imogen. Claus has a blue coat and a bag. The police are looking for a man with a gray sweatshirt and a bag. Claus has Imogen's coat. There is a lot of money in the bag.

GRAMMAR

Adjective order

A Read the messages in Reading Exercise B again. Underline the adjectives of size or age. Circle the adjectives of color.

B WORK IT OUT Read these sentences from the messages. Choose the correct option to complete the rules.

Adjective order

I'm wearing an old blue sweatshirt and a yellow cap.
I'm wearing a long gray coat.

- 1 We **can** / **can't** put more than one adjective before a noun.
- 2 The color adjective usually goes **before** / **after** the adjective for size or age.

C Go to the **Grammar Hub** on **page 112**.

D PRACTICE Rewrite the sentences and add the extra adjectives in parentheses.

- 1 It's a blue shirt. (new)

It's a new blue shirt.

- 2 She's wearing an old dress. (green)

- 3 I have a new hat. (red)

- 4 That's a blue skirt. (long)



E SPEAK Work in pairs. Describe the clothes in the pictures.



big long short small

She's wearing a long yellow coat.

SPEAKING HUB

A PREPARE Imagine you are in these situations. What are you wearing? What are you doing? Write notes.



- a You're in the park in the summer.



- b You're traveling for business.



- c You're at a concert.

B PRACTICE Work in pairs. Choose one of the situations in Exercise A. Your partner is trying to find you, but they can't. Have a phone conversation and describe what you are wearing and what you are doing.

A: What are you wearing?

B: I'm wearing a long red skirt, a white hat and sunglasses.

C REPEAT Find a new partner. Choose a new situation and describe what you're wearing and what you're doing.

Talk about clothes

COMPREHENSION

A Watch the video and answer the questions.

- Where are Gaby and Lucy?
- Who buys something? Why?

B Are the sentences true (T) or false (F)? Correct the false sentences.

- | | |
|-----------------------------------|-------|
| 1 Gaby is waiting for Lucy. | T / F |
| 2 Lucy says Gaby's hair is bad. | T / F |
| 3 The cap seller likes the music. | T / F |
| 4 Gaby wants to buy a cap. | T / F |
| 5 There's a blue cap. | T / F |
| 6 The caps are one size. | T / F |
| 7 Caps cost £10. | T / F |
| 8 Gaby needs a small cap. | T / F |

C Watch the video again and check your answers to Exercise B.

D What do you think of the music? Choose an adjective from the box or use your own ideas.

amazing bad good horrible OK

USEFUL PHRASES

A Match the phrases (1–4) with the pictures (a–d).

- It's not bad. It's just different. —
- Oh, look over there. —
- She's joking! —
- I have a surprise for you. —

B Which useful phrase means *She's not serious?*

C Watch the video again and check your answers to Exercises A and B.





GABY



SAM



LUCY

FUNCTIONAL LANGUAGE

Shopping for clothes

A Read the conversation and underline the correct options.

Sales person	Lucy
Can I ¹ see / ² help?	We're ³ just / ⁴ only looking, thanks.
No problem.	Actually, I'm ⁵ looking / ⁶ waiting for a cap.
Sure. We have caps. Lots of them!	Great! Do you have a blue ⁷ type / ⁸ one?
Yes, we have blue. What ⁹ size / ¹⁰ color would you like: small, medium or ¹¹ big / ¹² large?	Can I ¹³ want / ¹⁴ have a medium, please?
Of course.	Perfect. How ¹⁵ much / ¹⁶ money is it?
Ten pounds.	

B 00:45–01:59 Watch part of the video and check your answers.

PRONUNCIATION

A Listen to the conversation and notice how the underlined words are stressed.

- Sales person:** Can I help you?
Customer: I'm just looking, thanks.
Sales person: OK, no problem.
Customer: Actually, I'm looking for a T-shirt. Do you have a red one?
Sales person: Yes. What size would you like? Small, medium or large?
Customer: Can I have a large, please?
Sales person: Of course.
Customer: How much is it?
Sales person: Seventeen dollars.

B Listen again and repeat the conversation. Copy the stress.

C SPEAK Work in pairs. Practice the conversation.

SPEAKING

A PLAN You are a sales person. Look at the clothes and decide how much each item costs.



\$ _____



\$ _____



\$ _____



\$ _____



\$ _____



\$ _____

B PREPARE You are shopping for clothes. Decide what you want to buy, the color and the size you need.

C PRACTICE Work in pairs. Decide who is the sales person and who is the customer. Have a conversation and buy the clothes you want. Use the conversation in Pronunciation Exercise A to help you.

D REPEAT Change roles and have a new conversation.

Shop for clothes

W using *also* and *too*

A Read the text message conversation between two friends. Choose the correct image for where Mia is.

Hi Mia. What are you doing?

Hi Petra. I'm at a barbecue at Amy's house. It's so nice and sunny today!

Oh great! Who are you with?

I'm with Greg. Lilly's here, too. They're making the food.

What are you doing?!

I'm sitting in the sun and talking to Amy. Do you want to come over?

I can't. I'm shopping with my sister right now. Also, I have to work later. Maybe next time 😊.




B Read the messages again. Answer the questions.

- 1 Where's Mia?
- 2 Who's with Mia?
- 3 What are Greg and Lilly doing?
- 4 What's Mia doing?
- 5 Why can't Petra go?

Using *also* and *too*

We use *also* and *too* to say that something is true about more than one person or thing. We usually put *also* at the beginning of a sentence or before the verb. We always put *too* at the end of a sentence.

Also, I have to work later.

Lilly's here, too.

WRITING

WRITE Write a text message conversation between two friends. Choose a situation from the pictures in Exercise A or use your own ideas.

Write a short message

Unit 8 Review

GRAMMAR

A Complete the conversation using short answers and the verbs in parentheses in the present progressive.

A: What ¹ are you doing (do)?

B: I ² am eating (eat) lunch.

A: ³ Is Michael (have) lunch with you?

B: No, he ⁴ isn't. He ⁵ is working (work) in the library.

A: Who ⁶ is he working (work) with?

B: He ⁷ isn't (not work) with anyone.

B Order the words to make sentences.

1 is / this / blue / new / my / sweatshirt

This is my new blue sweatshirt

2 has / an / gray / hat / he / old

3 wearing / a / long / dress / white / she's

4 a / short / coat / brown / the man / wearing / is

VOCABULARY

A Join the halves to make sentences.

- | | |
|------------------------------|--------------------------------|
| 1 I'm going | a to her friend on the phone. |
| 2 We're watching | b a photo with his new camera. |
| 3 Aki and Darren are meeting | c to a café. |
| 4 Luke's reading | d at the bus station. |
| 5 My sister is having | e TV at home. |
| 6 Geri is talking | f at clothes in a store. |
| 7 Yannick is looking | g lunch. |
| 8 Luke's taking | h a magazine. |

B Complete the words for clothes.

- 1 d _ e _ _
- 2 sw _ _ _ s _ _ _
- 3 h _ _
- 4 j _ a _ s
- 5 s _ _ e _
- 6 sn _ a _ e _ _



Study the past if
you would define
the future.

Confucius

A statue at Mount Nemrut, Turkey.

OBJECTIVES

- talk about famous people from the past
- talk about people's achievements
- make recommendations
- write a short biography

Work with a partner. Discuss the questions.

- 1 Look at the picture. Do you want to visit this place?
- 2 Who is your favorite person from history? Why do you like them?
- 3 Where can you see statues of famous people in your country?

9.1 Famous faces

— Talk about famous people from the past

G simple past: *was/were*

V dates and years

P *was he / was she*

LISTENING

A PREPARE TO LISTEN Look at the pictures in *A visit to Madame Tussauds*. Do you know these famous people? Why are they famous?

B LISTEN FOR SPECIFIC INFORMATION Listen and write the missing years (a–d) in *A visit to Madame Tussauds*.

C LISTEN FOR SPECIFIC INFORMATION Listen again and complete the information below.

1 AUDREY HEPBURN

Country: ¹ _____

Jobs: ² _____

³ _____

⁴ _____

She was famous for her

⁵ _____ clothes.

2 WILLIAM SHAKESPEARE

Country: ⁶ _____

Jobs: ⁷ _____

⁸ _____

⁹ _____ of words in
everyday English come from
his work.

3 MARIE TUSSAUD

Country: ¹⁰ _____

Job: Famous for ¹¹ _____ in

London. ¹² _____

4 NELSON MANDELA

Country: ¹³ _____

Job: President for ¹⁴ _____
years.

A VISIT TO MADAME TUSSAUDS

In cities all over the world – in London, Paris, New York and New Delhi – people come to Madame Tussauds to see waxwork statues of famous people from the past and present. Why were they famous? Were they actors? Writers? Or inspirational leaders? Enjoy a visit to Madame Tussauds to find out more about these famous faces.

APRIL 26TH

^b _____

MAY 4TH

^a _____

DECEMBER 1ST

^c _____

JULY 18TH

^d _____

GRAMMAR

Simple past: *was/were*

A Read the examples from *A visit to Madame Tussauds*. Underline examples of *was* and *were*.

- 1 Why were they famous?
- 2 Were they actors?
- 3 Was she a model?
- 4 Her movies were very popular.
- 5 Why was he famous?
- 6 He was a famous writer.
- 7 He wasn't just a writer.
- 8 Photographs weren't common.

B WORK IT OUT Complete the table with the sentences from Exercise A.

<i>was/were</i>	Singular	Plural
positive		
negative		
yes/no questions		
wh- questions		

C WORK IT OUT Look at Exercises A and B. Complete the rules with *was*, *wasn't*, *were* or *weren't*.

Simple past: *was/were*

- 1 _____ is the past form of *is*. _____ is the past form of *are*.
- 2 _____ is the past form of *isn't*. _____ is the past form of *aren't*.
- 3 We make *yes/no* questions with _____ or _____ + subject.
- 4 We make *wh-* questions with a question word + _____ or _____.

D Go to the **Grammar Hub** on **page 114**.

E SPEAK Work in pairs. Who was your favorite celebrity when you were young? Why were they famous?

VOCABULARY

Dates and years

A Match the numbers (1–6) with the words in the box. Listen and check.

fifth first fourth second sixth third

- 1 1st _____
- 2 2nd _____
- 3 3rd _____
- 4 4th _____
- 5 5th _____
- 6 6th _____

B Listen and write the numbers that you hear.

a _____ b _____ c _____ d _____ e _____
f _____ g _____ h _____ i _____ j _____

C Listen and circle the years you hear.

- a 1948 / 1958 c 2014 / 2040 e 2002 / 2012
b 1909 / 1999 d 1564 / 1546 f 1800 / 1900

D SPEAK Stand up and walk around. Say the day and month of your birthday to each other. Then stand in order according to your birthday.

PRONUNCIATION

was he / was she

A Read and listen. Draw a line () to show the linked words.

- 1 Was he a writer?
- 2 Was she a writer?
- 3 Where was he born?
- 4 Where was she born?

B Listen to each question and choose the words you hear.

- 1 *Was he / Was she* an artist?
- 2 *Was he / Was she* an actor?
- 3 Why *was he / was she* famous?
- 4 When *was he / was she* born?

SPEAKING

A PREPARE Think of a famous person from the past. Complete the information about him or her.

Man or woman? _____

Country? _____

Job? _____

When were they famous? _____

Why were they famous? _____

B DISCUSS Work in pairs. Describe your famous person. Don't say the name of the person. Ask your partner questions. Who is it?

A: He was a singer in The Beatles.

B: John Lennon?

C REPORT Tell the class about your famous person.



○ Talk about famous people from the past

9.2 Voices from the past

— Talk about people's achievements

V everyday verbs

S scanning

G simple past: regular verbs

P past tense endings: /d/, /t/ and /ɪd/

VOCABULARY

Everyday verbs

A Look at the pictures. Match the phrases in the box with the correct pictures.

collect stamps design a building help a friend
paint a picture receive a present start to run
study in college travel to the city



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____



8 _____

B SPEAK Work in pairs. Use the verbs to make sentences that are true for you.

A: I collect CDs.

B: I travel to Rome every fall for work.



READING

A PREPARE TO READ Which heroes from children's stories can you name?

B READ FOR GIST Read *Goodnight stories for rebel girls*. Choose the correct options to complete the summary.

Goodnight stories for rebel girls is about **real women** / **women in children's stories**.

Scanning

When you scan a text, you read it to look for specific information. Scanning helps you find information more quickly. Look for key words, names, dates and percentages.

GOODNIGHT STORIES for REBEL GIRLS

**What were your favorite stories when you were young?
Who were your heroes? How many were girls?**

In 2011, the University of Florida studied the number of male and female characters in children's storybooks. There were male characters in every book. But 25 percent had no female characters. And in 37 percent of the books, the female characters didn't talk.

Two Italian women, Elena Favilli and Francesca Cavallo, decided to change this. They wanted to make a book of stories about real women. They asked people for money online to make the book. They received over a million dollars! Here are some of the women in their book:

Maria Sibylla Merian (1647–1717)

Merian was a scientist. She was born in Frankfurt in Germany. When she was a child, she collected butterflies and insects. She discovered many new things about them. She traveled to South America and painted beautiful pictures of nature.

Ada Lovelace (1815–1852)

Lovelace was an English mathematician. She didn't study at public school or college. She studied at home with a teacher. When she was 12, she designed a flying machine. Also, she was the first computer programmer in the world.

Wangari Maathai (1940–2011)

Maathai was a Kenyan politician. She studied at universities in the US and in Germany. She wanted to help people in Kenya, so she and a group of women started to plant trees. They planted hundreds of trees and the trees helped people and nature. She received the Nobel Peace Prize in 2004.

C READ FOR DETAIL Are these statements true (T) or false (F)?

- 1 There are female characters in all children's books. T / F
- 2 Some female characters in children's books don't say anything. T / F
- 3 The writers of *Goodnight stories for rebel girls* are men. T / F
- 4 Maria Sibylla Merian was a mathematician. T / F
- 5 Ada Lovelace was a computer programmer. T / F
- 6 Wangari Maathai was the winner of an important prize. T / F

D SPEAK Work in groups. Discuss the questions.

- 1 Do you think that this book was a good idea? Why/Why not?
- 2 Do you think that this book is good for boys, too? Why/Why not?
- 3 Do girls and boys read the same or different books? Why/Why not?

GRAMMAR

Simple past: regular verbs

A Read the introduction to the article again. Write the simple past: form of the verbs.

- | | |
|----------------|-----------------|
| 1 study _____ | 4 ask _____ |
| 2 decide _____ | 5 receive _____ |
| 3 want _____ | |

B Read the section about Ada Lovelace again and underline the negative verb.

C WORK IT OUT Match the two parts of each rule (1–4) with (a–d). Use the examples in Exercises A and B to help you.

Simple past: regular verbs

- | | |
|----------------------------|---|
| 1 We add -ed | a we use <i>did</i> + <i>not</i> (<i>didn't</i>) before the verb. |
| 2 We add -d | b to verbs ending in -e. |
| 3 With verbs ending in -y, | c we cut the -y and add -ied. |
| 4 To form the negative, | d to most verbs. |

D Go to the **Grammar Hub** on page 114.

PRONUNCIATION

Past tense endings: /d/, /t/ and /ɪd/



A Read and listen to the verbs. Notice how we say the endings.

/d/	/t/	/ɪd/
studied	helped	wanted



B Listen to the verbs and add them to the table in Exercise A.

- | | |
|------------|-------------|
| 1 decided | 5 started |
| 2 asked | 6 talked |
| 3 designed | 7 collected |
| 4 lived | 8 traveled |

SPEAKING HUB

Work in groups. Group A – Stay on this page. Group B – Go to the **Communication Hub** on page 130.

A PREPARE Complete the sentences with the past tense of verbs from the box. Then choose the correct information (a, b or c) to complete the sentences.

discover live receive start

- 1 Larry Page and Segey Brin _____ the company Google in ...
a 1998. b 2001. c 2008.
- 2 John Couch Adams _____ the planet Neptune in ...
a 1696. b 1846. c 1906.
- 3 William Shakespeare _____ in England in the ... century.
a 15th b 16th c 17th
- 4 Malala Yousafzai _____ the Nobel Peace Prize in ...
a 2001. b 2014. c 2016.

B PRACTICE Read your sentences to Group B. They will check your answers.

C PRACTICE Listen to Group B's sentences. Check their answers.

Correct sentences:

- 1 Ibn Battuta **traveled** from Morocco to China in the 14th century.
- 2 Gabriel García Márquez **received** the Nobel Prize in Literature in 1982.
- 3 Neil Armstrong **walked** on the moon in 1969.
- 4 Steve Jobs and Steve Wozniak **designed** the first personal computers in 1976.



Talk about people's achievements

COMPREHENSION

A **00:10–01:14** Watch the first part of the video and choose the correct options to complete the sentences.

- Sam is *opening* / *closing* the café.
- Sam *knows* / *doesn't know* Metal Train.
- Gaby *loves* / *hates* pizza.
- Pizza Roma is *terrible* / *amazing*.
- Pizza Roma has *big* / *small* pizzas.
- The pizzas are *expensive* / *cheap*.
- Pizza Roma is *near* / *far from* Sam's Café.

B **01:15–01:34** Watch part of the video and choose the correct set of directions from Sam's Café to Pizza Roma.

- 
- 
- 

C **01:35–03:00** Watch the second part of the video. Discuss the questions.

- What was Gaby's pizza like?
- Did she eat it?
- Where did she buy it?
- What does Gaby eat?
- What does Lucy do?
- Where was Lucy's pizza from?

USEFUL PHRASES

A Who says it? Gaby (G) or Sam (S)?

- I'm afraid I'm closing now.
- Hey! That's a nice cap!
- Ah, I see.
- It's not far.
- It's next to the station.
- I've got it, thanks!

B Match the useful phrases in Exercise A with the meanings.

- I understand. 1 _____ 2 _____
- I'm sorry ... 3 _____
- It's near here. 4 _____
- I like your ... 5 _____

C Replace the underlined phrases with useful phrases from Exercise A.

Gaby: Hi, Sam. ¹I like your T-shirt.

Sam: Thanks. It's from my friend's shop.

Gaby: Where's her shop?

Sam: Oh, ²it's near here. Just go out the café, turn left, turn left again and it's on your right.

Gaby: Left, left, right. ³I understand, thanks!

Sam: ⁴I'm sorry, I'm going to my yoga class now. It starts in five minutes.

Gaby: Ah, ⁵I understand! Bye!

FUNCTIONAL LANGUAGE

Making recommendations

A **▶** Complete the phrases with the words in the box. Then watch the video again and check your answers.

Don't Do you know There's You should

Asking for a recommendation

¹ _____ / **Is there** a good restaurant near here?

Giving a recommendation

² _____ / **I know** a really good pizza restaurant. It's called Pizza Roma.

I was there last week. And the pizza was amazing. It was really big and really cheap.

³ _____ / **Why don't you** try it.

⁴ _____ / **I wouldn't** go to Pizza Nova! I went there last week. The pizza was bad! It was really small and really expensive.

B **Circle** the correct options to complete the conversation.

Liz: ¹*Do you know* / *There's* a good café near here?

Mark: Do you like big breakfasts?

Liz: I love big breakfasts.

Mark: OK, ²*why don't you* / *there's* a really good café. It's called Tom's Café. I was there this morning. The breakfast is ³*amazing* / *horrible*. It's really big and really cheap. ⁴*You should* / *shouldn't* go there.

Liz: Thanks! Don't go to Rachel's Café. I went there yesterday. The coffee was ⁵*amazing* / *terrible*. It was really small and really bad.

Mark: Oh, I see. Thanks.



Glossary

shop (n) (British) = store (n) (American)



GABY



SAM



LUCY

PRONUNCIATION



A Listen to the conversation and notice how the underlined words are stressed.

Frank: Do you know a good restaurant near here?
Emily: Do you like sushi?
Frank: I love Japanese food.
Emily: There's a really good Japanese restaurant. It's called Sushirama.
Frank: Great.
Emily: I was there last week. And the sushi was amazing. It was really fresh. You should try it. Don't go to Suzy's Sushi! It's really bad.



B Listen again and repeat the conversation. Copy the stress.

SPEAKING

A PLAN Work in pairs. Read *Restaurants near you*. Discuss the questions.

- Which restaurant(s) would you like to go to? Why?
- Which restaurant(s) would you **not** like to go to? Why?

B PREPARE Rewrite the conversation in Pronunciation Exercise A.

- Replace the blue phrases with new ideas from the Functional language section.
- Replace the words in red using the ideas in the reviews below.
- Create some directions and include three or more useful phrases.

C PRACTICE Work in pairs. Practice and then perform your conversation in front of the class.

D REPEAT Choose different restaurants. Change roles and have a new conversation.

Restaurants near you



Moo Burger Bar



Great fries!



Bob's Burgers



Terrible burgers, bad fries.



Puk Yuk Thai



Amazing! Best Thai food in town.



Bangkok House



Expensive Thai food.



Pierre's French cuisine



Bad service. Terrible food.



Paris mon amour



Amazing French food.

Make recommendations

W organizing your notes

A Work in pairs. What can you see in the pictures? What is the connection between them?



B Read the description and complete the notes.

Leonardo da Vinci

Leonardo da Vinci was born near Florence in Italy in 1452. He was an artist, a mathematician, a scientist, a musician and a writer. He is famous for his paintings, but he also designed machines. He painted the famous *Mona Lisa*. He painted this picture in 1503 and it is now in the Louvre Museum in Paris, France. It is a picture of a woman with a beautiful smile.

Name:	occupation(s):
Birth date:	Why famous?
Birth place:	Famous painting:

Organizing your notes

When you are planning your writing, think about how to organize your notes. In a biography, you can start with personal information (date and place of birth), describe their job, say why they are famous and finally describe one thing they are famous for.

C Read the notes below. Number the information in the best order for a description.

- ☐ artist
- ☐ changed the world of art
- ☒ Pablo Picasso
- ☐ Cubism, new style of painting
- ☐ Málaga, Spain
- ☐ 1881



WRITING

A PLAN Add any more details that you know about Picasso. Decide where to write this information.

B WRITE Write a description using the information in Exercise C. Compare with a partner.

Write a short biography

Unit 9 Review

GRAMMAR

A Complete the sentences with the correct past form of *be*.

- Shakespeare _____ a writer and a poet.
- Pablo Picasso and Marie Tussaud _____ artists.
- A:** _____ Maya Angelou a poet?
B: Yes, she _____.
- A:** _____ Gandhi a scientist?
B: No, he _____.
- There _____ any phone selfies in the 1700s.
- There _____ a black president of South Africa before Nelson Mandela.

B Complete the sentences with past tense forms in the positive (+) or negative (-).

- Last weekend, I _____ (+ *stay*) at home and I _____ (+ *paint*) my bedroom.
- Tamara _____ (- *pick up*) her computer from the store, but she _____ (+ *organize*) her files.
- Omar _____ (- *visit*) his grandma, but he _____ (+ *call*) her at home.

VOCABULARY

A Complete the sentences with words for ordinal numbers.

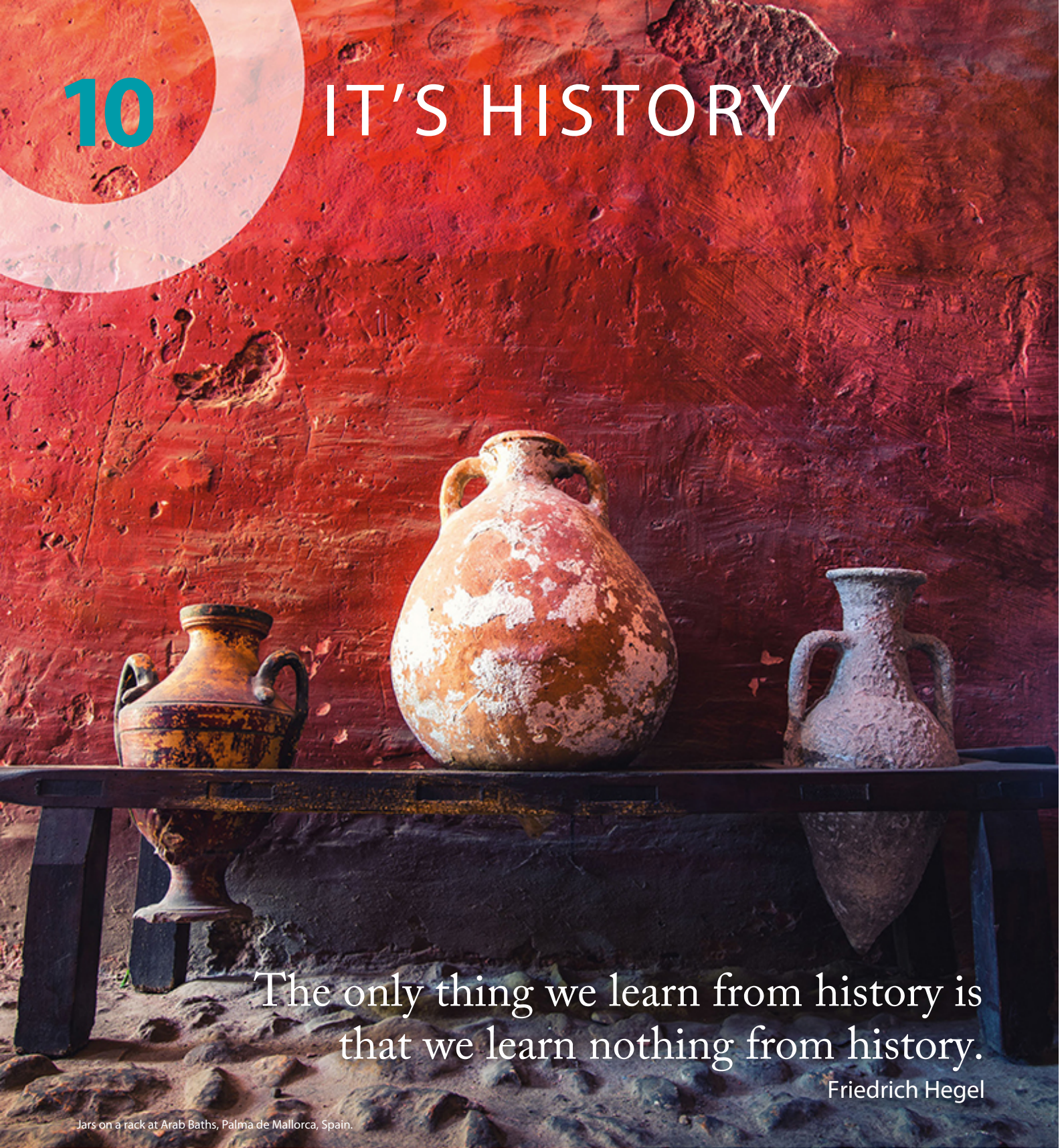
- We live in the twenty-first (21st) century.
- Shakespeare lived in the _____ (16th) century.
- March is the _____ (3rd) month of the year.
- George Washington was the _____ (1st) US president.

B Complete the description with the past form of a verb from the box.

be help return start study travel

Marco Polo

Marco Polo was born in Venice in 1254. He and his father ¹_____ to China. They ²_____ their journey in 1271 when Marco Polo ³_____ 17 years old. The journey was long and difficult. Marco Polo stayed in China for many years and ⁴_____ Chinese language and culture. When Marco ⁵_____ to Italy 26 years later, his friend ⁶_____ him to write a book about his experiences.



The only thing we learn from history is
that we learn nothing from history.

Friedrich Hegel

Jars on a rack at Arab Baths, Palma de Mallorca, Spain.

OBJECTIVES

- talk about past events
- talk about past experiences
- talk about what you did on the weekend
- write a paragraph about a past event

Work with a partner. Discuss the questions.

- 1 Look at the picture. What can you see?
- 2 Choose words to describe the objects in the picture.

beautiful boring important
interesting old new useful

- 3 Are you interested in history?

G simple past: irregular verbs

V time phrases

P vowel sounds: /ɔ:/ and /ou/

A HISTORY OF THE WORLD IN 100 OBJECTS

The British Museum in London has a lot of important objects from the past. A few years ago, the museum director started an interesting project. He **chose** 100 objects from the museum to tell a history of the world. Here are just four of the objects. What do they tell us about the past?

HAND AXE

1.2–1.4 million years old, Olduvai Gorge, Tanzania

Scientists **found** many of these hand axes in different regions of Africa. The first humans didn't have metal. They **made** these axes from stone and used them to cut meat and wood.

GOLD MODEL CHARIOT

5th–4th century BCE, Tajikistan

The Persians **built** many new roads across their country. The man in this model **went** from town to town in his chariot. He collected money for the king and carried important messages for people.

TWO-HEADED SNAKE

15th–16th century, Aztec Empire, Mexico

600 years ago, the Aztec people **gave** this bright blue snake to the Aztec Emperor. It **took** a lot of time and skill to make this beautiful object. We think the Emperor **wore** it to show how important he was.

BANKNOTE

CE 135, China

In the 2nd century, Chinese people **bought** and **sold** things using these banknotes. They made banknotes from paper. Before this, people used coins. This banknote was the same as 1,000 coins. The Emperor's name was on these notes to show that they were real.

READING

A PREDICT Look at the pictures above. Which object do you think is most interesting?

B READ FOR GIST Read the introduction to *A history of the world in 100 objects*. Choose the best option to complete the summary.

The museum director chose these objects because ...

- they show us what life was like in the past.
- they tell us about important events.
- they belonged to important people.

C READ FOR MAIN IDEA Read the text and match each sentence with an object from the text.

- This was the first kind of paper money. _____
- People used this to cut things. _____
- They made it for an important person. _____
- This was a way to travel around the country. _____

D SPEAK Work in pairs. Ask and answer questions about each object.

- Where is it from?
- How old is it?
- What is it for?

E SPEAK Work in pairs. Discuss the questions.

- Which objects are beautiful? Which are useful?
- Which objects do you use today?

GRAMMAR

Simple past: irregular verbs

A Read *A history of the world in 100 objects* again. Complete the table with words in bold in the article.

Irregular verb	Past form	Irregular verb	Past form
build	1 _____	go	6 _____
buy	2 _____	make	7 _____
choose	3 _____	sell	8 _____
find	4 _____	take	9 _____
give	5 _____	wear	10 _____

B Read the text again. There is one example of the simple past negative. Find and underline it.

C WORK IT OUT Choose the correct options to complete the rules. Use *A history of the world in 100 objects* to help you.

Simple past: irregular verbs

- Irregular verbs **have** / **don't have** -ed in the past.
- We **add** / **don't add** -s to the third person singular in the past.
- We use **didn't** + verb / verb + **-ed** + **not** in negative sentences.

A lot of common verbs have irregular past tense endings. See the **irregular verbs list** on page 97.

D Go to the **Grammar Hub** on page 116.

VOCABULARY

Time phrases

- A** Read the short text below. Underline time phrases with *in*, *last* and *ago*.

We studied this painting in our art class last year. The artist, Zhang Zeduan, painted this picture 1,000 years ago. It shows everyday life in China in the 12th century.



- B** Write the time expressions in the table.

the 12th century fifty years 1600 a long time
month an hour Friday the past week

Ago	Last	In
<u>fifty years</u>		

- C** Complete the sentences with *in*, *last* or *ago*.

- A hundred years _____ people didn't have cell phones.
- Women wore long dresses _____ the 15th century.
- People found some old gold coins here _____ year.

- D SPEAK** Work in pairs. Describe how life was different in the past. Use the topics in the box to help you.

clothes homes money shopping transportation

- A:** How was life different in the past?
B: People didn't buy clothes in a store very frequently. They made clothes at home.

PRONUNCIATION

Vowel sounds: /ɔ:/ and /ou/

- A** Read and listen to the vowel sound in these words. Listen again and repeat.

/ɔ:/ bought saw tall walk
/ou/ chose go nose phone

- B** Circle words with the same sound as *bought*. Underline words with the same sound as *chose*. Then listen and check.

floor four
know
slow show talk
toe wore

- C SPEAK** Work in pairs. Describe five things you did last week. Use the past tense form of the verbs in the box.

buy call choose see talk tell walk

A: I walked to school.

B: I bought some new shoes.

SPEAKING

- A PREPARE** Work in groups. Choose five objects that explain what life is like in the 21st century and why they are important.

smartphone talk with friends
1 _____
2 _____
3 _____
4 _____
5 _____

- B PRESENT** Imagine you are in the 25th century. Explain what life was like in the 21st century. Use your ideas from Exercise A.

- C DISCUSS** Work with another group. Can you agree on the five most important objects?



🗨️ Talk about past events

10.2 Family treasures

Talk about past experiences

V life events

S identifying reasons

G simple past questions

P final consonant /t/ and /d/

VOCABULARY

Life events

A Read the descriptions. Underline the verbs in the simple past.



This is a picture of me and my girlfriend, Susan. I met her on the first day of college. This is the day we finished college.

I wrote a short story for the school competition when I was in school and I won first prize!



This is a picture of me and my husband on the day we got married! It was in the Bahamas – it was really beautiful.

This is the day I passed my driving test! I was really happy. This sports car belonged to my uncle and I drove it home after the test.



B Match the two parts of each phrase (1–8) with (a–h) to make collocations from Exercise A. Use each verb (1–8) only once.

- | | |
|----------|--------------|
| 1 pass | a a person |
| 2 meet | b a story |
| 3 finish | c a car |
| 4 write | d a prize |
| 5 belong | e to someone |
| 6 get | f a test |
| 7 win | g college |
| 8 drive | h married |

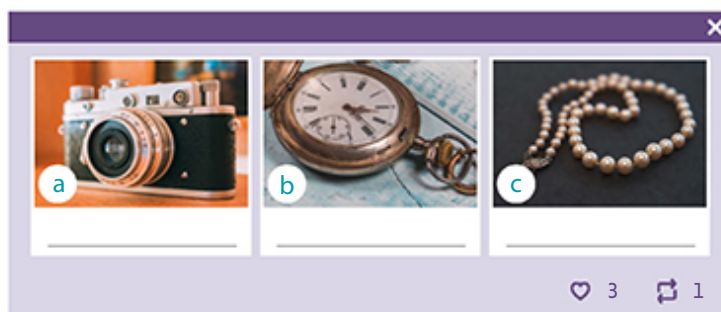
C **SPEAK** Describe three important events in your life. Say when they happened.

A: I passed my driving test three years ago.

B: I finished college in 2010.

LISTENING

A **PREDICT** Look at the pictures. What do you think is the same about all the objects?



B **LISTEN FOR GIST** Listen to three people speaking about the objects. Write the name of the person (Janine, Alfie or Isabel) under the object they talk about.

Identifying reasons

The phrases *that's the reason* or *that's why* come **after** the reason. The reason is in the sentence **before**.

She gave me the camera *That's why* I became a photographer.



C **LISTEN FOR DETAIL** Listen again and complete the table with information from the podcast.

	Object	Who gave it to the speaker?	When did they give it?	Why is it important?
1	silver pocket watch			
2				
3				

D **SPEAK** Tell your partner about an object that is important to you. Did someone give it to you? Did you get it for a special reason?

My parents gave me a necklace on my 18th birthday.



GRAMMAR

Simple past questions

A Read the extracts from the podcast. Underline *did* and the base form of the verbs.

Wh- questions

- 1 And where did this watch come from originally?
- 2 What did your great-grandfather use it for?

Yes/No questions

- 3 **A:** Did your mother take a lot of photos?
B: Yes, she did.
- 4 **A:** Did you buy this?
B: No, someone gave it to me.

B WORK IT OUT Complete the rules using words from the box. There are some words you do not need.

after before past present *wh-* questions *yes/no* questions

Simple past questions

- 1 We use *did* to make questions in the simple _____.
- 2 Question words (*what, where, when, why* and *how*) come _____ *did*.
- 3 We use *did/didn't* in short answers to _____.

C PRACTICE Reorder the words to write simple past questions.

- 1 you / a special gift / did / get / on your 21st birthday
_____?
- 2 win / what kind of / you / did / prizes / at school
_____?
- 3 did / your best friend / you / meet / when
_____?
- 4 pass / you / did / tests / any / last year
_____?

D Go to the **Grammar Hub** on page 116.

E SPEAK Work in pairs. Ask and answer the questions in Exercise C.

PRONUNCIATION

Final consonant /t/ and /d/

A Read and listen to these examples. Notice the final sounds in each pair.

- 1 mate made
- 2 right ride
- 3 hat had

B Listen and choose the word you hear.

- 1 write / ride 4 hat / had
- 2 wrote / rode 5 sat / sad
- 3 sent / send 6 set / said

C Work in pairs. Say one word from each pair in Exercise B. Ask your partner to identify the word.

SPEAKING HUB

A PREPARE Work in groups. Group A – Stay on this page. Group B – Go to the **Communication Hub** on page 129. Read the survey. You need to write one person's name for each sentence and find out extra information.

Find someone who:

- 1 ... lived in another country when they were a child.
Where?
- 2 ... passed a test not long ago.
What?
- 3 ... wrote an email yesterday.
Why?
- 4 ... finished college more than five years ago.
Where?

B PLAN Write the questions you need to ask for each item.

Did you live in another country when you were a child?
Where did you live?

C PRACTICE Walk around the classroom and ask questions. Write the names and the answers.

A: *Did you live in another country when you were a child?*
B: *Yes, I did.*
A: *Where did you live?*

D REPORT Work with someone from Group B. Tell them what you found out.

Elsa lived in Brazil when she was young. She lived there for three years and she loved it!

 **Talk about past experiences**

COMPREHENSION

A Watch the video. Who had a good weekend? Who had a bad weekend? Who had a good and bad weekend? Check (✓) the boxes.

	Good weekend	Bad weekend
 Carolina	☐	☐
 Onur	☐	☐
 Mark	☐	☐
 Gaby	☐	☐

B Answer the questions. Write the names in the spaces provided.

- Who went to Paris? _____
- Who watched the match? _____
- Who went to the hairdresser's? _____
- Who went to a concert? _____
- Who had a pizza? _____

C Watch the video again and check your answers to Exercise B.

Glossary

match (n) (British) = game (n) (American)

FUNCTIONAL LANGUAGE

Showing interest

A Complete the responses to good and bad news with the words in the box.

great love nice Really shame sounds think too

Good news	Bad news
Oh, very ¹ _____.	Oh no, that
² _____? Wow!	⁷ _____ awful.
Cool. I ³ _____ Paris.	Oh, what a ⁸ _____.
Really? Me, ⁴ _____.	
Well, that's ⁵ _____.	
I ⁶ _____ it's amazing!	

B Circle the correct options (a, b or c) to complete the conversation.

Mark: Onur, what did you do?
Onur: I went to France with some friends.
Mark: Oh, ¹ _____. Where did you go?
Onur: We went to Paris.
Mark: Really? ² _____!
Onur: Yes, it was amazing.
Carolina: ³ _____, I love Paris.
Mark: And what about you, Carolina. How was your weekend?
Carolina: It was also ⁴ _____. I watched the match on Saturday.
Mark: ⁵ _____? Me too. Did you enjoy it?
Carolina: Yes, it was ⁶ _____.
Mark: And Gaby, what did you do this weekend?
Gaby: Well, on Saturday I went to the hairdresser's and it was bad. Then on Sunday I ate a pizza and it was bad.
Carolina: Oh no, that sounds ⁷ _____.
Gaby: It was.
Mark: Oh. ⁸ _____.

- | | | |
|------------------|----------------|---------------------|
| 1 a very nice | b bad | c awful |
| 2 a What a shame | b Wow | c Oh no |
| 3 a Cool | b Oh no | c What a shame |
| 4 a awful | b amazing | c bad |
| 5 a Oh no | b Really | c That sounds awful |
| 6 a great | b awful | c amazing |
| 7 a great | b awful | c amazing |
| 8 a Really | b What a shame | c Oh no |

C Watch the video again and check your answers to Exercises A and B.



GABY



SAM



LUCY

PRONUNCIATION



A Listen to the conversation and notice how the underlined words are stressed.

10.6

Astrid: What did you do on the weekend?

Patrick: I played tennis. It was great.

Astrid: That sounds good.

Patrick: Then I had lunch with my friend.

Astrid: Oh, very nice.

Patrick: But the food was terrible.

Astrid: Oh, what a shame.



B Listen again and repeat the conversation. Copy the stress.

10.6



SPEAKING

A PLAN Imagine you did the activities in the pictures below last weekend. Decide if they were good or bad and say why.



have a picnic

bad, rain

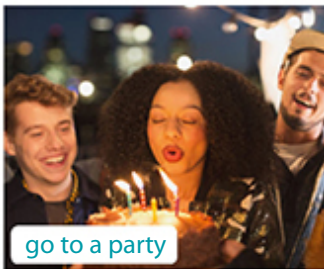


have brunch

amazing, delicious



go to the hairdresser's



go to a party



go to the beach



go ice-skating

B PREPARE Work in pairs. Talk about your weekends. Listen and respond to your partner.

A: On Saturday I _____. It was _____.

B: Oh, that sounds *great / good / bad / awful*!

C PRACTICE Go around the class and find out what other people did on the weekend. Listen and respond to what they say.

A: What did you do on the weekend?

B: I went to a birthday party. It was great.

A: Oh, very nice.

B: But then I watched a movie and it was bad.

A: Oh, what a shame.

Show interest

W using sequencing words

A Look at the picture. What is it? Where is it from? How old is it?

B Read the story. What do you think happened next?

About | **Submit** | Contact

Every picture tells a story!

Write a story in 100 words.

A lucky coin

On Saturday morning, Jack got up early and went running in the park. After half an hour, he sat down for a break and he saw something gold under the bench. It was an old gold coin. He picked it up. Then, he put it in his pocket and went home. The next day, on his way to work, he saw a poor man and gave the gold coin to him. A few days later, Jack saw the poor man again. The man walked over to Jack and said, 'I sold the coin for \$100 yesterday. Here's \$50 for you.'



C Read the story and answer the questions.

- 1 What did Jack find? _____
- 2 Where did he find it? _____
- 3 What did he do with it? _____
- 4 What happened in the end? _____

Using sequencing words

Sequencing words, for example *after*, *then*, *later*, help the reader to understand the order of events in a story.

D Underline the sequencing words in the story. Put the actions in the order they happened in the story.

- ☐ Jack sat down for a break.
- ☐ Jack gave the coin to the poor man.
- ☐ Jack put the coin in his pocket.
- ☐ The poor man offered Jack money.
- ☐ Jack went running.
- ☐ Jack found a coin.

E Choose the correct options to complete the story. Finish the last line of the story.

Last week, Vicky saw a lamp in the window of an old furniture store. It was very beautiful and she looked at it for a long time. ¹*Then / After*, she went to work. A week ²*next / later*, she came back to the store, but the lamp wasn't in the window. ³*Later / After* a couple of minutes, she decided to ...

WRITING

A PLAN Choose one of the story starters and write notes about what happened next.

B WRITE Write the story in 100 words.

- Last summer, we were on vacation in Greece. We walked on the beach every day and one day we found ...
- Yesterday morning, Julia went to a market. There were a lot of old paintings. After a few minutes, she saw ...
- About three weeks ago, I found a lot of old boxes in my grandparents' garage. I opened one of them and there was ...

Write a paragraph about a past event

Unit 10 Review

GRAMMAR

A Complete the sentences in the positive or negative form of the simple past.

- 1 She _____ (buy) a new watch last Saturday. (-)
- 2 He _____ (drive) to work on Monday. (+)
- 3 My father _____ (sell) his car two weeks ago. (+)
- 4 They _____ (find) the hotel last week. (-)
- 5 I _____ (wear) a coat yesterday. (-)
- 6 We _____ (give) her a present for her birthday. (+)

B Complete the conversation with the simple past forms of the verbs in the box.

go see take

- Kit:** Where ¹ _____ you _____ last weekend?
- Ben:** We ² _____ to the art museum.
- Kit:** Really? What ³ _____ you _____ there?
- Ben:** We ⁴ _____ some art from Ancient Greece.
- Kit:** Really? ⁵ _____ you _____ any photos?
- Ben:** Yes, I did. I ⁶ _____ a lot of photos.

VOCABULARY

Complete the sentences with the simple past form of verbs from the box and the correct time expressions.

ago finish give go in (x2)
last (x2) meet win

- 1 We _____ to Switzerland for our vacation _____ summer.
- 2 Sushila _____ college _____ 2014.
- 3 Tony _____ first prize in the art competition two years _____.
- 4 Eliana _____ her new friend on vacation in Greece _____ year.
- 5 They _____ this watch to my father _____ 2009.

11

HAVING FUN

Happiness depends
upon ourselves.

Aristotle



Senior man with hands raised, riding a rollercoaster.

OBJECTIVES

- talk about things you like doing
- talk about favorite sports, music and movies
- make and respond to suggestions
- write a personal profile

Work with a partner. Discuss the questions.

- 1 Look at the picture. How do you think the man feels?
- 2 Do you like theme parks?
- 3 Read the quote. Tell each other about things you enjoy.

V recreational activities

G like/love/hate/enjoy + verb + -ing

P verb + -ing /η/

Is **STAYING IN** the new **GOING OUT**?

There are a lot of things you can do to relax on the weekend. You can go to a restaurant or the movie theater. Or you can go to a concert or maybe a soccer game. Did you do any of these things last weekend? For a lot of people, the answer is no. **They don't like going out.** They just want to stay at home. We talked to three people to find out why.



Why do you like staying in?



Agnes

I love movies.¹ _____, but I don't like going to the movie theater. I don't like the food they sell there. **I love getting takeout food**, spending time with my family and watching TV and movies at home.



Lee

I'm a soccer fan,² _____. You can watch games from all over the world on TV. My friends come to my house, and we chat and eat snacks, and **we enjoy watching sports together**. It's a great way to spend time with friends.



Frieda

My favorite type of music is rock.³ _____, and in my car. **My husband loves going to concerts** and he goes out all the time. But **I hate going to concerts** – they're expensive and there are too many people! **I like staying at home** and listening to my favorite music really loud!

READING

A SPEAK Work in pairs. Ask your partner about last weekend.

A: What did you do last weekend?

B: I went to an Italian restaurant. What about you?

B PREPARE TO READ Read the headline of *Is staying in the new going out?* and look at the pictures. Match the underlined words with the pictures (a and b).

C READ FOR GIST Read the first paragraph of the article. Choose the correct options to complete the summary.

There ¹*are / aren't* a lot of things that people do to relax ²*in the week / on the weekend*. The article says people these days mostly want to ³*stay in / go out*.

D READ FOR DETAIL Read the rest of the article. Choose the correct phrase to fill in the blanks in the text.

- a I listen to it at home
- b I watch them every weekend
- c but I don't go to games

E READ FOR SPECIFIC INFORMATION Read the article again and choose the correct options.

- 1 Agnes doesn't go to the movie theater because ...
 - a it's expensive.
 - b she doesn't live near a movie theater.
 - c she doesn't like the food.
- 2 Lee doesn't go to games because ...
 - a he can watch a lot of sports at home.
 - b they're expensive.
 - c he doesn't like the snacks.
- 3 Frieda doesn't go to concerts because ...
 - a it costs a lot of money.
 - b she doesn't like music.
 - c she doesn't like loud music.

F SPEAK Work in pairs. Are you similar to Agnes, Lee or Frieda? Give examples.

VOCABULARY

Recreational activities

A Complete the phrases with the words in the box.

family friends a museum the park TV a video online



1 spend time with
_____ family _____



2 go to _____



3 watch _____



4 watch _____



5 spend time with



6 go to _____

B Go to the **Vocabulary Hub** on page 126.

C SPEAK Talk to your partner. Ask and answer questions about the recreational activities you like.

A: Do you watch a lot of TV?

B: Yes! I love it! Where do you usually spend time with your friends?

A: At a café, or sometimes at home.

GRAMMAR

like/love/hate/enjoy + verb + -ing

A WORK IT OUT Read the phrases in bold in *Is staying in the new going out?* Choose the correct option.

In these phrases, the people are talking about their feelings about **activities / objects**.

B Match the words with the emojis.

enjoy hate like love



1 _____ 2 _____ 3 _____

C WORK IT OUT Complete the rules with the words in the box.

negative phrases positive phrases questions

- In _____, we use *like/love/hate/enjoy* + verb + -ing.
- In _____, we use *do/does* + *not* + *like/love/hate/enjoy* + verb + -ing.
- In _____, we use *do/does* + subject + *like/love/hate/enjoy* + verb + -ing.

D Go to the **Grammar Hub** on page 118.

PRONUNCIATION

Verb + -ing /ɪŋ/

A Read and listen to the sentence. Choose the correct option to complete the statement.

I like listening to music in the kitchen.

The underlined letters have *the same sound / different sounds*.

B Listen and repeat the sentences.

- He likes going out and spending time with his friends.
- She likes staying in and watching TV.

C Listen and circle the word you hear.

- ban / bang 2 thin / thing 3 win / wing

D Listen to the questions. Write the missing words.

- Do you like getting takeout food?
- Do you and your friends like _____ to the same _____?
- What do you enjoy _____ on the _____?
- Who do you enjoy _____ with on the weekend?
- What do you hate _____ on _____?
- Where do you like _____ out to _____?

E SPEAK Work in pairs. Ask and answer the questions in Exercise D.

A: Do you like getting takeout food?

B: No, I don't. I like going to restaurants.

SPEAKING

A PREPARE Take a class survey about free-time activities. Write three activities from the lesson and add three new activities of your own. Include some 'staying in' activities and some 'going out' activities, too.

Activity	Love	Like/Enjoy	Hate	Extra info
go to the park	✓			near school
watch TV				

B PRACTICE Ask other students about the activities they like, enjoy, love and hate.

A: Do you like going to the park?

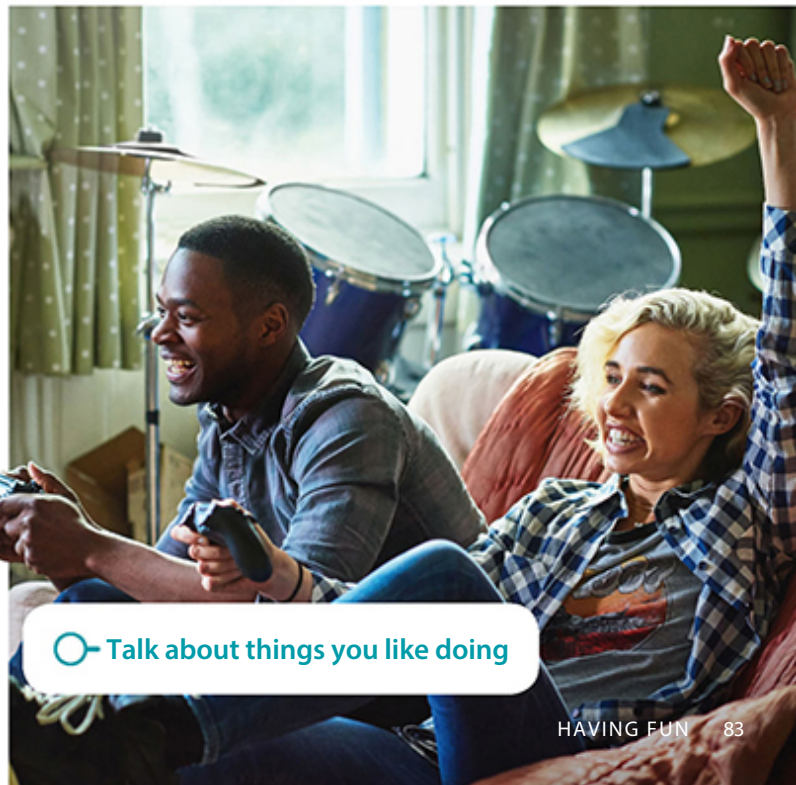
B: Yes, I love it!

A: Which park do you like?

B: I like the park next to the school.

C REPORT Work in pairs. Look at your results. Answer the questions. Tell the class.

- What activities do people like, enjoy, love and hate?
 - Do the people in the class like staying in or going out?
- Ten people love going to the park. No one hates going to the park.
- In general, the people in this class like going out.



Talk about things you like doing

S listening for opinions

G object pronouns

V entertainment

P vowel sounds: /ʊ/ and /u:/

LISTENING

A Look at the picture below. Who is the man, and where is he from? Listen to the radio show interview and check.

B Listen again. Choose the correct options to complete the summary.

They are at a ¹*basketball* / *soccer* game in the ²*Olympic* / *Athletic* Stadium between ³*England* / *Germany* and Egypt. They are waiting to ⁴*play* / *watch* their favorite player, Mo Salah.

Listening for opinions

When we want to give our opinion about something we can use the phrase *I think* to start the sentence. We can also use adjectives, for example *interesting*, *boring*, to show how we feel about something. We use *because* to introduce reasons for our opinion.

I think he's great ... I also like him because he's a nice person.

My boyfriend loves soccer, but I hate it – it's so boring.

C Answer the questions. Listen again and check your answers.

- Who says Mo Salah is number one in the world? *Wendy / Kelly / Ryan*
- Who says Mo Salah is a nice person? *Wendy / Kelly / Ryan*
- Who says Mo Salah is good to his fans? *Wendy / Kelly / Ryan*
- Who doesn't like any other soccer players? *Wendy / Kelly / Ryan*
- Who isn't interested in soccer at all? *Wendy / Kelly / Ryan*

D SPEAK Work in pairs. Do you like soccer? Why/Why not?



GRAMMAR

Object pronouns

A Read these sentences from the radio show interview. Answer the questions.

Wendy: I'm here to see Mo Salah.

Interviewer: Why do you like him?

- What or who is the object of Wendy's sentence?
- Which word does the interviewer use to replace the object of Wendy's sentence?

B Read more sentences from the listening. Underline the object pronouns and circle the people or things they refer to.

1 Kelly: My boyfriend loves soccer, but I hate it.

2 Interviewer: What do you think about Mo Salah?

Kelly: My boyfriend likes him.

3 Interviewer: So, Ryan, what do you think about the other soccer players?

Ryan: I'm not interested in them.

C WORK IT OUT Complete the table with the object pronouns in the box.

her him it me them us you (x2)

Subject pronouns	Object pronouns
I play tennis with Luke.	Luke plays tennis with ¹ <u>me</u> .
You watch TV with Harry.	Harry watches TV with ² _____.
He knows a lot of people.	A lot of people know ³ _____.
She plays soccer.	I play soccer with ⁴ _____.
It is a great movie.	I love watching ⁵ _____.
We like staying in with Mike.	Mike likes staying in with ⁶ _____.
You can all come to my house.	I'm happy to see ⁷ _____ all.
They are musicians.	I like listening to ⁸ _____.

D Go to the **Grammar Hub** on **page 118**.

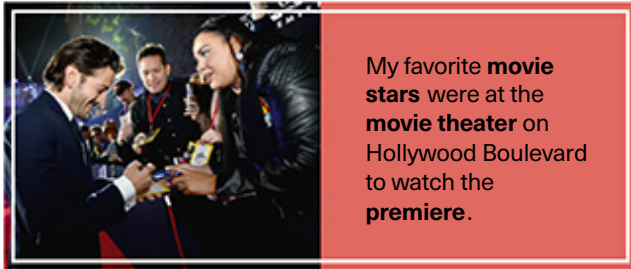
E SPEAK Complete the sentences with your own ideas. Then complete the questions with the correct object pronoun. Work in pairs and ask and answer the questions.

- _____ is a famous pop singer in my country. Do you know _____?
- _____ is the name of a stadium in my town/city. Do you know _____?
- _____ is a sports (soccer/basketball, etc) team in my country. Do you know _____?

VOCABULARY

Entertainment

A Look at the pictures and read the sentences. Put the words in bold in the correct category.



People:			
Events:			
Places:			

B Go to the **Vocabulary Hub** on page 126.

C Choose the correct option to complete the sentences.

- My favorite **actor** / **player** is Scarlet Johansson; I have all her movies on DVD.
- I think Antoine Griezmann is a really good soccer **player** / **singer**.
- Justin Timberlake was a famous **pop star** / **player** when I was a teenager.
- There are many famous pop **players** / **stars** in my country.
- My brother's in a **classical** / **rock** band. He plays the electric guitar.
- I love watching **action movies** / **comedies**. All of my favorite movies are funny!

D SPEAK Work in pairs. Discuss the sentences in Exercise C. Make sentences that are true for you.

My favorite actor is ...

PRONUNCIATION

Vowel sounds: /ʊ/ and /u:/

A Listen and repeat.

11.6 /ʊ/ took, sugar, book /u:/ two, June, blue

B Listen to the sentences. Which sound do the underlined words have?

- My father is a good cook. /ʊ/ /u:/
- Moon is my favorite sci-fi movie.
I like horror movies, too. /ʊ/ /u:/

C Listen and read the sentences. Underline the word that includes the sound in parentheses.

- The soccer game starts soon. (/u:/)
- I like cooking Italian food. (/ʊ/)
- My daughter loves going to school. (/u:/)
- I know that woman. (/ʊ/)
- I always go out on Tuesday evening. (/u:/)
- There are a lot of interesting things to look at in the museum. (/ʊ/)

D SPEAK Work in pairs. Make a short sentence that includes one of the words in the box. Say it to your partner. Listen and check your partner's pronunciation.

book foot good look
museum the news too Tuesday

I watch the news on TV every evening.

SPEAKING HUB

A PREPARE Think about the things that you enjoy doing. Why do you like them? Write some notes.

B PLAN You are going to find out if your partner is a superfan. Write some questions. Use the words in the box to help you.

actor movies music player singer sports star

What ...? Where ...? Who ...? Why ...?

Do you like watching movies?

What movies do you like watching?

Who is your favorite actor?

C DISCUSS Work in pairs. Ask and answer the questions from Exercise B. Is your partner a superfan? Why/Why not?

COMPREHENSION

A Watch the video. Underline the correct words or phrases. Then write *Gaby*, *Lucy* or *Both*.

- 1 *She / They* dyed *her / their* hair. _____
- 2 *She's / They're* free tomorrow. _____
- 3 *She wants / They want* to go to the gym. _____
- 4 *She likes / They like* breakfast a lot. _____
- 5 *She's / They're* sporty. _____
- 6 *She says / They say* they love running. _____
- 7 *She doesn't / They don't* run far. _____
- 8 *She has / They have* breakfast at Sam's Café. _____

B Correct the information in Gaby's diary. There are five mistakes.

Today	Tomorrow
Wash hair.	Meet Lucy at Newton Green at 9 am.
Call Sam.	Go swimming in the park.
	Go for breakfast at Pizza Roma.

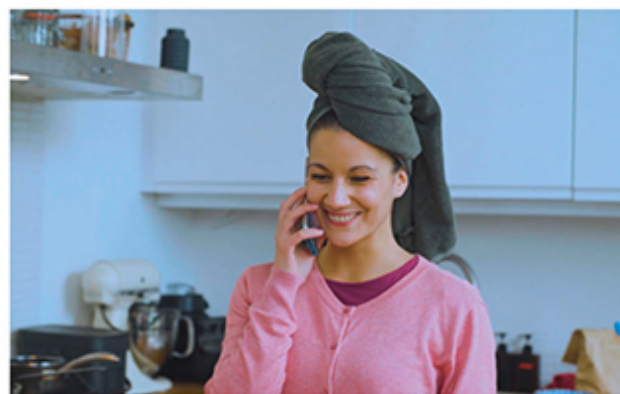


FUNCTIONAL LANGUAGE

Making and responding to suggestions

A 00:18–01:23 Put the telephone conversation in the correct order. Then watch part of the video and check your answers.

- a What about going to the gym and then we can have a big breakfast afterwards? _____
- b Cool. Do you want to do something? _____
- c Sure. Why don't we do something sporty? _____
- d No, I'm free all day. _____
- e Great, see you there. _____
- f OK, how about going for a run and then breakfast? _____
- g Yeah, OK. _____
- h Perfect. I love running. That sounds really nice. Where do you want to meet? _____
- i Er, I'm not sure about the gym, but I like breakfast a lot. _____
- j Hi Lucy. Are you busy tomorrow? _____
- k Let's meet at Newton Green at eight o'clock tomorrow. _____



B Complete the table with examples from the conversation in Exercise A.

Make a suggestion	Saying yes
What about + verb + -ing ...	Sure / Great / Perfect
¹ <u>What about going to the gym?</u>	That sounds ⁵ _____.
How about + verb + -ing ...	
² _____?	Saying no
Why don't we ...	I'm not sure about ⁶ _____.
³ _____?	Arrange a place and time
Let's ...	Where do you want to meet?
⁴ _____.	Are you busy ... + time/day? ⁷ _____?
	See you there.



GABY



SAM



LUCY

PRONUNCIATION

- A** Listen to the conversation and notice how the underlined words are stressed.

Charlie: Are you free on Saturday?
Beccie: Yes, I'm free all day.
Charlie: Cool. Do you want to do something?
Beccie: Sure. Why don't we go for a run?
Charlie: Uh, I'm not sure about running.
Beccie: OK. How about going for a walk?
Charlie: Great, I love walking. Where do you want to meet?
Beccie: Let's meet at Sam's Café at nine o'clock.
Charlie: Great! See you there.

- B** Listen again and repeat the conversation. Copy the stress.

SPEAKING

- A PLAN** Work in pairs.

- Make a list of things you like doing on the weekend. 😊
- Make a list of things you don't like doing on the weekend. 😞

- B PREPARE** Practice the conversation. Then change roles.

Student A: Suggest something from the 😊 list.

Student B: Say no.

Student A: Suggest something from the 😊 list.

Student B: Say yes.

- C REPEAT** Go around the class and make an arrangement with five other students. Use the activities in Exercise A or your own ideas. Complete the table below.

Name	Activity	Place	Time
Sam	Play soccer	The park	5 pm



Make and respond to suggestions

ABOUT ME

Sign up | Login

**Helena H.**

I'm an artist and a designer, so I love going to museums and art galleries. I have a dog; her name's Kia, and we go on a lot of walks together. I live near the ocean, so we spend a lot of time on the beach. Kia really enjoys running after the birds! I live with my husband and three sons, and they all love football. It's always on TV in our house, and I hate it. I'm not a sports fan at all, so I'm happy to go out for a walk with Kia, or to work on my art.

A Read the text. Join the beginnings (1–4) to the ends (a–d) to make sentences.

- | | |
|--------------------|-----------------------------------|
| 1 Helena is | a going to museums and galleries. |
| 2 She likes | b on the beach with her dog. |
| 3 She spends time | c watching sports. |
| 4 She doesn't like | d an artist and a designer. |

Using so

When we want to talk about a result, we can use *so*.

I'm an artist and a designer, so I love going to museums and art galleries.

I live near the ocean, so we spend a lot of time on the beach.

I'm not a sports fan at all, so I'm happy to go out for a walk.

When we write, we usually put a comma (,) before *so*.

B Use *so* to write short endings to the sentences. Use the ideas in the box to help you.

go to the gym go shopping go to the stadium
go to the theater listen to music at home
spend time in the park

- I like baseball ...
- I don't enjoy going to concerts ...
- I have three dogs ...
- I love fashion ...
- I enjoy exercise ...
- I'm a fan of Shakespeare ...

WRITING

A PLAN You are going to write a personal profile. Write notes about what you like doing and why.

B WRITE Write a short personal profile for the website.

Write a personal profile

Unit 11 Review

GRAMMAR

Find and correct eight mistakes.

WHAT DO YOU LIKE DOING?

Home | Soccer | **Basketball** | Football | Tennis | Golf | More...

This week: Basketball star Orson Orlando

I'm a professional basketball player, but I don't like watch basketball on TV. I have three children, and I like spend time with they. We enjoying going to the park on the weekend and having fun. My wife is an actor. I love watching she but her doesn't want to watch movies on the weekend. She doesn't liking going to the movie theater, but I love its.



5h 3

VOCABULARY

Complete the sentences with the words in the box.

actor basketball concert game premiere
restaurant singer takeout

- Josh Brolin is my favorite _____. I have all his movies on DVD.
- I don't like cooking. I like staying in and getting _____ food.
- There's an international soccer _____ on TV tonight.
- I went to a pop concert last night but I didn't like the _____. He wasn't very good.
- I went to a movie _____ and I met all the actors. It was really exciting!
- I like sitting very close to the players when I go to a _____ game.
- The _____ was very loud but I loved it!
- I love Chinese food but I don't eat it at home. I like going to the _____ in the town center.



The journey of a thousand miles begins with one step.

Lao Tzu

Female hiker walking through Red Cave, Utah, United States.

OBJECTIVES

- describe a trip
- talk about vacation plans
- ask for and give opinions
- write a postcard

Work with a partner. Discuss the questions.

- 1 Look at the picture. Do you enjoy long trips?
- 2 When do you usually go on vacation?
- 3 What makes long trips difficult?

READING

A Work in pairs. Make a list of the problems people sometimes have when they travel.

B READ FOR GIST Read *A bad trip*. Choose the correct summary.

- a Kate McCallister didn't take her son when she went on vacation. She tried to get home, but she had a very bad trip.
- b Kate McCallister didn't take her passport when she went on vacation. She went home with her son.

C READ FOR DETAIL Put the events (a–e) in the order they happened (1–5). Read the article again to check your answers.

- a Kate got on a plane to Paris. _____
- b Kate remembered Kevin was at home. _____
- c Kate went to Chicago in a van. _____
- d Kate went to the airport in Chicago. _____
- e Kate got on a plane to Pennsylvania. _____

D SPEAK Work in pairs. Answer the questions.

- 1 Do you ever go on a plane or a train? _____
- 2 Do you sometimes forget things when you travel? _____

A BAD TRIP

A lot can go wrong when you travel. For example:

- ✗ Your train to the **airport** is late, so you miss your plane.
- ✗ You take a taxi to the airport, but there is a lot of **traffic**, so you miss your plane.
- ✗ You forget your **passport**.
- ✗ Your **luggage** is too big to take on the plane.
- ✗ You forget the **bag** with all of your **money**, your **credit card** and your **ticket** in it.

These are all things that can happen, but I think the worst thing is what happened to Kate McCallister in the 1990 movie *Home Alone*. She went to Paris on vacation with her family. At first, she didn't have any problems. She got to the airport on time, she didn't forget her passport, her luggage wasn't too big, and she had all her bags and all her money with her. She also had all of her credit cards and tickets. But she forgot one very important thing.

When she was on the plane from Chicago to Paris, Kate remembered: her 8-year-old son, Kevin! Kevin was not with them. He was at home ... alone!

When they got to Paris, there weren't any planes back to Chicago, so she took a plane to Pennsylvania in the United States. Then, Kate tried to get a plane from Pennsylvania to Chicago but there weren't any. So, she traveled home in a van with a traveling group of musicians. Did she get back to Kevin? Was he okay? Watch the movie to find out!



VOCABULARY

Travel

A Match the images with the words in bold in the article.



1 _____



5 _____



2 _____



6 _____



3 _____



7 _____



4 _____



8 _____

B Go to the **Vocabulary Hub** on page 127.

C Choose the correct options to complete the conversation.

Leo: Do you have your ¹passport / taxi? You need it to get on the ²plane / airport.

Mia: Yes, I do. It's in my bag.

Leo: Do you have some ³money / luggage? We need to exchange it at the airport for ⁴dollars / tickets.

Mia: Yes, I do. It's in my bag.

Leo: Do you have the ⁵tickets / credit cards for the train to the ⁶airport / station?

Mia: Yes, I do. They're in my bag.

Leo: Do you have your bag?

Mia: Yes, I ... Oh wait. No, I don't. I think it's at home.

PRONUNCIATION

Consonant clusters



12.1 A Listen to the sentences. Notice how we say the underlined letters.

You need your ticket to get on the plane.

I took a train at the station.



12.2 B Listen to the words. Underline the consonant clusters.

blue class fly plane travel



12.3 C Listen and circle the words you hear.

- | | | |
|----------------|---------------|----------------|
| 1 rain / train | 3 top / stop | 5 back / black |
| 2 tea / tree | 4 red / bread | |



GRAMMAR

Countable and uncountable nouns

A Read the sentences from the article. What do you notice about the words in bold? Are they talking about one bag, or more than one?

- 1 You forget the **bag** that has your money, your credit card and your ticket in it.
- 2 ... her luggage wasn't too big, and she had all her **bags** and all her money with her.

B What do you notice about the underlined words?

C WORK IT OUT Choose the correct option to complete the sentences.

Countable and uncountable nouns

- 1 **Bag / Money** is a countable noun: it has a singular and a plural form.
- 2 **Bag / Money** is an uncountable noun: it doesn't have a plural form.

D PRACTICE Choose the correct options. Use examples from the article *A bad trip* to help you.

- 1 **all of your monies / all of your money**
Money is a(n) *countable / uncountable* noun.
- 2 **all of her credit cards / all of her credit card**
Credit card is a(n) *countable / uncountable* noun.
- 3 **her luggages / her luggage**
Luggage is a(n) *countable / uncountable* noun.
- 4 **a lot of traffic / a lot of traffics**
Traffic is a(n) *countable / uncountable* noun.

E Go to the Grammar Hub on page 120.

SPEAKING

A PREPARE Work in pairs. Read the description of a trip. Answer the questions.

I took a train from New York to Philadelphia. The train left on time but soon after we got to Pennsylvania the train stopped. There was a tree on the track and the train couldn't move! In the end, we got on a bus. We arrived in Philadelphia two hours late.

- | | |
|-------------------------|-------------------------|
| 1 Where did she start? | 3 How did she travel? |
| 2 Where did she finish? | 4 What was the problem? |

B PLAN Think about a bad trip you went on. Prepare the answers to these questions.

- | | |
|-------------------------|-------------------------|
| 1 Where did you start? | 3 How did you travel? |
| 2 Where did you finish? | 4 What was the problem? |

C DISCUSS Work in groups. Tell each other about your bad trips. Listen and ask questions.

And then what happened? What did you do? *What happened next? Oh wow, how did you ...?*

Describe a trip

12.2 A prize vacation

— Talk about vacation plans

S listening for feelings

V types of vacations

G present progressive

P vowel sounds: /ɪ/, /i:/ and /aɪ/

LISTENING

A SPEAK Work in pairs. Talk about your last vacation. Where did you go? What did you do?

A: I went to Lake Como in Italy. I went hiking, and I ate a lot of great Italian food.

B: For my last vacation, I didn't go away, but I didn't go to work — I just relaxed at home. It was great!

B PREPARE TO LISTEN Read the web page. Answer the questions.

Home | Listen live | Schedule Search

HUB LIVE – ONLINE RADIO



Mikey Greene's afternoon show

In this week's competition, you can win a vacation for you and a friend.
Enter online. We will call the winner live on the radio. Listen to Tuesday's show and have your phone with you.

- What is HUB Live?
 - a radio station
 - a TV station
 - a news website
- Who is Mikey Greene?
 - a vacation expert
 - a singer
 - a radio presenter
- What is the prize?
 - a radio
 - a vacation
 - a phone
- How does a listener know they are the winner?
 - They get a phone call on Tuesday.
 - They look online.
 - They get an email on Tuesday.

C LISTEN FOR GIST Listen to the conversation. Choose the picture (a, b, c or d) that shows the vacation. Is the winner happy?

D LISTEN FOR DETAIL Listen again. Answer the questions.

- What's the name of the competition winner?
- What's the name of the competition winner's friend?
- On what day of the week does the vacation start?
- In which month does the vacation start?
- How long is the vacation?

Listening for feelings

How we say things can tell the listener how we're feeling. When we're unhappy about something, we usually pause.

Jo: ... No beach?

When we're angry or surprised, we usually speak loudly.

Jo: TWO WEEKS?

E LISTEN FOR FEELINGS Listen to Mikey and Jo. Match Jo's words (1–2) with the actions (a–b). What do they tell us about her feelings?

- Camping. In a tent?
 - loud
- Mountains?
 - pause

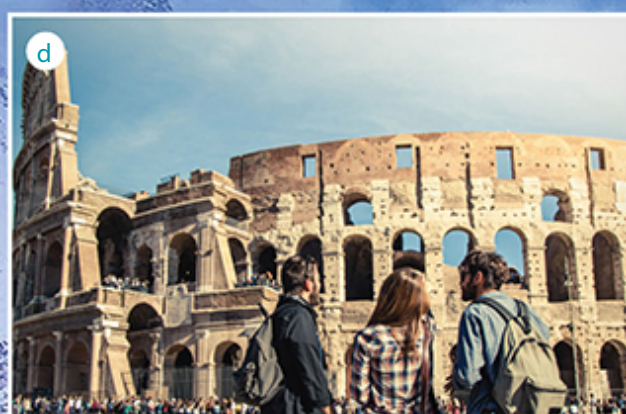
F SPEAK Work in pairs. Role-play the conversation when the winner tells her friend about the vacation.

A: Hi. I won a vacation for you and me.

B: That's great! Where is it?

A: Uh ...

G SPEAK Work in pairs. Imagine you won this vacation. How do you feel?



VOCABULARY

Types of vacations

A Match two words or phrases with each of the pictures (a–d) on page 92.

a beach vacation a camping vacation a chalet the ocean
a sightseeing vacation a skiing vacation a tent tourists

B Go to the **Vocabulary Hub** on page 127.

C **Cross out** the option that is not correct.

When you go on vacation, you can ...

- 1 stay in a tent / hotel / beach / chalet.
- 2 take your sunglasses / camera / skiing / snorkel.
- 3 use a guidebook / stove / sightseeing / camera.

D Choose the correct option to complete the sentences.

- 1 We usually go in / on a beach vacation in August.
- 2 You can see the ocean from / to our hotel window.
- 3 We went sightseeing around / of Kyoto in Japan.
- 4 We usually go skiing in / at the mountains in January.
- 5 I enjoy camping with / for my friends.
- 6 I take a lot of photos by / with this camera.

E **SPEAK** Work in pairs. Discuss the questions.

- 1 What is your favorite type of vacation? Why?
- 2 How often do you go on this type of vacation?
- 3 What things do you take?

PRONUNCIATION

Vowel sounds: /ɪ/, /i:/ and /aɪ/



A Read and listen to the examples.

12.6

/ɪ/	/i:/	/aɪ/
sit	green	why
a _____	b _____	c _____



B Read and listen to the examples from the radio show. Then put the words (1–3) in the correct place in the table.

12.7

No ¹beach? Well, you're a ²winner today. Have a great ³time.



C Join the first half of the sentences (1–3) to the second half of the sentences (a–c) with underlined letters that have the same sound. Then, listen and check.

12.8

- | | |
|-----------------------------|-------------------------------------|
| 1 /ɪ/ This is | a a <u>w</u> eek at the ski resort. |
| 2 /aɪ/ My <u>p</u> rize was | b an <u>i</u> nteresting vacation. |
| 3 /i:/ He <u>e</u> njoyed | c a <u>g</u> uidebook. |

D Choose the correct sound for each underlined word.

- 1 Do you like beach vacations? /ɪ/ /i:/ /aɪ/
- 2 Do you frequently win competitions? /ɪ/ /i:/ /aɪ/
- 3 Do you like Jo's prize? /ɪ/ /i:/ /aɪ/

E **SPEAK** Work in pairs. Ask and answer the questions in Exercise D.

GRAMMAR

Present progressive

A **WORK IT OUT** Read the sentences from the radio show. Choose the correct option to complete the rules.

Mikey: You're going ... next Wednesday!

Mikey: You're going to the countryside, and you're staying in a tent, next to some mountains.

Present progressive

- 1 He is talking about an arrangement in the present / future.
- 2 He is talking about something that is / isn't fixed.

B Read the **audio script** on page 137. Find six more sentences or questions when Mikey and Jo use present progressive.

C Go to the **Grammar Hub** on page 120.

SPEAKING HUB

A **PREPARE** You are going to role-play a conversation between a radio presenter and a prize winner. Work in pairs. Choose roles.

Student A – You are the prize winner. Go to the **Communication Hub** on page 133.

Student B – You are the radio presenter. Go to the **Communication Hub** on page 129.

B **PRACTICE** Role-play the conversation with your partner.

C **DISCUSS** Have a conversation with your partner. Imagine and plan a vacation you both want to go on. Think about:

- the type of vacation
- where to stay
- the place
- how long to go for
- when to go
- things to take

D **REPORT** Tell the class about your vacation.

We're going on a beach vacation!



Talk about vacation plans

COMPREHENSION

A **00:10–00:40** Watch the first part of the video. What do you think Lucy's idea is? Choose a, b or c.

- a Why don't you come with me to Madrid?
- b Let's go on a city break!
- c How about going to see Metal Train tonight?

B **00:41–03:04** Watch the second part of the video and check your answer to Exercise A.

C Match Sam's comments (1–4) with the different places (a–d).

- 1 It's too rainy. _____
- 2 It's really expensive. _____
- 3 It's too busy. _____
- 4 It's really cold there right now. _____



D Watch the video again and check your answers to Exercise C.

E SPEAK Work in pairs. Answer the questions.

- 1 Which cities in the video would you like to visit?
- 2 Which cities in your country are like descriptions 1–4 in Exercise C?
- 3 Which city in the world would you most like to visit?

FUNCTIONAL LANGUAGE

Asking for and giving opinions

A Complete the phrases in the table with the words in the box.

about busy going Good How No really think

Ask for an opinion	Agree
What about 1 _____ on a city break?	That's a great/nice idea. Perfect!
What 2 _____ Dublin?	
3 _____ about Istanbul?	Disagree
	4 _____ way!
Give an opinion	Agree
I think it's 5 _____ expensive.	Oh yeah.
It's really cold there right now.	7 _____ point.
It's too 6 _____ with long queues everywhere.	That's true.
It's too rainy.	Disagree
	I don't 8 _____ it's <i>that</i> cold/busy/rainy etc.

B Watch the video again and check your answers to Exercise A.

Glossary

city break (n) (British) = a getaway in the city (n) (American)
queues (n) (British) = lines (n) (American)



GABY



SAM



LUCY

PRONUNCIATION

- A** Listen to the conversation and notice how the underlined words are stressed.

Michael: I have a cool idea. Let's go on a getaway.
David: A weekend away? Together? But where?
Michael: How about Paris?
David: I think Paris is very expensive.
Michael: Good point.
David: What about San Sebastián?
Michael: No way, it's too rainy.
David: I don't think it's that rainy!
Michael: But, at this time of year, it rains a lot.
David: That's true.
Michael: OK, how about Amsterdam?
David: Perfect!

- B** Listen again and repeat the conversation. Copy the stress.

SPEAKING

- A PREPARE** Work in pairs. List good and bad points about the cities below.
- B PRACTICE** Work in pairs. Write and practice a conversation using your ideas from Exercise A.
- Student A: Suggest a city for a getaway.
 - Student B: Disagree with Student A three times and explain why.
 - Finish the dialogue when Student B agrees with Student A.
- C PRESENT** Perform your conversation for the other students in the class.
- D DISCUSS** Find out which is the most popular city in your class.



- Ask for and give opinions**

W editing your writing



Casablanca

A Read the postcard. Find:

- the type of vacation _____
- the place _____
- a useful item _____
- a place to visit _____
- the first day of the vacation _____
- the last day of the vacation _____

Hi Juan,

I'm on vacation in Casablanca. There are a lot of people, and it's very hot, but I love it! Every day, I go sightseeing. There are some great markets, and I really liked the Hassan II Mosque. It's beautiful. I have a new camera, and I'm taking a lot of photos. I got here last Thursday, and I'm going home tomorrow but I don't want to leave! See you soon.

Kyra

Editing your writing

When you write something, it's a good idea to check for any spelling, grammar or punctuation mistakes.

Im on Vaccation at paris X

I'm on vacation in Paris. ✓

B Find and correct the mistakes in this postcard text.

hi Ellie.

Im on vacation in peru. I lov it here!
We went to Machu Picchu yesterday.
It was beautiful? Tomorrow we going
to Lake Titicaca. I can't wate!

See you when I get back,
wendy

WRITING

A PLAN Plan a postcard. Follow the instructions.

- Choose a place to write about.
- Write notes for each of the categories in Exercise A.

B WRITE Imagine you are on vacation now. Write a postcard. Use all of the information you prepared in Exercise A.

C EDIT Check your postcard for mistakes. Think about spelling, grammar and punctuation.

Write a postcard

Unit 12 Review

GRAMMAR

A Choose the correct options to complete the sentences.

- I have some *moneys* / *money* in my bag.
- Can I have two *ticket* / *tickets* to Buenos Aires, please?
- I asked the staff for more *information* / *informations* about the trip.
- My friend Anna goes on a lot of *vacation* / *vacations*.
- I don't have any *credit card* / *credit cards*, but I have some cash.
- Our taxi was late because there was a lot of *traffics* / *traffic*.

B Complete the conversation with the verbs in the box in the present progressive.

drive go take visit be

Sam: Where ¹ _____ you _____ on vacation this year?

Tom: I ² _____ my brother in Virginia.

Sam: ³ _____ you _____ the train?

Tom: No, I ⁴ _____ . I ⁵ _____ there.

VOCABULARY

Match the words with the descriptions. Use each word only once.

airport chalet guidebook passport
skiing snorkel taxi tent

- a type of vacation, usually in the mountains _____
- a type of transportation _____
- something you need when you go to another country _____
- a place you can stay in when you are on a skiing vacation _____
- something tourists use when they are sightseeing _____
- a place where you can get on a plane _____
- something you stay in when you are camping _____
- something you can use when you are on a beach vacation _____

Irregular Verbs

Base form	Simple past	Past participle
be	was/were	been
become	became	become
begin	began	begun
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
can	could	(been able to)
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
drink	drank	drunk
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
find	found	found
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone/been
grow	grew	grown
have	had	had
hear	heard	heard
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
leave	left	left
lend	lent	lent

Base form	Simple past	Past participle
let	let	let
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
must	had to	(had to)
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
set	set	set
shut	shut	shut
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spell	spelled	spelled
spend	spent	spent
stand	stood	stood
steal	stole	stolen
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wear	wore	worn
win	won	won
write	wrote	written

PHONETIC SYMBOLS

Single vowels			Diphthongs			Consonants					
/ɪ/	fish	/fɪʃ/	/uw/	new	/nuw/	/p/	pen	/pen/	/s/	snake	/sneɪk/
/i:/	bean	/bi:n/	/eɪ/	face	/feɪs/	/b/	bag	/bæg/	/z/	zoo	/zu:/
/ʊ/	foot	/fʊt/	/ɔɪ/	boy	/bɔɪ/	/t/	tea	/ti:/	/ʃ/	shop	/ʃɒp/
/u:/	shoe	/ʃu:/	/oʊ/	nose	/nouz/	/d/	dog	/dɒg/	/ʒ/	television	/ˈtelɪvɪʒən/
/e/	egg	/eg/	/ju/	use	/juz/	/tʃ/	chip	/tʃɪp/	/m/	map	/mæp/
/ə/	mother	/ˈmʌðər/	/aɪ/	eye	/aɪ/	/dʒ/	jazz	/dʒæz/	/n/	name	/neɪm/
/ɜ:/	word	/wɜ:rd/	/aʊ/	mouth	/maʊθ/	/k/	cake	/keɪk/	/ŋ/	ring	/rɪŋ/
/ɔ:/	talk	/tɔ:k/				/g/	girl	/gɜ:rl/	/h/	house	/haus/
/æ/	back	/bæk/				/f/	film	/fɪlm/	/l/	leg	/leg/
/ʌ/	bus	/bʌs/				/v/	verb	/vɜ:rb/	/r/	road	/roud/
/ɑ:/	arm	/ɑ:rm/				/θ/	thing	/θɪŋ/	/w/	want	/wɒnt/
/ɒ/	top	/tɒp/				/ð/	these	/ði:z/	/j/	yes	/jes/

1.1

Simple present *be*: *I, you*

	Positive	Negative
I	I am from Germany. I'm from Germany.	I am not from Germany. I'm not from Germany.
you	You are from Canada. You're from Canada.	You are not from Canada. You aren't from Canada. You're not from Canada.

	Yes/No questions	Short answers
you	Are you from Argentina?	Yes, I am. No, I'm not.

- For the verb *be*, we use *am* with *I* and *are* with *you*.

I am happy.

You are happy.

- We can use the long form (*I am / You are*) or the contraction (*I'm / You're*). We typically use the contraction when we speak.

I am from London. OR I'm from London.

You are from France. OR You're from France.

Be careful!

- Remember: *I am = I'm, You are = You're.*

I'm from Peru. NOT I'm am from Peru.

You're from Brazil. NOT You're are from Brazil.

1.2

Simple present *be*: *he, she, it*

	Positive	Negative
he/she/it	He/She is a teacher. He's/She's a teacher.	He/She is not a teacher. He/She isn't a teacher. He's/She's not a teacher.
	It is small. It's small.	It is not small. It isn't small. It's not small.

	Yes/No questions	Short answers
he/she/it	Is he friendly? Is she the manager? Is it fun?	Yes, he is. / No, he isn't. Yes, she is. / No, she isn't. Yes, it is. / No, it isn't.

- For the verb *be*, we use *is* with *he, she* and *it*.

He is nice.

She is nice.

It is nice.

- We can use the long form (*He is / She is / It is*) or the contraction (*He's / She's / It's*). We typically use the contraction when we speak.

He is busy. OR He's busy.

She is happy at her job. OR She's happy at her job.

It is a big company. OR It's a big company.

Be careful!

- For negative short answers, we usually use the contraction.

No, she isn't. NOT No, she is not.

1.1

Simple present *be*: *I, you*

A Choose the correct options.

- 1 I am / *are* from Madrid.
- 2 *You're* / *You're are* from Sweden.
- 3 *I not* / *I'm not* from Berlin.
- 4 You *not* / *aren't* from Hungary.
- 5 *You are* / *Are you* from New York?
- 6 I *are* / *am* from Germany.
- 7 You *are* / *am* from the UK.
- 8 *Am* / *Are* you from Indonesia?

B Write the negatives. Use contractions.

- 1 I'm from Italy.
I'm not from Italy.
- 2 You're from Brazil.

- 3 I'm from China.

- 4 You're from Egypt.

- 5 I'm from Japan.

- 6 You're from Turkey.

- 7 I'm from Mexico.

- 8 You're from Australia.

C Complete the conversations with the words in the box.

am are I I'm no not yes you

- 1 A: Are you from Italy?
B: Yes, I am.
- 2 A: Hello. Are you from Brazil?
B: Yes, I _____.
- 3 A: Are _____ from Australia?
B: Yes, I am.
- 4 A: Are you from Morocco?
B: _____, I am.
- 5 A: Are you from Canada?
B: _____, I'm not.
- 6 A: Good morning. Are you from Argentina?
B: Yes, _____ am.
- 7 A: Hello Lisa. Are you from China?
B: No, I'm _____.
- 8 A: Are you from Mexico?
B: No, _____ not.

► Go back to page 3.

1.2

Simple present *be*: *he, she, it*

A Choose the correct options.

- 1 He _____ an architect.
a be b is
- 2 My friend is _____ a doctor.
a not b isn't
- 3 Maria is a manager. _____ very nice.
a It's b She's
- 4 I like my job. _____ fun.
a It's b She's
- 5 Paul isn't a teacher. _____ a student.
a He's b It's
- 6 Her name _____ Karen and she's from Canada.
a is b are

B Complete the email with the words in the box.

he's is (x4) isn't it's she's

Hi Tina!

I'm at work but I'm not very busy. My manager ¹ isn't here today because she ² _____ in New York City. Her name ³ _____ Sandra and ⁴ _____ very nice. The job ⁵ _____ fun and I'm very happy here. Henri ⁶ _____ my colleague. ⁷ _____ very friendly. We're on the design team. ⁸ _____ a small team with four people.

See you soon!

Love,
Annette

C Write the correct short answers.

- 1 A: Is Marco a manager?
B: No, he isn't. (-)
- 2 A: Is your job difficult?
B: _____ (-)
- 3 A: Is Peter a student?
B: _____ (+)
- 4 A: Is Tina a teacher?
B: _____ (-)
- 5 A: Is your job fun?
B: _____ (+)

► Go back to page 5.

2.1

Simple present *be*: *we, you, they*

	Positive	Negative
<i>we</i>	We are from New York. We're from New York.	We are not from Canada. We aren't from Canada. We're not from Canada.
<i>you</i>	You are from Italy. You're from Italy.	You are not Spanish. You aren't Spanish. You're not Spanish.
<i>they</i>	They are Norwegian. They're Norwegian.	They are not from Sweden. They aren't from Sweden. They're not from Sweden.

	Yes/No questions	Short answers
<i>we</i>	Are we a great band?	Yes, you are. / No, you aren't. / No, you're not.
<i>you</i>	Are you musicians?	Yes, we are. / No, we aren't. / No, we're not.
<i>they</i>	Are they fans of world music?	Yes, they are. / No, they aren't. / No, they're not.

Possessive adjectives

Subject pronoun	Possessive adjective
I am a fan of American music.	My playlist is very cool.
You are from Japan.	Your country is in Asia.
He is Malian.	His country is in Africa.
We are from France.	Our country is in Europe.
They are singers.	Their songs are really good.

- For the verb *be*, we use *are* after the pronouns *we, you* and *they*.

We are from Senegal. **We're** from Senegal.
They aren't in a band.

- In *yes/no* questions, the verb *be* is first.

Are they good at music?
Are we at the concert?

- The answer to a *yes/no* question is *yes* or *no*, followed by a pronoun and the verb *be*.

Are you from America? **Yes, we are.** / **No, we aren't.** / **No, we're not.**

Are they singers? **Yes, they are.** / **No, they aren't.** / **No, they're not.**

- In *yes/no* questions with *no* answers, we can write the contraction in two ways.

Are they from Boston? **No, they aren't.** OR **No, they're not.**

Be careful!

- In *yes/no* questions with *yes* answers, we cannot write the contraction.

Are you fans of the band? **Yes, we are.**
~~**NoT Yes, we're.**~~

- For possessive adjectives, we change the subject pronoun to the correct possessive adjective.

I'm in a band. ~~**My**~~ band's name is Full Energy.
We are from Poland. ~~**Our**~~ country is quite big.

2.2

Wh- questions with *be*

Question word	<i>be</i>	Rest of question	Answer
What	is	your name?	My name is Lee.
Where	are	you from?	I am from China.
Who	is	your teacher?	Our teacher is Ms. Daniels.
When	is	your class?	It's at 10 am.
How old	are	your friends?	They are 14 years old.

- In *wh-* questions, the question word is first.

What are their jobs?

Where am I right now?

- In *wh-* questions, the verb is second.

Who is your classmate?

Where are Jason and Alex?

Be careful!

- In *wh-* questions, the verb matches the noun after it. The noun is the subject of the *wh-* question.

Where is their house? ~~**NoT Where are**~~ their house?
What are your names? ~~**NoT What is**~~ your names?

2.1

Simple present *be*: *we, you, they*; possessive adjectives

A Choose the correct options.

- Niko and John are Greek. They / *We* are from Greece.
- My best friend and I are Icelandic. *You* / *We* are from Iceland.
- You are* / *Are you* from Portugal?
- Are you fans of his music? Yes, *I* / *we* are.

B Put the words in the correct order to make sentences and questions.

- from / your friends / are / Jamaica
Are your friends from Jamaica?
- fans / we / of / her / music / aren't
_____.
- great / their / are / songs
_____?
- from / are / they / Reykjavik
_____?
- are / you / favorite / my / singer
_____!
- big fans / new album / they're / their / of
_____.
- classmates / are / Italian / your
_____?
- from / they're / Turkey / not
_____.

- Are your friends from Chile? Yes, *we* / *they* are.
- Are they free tonight? *No, they're not.* / *Yes, they're.*
- I'm a fan of music. *My* / *Your* playlist is full of songs.
- We're from Italy. *Our* / *Their* country is in southern Europe.

C Choose the correct options to complete the conversation.

Samantha: Hi, I'm Samantha. ¹ ___ in my music class?

Henry: Hi, Samantha. I'm Henry. Yes, ² ___ in the class together.

Samantha: Great! ³ ___ a big fan of music like me?

Henry: Oh, yes. ⁴ ___ playlist is full of great songs.

Samantha: That's nice. ⁵ ___ teacher is really nice, too.

Henry: Yes, I'm excited about ⁶ ___ lessons.

Samantha: Well, see you in class!

Henry: Bye!

- | | |
|--------------------|------------------|
| 1 a Are you | b You are |
| 2 a we're | b are we |
| 3 a You're | b Are you |
| 4 a Your | b My |
| 5 a Our | b His |
| 6 a your | b my |

► Go back to page 11.

2.2

Wh-questions with *be*

A Choose the correct options.

- | | | |
|--|--|---|
| 1 What ___ your name?
a is b are | 3 Where ___ your teacher from?
a is b are | 5 ___ your favorite artist?
a What's b Who's |
| 2 Who ___ your best friends?
a is b are | 4 How old ___ your parents?
a is b are | 6 ___ your favorite song?
a Where's b What's |

B Write the correct form of the verb *be* to complete the questions.

- | | |
|--------------------------------------|---------------------------------|
| 1 Where <u>are</u> Tom and Joseph? | 5 What _____ his favorite apps? |
| 2 What _____ her nationality? | 6 Who _____ Ariana Grande? |
| 3 Who _____ your favorite musicians? | 7 How old _____ this movie? |
| 4 How old _____ Shannon and Michael? | 8 When _____ your class? |

C Match the questions (1–8) and the answers (a–h).

- | | |
|-----------------------------------|--|
| 1 Where are Zara and Aliyah from? | a It's on Wednesday. |
| 2 Who's your Japanese teacher? | b He's 14. |
| 3 What's your favorite language? | c They're Mr. and Mrs. Neilson. |
| 4 How old is your new classmate? | d She's from Sweden. |
| 5 Where's Karen from? | e It's Chinese. |
| 6 How old are your sisters? | f Mr. Watanabe. |
| 7 Who are your neighbors? | g They're from Egypt. |
| 8 When's your class? | h They're 24 and 28. |

► Go back to page 13.

3.1

a/an and plural nouns; *this, that, these, those*

<i>a/an</i>	Plural nouns
a hat	three hats
a phone	phones
a box	two boxes
a baby	three babies
an umbrella	two umbrellas

- We use *a* or *an* to talk about one object.
- We use *an* when the noun starts with a vowel sound (*a, e, i, o, u*). We use *a* when the noun doesn't start with a vowel sound.
- We don't use *a* or *an* with plural nouns (= more than one object).
- We add *-s* to the end of most nouns to make them plural.
- We add *-es* to the end of nouns ending in *-ch* (e.g. *watch – watches*), *-s* or *-ss* (e.g. *class – classes*), *-sh* (e.g. *brush – brushes*), *-x* (e.g. *box – boxes*), and *-o* (e.g. *potato – potatoes*) to make them plural.
- For nouns ending in *-y*, we change the *-y* to *-i* and add *-es* (e.g. *baby – babies*).

this, that, these, those

- We use *this* and *that* to talk about one object.
Is this your bag?
- We use *these* and *those* to talk about more than one object.
Those actors are Italian.
- We use *this* and *these* to talk about things that are near.
These are my shoes.
- We use *that* and *those* to talk about things that are not near.
That's Khaled's house over there.

3.2

have/has

	Positive	Negative
I/you/we/they	I have a phone. You have a phone. We have a phone. They have a phone.	I don't have a son. You don't have a son. We don't have a son. They don't have a son.
he/she	He has a phone. She has a phone.	He doesn't have an umbrella.

	Question	Short answers
I/you/we/they	Do I/you/we/they have children?	Yes, I/you/we/they do. No, I/you/we/they don't.
he/she	Does he/she have a red bag?	Yes, he/she does. No, he/she doesn't.

- We use *have/has* to talk about family members and things that we own.

3.1

a/an and plural nouns

A Choose *a* or *an* or no article (–) to complete the sentences and questions.

- 1 My grandmother has *a / an / –* glasses.
- 2 *A / An / –* headphones are useful.
- 3 Aisha doesn't have *a / an / –* coat.
- 4 Is there *a / an / –* address on the letter?
- 5 This is *a / an / –* map of Turkey.
- 6 Take *a / an / –* umbrella with you!

B Complete the sentences and questions with the plural form of the words in parentheses.

- 1 Put three tomatoes (*tomato*) in the salad.
- 2 Our _____ (*family*) live on the same street.
- 3 When are your piano _____ (*lesson*)?
- 4 Which _____ (*country*) are on the map?
- 5 My team isn't playing well – we have five _____ (*loss*)!

this, that, these, those

C Complete the sentences and questions with *is* or *are*.

- 1 This phone is great!
- 2 _____ that a map of Greece?
- 3 These _____ my new shoes.
- 4 These exercises _____ easy!
- 5 What _____ that thing over there?
- 6 _____ these Olivia's headphones?

D Read the sentences and check (✓) the correct pictures.

- 1 This is my new hat.



- 2 That is my book.



- 3 Those headphones are cool!



- 4 Are these your keys?



► Go back to page 19.

3.2

have/has

A Complete the sentences with the correct form of *have*.

- 1 Afua doesn't have a coat and she's cold! (–)
- 2 My friends and I _____ English classes on Sundays. (–)
- 3 My mother _____ a new phone. (+)
- 4 I _____ a brother. (+)
- 5 Akim _____ a blue school bag. (+)

- 6 My dad _____ glasses. (–)
- 7 She _____ a brother and a sister. (+)
- 8 We _____ a new car. (+)
- 9 They _____ grandchildren. (–)
- 10 Sarah _____ a coat. (–)

B Put the words in order to make questions. Then write short answers.

- 1 my phone / have / Do / you

A: Do you have my phone?

B: No, I don't.

- 2 have / Carlo / a brother / Does

A: _____?

B: No, _____.

- 3 have / they / a red car / Do

A: _____?

B: Yes, _____.

- 4 two grandchildren / Mary and John / have / Do

A: _____?

B: Yes, _____.

- 5 the waiter / have / our food / Does

A: _____?

B: Yes, _____.

► Go back to page 21.

4.1

Simple present: *I, you, we, they*

	Positive	Negative
I	I work in an office.	I do not work in an office. I don't work in an office.
you	You start work at eight o'clock.	You do not start work at eight o'clock. You don't start work at eight o'clock.
we	We watch TV in the evening.	We do not watch TV in the evening. We don't watch TV in the evening.
they	They play soccer.	They do not play soccer. They don't play soccer.

- We use the simple present for things that are always true or actions that always happen.

They live in a lighthouse.

We play soccer on Saturdays.

- For *I/you/we/they*, the verb form is the same.

I play.

We play.

- We form the negative with the long form (*do not*) or the contraction (*don't*) before the verb. We usually use the contraction when we speak.

I do not start work at nine o'clock. OR I don't start work at nine o'clock.

Be careful!

- Remember that *don't* is the negative of *do not*.

I don't work here. NOT I don't not work here.

4.2

Simple present questions: *I, you, we, they*

	Yes/No question	Positive short answer	Negative short answer
I	Do I live in a house?	Yes, you do.	No, you don't.
you	Do you go to the river?	Yes, I/we do.	No, I/we don't.
we	Do we live in houses?	Yes, you do.	No, you don't.
they	Do they go to the countryside?	Yes, they do.	No, they don't.

	Wh- questions
I/you/we/they	What time do I start work? How do you relax? Where do we live? When do they go to work?

- For *yes/no* questions, we put *do* at the beginning. We don't change the verb.

Do you work here?

- For other questions we can use question words, e.g. *where, when, what time, who, how*, etc. We put *do* after the question word.

Where do you live?

When do we start work?

Be careful!

- For negative answers to *yes/no* questions, we normally use the contraction.

No, I don't. NOT No, I do not.

4.1

Simple present: *I, you, we, they*

A Choose the correct options.

- 1 I don't / *not* watch TV in the mornings.
- 2 They *do go* / *go* to bed at 11 pm.
- 3 After work, we go home and *to relax* / *relax*.
- 4 I *don't* / *not* get up early on Sundays.
- 5 I *am live* / *live* with two friends.
- 6 We *start* / *do start* work at seven in the morning.
- 7 You *go* / *to go* out on Saturdays.
- 8 They *play don't* / *don't play* games on their computers at work.

B Complete the text with the verbs in the box.

don't talk finish get up go live relax start work

I ¹ work in an office. My friends Anna and Frieda work there too. They're very nice.
 We ² _____ work at 8 am, so I ³ _____ at 7 am. When we ⁴ _____
 work – at about five o'clock, we ⁵ _____ out. Our other friends ⁶ _____ in the
 town, so we meet them after work. We ⁷ _____ and we ⁸ _____ about work!

C Reorder the words to make sentences.

- 1 don't / at six o'clock / I / get up I don't get up at six o'clock
- 2 TV / in the evenings / watch / I _____
- 3 at seven o'clock / work / don't / you / start _____
- 4 live / we / in the same house _____
- 5 games / on my computer / play / I _____
- 6 on Monday evenings / don't / we / go out _____
- 7 they / here / don't / live _____
- 8 I / at home / relax _____

▶ Go back to page 27.

4.2

Simple present questions: *I, you, we, they*

A Match the questions (1–6) and the answers (a–f).

- | | | |
|---------------------------|----------|-------------------|
| 1 Do you live in Texas? | <u>c</u> | a In Madrid. |
| 2 When do we start work? | ___ | b I watch TV. |
| 3 Where do they live? | ___ | c Yes, I do. |
| 4 Do they work in August? | ___ | d No, they don't. |
| 5 How do you relax? | ___ | e Erica. |
| 6 Who do you work with? | ___ | f At six o'clock. |

B Complete the sentences with the words in the box.

do (x2) don't how when where

- | | |
|--|--|
| 1 A: Do you both live in Warsaw?
B: Yes, we <u>do</u> . | 4 A: _____ do you get to work?
B: By car. |
| 2 A: _____ do you live?
B: In Switzerland. | 5 A: _____ do you watch TV?
B: In the evening. |
| 3 A: Do those people work with you?
B: No, they _____. | 6 A: Do you go to bed late?
B: Yes, I _____. I go to bed at about one o'clock in the morning. |

C Use the prompts to write questions.

- | | |
|---|---|
| 1 you / live / in a tent <u>Do you live in a tent</u> ? | 5 what time / you / start work _____ ? |
| 2 where / you / work _____ ? | 6 your friends / live here _____ ? |
| 3 you / play / games _____ ? | 7 how / we / play this game _____ ? |
| 4 when / you / talk / to your family _____ ? | 8 you / go / to the countryside _____ ? |

▶ Go back to page 29.

5.1

Simple present: *he, she, it*

	Positive	Negative
he/she/it	He cooks dinner every day. She washes the dishes after dinner.	He doesn't go running in the morning. She doesn't do the laundry every day.
	Yes/No question	Short answer
he/she/it	Does Henry take a bath in the evening? Does it clean the floor?	Yes, he does. / No, he doesn't. Yes, it does. / No, it doesn't.

- In positive sentences with *he, she* or *it*, we use the main verb plus -s or -es.

He cooks dinner for his family.

She does housework in the afternoon.

- In negative sentences with *he, she* or *it*, we use *doesn't* plus the main verb without -s.

Brad doesn't clean the bathroom.

She doesn't watch TV all the time.

- In *yes/no* questions with *he, she* or *it*, we use *does* followed by the subject and the main verb without -s.

Does your mom do your laundry for you?

- In *wh*-questions with *he, she* or *it*, we use a subject and *does* plus the main verb without -s.

When does Martin make his bed?

- We use *does* in short answers to *yes/no* questions. We do not repeat the main verb.

Does Tom clean the kitchen? Yes, he does. NOT Yes, he does clean.

Be careful!

- Some verbs take -es for the ending in *he/she/it* simple present. Some examples are *do* and *go* and verbs that end in -sh or -ch.

He does the laundry at night. NOT He dos the laundry at night.

She washes dishes with her sister. NOT She washs dishes with her sister.

5.2

Adverbs of frequency

	Adverb	Examples with <i>be</i>	Examples with other verbs
100%	always	I'm always hungry!	I always drink coffee with breakfast.
	usually	He's usually thirsty after running.	He usually eats dinner at 7 pm.
	frequently	They're frequently late for dinner.	They frequently eat lunch in their office.
	sometimes	You're sometimes tired and hungry.	You sometimes have coffee after lunch.
	seldom	We are seldom free for coffee.	You seldom have dessert.
0%	never	I'm never late for dinner.	I never drink orange juice.

- We put adverbs of frequency after the verb *be*.

He's usually very hungry before lunch.

They're sometimes busy on weekends.

- We put adverbs of frequency before other verbs.

I usually have a large salad for supper.

She frequently drinks water at lunchtime.

- We can also put the adverbs *usually* and *sometimes* at the beginning of the sentence.

Usually, I have fruit for my breakfast.

Sometimes, I have coffee.

Be careful!

- We don't put the adverbs *always*, *seldom* or *never* at the beginning of a sentence.

She always has rice. NOT Always, she has rice.

Be careful!

- We do not use *never* with *don't* or *doesn't*.

I never eat late at night. NOT I don't never eat late at night.

5.1

Simple present: *he, she, it*

A Choose the correct options.

- He ___ for a walk every weekend.
a go **b goes**
- She ___ meals for her children.
a cook b cooks
- George doesn't ___ in the backyard at night.
a sit b sits
- What gym does Monica ___ to?
a goes b go

B Check (✓) the correct sentences and put an (X) for the incorrect sentences.

- David sits in the backyard in the evening. ✓
- Mike go running every Sunday. _____
- Jill cooks meals for her family. _____
- Paula doesn't plays chess every day. _____
- Does Josh goes to the gym? _____
- A: Does Henry go shopping?
B: Yes, he does. _____
- A: Does Amy take a bath every day?
B: No, she doesn't do! _____
- Where Erika goes for a walk? _____

- Does Taylor ___ chess every day?
a plays b play
- Does he go running late at night? Yes, he _____.
a does b runs
- Kelly ___ TV on Saturday mornings.
a watchs b watches
- What time does Jenny ___ a bath?
a take b takes

C Complete the sentences with the correct form of the words in parentheses.

- Michelle sits (sit) in the backyard in the summer.
- My dad _____ (take) a bath every night.
- She _____ (go) for a walk every weekend.
- When _____ (he / do) the laundry?
- A: Does your grandmother go running?
B: No, she _____ (do not).
- Lily _____ (not go) to the gym.
- A: Does your brother play chess?
B: Yes, he _____ (do).

► Go back to page 35.

5.2

Adverbs of frequency

A Choose the correct adverbs of frequency.

- I ___ have coffee in the morning, but not every day.
a always **b frequently**
- She ___ has salad for lunch. She has it three or four times a week.
a never b frequently
- He ___ eats eggs for breakfast. He doesn't like them!
a sometimes b never
- They ___ have dinner at home, five or six days a week.
a never b usually

B Choose the correct options to complete the sentences.

- Mike usually has / *has usually* juice with his cereal.
- She *cooks frequently* / *frequently cooks* dinner for the family.
- They *frequently are* / *are frequently* late for class.
- We *drink never* / *never drink* milk at breakfast.
- I *am sometimes* / *sometimes am* hungry for breakfast.
- He *seldom eats* / *eats seldom* vegetables.
- You *always aren't* / *aren't always* busy for lunch.
- Helena doesn't *never* / *usually* eat bananas.

- She's ___ early for class, two or three times a month.
a sometimes b always
- We ___ cook chicken and rice. My wife and I don't like it.
a never b usually
- John is ___ busy on Fridays. He has a lot of work on that day.
a always b never
- You ___ eat snacks, almost every day of the week!
a sometimes b frequently

C Put the words in the correct order to make sentences.

- drink / usually / for / I / breakfast / tea
I usually drink tea for breakfast
- home / cooks / she / dinner / at / frequently

- in / hungry / morning / the / he / is / always

- breakfast / eat / we / never

- don't / pizza / usually / they / have

- for / are / never / we / work / late

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6.1

there is / there are

	Singular	Plural
Positive	There is a bus stop. There's a bus stop.	There are a lot of boats.
Negative	There isn't an airport.	There aren't any buses.

- We use *there is/isn't* or *there are/aren't* to say that something exists (or doesn't exist). We can use *there is / there are* to describe different places or things in a house, town, etc.

There are a lot of flowers in the yard.

There's a bookstore in the center of town.

- We use *there is* with a singular noun and *there are* with a plural noun.

There's a bank in the city center.

There are bus stops on this street.

- We use *some* and *a lot of* with plural nouns in positive sentences.

There are some nice cafés in my neighborhood.

There are a lot of hotels in this city.

- We use *any* and *a lot of* with plural nouns in negative sentences.

There aren't any museums in my town.

There aren't a lot of tourists here.

	<i>some / a lot of / any</i>
Positive	There are some big buildings. There are a lot of museums.
Negative	There aren't any islands. There aren't a lot of stores.

Be careful!

- In sentences with more than one noun, the verb agrees with the first noun.

There's a hotel and a grocery store.

There are ten stores and a large hotel.

There's a park and two swimming pools.

6.2

is there / are there question forms

	Question	Positive short answer	Negative short answer
Singular	Is there a dresser?	Yes, there is.	No, there isn't.
Plural	Are there cushions?	Yes, there are.	No, there aren't.

	Question
<i>a lot of</i>	Are there a lot of books?
<i>any</i>	Are there any chairs?

- We use *Is there ...?* or *Are there ...?* to ask about different places and objects.

Is there a library in town?

Are there cushions on the couch?

- We use *Is there ...?* with a singular noun and *Are there ...?* with a plural noun.

Is there a bathtub in the bathroom?

Are there pictures on the wall?

- We can use *a lot of* and *any* in questions about plural nouns.

Are there a lot of books on the bookshelf?

Are there any cups in the kitchen?

Be careful!

- We use *there is* not *there's* in a positive short answer.

Yes, there is. NOT ~~Yes, there's.~~

6.1

There is / There are**A** Choose the correct options to complete the sentences.

- There aren't **some** / **any** cars in Venice.
- There are **a lot of** / **any** water taxis.
- There **'s** / **are** 350 boats (called 'gondolas') in Venice.
- There are about 400 boatmen but there **'s** / **are** only one woman!
- There are **a** / **some** narrow streets in Venice. One street is only 53 centimeters wide!
- There are **some** / **any** very old buildings in Venice – the Palazzo Grimani Museum is more than 500 years old!

B Complete the description with *there is/there isn't* or *there are/aren't*.

I live in a small town and ¹ there aren't a lot of restaurants. ² _____ a lot of things to do in my town – it's very boring really – but ⁴ _____ a nice park. I usually play soccer there with my friends on Saturdays. It's a very small place, so ⁵ _____ any art galleries and ⁶ _____ a museum. You have to go to the city to find those, but ⁷ _____ two small stores. ⁸ _____ a train station and that's very important for me and my friends because we get the train into the city. In the city, ⁹ _____ a big shopping mall and we go there to buy clothes.

C Complete the sentences with the correct form of the noun in parentheses. Add *a* or *an* if necessary.

- There are a lot of flowers (flower) in our yard.
- There's a TV and a computer (computer).
- There aren't any _____ (book) on the bookshelf.
- There are ten _____ (chair) and a big table.
- There's _____ (fridge) in the kitchen.
- There isn't _____ (apple tree) in the backyard.
- There aren't a lot of _____ (plant) on the balcony.
- There are some _____ (cushion) on the floor.

► Go back to page 43.

6.2

Is there / Are there question forms**A** Complete the questions with *Is* or *Are*.

- Is there a bookcase in your bedroom?
- _____ there a big window?
- _____ there two beds in your bedroom?
- _____ there a lot of cushions on your couch?
- _____ there any photos on the walls?
- _____ there a TV in your bedroom?
- _____ there a desk by the window?
- _____ there a lot of things under your bed?

B Answer the questions in Exercise A.

- Yes, there is.
- No, there _____.
- Yes, there _____.
- No, there _____.
- Yes, there _____.
- No, there _____.
- Yes, there _____.
- No, there _____.

C Use the prompts to create questions using *Is there* and *Are there*.

- a lot of / cabinets / kitchen
_____?
- a lamp / desk
_____?
- any / books / bookshelf
_____?
- clock / wall
_____?
- cups / coffee table
_____?
- any / mirrors / bathroom
_____?
- blue cushions / couch
_____?
- rug / bedroom floor
_____?

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7.1

can / can't

	Positive	Negative
I/you/he/she/it/we/they	I can swim. They can fly.	I can't swim. They can't fly.

- We use *can/can't* when we want to talk about someone's ability or skills.

I can run.

I can't drive a car.

- The form of *can/can't* never changes.

He can swim. NOT He cans swim.

She can't climb. NOT She cans not climb.

	Question	Positive short answer	Negative short answer
I/you/he/she/it/we/they	Can you climb? Can they live underwater?	Yes, I/we can. Yes, they can.	No, I/we can't. No, they can't.

- We also ask *wh-* questions with *can*.

What can you do?

Which animals can fly?

Be careful!

- Can* is followed by a verb without *to*.

I can swim. NOT I can to swim.

7.2

Possessive 's

Singular noun	This is John's sister.
Singular noun ending with -s	Is that Chris's brother? Is that Chris' brother?
Plural noun	These are the girls' friends.

- We use a possessive 's to show that something belongs to someone.

This is Mark's bag. = This bag belongs to Mark.

- With a singular noun, we add 's to show something belongs to that person.

This is the boy's dad.

- With a singular noun that ends in -s, we can add 's or ' after the -s.

This is James's sister.

This is James' sister.

- For plural nouns that end in -s, we add the ' after the -s.

My cousins' house. (= I have more than one cousin and they share the same house.)

What are your parents' names? (= You have more than one parent.)

Be careful!

- We also use 's as a contraction of *is* or *has*.

His name's Bill. (= his name is)

He's been out with his brother. (= he has)

7.1

can / can't

A Choose the correct options.

- 1 I can walk / to walk all day.
- 2 He *can't* / *not* speak English.
- 3 *Can you* / *You can* play chess?
- 4 I can swim but my brother *isn't* / *can't*.
- 5 *They can* / *Can they* climb with a rope?
- 6 **A:** Can you swim?
B: Yes I *can* / *swim*.
- 7 What things *can you* / *you can* do?
- 8 Dogs can swim but they *not* / *can't* fly.

B Write *can* or *can't* to complete the sentences.

- 1 We _____ climb this mountain – it's not that big!
- 2 Fish _____ fly.
- 3 My brother _____ speak French – he's terrible at languages.
- 4 Sam's manager _____ play the guitar. She's very talented.
- 5 She can drive a car but she _____ ride a motorcycle.

C Complete the short answers.

- 1 Can you swim? Yes, I can.
- 2 Can you play guitar? No, _____.
- 3 Can they swim? Yes, _____.
- 4 Can John speak French? Yes, _____.
- 5 Can she speak Spanish? No, _____.
- 6 Can fish fly? No, _____.

D PRACTICE There is one mistake in each sentence. Correct the sentences.

- 1 I can to climb without ropes.
I can climb without ropes.
- 2 We not can jump very high.

- 3 It can flies for hundreds of kilometers.

- 4 He cans swim underwater for a long time.

- 5 Do you can dive ten meters down?

- 6 No, I don't can!

- 7 They can do play musical instruments.

- 8 We can to run very far.

- 9 She can speaks English.

- 10 Yes, I do can.

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7.2

Possessive 's

A There is one mistake in each sentence. Find and correct the mistakes.

- 1 This is my friend's sister, Mary.
- 2 Sebastian is Fiona brother.
- 3 John's brothers names are Philip and Frederick.
- 4 My sisters' name is Sandra.
- 5 I like Davids' house.
- 6 Do you know Angus manager?
- 7 These are my parent's, Jill and Greg.
- 8 Where is Harry's parents house?

B Rewrite the phrases using 's or '.

- 1 the uncle of my friend = my friend's uncle
- 2 the office of Costas = _____
- 3 the names of my parents = _____
- 4 the favorite restaurant of Keith = _____
- 5 the daughter of my manager = _____
- 6 the company of his cousins = _____
- 7 the school of their sons = _____
- 8 the desk of Peter = _____

C Read the text and write 's or ' in the correct places. There are six changes, including the example.

I have a busy week this week. On Monday, there's an all-day meeting in my manager's office, starting at 9 am. Then, I have to go to my son school (I have a son and a daughter) to talk to his teachers. On Tuesday, I go to Tampa for three days. We usually go in my colleague car. I always stay at a friend house in Tampa. My parents live near there, so I usually see them. My parents house is very small, so I can't stay there. Then, on Friday, we have a meeting at our company Orlando office. Finally, my vacation starts on Saturday!

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8.1

Present progressive

	Positive	Negative
I	I am talking to my neighbor. I'm talking to my neighbor.	I am not wearing a green coat. I'm not wearing a green coat.
you/we/they	We are sitting in a café. We're sitting in a café.	They are not leaving the park. They aren't leaving the park. They're not leaving the park.
he/she/it	It is raining right now. It's raining right now.	She is not working at her desk. She isn't working at her desk. She's not working at her desk.

	Question	Positive short answer	Negative short answer
I	Am I sitting in your chair?	Yes, you are.	No, you aren't. / No, you're not.
you/we/they	Are you drinking coffee?	Yes, I am. Yes, we are.	No, I'm not. No, we aren't. / No, we're not.
he/she/it	Is he taking a selfie?	Yes, he is.	No, he isn't. / No, he's not.

- We use the present progressive to talk about things that happen now.
I'm going to the library right now.
- We make the present progressive with the subject + *am/is/are* + verb + *-ing*.

We're walking down the street.

She's standing up now.

- In questions, the subject goes after *am/is/are*.

Are you meeting your friends?

- In positive short answers, we use the subject + *am/is/are*.

Is Malcolm watching TV right now? Yes, he is.

- In negative short answers with *you/he/she/it/we/they*, there's a choice of negative.

Is Greg watching TV right now? No, he isn't. OR No, he's not.

Be careful!

- We cannot use the present progressive to talk about things we do every day, only for things we're doing right now.

I'm drinking tea with my breakfast today. NOT ~~I'm drinking tea with my breakfast every day.~~

- We add *-ing* to the verb to make the present progressive. Some verbs have special spelling rules. For verbs that end in a consonant + *-e*, such as *have*, *come* and *make*, we cut the *-e* and add *-ing*.

He's coming from the library. NOT ~~He's comeing from the library.~~

- For most verbs that end in consonant + vowel + consonant, such as *sit*, *stop* and *put*, we double the consonant and add *-ing*.

They're stopping at the bank. NOT ~~They're stoping at the bank.~~

8.2

Adjective order

	Size	Age	Color
Adjectives	big short long	new old	red yellow green blue gray white
Example sentences	It's a big red coat. He's wearing old green shorts. We're wearing our new blue shoes.		

- We can put more than one adjective before a noun.

I'm wearing a new red shirt.

He has a big gray hat.

- The color adjective usually goes after the adjective for size or age.

It's an old yellow dress. NOT ~~It's a yellow-old dress.~~

Be careful!

- Remember to use the right article before the adjective. We use *an* in front of adjectives that start with a vowel.

She's wearing an old blue dress. NOT ~~She's wearing a old blue dress.~~

8.1

Present progressive

A Choose the correct options.

- 1 I'm walking / walk down the street.
- 2 You are / is sitting on my coat.
- 3 We're not watch / watching the movie now.
- 4 Is she / She is meeting her friend now?
- 5 He's stand / standing up right now.
- 6 They're not looking / looking not at clothes.
- 7 Are you have / having lunch now?
- 8 We're going / go to the park.

B Choose the correct answers to the questions.

- 1 Are you texting Darren?
a No, you're not. **b** No, I'm not.
- 2 Is your sister having lunch?
a Yes, she is. b Yes, she has.
- 3 Are they going to the bank?
a No, they're not going. b No, they're not.
- 4 Am I wearing your T-shirt?
a Yes, it is. b Yes, you are.
- 5 Is he lying down right now?
a Yes, he's lying. b Yes, he is.
- 6 Is Harry sleeping?
a No, he's not. b No, he not sleeping.
- 7 Are they talking to someone?
a No, they're not talking. b No, they aren't.
- 8 Are you watching the soccer game?
a Yes, I am. b Yes, I'm.

C Complete the sentences with the present progressive form of the verbs in parentheses.

- 1 He is walking (walk) to the park.
- 2 She _____ (eat) dinner now.
- 3 They _____ (sit) on a bench.
- 4 I _____ (have) a salad.
- 5 _____ (you / wear) your new coat?
- 6 Look! The car _____. (not stop)
- 7 _____ (she / make) dinner?
- 8 I _____ (put) money in the bank.

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8.2

Adjective order

A Choose the correct options.

- 1 It's a ___ coat.
a new red b red new
- 2 She has ___ shoes.
a green old b old green
- 3 He's wearing a ___ hat.
a big blue b blue big
- 4 Do you have a ___ dress?
a new green b green new
- 5 I like your ___ skirt.
a yellow long b long yellow
- 6 They don't have ___ sneakers.
a white new b new white
- 7 It's a(n) ___ sweatshirt.
a gray old b old gray
- 8 Michelle is wearing a ___ coat.
a short white b white short

B Check (✓) the correct sentences and put an (X) for the incorrect sentences.

- 1 She's wearing red long socks. **X**
- 2 He likes old yellow hats. _____
- 3 It's a gray big dress. _____
- 4 Those aren't new brown shoes. _____
- 5 They're not wearing long green skirts. _____
- 6 We have blue old T-shirts. _____
- 7 I want a big white sweatshirt. _____
- 8 Do you have green new shoes? _____

C Put the words in the correct order to make sentences and questions.

- 1 socks / brown / they're / old
They're old brown socks
- 2 has / red / coat / she / a / big

- 3 wearing / green / they're / old / T-shirts

- 4 you / hat / new / a / have / brown / do
_____?
- 5 coat / like / I / blue / your / long

- 6 a / sweatshirt / yellow / that's / big

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9.1

Simple past: *was/were*

	Positive	Negative
I/he/she/it	It was interesting.	She was not young. She wasn't young.
you/we/they	You were amazing.	We were not there. We weren't there.

	Question	Positive short answer	Negative short answer
I/he/she/it	Was he popular?	Yes, he was.	No, he wasn't.
you/we/they	Were they at home?	Yes, they were.	No, they weren't.

- The simple past forms of the verb *be* are *was*, *were*, *wasn't* and *weren't*.
Marie Tussaud was an artist from France.
My grandparents weren't famous.
- We use *was(n't)/were(n't)* to talk about people and things in the past.
Nelson Mandela was the first black president of South Africa.
- For *yes/no* questions, we put *was* or *were* at the beginning of the question, followed by the subject.
Was he a popular writer?
- For *wh-* questions, we put *what*, *where*, *why*, etc at the beginning of the question, followed by *was/were* + the subject.
Who was that man?
Where was it?
Why were you late?

9.2

Simple past: regular verbs

	Positive	Negative
I/you/he/she/it/we/they	She lived in Mexico. We learned a song.	I did not play tennis. I didn't play tennis.

- We use the simple past tense to talk about actions in the past.
Alexander Fleming discovered penicillin in 1928.
- We form the simple past tense of regular verbs by adding *-ed* to the main verb. If the verb ends in *-e*, just add *-d*. If the verb ends in *-y*, change the *-y* to an *-i* and add *-ed*.
start → started
live → lived
study → studied
- To form the negative, we put *did not (didn't)* before the main verb.
She didn't study math.
- To talk about a period of time in the past, we can use *for* + minutes, months, years, etc.
He lived in Spain for three years.

Be careful!

- Use *didn't* for the negative, but don't add *-d* or *-ed* to the main verb. The main verb stays the same.
She didn't live there. NOT She didn't lived there.

9.1

Simple past: was/were

A Complete the conversation with *was*, *wasn't*, *were* or *weren't*.A: Where ¹ were you yesterday?B: I ² _____ in London.A: Why ³ _____ you in London?B: We ⁴ _____ at Madame Tussauds on a day trip.A: ⁵ _____ it fun?B: Yes, it ⁶ _____ amazing. There were statues of writers, actors and politicians. They ⁷ _____ all so real!A: ⁸ _____ you there all day?B: No, we ⁹ _____. We ¹⁰ _____ there for about three hours.

B Put the words in the correct order to make questions.

- 1 Charles Dickens / was / who Who was Charles Dickens ?
- 2 when / he / was / born _____ ?
- 3 he / from London / was _____ ?
- 4 from / where / he / was _____ ?
- 5 rich / were / his parents _____ ?
- 6 his best book / what / was _____ ?

C Match the questions (1–6) in Exercise B and the answers (a–f).

- ___ a No, he wasn't.
- ___ b It was *Oliver Twist*, in my opinion.
- ___ c He was a famous writer.
- ___ d No, they weren't.
- ___ e He was born in 1812.
- ___ f He was from Portsmouth.

► Go back to page 67.

9.2

Simple past: regular verbs

A Complete the sentences with the simple past form of the verbs in parentheses.

- 1 Picasso changed (*change*) the way we look at art.
- 2 We _____ (*try*) to find information about Frida Kahlo.
- 3 William Shakespeare _____ (*live*) in a town called Stratford-upon-Avon.
- 4 Kim _____ (*decide*) to write about Ada Lovelace for her project.
- 5 The women _____ (*plant*) trees in the park.
- 6 I _____ (*start*) to read a book about famous women scientists.
- 7 Our history class _____ (*study*) the Anasazi people of North America last year.
- 8 Shelly _____ (*remember*) to bring back my book about Wangari Maathai.

B Make the sentences negative.

- 1 Ada Lovelace studied art.
Ada Lovelace didn't study art.
- 2 The female characters talked a lot in the book.
The female characters _____ in the book.
- 3 Elena Favilli and Francesca Cavallo created a book about famous men.
Elena Favilli and Francesca Cavallo _____.
- 4 Maria Sibylla Merian collected clothes.
Maria Sibylla Merian _____.
- 5 Wangari Maathai planted flowers.
Wangari Maathai _____.

C Complete the sentences with the past form of the verbs in parentheses.

- 1 I _____ (*not want*) to be a dancer when I was a child.
- 2 We _____ (*study*) French when we were at school.
- 3 My wife _____ (*design*) the house we live in.
- 4 He _____ (*start*) a new yoga class last week.
- 5 She _____ (*not use*) her phone yesterday.
- 6 They _____ (*not receive*) the letter last Monday.

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10.1

Simple past: irregular verbs

Verb	Positive	Negative
build	I built a house.	I didn't build a house.
buy	You bought a good car.	You didn't buy a good car.
choose	He chose 100 objects.	He didn't choose 100 objects.
find	She found it yesterday.	She didn't find it yesterday.
give	We gave it to the teacher.	We didn't give it to the teacher.
go	They went from town to town.	They didn't go from town to town.
have	I had coffee this morning.	I didn't have coffee this morning.
make	They made tools.	They didn't make tools.
sell	We sold the house.	We didn't sell the house.
wear	She wore her new T-shirt yesterday.	She didn't wear her new T-shirt yesterday.

- Irregular verbs do not take *-ed* in the simple past. You have to learn each verb separately.

They **found** an axe. ~~NOT They finded an axe.~~

They **went** to the museum. ~~NOT They goed to the museum.~~

- In the negative, we use *didn't* + base form.

I **didn't have** coffee yesterday. ~~NOT I didn't had coffee yesterday.~~

- In the negative, we usually use the contraction *didn't* but we can also use the long form *did not*.

They **didn't know** the answer. **OR** They **did not know** the answer.

Be careful!

- Irregular verbs do not change form in the simple past.

simple present: I **make**... / He **makes**... **BUT** simple past: I **made**... / He **made**...

10.2

Simple past: questions

Question	Positive short answer	Negative short answer
Did I tell you about the meeting?	Yes, you did.	No, you didn't.
Did you see the manager?	Yes, I/we did.	No, I/we didn't.
Did he win a prize?	Yes, he did.	No, he didn't.
Did she finish her work?	Yes, she did.	No, she didn't.
Did it rain yesterday?	Yes, it did.	No, it didn't.
Did we take a lot of photos?	Yes, you/we did.	No, you/we didn't.
Did they find the money?	Yes, they did.	No, they didn't.

- For *yes/no* questions, we put *did* at the beginning, followed by the subject + base form. We don't change the verb.

Did you see that?

	Wh- questions
I/you/he/she/it/we/they	What time did she get up? How did you get to work today? Where did they study? When did he leave Jamaica? Why did you do that? Who did you talk to yesterday?

- For *wh-* questions, we put *what, where, why*, etc at the beginning of the question, followed by *did* + subject + base form.

Where did she go?

Who did they work with?

What did she say?

Be careful!

- For negative answers to *yes/no* questions, we normally use the contraction.

No, I didn't. ~~NOT No, I did not.~~

10.1

Simple past: irregular verbs

A Write the simple past form of the verbs.

- 1 have had
- 2 make _____
- 3 go _____
- 4 build _____
- 5 sell _____
- 6 buy _____
- 7 give _____
- 8 wear _____

B Complete the sentences using the simple past form of the verbs in parentheses.

- 1 I wore (wear) a blue shirt yesterday.
- 2 My dad _____ (build) our house.
- 3 We _____ (have) coffee for breakfast.
- 4 Our parents _____ (give) us money.
- 5 He _____ (buy) a new phone.
- 6 They _____ (choose) a present for Alan.
- 7 My grandmother _____ (sell) flowers.
- 8 You _____ (find) us.

C Rewrite the sentences in Exercise B in the negative.

- 1 I didn't wear a blue shirt yesterday
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____

D Complete the sentences with the correct simple past form of the verbs in parentheses.

A hundred years ago, life in America was very different. They ¹ _____ (not have) computers or cell phones. People ² _____ (not send) emails. They ³ _____ (write) letters and ⁴ _____ (send) postcards. They ⁵ _____ (not buy) things online. They ⁶ _____ (go) to stores and markets. Stores ⁷ _____ (not sell) a lot of clothes. People ⁸ _____ (make) clothes at home. Parents ⁹ _____ (give) their children homemade toys. But even without the internet, children ¹⁰ _____ (find) a lot of ways to have fun by singing and playing games at home.

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10.2

Simple past questions

A Match the questions (1–6) and the answers (a–f).

- | | | |
|---------------------------------|----------|--------------------|
| 1 Did they watch TV last night? | <u>d</u> | a To Florida. |
| 2 What time did you get up? | _____ | b No, it didn't. |
| 3 Where did you go on vacation? | _____ | c Yes, I did. |
| 4 Did you go to work yesterday? | _____ | d No, they didn't. |
| 5 How did you get to work? | _____ | e I went by bus. |
| 6 Did it start on time? | _____ | f At nine o'clock. |

B Complete the sentences with the words in the box.

did didn't we what where why

- 1 A: Did you sell him your car?
B: No, I didn't.
- 2 A: _____ did you buy those clothes?
B: In town.
- 3 A: How _____ you get here?
B: By car.
- 4 A: Did you find us OK?
B: Yes, _____ did.
- 5 A: _____ did you buy that phone?
B: Because I liked it.
- 6 A: _____ time did the movie start?
B: At eight o'clock.

C Write questions in the simple past.

- 1 you / see / that
Did you see that?
- 2 when / you / go / to Miami
_____?
- 3 you / build / your house
_____?
- 4 where / you / buy / that hat
_____?
- 5 she / wear / her new dress
_____?
- 6 why / you / choose / that color
_____?
- 7 they / find / the money
_____?
- 8 what time / we / start
_____?

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11.1

like/love/hate/enjoy + verb + -ing

	Positive	Negative	Question
I/you/we/they	I enjoy going to the theater. They love going to restaurants.	We don't enjoy staying at home on weekends.	Do they like spending time with friends?
he/she/it	He likes watching TV. Joanna loves playing soccer.	She doesn't like listening to loud music.	Does Frank enjoy watching videos on his laptop?

- In positive phrases, we use *like/love/hate/enjoy + verb + -ing*.
I like go ~~ing~~ to concerts.
We love gett ~~ing~~ takeout food.
- In negative phrases, we use *don't/doesn't + like/love/hate/enjoy + verb + -ing*.
I don't enjoy watching movies on my laptop.
He doesn't like going to soccer games.
- In questions, we use *do/does + subject + like/love/hate/enjoy + verb + -ing*.
Do you enjoy listening to music?
Does Harriet like watching videos online?

Be careful!

- Make sure you put only the activity verb in the *-ing* form and not *like/love/hate/enjoy*.
I like spending time with my friends. NOT
I'm liking spending time with my friends.

11.2

Object pronouns

Subject pronoun	Object pronoun
I like soccer.	Sam plays soccer with me .
You know many people.	Many people know you .
He enjoys movies.	Mike watches movies with him .
She doesn't like TV.	Audrie doesn't watch TV with her .
We are musicians.	People like listening to us .
Do they play tennis?	Do Raphael and Sue play with them ?

- We can use object pronouns to refer to object nouns.
The children like ~~Raphael~~. = The children like ~~him~~.
Erin doesn't like ~~the videos~~. = Erin doesn't like ~~them~~.
Does Helen know ~~Paulina~~? = Does Helen know ~~her~~?
- Subject pronouns are *I, you, he, she, it, we* and *they*. Object pronouns are *me, you, him, her, it, us* and *them*.
I like my teachers. My teachers like me. I like them.
Tennis is a sport. It is fun, but Gus and Vicky don't like it.
Leslie sings in a band. She's a good singer, and I love her.
- Object pronouns can follow *with* and *to*.
Josh plays soccer with him.
Do you like listening to them?

Be careful!

- Use *it* for singular object nouns, and *them* for plural object nouns.
Mary likes that show. She watches it online. NOT ~~She watches them online.~~
Tom hates soccer games. He doesn't watch them. NOT ~~He doesn't watch it.~~

11.1

like/love/hate/enjoy + verb + -ing

A Choose the correct options to complete the sentences.

- 1 We **enjoy** / enjoys going to the movie theater.
- 2 He **likes** / like watching TV shows on his laptop.
- 3 They **love** / loves spending time with family.
- 4 **Do** / Does Jenny hate going to concerts?
- 5 I **don't** / doesn't like playing tennis.
- 6 You **like** / likes seeing friends on weekends.
- 7 **Does** / Do they enjoy playing soccer?
- 8 He **don't** / doesn't like listening to music.

B Complete the sentences with the correct form of the verbs in parentheses.

- 1 I don't like **doing** (do) homework on weekends.
- 2 She loves _____ (go) out in her free time.
- 3 Do you hate _____ (stay) in the house all day?
- 4 Henry doesn't like _____ (talk) to his friends online.
- 5 They love _____ (chat) with people from all over the world.
- 6 We don't enjoy _____ (make) dinner at home.
- 7 Does Jim like _____ (get) takeout food?
- 8 I enjoy _____ (see) my friends on the weekend.

C Use the words in parentheses to complete the text.

My friend Lukas ¹ _____ (hate / stay) in. He's a writer and he works at home, so in the evening he ² _____ (not like / watch) TV. He wants to go out. Every evening! He ³ _____ (enjoy / go) to a café or a restaurant, and he ⁴ _____ (love / go) to the movie theater and the theater. I frequently go out with him, but I ⁵ _____ (not like / go) out every night – it's too expensive!

► Go back to page 83.

11.2

Object pronouns

A Choose the correct options to complete the sentences.

- 1 I usually play soccer with my brother. He likes playing with _____.
a me b I
- 2 Danielle watches movies with her sister. She usually goes to the movie theater with _____.
a she b her
- 3 We like pop music, but we don't listen to _____ all the time.
a them b it
- 4 There are a lot of games at our stadium, but I don't frequently see _____.
a them b it
- 5 My favorite actor is Ryan Gosling. I like _____ and his movies a lot!
a him b he
- 6 Simon and I play tennis with my neighbor, Dina. She really enjoys playing with _____.
a her b us

B Rewrite the words in bold using object pronouns.

- 1 Cat videos are funny. Jill enjoys watching **cat videos**.
- 2 Lionel Messi is a great player. Mike and I love **Lionel Messi**!
- 3 Rihanna is a famous singer. Michelle likes listening to **Rihanna**.
- 4 Jake loves playing soccer. I don't like **soccer**.
- 5 Jan and I watch TV with my little brother. He likes spending time with **me and Jan**.

them

C Choose the correct options to complete the conversation.

Thomas: Who's a famous person in your home country, Anika?

Anika: Aishwarya Rai is a famous actress in India. Do you know ¹it / **her**?

Thomas: Yes, I think so. She's famous in the US, too. Do you enjoy watching her movies?

Anika: Yes, I do. I frequently watch ²her / **them**. Who's your favorite actress or actor?Thomas: I really like Benedict Cumberbatch. He's great in the TV show *Sherlock*. I enjoy seeing ³him / **he** as Sherlock Holmes.Anika: Yes, he's very good. *Sherlock* is a good show, but I don't watch ⁴it / **him** regularly.Thomas: And what about sports? Do you like ⁵them / **us**, too?Anika: I love tennis. My favorite player is Serena Williams. ⁶Her / **She** is amazing!Thomas: Yes, she is. My friend Paul and I watch tennis all the time, too. Would you like to watch tennis with ⁷her / **us** some time?Anika: That sounds great, thanks! I know your friend Paul. I sometimes see ⁸it / **him** at college.

► Go back to page 85.

12.1

Countable and uncountable nouns

Countable nouns	Uncountable nouns
bag/bags	cash
card/cards	information
dollar/dollars	luggage
hour/hours	money
ticket/tickets	traffic
train/trains	water

- A countable noun is a noun we can count – we can have one, two or more.

one passport ~~two~~ passports

I don't have ~~a~~ passport.

My friend has ~~two~~ passports – he's American and Italian.

- We can't count uncountable nouns.

water ~~NOT one water, two waters~~

What's happened? There's water all over the floor!

- We use a singular verb with uncountable nouns.

Money is ... ~~NOT Money are ...~~

I think money is very important.

Money isn't important. It's more important to be happy!

- We never use *a* or *an* with uncountable nouns.

Money ... ~~OR The money ... OR Some money ... NOT A money ...~~

The money for the taxi is on the table.

Be careful!

- Never make an uncountable noun plural. Uncountable nouns do not have plural forms.

information ~~NOT informations~~

12.2

Present progressive

	Positive	Negative	Question
Present progressive	I'm taking my camera with me.	They aren't staying in a hotel.	Is Tina going skiing?

- You know that we use the present progressive to talk about things happening now (see Unit 8). We can also use the present progressive to talk about the future. In this sentence, the people aren't traveling right now – the trip is in the future.

We're traveling to France next week.

- We use the present progressive like this to talk about our plans for the future.

Helga is staying in a hotel. (She booked it last week.)

The girls are flying to the US. (They have their tickets and passports.)

- We frequently use future time expressions with the present progressive when we are talking about future plans:

e.g. tomorrow, next week, soon, in the summer, this evening.

Be careful!

- You can only use the present progressive for the future if there's a plan.

I'm watching a soccer game tomorrow. ~~NOT~~

~~I'm winning a soccer game tomorrow.~~

12.1

Countable and uncountable nouns

A Complete the table with words from the box to make pairs of countable and uncountable nouns.

credit cards homework hours luggage music
sandwiches traffic water

Countable nouns	Uncountable nouns
cars	1 <u>traffic</u>
bags	2
3	money
songs	4
exercises	5
6	food
7	time
bottles	8

B Choose the correct options to complete the sentences.

- 1 Australian passports *is / are* blue.
- 2 These exercises *is / are* really difficult!
- 3 The traffic *was / were* bad today.
- 4 The sun *is / are* too hot today!
- 5 The taxi *was / were* late and we missed our flight!
- 6 The cash *isn't / aren't* here!
- 7 The music *was / were* great at the party!
- 8 The food *is / are* on the table.

C If the phrase in bold is correct, put a check mark (✓). If it's wrong, put an (X).

- 1 I want **an information** about train times, please. X
- 2 We made **a plan** to meet tomorrow. —
- 3 Do you like **a music**? —
- 4 I don't have **a credit card**. —
- 5 Do you want **a sandwich**? —
- 6 Do you want **a food**? —
- 7 Here's **a bag** for the plane. —
- 8 Do you have **a luggage** for the plane? —

D Complete the sentences with the words in the box and choose C (countable noun) or U (uncountable noun).

cash dollars information plane ticket

- 1 We took a _____ from Madrid in Spain to Bogotá in Colombia. C / U
- 2 I changed my euros into _____ at the airport. C / U
- 3 I asked for some _____ about the trip at the train station. C / U
- 4 I need some _____. Some stores don't take credit cards. C / U
- 5 I got a(n) _____ for the train to Ankara. C / U

► Go back to page 91.

12.2

Present progressive

A Are these sentences about what's happening now or a plan in the future? Choose (N) for Now or (P) for Plan.

- 1 Ssh! The children are doing their homework. (N) / P
- 2 We're flying to Paris next week. N / P
- 3 I'm staying in a tent and it's cold! N / P
- 4 We're meeting at the train station. Don't be late! N / P
- 5 Gemma is waiting to get on her flight. She's bored. N / P
- 6 What time are we meeting Lauren? N / P

B Complete the conversation using the present progressive. Use the words in parentheses to help you.

Axel: What ¹ _____ (you / do) this summer?

Ben: ² _____ (I / go) on a sightseeing vacation in Istanbul.

Axel: Great! Who ³ _____ (you / go) with?

Ben: ⁴ _____ (I / go) with my sister. She's a photographer.

Axel: ⁵ _____ (she / take) her camera?

Ben: No, ⁶ _____ (she / be). She doesn't like working when she's on vacation.

C Complete the sentences and questions with the correct present progressive form of the verbs in parentheses.

- 1 Are you traveling (you/travel) by train or by bus?
- 2 My parents _____ (not/take) a lot of luggage with them.
- 3 Alexander _____ (go) skiing next week.
- 4 Where _____ (you/stay)?
- 5 The students _____ (go) sightseeing around Kyoto tomorrow.
- 6 We _____ (camp) in the mountains for the summer.
- 7 What _____ (Ali/take) with him on vacation?
- 8 Sara _____ (not/work) next week.

► Go back to page 93.

1.2 Jobs

Match the words in the box with the pictures.

an actor a builder a chef a musician a photographer a police officer a receptionist a sales person a soccer player a writer



1 _____



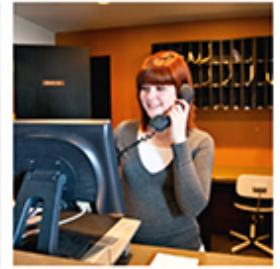
2 _____



3 _____



4 _____



5 _____



6 _____



7 _____



8 _____



9 _____



10 _____

► Go back to page 4.

2.1 Nationalities

Look at the flags. Use *-an*, *-ian*, *-ese* or *-ish* to write the nationality for each country.

Algeria



Chile



Denmark



Italy



Lebanon



Morocco



Russia



Scotland



Venezuela



Vietnam



► Go back to page 10.

2.2 Numbers 11–100

Write these words in numbers.

a thirty-seven 37

c twenty-four _____

e eighty-three _____

g forty-six _____

b ninety-two _____

d fifty-one _____

f sixty-five _____

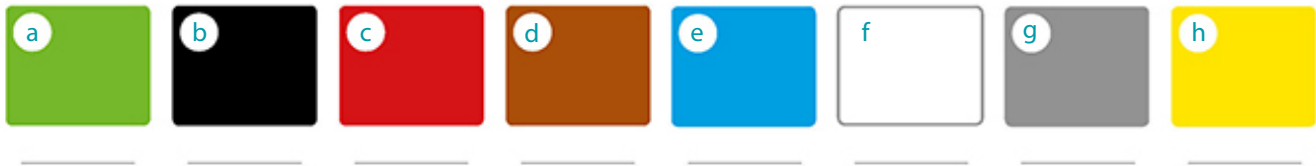
h seventy-nine _____

► Go back to page 12.

3.1 Objects and colors

Match the words with the colors.

black blue brown green gray red white yellow



► Go back to page 18.

4.1 Daily activities

Look at the pictures and complete the phrases with the verbs in the box.

go (x2) have read talk watch



1 _____ breakfast



2 _____ home



3 _____ to bed



4 _____ TV / a movie



5 _____ to my friends/family



6 _____ a book

► Go back to page 26.

5.2 Food and meals

A Look at the pictures. Practice the words with a partner.

1 _____



banana

pear



orange



grapes



2 _____



tomato

broccoli



cucumber



onion



3 _____



tea

milk



juice



water



4 _____



chocolate

chips



peanuts



cookies



B Label the food groups.

drinks fruits snacks vegetables

C Add two more words to each group. Tell the class.

► Go back to page 36.

6.2 Furniture and rooms

A Look at the picture. Write the correct word next to each number.

coffee table couch fridge
mirror oven rug shower toilet

1 _____

5 _____

2 _____

6 _____

3 _____

7 _____

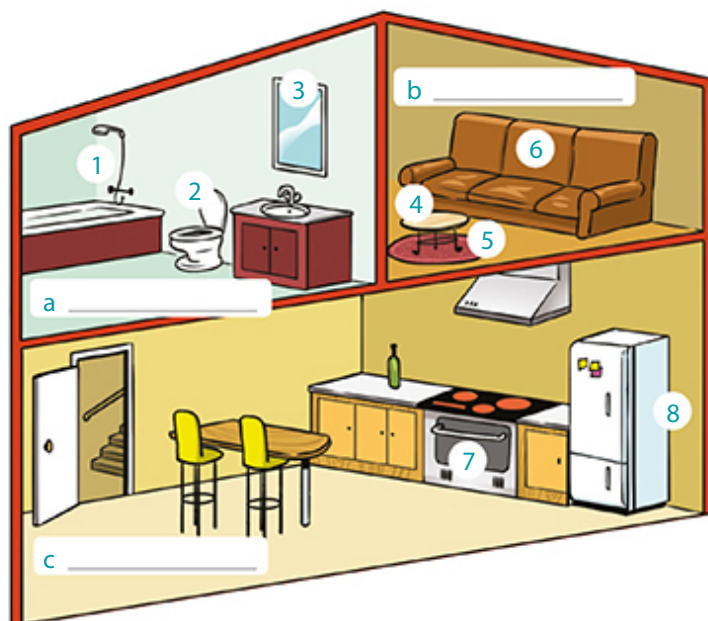
4 _____

8 _____

B Label the rooms (a–c) with the words in the box.

bathroom kitchen living room

► Go back to page 44.



7.1 Abilities

Look at the pictures. Use the verbs *make*, *play*, *ride* and *speak* to make phrases about abilities.

make play ride speak

1 ride a bicycle



2 _____ a cake



3 _____ Chinese



4 _____ an omelette



5 _____ Spanish



6 _____ tennis



7 _____ the piano



8 _____ a horse



► Go back to page 51.

8.2 Clothes

Match the words in the box with the pictures.

cap coat dress hat jacket jeans pants shirt shoes skirt suit sweater



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____



8 _____



9 _____



10 _____



11 _____



12 _____

► Go back to page 60.

11.1 Recreational activities

Complete the table with the recreational activities in the box.

get takeout food go to a concert go to a soccer game go to a restaurant listen to music watch soccer on TV

Going out	Staying in	Both
		<u>listen to music</u>

► Go back to page 82.

11.2 Entertainment

Match the words in the box with the pictures.

action baseball basketball classical comedy horror jazz pop rock sci-fi soccer tennis

Types of music



1 _____



2 _____



3 _____



4 _____

Types of sports



1 _____



2 _____



3 _____



4 _____

Types of movies



1 action



2 _____



3 _____



4 _____

► Go back to page 85.

12.1 Travel

Match the phrases to the pictures.

by bike by bus by car by plane by taxi by train by trolley on foot



a _____



b _____



c _____



d _____



e _____



f _____



g _____



h _____

► Go back to page 90.

12.2 Types of vacations

A Match the words with the pictures.

a camera a guidebook skiing goggles skis a snorkel a stove sunglasses a tent



a _____



b _____



c _____



d _____



e _____



f _____



g _____



h _____

B Choose two things from Exercise A that you use when you go on ...

- a beach vacation: _____, _____
- a camping vacation: _____, _____
- a sightseeing vacation: _____, _____
- a skiing vacation: _____, _____

► Go back to page 93.

6.2

Student A

Look at your picture. Your partner has a similar picture but there are eight differences. Ask questions to find the differences.

A: Is there a bed in your picture?

B: Yes, there is.

► Go back to page 44.



1.2

Student B

A PLAN Imagine this woman is your friend. Complete the information about her with your own ideas.

First name _____
 Last name _____
 Country _____
 City _____
 Job _____

B PREPARE Prepare to introduce your friend to your partner. Practice by yourself.

*This is a picture of my friend. Her name is Cristina.
 She's from ...*

C PRACTICE Work in pairs. Listen to your partner's introduction.

D REPEAT Introduce your friend to your partner.

► Go back to page 5.



10.2

Group B

A PREPARE Read the survey. You need to write one person's name for each sentence and find out extra information.

B PLAN Write the questions you need to ask for each item.

Did you win a prize or a competition at school?

What kind of competition did you win?

Find someone who:

- 1 ... wanted to be a doctor when they were a child
Why?
- 2 ... won a prize or a competition at school.
What?
- 3 ... collected something when they were young.
What?
- 4 ... had a favorite toy when they were a child.
What?

C PRACTICE Walk around the classroom and ask questions. Write the names and the answers.

A: Did you want to be a doctor when you were a child?

B: Yes, I did.

A: Why did you want to be a doctor?



D REPORT Work with someone from Group A. Tell them what you found out.

Paolo won an art competition when he was at school. He won first prize.

► Go back to page 77.

3.1

Coatroom attendant

Turn your back, or leave the room, for two minutes.

You are a coatroom attendant. The others are customers.

Look for their objects and check that you have the correct things.

Ask about:

- 1 the name of the object/objects (hat, bag, headphones, etc)
- 2 the color/colors (red, blue, black and white, gray and brown)

Remember: *this/these*.

Change roles and repeat.

Are these your glasses?

► Go back to page 19.

12.2

Student B

You are the presenter of a radio show. You are going to call your partner and tell them they are the winner of a vacation. Write notes about what to say:

Vacation type: skiing

Place: mountains, Switzerland

Start: next Thursday

How long: ten days

Hello, is that ...?

Congratulations! You are the winner.

► Go back to page 93.



9.2

Group B

A PREPARE Complete the sentences with the past tense of the verbs in the box. Then choose the correct information (a, b or c) to complete the sentences.

design receive travel walk

- Ibn Battuta _____ from Morocco to China in the ...
a 10th century. b 12th century. c 14th century.
- Gabriel García Márquez _____ the Nobel Prize in Literature in ...
a 1972. b 1982. c 1992.
- Neil Armstrong _____ on the moon in ...
a 1959. b 1969. c 1979.
- Steve Jobs and Steve Wozniak _____ the first personal computers in ...
a 1966. b 1976. c 1986.

B PRACTICE Read your sentences to Group A. They will check your answers.

C PRACTICE Listen to Group A's sentences. Check their answers.

Correct sentences:

- Larry Page and Sergey Brin **started** the company Google in 1998.
- John Couch Adams **discovered** the planet Neptune in 1846.
- William Shakespeare **lived** in England in the 16th century.
- Malala Yousafzai **received** the Nobel Peace Prize in 2014.

► Go back to page 69.

6.2

Student B

A PREPARE You want to rent a room from your partner. Read the description of what you need.

Write five questions to ask your partner.

- a table. *Is there a table?*
- lamps.
- a large window.
- the internet.
- near museums and theaters.
- near restaurants.

B SPEAK Answer your partner's questions. Use the information in the advertisement.

C REPEAT Ask your partner questions about their room. Find out if it is the right place for you.

A: Can I ask about the room for rent?

B: Yes, of course. How can I help you?

A: Is it near museums and theaters?

B: Yes, it is.

D REPORT Tell the class about the room.

I like / don't like my partner's room because ...

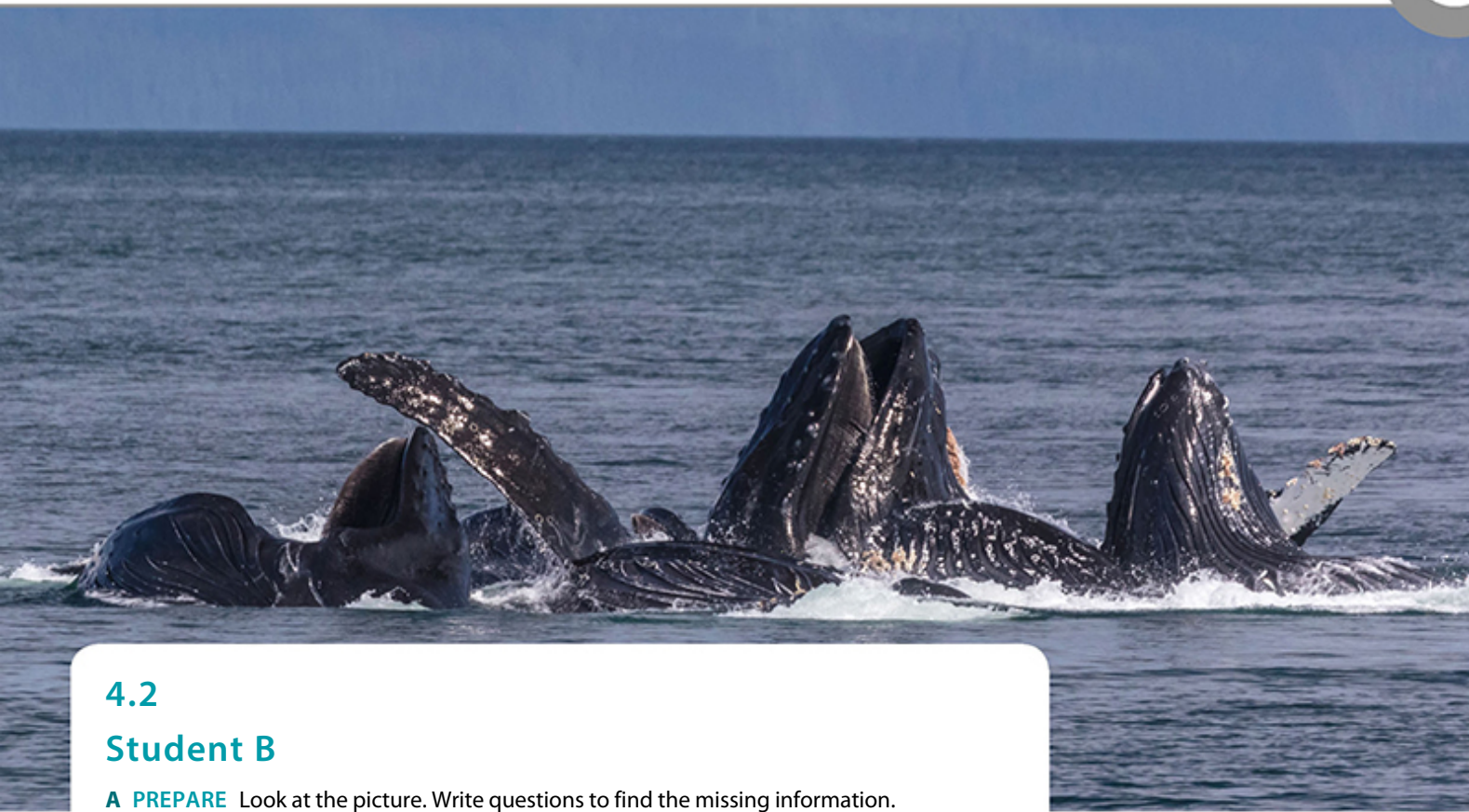
► Go back to page 45.

Your room:



- Comfortable room in quiet area.
- 10 minutes from train station.
- Near stores and restaurants.
- Has a bed, desk, chair and lamp.

\$250
per week.



4.2

Student B

A PREPARE Look at the picture. Write questions to find the missing information.

- 1 what / called _____ ?
- 2 where / live _____ ?
- 3 where / go / in the fall _____ ?
- 4 where / go / in the spring _____ ?
- 5 how far / go *How far do they go every year* _____ ?

B DISCUSS Ask your partner the questions in Exercise A. Complete the missing information.

C DISCUSS Read the information about Arctic terns. Answer your partner's questions.

Name: Arctic terns

Where: The Arctic and the Antarctic

When: In August or September they go to the Antarctic. In May or June they go to the Arctic.

How far: About 44,000 miles per year (70,800 kilometers)

► Go back to page 29.

8.1

Student B

Look at the instructions below.

- Look at the picture.
 - Describe the people and what they are doing to your partner.
 - Listen to your partner's description of their picture.
 - Find six differences.
- Go back to page 59.



6.2

Student B

Look at your picture. Your partner has a similar picture but there are eight differences. Ask questions to find the differences.

A: Is there a bed in your picture?

B: Yes, there is.

► Go back to page 44.



2.2

Student B

A PREPARE Read the information. What questions can you ask to find the missing information?

Write your questions here.

- | | | | |
|---------------------------------------|---|---------|---|
| 1 <u>Where's Victor Moretti from?</u> | ? | 5 _____ | ? |
| 2 _____ | ? | 6 _____ | ? |
| 3 _____ | ? | 7 _____ | ? |
| 4 _____ | ? | 8 _____ | ? |

B PRACTICE Ask your partner questions to complete the information about each person.

a



Name Victor Moretti

Country ¹ _____

Age 28

Job ² _____

b



Name ³ _____

Country Japan

Age ⁴ _____

Job Doctor

c



Name Dev Gupta

Country ⁵ _____

Age 42

Job ⁶ _____

d



Name Zehra Yilmaz

Country ⁷ _____

Age ⁸ _____

Job Computer programmer

► Go back to page 13.

12.2

Student A

You are the listener of a radio show. You entered a competition on the radio show's website to win a vacation. Read the information below, then answer your phone and talk to the radio presenter.

- You don't like cold weather.
- You don't have a passport.
- You're a doctor. You're working at the hospital next week.

► Go back to page 93.

7.2

Student B

B PREPARE Read the information about this person. Write questions to find the missing information.



UTA ABE and her brother Hifumi are from Japan. Hifumi is very good at ¹ _____ and is a world champion. Uta is good at ² _____. She's the 2017 Junior World Champion. Hifumi and Uta are the winners of ³ _____.

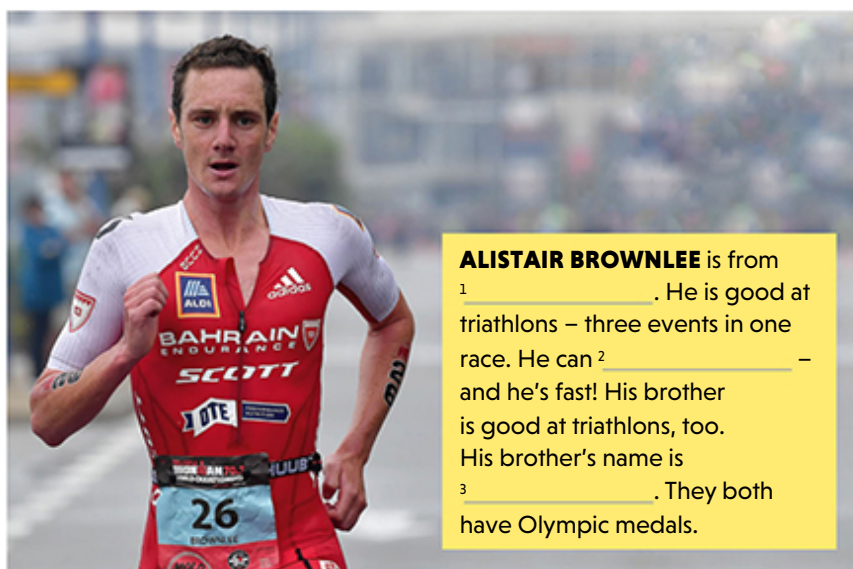
1 What is Hifumi good at?

2 What ...?

3 What ...?

C DISCUSS Now ask your partner questions to complete the missing information. Answer your partner's questions.

D REPEAT Repeat with the information below.



ALISTAIR BROWNLEE is from ¹ _____. He is good at triathlons – three events in one race. He can ² _____ – and he's fast! His brother is good at triathlons, too. His brother's name is ³ _____. They both have Olympic medals.

► Go back to page 53.

Welcome

The alphabet, Exercise C

- 0.5
- 1 Carlos. C – a – r – l – o – s
 - 2 Hassan. H – a – s – s – a – n
 - 3 Erica. E – r – i – c – a

Unit 1

Lesson 1.1 Listening, Exercise B

1.2 **R = Receptionist L = Lisa**

- R: Good morning! Can I help you?
 L: Hello! Yes, I'd like some English lessons, please.
 R: Of course! What's your name?
 L: My first name is Lisa, L – i – s – a, and my last name is Fuentes, F – u – e – n – t – e – s.
 R: Thank you. Where are you from?
 L: I'm from Spain.
 R: Are you from Madrid?
 L: No, I'm not. I'm from Bilbao.
 R: What's your phone number?
 L: 0764 729 3387.
 R: OK ... Now, let's find a class for you ...

Unit 2

Lesson 2.2 Listening, Exercise A

2.6 **P = Pete K = Kara A = Angelo M = Maria L = Leila H = Hana**

Conversation 1

- P: Hi, Kara! How are you?
 K: Hi, Pete! Fine, thanks.
 P: Are you free this evening?
 K: No, I'm not. It's my Spanish guitar class this evening.
 P: Oh, OK! Who's your teacher?
 K: Our teacher is Ms. Sanchez.
 P: Really? Where's she from?
 K: She's from Argentina.

Conversation 2

- A: Hi! Is this classroom 12B?
 M: Yes, it is. Are you here for the Arabic class, too?
 A: Yes, I am. I'm a new student.
 M: Great! What's your name?
 A: My name's Angelo!
 M: Hello, Angelo. I'm Maria. Nice to meet you.
 A: Nice to meet you, too.

Conversation 3

- L: Good afternoon! Are you a teacher here, too?
 H: Yes, I am! My name's Hana. I'm the yoga teacher.
 L: Nice to meet you! My name's Leila. I'm the Arabic class teacher.
 H: Nice to meet you! When's your class?
 L: Now! Bye!
 H: OK, bye!

Unit 3

Lesson 3.1 Listening, Exercise A

3.3 **C = Customer CA = Coatroom attendant**

- C: Hello. Can I have my coat, please?
 CA: Yes. What's your ticket number?
 C: It's 42.
 CA: 42, OK ... here you are.
 C: Sorry, that isn't my coat. That's a red coat. My coat's blue.
 CA: Oh, sorry. Uh ... Is this your coat?
 C: No! My coat is blue. That coat is green.
 CA: Oh, yes ... Is this your coat?
 C: No. My coat is blue! That coat is black.
 CA: This one?
 C: Yes, that's it.
 CA: Here you go.
 C: Thank you. And can I have my bags, please?
 CA: Bags?
 C: Yes, there are two bags. One is green and the other one is white.
 CA: Are these your bags?
 C: No! Those bags are red and blue. My bags are green and white!
 CA: Sorry! Sorry! Are these your bags?
 C: Yes!
 CA: Here you go.
 C: Thank you.

Unit 4

Lesson 4.1 Listening, Exercise B

4.2 **P = Presenter A = Astrid M = Magne**

- P: My life ... the lighthouse keepers.
 A: Hello. My name's Astrid. I'm a lighthouse keeper. I live and work in a lighthouse.
 M: Hi. I'm Magne. I'm Astrid's husband. I also live and work in the lighthouse. We work in the same place.
 A: But we don't work at the same time. I get up very early – at five o'clock in the morning! I start work at five fifteen, and I finish at one thirty in the afternoon.
 M: I don't work in the morning. I start work at one thirty in the afternoon, and I finish work late – at nine forty-five in the evening.
 A: I relax and watch TV in the afternoon but I don't watch TV in the evening. I make something to eat and then I go to bed at eight o'clock.
 M: I watch TV or read a book in the evening. I go to bed at one o'clock in the morning and I get up late at 11 o'clock in the morning.

Unit 5

Lesson 5.1 Listening, Exercise A

5.2 **I = Interviewer W = Woman M = Man**

- I: Hi! Do you have a minute? I'd like to ask you some questions.
 W: OK. What's it about?
 I: It's about how you relax in your free time.
 W: OK!
 M: Sure!
 I: Thanks! Do you work near here?
 W: Yes, we both work in the offices over there.
 I: Great! Question one: what do you do on your lunch break?
 M: Um ... I have lunch at my desk; I don't have time to take a break.

W: Yes, he works all the time! He doesn't even take coffee breaks!

I: Do you go to the gym on your lunch break?

W: No, I don't. My friend has a gym at her office and she goes there on her lunch break.

I: That sounds good. Does she go to the gym every day?

W: No, she doesn't. She goes about twice a week.

I: OK. The next question is: what do you do to relax after work?

W: I usually go home and cook a meal, and watch TV.

M: Yeah, I go running after work. After that, I go home and take a bath.

I: OK. Question three: what do you do to relax on the weekend?

W: Umm ... well ... I go running ...

M: Yeah, she goes running and I go food shopping. She doesn't like food shopping!

W: Then I relax in the evening. I cook a nice meal and watch a movie on TV.

I: That's great. Thanks for your time today. Please take a free one-day pass to our new gym!

W: Ooh! Thanks ...!

M: Thank you ...!

Unit 6

Lesson 6.2 Vocabulary, Exercise B

6.4 **M = Martin**

M: Hi everyone, my name's Martin and I'm looking for someone to rent my room. As you can see, there's a desk and two chairs. There's a big closet. You can put your clothes in there. There's a bookshelf. All my books are on it right now. There's a small table with a lamp on it next to the bed. Oops, my clock is under the bed. Sorry about that! Those are a couple of my pictures on the wall. And there's a window with a nice view of the yard. All this for 200 dollars a month!

Lesson 6.2 Listening, Exercise C

6.5 **R = Realtor M = Man**

R: Hi! This is New York City Rentals. How can I help you?

M: Hello. I'd like some information about the studio for rent on East 23rd Street.

R: Sure! No problem. Let's see. That's number 25B, the studio? What would you like to know?

M: Are there any buses on that street?

R: Yes, there are. It's about a 10-minute walk to the bus stop.

M: OK. Are there any stores nearby?

R: Yes, there are. There's a grocery store on the corner and there are a lot of restaurants nearby.

M: Is there a living room and a bedroom?

R: No, it's a studio. There's only one room.

M: Oh, I see. What about the furniture? What's in the room? Are there any chairs?

R: No, there aren't. There are some bookshelves, a lamp and a bed. That's all. It's a small studio ...

M: There's no desk and no chair. Hmm. Is there a large window?

R: Yes, there's a large window with a view of the park.

M: Is there a bathroom?

R: Yes, there is. There's a small bathroom with a shower, but no bathtub.

M: Is there a kitchen?

R: No, there isn't. It's just one room!

M: No kitchen and no bathtub, and you want \$2,000 a month! You must be joking!

Unit 7

Lesson 7.2 Listening, Exercise B

7.2

O = Oliver C = Carrie

O: Welcome to *The People Show*. Today's special person is a very interesting young musician. His name's Sheku Kanneh-Mason and he's from Nottingham in the UK. Tell us more, Carrie.

C: Hi, Oliver. Sheku Kanneh-Mason's an amazing musician. He's the winner of the 2016 BBC Young Musician of the Year Award, and he was a musician at Prince Harry and Meghan Markle's wedding in May 2018.

O: What instrument does he play?

C: He plays the cello. But Sheku isn't the only musician in his family. He has six brothers and sisters, and they're all wonderful musicians.

O: Six? Wow! So, there are seven children in the Kanneh-Mason family?

C: That's right. Braimah is Sheku's brother. He plays the violin. Isata is Sheku's sister, and she plays the piano. They are all students at London's Royal Academy of Music. Sheku also has four younger sisters.

O: What instruments do they play?

C: Konya and Aminata play the violin, and Jeneba and Mariatu play the cello. These four can all also play the piano.

O: Are they students at the Royal Academy of Music, as well?

C: No, they don't go there – not yet anyway. They're too young right now.

O: So, is everyone in the Kanneh-Mason family a musician?

C: No, they aren't. Sheku's parents' names are Kadiatu and Stuart. They don't play any musical instruments.

O: I'm not surprised. It's difficult to find the time to play an instrument when you have seven children!

Unit 8

Lesson 8.1 Listening, Exercise C

8.1

A = Officer A B = Officer B

A: Can you see the man?

B: Yes. I'm watching him now.

A: What's he doing?

B: He's having lunch.

A: Is he talking to anyone?

B: No, he isn't. He's by himself.

A: Is he in a café?

B: No, he's sitting on a bench. He's eating a sandwich and drinking coffee.

B: OK ... he's finishing his lunch.

A: Where's he going now?

B: He's stopping at the bank.

A: The bank! OK. This is it.

B: Wait. He isn't going to the bank. He's looking at his phone. I think he's reading a message. OK. He's walking. He's going to ... the library.

A: The library? OK. Stay with him.

B: He's in the library.

A: Right. What's he doing there?

B: He's talking to someone. She's showing him something.

A: What is it?

B: It's ...

A: Yes?

B: It's a book!

A: A book. What's happening now?

B: He's leaving.

- A: Stay with him.
 B: I can see him.
 A: What's he doing?
 B: He's going to the bank.
 A: The bank! OK. This time ... This is it.
 B: Wait. He's not going to the bank. He's going to the park.
 A: The park? Is he meeting anyone?
 B: No, he isn't.
 A: Argh. What's he doing?
 B: He's lying down. He's taking a nap. I think he's sleeping.
 A: What? Are you watching the right man?
 B: Yes, I am! He's tall, he has gray hair and he's wearing a green coat.
 A: No, that's not him. Our man has a gray coat, not a green coat.
 You're watching the wrong man. What's that noise?
 B: Um ... It's coming from the bank.

Unit 9



Lesson 9.1 Listening Exercise B

9.1 A = Anna Ni = Nick AG = Audio Guide

- A: Oh, who's this? Was she a model?
 Ni: Oh, I don't know. Push the button. Let's find out who she was.
 AG: Meet Hollywood actor Audrey Hepburn. She was born in Belgium on May 4, 1929. Her movies were very popular in the 1950s and 60s. She wasn't just an actor, she was also a dancer and a model. She was famous for her beautiful clothes!
 A: Hey Nick, come here. Look! Why was he famous?
 Ni: I don't know. Let's listen.
 AG: William Shakespeare was born in Stratford-upon-Avon in England on April 26, 1564. He was a famous writer. He's famous for plays such as Romeo and Juliet, and Hamlet. He wasn't just a writer, he was an actor, too. His plays were very important for the English language. Hundreds of the words we use in English today come from Shakespeare.
 Ni: Look over here. I don't know who this is. Do you know?
 A: No idea!
 AG: Marie Tussaud was born in Strasbourg in France on December 1, 1761. She's now famous for the Madame Tussauds museum in London. Marie Tussaud was very good at making wax models of people and her waxworks were very popular. Photographs weren't common at the time, but Marie Tussaud made a waxwork of herself – was this a type of selfie?
 A: That was really interesting! Now, we know who this is! He was President of ...
 Ni: South Africa!
 AG: This famous politician was born in South Africa on July 18, 1918. His name is Nelson Mandela. He was in prison for 27 years. Later, he was president for five years from 1994 to 1999. He was the first black president of South Africa.

Unit 10



Lesson 10.2 Listening, Exercise B

10.3 P = Presenter J = Janine A = Alfie I = Isabel

- P: In today's podcast, we invited three people to tell us about a family object that has a special meaning for them. Janine, hi and welcome to our podcast. Please tell us about the family object you brought with you today and why it's important to you.
 J: Hi! Yes, this silver pocket watch belonged to my great-grandfather. He gave it to his son, and his son gave it to my father – and my father gave it to me when I finished college.

- P: So it has a lot of family history. Where did this watch come from? What did your great-grandfather use it for?
 J: I think he bought it in the 1880s from a famous watchmaker in New York. He worked on the railroads, and he used this watch every day. He made sure the trains were on time. So that's why this watch reminds me never to be late!
 P: That's an amazing story. Thank you! Now, let's talk to Alfie. That looks like a nice camera, Alfie.
 A: Thanks. My mother gave it to me. She bought it in the 1970s.
 P: It was probably very modern in those days! Did your mother take a lot of photos?
 A: Yes, she did. She took a lot of photos of me and my brother when we were young. She gave me the camera on my 16th birthday. That's probably why I became a photographer.
 P: That's so interesting. And finally, let's talk to Isabel. This is a beautiful necklace. Did you buy this or did someone give it to you?
 I: Actually, these pearls belonged to my grandmother. My grandfather gave them to her on the day they got married. Then, she gave me this necklace when I got married. I loved my grandmother very much. I always think of her when I wear this necklace. That's why the necklace is so important to me.
 P: That's wonderful! Thanks so much to all of you for sharing your stories with us today. I'm afraid that's all we have time for today, but don't forget if you have stories to share, upload your photo and a brief description on our website!

Unit 11



Lesson 11.2 Listening, Exercise A

11.5 I = Interviewer W = Wendy K = Kelly R = Ryan

- I: This is the *Sports Talk* soccer show and I'm at the Olympic Stadium in Berlin for this international friendly game between Germany and Egypt ... and as you can hear, there are a lot of people here. They come from all over the world, and many of them are here to see one man: Mo Salah, the soccer superstar from Egypt. Hi! Can I ask you a few questions?
 W: Sure. No problem.
 I: What's your name?
 W: I'm Wendy.
 I: Who are you here to see, Wendy?
 W: Mo Salah – I'm such a big fan!
 I: Why do you like him?
 W: I think he's great. I love watching him play. I also like him because he's a nice person. He's always good to his fans.
 I: Thanks, Wendy. Hi, can I ask you a few questions?
 K: Um ... OK.
 I: What's your name?
 K: Kelly.
 I: OK Kelly, what do you think about Mo Salah?
 K: Um ... My boyfriend likes him. I don't know.
 I: Are you a soccer fan?
 K: No, I'm not. My boyfriend loves soccer, but I hate it – it's so boring.
 I: Oh ... OK, well, um ... is this your boyfriend?
 K: Yeah, that's him.
 I: Hello, can I ask you ...
 R: He's Egyptian and he's amazing and Mohammed's his name.
 I: OK, great. So, what's your name?
 R: Ryan.
 I: So, why are you ...

R: Mo Sa–la–la–la–lah! Mo Sa–la–la–la–lah!
 I: Why are you a big Mo Salah fan, Ryan?
 R: Because he is the number one in the world!
 I: Do you watch Mo Salah play a lot?
 R: I watch every game he plays – club and country.
 I: So, Ryan, what do you think about the other soccer players?
 R: I'm not interested in them. I only like Salah!
 I: Thanks, Ryan. I hope you enjoy watching the game. Well, the game starts in one hour.

Unit 12



Lesson 12.2 Listening, Exercise C

12.4 **M = Mikey Greene J = Jo**

M: Now listeners, it's three o'clock on Tuesday afternoon and it's time to call this week's competition winner. Have your phone with you – we are calling ... now!

J: Hello?

M: Is this Jo?

J: Yes, yes, yes! Is this Mikey?

M: It's Mikey Greene and you're on the radio! Congratulations, Jo – you are this week's competition winner!

J: Wow! That's amazing. I never win anything.

M: Well, you're a winner today.

J: I can't believe it. Me?

M: That's right, Jo. Your prize is a vacation for you and a friend.

J: Wow! I don't usually enter competitions, but I saw the picture on the website of the beach and the ocean, and I thought, 'This is the vacation for me!' I'm so excited.

M: The picture on the website? Oh, right, yeah. Um ... that's not a picture of the vacation you're going on.

J: Oh, really?

M: Yes, you're going on a different kind of vacation. But don't worry. It's an amazing vacation.

J: Oh. OK then.

M: Who are you taking with you?

J: I'm taking my friend, Charlotte. She loves going to the beach.

M: That's great, Jo, but just to be clear: you're not going on a beach vacation this time.

J: No beach?

M: Um ... no.

J: What kind of vacation is it, Mikey?

M: Well, Jo ... it's a camping vacation!

J: Camping. In a tent?

M: That's right. You're going to the countryside, and you're staying in a tent, next to some mountains.

J: Mountains? Charlotte hates walking and she doesn't like cold weather. When are we going?

M: You're going ... next Wednesday!

J: Next Wednesday? It's November, Mikey. It's really cold. How long are we going for?

M: It's a two-week vacation, Jo. Isn't that great?

J: Two weeks? In a tent? In the cold?

M: Next to a mountain. That's right, Jo. Have a great time. Bye, Jo. Well listeners, I think Jo's really excited about her vacation. Next week's competition is ... a beach vacation in Brazil.

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