Paul Dummett and **Jake Hughes**
Series Adviser **Catherine Walter**

Navigate

Coursebook

with video and Oxford Online Skills

Beginner → A1

OXFORD

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Oxford 3000™ *Navigate* has been based on the Oxford 3000 to ensure that learners are only covering the most relevant vocabulary.

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1 First meetings

1.1 On business or on holiday?

GOALS ☐ Introduce yourself ☐ Ask questions with *be*

Listening & Speaking saying *hello*



1a 1.1 Listen and read.



b Work with a partner. Say your name.

2a 1.2 Listen and note the stress.

P *Hi, I'm Paul.*

A *Hello. I'm Alisa. Nice to meet you, Paul.*

P *And you.*

b 1.3 Listen and repeat.

c Practise the conversation with a partner. Use your names.

3 Work with another partner. Practise the conversation.

A *Hello, I'm ...*
B *Hi. I'm ...*
A *Nice to ... you, ...*
B *And ...*

Grammar & Listening verb *be* (I/you)

4 **1.4** Listen to three conversations. Tick (✓) the correct box for each person.

	Name	on business	on holiday	to study
	Paul	✓	○	○
	Havva	○	○	○
	Josué	○	○	○
	Alisa	○	○	○
	Sunil	○	○	○
	Julie	○	○	○

5a **1.5** Listen to Havva and Paul again. Complete the questions and answers.

H Are you here on [1]_____?
P [2]_____, I am. And [3]_____? Are you here on business?
H [4]_____, I'm not. I'm on [5]_____.

b **1.6** Listen, check and repeat.

6 Complete the Grammar focus box. Use exercise **5** to help you.

GRAMMAR FOCUS verb *be* (I/you)

Positive (+)		
I	[1]_____ **(am)**	Paul.
You	**'re (are)**	here on holiday.
Negative (–)		
I	**'m not (am not)**	here on holiday.
You	**aren't (are not)**	here to study.
Questions (?)		
[2]_____	you	Alisa?
Short answers		
(+) Yes,	I	[3]_____.
(–) No,	I	**'m** [4]_____.

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7a Complete the conversation between Sunil (S) and Julie (J).

S Hello, I' [1]_____ Sunil.
J Hi, I' [2]_____ Julie.
S Nice to meet you, Julie.
J And you. [3]_____ you here on holiday?
S No, I' [4]_____ _____. I' [5]_____ here to study. And you? [6]_____ you on holiday?
J Yes, I [7]_____.

b **1.7** Listen and check your answers.

8a Put the lines in the correct order to make a conversation.

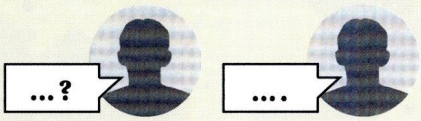
☐ No, I'm not. I'm here on holiday.
☐ I'm Paul. Nice to meet you, Julie.
☐ And you. Are you here on business, Paul?
☐ 1 Hi, I'm Julie.
☐ Yes, I am. And you? Are you here on business?

b Work with a partner. Practise the conversation in exercise **8a**.

9 Work with a partner. Take turns to introduce yourself. Use the prompts to help you.

A Hello, ...
B Hi, ...
A Nice to meet you, ...
B You too. ... here on business / on holiday / to study?
A Yes, ... / No, ... And you?
B I'm here ...

LISTENING SKILLS recognizing questions



The word order helps you to recognize statements and questions.

Statement: *You are* on holiday.
Question: *Are you* on holiday?

1 **Are these statements or questions? Add a full stop (.) to the statements and a question mark (?) to the questions.**

1 Hello. Are you Angela
2 You're here on business
3 Are you here to study
4 I am here on business
5 Are you on holiday

2a **1.8** **Listen. Are they statements (S) or questions (Q)?**

1 [S] 2 ☐ 3 ☐ 4 ☐ 5 ☐

b **Compare your answers with a partner.**

1.2 Where are you from?

GOALS ☐ Say countries and numbers 1–10 ☐ Talk about where you're from

Vocabulary numbers 1–10, countries

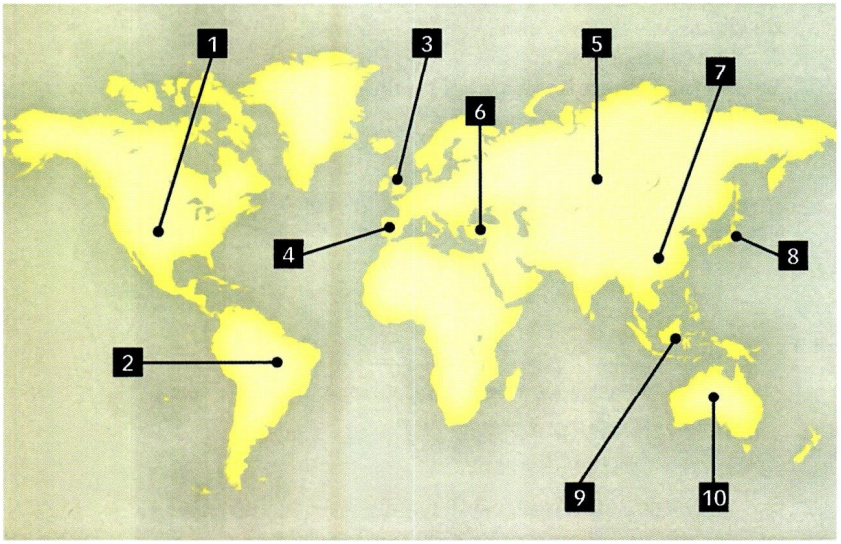
1a **1.9** Listen to the numbers. Write the correct number next to each word.

two	___	eight	___
five	___	six	___
four	___	nine	___
one	1	ten	___
three	___	seven	___

b **1.9** Listen again and repeat the numbers.

2a Match the countries in the box to numbers 1–10 on the map.

Australia *10* Brazil China Indonesia Japan
Russia Spain Turkey the UK the USA



b **1.10** Listen and check your answers.

PRONUNCIATION saying names of countries

3a **1.11** Listen and mark the stress on the countries in exercise 2.

Australia *Brazil*

b **1.11** Listen again and repeat.

4 Work with a partner. Look at the map again. Student A, say a number. Student B, say the name of the country.

5a Work with a partner. Look at the map in exercise 2 again. Complete the chart with the countries on the map.

Country	Population
1 *China*	~ 1,400,000,000
2 _____	~ 320,000,000
3 _____	~ 255,000,000
4 _____	~ 205,000,000
5 _____	~ 147,000,000
6 _____	~ 127,000,000
7 _____	~ 78,000,000
8 _____	~ 65,000,000
9 _____	~ 46,000,000
10 _____	~ 24,000,000

b Work in small groups. Compare answers.
I think number one is China.

c **1.12** Listen and check your answers.

Grammar & Speaking verb *be* (we/you)

6a **1.13** Listen and read.



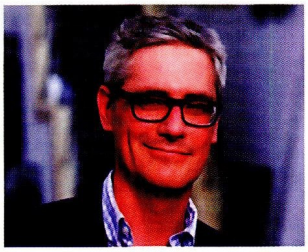
b **1.14** Listen and repeat.

c Work with a partner. Practise the conversation in exercise **6a**.

7a **1.15** Listen to two conversations. Circle the correct countries and cities for the people.



Name: Alisa
Country: [1] Russia / the USA
City: [2] Moscow / St Petersburg



Name: Paul
Country: [3] the UK / the USA
City: [4] Aberdeen / London



Name: Julie and Frank
Country: [5] the UK / Australia
City: [6] Sydney / Perth

b Match questions 1–4 from the listening to answers a–d.

1 Where are you from, Alisa?	a No, we aren't.
2 And you, Paul?	b We're from Perth.
3 Where in Australia?	c I'm from Russia.
4 Are you from Sydney?	d I'm from Aberdeen.

c **1.16** Listen and check your answers.

8 Complete the Grammar focus box. Use exercise 7 to help you.

GRAMMAR FOCUS verb *be* (we/you)

Positive (+)			
We	[1]_____ **(are)**		from China.
You	**'re (are)**		from the USA.
Negative (–)			
We	[2]_____ **(are not)**		from China.
You	**aren't (are not)**		
Questions (?)			
Where	[3]_____	you	from?
	Are	you	from Brazil?
Short answers			
(+) Yes,	we	**are.**	
(–) No,	we	[4]_____ **(are not).**	

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9a Work with a partner. Complete the conversation with information about you.

A Where [1]_____ [2]_____ from?
B [3]_____ from [4]_____.
A Where in [5]_____?
B [6]_____ from [7]_____. And you?
A [8]_____ from [9]_____ in [10]_____.

b Compare your answers with another pair.

10 Work with a partner. Practise the conversation in exercise **9a** with different countries/cities. Student A, turn to page 106. Student B, turn to page 111.

READING SKILLS recognizing proper nouns

The names of people and places are proper nouns. They have a capital letter, e.g. *Jane*, *England*, *Paris*.

1 Find the proper nouns in sentences 1–5.

1 Hello, I'm Carlos.
2 Where are you from, Rashid?
3 I'm from Canada.
4 We're from Chennai in India.
5 Dave and Patsy are on holiday in Mauritius.

2 Work with a partner. Put the proper nouns in exercise 1 in the correct place in the table.

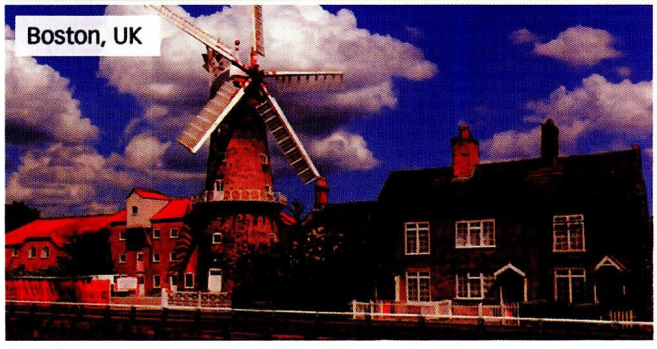
Person	Country	City
Carlos		

3 Read the text. Answer the questions.

'I'm Jacqui. I'm from Boston. I'm not from the USA. I'm from Boston in the UK.'

'And I'm Kevin. I'm from Guelph in Canada. Jacqui and I are on holiday in Nicaragua. We are in a hotel in Granada.'

1 Who are the two people?
2 Where are they from?
3 Where are they now?



1.3 How do you spell that?

GOALS ☐ Say the alphabet ☐ Use question words

Vocabulary the alphabet

1 **1.17** Listen and repeat the letters of the alphabet.

VOCABULARY FOCUS 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

! *C* = **capital** *C* *tt* = **double** *t*

PRONUNCIATION the alphabet

1.18 All the letters of the English alphabet have one of these seven sounds:

/eɪ/ – eight /e/ – ten /əʊ/ – no /ɑː/ – are
/iː/ – three /aɪ/ – five /juː/ – you

You can learn the letters of the alphabet in these sound groups.

2a **1.19** Listen to the alphabet again. Write the letters in the correct place in the table.

/eɪ/	/iː/	/e/	/aɪ/	/əʊ/	/juː/	/ɑː/
A	B	F	I	O	Q	R

b **1.20** Listen, check and repeat.

3a **1.21** Listen and circle the correct letter.

1 j / g
2 e / i
3 f / v
4 c / s
5 a / r
6 y / j
7 i / y
8 q / k
9 a / h
10 o / u

b Work with a partner. Say the letters.

HR TV FAQ IMF ASAP WHO

4 Work with a partner. Write the letters you hear. Student A, turn to page 106. Student B, turn to page 111.

5 **1.22** Listen and circle the correct name.

1 Elena / Elinor
2 Jackie / Jacqui
3 George / Jorge
4 Paula / Paola
5 John / Joan

6 **1.23** Listen to four conversations. Write the names.

1 _____
2 _____
3 _____
4 _____

7a **1.24** Listen, read and repeat conversation 4.

A What's your name?
B My name's Roger.
A How do you spell that?
B R-O-G-E-R.
A R-O-G-E-R?
B Yes, that's right.

b Talk to other students. Practise the conversation in exercise **7a**. Use your names.



Grammar & Listening question words

8a Complete the questions with the correct question word.

What (x2) Where (x2) How

1 Name: **A** _____'s your name?
B Osvaldo Aguilar.

2 Spelling: **A** _____ do you spell that?
B A-G-U-I-L-A-R.

3 Country: **A** _____ are you from?
B Spain.

4 City: **A** _____ in Spain?
B Barcelona.

5 Number: **A** _____'s your phone number?
B 00 34 735 994 6810.

0 – **oh** 88 – **double** eight

b Compare your answers with a partner.

9 Look at the questions in exercise **8** again. Match question words 1–3 to answers a–c in the Grammar focus box.

GRAMMAR FOCUS question words

Wh- questions start with a question word.

1 *What?* a K-A-E-L-A-N
2 *Where?* b Kaelan, 00 40 745 6597752
3 *How?* c Japan, Paris

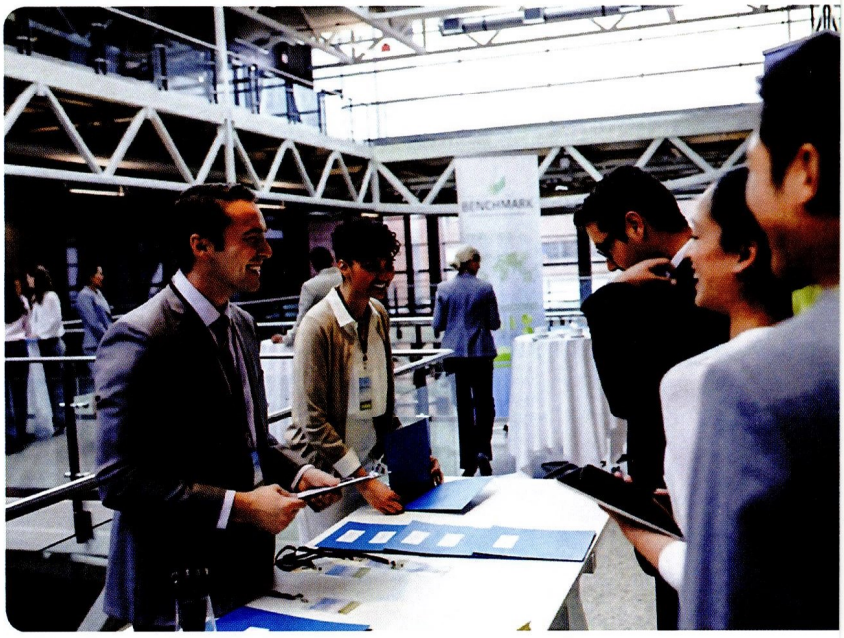
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10a Match beginnings 1–5 to endings a–e.

1 What's a phone number?
2 Where are b you from?
3 Where in c you spell that?
4 How do d your name?
5 What's your e Italy?

b Compare your answers with a partner. Ask and answer the questions. Use your own information.





11a **1.25** Listen to two conversations. Complete the form.

First name:	*Havva*	*Josué*
Last name:		
Country:		
Phone number:		

b **1.26** Listen to the first conversation again and complete the sentences.

A Hello. [1] _____ you _____ for the GHQ conference?
B Yes, [2] _____ _____.
A [3] _____ your name?
B My [4] _____ ... (name).
A [5] _____ do you spell that?
B ... (letters of name).
A Where [6] _____ _____ from?
B [7] _____ _____ ... (country).
A And [8] _____ your phone number?
B It's ... (number).
A Thanks. Have a [9] _____ day.

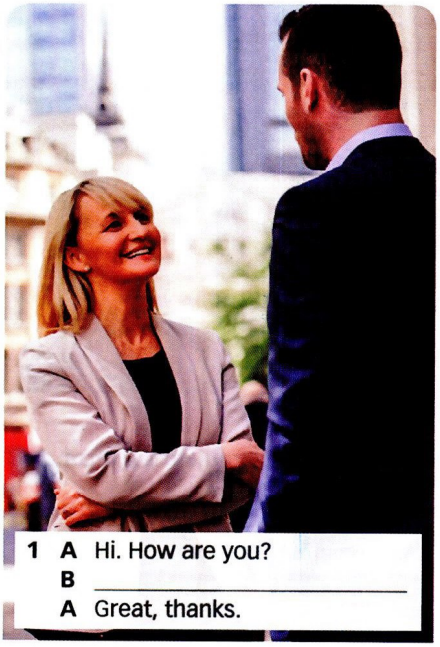
12 Work with a partner. Practise the conversation in exercise **11b**.

1.4 Speaking and writing

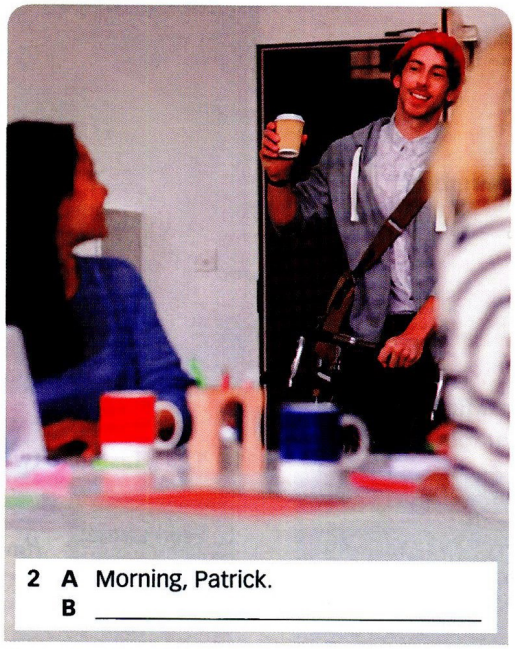
GOALS ☐ Say *hello* and *goodbye* ☐ Fill in a form

Listening & Speaking *hello* and *goodbye*

1 **1.27** Look at the photos and listen. Are the people saying *hello* or *goodbye*?



1 A Hi. How are you?
B _____
A Great, thanks.



2 A Morning, Patrick.
B _____



3 A Have a nice day.
B _____



4 A Bye. See you later.
B _____

2a Complete conversations 1–4 with phrases a–d.

a Goodbye.
b Good morning.
c Thanks. You, too.
d Fine, thanks. And you?

b **1.27** Listen again, check and repeat.

c Work with a partner. Practise the conversations.

3 Work with a partner. Practise saying *hello* and *goodbye*. Use the Language for speaking box to help you.

LANGUAGE FOR SPEAKING *hello* and *goodbye*

Hello	Goodbye
Hi./Hello.	*Have a nice day.*
Good morning./Morning.	*Thanks. You too.*
How are you?	*Goodbye./Bye.*
Fine, thanks. And you?	*Bye. See you later.*
Great, thanks.	

4a **1.28** Read the *Understanding* ... box and listen to the examples.

UNDERSTANDING ... hellos and goodbyes

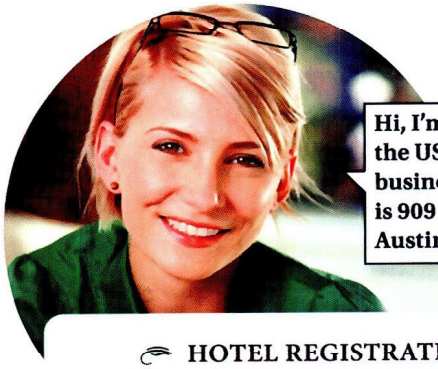
Learn these short responses so you can reply quickly.

Hear	Say
Hello./Good morning.	***Hello./Hi./Morning.***
How are you?	***Fine. And you?***
Have a good/nice day.	***Thanks. Bye.***
Goodbye./See you later.	***Bye.***

b **1.29** Close your books. Listen and reply quickly.

Reading & Writing filling in a form

5 Read the information and complete the registration card.



Hi, I'm Josie Harris from the USA. I'm here on business. My address is 909 Cameron Road, Austin, Texas.

HOTEL REGISTRATION CARD

First name	1 _____
Last name	Harris
Country	2 _____
Home address	3 _____ Cameron Road, Austin, Texas.
Reason for visit	On 4 _____
Signature	Josie Harris

6a Underline the CAPITAL letters in the information about Josie in exercise 5.

Hi, I'm ...

b Read the Language for writing box. Match the CAPITAL letters in the information about Josie in exercise 5 to categories 1–6 in the box.

Hi, I'm Josie ...

number 5 number 1

LANGUAGE FOR WRITING checking capital letters

Use capital letters for ...

1	a name	*Havva Yilmaz*
2	a city	*London*
3	a country	*China*
4	*I*	*I am from Poland.*
5	the first word in a sentence	*We are on holiday.*
6	names of roads and streets	*8 Park Road*

c Compare your answers with a partner.

7a Correct five mistakes in the registration card.



HOTEL REGISTRATION CARD

First name	zack
Last name	Taylor
Country	australia
Home address	608 Parker street, perth
Reason for visit	On Holiday
Signature	Zack Taylor.

b Compare your answers with a partner.

8a Write your own registration card.

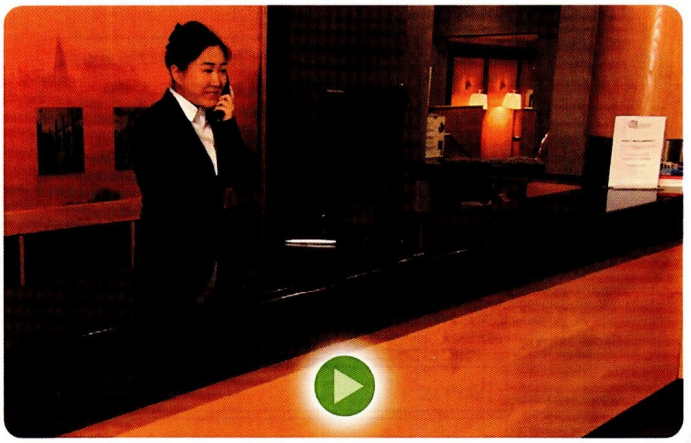
HOTEL REGISTRATION CARD

First name	
Last name	
Country	
Home address	
Reason for visit	
Signature	

b Work with a partner. Swap cards and check the CAPITAL letters.

1.5 Video

At the hotel

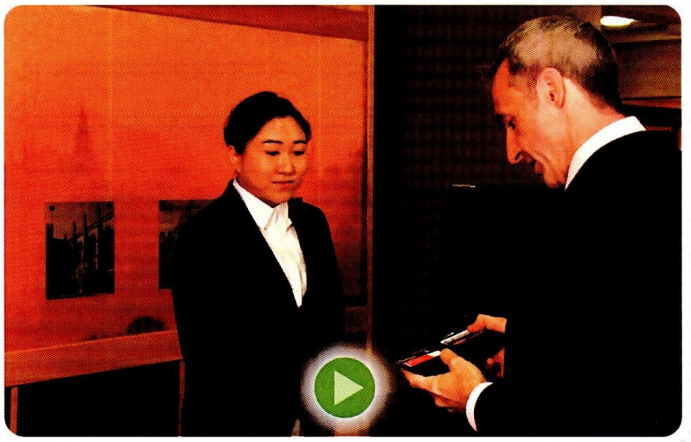


1 Work with a partner. Look at the photos. Which of these things do you see in them?

breakfast conference room credit card guest
receptionist registration card restaurant room key

2 Watch the video and circle the correct option.

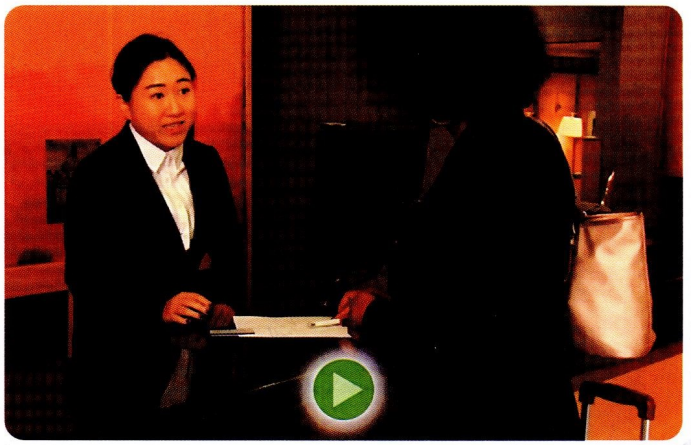
1 Leila is from *Hong Kong* / *London*.
2 The hotel is in *Hong Kong* / *London*.
3 Richard is from *the USA* / *England*.
4 Richard is *on holiday* / *on business*.
5 Fabienne is from *France* / *Canada*.
6 Fabienne is *on holiday* / *on business*.
7 Breakfast is in the *conference room* / *restaurant*.



3 Watch the video again and complete the registration cards.

First name	Richard
Last name	1_____
Address	11 Stanley 2_____ Tunbridge Wells England
Number of nights	3_____

First name	Fabienne
Last name	4_____
Address	12 rue Pasteur Bordeaux 5_____
Number of nights	6_____



4a TASK Work with a partner. Who says these things? Is it the receptionist (R) or the guest (G)?

- Is check-in here?
- I'm here on holiday.
- Are you here on business?
- What's your address?
- Here's my credit card.
- Where's breakfast?
- Here's your room key.
- The restaurant is over there.
- What's your name?
- See you later.
- I'm from France.
- How do you spell that?
- Sign here, please.
- How are you?

b Take turns to be a receptionist and a guest. Act out a conversation in a hotel. Use the questions and answers in exercise **4a** to help you.

Review

1a Put the words in the correct order to complete the conversation.

A Gary / I'm / Hello, .
B Hi, / Sally / I'm .
A meet / to / Nice / Sally / you, .
B too / You, .
holiday , / here / you / on / Are ?
A not. / No, / I'm / on / here / I'm / business.
you / And ?
B study / I'm / to / here .

b 1.30 Listen and check your answers.

2a Write the missing words to complete the questions.

1 A _____ your name?
B Gary.
2 A _____ do you spell that?
B G-A-R-Y.
3 A Where are you _____, Gary?
B Canada.
4 A Where _____ Canada?
B Toronto.
5 A _____ you here on business?
B Yes, I am.
6 A What's _____ phone number?
B 001 289 463 55788.

b Work with a partner. Ask and answer questions to complete the hotel registration card. Use your own information.

HOTEL REGISTRATION CARD

First name	
Last name	
Country	
Home address	
Reason for visit	
Signature	

3a Correct the underlined words.

A You are from Japan?
B No, we not from Japan. We am from China. And you?
A I from Russia.
B Am you here on holiday?
A Yes, I'm.

b Compare your answers with a partner. Practise the conversation using your own information.

4 Write the correct letters to make countries.

1 __PA__N
2 ____RK__Y
3 __RA____L
4 __U__SI__
5 __HIN__
6 ____D__NE__IA

5 1.31 Listen and write the names or numbers you hear.

1 _____
2 _____
3 _____
4 _____

6 Put eleven CAPITAL letters in the correct places.



my name is kabelo. i'm from johannesburg in south africa. danisa and i are on holiday in england. we are in a hotel in london.

7a Match phrases 1–6 to answers a–f.

1 Nice to meet you.	a Thanks. You, too.
2 How are you?	b Bye. See you later.
3 Have a nice day.	c Me, too.
4 I'm here on holiday.	d Good morning.
5 Morning, Bill.	e And you.
6 Goodbye.	f Fine, thanks. And you?

b Work with a partner. Take turns to say the phrases in exercise **7a** and give the answers.

2 Questions

2.1 What's this in English?

GOALS ■ Use singular and plural forms ■ Say numbers 11–100



Vocabulary & Speaking objects

1a Match objects 1–10 in David's bag to the words in the box.

an apple 6 a book a key a laptop a notepad
a pen a phone a tablet an umbrella a wallet

! a tablet an umbrella

b 2.1 Listen, check and repeat.

c Work with a partner. Student A, say a number. Student B, say the object.

2a 2.2 Listen and circle the correct words.

1 *four* / *five* books
2 *two* / *ten* phones
3 *three* / *four* keys
4 *six* / *eight* pens
5 *two* / *three* wallets

b Compare your answers with a partner.

3 Complete the table. Use exercise **2a** to help you.

Singular	Plural
a pen	five [2] _____
a phone	seven [3] _____
[1] _____	three umbrellas
a laptop	two [4] _____

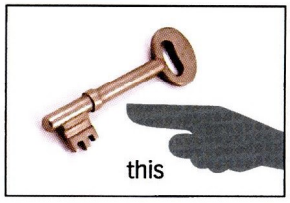
4a 2.3 Listen to the pronunciation of *-s* in plural nouns and repeat.

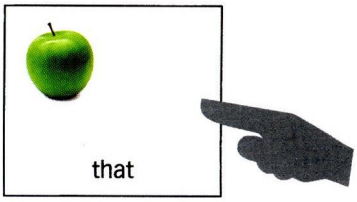
/s/	books, laptops, wallets, tablets
/z/	keys, apples, notepads, umbrellas, pens, phones

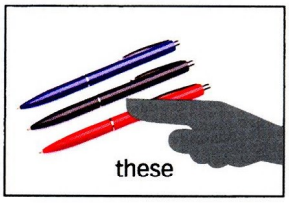
b Work with a partner. Look at the objects in the photo in exercise **1** again. Student A, say the singular. Student B, say the plural.

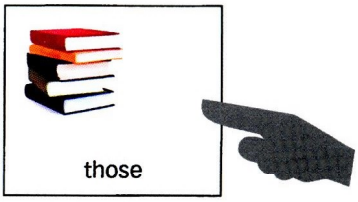
Grammar & Speaking *this/that/these/those;* verb *be* (it/they)

5 2.4 Look at the photos. Listen and repeat.









6a 2.5 Listen and write the words.

1 **A** What's this in English?
B It's an _____.
2 **A** What's that in English?
B It's a _____.
3 **A** What are these in English?
B They're _____.
4 **A** What are those in English?
B They're _____.

b Compare your answers with a partner.

7a Complete the Grammar focus box. Use exercise **6a** to help you.

GRAMMAR FOCUS verb *be* (*it/they*)

What [1]____ (**is**) this/that?	It [2]____ (**is**)	*a*	bag.
Who [3]____ (**is**) this/that?		*an*	apple.
		–	Wendy.
What [4]____ these/those?	They [5]____ (**are**)	–	apples.

→ Grammar Reference page 118

b Choose the correct options.

1 **A** What's *this* / *these*?
B It *'s* / *are* a tablet.
2 **A** What *'s* / *are* these in English?
B They *'s* / *are* keys.
3 **A** Who *'s* / *are* that?
B *It's* / *They're* my friend, Lynne.
4 **A** What are *that* / *those* in English?
B *It's* / *They're* phones.

c 2.6 Listen and check your answers.

8 Work with a partner. Talk about things in your bag and in the classroom.

A *What's this/that in English?*
B *It's a notepad./I don't know.*
A *What are these/those in English?*
B *They're pens.*

Vocabulary & Speaking numbers 11–100

9 2.7 Look at the numbers. Listen and repeat.

11 eleven	**18 eighteen**	**40 forty**
12 twelve	**19 nineteen**	**50 fifty**
13 thirteen	**20 twenty**	**60 sixty**
14 fourteen	**21 twenty-one**	**70 seventy**
15 fifteen	**22 twenty-two**	**80 eighty**
16 sixteen	...	**90 ninety**
17 seventeen	**30 thirty**	**100 a hundred**

PRONUNCIATION word stress: *-teen* and *-ty*

10a 2.8 Listen and notice the stress on numbers.

thirteen *thirty*
fifteen *fifty*
seventeen *seventy*

b 2.8 Listen again and repeat.

11 2.9 Listen and circle the word you hear.

1 thirteen / thirty
2 fourteen / forty
3 sixteen / sixty
4 eighteen / eighty
5 nineteen / ninety

12 Work with a partner. Practise saying the numbers.

1 twenty-three sixty-nine eighty-two thirty-five forty-one
2 15 52 70 97 49 14 24 28 80 18 86 61 11
3 *Seven Years in Tibet* *The 39 Steps* *21 Grams* *Apollo 13* *Around the World in 80 Days* *48 Hours*

LISTENING SKILLS understanding singular and plural

1 2.10 Listen to four conversations. Tick (✓) singular or plural for each conversation.

	1	2	3	4
singular				
plural				

2 2.11 Listen and write the numbers.

1 laptops ____ 4 apples ____
2 pens ____ 5 book ____
3 umbrellas ____ 6 bags ____

3a 2.12 Listen to four conversations. Write the numbers and the objects.

	Number	Object
1	*one*	*tablet*
2		
3		
4		

b Compare your answers with a partner.

2.2 What's your job?

GOALS ☐ Talk about jobs ☐ Use the verb *be* (he/she/it/they)

Vocabulary & Speaking jobs

1a Look at the webpage. Match the jobs to the people.

doctor engineer nurse shop assistant student
~~taxi driver~~ teacher ~~waiter~~



b 2.13 Listen and check your answers.

PRONUNCIATION word stress: jobs

2a 2.14 Listen to the names of jobs and mark the stress.

doctor engineer nurse shop assistant student
taxi driver teacher waiter

b 2.14 Listen again and repeat.

! I'm a doctor. Harry's an engineer.

3 Work with a partner. Look at the photos again. Talk about the people's jobs.

Thierry's a waiter.

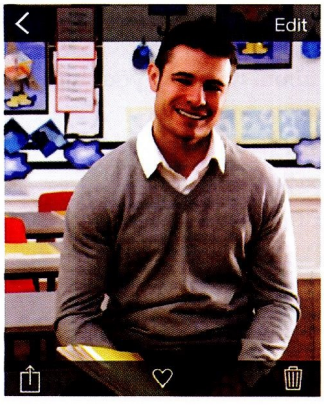
4 Work with a partner. Talk about three school friends with jobs.

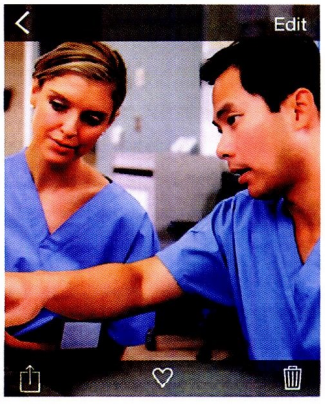
Hannah's a teacher.

Grammar & Listening verb *be* (he/she/it/they)

5a 2.15 Look at the photos and listen to the conversation. Circle the correct job for each photo.

Photo 1: *student / teacher* Photo 2: *nurses / doctors*





b 2.15 Listen again. Complete the conversation with jobs.

A This is my friend Fernando.
B Is he a [1]_____?
A No, he isn't. He's a [2]_____ in a school in Mexico.
B Is it a language school?
A Yes, it is. And these are my friends, Jack and Katie.
B Are they [3]_____?
A No, they aren't. They're [4]_____ in a hospital in London.

a laptop two [4]

6 Complete the Grammar focus box. Use exercise **5b** to help you.

GRAMMAR FOCUS verb *be* (he/she/it/they)

Positive (+)		
He/She/It	1 _____ **(is)**	from Russia.
They	2 _____ **(are)**	nurses.
Negative (–)		
He/She/It	3 _____ **(is not)**	from Sydney.
They	**aren't (are not)**	doctors.
Questions (?)		
4 _____	she/he/it	from Indonesia?
5 _____	they	engineers?
Short answers		
(+) Yes,	he/she/it	6 _____.
	they	**are.**
(–) No,	he/she/it	7 _____.
	they	8 _____.

→ Grammar Reference page 118

7a Look at the conversations. Circle the correct options.

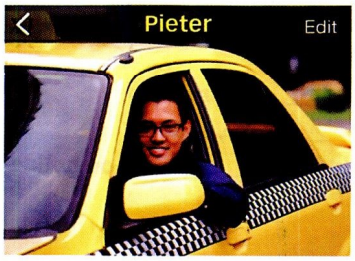
1 **A** This [1] *is / are* a photo of my house in Romania.
B Where [2] *it is / is it*? [3] *It's / Is it* in Braşov?
A No, [4] *it is / it isn't*. [5] *It's / Is it* in Zalău.

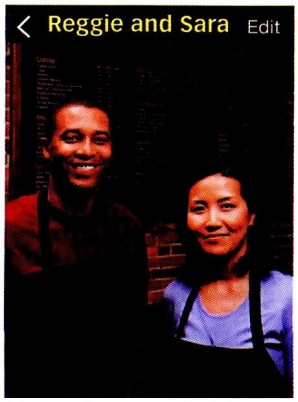
2 **A** These are my friends, Jana and Milos. They [6] *is / are* from Slovakia.
B [7] *They are / Are they* doctors?
A No, they [8] *are / aren't*. Jana [9] *is / are* a nurse and Milos [10] *is / are* a teacher.

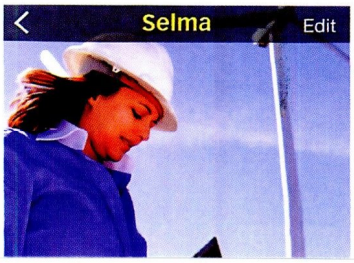
b Work with a partner. Practise the conversations in exercise **7a**.

8 Work with a partner. Imagine the people in the photos are your friends. Take turns to talk about them.

A This is my friend Pieter.
B Is he a ... (job)?
A Yes, he is./No, he isn't. He's a ...
B Is he from ... (country)?
A Yes, he is./No, he isn't. He's from ...







9 Work with a partner. Take turns to guess the jobs and countries. **Student A, turn to page 106. Student B, turn to page 111.**

READING SKILLS understanding pronouns (1)

Pronouns, e.g. *he, they*, are used in place of nouns, e.g. *Tony, my friends*. Understanding pronouns can help you understand the text.

Wira is my friend. ***He*** *(= Wira) is a teacher at a language school.*

1 Read the text. Match words 1–4 to names/places a–d.

Julie and Frank are from Australia. She's an engineer and he's a chef in a restaurant in Melbourne. It's an Italian restaurant. Now they are in Italy for ten days. She's there on business and he's on holiday.

1	**it**	a	Julie
2	**they**	b	a restaurant in Melbourne
3	**she**	c	Frank
4	**he**	d	Julie and Frank



2a Underline the correct answers.

1 Frank is *an engineer / a chef.*
2 Julie is *an engineer / a chef.*
3 Julie is from *Italy / Australia.*
4 The restaurant is *Italian / Australian.*
5 Julie and Frank are in *Melbourne / Italy* for ten days.
6 Frank is there on *business / holiday.*

b Compare your answers with a partner.

3 Read the text and answer the questions.

These are my friends, Arturo and Romina. He's from Mexico and she's from Argentina. They're in Thailand for a week. He's there on business and she's there on holiday. He's a doctor at a hospital in Cancún and she's a teacher at a language school. The school is in Buenos Aires and it's very good!



1 Who's in Thailand?
2 Who's from Argentina?
3 Who's there on business?
4 Who's a language school teacher?
5 What's in Buenos Aires?

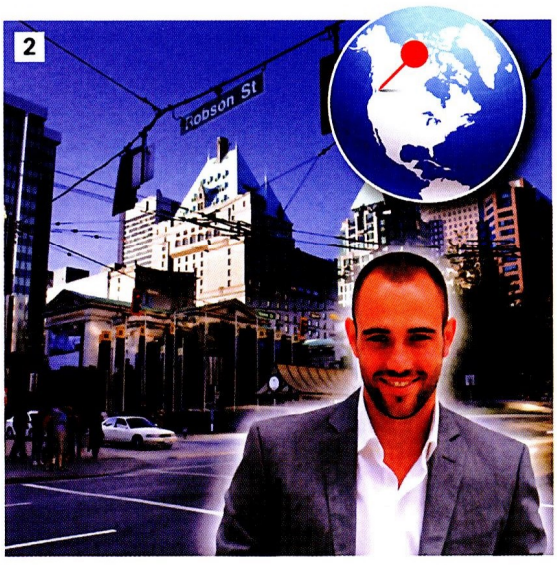
VOX POPS VIDEO 1 & 2

2.3 Where are they?

GOALS ■ Use subject pronouns ■ Use prepositions of place

Grammar & Speaking subject pronouns







1a Work with a partner. Look at the photos and the maps. Where are the people? Write *Marie*, *John* or *Sven and Max*.

1 Abbey Road _____
2 Champs-Elysées _____
3 Robson Street _____

b Work with a partner. Answer the questions.

1 Where's Robson Street? It's in ...
   a Perth, Australia.
   b Edinburgh, UK.
   c Vancouver, Canada.
2 Where's the Champs-Elysées? It's in ...
   a Paris, France.
   b Oslo, Norway.
   c Madrid, Spain.

c 2.16 Listen and check your answers.

2 Work with a partner. Ask and answer questions about places on your maps. Student A, turn to page 107. Student B, turn to page 112.

3a Match names 1–4 to sentences a–d.

1 Marie	a He's on Robson Street.
2 John	b They're on Abbey Road.
3 Sven and Max	c It's in London, UK.
4 Abbey Road	d She's on the Champs-Elysées.

b 2.17 Listen and check your answers.

4a Read the Grammar focus box. Match the beginnings in **bold** to endings 1–7.

GRAMMAR FOCUS subject pronouns

I	1 ___'s Tibor's sister.
You	2 ___'s a phone, not a tablet.
He	3 ___'re from the UK. Eva's a chef and Pete's an engineer.
She	4 ___'m a waiter at Pablo's restaurant.
It	5 ___ aren't students. We're doctors.
We	6 ___'re Rachel's teacher, right?
They	7 ___'s a nurse at Westmore Hospital.

→ Grammar Reference page 119

b Complete the sentences with subject pronouns.

1 Ian is from Australia. _____'s an engineer.
2 Derya and I are from Turkey. _____'re students.
3 'Hi. Are _____ Thierry?'
4 Sonya's a doctor. _____'s thirty-two.
5 This is Big Ben. _____'s in London.
6 Frank and Julie are in Italy. _____'re on holiday.

5a Read the phone conversation. Choose the correct words.

A Hi, Lewis. Helen here. How are [1]*you / we*?
B Fine, thanks.
A Are [2]*they / you* at home?
B No, [3]*I'm / It's* in London.
A Really? Where in London?
B [4]*I'm / He's* at the Victoria and Albert Museum.
A Where's that?
B [5]*He's / It's* on Cromwell Road, near the Science Museum.
A Wow! Is Max with you?
B Yes, [6]*he / it* is. [7]*We're / They're* here on holiday.

b 2.18 Listen and check your answers.

c Work with a partner. Have a similar phone conversation. Change the highlighted words.

A *Hi, Elena. Pilar here...*

Vocabulary prepositions of place

6 Look at the map. What city is this?



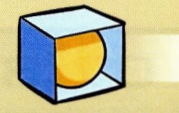
7a Find places 1–5 on the map and match them to locations a–e.

1 Fisgard Street	a It's near City Hall.
2 McPherson Playhouse	b They're near the Courthouse.
3 Robert Bateman Centre	c It's in Chinatown.
4 Thunderbird Park	d It's on Belleville Street.
5 YMCA and YWCA	e It's next to the Royal British Columbia Museum.

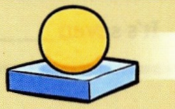
b 2.19 Listen and check your answers.

8a Read the Vocabulary focus box.

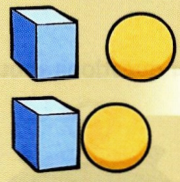
VOCABULARY FOCUS *in, on, near/next to*



in
- a country, e.g. *Argentina*
- an area, e.g. *Chinatown*
- a city, e.g. *Tokyo*



on
- a street/road, e.g. *Oxford Street, Khaosan Road*



near/next to
- buildings, e.g. *the station, the Central Museum*
- landmarks, e.g. *the Eiffel Tower, Golden Gate Bridge*

Note: **at** → *home, work, school*

b Complete the sentences with *in, on* or *near/next to.*

1 The Metropolitan Opera is _____ 65th Street.
2 The Palace Museum is _____ Beijing.
3 The Tuileries Garden is _____ the Louvre Museum.
4 The Colosseum is _____ Italy.
5 The Tower of London is _____ Tower Bridge.

9 Work with a partner. Ask about places 1–6 on the map.

A *Where's ...?* **A** *Where are ...?*
B *It's ...* **B** *They're ...*

1 the Library
2 the Victoria Conference Centre
3 the Parliament Buildings
4 Hotel Rialto
5 Store Street
6 Hotel Grand Pacific

10a Write four places in your town.

b Work with a partner. Swap your list of places. Ask and answer questions about the places.

A *Where's the Rijksmuseum?*
B *It's on Museumstraat.*

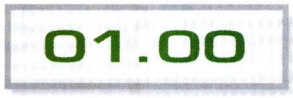
2.4 Speaking and writing

GOALS ■ Tell the time ■ Write a blog

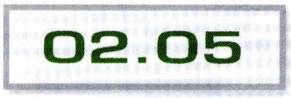
Listening & Speaking the time

1a **2.20** Look at the clocks. Listen and write the missing words.

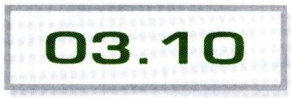
What time is it?



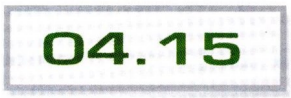
1 It's _____ o'clock.



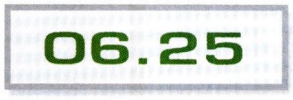
2 It's two oh _____.



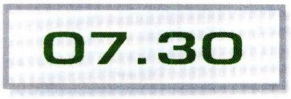
3 It's _____ ten.



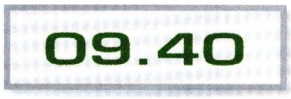
4 It's four _____.



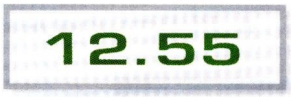
5 It's _____ twenty-five.



6 It's seven _____.



7 It's nine _____.



8 It's _____ fifty-five.

b **2.20** Listen again and repeat.

2 Work with a partner. Ask and answer questions about the time 1–8.

A *What time is it?*
B *It's one fifteen.*



3 **2.21** Read the *Understanding* ... box and listen to the examples.

UNDERSTANDING ... times

To understand times, listen for:

- a number + a number: two + thirty
- numbers from *oh one* (01) to *fifty-nine* (59)
- the word *o'clock*

It's two thirty. It's 10.05. It's eight o'clock.

4 **2.22** Listen and write the times.

5a **2.23** Listen to three conversations. Circle the words you hear.

1 **A** What time's the film?
B It's *seven thirty / at seven thirty.*
2 **A** What time's the meeting?
B It's *at / from* two o'clock to four o'clock.
3 **A** Excuse me. What time's the next train?
B One moment. It's *ten forty-two / at ten forty-two.*

b Compare your answers with a partner.

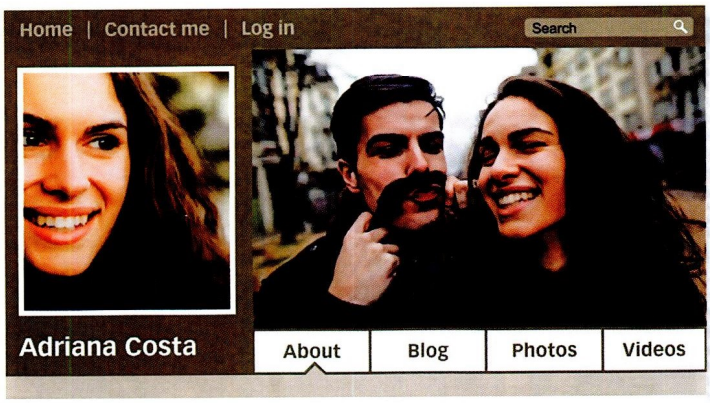
6a Read the Language for speaking box.

LANGUAGE FOR SPEAKING asking and answering about times

Asking about times	Answering about times
Excuse me ...	
What time is it?	*It's nine fifty.*
What time's the next bus?	*It's at five fifteen.*
What time's the meeting?	*It's from ten o'clock to eleven thirty.*

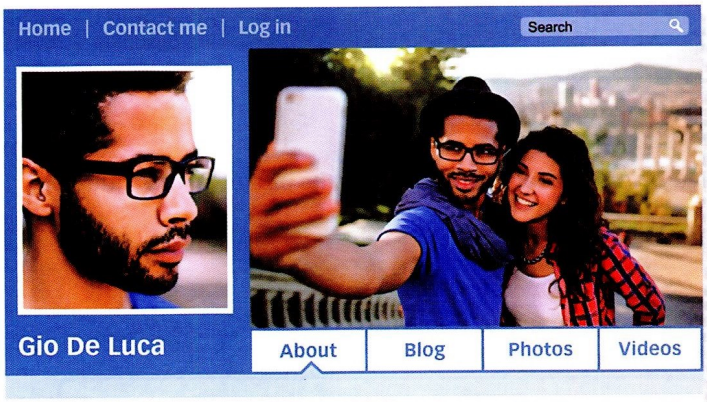
b Work with a partner. Practise asking and saying the time.
Student A, turn to page 107. Student B, turn to page 112.

Reading & Writing a blog



About

My name's Adriana. I'm eighteen and I'm from Brazil. I'm with my friend Pedro in this photo. He's a nice guy. He's from Brazil, too. I'm a student in a language school in Vancouver. Pedro isn't a student. He's a chef in a restaurant. It's an Italian restaurant and it's next to the school!



About

I'm Gio from Italy. I'm twenty-seven and I'm an engineer with ENI. ENI is an electricity company in Rome. The offices are near Ciampino airport. In this photo I'm with Nevin. She's twenty-five and she's a friend. Nevin's from Ankara in Turkey and she's a nurse. We're in an English class together.

7 Read the profiles. Answer the questions about Adriana and Gio.

1 Where's she from? Where's he from?
2 How old is she? How old is he?
3 Is she a chef? Is he an engineer?
4 Who's her friend? Who's his friend?
5 Where's the school? Where are the ENI offices?

8a Read sentences 1 and 2. Find two differences.

1 My name is Adriana and I am from Brazil.
2 My name's Adriana and I'm from Brazil.

b Match sentences 1 and 2 in exercise **8a** to their uses a–b.

a spoken English and emails to friends
b letters and emails at work

9a Read the Language for writing box.

LANGUAGE FOR WRITING using contractions

To write letters and emails to friends, use contractions:

*My name**'s** ... I**'m** eighteen.*
*He**'s** from Dubai. It**'s** in the city.*
*She **isn't** a student. They **aren't** in class.*

b Find the contractions in the two profiles.

My name's Adriana.

10a Rewrite Huba's profile using contractions.

My name is Huba. I am from Hungary. I am twenty-three and I am a teacher at FLL Centre. FLL Centre is a language school. It is in Budapest. In this photo I am with my students. They are very nice.

My name is Huba. → *My name's Huba.*

b Compare your answers with a partner.

11a TASK Complete the table with your own ideas.

	You	Your friend
Name		
Country		
Age		
Job		
Other info		

b Write a blog about you and your friend. Use the Language for writing box to help you.

My name's ...

c Swap your blog with a partner. Ask your partner 1–2 questions about their blog.

2.5 Video

Witney Antiques



1a Work with a partner. Look at the photos. Match numbers 1–4 to items a–d.

1 three	a books
2 four	b clocks
3 six	c tables
4 ten	d chairs

b Find one thing in the photos that is ...

1 old
2 beautiful
3 expensive

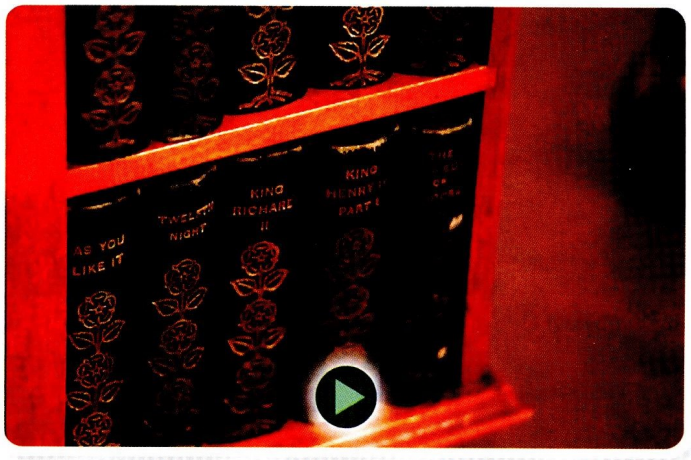
2 ▶ Watch the video about an antiques dealer, Jonathan Witney. Tick (✓) Jonathan's favourite things.

- ☐ a table from France
- ☐ chairs
- ☐ books in a bookcase
- ☐ a big clock
- ☐ his grandmother's clock



3 ▶ Watch the video again. Are the sentences true (T) or false (F)?

1 The shop is forty-five years old.
2 The table is from France and is 155 years old.
3 The chair is from Scotland and is 300 years old.
4 The books are by Shakespeare.
5 The big clock is from Austria.
6 His grandmother's clock is expensive.
7 The time on the clock is eleven o'clock.
8 The books and the clock are for sale.



4a TASK Work with a partner. There is an antiques auction at the city hall and you want to sell your favourite old object. Make notes in the table.

	Object
What is it?	
How old is it?	
Where is it from?	
Is it nice/expensive/beautiful?	
Why is it special?	

b Work in groups. Present your object in the auction and listen to other students do the same. You have £500. Bid for the objects you want.

Review

1a Read the conversations. Underline the correct words.

1 A What's [1] *this / these* in English?
B It's [2] *a / an* notepad.
A And what are [3] *that / those*?
B [4] *It's / They're* pens.

2 A What's in the bag?
B A [5] *laptop / laptops*, two [6] *book / books*, a wallet and [7] *a / an* umbrella.

b Work with a partner. Practise the conversations with your own objects.

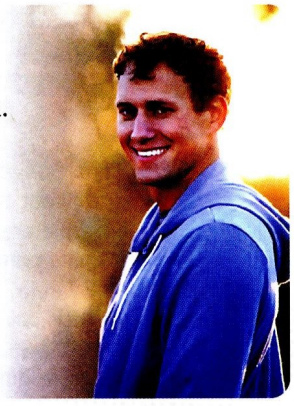
2a Work with a partner. Say the names of the films.

- *The Fantastic 4*
- *84 Charing Cross Road*
- *9 to 5*
- *12 Years a Slave*
- *100 Degrees Below Zero*
- *17 Again*

b 2.24 Listen and check your answers.

3a Complete the conversation with the words in the box.

a an he is He's Is isn't This What's



A [1]_____ is my friend, Ryan.
B [2]_____ his job?
A He's [3]_____ engineer.
B [4]_____ he [5]_____ computer engineer?
A Yes, [6]_____.
B Is he from the USA?
A No, he [7]_____. [8]_____ from Australia.

b Compare your answers with a partner.

4a 2.25 Listen to a conversation. Complete the information.

Name: Sarah
Country: _____
Job: _____
Where?: _____

b Think of a friend. Complete the table.

	Your friend
Name	
Country	
Job	

c Work with a partner. Talk about your friend in exercise **4b**. Use the conversation in exercise **3a** to help you.

5a Read the text. Replace the underlined words with pronouns.

Paolo and I are on holiday in New York. Paolo and I are with our friends, Hannah and David. Hannah and David are students at Columbia University in New York. Hannah is from California. Hannah is 20 years old. David is from South Africa. David is 21. Paolo, Hannah, David and I love New York. New York is a great city!

b Compare your answers with a partner.

6a Complete the description with *in*, *on*, *near* or *next to*.



The Sherlock Holmes Museum is [1]_____ Baker Street. It is [2]_____ Marylebone and Baker Street stations. Madame Tussauds is [3]_____ Marylebone Road. It is [4]_____ Baker Street station.

London Zoo is [5]_____ The Regent's Park. The entrance is [6]_____ Prince Albert Road.

b 2.26 Listen and check your answers.

7a Put the words in the correct order to make questions.

1 me. / Excuse / What / is / time / it ?
2 the / time's / What / meeting ?
3 the / Is / eight / at / o'clock / film ?
4 What / bus / next / time's / the ?

b Match answers a–d to questions 1–4 in exercise **7a**.

a It's from two o'clock to three o'clock.
b It's at eleven twenty.
c It's six forty-five.
d No, it's at eight thirty.

c Work with a partner. Practise the conversations.

3 People and possessions

3.1 My neighbours

GOALS ☐ Use adjective + noun phrases (1) ☐ Talk about possessions with *have got*

Vocabulary & Speaking adjective + noun phrases (1)

1a Match the phrases in the box to photos 1–6.

a clever woman a funny film a friendly dog a great book
a hard job a lovely city



b 3.1 Listen, check and repeat.

a clever woman **an** old woman

c Work with a partner. Student A, say the number of a photo. Student B, say the phrase.

A *Photo 5*
B *a clever woman*

2 Work with a partner. Make sentences using a noun from the box and an adjective.

book country film job man restaurant song

Spain is a lovely country.
Will Ferrell is a funny man.

Reading & Vocabulary irregular plurals

3 Read the texts. Who has got friendly neighbours?

Catherine

We've got a flat near Notre-Dame de Paris. It's a nice place. My job is in La Défense, the business centre of Paris. It's a hard job. I'm at work from 8 a.m. to 7 p.m. So for me, the flat is like a hotel. We've got five neighbours – three men and two women – but they aren't our friends.



Sanjay

My flat is in Bengaluru in a building of about twenty flats, and the people are very friendly. Two neighbours are good friends, Amit and Syreeta. They're lovely people. Amit's got a job in a hospital. He's a musician, too. Syreeta is an engineer. She's a clever woman. She's funny, too. They're from Delhi and they've got two great children.



4a Read the texts again and complete the table.

Irregular plural nouns	
Singular	**Plural**
a man	1 _____
a woman	2 _____
a person	3 _____
a child	4 _____

b 3.2 Listen, check and repeat.

5 Turn to page 108. Look at the illustration and write what you remember.

Why is it special?

Grammar & Speaking *have got, has got*

6a Read the texts in exercise **3** again and complete the sentences.

1 We've got five _____, but they aren't our friends.
2 I've got two good _____ in the building.
3 Amit's got a job in a _____.
4 Amit and Syreeta are lovely people and they've got _____ great children.

b Compare your answers with a partner.

7 Complete the Grammar focus box. Use exercise **6a** to help you.

GRAMMAR FOCUS *have got, has got*

Positive (+)		
I/You/We/They	[1] _____ **(have got)**	a lovely house.
He/She/It	[2] _____ **(has got)**	a nice garden.

→ Grammar Reference page 120

! I have got = I**'ve** got He has got = He**'s** got

8a Complete the text with the correct form of *have got*.



My name's Lena. I'm a nurse and I live with my partner. We [1] _____ two cats and a dog. This is my village. It [2] _____ fourteen houses. I [3] _____ great neighbours. Emilie and Bruno are artists; they [4] _____ lovely paintings in their house. My other neighbour, Cedric, is a teacher. He [5] _____ a hard job, but he's happy. He's a good friend.

b Compare your answers with a partner.

9a **3.3** Listen to two people talking about their neighbours. Complete the texts.

1 Antony's my neighbour. He's got a [1] _____ in my building. He's a [2] _____ in an Italian [3] _____. He's a [4] _____ man and he's got a nice [5] _____. His name's Mr Muffin.
2 Mr and Mrs Thompson are my [6] _____. They're from New Zealand and they're lovely [7] _____. Mr Thompson is a [8] _____ in a big [9] _____ and Mrs Thompson is a [10] _____. They've got four [11] _____ and two [12] _____.

b Compare your answers with a partner.

10a Make notes about two neighbours or families near you.

Name		
House/flat		
Job		
Children		
Pets		
Adjective		

b Work in small groups. Tell each other about the people you know. Use the texts in exercise **9a** to help you.
Dietmar's ...

READING SKILLS identifying key words

Nouns and adjectives are key words – they carry the important information in a text. Recognizing the key words helps you understand the text.

- Nouns are **things** (*dog, information*), **people** (*Mario, student*), and **places** (*school, Italy, London*).
- Adjectives give information about nouns (*She's **clever**./She's a **clever** woman.*).

1a Read the text. Underline the nouns.

Agnieska and I have got a lovely flat in Poznan in Poland. It's a great city. It's got big universities and lovely buildings, too. I'm a teacher in a university and Agnieska is a doctor. She's got a hard job. She's at the hospital from 8 a.m. to 7 p.m. every day.

b Compare your answers with a partner. Which nouns have CAPITAL letters?

2 Read the text in exercise **1a** again and circle the adjectives. Which nouns do they refer to?
lovely – flat

3a Complete the text with the words from the boxes.

Nouns children hotel manager pets room work

Adjectives happy hard interesting

Sophia has got an [1] _____ house. It's a [2] _____! She's the [3] _____ and she's got a quiet [4] _____ there. She's at [5] _____ from 6.30 a.m. to 5.30 p.m. every day. It's a [6] _____ job, but she's [7] _____. She hasn't got [8] _____, but she's got two [9] _____ – goldfish!

b Compare your answers with a partner.

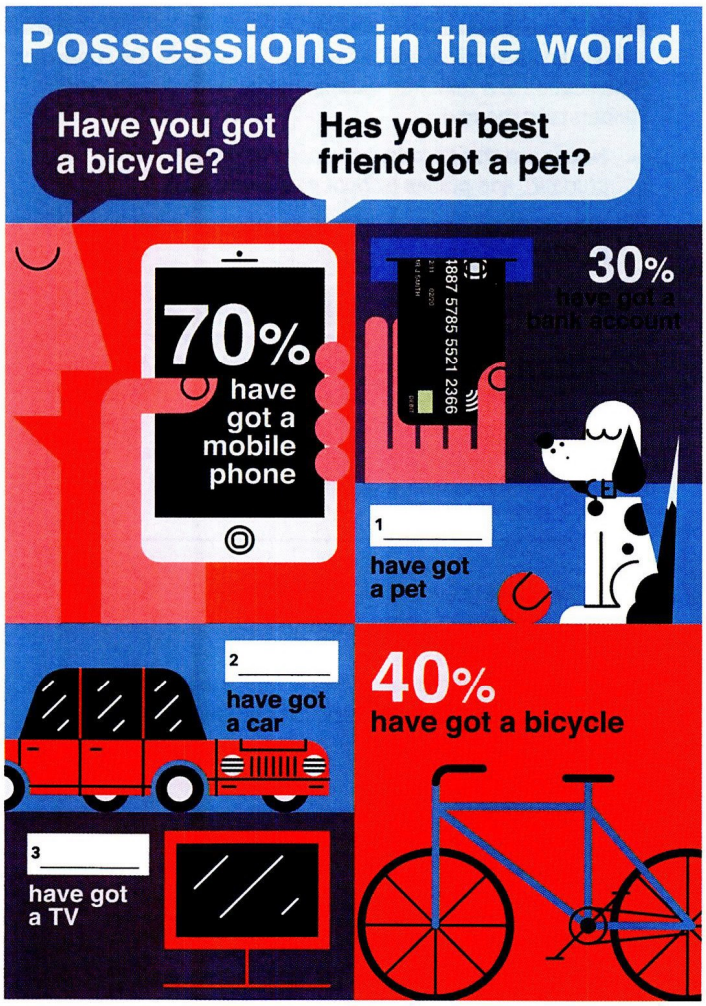
3.2 Possessions

GOALS ☐ Ask and answer about possessions using *have got* ☐ Use opposite adjectives

Grammar & Speaking *have got* negatives and questions

1a Work with a partner. Look at 'Possessions in the world'. Guess the missing numbers.

2% 9% 20%



b **3.4** Listen and check your answers.

2a Look at 'Possessions in the world' again and complete the sentences.

1 30% of people in the world have got a _____.
2 1 in 5 people in the world has got a _____.
3 60% of people in the world haven't got a _____.
4 91% of people in the world haven't got a _____.

b **3.5** Listen and check your answers.

3a **3.6** Listen to two people talking about possessions. Complete the questions and answers.

1 **A** Have you got a [1]_____?
B [2]_____, I have.
2 **A** Have you got a [3]_____?
B [4]_____, I haven't.
3 **A** Has your best friend got a [5]_____?
B [6]_____, he hasn't.

b Compare your answers with a partner.

4 Complete the Grammar focus box. Use exercises 2 and 3 to help you.

GRAMMAR FOCUS *have got* negatives and questions

Negative (–)			
I/You/We/They	[1]_____ **got** (**have not got**)	a television.	
		a mobile phone.	
He/She/It	**hasn't got** (**has not got**)	a bank account.	
		a bicycle.	
Questions (?)			
[2]_____	I/you/we/they	**got**	a car?
[3]_____	he/she/it	**got**	a pet?
Short answers			
(+) Yes,	I/you/we/they	[4]_____.	
	he/she/it	**has.**	
(–) No,	I/you/we/they	**haven't.**	
	he/she/it	[5]_____.	

→ Grammar Reference page 120

We have not got = We **haven't** got
He has not got = He **hasn't** got

5a Complete the conversations with the words in the box.

got has Has hasn't Have haven't 's 've

1 **A** [1]_____ you got a pet?
B No, I [2]_____. And you?
A Yes, I have. I [3]_____ got a dog.
2 **A** Has your best friend [4]_____ a mobile phone?
B Yes, he [5]_____.
3 **A** [6]_____ she got a car?
B No, she [7]_____. She [8]_____ got a bicycle.

b **3.7** Listen and check your answers.

PRONUNCIATION stress in *yes/no* questions and answers

6a 3.8 Listen to the conversation. Notice the stress when you ask and answer.

A *Have you got a car?*
B *No, I haven't. And you?*
A *Yes, I have. I've got a Mercedes.*

b 3.8 Listen again and repeat.

7 Work with a partner. Ask and answer questions about six possessions.

A *Have you got a car?*
B *Yes, I've got a Fiat. And you?*
A *Has your neighbour got a bicycle?*
B *No, he hasn't.*

Vocabulary opposite adjectives

8a 3.9 Read and listen to the adjectives in the Vocabulary focus box.

VOCABULARY FOCUS opposite adjectives



b Work with a partner. Talk about the illustrations in the Vocabulary focus box.
It's an old phone. It's a new phone.

9a Work with a partner. Use *a/an* + adjective to complete the sentences.

1 Switzerland is ___a___ ___lovely___ country.
2 Tim Berners-Lee is _____ _____ man.
3 *Romeo and Juliet* is _____ _____ story.
4 New York is _____ _____ city.
5 My best friend is _____ _____ person.

b Compare your answers with another pair.

10a Make three true and two false sentences using adjectives.

1 The USA is a poor country.

b Work with a partner. Read your sentences to each other and say *true* and *false*.

A *The USA is a poor country.*
B *False. The USA is a rich country.*

Listening & Speaking talking about possessions

11a 3.10 Listen to three conversations. Write the possession, e.g. *car*, and the adjective, e.g. *good*, in each conversation.

Possession	Adjective
1	
2	
3	

b Compare your answers with a partner.

12a Complete conversation 3 from the listening in exercise **11a**.

A [1]_____ you got a [2]_____ ?
B No, I haven't. And you?
A I've got a [3]_____ .
B Is it [4]_____ ?
A No, it's only [5]_____ .

b 3.11 Listen and check your answers.

13a Work with a partner. Ask and answer questions about the items in the box.

Possessions	bicycle car English book flat pet phone TV
Adjectives	bad big cheap clever cold expensive good hot new nice old small

b Work with a partner. Talk about three other things you have.

A *I've got an old laptop. Have you got a laptop?*
B *No, ...*

1 _____ you _____ any brothers and sisters?

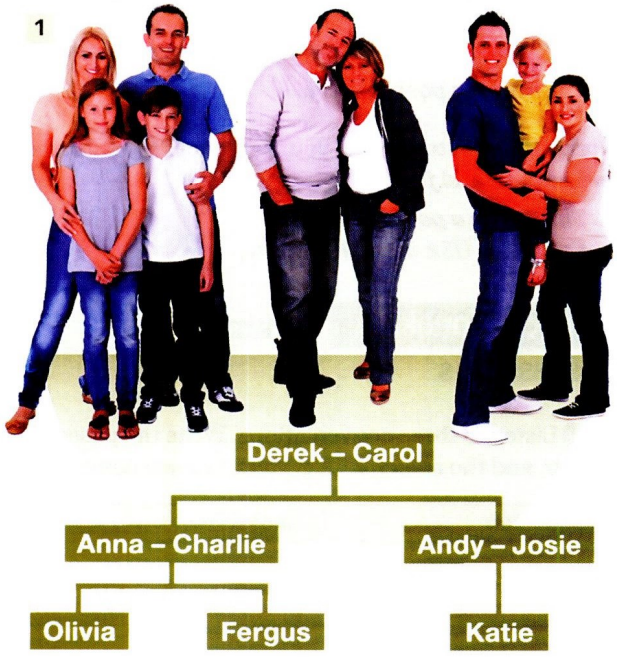
b Work with a partner. Tell each other the answers

3.3 Family

GOALS ☐ Use possessive determiners and possessive 's ☐ Talk about family

Vocabulary & Speaking family

1a Look at photo 1 and the family tree. Complete sentences 1–5.



1 _____ is Anna's **father** and Carol is her **mother**.
2 _____ and Anna are **husband** and **wife**.
3 _____ and Anna are **brother** and **sister**.
4 _____ is Charlie and Anna's **daughter** and Fergus is their **son**.
5 _____ and _____ are Fergus, Olivia and Katie's **grandparents**.

b **3.12** Listen and check your answers.

2a Complete the table.

	Male	Female	
1	grandfather	grandmother	_____
2	_____	mother	parents
3	son	_____	children
4	brother	_____	
5	_____	wife	

b **3.13** Listen, check and repeat.

3 Work with a partner. Look at photo 2. Identify pairs of family members.

They're brother and sister.

Listening & Grammar possession



4a **3.14** Listen to a conversation about photo 2. Who is not in the photo?

b **3.14** Listen again and circle the words you hear.

1 The woman next to the man is his *wife* / *sister*.
2 The girl is their *mother* / *daughter*.
3 The boy is her *son* / *brother*.
4 We've got one boy and one girl in our *family* / *children* too.

5a Complete the Grammar focus box. Use exercise **4b** to help you.

GRAMMAR FOCUS (1) Possessive determiners

Pronoun	I	you	he	she	it	we	they
Possessive determiner	my	your	1 ___	2 ___	its	3 ___	4 ___

→ Grammar Reference page 121

b **3.15** Listen, check and repeat.

6a Complete the sentences using possessive determiners.

1 This is my brother. _____ name's Tom.
2 Juan and Lolita are married. _____ son Rafael is seven years old.
3 I'm Ioana. _____ last name's Minculescu.
4 Aziza and I are from Kenya, but _____ best friends are from Canada.
5 Francesca is a nurse and _____ husband Marco is an engineer.

b Compare your answers with a partner.

7 Look at the sentences in exercise 1 again and complete the Grammar focus (2) box with *'s* or nothing (–).

GRAMMAR FOCUS (2) Possessive 's

We use 's to talk about family and possessions.

1 After one name (Katie):
Carol is Katie [1]__ *grandmother.*
2 After two or more names (Andy and Josie):
Katie is Andy [2]__ *and Josie* [3]__ *daughter.*

→ Grammar Reference page 121

8a Write *'s* in the correct place in sentences 1–4.

1 Aideen is my brother wife.
2 Marichka and Mikolaj daughter is ten.
3 My husband name is Shuang.
4 This is Xavier and Carmen son, Cristóbal.

b **3.16** Listen and check your answers.

9a Complete the text with *'s* or possessive determiners.



We live in Taiwan. These are [1]_____ neighbours, Amy and Jerry, and [2]_____ family. Amy and [3]_____ husband have got two children. [4]_____ names are Grace and Oliver. Oliver is eight years old and [5]_____ sister, Grace, is six. Amy [6]_____ parents are in Taiwan, too. Amy [7]_____ father is called Lee and [8]_____ wife [9]_____ name is Yu. Jerry [10]_____ parents, Naomi and Adam, live in the UK.

b Compare your answers with a partner.

Listening & Speaking talk about family

10a **3.17** Listen to Elsa talking about her family. Correct the statements.

1 Elsa has got one brother and one sister.
2 Inga is twenty-seven years old.
3 Elsa's sisters are teachers.
4 Inga is married.
5 Agneta's husband is a doctor.

b Work with a partner. Complete the questions from the listening in exercise **10a**.

1 _____ you _____ any brothers and sisters?
2 What _____ _____ names?
3 What _____ _____ jobs?
4 _____ _____ married?

c **3.17** Listen again and check your answers.

11a Make notes in the table about a family you know.

Name	Family member	Age	Job
Peter	brother		

b Work with a partner. Take turns to talk about a family you know using your notes in the table.

A *My brother, Peter, is twenty-six. He's an engineer ...*
B *Is he married?*

LISTENING SKILLS understanding final *'s*

The final **'s** can mean: *is*, *has* or possession. Listening for what comes after **'s** helps you understand the sentence.

Structure	Meaning	Example
1 **'s** + *a(n)* + noun	***is***	*Ida* ***'s*** *a chef.* = *Ida* ***is*** *a chef.*
2 **'s** + adjective	***is***	*Ali* ***'s*** *funny.* = *Ali* ***is*** *funny.*
3 **'s** + *got*	***has***	*Kayo* ***'s*** *got two sons.* = *Kayo* ***has*** *got two sons.*
4 **'s** + noun	**possession**	*Filipa* ***'s*** *house is in Warsaw.* (= her house)

1a **3.18** Listen and complete the sentences.

1 My mother _____ _____ is very old.
2 Frank _____ _____ _____.
3 My grandfather _____ _____.
4 Sarah _____ _____ friendly dog.

b What is the meaning of *'s* in the sentences in exercise **1a**? Write *is*, *has* or possession.

1 *possession*

2 **3.19** Listen to Bruno talking about Carlo. Answer the questions.

1 Who is Carlo?
2 What is his job?
3 Has he got children?

3a **3.20** Listen to Mia talking about four people and complete the information.

	is ...	***has got*** ...
Nicole	*Mia's neighbour*	*two children*
Ivy		
Robert		
Tony		

b Work with a partner. Tell each other the answers using *'s*.

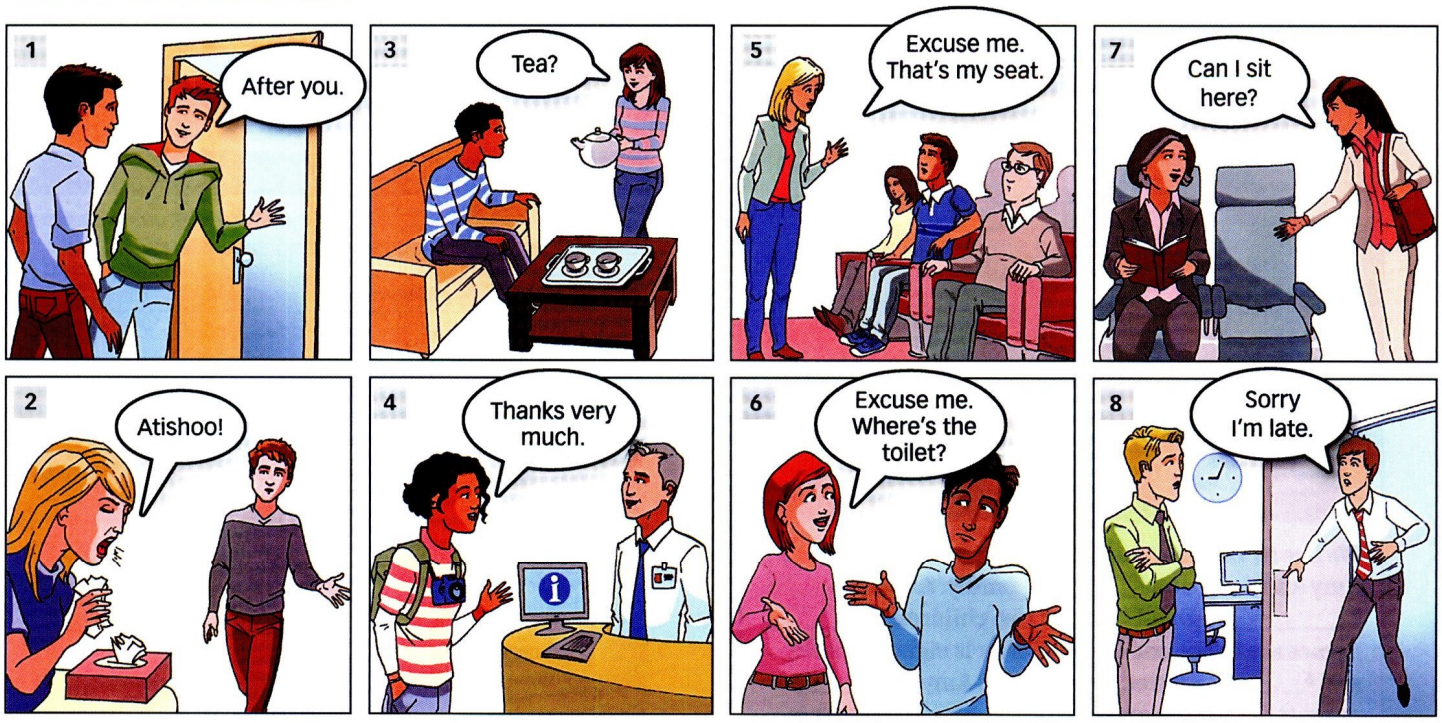
Nicole is Mia's neighbour.

VOX POPS VIDEO 3

3.4 Speaking and writing

GOALS ☐ Use everyday expressions ☐ Write a social media message

Listening & Speaking everyday expressions



1a **3.21** Look at illustrations 1–8. Listen and complete the conversations with responses a–h.

a Oh, thanks.
b That's OK. Don't worry.
c Sorry, I don't know.
d Yes, of course.
e You're welcome.
f Yes, please.
g Bless you!
h Oh, I'm so sorry.

b **3.21** Listen again and repeat each conversation.

c Work with a partner. Practise the conversations.

2 **3.22** Read the *Understanding ...* box and listen to the examples.

UNDERSTANDING ... polite intonation

Listen for the intonation in everyday expressions to understand if the person is polite or not. In polite expressions the speaker's voice goes up ↗ and down ↘ a lot:

A *Excuse me. Can I sit here?*
B *Yes, of course.*

3a **3.23** Listen to four everyday expressions and tick (✓) the correct box.

	1	2	3	4
Polite	☑	☐	☐	☐
Not polite	☐	☐	☐	☐

b **3.23** Listen again and for each expression choose the correct response from exercise **1a**.

4 Talk to other students in the class. Practise the everyday expressions. Use the Language for speaking box to help you.

LANGUAGE FOR SPEAKING everyday expressions

Atishoo!	*Bless you!*
Excuse me. That's my seat.	*I'm so sorry.*
Tea?	*Yes, please.*
Excuse me. Where is the toilet?	*Sorry, I don't know.*
Can I sit here?	*Yes, of course.*
Thank you.	*You're welcome.*
After you.	*Thanks.*
Sorry I'm late.	*That's OK. Don't worry.*

Reading & Writing a social media message

5a Read the message from Eva to her friend Nula. Answer the questions.

1 Where is Eva?
2 Who is she with?
3 Why is she there?
4 Where is their hotel?

Find Friends | Home | Settings



Eva Boyle

[1] Hi, Nula – I hope you're well. How are things in Bahrain? [2] I'm in London for three days. I'm here with Sunil. He's here for a conference, **but** I'm on holiday. [3] London is a great city, **but** it's very expensive. Sunil's sister is in London **and** she's got a flat here. Her flat is nice, **but** it's small. It's got only one bedroom. We're in a hotel in Kensington **and** our room is really big. The hotel has got a great restaurant **and** it's near the city centre.

[4] Message me soon. Bye. x

✓ Seen 08.35

b Match items a–d to numbers 1–4 in Eva's message.

a Describe the place
b End the message
c Say where you are and why
d Start the message

6 Work with a partner. Complete the message. Use the text in exercise **5a** to help you.

Chat

1 _____, Leila 2.35 p.m.

2 _____. I'm in Hawaii on holiday! It's beautiful here. We're in a hotel near the sea.

3 _____. x

7a Read the Language for writing box.

LANGUAGE FOR WRITING *and* and *but*

To join two similar ideas, use *and*.

☺ ☺

The hotel is nice ***and*** *it's near the city centre.*

To join two contrasting ideas, use *but*.

☺ ☹

The hotel is nice, ***but*** *it's not near the city centre.*

b Look at the sentences with *but* in the message to Nula. What are the contrasting ideas?

great city/expensive city

c Underline the sentences with *and* in Eva's message. What are the similar ideas?

Sunil's sister is in London./Sunil's sister has got a flat in London.

8a Work with a partner. Complete the sentences. Use *and* or *but*.

1 It's a good restaurant, _____ it's not cheap.
2 Their family is poor, _____ they are happy.
3 She's got one brother _____ one sister.
4 I've got paper, _____ I haven't got a pen.
5 Her father is an engineer _____ he has got a job on a big project in Vietnam.

b Make sentences using *and* and *but*.

1 It's a nice hotel...
It's a nice hotel **and** *it's cheap.*
It's a nice hotel, **but** *it's not near the centre.*
2 It's a beautiful city...
3 They've got two daughters...
4 I've got a good job...

9a TASK Work with a partner. Imagine you are in another country. Answer the questions:

- Where are you?
- Is it a nice place?
- Why are you there?
- Who are you with?
- Are you in a hotel?
- Where are you now?

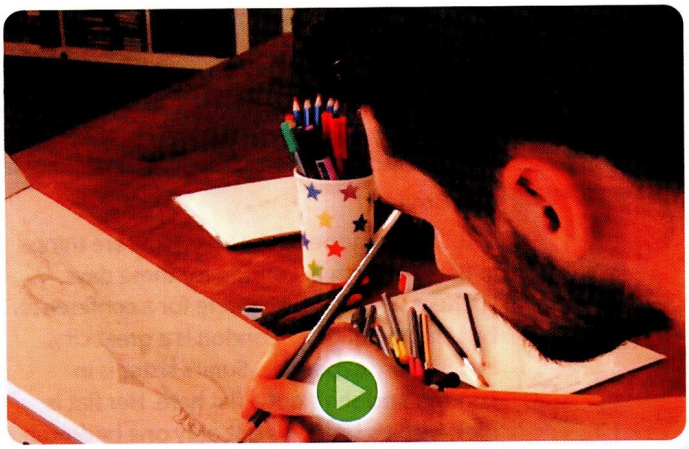
b Write a social media message to a friend at home. Use sentences with *and* and *but*.

c Swap your message with another pair. What is similar? What is different?

We're in Turkey, but they're in Japan.
We're on business and they're on business, too.

3.5 Video

A gadget-free life



1 Work with a partner. Look at the photos of Christopher and answer the questions below.

1 Where is Christopher from?
2 How old is he?
3 What is his job?
4 Has he got a job in a company office?
5 Is he happy in his life?

2 Watch the video. Check your answers to questions 1–5 in exercise 1.

3a Watch the video again. Circle the correct options.

1 Two billion people in the world have got *a mobile phone* / *a smartphone.*
2 *25%* / *50%* of people have got a laptop.
3 *16%* / *6%* of people have got a tablet.
4 Christopher Jenkinson *has got* / *hasn't got* a computer.
5 He *has got* / *hasn't got* a TV, but he *has got* / *hasn't got* a phone.
6 He has got *a house* / *a flat* near the centre of Oxford.
7 Christopher *is* / *isn't* at his desk a lot.
8 His favourite books are *comic books* / *old books.*
9 He *has got* / *hasn't got* a car.
10 His friends *have got* / *haven't got* smartphones.

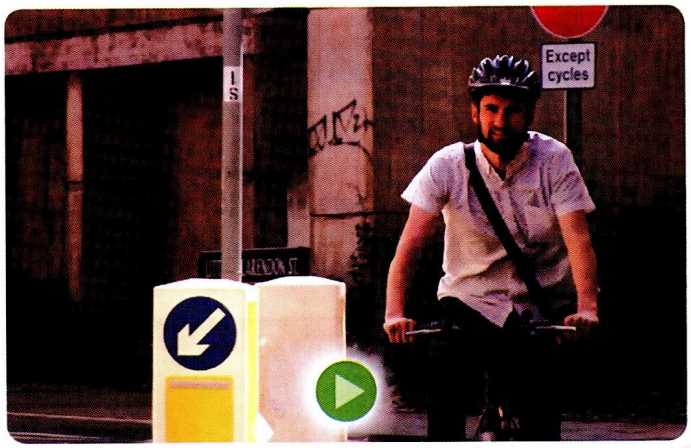


b Work with a partner. Write the things Christopher has got in his office at home.

a desk, ...

4a TASK Work with a partner. Prepare questions to ask Christopher about his life. Use the prompts to help you.

- ... from?
- ... job?
- ... office?
- ... big?
- ... objects / in your office?
- ... a computer?
- ... a car?
- ... happy in your life?



b Work with another partner. Role-play an interview with Christopher.

Review

1a Put the words in the correct order to complete the sentences.

1 a / Stefan Hell's / man / clever .
2 film / a / *Birdman*'s / funny .
3 Vienna's / city / a / nice .
4 neighbours / lovely / My / are / people .
5 a / country / Morocco's / friendly .
6 teaching / job / hard / Is / a ?

b 3.24 Listen and check your answers.

c Work with a partner. Make three similar sentences with different people and things.

2a Replace the highlighted adjectives with their opposite adjectives.

1 I've got an old bicycle. *I've got a new bicycle.*
2 They've got a big house.
3 It's an expensive laptop.
4 He isn't a rich man.
5 This coffee is hot.
6 It's a good restaurant.
7 It's a happy film.
8 His father is very young.

b Compare your answers with a partner.

3a Write one word in each gap. Use contractions where possible.

1 **A** [1]_____ you and Fred got pets?
B No, we [2]_____. But my mother [3]_____ got nine cats.
A Nine?! Has she [4]_____ a big house?
B No, she [5]_____. It's a small house, but it [6]_____ got a garden.
2 **A** [7]_____ your parents got a car?
B No, they [8]_____. We haven't got cars in our family. I [9]_____ got a car, my brother [10]_____ got a car and my parents [11]_____ got a car.
A What transport have you got?
B [12]_____ got bicycles.

b 3.25 Listen and check your answers.

c Have similar conversations. Ask your partner about these things:

1 neighbours – pets?
2 family – car?
3 you – new phone?

4a 3.26 Listen to Caleb's description of his neighbours. Complete the table.

	Number 34	Number 38
People in the house		
People's jobs		
Pets		

b Work with a partner. Talk about Caleb's neighbours.

c Write *'s* in the correct place in sentences 1–4.

1 Linda is Charlie wife.
2 Charlie and Linda children are young.
3 The children pet is a dog called Benji.
4 Caleb neighbours are friendly.

5a Match answers a–f to expressions 1–6.

1 Atishoo!	a Yes, please.
2 Coffee?	b Sorry, I don't know.
3 Where is Mr Kirk's office?	c You're welcome.
4 Can I sit here?	d Bless you!
5 Thank you.	e That's OK. Don't worry.
6 Sorry I'm late.	f Yes, of course.

b Work with a partner. Take turns to say the expressions and check your answers.

6a Correct the seven mistakes in the email.

Sent: Tuesday 19.24

Hi, Paul.

I hope you're [1] good. How are things in Manila? I'm [2] at Italy for a week. I'm here for [3] an conference. Italy is very nice and the food [4] are great, but it's expensive here. Jack is at the conference, too. We [5] is in the same hotel. [6] He've got a room next to my room. It's a nice hotel, [7] but it's near the centre.

See you soon,
Carrie

b Compare your answers with a partner.

4 My life

4.1 About me

GOALS ■ Use present simple positive with common verbs ■ Talk about your life

Reading & Grammar present simple positive

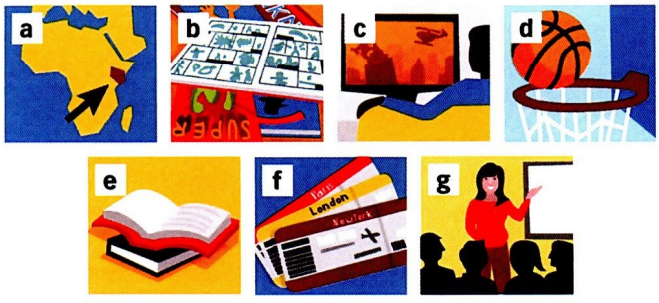
1 Look at the photos. Are they ...

a husband and wife? b brother and sister?

2 4.1 Read and listen to the text about Auma and Barack. What is similar about their lives? What is different?

• parents • children • home • job

3a Match the highlighted verbs in the text to photos a–g.



b Compare your answers with a partner. Say each verb.

4a Read the text again and complete the sentences in the Grammar focus box.

GRAMMAR FOCUS present simple positive

To make the present simple positive, we use:

1 *I/You/We/They* + verb
I [1] *study* at a school in the USA.
They [2] _____ the same father.

2 *He/She/It* + verb + *(e)s*
He [3] _____ basketball.
She [4] _____ for a charity.

To make the *he/she/it* form, we ...

1 add *-s* to most verbs: *play* → *plays* *read* → *reads*

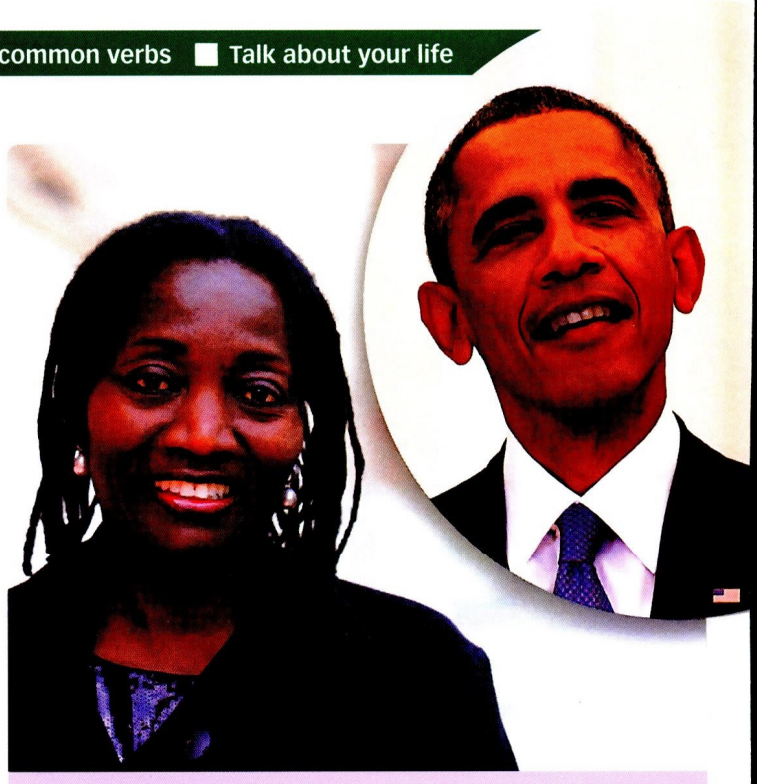
2 add *-es* to verbs ending in *-ch*, *-sh*, *-ss*, *-o*: *go* → *goes*

3 delete *-y* and add *-ies* to verbs ending in consonant + *-y*: *study* → *studies*

Note: the *he/she/it* form of the verb *have* is *has*.

→ Grammar Reference page 122

b Compare your answers with a partner.



This is Auma Obama. She lives in Nairobi in Kenya and she has a daughter named Akinyi. She works for a charity – she teaches young people from poor families. This is her brother, Barack. They have the same father, but different mothers. Barack lives in the USA with his wife and two daughters. His daughters study at a school there. He goes abroad a lot but when he has time, he plays basketball, reads books and watches films – his favourites are *Casablanca* and *One Flew Over the Cuckoo's Nest*. And he likes *Spider-Man* comics! Auma and her brother have different lives, but their jobs are similar. They want to help people.

5 Complete the sentences about Auma and Barack.

1 Barack *reads* books.
2 Auma _____ young people.
3 Auma and Barack _____ different mothers.
4 Barack _____ *Spider-Man* comics.
5 Auma _____ a daughter named Akinyi.
6 Barack and his family _____ in the USA.

PRONUNCIATION present simple with *he/she/it*

The present simple ending *-(e)s* is pronounced in three ways.

/s/	likes works
/z/	goes lives plays reads studies
/ɪz/	teaches watches

6a **4.2** Listen and repeat the sounds and verbs.

b Work with a partner. Say the sentences in exercise **5**.

Vocabulary & Speaking common verbs

7a Complete phrases 1–9 with the verbs in the box.

go like live play read study teach watch work

1 _____ in Kenya/in a flat
2 _____ at a school/English
3 _____ abroad/to Italy
4 _____ for a charity/in an office
5 _____ basketball/the violin
6 _____ comics/cars
7 _____ young people/English
8 _____ TV/films
9 _____ newspapers/books

b **4.3** Listen and check your answers.

c Work with a partner. Add one more word or phrase to each verb.

live in Kenya/in a flat/*in Zurich*

8 Write two true and two false sentences. Read your sentences to your partner and say *true* or *false*.

A *I live in a flat.*
B *False. You live in a house.*

9a Work with a partner. Use the prompts to talk about your life.

1 I live **in**...
2 I work **at/in/for**...
3 I study **at/–**...
4 I play (+ *noun*)...
5 In my free time, I watch/read (+ *noun*)...

b Work with a different partner. Tell them about your partner in exercise **9a**.

Chelsea lives in a flat on Tackley Road. She works in a school ...

10 Tell the class about you and other students. Who is similar? Who is different?

Jakub lives in Prague, but I live in Kladno. We study at Charles University.

READING SKILLS understanding verb phrases

To understand verb phrases ...

- Focus on the verbs first (e.g. *study, like, lives, goes*).
- Look at the 'idea' that comes after the verb:
  - noun (*a teacher, a hotel*)
  - a longer idea (*in a small hotel in Kiev, at university in London*)

1 Match verbs 1–6 to nouns and phrases a–f.

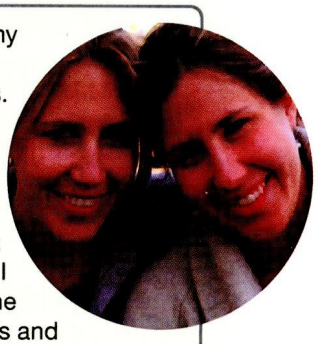
1	go *c*	a	the guitar
2	watch	b	in a hospital
3	play	c	to the beach
4	live	d	TV
5	study	e	in Lisbon
6	work	f	art

2 Underline the verb phrases in sentences 1–6.

1 In her free time, Amelia goes to the cinema.
2 We watch a lot of films.
3 Anton studies English at university.
4 Severine plays golf at the weekend.
5 Omar teaches maths in a school.
6 Bryan and Anna like music.

3 Read the text and answer questions 1–5.

My name's Giorgia and this is my sister Valentina. We are twins, but we have very different lives. I live in Milan and I'm a nurse. I work in a hospital in the city. Valentina studies music at the University of Palermo. She teaches classes, too. Valentina and I like sport and music, but I haven't got time for sport. At the weekend, Valentina plays tennis and she goes to the beach. But I read books and watch TV at the weekend.

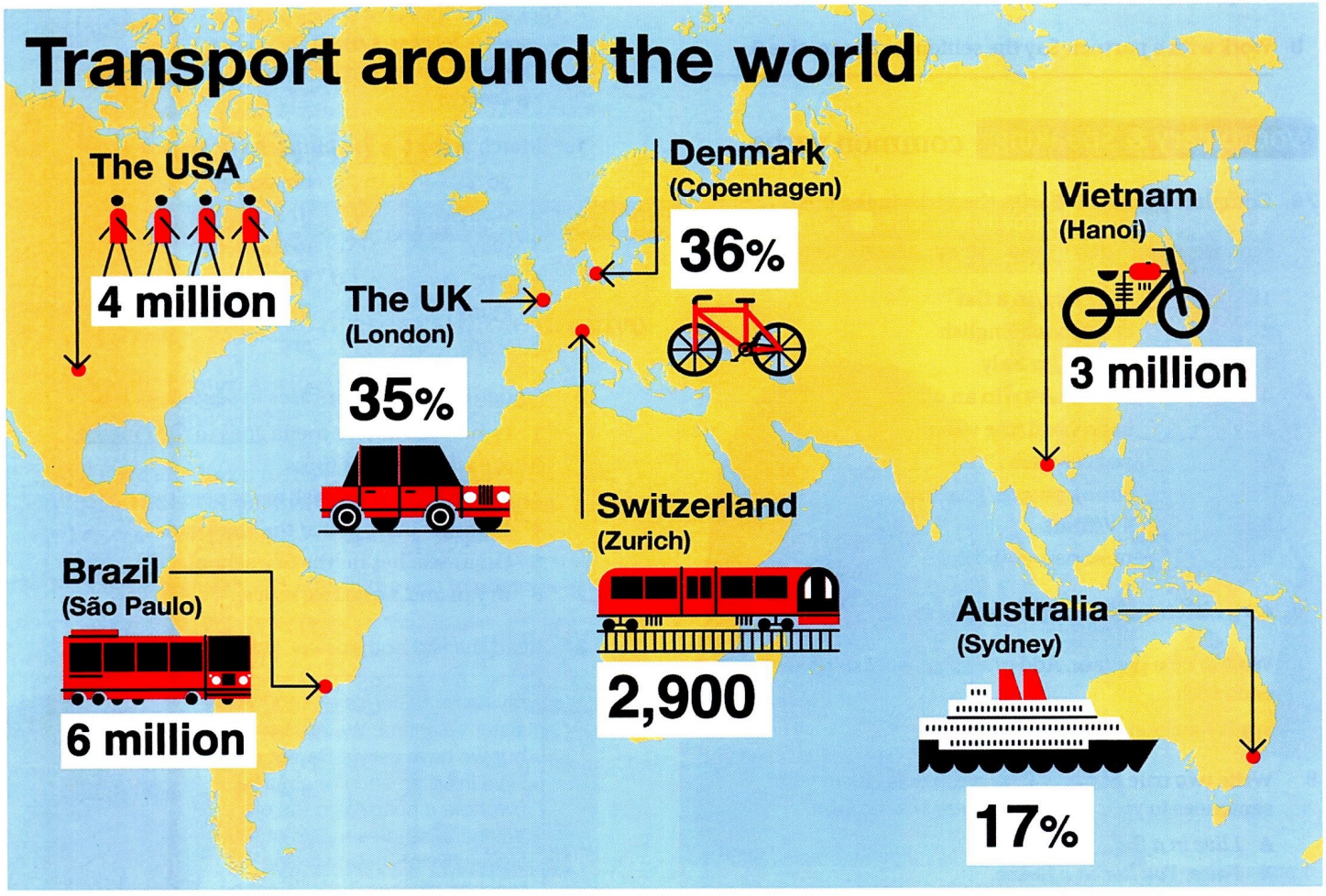


1 Where does Giorgia live?
2 Where does Giorgia work?
3 What does Valentina study?
4 What do the twins like?
5 What do they do at the weekend?

4.2 Journeys

GOALS ☐ Use the present simple negative ☐ Talk about journeys

Vocabulary & Speaking transport



1 Work with a partner. What forms of transport do you know?

2a Look at the infographic. Complete sentences 1–7 with the words in the box.

Nouns bus ferry motorbike train
Verbs cycle ~~drive~~ walk

1 35% of people in London, in the UK, *drive* to work.
2 A lot of people in Switzerland go to work by _____. Over 2,900 trains go through Zurich station every day.
3 In the USA, 4 million people _____ to work or school.
4 In Copenhagen, Denmark, 36% of people _____ to work, school or university.
5 In Sydney, Australia, 17% of people go to work on public transport. Some people go by _____.
6 A lot of people in Vietnam go to work by _____. Hanoi has 3 million motorbikes.
7 In São Paulo, Brazil, 6 million people go by _____ every day.

b 4.4 Listen and check your answers.

3 Work with a partner. Student A, say the city. Student B, say the transport.

A *In London, ...*
B *... they drive to work.*

! I go to work by train.

4 Work in small groups. Tell each other about your transport.
I cycle to work. And you?

→ Grammar Reference page 122

Listening & Grammar present simple negative

5a 4.5 Listen to four people talking about their journeys to work. Match beginnings 1–5 to endings a–e.

1 Christina	a walks to work.
2 Pedro	b cycles to work.
3 Tai	c goes to work by train.
4 Candice	d drives to work.
5 James	e goes to university by motorbike.

b 4.5 Listen again and circle the words you hear.

1 I don't go by bus because my house is *five / fifteen* minutes from my work.
2 We drive to work. We don't like *buses / trains*.
3 I don't drive to university. I don't have a *bicycle / car*.
4 My husband James works in Pretoria. It's *17 / 70* kilometres to Pretoria. He doesn't walk to work.

6 Complete the Grammar focus box. Use exercise **5b** to help you.

GRAMMAR FOCUS present simple negative

I/You/We/They	1 _____ (**do not**)	drive.
		like buses.
He/She/It	2 _____ (**does not**)	work.
		walk to work.

→ Grammar Reference page 122

7a Change the positive verbs into negative.

1 We work near the centre.
2 Christina lives in New York.
3 The city has good buses.
4 The trains go to Essex Road.
5 Pedro goes to work by bus.
6 I like old ferries.

b 4.6 Listen, check and repeat.

8a Read about Sun-Hee's journey to work. Student A, turn to page 108. Student B, turn to page 113.

b Take turns to tell your partner about Sun-Hee.

A *Sun-Hee lives in Sydney...*

c Make the sentences about Sun-Hee true for you. Use negatives.

I don't live in Sydney. I live in Cairo, in Egypt.

9 Work with another partner. Talk about your first partner's journey.

Rob doesn't live in Sydney. He lives in Cairo, in Egypt.

LISTENING SKILLS understanding positive and negative contractions

Native English speakers often use contractions when they speak: *I'm, The woman's, We don't.* Understanding contractions helps you understand spoken English better.

Negative contractions end in *n't*, e.g. ***don't***, ***aren't***, ***haven't***.

1 Underline the negative words.

aren't doesn't hasn't he's isn't it's they've we're you're

2 4.7 Listen to six sentences. Write the contractions. Are they positive or negative?

1 _____
2 _____
3 _____
4 _____
5 _____
6 _____

3 4.8 Listen to Ye-eun talking about her brother, Bon-hwa. Tick (✓) the correct name for each statement in the table.

Ye-eun		Bon-hwa
✓	lives in South Korea	
	is a student	
	works in a restaurant	
	has got a car	
	goes to the university by bus	
	goes to the beach	
	is happy	



4.3 My day

GOALS ☐ Ask present simple *yes/no* questions ☐ Talk about your day

Vocabulary & Listening daily activities

1a **4.9** Listen and put the days in the correct place in the calendar.

Friday Monday Saturday Sunday Thursday Tuesday Wednesday

◀ ◆ ▶ MARCH						
M	**T**	**W**	**T**	**F**	**S**	**S**
1	2	3	4	5	6	7

b **4.9** Listen again and repeat.

2 Work in small groups. Answer the questions.

1 What's your favourite day? Why?
2 What's a day you don't like? Why not?

My favourite day is Saturday. I don't go to work and I watch football.

3a **4.10** Look at the illustrations. Listen and repeat the verbs.



get up | have a shower | get dressed | check emails

have breakfast | go to work | start work | finish work

get home | have dinner | go out | go to bed

b Work with a partner. Student A, say the second part of one of the daily activities. Student B, say the complete phrase.

A *breakfast*
B *have breakfast*

4 Look at the profile of Helena Morrissey. What is surprising about her?



Name: Helena Morrissey
Job: CEO of Newton Investment Management
Home: London
Family: Married with nine children
Hobbies: Pilates, activities with the family

5a **4.11** Listen to Helena talking about her day*. Note down three things she does with her family.

b **4.11** Listen again and underline the correct options.

1 I get up at 5 a.m. and *have a shower* / *check my emails.*
2 I have breakfast with my *husband* / *children.*
3 I go to work by *train* / *taxi.*
4 I start work at 8.00 a.m. and *finish* / *get home* at about 6.30 p.m.
5 I have dinner at *7.30* / *8.30* p.m.
6 After dinner I *work again* / *go to bed.*
7 I *work* / *don't work* at the weekend.
8 On Saturdays, we watch a film or *have dinner* / *go out* with friends.

c Compare your answers with a partner.

6 Work with a partner. Look at two other profiles. Student A, turn to page 108. Student B, turn to page 113.

*This interview with Helena Morrissey is fictitious and is based on media reporting.

Grammar & Speaking present simple *yes/no* questions

7 Read the questions and answers from the listening in exercise **5a**. Complete the Grammar focus box.

1 **A** *Do you get up early?*
B *Yes, I do.*
2 **A** *Does your husband work?*
B *No, he doesn't.*

GRAMMAR FOCUS present simple *yes/no* questions

***Yes/No* questions**			
1 _____	I/you/we/they	work	at the weekend?
2 _____	he/she	check	emails at 5.00?
Short answers			
(+) Yes, I/you/we/they **do**.		(–) No, I/you/we/they **don't**.	
Yes, he/she **does**.		No, he/she 3 _____.	

→ Grammar Reference page 123

8a Put the words in the correct order to make questions about Helena Morrissey and her family.

1 early / she / up / Does / get ?
Does she get up early?
2 her / Do / up / 5.00 / children / get / at ?
3 have / Does / her family / she / with / breakfast ?
4 she / work / Does / to / drive ?
5 work / dinner / she / Does / after ?
6 at / her / home / live / Do / children ?
7 she / Does / weekend / the / at / work ?
8 out / friends / Do / with / go / Helena and her husband ?

b Compare your questions with a partner.

! Do you ...? Does he ...?

PRONUNCIATION stress in present simple *yes/no* questions and answers

9a **4.12** Listen to two questions from the interview with Helena. Notice the stress when you ask and answer.

1 **A** *Do you work at the weekend?*
B *Yes, I do.*
2 **A** *Does your husband work?*
B *No, he doesn't.*

b **4.12** Listen again and repeat.

c Work with a partner. Ask and answer the questions about Helena in exercise **8a**.

10a TASK Work with a partner. Use the verbs and phrases in the box to talk about your day. Ask each other questions.

get up have breakfast go to work work finish work
get home have dinner go out go to bed

A *I get up at 9.00 and have breakfast.*
B *Do you have breakfast at home?*

b Work with a different partner. Ask and answer questions about your first partners and make notes.

A *Does Giorgio get up early?*
B *No, he doesn't. He gets up at 9.00.*

c Tell the class about the two people in exercise **10b**. Say one thing that is the same and one thing that is different about their day.

Eliška gets up at 7.00, but Giorgio gets up at 9.00.

Vocabulary verb + noun phrases

11a Read the Vocabulary focus box about phrases.

VOCABULARY FOCUS phrases with *go, get, have*

Some words often go together (*go to school, have lunch*, etc.). Learn these groups of words together. It helps you remember vocabulary.

go →	to work/to school/to university out (with friends) to bed
have →	breakfast/lunch/dinner a shower/a bath a coffee
get →	home up

b Write three sentences about yourself or people you know using phrases with *go*, *have* and *get*. Don't write the second part of the phrases.

I get _____ at 5 o'clock.

c Swap sentences with a partner. Take turns to guess the missing words.

A *You get up at 5 o'clock.*
B *False. I get home at 5 o'clock.*

VOX POPS VIDEO 4

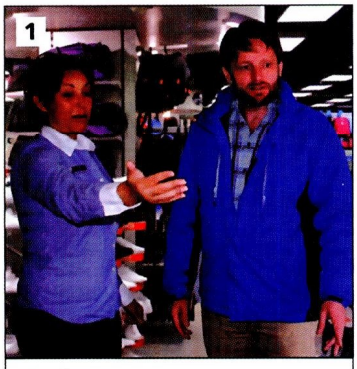
4.4 Speaking and writing

GOALS ☐ Ask for things in a shop ☐ Write an informal email

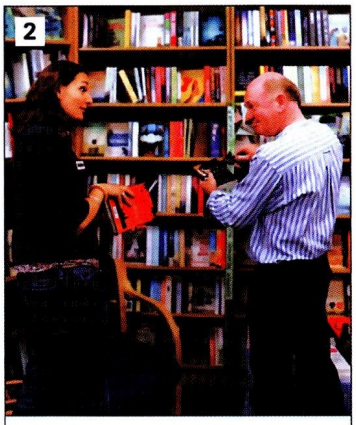
Listening & Speaking in a shop

1a Match the shops to photos 1–4.

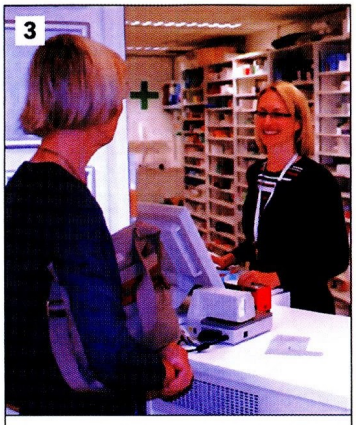
☐ pharmacy ☐ department store ☐ electronics shop ☐ bookshop



C 1 _____
SA Yes. They're over there near the window.
C 2 _____



SA Can I help you?
C 3 _____



SA Is that everything?
C 4 _____



C 5 _____
SA It's £75.
C 6 _____

b **4.13** Listen to four conversations between the customer (C) and the shop assistant (SA). What does each person 1–4 want to buy?

- vitamins
- a tablet
- an umbrella
- nothing

2a Complete the conversations in exercise **1a** with items a–f.

a No, thanks. Just looking.
b OK. I'll take it.
c Excuse me. Do you have any umbrellas?
d How much is this tablet, please?
e Great. Thank you.
f No, I need vitamins, too.

b **4.13** Listen again and check your answers.

c Work with a partner. Practise the conversations in exercise **1a**.

3 **4.14** Read the *Understanding* ... box and listen to the examples.

UNDERSTANDING ... prices

To understand prices, listen for:

- one number: $10 – **ten** dollars, £23 – **twenty-three** pounds, 85p – **eighty-five** pence OR
- two numbers: €37.50 – **thirty-seven** (euros) **fifty**, £9.99 – **nine** (pounds) **ninety-nine**

4a **4.15** Listen. Do you hear one number or two numbers?

1 one / two
2 one / two
3 one / two
4 one / two

b **4.15** Listen again and write the prices.

5 Work with a partner. Ask and answer about prices. Student A, turn to page 108. Student B, turn to page 113.

6a Read the Language for speaking box.

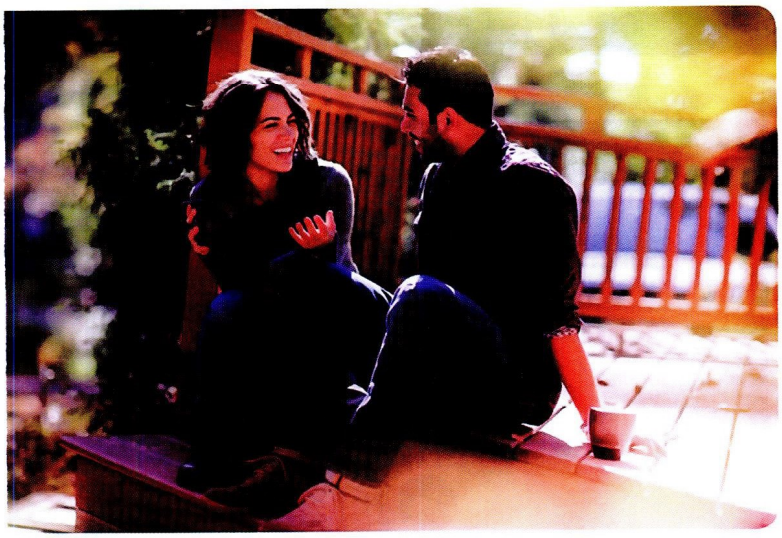
LANGUAGE FOR SPEAKING in a shop

Customer	**Shop assistant**
Excuse me. Do you have a/any ...?	*Yes, it's/they're over there.*
How much is/are ...?	*It's $10./They're £24.99.*
OK. I'll take it./I'll take them.	
Shop assistant	**Customer**
Can I help you?	*Yes, please. I need a(n)/four ...*
	No, thanks. Just looking.
Is that everything?	*Yes, thank you.*
	No, I need a(n)/two ..., too.

b TASK Work with a partner. Take turns to be a shop assistant and a customer. Ask for the items in the box. Use the Language for speaking box to help you.

laptop nothing notepad pens

Reading & Writing an informal email



7 Anastasia is Angelo's friend. Read the emails. Are sentences 1–4 true (T) or false (F).

1 Anastasia arrives in the morning.
2 Angelo lives near the hotel.
3 The bus goes near Angelo's house.
4 The bus ticket is cheap.

Sent: SUNDAY 10.33

Hi Angelo

I arrive at Ninoy Aquino International Airport at 5.10 p.m., but I don't have your address. Does the bus go to your house? How much is a ticket?

Thanks.

Anastasia

Sent: Monday 12.18

Hi Anastasia

Thanks for your email. The airport bus doesn't go to my house, but it goes to the hotel near my house – the Bignay Hotel. You buy your ticket on the bus. It's not expensive. Call me when you get to the hotel. My mobile phone number is 09 817 3329 6400.

Can't wait to see you!

Angelo

8a Find and circle all the punctuation marks (commas, full stops, etc.) in the emails.

b Read the Language for writing (1) box. Match beginnings 1–5 to endings a–e to make five punctuation rules.

LANGUAGE FOR WRITING (1) use basic punctuation

1	Use a full stop (.)	a	... at the end of a question.
2	Use a question mark (?)	b	... before *but*.
3	Use a comma (,)	c	... where a letter is missing.
4	Use an apostrophe (')	d	... at the end of a sentence.
5	Use an exclamation mark (!)	e	... to show strong feelings.

9a Complete the email with the correct punctuation. Use:

- three full stops
- three question marks
- two commas
- two exclamation marks
- four apostrophes

Sent: Thursday 15.48

Hi Marie

How are you Im in Australia now and I love it Its very hot but that's okay I get to Sydney bus station tomorrow but I dont know what time My number is 0460 741 9935 Whats your telephone number Do I walk from the station to your house

Can't wait to see you

Jens

b Compare your answers with a partner.

10a Read the Language for writing (2) box.

LANGUAGE FOR WRITING (2) an informal email

Start with ...
Hi/Hello (+ name)

Continue with ...
How are you?/Thanks for your email.

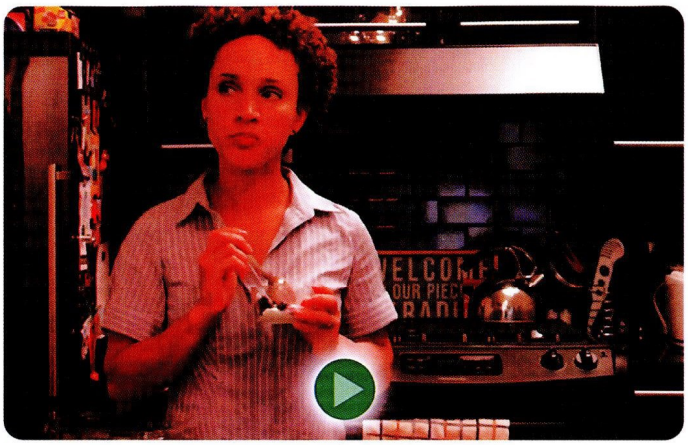
End with ...
Can't wait to see you./Thanks,/Love, (+ your name)

b TASK You want to visit your partner. Write an email and ask questions about how to get to their house. Use the Language for writing boxes to help you.

c Swap your email with your partner and write a reply.

4.5 Video

A day in the life of a journalist



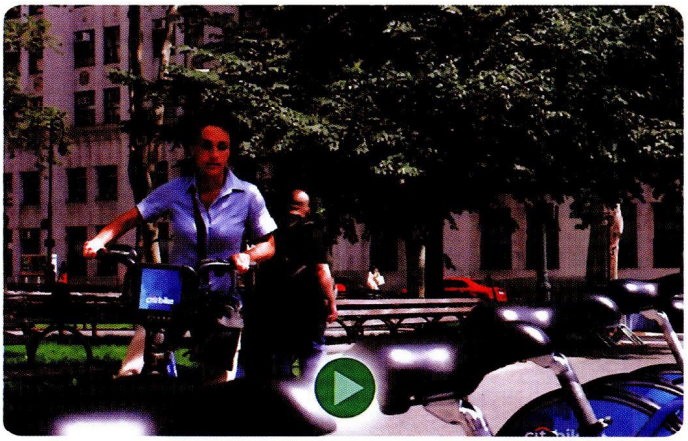
1a Work with a partner. Match a verb in **A** to a phrase in **B**.

A		B	
cook *dinner*	listen	a story	the guitar
go	play	~~dinner~~	by bike
have	write	breakfast	to the news

b Look at the photos from the video. Tick (✓) the verb phrases in exercise **1a** that you see.

2 ▶ Watch the video. Are the sentences true (T) or false (F)?

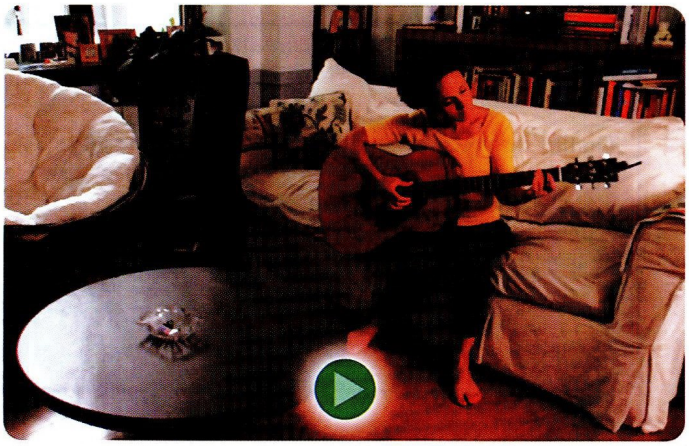
1 Portia lives in Chinatown in London.
2 She works for a big news company.
3 She works in an office.
4 She drives a lot in New York.
5 Today she has an interview with a lawyer.
6 She watches TV in her work.



3a Complete the summary with the words in the box.

home listens London loves New York news story six transport TV

Portia gets up at [1]_____ o'clock, checks her emails and reads the [2]_____. She has breakfast and then starts work. She works at [3]_____. First, she phones her boss in [4]_____. They decide on an interesting [5]_____ and Portia writes it. Today she has a story about [6]_____ problems. [7]_____ has a lot of traffic. After the interview Portia goes home. She [8]_____ to the interview, writes the story and sends it to her boss. In the evening, she plays the guitar and watches [9]_____. She [10]_____ her job.



b ▶ Watch the video again and check your answers.

4a TASK Work with a partner. Write six to eight questions to ask other students about their daily routine. Use the words in the box and the prompts to help you.

cook finish get home get up go to bed go out have start use watch work

- Do you ...?
- What do you ...?
- Where do you ...?
- What time do you ...?
- What transport do you ...?

b Ask four students your questions. Write their answers.

c Work with a partner. Tell them about the other students.

Three students get up at 7 a.m.

Review

1 Complete the text with the present simple form of the verbs in (brackets).

Matt Damon is a film actor and writer. He [1]_____ (live) in Los Angeles, California with his wife, Luciana. They [2]_____ (have) four daughters. Matt often [3]_____ (work) at home. He [4]_____ (study) stories for new films. But sometimes he[5]_____ (go) to other countries for his work. When he [6]_____ (have) time, Matt [7]_____ (watch) his favourite baseball team, the Boston Red Sox. He also [8]_____ (play) card games.

2a Match the words from the box to illustrations 1–6.

bus cycle drive ferry train walk

1 
go by _____

2 
_____

3 
go by _____

4 
_____

5 
go by _____

6 
_____

b Work with a partner. Make questions with the words and phrases in exercise **2a**.

1 Do you cycle to work?

c Work in small groups. Ask and answer the questions in exercise **2b**. Tell the class about your group.

Two people in our group cycle to work.
Nobody in our group goes to work by ferry.

3a Match beginnings 1–7 to endings a–g.

1 We live	a at the university.
2 My father goes	b got a good job.
3 I study	c TV in the evening.
4 My mother	d don't have pets.
5 My best friend has	e to work by train.
6 Our neighbours	f doesn't like sport.
7 I watch	g in a big city.

b Work with a partner. Make the sentences in exercise **3a** true for you.

We don't live in a big city. We live in a small town.

4a Complete the conversations. Write one word in each gap.

1 **A** What time [1]_____ you get up?
B I [2]_____ up at 8 a.m.
A That's late. When [3]_____ you start work?
B At 9 a.m. But my work [4]_____ very near my house.

2 **A** [5]_____ you work at home?
B No, I [6]_____. But my husband [7]_____ at home.
A What job [8]_____ he do?
B He [9]_____ for a newspaper. He's a journalist.

b 4.16 Listen and check your answers.

5a Work with a partner. Read the text about John and try to guess the missing information.

John works in a car factory. He starts work at [1]_____ and [2]_____ at 4 a.m. He gets home at [3]_____ and goes to [4]_____ at 7 a.m. He gets up at [5]_____, has [6]_____ and then goes to his daughter's [7]_____. His wife [8]_____ home at 5 p.m. and the family has [9]_____.

b 4.17 Listen to an interview with John and check your answers.

6a Match items 1–5 to answers a–e.

1 Can I help you?	a OK. I'll take it.
2 Excuse me. Do you have any wallets?	b No, thanks. Just looking.
3 It's $24.99.	c It's £6.
4 Is that everything?	d Yes, they're over there near the window.
5 How much is this umbrella?	e No, I need a notepad, too.

b Work with a partner. Practise the conversations.

7 Complete the email with the correct punctuation.

Sent: Thursday 9.48

Hi Vanessa

Thanks for your email[1]__ I arrive in Barcelona at 4 o[2]__clock[3]__ but I don[4]__t know your address[5]__ When do you finish work[6]__ Send me a text message[7]__ My mobile phone number is 622 809 7734[8]__

Can't wait to see you[9]__

David

somebody's clothes in the class and guess who it is.

5 Style and design

5.1 Clothes style

GOALS ☐ Use adverbs of frequency ☐ Talk about clothes

Reading & Grammar adverbs of frequency

1 Work with a partner. Look at the photos. What clothes types do you wear?

2a Read the first paragraph of the text. What do most people wear?

b Read the three comments and answer the questions. Write *Hussain*, *Philip* or *Sophie*.

Who ...

1 **always** enjoys clothes shopping? *Sophie*
2 doesn't **often** buy clothes?
3 **usually** wears sports clothes?
4 **sometimes** goes clothes shopping with his wife?
5 **never** wears casual clothes at work?

3a Look at the questions in exercise **2b** and the highlighted sentence in the text. Read the Grammar focus box and underline the correct options in the rule.

GRAMMAR FOCUS adverbs of frequency

We use *always, usually, often, sometimes, never* to say how often people do things.

*I **always** buy my own clothes.*	0%	100%
*I **usually** go shopping at the weekend.*	0%	100%
*I **often** wear smart clothes at work.*	0%	100%
*I **sometimes** wear casual clothes.*	0%	100%
*I **never** wear sports clothes.*	0%	100%

Adverbs of frequency come [1] *before / after* most verbs but [2] *before / after* the verb *be*.

→ Grammar Reference page 124

b Put an adverb of frequency in each sentence.

1 Clothes shopping is exciting.
2 Rich people and poor people wear the same clothes.
3 Good shoes are expensive.
4 Fashion magazines have young people in them.
5 Smart clothes at work are a good thing.
6 Expensive clothes are good quality.

c Compare your answers with a partner. Do you agree?



What clothes type are you?

You probably think that there are many different types of clothes. But in fact there are only four basic types: sports clothes, smart clothes (for work or going out), casual clothes and fashion clothes. Some people always wear one type. But most of us wear different types of clothes at different times. Here are some of our readers' comments.



Hussain: 'I always wear smart clothes in the week because I work in a bank. At the weekend, I usually wear sports clothes because I cycle a lot.'



Philip: 'Clothes aren't important to me. I don't often buy my clothes. I sometimes go shopping with my wife, but I don't like clothes shopping.'



Sophie: 'I never wear smart clothes at work because I work at home. But I like fashion and I love shopping for clothes with my friend Jenny at the weekend. Jenny's clothes are always amazing.'

Vocabulary & Speaking colours and clothes

4a 5.1 Listen to the colours and repeat.

yellow	green	red	brown
blue	white	grey	black

b Work with a partner. What's your favourite colour? What things do you have in this colour?

My favourite colour is .../I like ...
My phone is blue.

c Work in small groups. Say two things for each colour.

Petra's car and my pen are red.

5a Work with a partner. Match descriptions 1–4 to photos A–D in exercise **1**.

1 A man in blue **jeans** and a green **jumper**. A woman in a red **top** and blue **jeans**.
2 A man in a green **jumper** and brown **trousers**. A woman in a black **top**, a grey **skirt** and black **shoes**.
3 A man in a blue **jacket** and **trousers**, and a blue **shirt**. A woman in a red **dress**.
4 A man in a yellow **T-shirt**, black **trousers** and white **trainers**. A woman in a grey **top** and a grey **hat**.

b 5.2 Listen and check your answers.

PRONUNCIATION word stress: clothes

6a 5.3 Listen to the words in the box and write them in the correct place in the table.

dress hat jacket jeans jumper shirt shoes skirt top trainers trousers T-shirt

one syllable ●	two syllables ●●
dress	*jacket*

b 5.4 Listen, check and repeat.

c Work with a partner. Student A, say the name of a person in photos A–D. Student B, say the clothes.

A *Tara*
B *She has a red top, blue jeans and a grey jacket.*

7 TASK Work in small groups. Take turns to describe somebody's clothes in the class and guess who it is.

A *She has a red jacket.*
B *Is it Francesca?*
A *Yes, it is.*

READING SKILLS *and, but, because*

To understand connections between ideas, look for:

1 **and** – adds information
2 **but** – gives different information
3 **because** – gives reasons

*Kuniko's got a beautiful red top **and** her shoes are red, too.*
*I like Ramon's jeans, **but** I don't like his hat.*
*I don't drive to work **because** I haven't got a car.*

1a Match beginnings 1–6 to endings a–f.

1 She lives in the city because
2 She starts work at 8 a.m. and
3 She's got a lot of money, but
4 She works in a clothes shop in the day and
5 She is thirty-two years old, but
6 She wears smart clothes because

a she finishes at 5 p.m.
b she lives with her parents.
c in a restaurant in the evening.
d her job is there.
e she works in a bank.
f she doesn't wear expensive clothes.

b Compare your answers with a partner.

2a Read the text about David and Erika and answer the questions.



I like people's clothes in London because they are different. Our neighbours, David and Erika, are a good example. They love fashion, but they don't like new clothes. David's grandfather is from the USA and David often wears his old clothes – cowboy shirts and leather jackets. Erika wears old clothes because she likes fashion from the 1950s and 1960s. Erika works in a clothes shop in Brick Lane and she is a clothes designer, too. She sometimes makes her own clothes. Her dresses are amazing! David and Erika's clothes aren't expensive, but they look great.

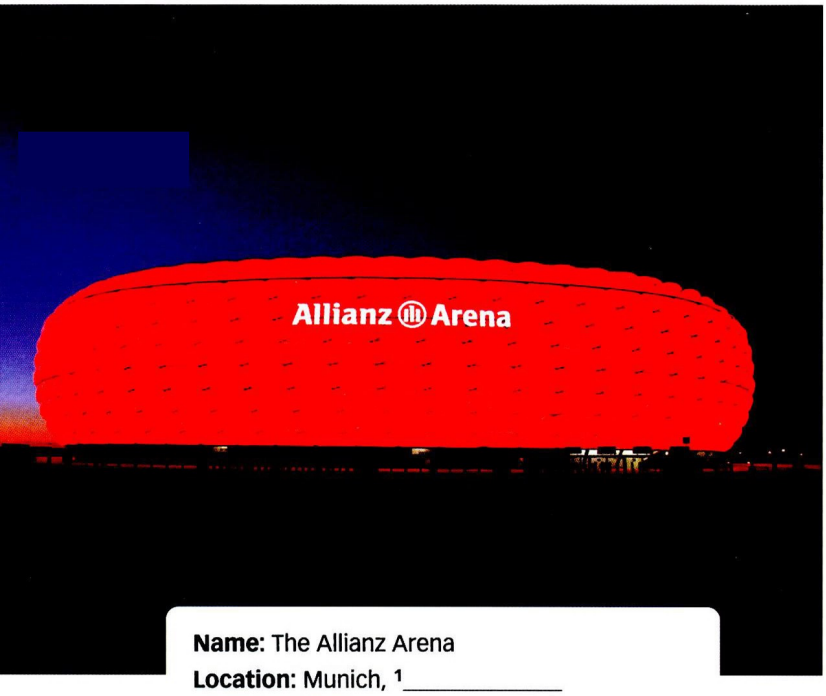
1 Why does the writer like clothes in London?
2 What clothes do David and Erika like?
3 What clothes does David wear?
4 Why does Erika wear old clothes?
5 What are Erika's two jobs?
6 What is good about Erika and David's clothes?

b Compare your answers with a partner.

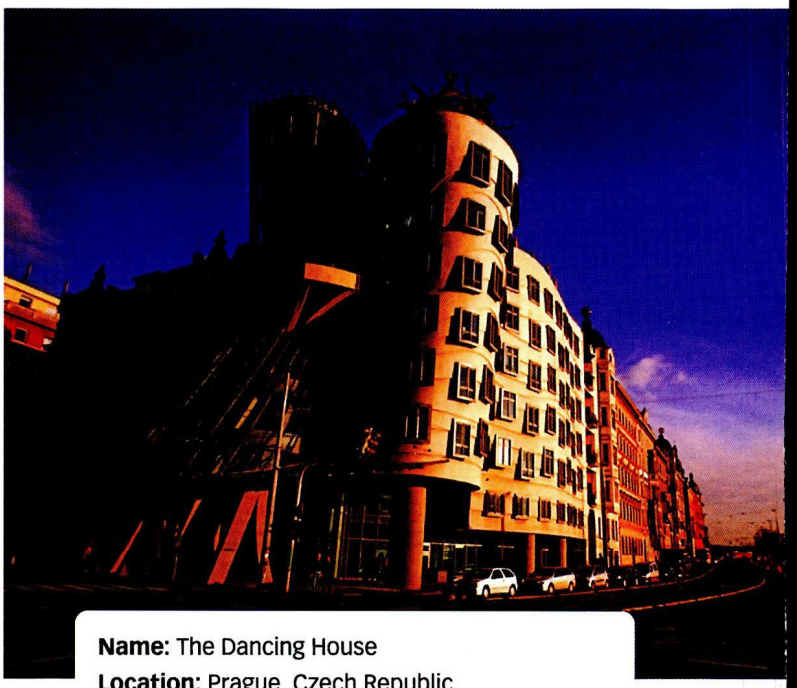
5.2 Amazing architecture

GOALS ☐ Ask *Wh-* questions ☐ Talk about a building you like

Vocabulary & Listening adjectives



Name: The Allianz Arena
Location: Munich, [1]_____
Function: [2]_____ stadium
Design feature: changes [3]_____
Opening times: 10.00 – [4]_____



Name: The Dancing House
Location: Prague, Czech Republic
Function: [5]_____ building and restaurant
Design feature: like two [6]_____ dancing
Opening times: restaurant 12.00 – [7]_____

1 Work with a partner. Look at the photos. Choose adjectives from the box to talk about the two buildings.

beautiful big different exciting interesting modern old unusual

2a 5.5 Listen to two conversations and complete the two factfiles.

b Compare your answers with a partner.

3a 5.6 Listen to the first conversation again. Underline the correct words.

The Allianz Arena changes colour because [1] *seven / different* teams play football there. It's [2] *red / brown* when the 'Bayern Munich' team play and [3] *green / blue* when '1860 Munich' play. And it's [4] *black / white* for the German national team.

b Compare your answers with a partner.

Grammar & Speaking *Wh-* questions

4a Work with a partner. Complete the questions with question words.

What When Where Why

1 **A** _____ is it?
B It's in Prague.
2 **A** _____ do people do there?
B They work there. It's an office building.
3 **A** _____ do you like it?
B Because it's an exciting design.
4 **A** _____ is it open?
B The restaurant is open from 12 midday to 10 o'clock at night.

b 5.7 Listen to the second conversation again and check your answers.

5 Complete the rules in the Grammar focus box. Use exercise **4a** to help you.

GRAMMAR FOCUS *Wh-* questions

We use ...
1 *What* to ask about things
2 _____ to ask about places
3 _____ to ask about time
4 _____ to ask about reasons

Wh-* questions with the verb *be
Wh- word + 5 _____ */are* + subject?

***Wh-* questions with other verbs**
Wh- word + 6 _____ */does* + subject + verb?

Note: We also use *What* + noun, e.g. *What colour is her dress?*

→ Grammar Reference page 124

6a Complete the questions with *What, Where, When* or *Why.*

1 *Where* do you live?
2 _____ is your favourite colour?
3 _____ do the shops close on Saturday?
4 _____ do people like fashion?
5 _____ does your family eat dinner?
6 _____ music do you like?
7 _____ do you buy your clothes?
8 _____ is English a useful language?

b **5.8** Listen, check and repeat.

c Work with a partner. Ask and answer the questions in exercise **6a.**

7a Put the words in the correct order to make questions.

1 go / you / do / Where / on holiday ?
2 you / English / speak / When / do ?
3 house / Where / your / is ?
4 do / Why / study / you / English ?
5 birthday / is / When / your ?
6 at / clothes / you / What / wear / work / do ?
7 do / weekend / you / do / at / What / the ?

b Work with a different partner. Ask and answer the questions in exercise **7a.** Are any of your answers the same?

8 Work with a partner. Take turns to ask questions about buildings. Student A, turn to page 109. Student B, turn to page 113.

9 Talk about a building you like. Ask each other questions.

A *I like the Burj Khalifa.*
B *Where is it?*

LISTENING SKILLS understanding chunks

In spoken English, sentences are divided into *chunks* (groups of words). Listening for speech chunks helps you to understand spoken English.

1 **5.9** Read and listen to sentences 1–4. Notice the [chunks].

1 [What music] [do you like?]
2 [I don't work] [at the weekend.]
3 [Do you read comics] [in your free time?]
4 [My friend] [has a house] [in France.]

2a **5.10** Listen and mark the speech chunks in sentences 1–4.

1 I play football every Thursday.
2 What car do you drive?
3 They live next to the station.
4 I never wear blue jeans.

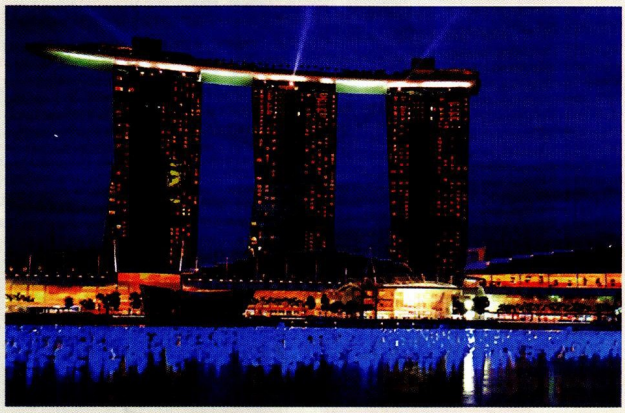
b Compare your answers with a partner.

3a **5.11** Listen to a conversation about a famous building, the Marina Bay Sands in Singapore. What facilities has the hotel got?

b **5.11** Listen again and circle the chunks you hear.

1 Do you know? / Do you speak?
2 What is it? / What does it?
3 It's a big hotel / It's a cheap hotel
4 It's got a swimming pool / It's got a restaurant
5 It looks amazing / It is amazing
6 museum of art and science / museum of natural science
7 Do you want to go? / Do you want to see?
8 It's very expensive. / It's never expensive.

c Work with a partner. Practise the conversation. Use the chunks in exercise **3b** to help you.



VOX POPS VIDEO 5

5.3 Styles around the world

GOALS ☐ Use the present simple ☐ Talk about body parts ☐ Talk about style and fashion

Reading & Grammar different styles

1 Work with a partner. Discuss the questions.

1 What styles do you like from other countries? Think about lifestyle, clothes, architecture, etc.
I like Australia's beach lifestyle. People go to the beach at the weekend. They walk, swim or go surfing.

2 Do you have clothes from other countries? What are they?

2 Look at the text and the photos. Match paragraphs 1–4 to photos a–d. Which of these styles do you like? Why?

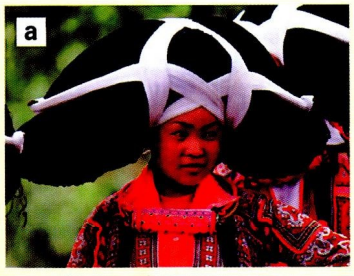
Styles around the world

1 The Chola women of Bolivia are famous for their style. They wear big skirts and bowler hats. They also wear a shawl around their body because it is sometimes very cold in Bolivia. Their clothes are always really colourful.

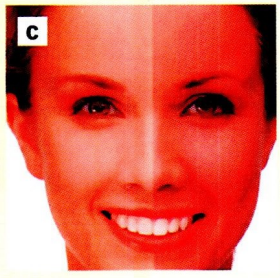
2 In the USA and in northern Europe, people put fake tan on their hands and faces because they don't like very white skin. Women put it on their arms and legs too. They want to have brown skin, but sometimes the colour is orange!

3 The Miao live in the south of China. The women have amazing hairstyles. They've got very long hair and they put it up on their heads. They wear a piece of wood on their heads and then put their hair round and round the wood.

4 In New Zealand, children don't always wear shoes. Children (and sometimes adults, too) walk with bare feet in the street. They think shoes are bad for their feet. I am from Japan and in Japan we always wear shoes in the street. So it's really strange to see this.









3 Read the text again and choose the correct options.

1 Chola women wear a shawl because it's *stylish / cold in their country.*
2 A Chola woman doesn't usually wear *trousers / skirts.*
3 People use fake tan because they don't like *white / brown* skin.
4 **A** Where do the Miao live?
B In the south of *China / India.*
5 **A** Do children in New Zealand always wear shoes in the street?
B *Yes, they do. / No, they don't.*
6 The writer comes from *Japan / New Zealand.*

4 Complete the Grammar focus box. Use the words in the box and exercise 3 to help you.

do (x2) does (x2) doesn't (x2) don't (x2) lives wear

GRAMMAR FOCUS present simple – all forms

(+)	I/You/We/They	1 _____		shoes in the street.
	He/She/It	2 _____		in China.
(–)	I/You/We/They	3 _____	like	very white skin.
	He/She/It	4 _____	live	in the city.
(?)	5 _____	I/you/we/they	have	an amazing style?
	6 _____	he/she/it	use	fake tan?
	(+) Yes, I/you/we/they 7 _____.		(–) No, I/you/we/they 9 _____.	
	Yes, he/she/it 8 _____.		No, he/she/it 10 _____.	

→ Grammar Reference page 125

5 Put the verbs in (brackets) into the present simple.

1 **A** How _____ (a Miao woman, wear) her hair?
B She _____ (put) it up on her head.
2 A Sudanese woman _____ (not, wear) trousers.
3 What colour dress _____ (Chinese women, wear) when they get married?
4 Vietnamese women use skin-whitening creams because they _____ (not, like) brown skin.

6a Work with a partner. Write four more questions about the text in exercise 2. Use the prompts to help you.

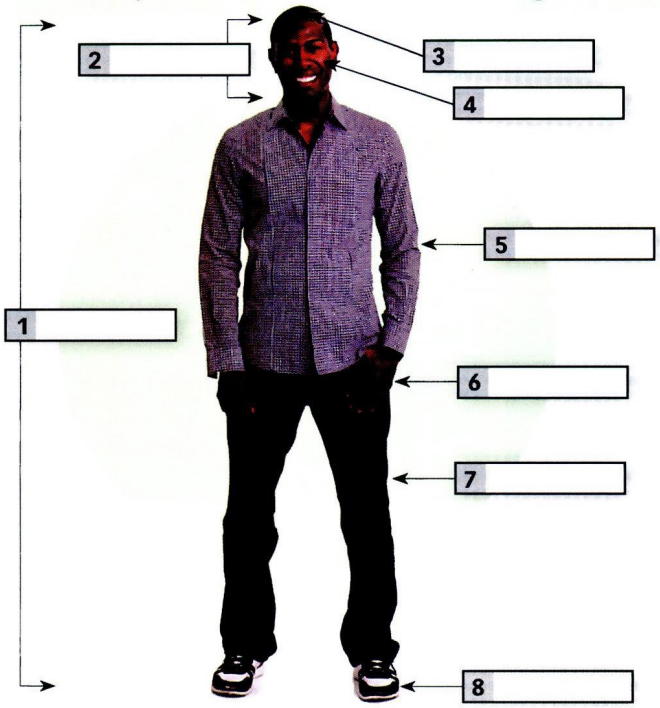
Do ...? What ...? Where ...? Why ...?

b Swap questions with another pair. Answer their questions.

Vocabulary & Speaking parts of the body

7a Work with a partner. Put the words in the correct place. Use the descriptions in exercise 2 to help you.

arm body face foot hair hand head leg



b 5.12 Listen and check your answers.

PRONUNCIATION plural forms

Singular	arm	leg
Plural	arms	legs

8a 5.13 Listen and complete the table with the plural forms of the body parts.

/z/	*arms, ...*
/ɪz/	

b 5.14 Listen, check and repeat.

c Work with a partner. Student A, say the singular or plural form of a body part. Student B, say the form you hear.

A *legs*
B *plural*

Singular	foot	body	hair
Plural	feet	bodies	~~hairs~~

9a Look at the photo. Complete the description with body parts (singular or plural).

These women are Japanese *Maiko*. Their style is very traditional. They have black [1]_____ and white [2]_____. They put white and red flowers on top of their [3]_____. On their [4]_____ they wear a traditional dress called a *kimono*. On their [5]_____ they wear big shoes made of wood.



b 5.15 Listen and check your answers.

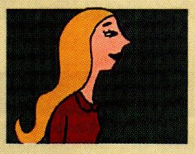
10 TASK Work with a partner. Take turns to talk about a style or fashion that you like. Think about:

- different clothes
- colours
- hairstyles

Vocabulary adjective modifiers

11a 5.16 Listen to the sentences in the Vocabulary box. Which words have the most stress?

VOCABULARY *very/really* + adjective

	+	+ +
1 *It's cold.* 	*It's **very** cold.* 	*It's **really** cold.* 
2 *She's got long hair.* 	*She's got **very** long hair.* 	*She's got **really** long hair.* 

b Put the words in (brackets) in the correct place in each sentence.

1 That hat is nice. (very)
2 She's got a lovely face. (really)
3 My jacket is old. (very)
4 They wear beautiful clothes. (really)

c Work with a partner. Make sentences about clothes and styles using *very* and *really*.

In Bolivia, some women wear really long skirts.

5.4 Speaking and writing

GOALS ☐ Ask for and give travel information ☐ Make arrangements by text



Listening & Speaking asking for and giving travel information

1a **5.17** Angelo Santos is on holiday in Barcelona. Listen to four conversations. What does Angelo want?

1 a *bus / train* ticket
2 the number of the bus to *Las Arenas / the station*
3 the *number / time* of the metro
4 the *price of a ticket / time of the journey*

b **5.17** Listen to the four conversations again and complete questions 1–4 with words from the box.

buy go much next

1 Where do I _____ a ticket?
2 Does this bus _____ to Las Arenas?
3 What time is the _____ metro?
4 How _____ is it to Las Arenas?

2a Match answers a–d with Angelo's questions 1–4 in exercise **1b**.

a It's €2.15 single.
b No, it doesn't. The number 13 goes to Las Arenas.
c It leaves at 9.35.
d You buy your ticket on the bus.

b Compare your answers with a partner.

3a **5.18** Listen to Angelo's questions again and repeat.

b Work with a partner. Practise the four conversations.

4a **5.19** Read the *Understanding ...* box and listen to the examples.

UNDERSTANDING ... travel announcements

To understand travel announcements:

- think about the information you need – place, time, etc.
- listen for important information – place, time, numbers and letters.

– *city centre, New York, Barcelona*

– *10.35, 8.40, 15 minutes late*

platform 3, 4A, 9B

gate A10, 93 **flight** EZ402, BA 66

stop G, 12F **number** 73, 38B

b **5.20** Listen to six travel announcements and complete the table.

1	Place:
2	Time:
3	Time:
4	Place:
5	Time:
6	Flight:

c Compare your answers with a partner.

5a Read the Language for speaking box.

LANGUAGE FOR SPEAKING asking for and giving travel information

Ask for information
Where do I buy a ticket?
Where does the bus/train go from?
What time is the next train to the University/bus to the town centre?
Does this train/bus/ferry go to Vancouver/the museum?
How much is it to the centre/the University?

Give information
This bus/train goes to Upper Street/Ottawa.
It leaves at 3.30.
It arrives at 4.15.
It's £10/$25.
You buy your ticket from the ticket machine/on the bus.

b Work with a partner. Find out information about two journeys. Use the Language for speaking box to help you. Student A, turn to page 109. Student B, turn to page 114.

Reading & Writing making arrangements by text

6a How do you make arrangements? Circle the correct word for you.

1 I *always* / *usually* / *often* / *sometimes* / *never* send a text.
2 I *always* / *often* / *usually* / *sometimes* / *never* phone.
3 I *always* / *often* / *usually* / *sometimes* / *never* email.

b Compare your answers with a partner.

7a Work with a partner. Put lines a–f in the correct order to make a text conversation.

24 March

a ☐ About 2.00. By the museum?

b ☐ I need a new jacket. Do you want to come into town with me?

c ☐ Great! See you there.

d ☐ No, not busy. Why?

e ☐ Hi, Hannah. Are you busy on Saturday?

f ☐ OK. What time?

b Underline the words/phrases that tell you the time, place and reason for the meeting.

8 Put phrases 1–8 into the correct column in the table.

1 I need to go to the pharmacy.
2 on the High Street
3 in the park
4 at 3 o'clock
5 at midday
6 I want to buy a tablet.
7 near the bank
8 on Tuesday

Time	Place	Reason

9a Complete the conversation with responses a–c.

a OK. See you at the cinema at 6.15.
b Yes. Where is it on?
c What time?

A Do you want to see the new James Bond film on Thursday?
B 1 _____
A At the Regal.
B 2 _____
A 6.30 p.m.
B 3 _____
A Great.

b Compare your answers with a partner.

10a Read the Language for writing box.

LANGUAGE FOR WRITING keeping texts short

One way to keep texts short is to ask simple questions:
Why do you ask? → *Why?*
What time do you want to meet? → *What time?*
Can we meet by the museum? → *By the museum?*

Answers can also be simple:
No, I'm not busy. → *No, not busy.*

b Work with a partner. Make sentences 1–4 short.

Hi, Dave. Do you want to meet for lunch?

Yes. [1] Where do you want to meet?

Do you like Italian food?

[2] Yes, I like Italian food a lot.

[3] OK. Can we meet at Jamie's restaurant at 2.30?

That's late! [4] Why do you want to meet then?

I have a meeting until 2.15.

OK. See you at 2.30.

11a TASK Work as Student A and Student B.

- Student A, you want to go to a concert.
- Student B, you want to shop for a new camera.

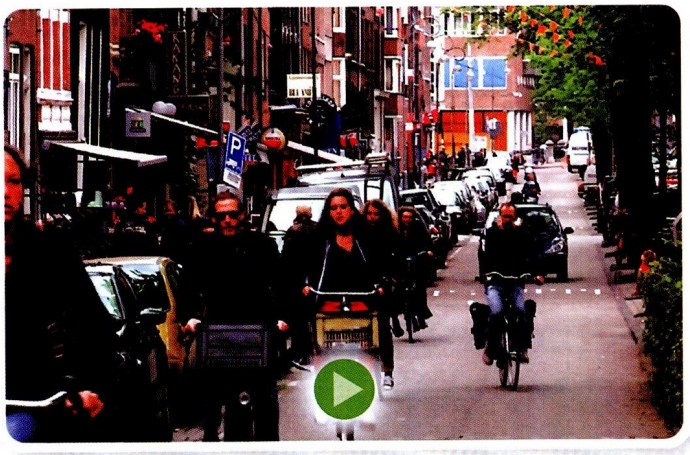
Write a short 'text' on a piece of paper. Ask your partner to meet you.

b Swap your texts. Read your partner's text and write a reply.

c Repeat until you arrange a place and time to meet.

5.5 Video

Architecture in Amsterdam



1 Work with a partner. Look at the photos. What do you know about Amsterdam? Think about ...

- buildings
- transport
- places to visit
- things to do.

2 Watch the video. Which of these buildings do you see?

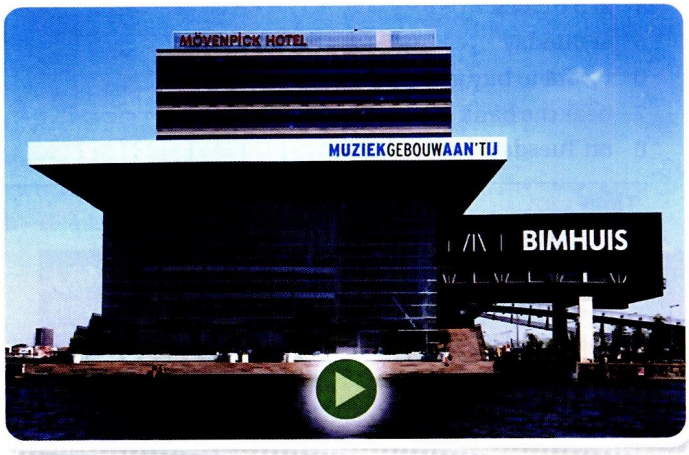
1 canal houses
2 a cheese museum
3 a post office
4 a supermarket
5 a railway station
6 a sports stadium
7 the Rijksmuseum
8 a modern concert hall
9 a science centre
10 a boat museum



3 Watch the video again. Match each place 1–5 to two descriptions a–j.

1 Canal houses
2 Amsterdam Centraal station
3 The Rijksmuseum
4 The Muziekgebouw
5 The NEMO science centre

a has a space for jazz music.
b has got great views of the city.
c are hundreds of years old.
d has an unusual clock.
e is 140 years old.
f are symbols of the city.
g is twenty-two metres tall.
h is very similar to Amsterdam Centraal.
i is a modern concert hall.
j is usually very busy.



4a TASK Imagine you are in Amsterdam for the weekend. Think about the questions below.

1 Where do you want to go? Why/Why not?
2 What do you want to do?

I want to go to ...
I want to visit ...

b Write an email to your friend who lives in Amsterdam and tell him/her about your plans.

platform 3, 4A, 9B

You buy your ticket from the ticket machine/on the bus.

Review

1a Complete the names of the colours.

Y_____ R_____

G_____ B_____

B_____ B_____

W_____ G_____

b Work with a partner. Find things in the classroom that are these colours.

a green book

2a Put the words in the correct order.

1 never / I / yellow / wear / clothes .
2 father / sometimes / sports clothes / wears / My .
3 My / always / smart / are / work clothes .
4 I / online / buy / usually / clothes / my .
5 often / at the weekend / I / clothes shopping / go .

b Compare your answers with a partner.

c Work with a partner. Change the adverbs of frequency to make the sentences true for you.

3a Circle the correct word to complete questions 1–6.

1 *What* / *Why* 's the name of that building over there?
2 *What* / *Where* do people do there?
3 *Do* / *Is* it open to the public?
4 *Where* / *When* is the plaza open?
5 *Do* / *Are* you like the building?
6 *What* / *Why* do you like it?

b Match answers a–f to questions 1–6 in exercise **3a**.

a No, it isn't, but people visit the plaza.
b Because it's very different.
c They work. It's an office building.
d Yes, I do.
e It's called the Gherkin.
f Every day.

c 5.21 Listen to the conversation and check your answers.

4a Look at the photos and make questions using the prompts.



1a Where on the body / a Tuareg man wear a *tagelmust*?
b Why / a *tagelmust* important in the Sahara desert?
2 What colour / these men's football shirts?
3 Where / Indian women put henna?
4 Why / people in Russia wear hats like this?
5 When / a woman wear this dress?

b Work with a partner. Ask and answer the questions in exercise **4a**.

5a 5.22 Listen and complete the text.

The *tagelmust* is a [1]_____ long piece of cloth (five to ten metres). Tuareg men wear it on their [2]_____ and [3]_____. Its colour is often [4]_____, but sometimes it is [5]_____. Blue is a [6]_____ colour for the Tuareg people. Men wear the *tagelmust* because it is [7]_____ and because the sun and wind is [8]_____ strong in the Sahara. They [9]_____ wear it in the house, but they [10]_____ wear it outside.

b Compare your answers with a partner.

6a Complete questions 1–5 with the words in the box.

do does excuse go much next

1 What time is the _____ bus to the city centre?
2 Where does the bus _____ from?
3 _____ me. _____ this bus go to the city centre?
4 Where _____ I buy a ticket?
5 How _____ is it to the city centre?

b Work with a partner. Take turns to ask and answer the questions. Have short conversations.

6 Places and facilities

6.1 Two towns

GOALS ☐ Use *there is/there are* ☐ Talk about places in a town

Reading & Vocabulary places in a town

1a Read about two towns, Lewisburg and Mt. Angel. What do Jack and Sara like about their towns?

b Read the texts again. Underline the correct options.

1 *Lewisburg / Mt. Angel* is a good town for old people.
2 *Lewisburg / Mt. Angel* has a famous festival.
3 A lot of tourists visit *Lewisburg / Mt. Angel.*
4 *Lewisburg / Mt. Angel* doesn't have a lot of things to do.
5 *Lewisburg / Mt. Angel* has famous buildings.
6 *Lewisburg / Mt. Angel* is near the sea.

c Compare your answers with a partner.

2a What facilities have Lewisburg and Mt. Angel got? Write *L* or *MA* in the table.

bank	MA	park	
cinema		restaurant	
hotel		shop	
café		supermarket	
museum		theatre	

b Compare your answers with a partner.

3a 6.1 Listen to the words in exercise **2a** and repeat.

b Work with a partner. Cover the words in exercise **2a**. Test each other using the illustrations.

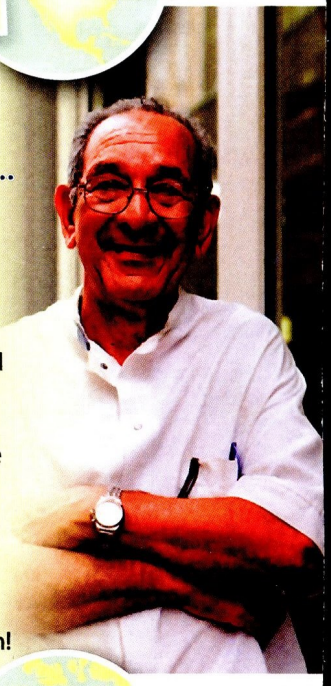
A *What's this?*
B *A museum.*

4 Work with a partner. What do you like about the two towns?

Lewisburg has a lot of things to do.

Lewisburg, WEST VIRGINIA

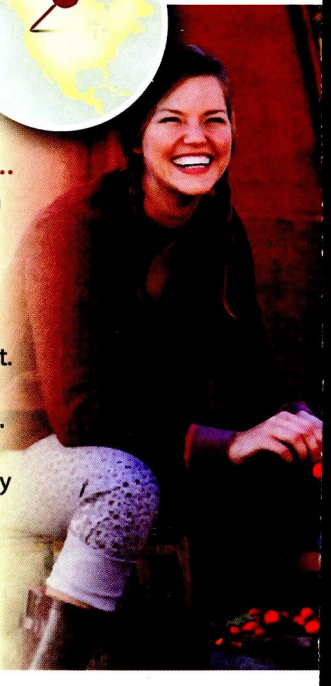
Founded: 1782
Population: 4,000
Average age: 46



Jack: I live in Lewisburg, West Virginia, and I love the place. I'm 68 and it's a great place for people like me. There are only 4,000 people in Lewisburg, but it has the facilities of a big town. There are museums, cinemas and good shops. There's a theatre, too, and the famous Carnegie Hall, as well as many other beautiful old buildings. There are a lot of things to do. We're very lucky. Oh, and there's an amazing bakery – my favourite shop in Lewisburg. They have great pizza. But one problem is that Lewisburg has a lot of visitors. There are nine different hotels for them!

Mount Angel, OREGON

Founded: 1850
Population: 3,400
Average age: 37



Sara: I live in Mt. Angel, a small town in the lovely Willamette Valley in Oregon. Mt. Angel is famous for its festival – the 'Oktoberfest'. There are four nice restaurants in the town. My favourite is the Glockenspiel. It's a German restaurant. But Mt. Angel doesn't have a lot of facilities. There isn't a hotel, for example. There are banks and supermarkets. But there isn't a cinema and there aren't any museums. There isn't a theatre either. There's a golf course near the town, but I don't play golf. But that's OK, because the country is beautiful and the sea is only two hours away by car.

Grammar *there is/there are*

5a Look at the two texts again. Complete the sentences.

1 There are _____ nice restaurants in Mt. Angel.
2 There are _____ hotels in Lewisburg.
3 There aren't _____ museums in Mt. Angel.
4 There's a theatre in _____.
5 There isn't a cinema in _____.

b Compare your answers with a partner.

6 Look at sentences 1–5 in exercise **5a** and complete the Grammar focus box.

GRAMMAR FOCUS *there is/there are*

- We use *there is/there are* ... to talk about things in a place.

(+)	1_____ (**There is**)	*a* big supermarket.
	There 2_____	cinemas.
		three schools.
(–)	**There** 3_____ (**is not**)	*a* theatre.
	There 4_____ (**are not**)	*any* parks.
		any nice shops.

- We use *There aren't* + ***any*** + plural noun.

→ Grammar Reference page 126

7a Work with a partner. Underline the correct words in sentences 1–4.

Lewisburg

1 There *'s / are* good facilities.
2 There *'s / are* a great bakery.
3 There *'s / are* 4,000 people.
4 There *'s / are* a theatre.

b Complete the sentences about Mt. Angel with *There's, There are, There isn't* or *There aren't.*

Mt. Angel

5 _____ supermarkets and banks.
6 _____ any hotels.
7 _____ a theatre.
8 _____ a German restaurant.

c **6.2** Listen to sentences 1–8 and check your answers.

d **6.2** Listen again and repeat.

8a Think about a town you know well. What facilities does it have? Make a list.

- There is/are ...
- There isn't/aren't ...

b Work in small groups. Talk about your towns. Use *and/but* in your sentences.

There are good schools in my town, but there isn't a university.

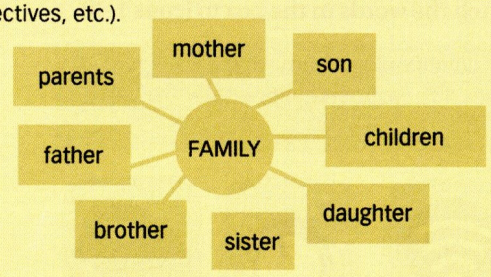
Vocabulary recording vocabulary

9 Look at the Vocabulary focus box. How can you record vocabulary?

VOCABULARY FOCUS recording and learning new vocabulary

Here are some ways you can record and learn new words.

1 Draw a diagram for a group of words (e.g. family, buildings, adjectives, etc.).

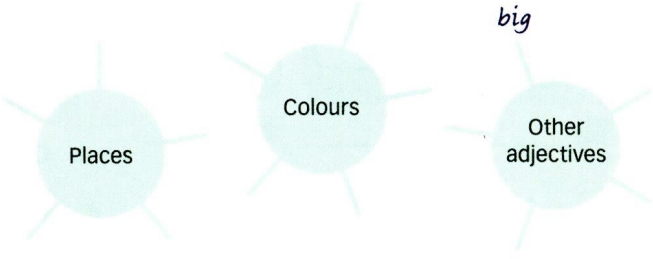


2 Note information about new words – number (singular or plural), part of speech (noun, verb, adjective), word stress:
●
children (plural noun)

3 Write an example sentence:
My brother has two children. Sarah is five and James is three.

10a Complete the diagrams with the words in the box.

~~big~~ black blue building exciting green interesting modern museum office old red shop theatre white



b Add two more words to each diagram in exercise **10a.**

c Compare your answers with a partner.

11a Choose 2–3 words from the diagrams in exercise **10a** and note information about them (number, noun or adjective, stress, example sentence).
●
interesting – adjective;
'The Things That Matter' is an interesting book.

b Compare your answers with a partner.

12a Work with a partner. Make two similar diagrams to the ones in exercise **10a.** Note information about the words.

b Work in small groups. Compare your diagrams. Can you add any more words or information?

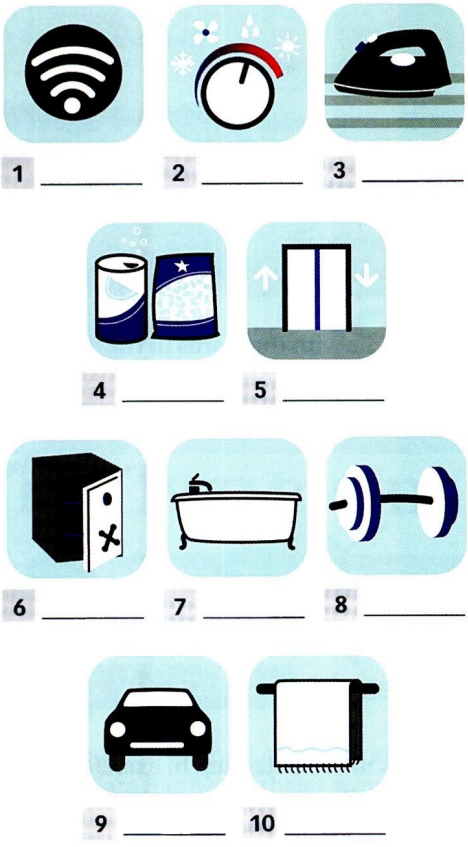
6.2 Is there Wi-fi?

GOALS ■ Talk about hotel facilities ■ Ask questions with *Is there ...?/Are there ...?*

Vocabulary & Speaking hotel facilities

1a Match the words in the box to icons 1–10.

air conditioning bath car park gym iron lift refreshments safe towels Wi-fi



1 _____ 2 _____ 3 _____

4 _____ 5 _____

6 _____ 7 _____ 8 _____

9 _____ 10 _____

b 6.3 Listen, check and repeat.

2a What items are important for you in a hotel? Choose five from the list.

b Work in small groups. Tell each other your items.

I like refreshments in my room.
A safe is important.
A gym is good.

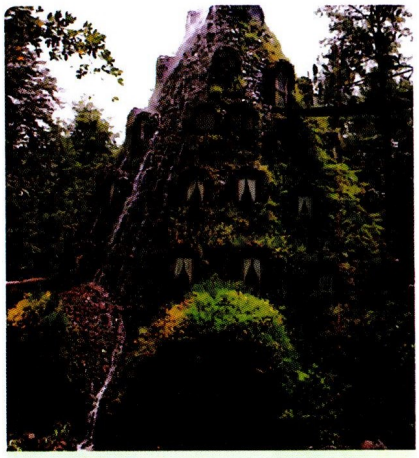
3a Read about two hotels. Answer the questions about each hotel.

1 Where is it?
2 What facilities does it have?



V8 Hotel, Boblingen, Germany

The V8 Hotel is next to the Mercedes Benz factory. Each room has a car theme: Cadillac Movie, Mercedes Car wash. It has all the facilities of a business hotel – free parking, Wi-fi, a gym – and a classic car museum next door.



Magic Mountain Hotel, Chile

The Magic Mountain Hotel is an eco-hotel in Chile. It looks like a big tree house. There are lots of things to do – walking, swimming and fishing. The hotel has twelve rooms, a restaurant and a swimming pool.

b Compare your answers with a partner. Which hotel do you like best?

4 Work with a partner. Talk about hotel facilities. Student A, turn to page 109. Student B, turn to page 114.

Listening & Grammar *Is there ...?/Are there ...?*



5a 6.4 Listen to two conversations at a hotel reception. What three things do the people ask about?

b 6.4 Listen again. Write the missing words.

1 **A** Hi. I have a reservation. The name is Davis.
B Yes, sir. A room for [1]_____ nights.
A That's right. Is there [2]_____ in the room?
B [3]_____, there is. The password is 'guest'.

2 **A** Hello. Is there a [4]_____ in the hotel?
B Yes, there is. It's on level 1.
A Oh, great. Are there any [5]_____ in the gym?
B No, there aren't. Please take a [6]_____ from your room.

6 Look at the conversations in exercise **5a** and complete the Grammar focus box.

GRAMMAR FOCUS *Is there ...?/Are there ...?*

Questions (?)	
1 _____ there	*a* safe in the room?
	a restaurant in the hotel?
2 _____ there	*any* towels in the room?
	any parking spaces?
Short answers	
(+) Yes, **there** 3 _____. Yes, **there are**.	(–) No, **there isn't**. No, **there** 4 _____.

In questions we use ...
1 *Is there* + **a/an** + singular noun.
2 *Are there* + **any** + plural noun.

→ Grammar Reference page 126

! Is there ~~a~~ Wi-fi? Is there ~~an~~ air conditioning?

7a Work with a partner. Underline the correct options.

1 A [1] *Is there / There is* a hotel car park?
B Yes, [2] *there is / it is.*
2 A Where are the toilets?
B [3] *There are / They are* next to the gym.
3 A [4] *Is there / Are there* a bath in the bathroom?
B No, [5] *there isn't / there aren't.* But [6] *there's / there are* a shower.
4 A [7] *Is there / Are there* any refreshments in the room?
B Yes, [8] *there are / they are.* The mini-bar has got tea, coffee and water.

b 6.5 Listen and check your answers.

PRONUNCIATION *Is there ...?/Are there ...?*

8 6.6 Listen and notice the stress.

1 A *Is there a gym?*
B *Yes, there is./No, there isn't.*
2 A *Are there any towels?*
B *Yes, there are./No, there aren't.*

9a 6.7 Listen and repeat the questions and answers.

1 A Is there a restaurant?
B Yes, there is.
2 A Is there a cinema?
B No, there isn't.
3 A Are there any museums?
B No, there aren't.
4 A Are there any good shops?
B Yes, there are.

b Practise the questions and answers with a partner.

10 **TASK** Work with a partner. Take turns to be a guest and a receptionist. Ask about the facilities in your hotel. Ask two questions (a and b) in each conversation.

Student A
1 a snacks
b drinks
2 a air conditioning
b instructions

Student B
1 a a gym
b showers
2 a an iron
b an ironing board

A *Are there any snacks in the room?*
B *Yes, there are.*
A *And are there any drinks?*
B *Yes, there are – in the mini-bar.*

LISTENING SKILLS understanding *where* and *when*

We often use *there is/there are* to say where (= place) or when (= time) something is:
There's a ***safe*** *in your room./There are* ***towels*** *in the cupboard.*
There's a ***train*** *at 9.08./There aren't any* ***buses*** *at 12.00.*

1 6.8 Listen to four sentences. Complete the table.

What	Where	When
1 *phone*	*room*	–
2		
3		
4		

2 6.9 Listen to four questions and complete the questions.

1 Are there any _____ in the _____?
2 Is there a _____ to the _____?
3 Is there a _____ in the _____?
4 Are there any _____ near the _____?

3 6.10 Listen to the answers to the questions in exercise **2** and write the time or place.

Where/When
1 _____
2 _____
3 _____
4 _____

4a 6.11 Listen to someone phoning a hotel in Nice, France. Answer the questions.

1 Where is the bus stop?
2 Where is the hotel?
3 Is there free Wi-fi in the hotel?
4 When do they serve breakfast in the hotel?
5 What time is checkout from the hotel?

b Compare your answers with your partner.

6.3 Has each flat got a kitchen?

GOALS ■ Use *each* and *all the* ■ Describe rooms and furniture

Listening & Vocabulary rooms and furniture

1 Work with a partner. Look at the advert. Answer the questions.

1 What city are the flats in?
2 Where are the flats in the city?
3 When can guests come and go?

Stay with local people in 160 countries.



→ Vietnam

Three beautiful studio flats in a quiet area of Ho Chi Minh City. Ten minutes from the city centre by taxi. Guest access 24/7.

Rooms:

- kitchen
- dining area
- bathroom
- living room (shared)
- bedroom

Facilities:

- TV
- microwave
- balcony
- free parking
- internet

Price: ~~£45~~ £30

BOOK NOW

■ **access** a way or possibility to go into a place

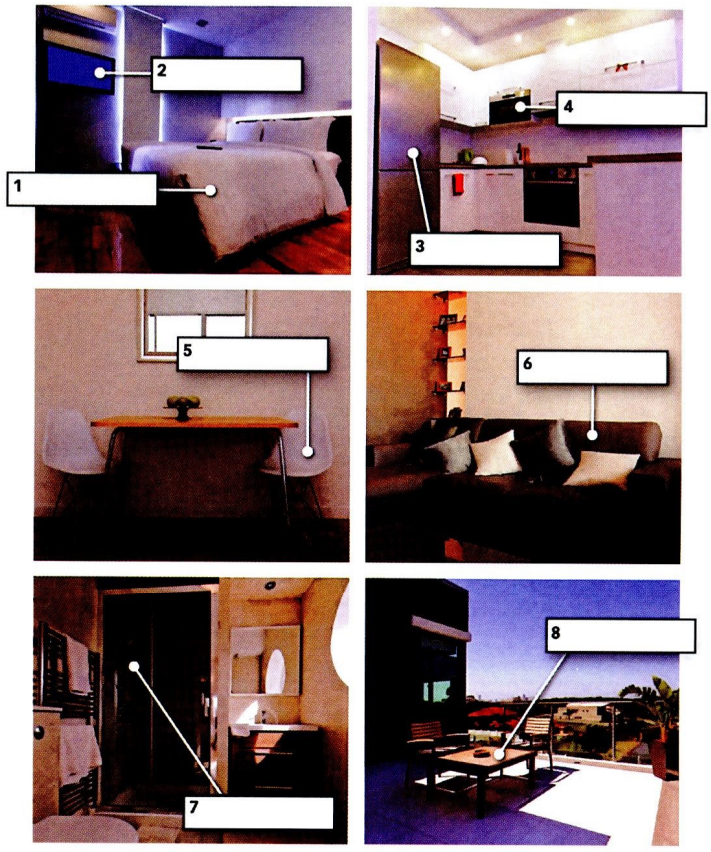
2a 6.12 Listen to two friends. Choose the correct options.

1 The flat *is* / *isn't* expensive.
2 They *want* / *don't want* to stay there.

b 6.12 Listen again. Which rooms/areas and facilities in the flat do they talk about?

3a Look at the photos from the website. Write the words in the box on the correct lines 1–8.

bed chair fridge microwave shower sofa table TV



b 6.13 Listen, check and repeat.

4a Look at the photos and complete the sentences.

1 The bed is in the *bedroom*.
2 The TV is in the _____.
3 The _____ and the _____ are in the kitchen.
4 The two _____ are in the dining area.
5 The sofa is in the _____.
6 The table is on the _____.
7 The _____ is in the bathroom.

b 6.14 Listen, check and repeat.

Grammar & Speaking *each* and *all the*

5a Complete the second part of the conversation in exercise **2a** using the words in the box.

bath garden living one shower sofa table

B ... Oh – there isn't a [1]_____ room.
A Yes, there is. In Photo 4. There's [2]_____ living room for **all the** flats.
B Oh, yes. I see. It's got a nice big [3]_____.... And is there a [4]_____ in the bathroom?
A No, there isn't. **Each** bathroom has got a [5]_____ and a toilet.
B OK. And is there a [6]_____ for **each** flat?
A No, there isn't. But **all the** flats have got lovely balconies with a big [7]_____.

b **6.15** Listen and check your answers.

6 Complete the Grammar focus box with *each* and *all the*. Use exercise **5a** to help you.

GRAMMAR FOCUS *each* and *all the*

We use ...
1 _____ before a singular noun, e.g. *room*
2 _____ with a plural noun, e.g. *chairs*

→ Grammar Reference page 127

7a Complete the conversation with *each* or *all the*.

A I live in university flats near the city centre. There are six bedrooms in [1]_____ flat, but [2]_____ bedrooms are very small.
B What furniture is there in [3]_____ bedroom?
A [4]_____ bedrooms have got a bed, a table and a chair.
B Oh. And where do you eat?
A There's one kitchen and dining area for [5]_____ students in the flat.
B Is there one bathroom, too?
A No, [6]_____ flat has got two bathrooms.

b Compare your answers with a partner.

PRONUNCIATION linking (1)

When a word ends in a consonant sound and the next word starts with a vowel sound, the two words are linked, e.g. *quiet area, in each room.*

8a **6.16** Listen to sentences 1–4. Notice how words are linked.

1 Is there a shower in the bathroom?
2 Has each flat got a kitchen?
3 Have all the bedrooms got internet access?
4 There is a table and four chairs on each balcony.

b **6.16** Listen again and repeat.

9a **TASK** Imagine you want to rent out your flat/house to tourists on a website. Make notes in the table.

My house/flat	
Location	
Rooms	
Facilities	

b Work in small groups. Ask and answer questions about each other's houses or flats and the things in them.

Is there a living room? *Has it got a bath?*

c Which house/flat do you like best?

READING SKILLS words that look similar

Some words in English look very similar. Notice the spelling, the function (noun, verb, etc.) and the meaning of each word in a similar pair.

- **for – four**: *There's a living room for all the flats.* *Maria's got four children.*
- **read – red**: *I often read comics at the weekend.* *Has he got a red jacket?*

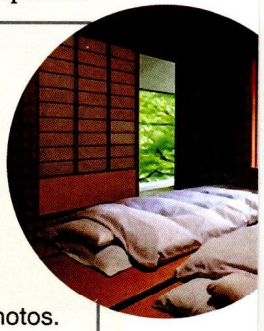
1a Underline the letters that are different in these pairs.

1 bad – bed
2 How – Who
3 sea – see
4 there – their
5 two – too
6 form – from

b Complete the sentences with words from exercise **1a**.

1 My friend Cindy is _____ Jamaica.
2 Are _____ any chairs in the bedroom?
3 Where's Frank? I can't _____ him!
4 _____'s that woman in the blue dress?

2 Read the description. Choose the correct options.



This flat in Hiroshima is twenty minutes [1] *form / from* the city centre. You can go [2] *there / their* by bus or train. The flat is [3] *for / four* five to six people and it has got [4] *two / too* bedrooms. One bedroom has got Japanese 'tatami mat' beds. The other bedroom has got a European [5] *bad / bed*. The flat has also got a small bathroom, a kitchen and a dining room, [6] *two / too*. Click here [7] *for / four* more photos.

3 Read the text again and answer the questions.

1 Where is the flat?
2 How many people is the flat for?
3 How many bedrooms are there?
4 What can you see if you click 'here'?

VOX POPS VIDEO 6

6.4 Speaking and writing

GOALS ☐ Explain problems ☐ Write a hotel review

Listening & Speaking explaining problems

1 Work with a partner. Think of three common problems in hotels.
old beds, ...

2a Match problems 1–5 to illustrations a–e.

1 My room is very hot.
2 I don't know the code for the door.
3 There aren't any towels in the bathroom.
4 Our room is very noisy.
5 The shower in my room is broken.



b Work with a partner. Match solutions a–e to problems 1–5.

a send someone to look
b try in the cupboard
c use air conditioning
d go to another room
e give the code number

c 6.17 Listen to five conversations and check your answers.

3a 6.17 Listen to the conversations again and complete the sentences.

1 _____ air conditioning. The switch is next to the _____.
2 It's A_____.
3 Hmmm... Try in the cupboard _____ the window.
4 I'm so sorry. You can have another _____.
5 Oh, I'm _____. I'll send someone to _____.

I'll + infinitive without *to* – to offer help
I'll do it.

b Work with a partner. Practise the conversations.

4 6.18 Read the *Understanding ...* box and listen to the examples.

UNDERSTANDING ... help

When people give information to help you, listen for the key words. These can be nouns (e.g. names, places), adjectives, verbs, numbers, etc.

*There is **air conditioning**. The **switch** is near the **door**.*
*I'll **send** someone to **help**.*
*The **museum** is on **Bridge Street**.*
*The **code** for the **safe** is **B50079**.*

5a Work with a partner. Look at the four problems in the table. Think of solutions for each problem.

	Problem	Solution
1	The phone in my room is broken.	
2	The bathroom is very dirty.	
3	I don't know the address of this museum.	
4	My room is very cold.	

b 6.19 Listen to four conversations. Write two or three key words for each solution in the table. Are any of the solutions the same as yours?

c Use the prompts to practise conversations.

1 A The phone in my room is broken.
B Oh, I'm, sorry. I'll ...
2 A The bathroom is very dirty.
B I'm so sorry. You can ...
3 A I don't know the address of this museum.
B It's ...
4 A My room is very cold.
B There's a heater. The ...

kitchen TV

6a Read the Language for speaking box.

LANGUAGE FOR SPEAKING problems

Problems	Solutions
... is very hot/cold/noisy.	*There's a ... near ...*
The ... in my room is broken.	*I'll send someone to ...*
I don't know ...	*It's ...*
There isn't ...	*Try in the ...*
There aren't any ...	

b Work with a partner. Think of two more problems in a hotel. Take turns to be the guest and the receptionist. Have similar conversations.

Excuse me. ...

Reading & Writing a hotel review

7a Read the hotel review. Complete the table.

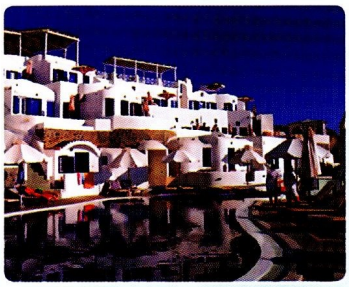
Home | Restaurants | Hotels | Things to do | More

Elpis

Reviews

39 Reviews sorted by
- Date
- Rating

Write a review





jay1985 ★★★★☆

This hotel is great. It's near the beach, but the sea is not very warm in May. The hotel has a nice swimming pool and a small pool for children. In fact, it has a lot of good facilities – tennis, mini-golf and a gym. The rooms are clean and there is air conditioning in every room. The staff are lovely. There are some beautiful walks near the hotel. But there aren't a lot of other things to do. A bus goes to the local town, Nikiti, but there's only one bus every day.

Good points (+)	Bad points (–)
1 *near the beach*	1
2	2
3	3
4	
5	
6	
7	

b Compare your list with a partner. Is it a good hotel for you or not? Why?

8a Read the Language for writing box.

LANGUAGE FOR WRITING basic sentence structure

Look at the structure of these sentences. Note the position of:
1. the subject (person, thing)
2. the **verb** (action)
3. the adjective/object (saying something about the subject/verb)
4. place/time information

This hotel	**is**	great.	
The bus	**leaves/doesn't leave**		at 12.30.
The hotel	**has/doesn't have**	a nice restaurant	

b Find one more sentence of each type in the review.

9a Put the words in the correct order to make sentences.
1. too / has / The hotel / a cinema, .
2. friendly / The waiters / very / are .
3. doesn't / a big bathroom / Our room / have .
4. doesn't / The train / to the university / go .

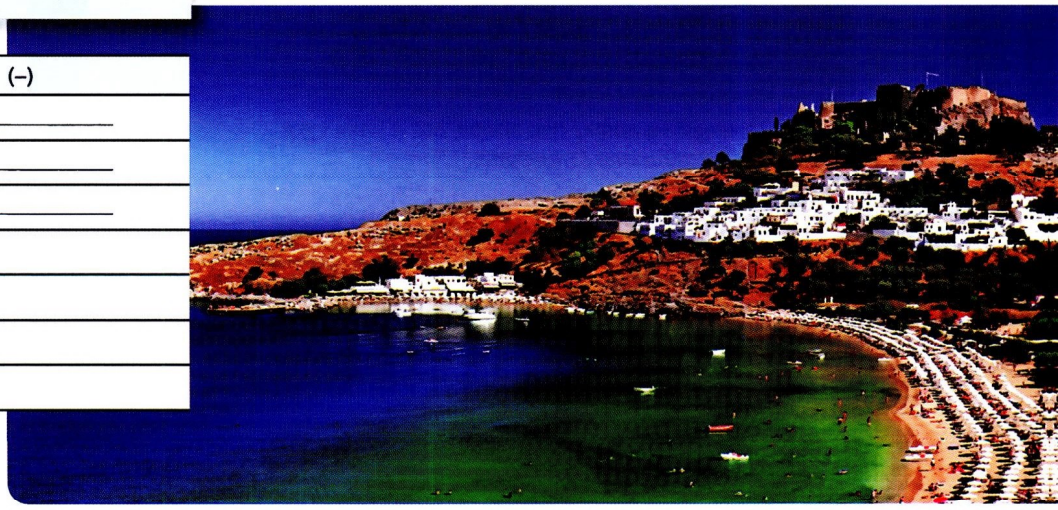
b Compare your answers with a partner.

10a Think about a hotel you know. Answer questions 1–5.
1. Where is the hotel?
2. What facilities are there in the hotel?
3. Are the people friendly? Is the food good?
4. What places of interest are near the hotel?
5. What are the good points and bad points?

b Work with a partner. Take turns to talk about your hotels.

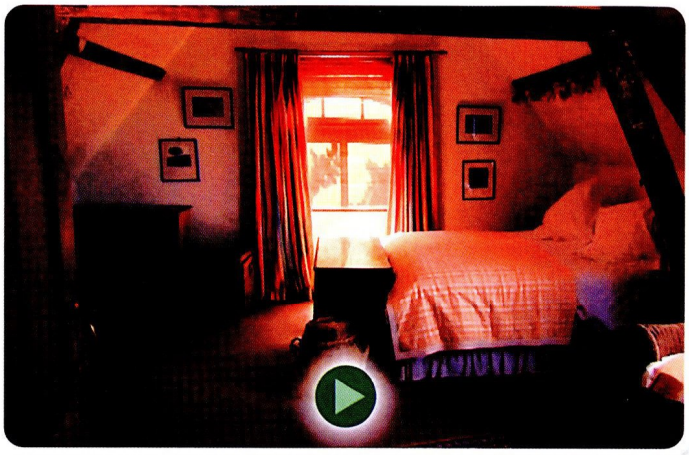
11a TASK Write a review of the hotel. Use the sentence structures in the Language for writing box.

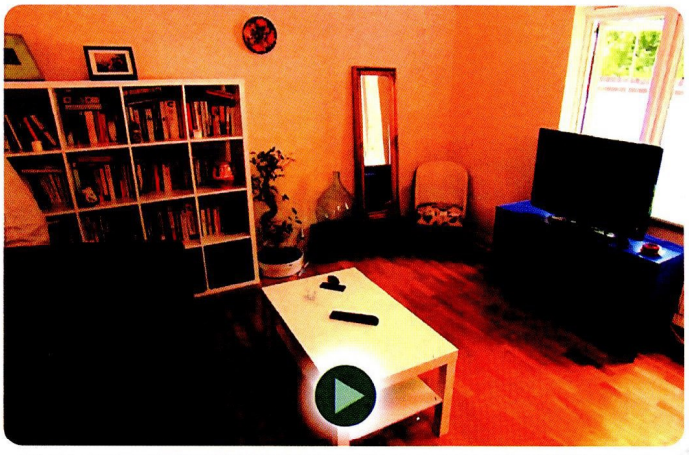
b Work in small groups. Read your reviews. Which hotel do you like? Why/Why not?

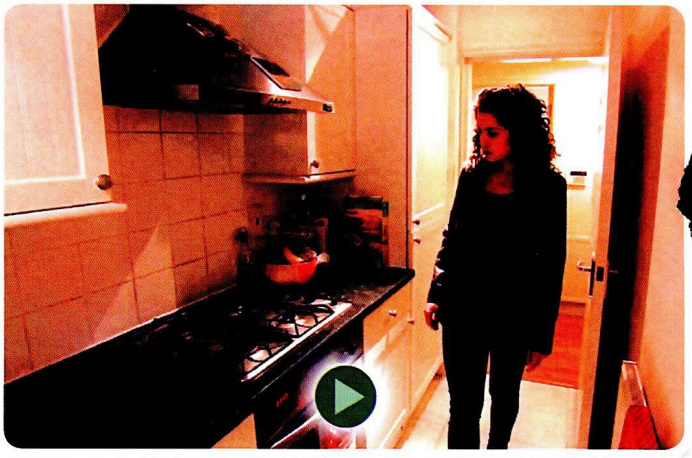


6.5 Video

House searching







1a Work with a partner. Look at the photos. What rooms do you see? Do you like the rooms? Why/Why not?

b Which of these things do you see in the rooms?

bed bookcase chair chest of drawers desk fridge oven sink sofa TV wardrobe window

2 ▶ Watch the video. Are the sentences true (T) or false (F)?

1 Louise likes Bristol.
2 The flat in Bristol has got two bedrooms.
3 The city flat is big, but it's expensive.
4 Houses outside Bristol are expensive, too.
5 Louise's favourite thing about the house is the garden.
6 There isn't a lot to do in the village, but Louise likes it.

3a ▶ Watch the first part of the video again. Circle the correct facts about Bristol and the city flat.

City flat	It's got a [1] *big / small* living room with a large [2] *table / window*. The kitchen is [3] *big / small*. The small bedroom has got a desk and a [4] *bed / sofa*. There's [5] *a bath / a bath and a shower* in the bathroom.
Price	£850 per [6] *week / month*

b ▶ Watch the second part of the video again. Circle the correct facts about the village and the house.

The house	It is [1] *ten / twenty* minutes from the shop. In the living room there's a sofa, a TV and [2] *a coffee table / bookcase*. The dining room has got a big table and [3] *four / six* chairs. There is a [4] *small / big* sink in the kitchen. The two bedrooms have got a [5] *wardrobe / desk*.
The village	It's quite [6] *big / small*. It has got [7] *a shop / two shops*, but it hasn't got any [8] *restaurants / museums*.

4a TASK Work as Student A and Student B. Student A, you want to rent a flat in Bristol. Student B, you are an estate agent. Make notes about ...

- the city
- the facilities in the city
- the flat (location, rooms, furniture, price).

b Act out the conversation. Do you want to move into this flat? Why/Why not?

Review

1a Work with a partner. Put the words in the box into the correct place in the table.

air conditioning bank bed chair iron museum park safe shop sofa table Wi-fi

Facilities in a town	Facilities in a hotel	Furniture
bank		

b In which rooms can you find the items in the 'Furniture' column of the table in exercise **1a**?

table – kitchen, dining room

2a Look at the studio flat and complete the sentences using *There's, There are, There isn't* or *There aren't*.



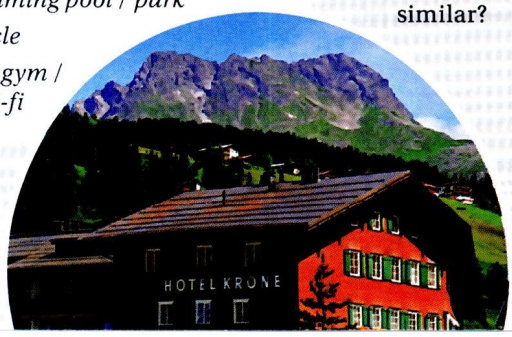
1 *There's* a big bed.
2 _____ a fridge.
3 _____ a sofa.
4 _____ a table.
5 _____ four chairs.
6 _____ a bath.
7 _____ a shower.
8 _____ any books.

b 6.20 Listen and check your answers.

3a 6.21 Listen to a phone conversation with a travel agent. Underline the correct items.

Location: Lech in [1] *Switzerland / Austria*
Size of town: [2] *big / small*
Facilities: [3] *restaurants / museums / cafés / cinemas / supermarkets / shops*
Facilities for children: [4] *swimming pool / park*
Things to do: [5] *ski / walk / cycle*
Hotel facilities: [6] *restaurant / gym / swimming pool / parking / Wi-fi*

b Compare your answers with a partner.



4a Match questions 1–5 with answers a–e.

1 Where are the toilets? — e They're next to the lift.
2 Is there a phone in the room? — b Yes, it does.
3 Does our room have Wi-fi? — c Yes, there are.
4 Are there any drinks in the fridge? — d Yes, it's next to the bed.
5 Is the restaurant open at 6 a.m.? — a No, it isn't.

b Compare your answers with a partner.

5a Complete the sentences using the words in the box.

a (x2) all All any (x2) Each (x2)

1 There aren't _____ towels in our bathroom.
2 _____ room has a TV and a radio.
3 _____ the houses have got big gardens.
4 That's $80 for four tickets, please. _____ ticket is $20.
5 Do _____ the buses go to the city centre?
6 Is there _____ bank on the High Street?
7 Have you got _____ bicycle?
8 Are there _____ restaurants on Broad Street?

b Complete the short answers to questions 5–8 in exercise **5a**.

1 No, _____.
2 Yes, _____.
3 No, _____.
4 Yes, _____.

c Work with a partner. Practise the conversations.

6a Work with a partner. Complete the description of a hotel using your own ideas.

This hotel is [1]_____. It's got [2]_____ and [3]_____. But it's not very near [4]_____. The rooms are [5]_____. In each room there [6]_____ and [7]_____. All the staff are [8]_____. We really like [9]_____.

b Work with another partner. Swap descriptions. Are they similar?

7 Skills and interests

7.1 She can paint

GOALS ■ Use *can* and *can't* ■ Talk about your abilities

Reading & Vocabulary skills

1 Work with a partner. Do you know any clever animals? Why are they clever?

2a Read the text about Koko the gorilla. Why is she amazing?

b Read the text again. Answer the questions.

1 Where does Koko live?
2 What can she understand?
3 How does she say things?
4 What does Koko do in the videos?

3 Match the verbs in the box to nouns 1–8.

drive paint play ~~remember~~ ride speak understand use

1 *remember* faces
2 _____ instructions
3 _____ a picture
4 _____ the piano
5 _____ a paintbrush
6 _____ Japanese
7 _____ a car
8 _____ a bike

4a Work with a partner. Think of another noun to go with each verb in exercise 3.

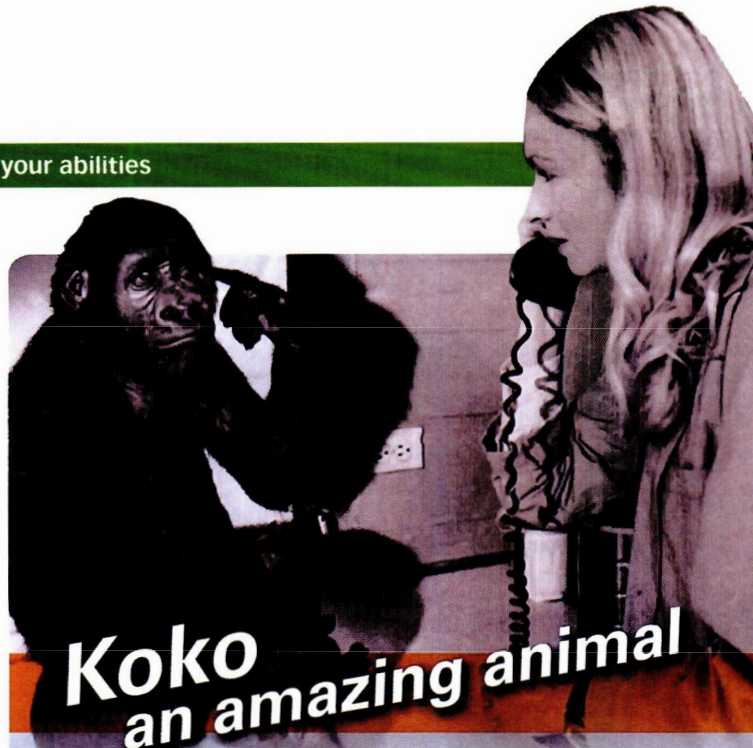
remember someone's birthday

b Compare your answers with another pair. How many different nouns do other students have?

Grammar & Speaking *can, can't*

5 Read the text about Koko again. Are the sentences true (T) or false (F)?

1 She can remember people's faces.
2 She can speak.
3 She can't use a paintbrush.
4 She can't paint other animals.



Koko an amazing animal

Koko is a gorilla. She lives near Santa Cruz in the USA with her friend and teacher, Dr Penny Patterson. Dr Patterson is a teacher at Stanford University. She is very interested in Koko because Koko has an unusual ability: she understands language. She can't speak, but she can understand instructions and she can use her hands to say things. She can use over 1,000 signs. She remembers people's faces too. Koko likes art and other animals. In one video, we watch Koko as she uses a paintbrush and paints a picture of a bird. In another video, she plays an electric piano.

■ sign



6 Look at the sentences in exercise 5 and complete the Grammar focus box.

GRAMMAR FOCUS *can/can't*

We use *can/can't* to talk about ability.

Positive (+)	
I/You/He/She/It/We/They [1] _____	paint.
	speak.
Negative (–)	
I/You/He/She/It/We/They [2] _____	ride a bike.
	drive.

→ Grammar Reference page 128

• the facilities in the city

7a Look at the photos. Circle the correct options in sentences 1–3.



1 Monty [1] *can / can't* drive a car, but he [2] *can / can't* ride a motorbike.
2 Abe Chan [3] *can / can't* speak English, but he [4] *can / can't* speak Japanese.
3 Sascha [5] *can / can't* play football, but she [6] *can / can't* understand the rules.

b Compare your answers with a partner.

PRONUNCIATION sentence stress: *can, can't*

8a 7.1 Listen to two sentences about Koko. Is *can* or *can't* stressed?

1 Koko **can** use a paintbrush.
2 Koko **can't** speak.

b 7.1 Listen again and repeat.

c Work with a partner. Practise saying the sentences in exercise **7a** with the correct stress.

9a Make sentences that are true for you.

1 I *can / can't* speak Spanish *but / and* I *can / can't* speak English.
2 I *can / can't* remember names *but / and* I *can / can't* remember faces.
3 I *can / can't* ride a bike *but / and* I *can / can't* ride a motorbike.
4 I *can / can't* play football *but / and* I *can / can't* play tennis.

b Write two more sentences of your own. Compare your abilities with your partner.

Vocabulary & Speaking abilities

10a 7.2 Look at photos 1–6. Read and listen to the verbs.



b 7.2 Listen again and repeat.

11a Work with a partner. Talk about what you can and can't do.
I can write twenty text messages per hour.

b Work with a different partner. Talk about your first partner.
Ria can write twenty text messages per hour, but she ...

LISTENING SKILLS the schwa sound /ə/

In English, many unstressed words are pronounced with a schwa /ə/, e.g. *can, are, a/an, from, at, for,* etc. Recognizing the schwa sound can help you to understand spoken English better.

1 7.3 Listen to phrases 1–6. Circle the schwa sound /ə/ in each phrase.

1 a paintbrush
2 from Spain
3 of course
4 an easy job
5 black and blue
6 stay at home

2 7.4 Listen to sentences 1–4. Underline the words pronounced with a schwa sound /ə/.

1 Koko can play an electric piano.
2 The boys have lunch at school.
3 The shops are closed from one to three.
4 There are lots of cafés and parks in this town.

3a 7.5 Listen and complete the text.

My neighbours have [1]_____ parrot, Murphy. He's [2]_____ amazing bird! Murphy [3]_____ sing [4]_____ speak, too. He likes dancing [5]_____ he [6]_____ listen [7]_____ The Beatles [8]_____ hours. There [9]_____ two songs Murphy loves, [10]_____ *Me* [11]_____ *You* and *She's* [12]_____ *Woman*, but he hates *With* [13]_____ *Little Help* [14]_____ *My Friends* – nobody knows why!

b Compare your answers with a partner.

7.2 Can you help?

GOALS ☐ Use *can* to ask and answer about abilities ☐ Use adverbs of manner

Listening & Grammar *Can you ...?*

1a Work with a partner. Do you ever do volunteer work? Why/Why not?

b Look at the advert for a volunteer job. Answer the questions.

1 Where is the project?
2 What are the different jobs?
3 What can you do in your free time?
4 How much does it cost?
5 Is it a good job? Why/Why not?

2a 7.6 Listen to an interview for the job. What can Jack do? Is he a good person for the job in the advert?

b 7.6 Listen again and complete the conversation between the interviewer (I) and Jack (J).

I OK, Jack, and can you [1]_____?
J Yes, I can. I can swim well.
I OK, great. And are you [2]_____ with a computer?
J I type quite slowly, but I can [3]_____ different computer programs.
I Good. And can you [4]_____?
J No, I can't. But I can learn. I'm a fast learner.
I Great! And can you use a [5]_____?
J Yes, I can. I [6]_____ photography a lot.

■ **type** write something on a computer

3a Look at the interview in exercise **2b** and complete the Grammar focus box.

GRAMMAR FOCUS *Can you ...?*

We use *Can* + subject + verb (infinitive without *to*) to ask about people's abilities.

Questions (?)
[1]_____ you use a computer?

Short answers
Yes, I [2]_____./No, I [3]_____.

→ Grammar Reference page 128

b Make questions using *can*. Compare with a partner.

1 you / speak English? *Can you speak English?*
2 you / use a camera?
3 you / swim?
4 you / teach English?
5 you / drive?



Volunteers wanted for Dolphin Research Project – Zanzibar

The Dolphin Research Project studies dolphins' behaviour and records the number of tourists in Zanzibar.

- **Work:** Record numbers of tourists and dolphins (on computer); watch dolphins; take photos of dolphins; teach English to tourist guides; drive.
- **Free time:** Visit the beautiful island of Zanzibar.
- **Duration:** 2–6 weeks
- **Cost:** from €800 for two weeks

■ **record** write notes about something
■ **behaviour** the way you are and do things

PRONUNCIATION *can, can't* in questions and statements

7.7 Notice how we say *can* and *can't*:

- in positive sentences and questions we say /kən/: *I **can** swim. **Can** you drive?*
- in short answers we say /kæn/: *Yes, I **can**.*
- in negative sentences we say /kɑ:nt/: *I **can't** speak Thai.*

4a 7.8 Listen and repeat the sentences.

1 I can use a computer.
2 Can you speak English?
3 Yes, I can.
4 No, I can't.

b Practise the sentences with a partner. Use the correct pronunciation of ***can*** and ***can't***.

5 Work with a partner. Ask and answer the questions in exercise **3b**. Is your partner a good person for the job in Zanzibar?

Vocabulary & Speaking adverbs of manner

6a Look at exercise **2b** again. Answer the questions.

1 Is Jack a good swimmer?
2 Is Jack a good typist (= a person who can type)?
3 What words tell you this?

b Complete the table with words from the conversation in exercise **2b**.

Adjective	slow	bad	good	3 _____
Adverb	1 _____	badly	2 _____	fast

7 Complete the sentences with the words in the box.

badly fast slowly well

1 I have a good camera, but I can't use it _____.
2 Sorry, I can't understand you. Please speak _____.
3 I don't like their food. They cook _____.
4 She drives very _____, but she's a good driver.

! Adverbs of manner go after the verb or verb phrase.
I can drive well. *I can drive a car well.*

8a Put the words in order to make sentences and questions.

1 reads / He / slowly / very .
2 can / fast / type / She .
3 French / He / badly / speaks .
4 well / play / tennis / can't / I .
5 well / Can / English / she / understand ?

b 7.9 Listen and check your answers.

9 Work with a partner. Talk about yourself. Use the verbs and adverbs to say what you *can* and *can't* do.

Verbs: cook drive play read speak swim
Adverbs: (very) fast well badly slowly

I can't run fast.

10a TASK Work with a partner. Look at the job advert. Imagine you are the interviewer. Prepare questions for the interview.
Can you use a computer? Why do you want to work here?

Place of work: Tourist Information Centre, Liverpool
Job: Receptionist
Personality: friendly, fast learner
Skills: computer skills, foreign languages, typing, knows Liverpool

b Work with a different partner. Take turns to be the interviewer and interviewee.

c Is your partner the right person for the job? Why/Why not?

READING SKILLS scanning for specific information

Sometimes we need to read fast for specific information.
- For **names, places, jobs** we look for words.
- For **times, ages, phone numbers** we look for numbers.

1 Look at the advert and write the words in the box on lines a–c.

name of film place time

a _____

FILMS THIS WEEK
Cineworld, Brighton Marina, Brighton
www.cineworld.co.uk/cinemas/brighton/information
■ **Annie** 17.30 p.m. 19.45 p.m.
Comedy starring Jamie Foxx.

b _____ c _____

2a Look at the advert for ten seconds and find this information.

a the job
b the place

JOBS We want enthusiastic English teachers for our summer school. The job is for eight weeks in July and August, teaching students aged 12–16 years at our school in Brighton.

b Compare your answers with a partner.

c Who are the students at this school? Read the advert again and find the answer.

3a Work with a partner. Imagine you want to buy a car. You want to know the answers to questions 1–5.

1 What make is the car (BMW, Honda, etc.)?
2 How old is it?
3 What colour is it?
4 How much is it?
5 Where is the car?

b Look at the advert for twenty seconds and find the answers to questions 1–5.

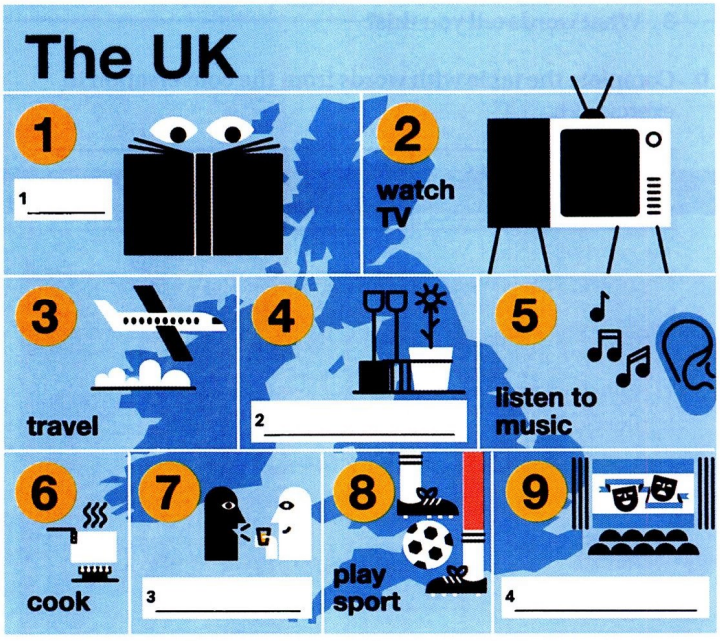
FOR SALE Beautiful Mercedes R230. I don't want to sell, but I have a new job in Canada. Red with grey leather seats. Registered in 2012. £15,000 or near offer. Call Terry on 807 550 923664 (London area)



7.3 I like going out

GOALS ☐ Use *like* + *-ing* ☐ Talk about your hobbies





Vocabulary & Speaking hobbies

1a 7.10 Look at what people in the USA like doing in their free time. Listen and repeat the verbs/phrases.

b Work with a partner. Look at the UK list. Write the activities in the box on the correct lines 1–4.

go to the cinema/theatre go out with friends read
work in the garden

c 7.11 Listen and check your answers.

d Work with a partner. Student A, say a number. Student B, cover the illustrations and say the verb/phrase. Start with the USA list.

2a Work with a partner. Answer the questions about the infographic in exercise **1a**.

1 What do people do in the USA, but not in the UK?
2 What do people do in the UK, but not in the USA?
3 What do people do both in the USA and the UK?

b Work with a partner. What do your friends/people in your country do in their free time?

My friends play football.

Grammar & Speaking *like* + *-ing*





3a 7.12 Listen to a conversation between Anja and Marcin about hobbies. Do they like doing the same things?

b 7.12 Listen again. Circle the correct options.

1 Anja likes swimming and taking photos of *nature* / *people*.
2 Marcin *likes* / *doesn't like* going out.
3 Marcin likes reading and *listening to* / *playing* music.

4 Read the Grammar focus box and complete the gaps with *-ing* forms from exercise **3b**.

GRAMMAR FOCUS *like* + *-ing*

To talk about hobbies and interests we use …

like + verb + *-ing* *They like **going** out.*

Spelling rules for verb + *-ing*:

1 verb + *-ing*: listen → listening, [1]_____
2 verb ending in e + *-ing*: have → having, [2]_____
3 verb ending in a vowel and a consonant + *-ing*: run → running, [3]_____

Note: We can use nouns after 'like', too.
*She likes **films**.* *We like **tea**.*

→ Grammar Reference page 129

5a Circle the correct words.

M Do you [1] *have* / *having* any hobbies, Anja?
A Yes. [2] I like *swim* / *swimming* and [3] *take* / *taking* photos.
M What do you take photos of?
A People, usually. And you? What do you like [4] *do* / *doing* in your free time?
M Umm ... not a lot.
A Do you [5] *go* / *going* out often?
M No, I don't like [6] *go* / *going* out. I like [7] *read* / *reading* and [8] *listen* / *listening* to music at home.

b 7.12 Listen again and check your answers.

6a Complete the conversations with the correct form of the verbs in (brackets).

1 **A** Do you like [1]_____ (go) out in the evening?
B Yes, I do. But my husband likes [2]_____ (be) at home.
A Oh. I often [3]_____ (go) out in the evening. I like [4]_____ (see) my friends.

2 **A** What do you like [5]_____ (do) at weekends?
B I like [6]_____ (get up) late and [7]_____ (go) shopping. And you?
A Oh. I'm always bored at the weekend. I like [8]_____ (have) lots to do.

b 7.13 Listen and check your answers.

PRONUNCIATION linking vowels with /w/ or /j/

7.14 When we add *-ing* to a verb ending in a vowel sound, we need an extra sound (/w/ or /j/) to connect the two vowel sounds, e.g. *do* + *ing*, *see* + *ing*.

7a 7.15 Listen and choose the correct connecting sound in these *-ing* verbs.

		/w/	/j/
1	going	a go/w/ing	b go/j/ing
2	being	a be/w/ing	b be/j/ing
3	seeing	a see/w/ing	b see/j/ing
4	doing	a do/w/ing	b do/j/ing

b Work with a partner. Practise the conversations in exercise **6a**.

8a Work in small groups. Ask and answer questions about your hobbies and write the answers.

A *What do you like doing in your free time?*
B *I like watching sport and seeing my friends.*

Erik – watch sport, ...

b Work with a partner from a different group and compare answers. Say what the favourite hobbies are in the group.

Five people like reading. Only one person likes watching sport.

Vocabulary *like, love, hate + -ing*

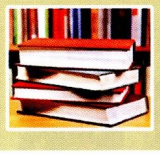
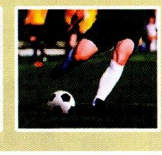
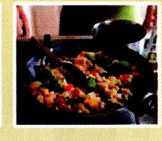
9a Read the Vocabulary focus box.

VOCABULARY FOCUS *like, love, hate + -ing*

love | like | don't like | hate

After these verbs we use ...

1 a noun, e.g. *coffee, books* — *I love coffee.*
2 a verb + *-ing*, e.g. *cooking* — *I hate playing football.*


b Complete sentences 1–4 with a noun and a verb + *-ing*.

1 I like *swimming. I like tea.*
2 I don't like ...
3 I love ...
4 I hate ...

c Compare your answers with a partner. Are any of your sentences the same?

10a Complete sentences 1–6 with *love*, *like*, *don't like* or *hate* to make them true for you.

1 I _____ running.
2 I _____ Italian food.
3 I _____ working at the weekend.
4 I _____ big cities.
5 I _____ getting up early.
6 I _____ driving.

b Work with a partner. Ask and answer questions using the sentences in exercise **10a**.

A *Do you like running?*
B *No, I don't, but I like cycling.*
A *Do you like Italian food?*
B *Yes, I do. I love pizza.*

11a Write three things people in your family like or don't like.

My husband loves cooking.

b Tell your sentences to your partner. Ask each other questions.

A *My sister likes dancing.*
B *Where does she dance?*

VOX POPS VIDEO 7

adjectives and adverbs.

7.4 Speaking and writing

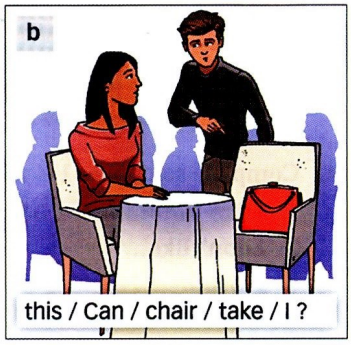
GOALS ☐ Make simple requests ☐ Write a post on a social media website

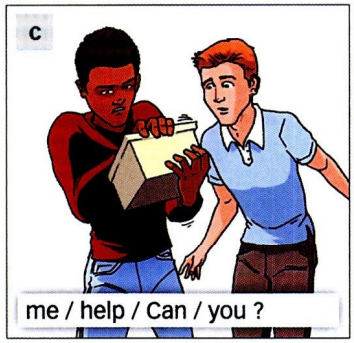
Listening & Speaking simple requests

1 Work with a partner. Match problems 1–6 to illustrations a–f.

1 [c] I can't open this box.
2 [ ] I can't understand you.
3 [ ] I'm lost.
4 [ ] I want to go to the airport.
5 [ ] I'm really thirsty.
6 [ ] We only have one chair.













2a Put the words in a–f in the correct order to make requests for each illustration.

b 7.16 Listen, check and repeat.

3a 7.17 Listen to the conversations. Complete the answers.

1 **A** Excuse me. I can't open this box. Can you help me?
B Of course I _____.
2 **A** I can't understand you. Can you speak slowly?
B Sure, no _____.
3 **A** Excuse me. I'm lost. Can you tell me the way to the city centre?
B Sure. It's _____ way.
4 **A** I want to go to the airport. Can you call me a taxi?
B Yes, of course. Do you want it _____?
5 **A** I'm really thirsty. Can I have some water, please?
B Sure. Here you _____.
6 **A** Excuse me. We only have one chair. Can I take this chair, please?
B _____. It's taken.

! Can I have **some** water/tea?

b Work with a partner. Practise the conversations.

4 7.18 Read the *Understanding ...* box and listen to the examples.

UNDERSTANDING ... answers

When you ask for something, it's important to understand the answer.

Q Can you help me?	**A** Sure./Of course. (= Yes)
	A Sorry.... (= No)

5a 7.19 Listen to four conversations. Is the answer *yes* (✓) or *no* (✗)?

1 ◯ 2 ◯ 3 ◯ 4 ◯

b Compare your answers with a partner.

6a Read the Language for speaking box.

LANGUAGE FOR SPEAKING requests and answers

Requests
Can you speak slowly?
Excuse me. Can you ... help me?/call me a taxi?
tell me the way to ...?
Excuse me. Can I ... have a/your/this ...?
take this ...?/use your ...?

Answers
Of course./Sure./No problem./Here you are.
Sorry. I'm busy./Sorry. It's taken.

b Work with a partner. Take turns to have similar conversations to the ones in exercise **3a**. Use items 1–4 and the Language for speaking box to help you.

Student A

1 You are thirsty.
2 You can't open the door.
3 You want to buy a cinema ticket.
4 You are lost and can't find the bank.

Student B

1 You are lost and can't find the museum.
2 You don't have your phone.
3 You don't know the time.
4 You can't understand Student A.

Reading & Writing a post on a social media website

7a Read the post from a social media website. Answer the questions.

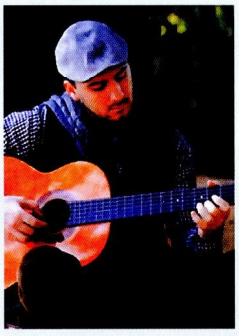
1 How old is Eduardo?
2 Where is he from?
3 What is his job?
4 What are his hobbies?
5 Why is he on this website?

internationalmeetup.org

Meetup | Forums | Search | Sign in

Today 11:35

Eduardo (26) from Uruguay



Hello

I'm new to this site. I'm here because I like meeting people from all over the world. I like speaking English, but I can't speak very well because in Uruguay people never speak English. I'm an engineer for a telecoms company and my hobbies are football and rock music. I like playing the guitar, too, but I play badly. I sometimes play music with my friend, Javier. He's a great musician and he writes amazing songs.

Please contact me, so we can speak English to each other. Tell me what you like doing.

b Compare your answers with a partner.

8a Read the Language for writing box.

LANGUAGE FOR WRITING word order

Use ...

1 **adjective + noun**, e.g. *a lovely person*, to describe someone or something.
He's a great musician.
2 **verb + adverb**, e.g. *type slowly*, to say how you do something,
I can't speak English very well.
3 **adverb of frequency + verb**, e.g. *often write*, to say how often you do something.
I sometimes play music with my friend, Javier.

b Complete sentences 1–3 with the words in the box.

amazing badly never

1 In Uruguay, people _____ speak English.
2 I play the guitar _____.
3 Javier writes _____ songs.

9 Work with a partner. Put the words in the correct order to make sentences.

1 always / play / They / at the weekend / football .
2 slowly / can / English / speak / I .
3 live / small / in / a / We / flat .
4 like / I / but / I / well / cook / cooking, / can't .
5 in / taking / my / photos / I / time / like / free .
6 sometimes / watch / films / American / I .

10a Complete sentences 1–6 to make them true for you.

1 I can't _____ very well.
2 I _____ go to the beach at the weekend.
3 I live in a _____ town.
4 I can _____ fast.
5 I _____ speak English in my job.
6 My partner cooks _____ food.

b Compare your sentences with a partner. Are any of them the same?

11a Write a post about yourself for a social media page. Use adjectives and adverbs to make your post more interesting. Include:

- name, age, and country
- job
- what you like and don't like
- what you can and can't do
- why you are on the website

b Work with a partner. Swap your posts and check the use of adjectives and adverbs.

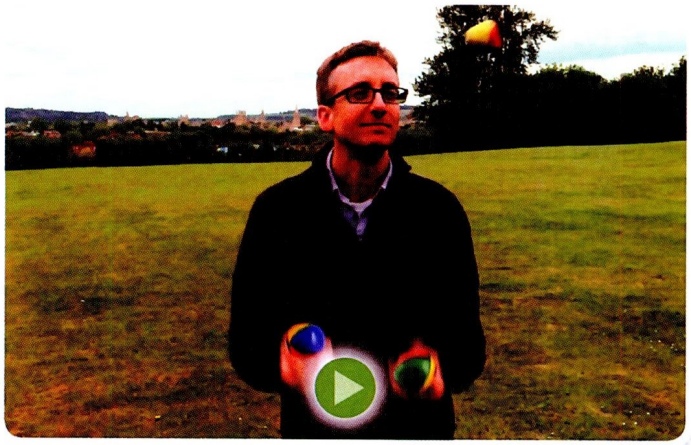
7.5 Video

An unusual hobby

1a Complete the verb phrases with the words in the box.

catch juggle juggling practice throw trick

1 _____ a ball to someone
2 _____ a ball
3 _____ two balls with one hand
4 learn a new _____
5 need a lot of _____
6 like _____



b Work with a partner. Look at the photos and answer the questions.

1 What is James's hobby?
2 How many balls can he juggle?
3 Can the presenter juggle well?
4 Is juggling easy?



2 Watch the video. Check your answers to the questions in exercise **1b**.

3 Watch the video again. Are the statements true (T) or false (F)?

1 Juggling is James's job.
2 James can juggle three balls with one hand.
3 James likes learning new things.
4 James's juggling group meets every week.
5 Everyone can learn to juggle.
6 The secret to juggling is practice.
7 You need to catch the balls slowly.
8 The presenter doesn't like juggling.



4a TASK Imagine you want to learn some new skills. Choose two or three skills from the list below.

- swim
- play the guitar
- speak (Russian)
- dance
- type very fast
- paint
- ride a bike
- sing
- drive a car
- play football
- cook
- take photos

b Find three students in the class who can teach you the new skills. Ask questions using the prompts.

- Can you ...?
- Is it easy/hard?
- Can you teach me?

Review

1a Put the verbs in the correct place in sentences 1–5.

can drive can learn can play ~~can remember~~
can speak can't see can understand

1 Simon Reinhard [1] *can remember* names and faces. He [2]_____ the names of 186 new people in 15 minutes.
2 Ziad Fazah from Lebanon [3]_____ 58 languages.
3 Mike Newman [4]_____, but he [5]_____ a sports car at 300 kph.
4 Dolphins [6]_____ about sixty words.
5 Comet the goldfish [7]_____ football and basketball. And he can dance!



b Compare your answers with a partner.

2a Match beginnings 1–6 to endings a–f to make questions about a job in a shop.

1 Can you use *f*	a photography?
2 Can you speak	b technical instructions?
3 Can you understand	c with people?
4 Are you a good	d sales person?
5 Are you good	e other languages?
6 Do you like	f the computer program, Photoshop?

b Work with a partner. Take turns to ask and answer the questions.

3a Look at this description. Are the underlined words correct?

My wife, Jane, is a translator. She is very [1] well at her job. She understands over seven languages and she can speak three languages [2] good: German, French and Japanese. She can type very [3] fast. I'm a [4] bad typist. I type very [5] slow. I can speak French, too, but I speak it [6] bad.

b 7.20 Listen and check your answers.

4a 7.21 Listen to a conversation between Mark (M) and Chloe (C). Mark the things they like doing with *M*, *C* or *Both*.



1 Dancing _____
2 Listening to music _____
3 Playing sport _____
4 Swimming _____
5 Watching football _____

b 7.21 Listen again and complete the sentences. Use one word for each gap.

1 **A** Do you like dancing?
B Yes, I [1]_____, but I can't dance very [2]_____.
2 **A** What music do you listen to?
B Pop music, [3]_____.
3 **A** Do you like listening to music?
B Yes, I [4]_____ it. And I love [5]_____, too.
4 **A** Do you have other hobbies?
B Yes, I like [6]_____ sport ...

c Work with a partner. Ask each other the questions in exercise **4b**. Give answers that are true for you.

5a Work with a partner. Complete the questions in your own words.

1 I want to go to the station. Can you call _____?
2 I'm thirsty. Can I _____?
3 Excuse me, I'm lost. Can you tell me the _____?
4 Sorry, I can't understand you. Can you _____?
5 Excuse me. I can't open the door. Can you _____?

b 7.22 Listen and compare your answers.

c Work with a partner. Take turns to ask the questions in exercise **5a** and give answers.

6a Put the words in (brackets) in the correct place in each sentence.

My name is Khalid. I'm from Algeria. [1] I like English and I watch English films on TV (often). [2] But the actors don't speak (very slowly), [3] so I don't understand them (always). I go to school here in Algiers. [4] It's a school (great), [5] but we speak English in class (never), [6] so I don't speak English (very well). [7] I want to be an engineer and work for a company (big). [8] All the people in the company can speak English (really well).

b Compare your answers with a partner.

8 Our past

8.1 When we were seven

GOALS ■ Use the verb *be* in the past ■ Talk about your life then and now

Reading & Listening *Seven Up!*

1 Read the article about the film *Seven Up!* Are sentences 1–5 true (T) or false (F)?

1 *Seven Up!* was a TV film about seven children.
2 The children were from poor families.
3 All the children were from England.
4 In the second film, the children were eight years old.
5 The films are stories about people's personal lives.

2a **8.1** Listen to the stories of two of the *Seven Up!* children, Neil and Suzy. Are they happy now? Why/Why not?

b **8.1** Listen again. Write Neil (N) or Suzy (S).

1 Who is from London?
2 Who was a happy child?
3 Who was at an expensive school?
4 Who wanted to be an astronaut?
5 Who wanted to be married with children?

3a **8.2** Listen to these years from the article and repeat.

1964 1998 2005 2012

1976 – nineteen seventy-six
2008 – two thousand and eight
2016 – twenty sixteen

b Work with a partner. Say the years.

1978 1981 1996 2003 2019

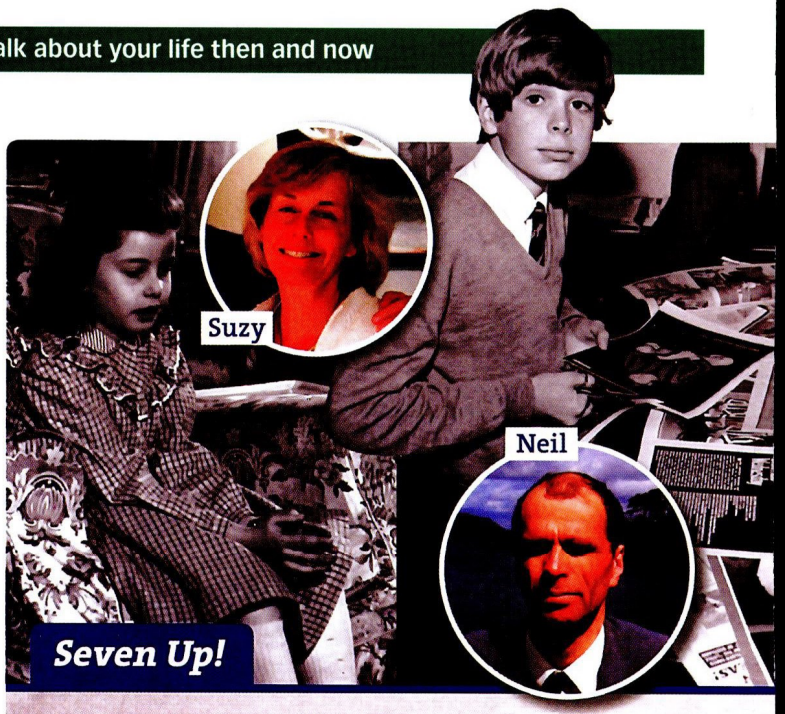
c **8.3** Listen and check your answers.

Grammar & Speaking verb *be* past simple

4a Choose the correct options in these sentences about Suzy.

1 Suzy was at *a cheap / an expensive* school.
2 She wasn't *happy / rich* as a child.
3 Suzy's *parents / grandparents* were rich.
4 Suzy's parents weren't *happy / married*.

b **8.4** Listen and check your answers.



Seven Up! was a 1964 film about fourteen children. But it wasn't a Hollywood film and the children weren't actors. It was a TV film and the characters were real children from different places in England. They were all from different families – rich and poor. There was a new TV film about these people every seven years – in 1970, 1977, 1984, 1991, 1998, 2005 and 2012. In the first film, in 1964, the children were seven years old. In the 2012 film, the 'children' were 56 years old. The films are important historical documents, but they tell amazing personal stories, too.

5 Complete the gaps in the Grammar focus box with *was, wasn't, were* or *weren't*. Use exercise **4a** to help you.

GRAMMAR FOCUS verb *be* past simple

(+)	I/He/She/It [1] _____	clever.
	We/You/They [2] _____	very rich.
(–)	I/He/She/It [3] _____ **(was not)**	happy.
	We/You/They [4] _____ **(were not)**	actors.
(?)	**Was** he happy?	Yes, he **was**./ No, he **wasn't**.
	Were they poor?	Yes, they **were**./ No, they **weren't**.

→ Grammar Reference page 130

6a Complete the conversation with *was, wasn't, were* or *weren't.*

A Where [1]_____ you born?
B In Malmö, Sweden.
A [2]_____ you born in 1964?
B No, I [3]_____ born in 1964! I [4]_____ born in 1980.
A [5]_____ you a happy child?
B Yes, I [6]_____. There [7]_____ six children in our family.
A That's a lot of brothers and sisters!
B Yes, my parents weren't rich, but we [8]_____ very happy.
A And your father's a doctor. [9]_____ your grandfather a doctor, too?
B No, he [10]_____. He [11]_____ a shop assistant.

b Compare your answers with a partner.

PRONUNCIATION *was* and *were*

was and *were* are ...
1 not stressed in positive sentences and questions
2 stressed in negative sentences and short answers

7a **8.5** Listen. Notice the stress and the pronunciation of *was* and *were.*

1 I was a happy child.
2 My parents weren't teachers.
3 **A** Were you happy?
B Yes, I was.
4 **A** Was he a doctor?
B No, he wasn't.

b **8.5** Listen again and repeat.

8a **8.6** Listen to the conversation in exercise **6a**. Circle when *was/were* are stressed.

b Work with a partner. Practise the conversation with the correct stress.

9a Complete the sentences so they are true for you.

1 At seven, I was a ... child.
2 My dream was to be a/an ...
3 My parents were ...
4 My school was/wasn't ...
5 At fouteen, I was ...
6 Now I am ...

b Say your sentences to your partner. Are any of your sentences the same?

Vocabulary dates

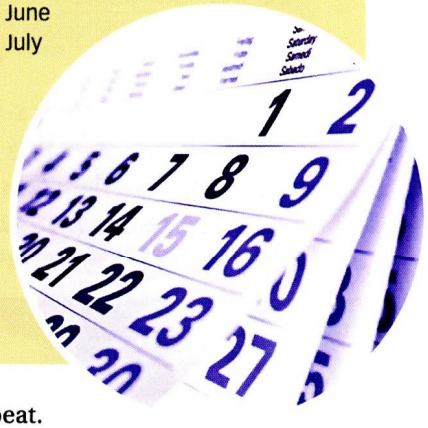
10a Look at the Vocabulary focus box. Write the missing ordinal numbers.

~~first~~ ninth seventh sixth tenth thirtieth thirty-first twenty-third

VOCABULARY FOCUS dates

We use ordinal numbers for dates, e.g. 1st January = the first of January

Ordinal numbers		Months	
1st	*first*	January	August
2nd	second	February	September
3rd	third	March	October
4th	fourth	April	November
5th	fifth	May	December
6th	[1]_____	June	
7th	[2]_____	July	
8th	eighth		
9th	[3]_____		
10th	[4]_____		
11th	eleventh		
12th	twelfth		
20th	twentieth		
21st	twenty-first		
23rd	[5]_____		
30th	[6]_____		
31st	[7]_____		



b **8.7** Listen, check and repeat.

11a **8.8** Listen to the months in the Vocabulary focus box and mark the stress.

January, ...

b **8.8** Listen again and repeat.

! Write: 1st January
Say: **the** first **of** January.

12a Work with a partner. Match celebrations and events 1–6 to dates a–f.

1	the first moon landing	a	1st January
2	Women's Day	b	14th February
3	New Year's Day	c	8th March
4	Nelson Mandela died	d	20th July 1969
5	Valentine's Day	e	11th November 1918
6	the end of the First World War	f	5th December 2013

b **8.9** Listen and check your answers.

c Work with a partner. What dates are important for you?
26th February – my wife's birthday.

8.2 Lives from the past

GOALS ■ Use past simple regular verbs to talk about the past ■ Describe a past life

Vocabulary & Speaking *was born/died*

1 Look at the facts and the photo. Read the sentences about Ingrid Bergman.

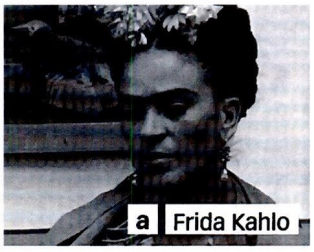
INGRID BERGMAN
Actress, Sweden 1915–1982



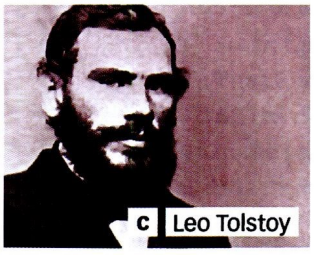
Ingrid Bergman was an actress from Sweden. She was born in 1915. She died in 1982.

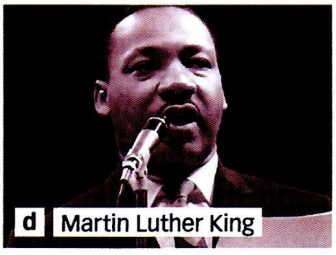
2a Match facts 1–4 to photos a–d.

1 Writer, Russia 1828–1910
2 Artist, Mexico 1907–1954
3 Scientist, Poland 1867–1934
4 Civil rights leader, USA 1929–1968


a Frida Kahlo


b Marie Sklodowska-Curie


c Leo Tolstoy


d Martin Luther King

b 8.10 Listen and check your answers.

3 Work with a partner. Student A, say a name from exercise 2a. Student B, say facts about them.

A *Martin Luther King*
B *He was a civil rights leader from the USA. He was born in ...*

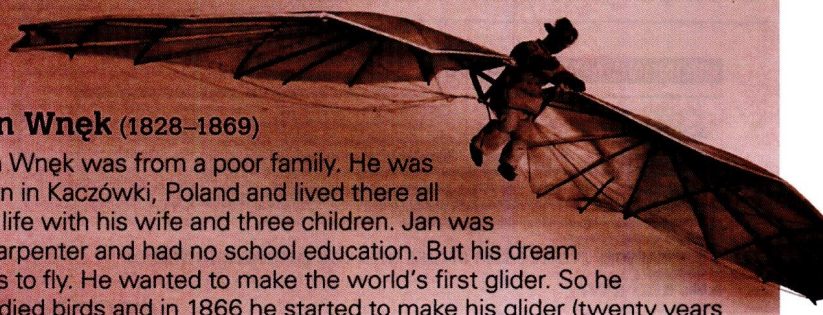
4 Work with a different partner. Talk about other famous people. Student A, turn to page 110. Student B, turn to page 114.

Reading & Grammar past simple regular verbs

5a Read the text. Why are Jan Wnęk and Harriet Chalmers Adams important people in history?

The famous and the not-so-famous

You know about Leonardo da Vinci and Albert Einstein. But do you know Jan Wnęk and Harriet Chalmers Adams? They are also very important people in history.



Jan Wnęk (1828–1869)

Jan Wnęk was from a poor family. He was born in Kaczówki, Poland and lived there all his life with his wife and three children. Jan was a carpenter and had no school education. But his dream was to fly. He wanted to make the world's first glider. So he studied birds and in 1866 he started to make his glider (twenty years before the famous German aviator, Otto Lilienthal). Jan used his glider to make very short flights between 1866 and 1869. He died in a flying accident in 1869.

Harriet Chalmers Adams (1875–1937)

Harriet Chalmers Adams was born in California in 1875. When Harriet was eight years old, she and her father travelled around California on horses. In 1899, Harriet married Franklin Pierce Adams. They both loved adventure, and they visited every country in South America from 1904 to 1907. When she returned to the USA, she talked to people about her travels and showed her photographs. Over the next forty years, Harriet travelled all over the world and worked on articles about her travels. She helped to start the Society of Women Geographers in 1925. She died in Nice in 1937, at the age of sixty-one.



■ **return** go back
■ **adventure** something exciting that you do

b Read the text again. Write *Jan* or *Harriet*.

1 _____ was born in the USA
2 _____ lived in Poland
3 _____ wanted to fly
4 _____ travelled to South America
5 _____ liked adventure
6 _____ studied birds
7 _____ worked as a writer
8 _____ died in an accident

5 Complete the gaps in the Grammar focus box with *was*,

6a Look at the sentences in exercise **5b** and add another example to each rule 1–3 in the Grammar focus box.

GRAMMAR FOCUS past simple regular verbs

We use the past simple to talk about people and things in the past.
Jan Wnęk started to make his glider in 1866.

To make the past simple positive, we …

1 add *-ed* to most verbs: *want* → *wanted*, [1]_____
2 add *-d* to verbs ending in *-e*: *love* → *loved*, [2]_____
3 delete *-y* and add *-ied* to verbs ending in consonant + *-y*: *try* → *tried*, [3]_____

→ Grammar Reference page 130

b Complete the texts with the past simple form of the verbs in (brackets).

Frida Kahlo [1] *started* (start) painting when she was 18. She [2]_____ (paint) 140 pictures in her life, and 55 of these were self-portraits. She was married to the artist Diego Rivera. Their marriage [3]_____ (finish) in 1939, but they [4]_____ (marry) again in 1940!

Martin Luther King [5]_____ (want) a better life for black people in the USA. In 1963, he [6]_____ (walk) to the White House in Washington and [7]_____ (talk) to 250,000 people about his dream.

Marie Curie was born in Poland. She [8]_____ (study) at the Sorbonne in France and [9]_____ (live) in Paris, but she always loved her home country.

Tolstoy wasn't a good student. He [10]_____ (study) very little at university and [11]_____ (finish) his studies early. But later in his life, he [12]_____ (open) thirteen schools for poor children.

c Compare your answers with a partner.

PRONUNCIATION regular past simple endings

8.11 The past simple ending of regular verbs is pronounced in three ways:
/t/: helped /d/: remembered /ɪd/: started

7a **8.12** Listen and write the past simple verbs in the correct place in the table.

finished lived loved married opened painted
studied talked walked wanted watched worked

/t/	/d/	/ɪd/
helped	*remembered*	*started*

b **8.13** Listen, check and repeat.

8a TASK Choose one of the people in the lesson, e.g. *Jan Wnek*. Make notes on the important events in their lives, e.g. *born 1828, Poland; from poor family.*

b Work with a partner. Student A, talk about your famous person, but don't say the name. Student B, close your book and try to guess the person.

A *He was born in Poland in 1828.*
B *Is it Leo Tolstoy?*

LISTENING SKILLS past or present

To decide if a sentence is in the present or the past …

1 listen for verb endings:
- no ending means present simple: *We live in Rome.*
- third person *-s* ending means present simple: *She lives in Rome.*
- *-ed* ending means past simple: *We lived in Rome.*

2 listen for time words and dates. They can help you, too.
I play a lot of football ***now****.* (= present time)
I lived in Madrid ***in 2009****.* (= past date)

1 **8.14** Circle the verb form you hear.

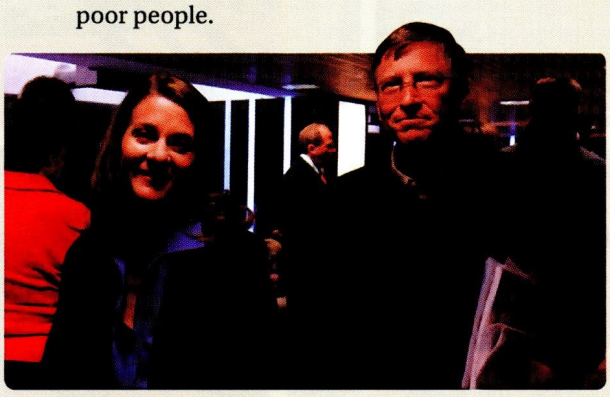
1 talk / talked
2 finish / finished
3 play / played
4 works / worked
5 lives / lived
6 like / liked

2 **8.15** Listen to six sentences. Write *past* or *present*.

1 _____
2 _____
3 _____
4 _____
5 _____
6 _____

3 **8.16** Listen to the story of Bill and Melinda Gates. Circle the correct verbs.

1 Bill Gates *is* / *was* the boss of Microsoft.
2 Melinda *works* / *worked* for Microsoft as a product developer.
3 They *travel* / *travelled* around the world.
4 They *live* / *lived* in a big house in Medina.
5 They *use* / *used* the Gates Foundation to help poor people.



VOX POPS VIDEO 8

8.3 Special moments

GOALS ☐ Use object pronouns ☐ Tell a story about a photo

Reading & Grammar object pronouns

1 Read about the competition. What do they want? What can you win?



Holiday Photo Competition

Do you have an interesting holiday photo with a story? We want to hear from you. Email us at competition@photostories.co.uk with your photo and story (maximum 25 words).

1st prize: 2-week holiday in Thailand

2a Read stories 1–4 and match them to photos a–d.

Inbox **Updated** just now

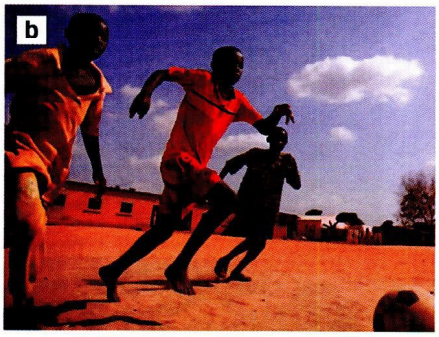
1 These children in Ghana were great. They loved football. They asked [1] us to play with [2] them!

2 This man was a street artist. I photographed [3] him in Spain in 2012. We talked to him, but he just watched [4] us.

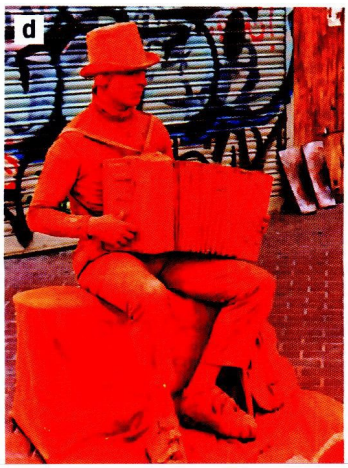
3 We were on holiday in South Africa last year. The monkey on the car looked like a tourist too, so I photographed [5] it!

4 She's a street musician in Manchester. I really liked [6] her. I listened to her for two hours yesterday! I hope she remembers [7] me.


a


b


c


d

b Compare your answers with a partner. Which is your 'first prize' photo and story?

3 Work with a partner. Look at the highlighted pronouns in the stories. Who or what do they refer to? Match pronouns 1–7 to items a–g.

1	us	a	the people on holiday in Ghana
2	them	b	the people on holiday Spain
3	him	c	the person on holiday in Manchester
4	us	d	the street musician
5	it	e	the monkey
6	her	f	the children in Ghana
7	me	g	the street artist in Spain

4a Read the Grammar focus box. Complete the table with object pronouns from exercise 3.

GRAMMAR FOCUS object pronouns

We use an object pronoun in place of a noun:
I photographed ~~the monkey~~. it

Object pronouns come after …

1 verbs, e.g. *He watched* ***us****.*
2 prepositions, e.g. *I listened to* ***her****.*
3 the verb *be*, e.g. *It was* ***him****.*

Subject pronoun	Object pronoun
I	1 ____
you	2 *you*
he	3 ____
she	4 ____
it	5 ____
we	6 ____
they	7 ____

→ Grammar Reference page 131

b Replace each underlined word in sentences 1–6 with an object pronoun.

1 I played football with ~~John~~ at the weekend. *him*
2 They always invite our family to dinner on Sundays.
3 Maria likes me, but I don't like Maria.
4 I don't read comics because I don't like comics.
5 This exercise is difficult. I don't understand this exercise.
6 Where's Ricardo? Can you see Ricardo?

c Compare your answers with a partner.

PRONUNCIATION linking (2)

8.17))) When the object pronoun starts with a vowel, we link the final consonant of the verb or preposition to the pronoun:

He loves‿it. You asked‿us. He works for‿us.

5a **8.18**))) Listen and write the verb or preposition and the object pronoun.

1 I _____ _____.
2 He _____ _____.
3 I _____ _____.
4 She _____ _____.
5 He studied _____ _____.
6 They looked _____ _____.

b Work with a partner. Practise saying the sentences. Link the verb or preposition and the object pronoun.

6 Work with a partner. Answer questions 1–4 using object pronouns.

1 When do you check emails?
2 Do you like *Star Wars*?
3 Do your neighbours like you?
4 Do you know the head of your company/university?

Vocabulary & Speaking past time expressions

7a Look at sentences 1–3 from the stories. Underline the expressions that show a time in the past.

1 We were on holiday in South Africa last year.
2 I photographed him in Spain in 2012.
3 I listened to her for two hours yesterday!

b Work with a partner. Put the expressions in order from *Past → Now*.

in June in 1998 last night last week last year
on Monday this morning yesterday

PAST ——————→ **NOW**

8a Add a past time expression to make these sentences true for you.

1 I travelled abroad ...
2 I played sport ...
3 I visited my friend ...
4 I listened to music ...
5 I talked to my parents ...
6 I started a new job ...

b Work with a partner. Say your sentences to each other. Are any of your sentences the same?

9 Work with a partner. Tell a story about a holiday photo. Student A, turn to page 110. Student B, turn to page 115.

READING SKILLS understanding pronouns (2)

A pronoun usually refers to a noun (person, name or thing). We use pronouns because we don't want to repeat the noun. They can be the subject or object of the verb.

*Xander loves Maria, but **she** doesn't love **him**.*

When you see a pronoun, ask:

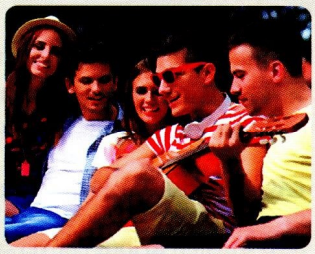
1 Is it a **subject** pronoun (*he, she*, etc.) or an **object** pronoun (*him, her*, etc.)?
2 What does the pronoun refer to (man, woman, thing, singular or plural)?

! **he/him** = man, boy **she/her** = woman, girl
it = thing **they/them** = plural

1 Work with a partner. Look at the **bold** pronouns. Underline the nouns they refer to.

1 Elena doesn't like London because **it**'s very busy.
2 The students in my class are really friendly. **They** often help me with my work.
3 Sarah and Frank had a holiday in France in 2010 and Sarah's parents visited **them**.
4 Jim studied languages at university. The teacher liked **him** because **he** was a good student.
5 John and I love the film *Boyhood*. **We** watched **it** last night.

2a Read about Celia's friends. Who or what do object pronouns 1–7 refer to?



These are my friends from university. I don't see [1] **them** often, but we meet for a barbecue every summer. The man in the red and white T-shirt is Javier. He always plays music for [2] **us** because he's a musician in a band now. The girl next to [3] **him** is Laura. I lived with [4] **her** in my second year. The girl with the yellow hat is Alejandra. I was at school with [5] **her**. She studied journalism and now she has a job with a national newspaper. She loves [6] **it**. The other two men are Rafa and Nicolas. Last month, they walked 200 kilometres to raise money for charity. I was very happy for [7] **them**.

b Compare your answers with a partner.

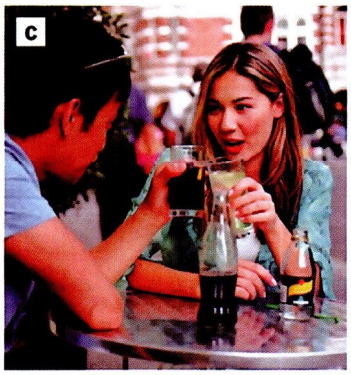
8.4 Speaking and writing

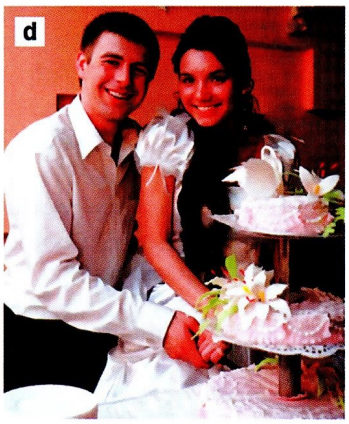
GOALS ■ Use expressions for special occasions ■ Show interest ■ Write a biography

Listening & Speaking special occasions









1a Match expressions 1–4 to photos a–d.

1 Congratulations!
2 Happy birthday!
3 Good luck!
4 Cheers!

b **8.19** Listen, check and repeat.

2a **8.20** Listen to four conversations and answer the questions.

Conversation 1 What is the child's problem?
Conversation 2 Why was the woman not happy at work?
Conversation 3 Why is the young man happy?
Conversation 4 Why is the woman sad?

b **8.20** Listen again and complete the conversations.

1 **A** Oh no! I don't have my lunch!
B _____ mind.
2 **A** Nobody at work remembered.
B _____? Oh, dear.
3 **A** I've got a new job.
B That's _____!
4 **A** She's not well. She's in hospital.
B I'm _____ to hear that.

c Compare your answers with a partner.

3a Read the Language for speaking box.

LANGUAGE FOR SPEAKING expressions for special occasions

Social occasions	Showing interest
Congratulations!	*That's great!* (after good news)
Good luck!	*Really?* (after surprising news)
Happy birthday!	*Never mind.* (to show that something is OK)
Cheers!	*I'm sorry to hear that.* (after bad news)

b Match sentences 1–4 with expressions to show interest.

1 I watched four films yesterday.
2 I'm sorry, but I can't finish my lunch.
3 My dog died last week.
4 I studied a lot and the exam was really easy!

c **8.21** Listen and check your answers.

4 **8.22** Read the *Understanding* ... box and listen to the examples.

UNDERSTANDING ... hearing good news and bad news

To understand if news is good or bad, listen for:

1 positive words, e.g. *good, great, lovely*
2 negative words, e.g. *bad, sad, badly*

If you don't understand the words, listen for intonation – if it's good news, the speaker's voice goes up ↗ and down ↘ a lot.

I was in Africa last weekend and I photographed a gorilla family in the wild.

5a **8.23** Listen to six sentences. Do they give good or bad news?

1 _____ 4 _____
2 _____ 5 _____
3 _____ 6 _____

b **8.23** Listen again and respond using an expression to show interest.

6a Write four sentences giving bad/good/surprising news and saying sorry.

I'm sorry, but I can't meet you tonight.

b Work with a partner. Say your sentences and respond to your partner's sentences.

A *I'm sorry, but I can't meet you tonight.*
B *Never mind.*

Reading & Writing a biography

7 Read a biography of the woman in the photo. Are the sentences true (T) or false (F)? Correct the false sentences.

1 Um Ahmad's family house wasn't big.
2 Her father's shop was in Jerash.
3 Her first job was as a tour guide.
4 She moved to Amman and then married Abdullah.
5 She was never sad.

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1 August



My grandmother, Um Ahmad, was born in Jerash, Jordan, in 1926. Her family was quite poor and they lived in a small house. She finished school at twelve and started work in her father's shop. There were lots of visitors to the town and she loved talking to them. Her English wasn't very good at first, but she practised everyday. **Then**, at eighteen, she changed jobs and worked as a tour guide in Jerash. She married my grandfather, Abdullah, in 1948. **After that**, they moved to Amman and started a family. There were seven children and twenty-six grandchildren. My grandmother loved her family and was always happy. She died in 2012.

8a Read the Language for writing box.

LANGUAGE FOR WRITING use sequencers

- We use **then** and **after that** to show the order of events in a story.

  I cleaned the house. (4–6 p.m.) I cooked dinner. (6–7 p.m.)

  *I cleaned the house and **then/after that** I cooked dinner.*

- With more than two events we usually start a new sentence with **Then** or **After that**:

  We visited my aunt. We helped her with the housework. We watched a film on TV.

  *We visited my aunt and helped her with the housework. **After that**, we watched a film on TV.*

b Use sequencers to connect the events.

1 I lived in Sweden from 2008 to 2014 and worked in a bank. I moved to England.
2 We walked in the park. We travelled home by bus.
3 She finished work at 7 p.m. She cycled home.
4 We visited a museum with some friends and walked by the river. We had a dinner in a restaurant with them.

9a Put the facts from a biography in the correct order.



Ayrton Senna was born in Brazil in 1960.

a ☐ He died in a racing accident at San Marino in 1994.
b ☐ He started to drive when he was seven years old.
c ☐ He had a great career in Formula 1 and was world champion three times.
d ☐ At twenty-three years old, he joined Formula 1 team Toleman.
e ☐ In 1981, he moved to England and started racing in Formula Ford and Formula 3 cars.
f ☐ At thirteen, he had his first race in a go-kart.

b Work with a partner. Say the correct order of events. Use sequencers *then* and *after that*.

10a Write a biography of someone you know or someone famous.

- Write 5–8 facts about their life, e.g. *born in 1967.*
- Put the facts in the correct order.

b Write the biography. Use sequencers to show the order of events.

c Work in small groups. Read your biographies aloud.

8.5 Video

The Wright siblings



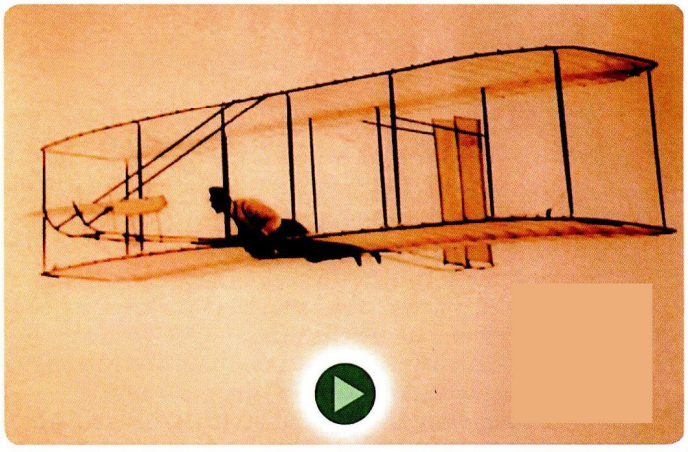
1 Look at the photos. Answer the questions.

1 How many Wright siblings were there?
2 Why were they famous?
3 Which of these things can you see in the photos?

an engine a flight a glider a propeller

2 Watch the video about the Wright siblings. Put the correct initials next to each fact 1–8: *WO* (Wilbur and Orville), *K* (Katharine) or *WOK* (all three).

1 opened a bicycle shop
2 had a dream to fly
3 studied at Oberlin College
4 travelled across the USA and Europe
5 was/were good at business
6 created the Wright Flyer III
7 moved to Kansas
8 was/were famous all over the world



3a Complete the summary using the words in the box.

company engine Flyer III glider invented Orville tested Wilbur

The Wright siblings, Orville, Wilbur and Katharine lived in Dayton, Ohio. The brothers started a printing business there. Later, they opened a bicycle shop and they even [1]_____ their own bicycle.

In 1899, they started to make a(n) [2]_____. A year later, they moved to Kitty Hawk in North Carolina. There, they [3]_____ different flying machines. In 1903, they were successful with the Wright Flyer I, an aeroplane with a(n) [4]_____ and a propeller.

Orville and Wilbur's sister, Katharine, helped the brothers to build the Wright [5]_____. The brothers created their famous plane, the Wright [6]_____ and they were famous all over the world.

[7]_____ died in 1912, but [8]_____ continued to work with planes. Katharine married a journalist and moved to Kansas.



b Watch the video again and check your answers.

4a TASK Work with a partner. Student A, write three true facts about the Wright brothers and one fact that is false. Student B, do the same for Katharine.

b Listen to your partner's facts. Say which fact is false.

Review

1a Complete the text using *was, wasn't, were* or *weren't*.

The Brothers Grimm, Jacob and Wilhelm, [1] *were* famous 19th century storytellers. They [2]_____ both born in Hanau, Germany. Jacob [3]_____ born in 1785 and Wilhelm in 1786. There [4]_____ nine children in the family. After their father died, life [5]_____ very difficult. Jacob and Wilhelm [6]_____ rich, but with help from their mother's sister, they went to school. In 1805, they [7]_____ both students at the University of Marburg. It [8]_____ a small, but very famous university. The brothers [9]_____ good students. They [10]_____ interested in tales and started to collect them. Their first book, in 1812, [11]_____ *Children's and Household Tales*. There were 86 stories in it. The stories [12]_____ for children at first, but they loved them. *Children's and Household Tales* [13]_____ the only book that the brothers published, but it [14]_____ the most popular.

■ **tales** stories

b 8.25 Listen and check your answers.

2a Put the verbs into the past tense to complete the sentences.

1 Jacob and Wilhelm _____ (live) together all their lives.
2 Wilhelm _____ (like) music very much and he _____ (be) a great storyteller.
3 Jacob and Wilhelm _____ (study) at the University of Marburg.
4 Their younger brother Ferdinand Philipp _____ (help) them with their work.
5 Jacob _____ (work) until the last day of his life.
6 Jacob _____ (die) in 1863 at the age of 78.

b Compare your answers with a partner.

3a 8.25 Listen and circle the date you hear.

1 1916 / 1960
2 4th November / 4th December
3 12th July 2005 / 12th July 2009
4 2014 / 2040
5 13th May / 30th May
6 22nd June / 22nd July

b Compare your answers with a partner.

4a Put the words in the correct order to make questions.

1 is / birthday / When / your ?
2 year / you / born / What / were ?
3 at school / first / When / your / day / was ?
4 holiday / Where and when / first / was / your ?

b Work with a partner. Ask and answer the questions in exercise **4a**.

5 Work with a partner. Read the text. Say who or what each highlighted pronoun refers to.

This is a photo of me and my family on holiday. We loved [1] it. We were in a beautiful house near the sea, but we weren't often in [2] it. My daughter was always at the beach and I was usually with [3] her. Our neighbours were a family from the Netherlands with a young boy. My daughter loved playing with [4] him. Sometimes they cooked a meal for [5] us and sometimes we cooked a meal for [6] them.

1 *holiday* 3 _____ 5 _____
2 _____ 4 _____ 6 _____

6a Complete the text using object pronouns.

'Patricia Arquette is my favourite actress. I love [1]_____. She's in a lot of films, but I don't know all of [2]_____. Did you see the film *Boyhood*? She was great in [3]_____. The film is about the life of her son. We watch [4]_____ as he grows up.'

b Compare your answers with a partner.

7a Match sentences 1–6 to answers a–f.

1 I'm not at work today. I'm not well.
2 Sorry. I finished the coffee.
3 Rob's son is nine years old and he can speak four languages!
4 My exam is on Tuesday at two o'clock.
5 I can come to your party.
6 Well, it's good to see you. Cheers.

a That's great.
b Good luck.
c Cheers.
d Never mind.
e Oh, I'm sorry to hear that.
f Really?

b Compare your answers with a partner. Practise the conversations in exercise **7a**.

9 Unusual stories

9.1 Happy memories

GOALS ■ Use past simple irregular verbs ■ Talk about a memory

Reading & Grammar past simple irregular verbs

1 Work with a partner. What love stories do you know?

2a Read the story about Clive and Deborah Wearing. Put events a–h in the correct order.

a He lost his memory.
b They met. *1*
c He went to a hospital.
d He got ill.
e Their life wasn't the same, but Clive was happy.
f She visited him in hospital.
g They married.
h It was a sad time.

b Read the story again. Are the sentences true (T) or false (F)?

1 Clive and Deborah Wearing were both from London.
2 They were married for five years before he got ill.
3 After his illness, he couldn't remember anything.
4 Clive was never happy after his illness.
5 He could play music after he lost his memory.
6 He stopped loving Deborah.

3a Look at the highlighted verbs in the story. Complete the gaps.

1 be	*was/were*	9 leave	_____
2 can	_____	10 lose	_____
3 come	_____	11 meet	_____
4 fall	_____	12 say	_____
5 get	_____	13 see	_____
6 go	_____	14 sell	_____
7 have	_____	15 write	_____
8 know	_____		

b 9.1 Listen, check and repeat.

c Work with a partner. Student A, say a verb from exercise 3a in the present or past. Student B, say which form you hear.

A *came* B *past*



A love story

This is the unusual story of Clive and Deborah Wearing. They met in London in 1978. Deborah was from the USA, but she lived and worked in London. Clive studied at Cambridge University and then he worked as a musician. They fell in love and married in 1984. They were very happy. But on Wednesday 27th March 1985, Clive Wearing got very ill and lost his memory. He only remembered things for a few seconds. He could play the piano and he knew Deborah's face, but he couldn't remember her name. Life was very difficult for them. It was a sad time. Deborah sold their flat in London and moved back to the USA. Clive went to live in a hospital. Deborah often came to England to visit Clive and they had a good time together. He played music and wrote a diary. Every time she left, she said, 'Remember I love you'. And every time he saw her again, Clive fell in love with her again. Their new life was very different. Clive couldn't remember his past, but he was happy in the present.

4a Read the Grammar focus box about past simple irregular verbs. Complete the gaps with past simple verbs from exercise **3a**.

GRAMMAR FOCUS past simple – irregular verbs

The past simple positive form of irregular verbs is the same for all persons.

I		
You	[1]_____	goodbye.
He/She/It	**wrote**	a book.
We	[2]_____	a good film.
They		

→ Grammar Reference page 132

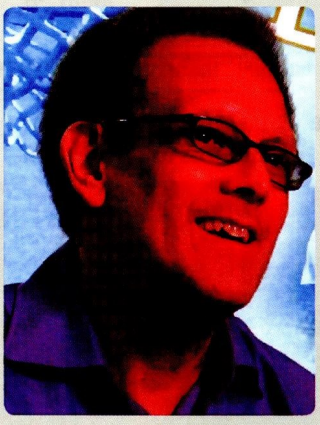
b Put the verbs in the past simple to complete the story.

I [1] *met* (meet) my husband, John, when I [2]_____ (be) five years old! We [3]_____ (know) each other because we [4]_____ (go) to the same school. I [5]_____ (see) him again in a clothes shop in 2010. I was with a friend and he [6]_____ (sell) a jacket to her. He asked her for my phone number. Then he [7]_____ (write) me a text message. It [8]_____ (say), 'Do you want to go out for a meal?' So he [9]_____ (come) to my house one evening and then we [10]_____ (go) out to a restaurant. We [11]_____ (fall) in love and [12]_____ (get) married in 2011.

c 9.2 Listen and check your answers.

5 Read the story and put the verbs in the past tense.

The Memory Man



In 2008, scientists at the University of California [1]_____ (study) a man called Bob Petrella. Bob [2]_____ (have) an amazing memory. He [3]_____ (remember) every day of his life. He [4]_____ (meet) his friend Susan Angelo on 18th February 1981. 'It [5]_____ (be) a Wednesday', he [6]_____ (say). At school, he [7]_____ (get) good marks in his exams because he [8]_____ (can) remember all the facts. In 2006, he [9]_____ (lose) his phone, but it wasn't a problem for Bob because he [10]_____ (have) all the numbers in his head.

6a Put the verbs in (brackets) in the past simple.

1 I _____ (meet) my best friend ...
2 I _____ (get) an amazing birthday present ...
3 I _____ (go) on holiday to ...
4 I _____ (lose) my ...
5 I _____ (see) a famous person ...

b Choose two events from exercise **6a**. Think about the details and note your ideas.

- Where were you?
- Who were you with?
- What happened?

c Work in small groups. Tell each other your memories.

Vocabulary adjective + noun phrases (2)

7 Look at the Vocabulary focus box. Find four examples of adjective + noun phrases in Clive and Deborah's story.

VOCABULARY FOCUS adjective + noun phrases (2)

	Adjective	Noun
a	sad/good/happy/difficult	time
a	sad/happy/interesting/unusual	story
my	old/new	life
a/an	new/old	friend
an	easy/difficult	life
a	happy/sad	ending

8a Circle the correct options in sentences 1–6.

1 It's an interesting *story* / *friend*.
2 The story had a happy *time* / *ending*.
3 It was a difficult *time* / *story*.
4 I met an old *life* / *friend*.
5 She loves her new *story* / *life*.
6 We had a good *friend* / *time* at the party.

b Compare your answers with a partner.

9a Complete the sentences with your ideas.

1 I had a good time at _____.
2 _____ has a happy ending.
3 _____ is an old friend.
4 _____ is a sad story.
5 _____ has an easy life.

b Work in small groups. Read your sentences to each other. Explain each situation.

I had a good time at school. The teachers were nice and I had lots of good friends.

9.2 A good excuse

GOALS ☐ Use past simple negatives and questions ☐ Use common verb phrases (1)

Listening & Grammar past simple negatives and questions

1 Work with a partner. Read some true reasons for not going to work. Are they good or bad reasons?

We asked six companies to tell us people's reasons for not coming to work. Here are some examples.

You weren't at work yesterday. Why?



1. I was in the kitchen and the fridge fell on me.
2. My dog was ill.
3. I ate something bad.
4. I didn't want to come to work.
5. I went shopping because I didn't have a birthday present for my wife.
6. I watched a horror film and I couldn't sleep.

2a 9.3 Listen to a conversation. Answer the questions.

1 What is the employee's excuse?
2 Does the employer think this reason is good or bad?

b 9.3 Listen again. Complete the conversation.

A So where [1]_____ you yesterday, Nathan?
B I'm very sorry. I [2]_____ a bad night. I didn't sleep.
A Why did you [3]_____ a bad night?
B Well, I [4]_____ a horror film.
A A horror film? OK ... Did you [5]_____ the office in the morning?
B No, I didn't. I'm sorry. I didn't [6]_____ up until twelve o'clock. I [7]_____ in the afternoon.

3 Look at the conversation in exercise **2b** again and complete the Grammar focus box.

GRAMMAR FOCUS past simple negatives and questions

(–)	I/You/We/They	[1]_____ (did not)	phone	the office.
	He/She/It		sleep.	

(?)	Why	[2]_____	I/you/we/they	have	a bad night?
	–	[3]_____	he/she/it	fall.	

Short answers

(+)	Yes,	I/you/he/she/it/we/they	did.
(–)	No,	I/you/he/she/it/we/they	[4]_____ (did not).

Note: The negative form of *could* is *couldn't*.

→ Grammar Reference page 132

4a Read the conversations and underline the correct words.

1 A Did you [1] *go / went* to work yesterday?
B No, I [2] *don't / didn't*. I [3] *go / went* shopping.
A Was your boss angry?
B Yes. He didn't [4] *like / liked* it.

2 A Did you [5] *stay / stayed* at home yesterday?
B Yes, I [6] *do / did*. I didn't [7] *feel / felt* well. I [8] *eat / ate* something bad.
A What did you [9] *eat / ate*?
B I don't know.

b 9.4 Listen and check your answers.

PRONUNCIATION sentence stress

5a 9.5 Listen and notice the stress in past simple negative sentences and questions.

1 *I didn't sell the car.* 2 *Did you see the film?*

b 9.5 Listen again and repeat.

6a 9.6 Listen and mark the two stressed words in each sentence.

1 They lost their dog.
2 Did you phone the office?
3 He didn't like it.
4 Did you go to the doctor?

b Compare your answers with a partner. Practise saying the sentences and questions.

7a Look at the activities in the list. Which of these activities did you do last week? Put a tick (✓) or a cross (✗).

1 see your friends
2 watch a film
3 write an email
4 go to a party
5 listen to the radio
6 buy something expensive
7 leave school/work early
8 eat at a fast food restaurant

b Work with a partner. Ask and answer about the activities in exercise **7a**. Make notes.

A *Did you see your friends last week?*
B *No, I didn't.*

c What did your partner do differently to you? Tell the class.
Agatha didn't see her friends last week.

Vocabulary & Speaking verb phrases (1)

8a **9.7** Listen to Jenny talking about her day yesterday. Tick (✓) the correct sentences.

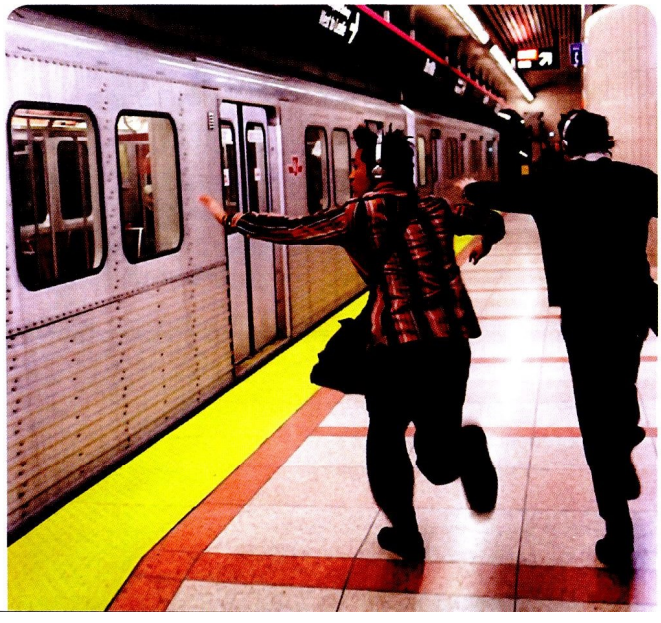
1 She slept badly.
2 She fell in the shower.
3 She forgot the time of her meeting.
4 She felt sick.
5 She had a headache.
6 She went to the doctor.
7 She met an old friend.
8 She missed her train.

b **9.7** Listen again and correct the wrong sentences in exercise **8a**.

9a Put the verbs in the past simple. Use exercise **8a** to help you.

1 fall _____
2 feel _____
3 forget _____
4 go _____
5 have _____
6 meet _____
7 miss _____
8 sleep _____

b **9.8** Listen, check and repeat.



c Work with a partner. Look at situations 1–4 and think of excuses for each one. Use the phrases in exercise **8a**.

1 You are two hours late for work.
2 You don't have your homework.
3 You missed your friend's party.
4 You didn't buy any food for dinner.

10 Work with a partner. Take turns to be an employer and an employee late for work. Use the conversation in exercise **2b** and the ideas in exercise **8a** to help you.

LISTENING SKILLS words that sound the same

Some English words have the same pronunciation, but different meanings, e.g.

knew – new /nju:/	*two – too* /tu:/	*see – sea* /si:/
ate – eight /eɪt/	*buy – bye* /baɪ/	*our – hour* /aʊə/
your – you're /jɔ:/	*write – right* /raɪt/	*there – their* /ðeə/
I – eye /aɪ/	*meat – meet* /mi:t/	*wear – where* /weə/

Listening for the context (what comes before and after these words) helps you decide which word it is.

1a **9.9** Read and listen to sentences 1–4. Underline the correct word.

1 He [1] *eight / ate* six apples and [2] *eight / ate* bananas.
2 I [3] *new / knew* her when we worked at the hospital. She's got a [4] *new / knew* job now.
3 [5] *You're / Your* late for [6] *you're / your* train.
4 Do you know the woman in flat number [7] *two / too*? I know her [8] *two / too*.

b Compare your answers with a partner.

2a **9.10** Listen to six sentences and underline the correct word.

1 your / you're
2 buy / bye
3 right / write
4 sea / see
5 hour / our
6 there / their

b Compare your answers with a partner.

3a **9.11** Listen and write the missing words.

A Hi, Andy. [1]_____ at the supermarket, [2]_____?
B Yes, [3]_____ am. Why?
A Could you [4]_____ me some apples, please?
B Sure. Anything else?
A I need some [5]_____, [6]_____. I want to cook tonight.
B No problem.
A Thanks, Andy. [7]_____ you later.
B [8]_____.

b Compare your answers with a partner.

9.3 News stories

GOALS ☐ Use *ago* to say when something happened ☐ Talk about the last time

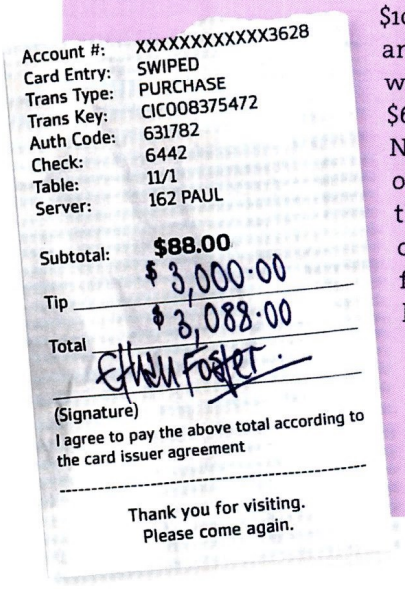
Reading & Grammar *ago*

1 Work with a partner. Look at the restaurant bill. Why is it unusual?

2 Read the news story. Answer the questions.

Unusual tips

Customers in American restaurants always leave a tip for the waiter or waitress. Normally the tip is between 10 and 20% of the cost of the meal. But six months ago in Michigan a customer left a $3,000 tip on an $88 bill and it wasn't a mistake. This started a fashion for big tips all over America. Last week, a worker in a fast food restaurant in California got a $100 tip for a $4 drink, and yesterday a lucky waiter in Los Angeles got a $6,000 tip for his service. No one knows the names of the givers, but people think that it is a group of internet millionaires from California. They have a lot of money and they want to help poor people.


Account #: XXXXXXXXXXX3628
Card Entry: SWIPED
Trans Type: PURCHASE
Trans Key: CIC008375472
Auth Code: 631782
Check: 6442
Table: 11/1
Server: 162 PAUL
Subtotal: $88.00
Tip $3,000.00
Total $3,088.00
(Signature)
I agree to pay the above total according to the card issuer agreement
Thank you for visiting. Please come again.

■ **millionaire** a person who has more than a million dollars, euros, etc.

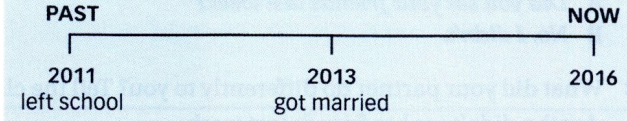
1 What is a normal tip in America?
2 What happened ...
   a six months ago in Michigan?
   b last week in California?
   c yesterday in Los Angeles?
3 Who did it?
4 Why did they do it?

3 Work with a partner. Discuss the questions.
1 Who do you give tips to: waiters, taxi drivers, hotel staff, etc.?
2 How much do you give: 5%, 10%, 15%, etc.?

4a Read the Grammar focus box about *ago*. Complete the gap.

GRAMMAR FOCUS *ago*

We use *ago* to say when something happened in the past.



I left school five years ***ago****. I got married* _____ *years* ***ago****.*

→ Grammar Reference page 133

b Rewrite sentences 1–5 using *ago*.
1 He got married in 2010. *He got married six years ago.*
2 I saw her on Sunday.
3 She went to Switzerland in June.
4 He left his job last week.
5 We sold our house in 2012.

PRONUNCIATION word stress in two-syllable words

5a 9.12 Listen and write the words in the correct place in the table.

~~about~~ ago ~~answer~~ colour correct decide fashion forget hotel lucky meeting story

●●	●●
answer	about

b 9.13 Listen, check and repeat.

6 Work with a partner. Practise saying sentences 1–4.
1 I had a meeting two hours ago.
2 Is this the correct answer?
3 I can't decide what colour to wear.
4 I know a good story about a lucky waiter in a hotel.

7a When was the last time you did these things? Make notes.
- play sport
- buy something online
- see a film at the cinema
- phone a friend
- go to a concert
- forget something important

b Work with a partner. Ask and answer questions about the items in exercise 7a.
A *When did you last play sport?*
B *I played sport a week ago.*
A *Who did you play with?*

2 Does the employer think this reason is good or bad?

b 9.3 Listen again and repeat.

Listening & Speaking asking questions about news stories

8a Work with a partner. Look at the illustrations from a news story. What do you think happened?



b 9.14 Listen to the story and check your answers.

9a Put the words in the correct order to make questions.

1 When / happen / it / did ?
When did it happen?
2 Where / it / happen / did ?
3 the man / Who / see / did ?
4 did / the boy / What / say ?
5 do / What / did / the man ?
6 give / did / to the boy / Why / the man / his jacket ?
7 the story / How / end / did ?

b 9.14 Listen again and answer the questions.

c Work with a partner. Ask and answer the questions in exercise **9a**. Do you think Díaz did the right thing? Why/Why not?

READING SKILLS guessing meaning from context

When you don't know a word, look at the words next to it, but also at the whole sentence or paragraph. This helps you guess the meaning.

There were lots of people at the station because it was rush hour.

- *hour* refers to time
- There are lots of people so the station is busy.

→ *rush hour* = the busy time

1 Work with a partner. Read the first sentence from the story and answer the questions.

1 What tip did the waiter receive?
2 What is a normal tip for a $50 dollar bill in the USA?
3 What do you think the highlighted word means?
a small
b very big
c good

> In December 2013, a waiter at the French Quarter Restaurant in West Hollywood got a huge tip – $7,000 – on a $50 dollar bill.

2 Read the first two sentences of the story. Look at the words *But, thought* and *mistake.* What does the highlighted phrase mean?

> In December 2013, a waiter at the French Quarter Restaurant in West Hollywood got a huge tip – $7,000 – on a $50 dollar bill. But the waiter, Ron Kinney, aged sixty-seven, thought it was a mistake and threw away the bill.

3a Read the whole text. Underline new words that you are not sure about.

> In December 2013, a waiter at the French Quarter Restaurant in West Hollywood got a huge tip – $7,000 – on a $50 dollar bill. But the waiter, Ron Kinney, aged sixty-seven, thought it was a mistake and threw away the bill. He realized his mistake later when his friends told him about the fashion for leaving big tips. Mr Kinney hopes for a miracle – he wants to find the credit card receipt. He's sixty-seven now and he needs some money for his retirement.

b Work with a partner. Say what you think the new words mean.

▶ **VOX POPS VIDEO 9**

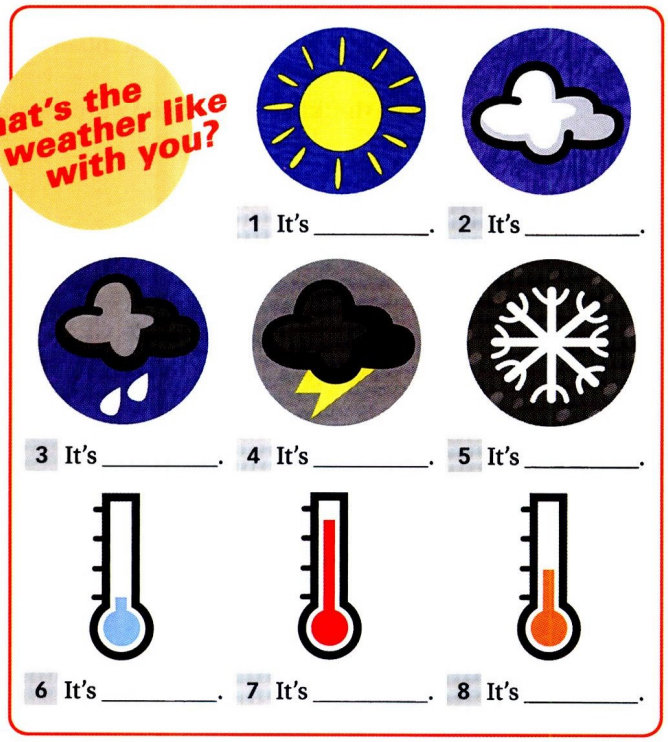
9.4 Speaking and writing

GOALS ☐ Talk about the weather ☐ Write a review of an event

Listening & Speaking the weather

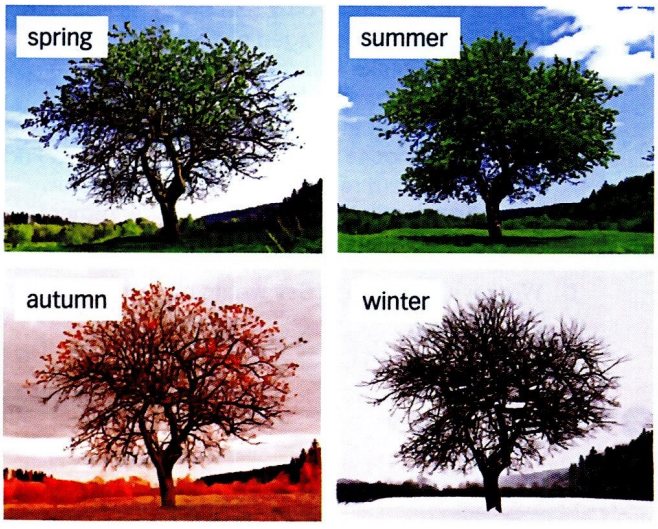
1a Work with a partner. Match illustrations 1–8 to words a–h.

a	warm	c	cloudy	e	cold	g	stormy
b	hot	d	sunny	f	rainy	h	snowy



b 9.15 Listen, check and repeat.

2a 9.16 Listen and repeat the seasons.



b Work with a partner. Answer the questions.

1 When are the seasons in different countries?
In Australia, winter is from ... to ....

2 What is the weather like in each season?
In spring, it's warm and it's often sunny.

3a 9.17 Listen to three conversations. Write the weather that each speaker mentions.

b 9.17 Listen again and complete the conversations.

1 A What's the [1]_____ like with you?
B It's OK. It's a little [2]_____, but it's warm.
A It's rainy [3]_____.

2 A Did you have a good [4]_____?
B Yes, it was great, thanks.
A What [5]_____ the weather like?
B It was the [6]_____ season for the first week, but after that it was [7]_____ and very [8]_____.

3 A What's the weather like in [9]_____ in New York?
B It's very [10]_____ and it's often [11]_____, too.

c Work with a partner. Have similar conversations to the ones in exercise **3b**.

4 9.18 Read the *Understanding ...* box and listen to the examples.

UNDERSTANDING ... *is* and *was*

In spoken English, it is not always easy to hear *is* and *was* because they are not stressed in positive sentences and questions. Listen for time expressions, e.g. *today, yesterday,* etc. and for the general context.

A *What's the weather like in Rome today?*
B *It's cold. I've got my winter clothes on.*

A *What was the weather like in Rome last week?*
B *It was snowy. I had my winter clothes on.*

5a 9.19 Listen and circle the words you hear.

1 *It's / It was* sunny in London.
2 *Is it / Was it* rainy in Berlin?
3 *It's / It was* stormy in Tokyo.
4 *Is it / Was it* cold in New York today?
5 *It's / It was* sunny and warm here in Buenos Aires.

b 9.20 Listen and write five sentences and questions with *is* and *was*.

6 Work with a partner. Take turns to ask about the weather. Use the Language for speaking box to help you.

A *What's the weather like with you?*
B *It's ...*

LANGUAGE FOR SPEAKING the weather

Asking about the weather
What's the weather like with you?
What was the weather like?
What's the weather like in (city/country) *in September/spring/the hot season?*

Answering about the weather
It's OK. It's rainy/cloudy/cold. It's really/very hot.
It was hot and sunny.
It's often sunny, but it's quite cold, too.

7 Work with a partner. Talk about the weather. Student A, turn to page 110. Student B, turn to page 115.

Reading & Writing a review of an event

8a Read the description of an event. Tick (✓) the details the writer mentions.

1 the time
2 the place
3 the weather
4 the cost
5 things to see and do
6 his feelings about the event

myblog ABOUT FOLLOW ARCHIVE

Larmer Tree Festival

SEARCH

Last Saturday, we went to the Larmer Tree Festival. It's a small festival (around 2,000 people) every year in July in a beautiful park in Dorset, England. People often go for the weekend and stay in tents, but we went just for the day. The weather was warm and sunny and everyone was really friendly.

The Larmer Tree is a music festival, but there is comedy, dance and theatre, too. We saw two bands. One was Tinariwen from West Africa. They were amazing. We saw a comedian, but he wasn't very funny. There was interesting food from all over the world: Jamaica, Thailand, South Africa. The atmosphere was great.

We saw a lot of different things at the festival. Some were good and some were bad. In fact, one or two were terrible. But it was never boring and we loved it.

Like | Share | Comment

b Circle the correct options.

1 The Larmer Tree is a *summer / spring* festival.
2 The writer went for *the day / the weekend*.
3 The Larmer Tree has *local / international* food and music.
4 The writer *liked / didn't like* everything he saw.

9a Read the Language for writing box.

LANGUAGE FOR WRITING adjectives

When you write a review, use adjectives to describe the event, the place, the cost, the weather and how you feel about it.

*The atmosphere was **great**.*
*There was **interesting** food from all over the world.*

b Look at the highlighted adjectives in the text in exercise 8a. Which adjective describes ...

1 the park?
2 the food?
3 the bands?
4 the festival?
5 the people?
6 the comedian?
7 the weather?
8 the atmosphere?

c Which paragraph describes his feelings about the event? Which adjectives does he use?

10a Think of an event you went to in the past, e.g. a concert, a street party, etc. Think about the weather, the food, the people, etc.

b Work with a partner. Talk about the event. Answer questions 1–6.

1 What was it?
2 When was it?
3 Where was it?
4 What was the weather like?
5 What did you see/do?
6 Did you like it? Why was it good/bad?

c Write a review of the event. Use adjectives from exercise 9b.

Last year/In 2007, I went to ...

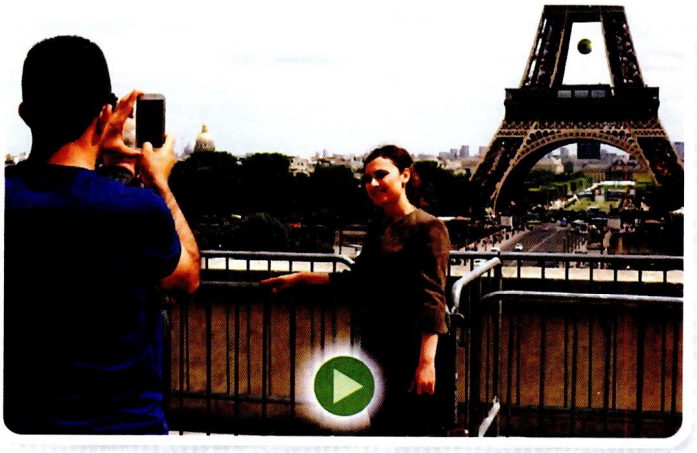
d Work with a partner. Swap your reviews. Do you want to go to this event?



This evening, I'm going to play football.

9.5 Video

Whatever the weather



1a Match the photos to three of the places 1–4. Explain your choices to your partner.

1 Seattle, the USA
2 Stroud, the UK
3 Paris, France
4 Auckland, New Zealand

b Work with a partner. Look at the photos. Which of these things can you see in them?

countryside fountain ocean river sailing boat sky snow tourists traffic

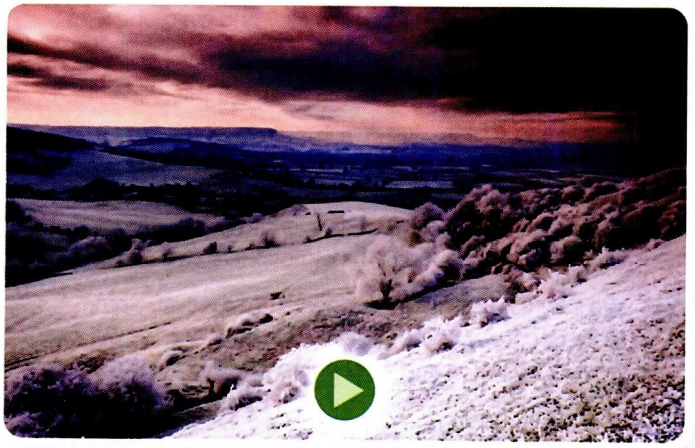
2 Watch the video. Match the weather in each sentence to the correct place: *Seattle*, *Stroud*, *Paris* or *Auckland*.

1 It's hot and very sunny.
2 It often rains in winter, but it's not very cold.
3 It's cold and wet in autumn.
4 It's spring and it's warm and sunny.



3a Watch the video again. Circle the correct options.

1 Paris is full of *artists* / *tourists*.
2 It's often *cold* / *cloudy* and rainy in Paris in spring.
3 In Auckland, the school holidays start in *September* / *December*.
4 In Auckland, sailing is a good way to see *the city* / *the fountains*.
5 It's often *rainy* / *stormy* in Seattle in autumn.
6 There aren't many tourists in Seattle in winter because there *is a lot of snow* / *isn't a lot to do*.
7 In the UK in winter, the temperature is around *four or five* / *fourteen or fifteen* degrees.
8 A few years ago Britain had a lot of snow and *London* / *the countryside* was beautiful.



4a TASK Work as Student A and Student B. A holiday website wants to put your country (or capital city) on their website. Student A, think about May. Student B, think about January. Make notes about ...

- the weather
- the number of visitors
- the things people do.

b Work with a partner. Tell each other about your country or capital city in May/January. Which month is best for visitors?

Review

1a Work with a partner. Put the verbs in the box into the correct place in the table.

~~come~~ ~~fell~~ get go had knew leave lost meet said saw write

Present	Past
come	*fell*

b Work with a partner. Say the other form of each verb – past or present.
come – came

c Complete the sentences with a present or past tense verb from exercises **1a** and **b**.

1 Princess Anne _____ to our school in 2012 and opened the new gym.
2 I _____ a big breakfast every morning before I go to work.
3 We _____ a great film on TV last night.
4 I _____ up at 6 a.m. every day and go for a run.
5 We _____ the party at about 11 p.m. last night.
6 I _____ Sarah at a conference in 2010. We are married now.

2a Circle the correct form to complete the conversations.

1 **A** Where [1] *are / were* you yesterday? I didn't [2] *see / saw* you at work.
B No, I [3] *am / was* ill.
A Oh, I'm sorry to hear that. [4] *Do / Did* you see the doctor?
B No, I [5] *don't / didn't*. But I [6] *feel / felt* OK now.

2 **A** I'm sorry I'm late. The bus [7] *doesn't / didn't* come.
B But you never [8] *go / went* by bus. Why did you [9] *get / got* the bus today?
A Because I [10] *lose / lost* my car keys.
B Oh! That's bad luck.

3 **A** [11] *Are / Were* you on holiday last week?
B Yes, we [12] *are / were* in Spain.
A Did you [13] *have / had* a good time?
B Yes, it [14] *is / was* amazing. I [15] *have / had* some photos here. Do you want to see?

b 9.21 Listen and check your answers.

c Work with a partner. Practise the conversations in exercise **2a**.

3a 9.22 Listen to Alice talking about what she did yesterday. Underline the correct options.



1 *go to work / not go to work*
2 get up *early / late*
3 have a *big / small* breakfast
4 *cycled / walked* into the city centre
5 *buy / not buy* shoes
6 meet friend for *tea / coffee*
7 visit *museum / cinema*
8 cook dinner with *daughter / sister*

b Work with a partner. Take turns to say the things Alice did yesterday.

4a Put the words in the correct order to make questions.

1 last / What / do / you / did / night ?
2 you / When / leave / did / school ?
3 go / to the cinema / last / When / you / did ?
4 at the weekend / sport / you / Did / play ?
5 did / English / Where and when / first / speak / you ?

b Match the answers to the questions in exercise **4a**.

a It was at school ten years ago.
b Nothing. I stayed at home.
c I went last week.
d Yes, my friends and I had a football match.
e I left in 2008.

c Work with a partner. Ask and answer the questions in exercise **4a**. Give answers that are true for you.

5a Complete this description of the weather in Auckland, New Zealand.

Auckland has subtropical weather: it's never very hot and it's never very [1] _____. **It's never** [2] _____, **for example. In summer, it's usually** [3] _____ **and the temperature is 20–24°C. In** [4] _____, **it isn't hot, but it is** [5] _____ **– around 18°C. In winter the temperature is 12–16°C, but it is cloudy and often** [6] _____. **In** [7] _____, **it is around 18°C again, but it is still rainy.**

b 9.23 Listen and check your answers.

10 New places, new projects

10.1 We're going to raise £5,000

GOALS ■ Use *going to* for future plans ■ Talk about a future project

Reading & Grammar *going to* positive and negative

1 *Gofundme* is a website where people ask for money to pay for their projects. Read the two texts. Which project, A or B ...

1 raises money to help animals?
2 is about a music group tour?
3 needs money for hotels and food?
4 has a blog?

2a Look at the highlighted sentences in the two texts. Are they about ...

a the present? b the past? c the future?

b Complete the Grammar focus box. Use the highlighted sentences in the texts to help you.

GRAMMAR FOCUS *going to* positve and negative

We use *going to* + verb (infinitive without *to*) to talk about future plans.

(+)	I	1_____ (am)	going to	help	with this project.
	He/She/It	2_____ (is)			
	You/We/They	3_____ (are)			
(–)	I	'm not (am not)	going to	ask	for money.
	He/She/It	4_____ (is not)			
	You/We/They	5_____ (are not)			

→ Grammar Reference page 134

3a Complete the text with the correct form of *going to* and the word in (brackets). Use contractions where possible.

I'm a university student. I study international relations. I 1_____ (be) a volunteer in Guatemala next summer. My friend and I 2_____ (join) a group there. The group 3_____ (work) with the local people in the mountains. We 4_____ (be) there for three weeks, but we 5_____ (not take) mobile phones, or computers with us! We need $2,000 for this project, and we 6_____ (use) the money to pay for flights and transport in the country.

b 10.1 Listen and check your answers.

gofundme

A

Send Roxanne to Europe to sing!



Roxanne loves singing, and next year she has a chance to go to Europe and sing. She's going to travel around Europe with a music group. They're going to visit five cities in five different countries. The group has money for the flights, but they can't pay for the hotels or food during the tour. We need $3,500 for this project. Help us with Roxanne's dream!

Money raised: $1,875 of $3,500

B

Walking with dogs in the Arctic

Hello! My name is Shaun and next month I'm going to travel to the Arctic. That's right! But I'm not going to do this as a holiday! I'm going to walk 150 kilometres with a group of three scientists and twenty Arctic dogs to help an international organization for dogs from all over the world. We're going to visit the Brooks Range Mountains in Alaska and study the environment there. We're also going to write a blog about it.

Money raised: £340 of £5,000



PRONUNCIATION *going to*

4a **10.2** Listen to sentences 1–3. Is the underlined word pronounced /tuː/ or /tə/?

1 She's going to travel to Europe.
2 They're going to visit five cities.
3 We're going to write a blog.

b **10.2** Listen again and repeat.

5a Write three things you are going to do and two things you aren't going to do next weekend. Don't write them in order.

visit my parents, ...

b Work with a partner. Guess what your partner is or isn't going to do next weekend.

A *You aren't going to visit your parents.*
B *False. I'm going to visit them on Sunday morning.*

Vocabulary & Speaking future time expressions

6 **10.3** Look at the illustration. Listen and repeat the time expressions.



7a What are you going to do at the future times in exercise 6?

This evening, I'm going to play football.

b Compare your sentences with a partner. Are any of them the same?

8 Work with a partner. Talk about your plans for an educational trip. Student A, turn to page 110. Student B, turn to page 115.

READING SKILLS identifying the subject

In English, all verbs need a subject. The subject describes who or what does the action of the verb, e.g. *Roxanne likes singing.* It can be one word, or more than one word.

- In sentences: **subject** + **verb/auxiliary verb**
  ***Martha and her husband** are going to learn English.*
- In questions: (*Wh-* word) + **auxiliary verb** + **subject** + **verb**?
  *Where **did** **Carl's parents** **work**?*

Auxiliary verbs: *have, has, do, does, did, can, am, is, are.*

1 Underline the subjects in sentences 1–4. Ask *Who* + verb ...? questions to help you identify the subject.

1 Next weekend, my wife's parents are going to buy a new car. (*Who is going to buy a new car?*)
2 All my friends have got laptops.
3 Did Roxanne raise the money for her project?
4 Next month, the English department of the university is going to travel to Italy.

2 Read sentences 1–4. Is the underlined section in each sentence a subject?

1 Where are the musicians from?
2 The day after tomorrow my parents and my brother are going to visit me.
3 We are going to join a group of scientists.
4 Rebecca and her friends want to visit different countries in the future.

3 Read the text about FiveStar Café. Answer the questions.



Save FiveStar Café

My name is James and I need your help. FiveStar Café first opened its doors in 1934 and it was a very popular café in the centre of our town. It is now closed, but a group of neighbours and I would like to open it again because we love this place. But, we are going to need money. $40,000 is our goal. With this money, we are going to build a new front for the café. We are also going to pay for renovations and equipment. In eight months, FiveStar Café is going to open to the public and everyone can enjoy great coffee again.

1 Who needs your help?
2 What did FiveStar Café do in 1934?
3 Who wants to open the café again?
4 What is their goal?
5 Who is going to enjoy great coffee again?

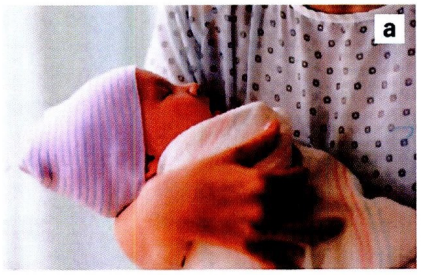
10.2 A new life

GOALS ■ Ask and answer questions using *going to* ■ Talk about a life change

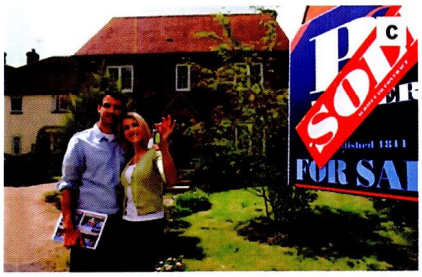
Vocabulary & Speaking verb phrases (2)

1a Work with a partner. Match the phrases in the box to photos a–f.

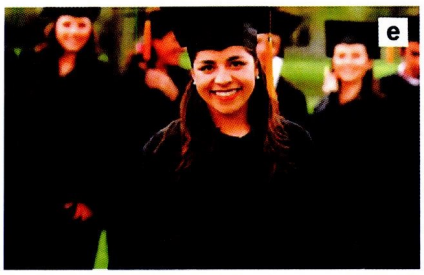
buy a house change jobs finish school have a baby
learn a new language move abroad

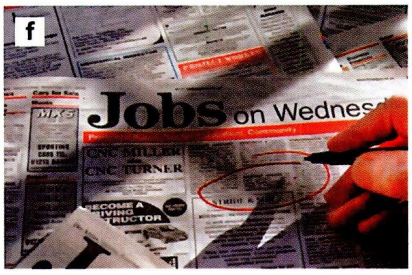












b **10.4** Listen, check and repeat.

c Work with a partner. Talk about what the people in the photos are going to do.

They're going to move abroad.

2a Complete phrases 1–6 with verbs from exercise **1a**.

1 *learn* English/Chinese
2 _____ university
3 _____ a flat
4 _____ to another country
5 _____ a child
6 _____ schools

b Compare your answers with a partner.

3a Read sentences 1 and 2 and match them to reasons **a** and **b**.

1 My father is **probably** going to change jobs.
2 My brother is **probably not** going to change jobs.

a He hates being an engineer.
b He loves his job at the restaurant.

b Write the words *probably* and *probably not* in the correct place on the line.

0% 100%
NO YES

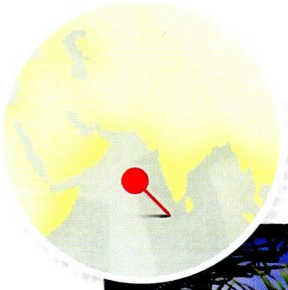
c Work with a partner. Are you going to do any of the things in exercises **1** and **2**?

I'm going to learn English.
I'm probably not going to buy a house.

Listening & Grammar *going to* questions and short answers

4a Work with a partner. Husband and wife Tom and Victoria are going to move to the Maldives. What do you think they are going to do there?

b **10.5** Listen to a conversation between Tom, Victoria and their friend Polly, and check your answers.



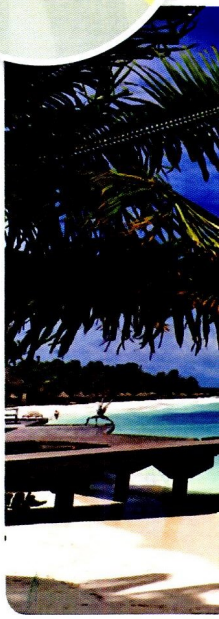
5a **10.5** Read questions 1–6. Listen again and tick (✓) the questions Polly asks.

1 Where are you going to go?
2 What are you going to do?
3 Is Tom going to change jobs?
4 Are you going to go with her?
5 Are you going to live in a hotel?
6 When are you going to come back?

b Match Polly's questions in exercise **5a** to answers a–c.

a No, we aren't.
b I'm going to teach.
c Yes, I am.

c Compare your answers with a partner.



6 Complete the Grammar focus box. Use exercise **5** to help you.

GRAMMAR FOCUS *going to* questions and short answers

***Yes/No* questions and short answers**

(?)	Am	I	going to	visit Thailand?
	1 _____	he/she/it		
	2 _____	we/you/they		

(+)	Yes,	I 3 _____.	(–)	No,	I'm not
		he/she/it **is**.			he/she/it **isn't**
		we/you/they 4 _____.			we/you/they 5 _____.

***Wh-* questions (?)**

Where	6 _____	I	going to	live?
When	**is**	he/she/it		call?
Who	7 _____	we/you/they		see?

→ Grammar Reference page 134

7a Put the words in the correct order to make questions.

1 Where / you / go / going to / are ?
2 do / What / you / going to / are ?
3 leave / going to / you / When / are ?
4 going to / you / Are / live there / for a long time ?
5 go with / Who / you / are / going to ?
6 you / buy / Are / a / going to / house there ?

b **10.6** Listen, check and repeat.

8a Imagine you are going to move abroad this year and change jobs. Think of your answers to the questions in exercise **7a**.

b Work in small groups. Ask and answer the questions in exercise **7a**. Which country and job do you like best?



Vocabulary prepositions of time

9a Read the Vocabulary focus box.

VOCABULARY FOCUS prepositions of time

When we talk about time in English, we can use different prepositions. We use …

in + months, e.g. *in June*
in + seasons, e.g. *in winter*
in + years, e.g. *in 2004*

Also: *in the afternoon, in the evening*

on + days, e.g. *on Thursday*
on + dates, e.g. *on 18th April*

at + times, e.g. *at 7 o'clock*

Also: *at the weekend, at night*

b Complete the sentences with *in*, *on* or *at*.

1 Were you born ___ 1995?
2 What is he going to do ___ the weekend?
3 We played tennis ___ Monday.
4 The meeting is ___ 10.30 ___ 20th July.

10a Read the email and circle the correct prepositions.

Sent: Tuesday 11.27

Dear Victoria,

Thank you for your email. I'm sorry I wasn't in the office 1 *on / in / at* Monday when you called. Here is the information for your journey to the Maldives 2 *on / in / at* May. Your flight is from London Gatwick 3 *in / on / at* Monday 12th May 4 *on / in / at* 11.30 5 *at / in / on* the morning. Oliver is going to email you the information about your hotel next week, probably 6 *at / in / on* Wednesday. Please send me an email if you have any problems or questions. Have a great time.

b Compare your answers with a partner.

11 Work with a partner. Ask and answer questions about dates and times. Student A, turn to page 111. Student B, turn to page 115.

10.3 Café cities

GOALS ■ Use *would like* + noun/verb ■ Talk about a café

Reading & Vocabulary café food

1a Read the web page about The World's Best Café Cities. Match paragraphs 1–5 to photos a–e.











b Compare your answers with a partner. Which café city would you like to go to? Why?

2a Look at the café menu. Tick (✓) the words for food and drink mentioned in the article.

DRINKS

coffee	apple juice	water
tea	orange juice	milk

SNACKS

cake	doughnut	salad
croissant	sandwich	biscuit

b 10.7 Listen and repeat the words.

3a Put the words in exercise **2a** in the correct category.

1 **Food/drinks that are usually hot:** *coffee, ...*
2 **Food/drinks that are usually cold:**

b 10.8 Listen and check your answers.

c Work with a partner. What food and drink do you like? Ask and answer questions.

A *Do you like cake?*
B *Yes, I do.*

Home › Travel › Food

The World's Best Café Cities

The café is a popular place to have food and drink and to meet friends. These cities are famous for their café culture. There are lots of cafés and some very special cakes to try.



1 Vienna, Austria In Vienna, people sit and talk or read the newspaper for hours in the city's beautiful cafés. The coffee is world famous and not very expensive. If you like chocolate, try the special *Sachertorte* – it's a kind of chocolate cake.

2 Melbourne, Australia Coffee in Melbourne isn't very cheap, but it's very good. Every year, there is an international Coffee Expo there. Many people like having the *Anzac biscuits* with their cup of tea or coffee.

3 Taipei, Taiwan The Taiwanese like their cafés a lot, and there are new cafés everywhere. You can try many different kinds of coffees and teas here. Enjoy your drink with the traditional *môa-chî*, a kind of rice cake with a sweet filling.

4 Havana, Cuba Coffee is very cheap in Cuba, and it's very good. Try the popular *tres leches* cake, made with three kinds of milk. It's very popular with coffee as a snack.

5 Seattle, USA Seattle is the home of the Starbucks coffee houses, but there are many other cafés here, too. Try a doughnut or colourful cupcake with your coffee.

■ **filling** something you put inside a sandwich or a cake, e.g. jam, cheese

4a 10.9 Listen to three conversations. Complete the sentences with words from exercise **2a**.

1 **A** What's a 'croque monsieur'?
B It's a kind of _____.

2 **A** What's this?
B It's a *buñuelo*. It's a kind of _____ here in Mexico.

3 **A** What's a 'macchiato'?
B It's a kind of _____, with _____.

b Compare your answers with a partner. Do you like any special cakes, salads or drinks from other countries?

Listening & Grammar *would like*

5a **10.10** Listen to two people in a café and answer the questions.

1 What do they eat and drink?
2 What city are they in? How do you know?

b **10.10** Listen again. Complete the sentences.

1 I'd like to _____ some dessert.
2 **A** Would you like a _____, too?
B No, thanks.
3 I'd like the _____ and a cup of tea.
4 **A** Would you like to order?
B Yes, _____.

6 Complete the Grammar focus box. Use the sentences in exercise **5b** to help you.

GRAMMAR FOCUS *would like*

When we ask for things, we use *would like* + ...

1 noun, e.g. *I'd like a sandwich.*
2 *to* + verb, e.g. *Would you like to order?*

(+)	I/You/We/They He/She/It	1 _____ _____ **(would like)**	to order.
(?)	2 _____	I/you/we/they he/she/it	**like** a drink?

Answers

Yes, 3 _____. / No, 4 _____.

→ Grammar Reference page 135

7a Write sentences and questions with *would like*. Use contractions where possible.

1 I / order now. *I'd like to order now.*
2 you / try the cake?
3 you / see the menu?
4 we / an orange juice.
5 you / milk with your coffee?
6 she / a salad, please.

b Compare your answers with a partner.

PRONUNCIATION silent letters

8a **10.11** Each word in the box has one or two silent letters (they are not pronounced). Listen and circle the silent letter(s).

listen answer sandwich juice doughnut would biscuit write

b **10.11** Listen again and repeat.

c Practise sentences 1–3 with a partner.

1 Would you like a doughnut or a biscuit?
2 Listen and write your answer to the question.
3 Today's special is a sandwich and juice.

9 Work with a partner. Look at the menu in exercise **2**. Ask and answer questions about the food you'd like/don't want.

A *Would you like a ...?*
B *Yes, please.*

LISTENING SKILLS identifying words in connected speech

People often join words together when they speak. Sometimes three or four words sound like one word. The most important words in the sentence are stressed more.

1a **10.12** Listen to items 1–3. Notice how words are connected.



1 *I'd like a cake.*
2 *Would you like a drink?*
3 *When does it open?*

b **10.12** Listen again and repeat.

2a **10.13** Listen and write the number of words you hear. A contraction (e.g. *He's*) is one word.

1 ___ 2 ___ 3 ___ 4 ___

b **10.13** Listen again and complete the important words in items 1–4.

1 _____ would you _____?
2 Would you like to _____?
3 _____ would you like to _____?
4 We'd like a _____ for _____.

c Compare your answers with a partner.

3a **10.14** Look at the important words in this conversation. Listen and complete the gaps.

A Where 1 _____ 2 _____ 3 _____ 4 _____ go?
B 5 _____ 6 _____ know. You?
A Well, 7 _____ 8 _____ 9 _____ drink. 10 _____ 11 _____ café 12 _____ 13 _____ 14 _____ school.
B OK, 15 _____ 16 _____ good idea.

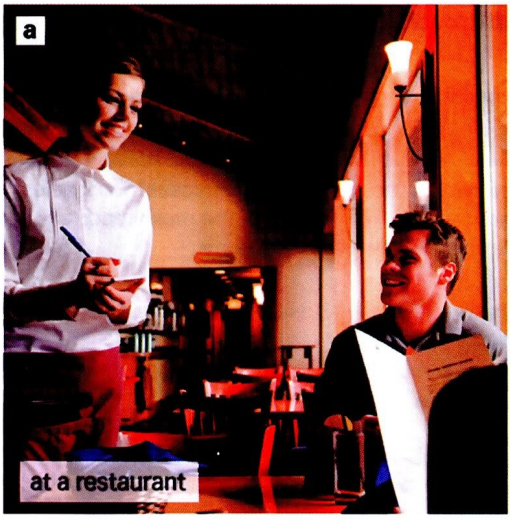
b Practise the conversation with a partner. Stress the more important words.

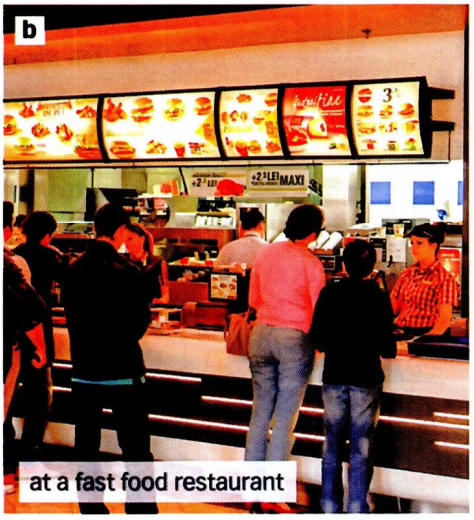
VOX POPS VIDEO 10

10.4 Speaking and writing

GOALS ■ Order food and drink ■ Write invitations and thank you notes

Listening & Speaking ordering food and drink







1 Look at photos a–c. Do you eat at these places? Why/Why not?
I always / often / usually / sometimes / never eat in the street.

2a **10.15** Listen to three conversations and match them to photos a–c.

b **10.15** Listen again. Tick (✓) the sentences the customer says.

1 Can I take your order?
2 Small or large?
3 Large, please.
4 Anything else?
5 No thanks, that's all.
6 Here you are.
7 Can we have the bill, please?

c **10.16** Listen and repeat the phrases in exercise **2b**.

3a Which phrase in each pair 1–4 is more formal (F) and which is more informal (I)?

1 a Anything else? *I*
b Would you like anything else? *F*
2 a Can we have the bill, please?
b The bill, please.
3 a Salad?
b Would you like a salad?
4 a Can I have a large hotdog, please?
b A large hotdog, please.

b Compare your answers with a partner.

4a Read the Language for speaking box.

LANGUAGE FOR SPEAKING ordering food

Waiter	Customer
What would you like?	*A sandwich, please.*
What can I get you?	*Can I have a sandwich, please?*
Small or large?	*I'd like ...*
Anything else?	*Just the juice.*
Here you are.	*Can we have the bill, please?*

b Work in groups of three. Have similar conversations to the ones in exercise **2**. Two of you are customers, the third person serves the food. Choose where you are – at a restaurant, a fast food restaurant or in the street.

c Present your conversation to the class.

5 **10.17** Read the *Understanding* ... box and listen to the examples.

UNDERSTANDING ... different voices

People can sound very different when they speak. This is because of:

- age (young/old)
- gender (male/female)
- speed (fast/slow)
- mood (happy/sad)
- accent (foreign, British, American, Australian, etc.)

A *Can I take your order?*
B *A large burger, some chips and a cup of coffee, please.*

6a **10.18** Listen to three speakers A–C say sentences 1–4. Which speaker says something different? Mark with an *X*.

	A	B	C
1 What would you like to order?			
2 Can I have a large coffee, please?			
3 Would you like a sandwich?			
4 The café's going to close at four forty-five.			

b **10.18** Listen again. Write the sentence that is different.

c Compare your answers with a partner.

Reading & Writing invitations and thank-you notes

7 Read the invitations. Which invitation is ...

1 from a married couple?
2 for today?
3 for an informal meal?

Hi, Emer! We're going to be at the café in the park this afternoon. Can you come?
10:17

b

It is our 20th wedding anniversary!

Please join us for a BBQ and pool party at the Orange Inn, Miami, on Sunday 12th July at 1.30 p.m.

c

Sent: Monday 20.13

Hi there, Betty. How are things? Would you like to come to my house for dinner on Friday night? I'd love to see you again. Love, Katie.

8 Read thank you notes 1–3 and match them to invitations a–c.

1 Thanks! Yes, I can come. See you Friday!
2 Thank you very much for the invitation. I'm so sorry, but we can't come. We're going to see our son in Mexico on the 10th. Have a good time.
3 Thanks – sounds great, but I can't come today because I have work. Sorry!

9a Read the Language for writing box.

LANGUAGE FOR WRITING invitations and thank-you notes

Invitations	Thank you notes
Please join us for ...	*Thank you very much for the invitation.*
Would you like to come (to ...)?	*Thanks! Sounds great.*
Can you come (to ...)?	*I'd love to come.*
	Yes, I can come.
	I'm so sorry, but I can't come (because ...)

b Complete phrases 1–4.

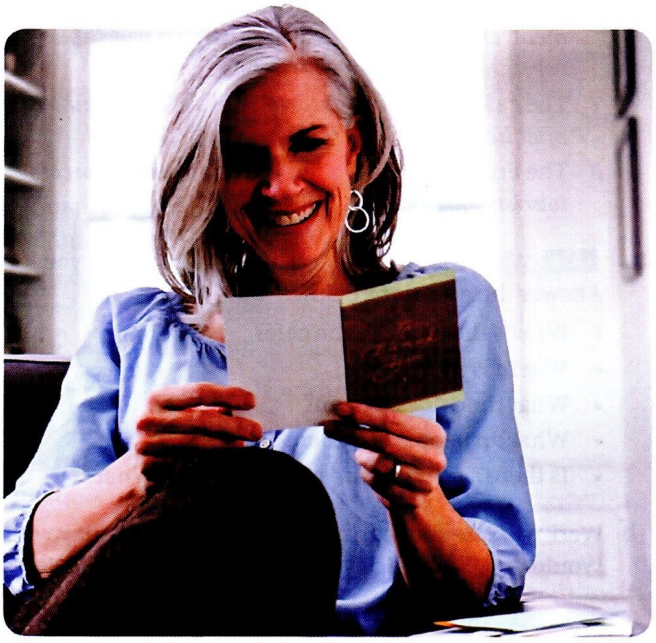
1 Thank you _____ much for the invitation.
2 Can you _____ to my birthday party this Friday?
3 Thanks, but I can't come _____ I have English class.
4 It's the end of the year. Please _____ us for a party at the office.

c Compare your answers with a partner.

10a Choose one of the situations a–d and write an invitation. Use the Language for writing box to help you.

a an informal class party
b a formal dinner party
c a meeting at a café
d a concert

b Work with a partner. Swap your invitations. Decide if you can go or not. Then write a thank you note and say *yes* or *no* to the invitation.



10.5 Video

A New York café

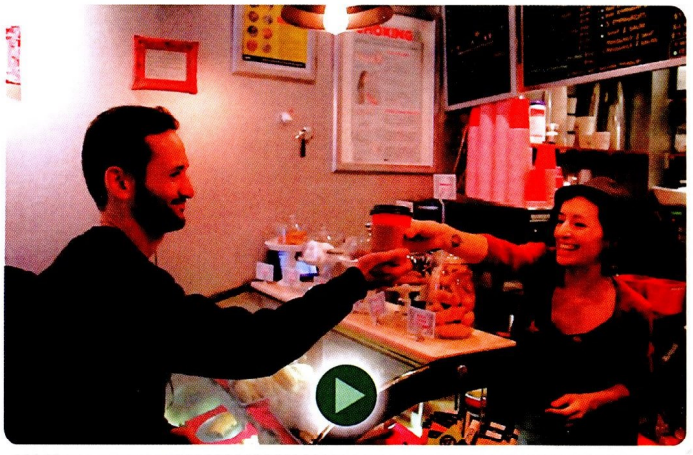


1 Match sentences 1–4 to the photos. There is one extra sentence.

1 This customer always buys coffee to take away.
2 The special snack is a kind of pastry.
3 There aren't any snacks on the shelves.
4 The owner and employee are in the shop.

2 Watch the video about the Frog Café in New York. Which of these things do you see?

1	a coffee machine	6	cakes
2	milk	7	an orange juice
3	a croissant	8	a paper bag
4	coffee with ice	9	a hot pastry
5	water	10	a small salad



3 Watch the video again and choose the correct options to complete the sentences.

1 The owner of the Frog's Café is from *Venezuela / Columbia / Brazil.*
2 Krikor opened his coffee shop *six years / three years / three weeks* ago.
3 Rocio is Kirkor's *boss / employee / owner.*
4 At 7 a.m., *the café opens / they have a break / the customers arrive.*
5 At around ten o'clock, Krikor and Rocio *have a coffee / have breakfast / make pastries.*
6 The café is famous for a typical kind of pastry with *meat, cheese and vegetables / fish and vegetables / vegetables and cheese.*
7 The café is very busy *before 7 a.m. / at around 10 a.m. / after lunch.*
8 The Frog's Crown is popular with *tourists / locals / tourists and locals.*



4a TASK Work with a partner. Think of a café that you know. Answer the questions below.

- What's the name of the café?
- Where is it?
- What time does it open?
- What do people buy there?
- Is there a special food or drink there? What is it?

b Work with another partner. Tell each other about your café. Would you like to visit your partner's café? Why/Why not?

Review

1 Put the words in the box in the correct order on the line.

tomorrow next year in six weeks this evening
the day after tomorrow next month

NOW THE FUTURE

2a Put the word in (brackets) in the correct place in the sentence.

1 Next year I'm going study English. (to)
2 We're going to have an exam the day tomorrow. (after)
3 I'm going to some friends this evening. (see)
4 I'm going to come to English class tomorrow. (not)
5 I'm going to see my family weekend. (next)
6 My English class going to watch a film in English this year. (is)

b Compare your answers with a partner.

c Work with a partner. Make the sentences in exercise **2a** true for you.

Next month I'm going to study English./Next year I'm going to study Spanish.

3a Complete the conversation with the words in the box.

buy change finish move visit work

A Guess what! Michael and Sara are going to [1]_____ to Chicago!
B Really? When?
A In May. Sara is going to [2]_____ university and then they're going to leave.
B Is Michael going to [3]_____ jobs?
A No, he isn't. He's going to [4]_____ from home. They're going to [5]_____ a house, too.
B That's great news. Are you going to [6]_____ them?

b 10.19 Listen and check your answers.

c Work with a partner. Have a similar conversation about one of the situations.

1 A friend is going to have a baby.
2 A friend is going to move abroad.
3 A friend is going to change jobs.

4a Circle the correct preposition.

1 The flight to Vienna is *in / on / at* 12.15.
2 The cooking class is *in / on / at* Tuesday and Saturday.
3 The new café opens *in / on / at* July.
4 His birthday is *in / on / at* 20th September.
5 They're going to visit their son *in / on / at* the afternoon.

b 10.20 Listen to five conversations and check your answers.

5 Complete the menu with food and drink words.



6a Match questions 1–5 to answers a–e.

1 Small or large?
2 Would you like a coffee?
3 Would you like anything else?
4 What would you like to drink?
5 Can we have the bill, please?

a Yes, please. With milk, please.
b No, thank you.
c A tea, please.
d Large, please.
e Here you are.

b Work with a partner. Take turns to order food and drink using the menu in exercise **5**.

Communication

1.2 Student A Exercise 10

Work with Student B. Take turns to ask and answer questions about where you are from. Use cities and countries 1–4.

A *Where are you from?*
B *I'm from Indonesia.*
A *Where in Indonesia?*
B *I'm from Jakarta.*

1 Jakarta, Indonesia
2 Kyoto, Japan
3 São Paolo, Brazil
4 Moscow, Russia

1.3 Student A Exercise 4

a Say the letters to your partner.

1 UN
2 DVD
3 FBI
4 DIY

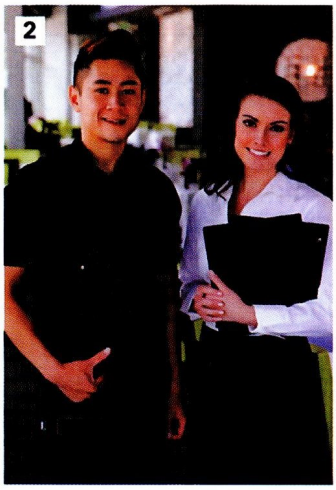
b Listen to Student B. Write the letters you hear.

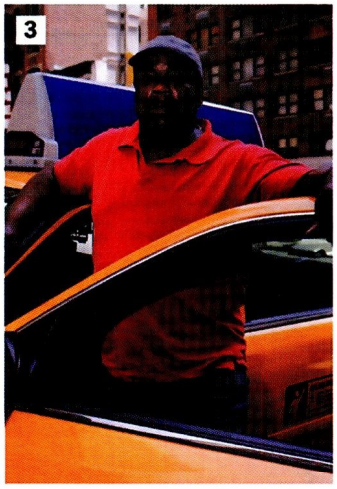
c Work with Student B. What do the letters mean?

2.2 Student A Exercise 9

1 Work with Student B. Look at photos 1–3 and ask questions to guess the jobs and the countries.



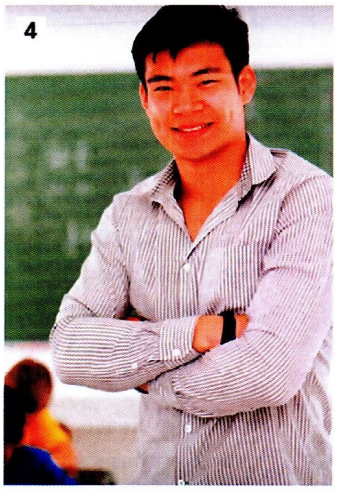


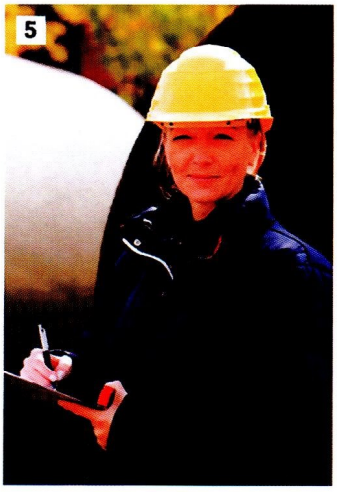


A *Is Lina a nurse?*
B *No, she isn't.*

1 **Lina** Job _____ Country _____
2 **Steve and Natasha** Job _____ Country _____
3 **Jason** Job _____ Country _____

2 Look at photos 4–6 and the information. Answer Student B's questions.

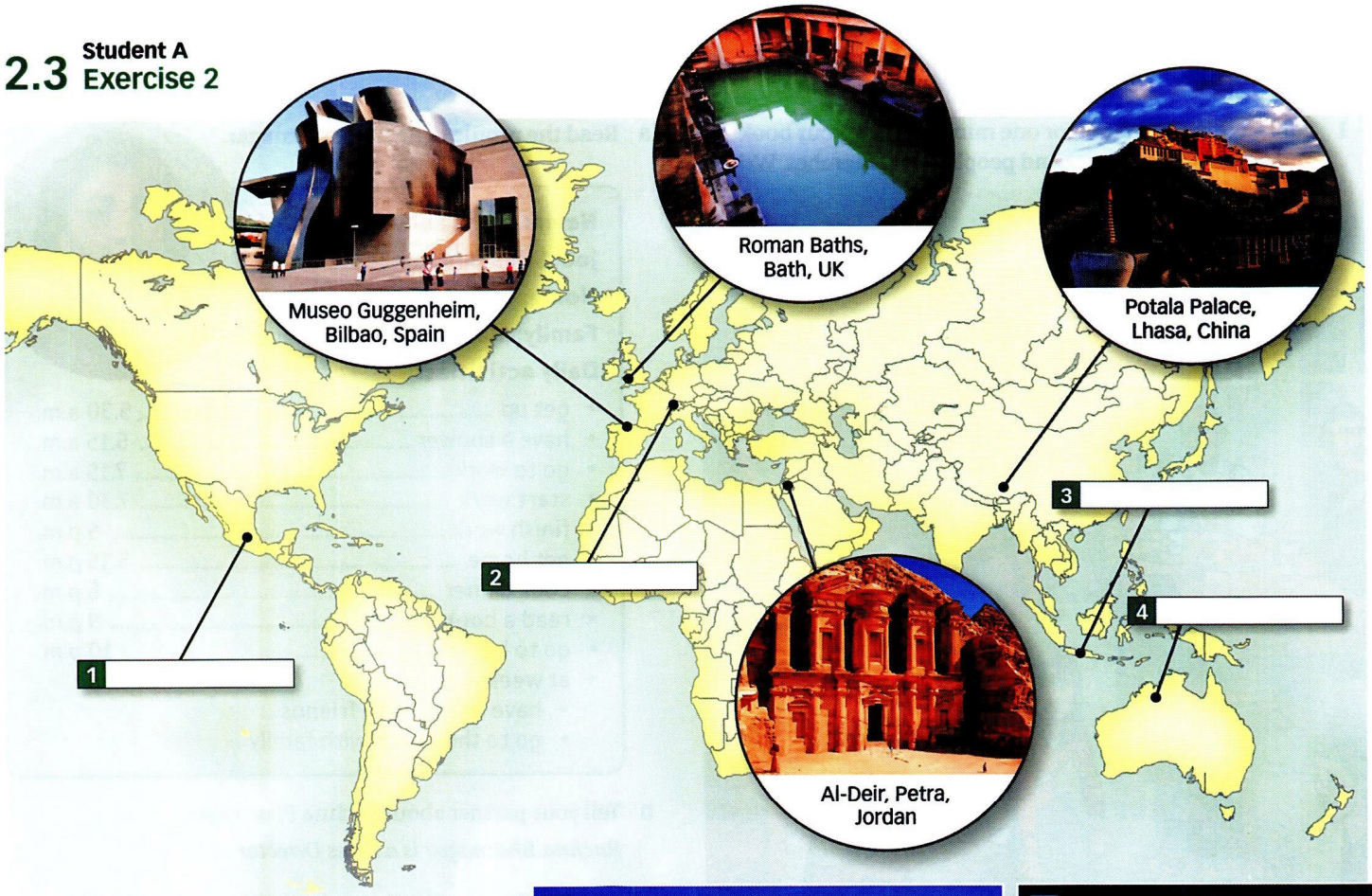






4 **Zheng** teacher, China
5 **Marina** engineer, Spain
6 **Adam and Phyllis** nurses, UK

2.3 Student A Exercise 2



a Look at photos a–d. Ask Student B where these places are and write them in spaces 1–4 on the map.

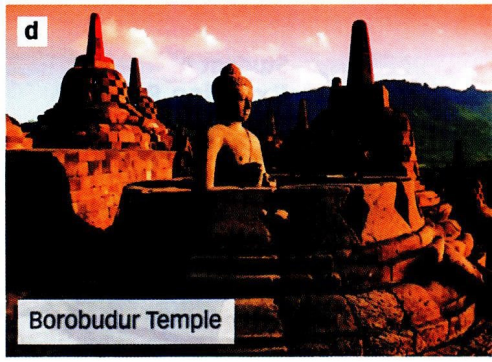
A *Where's the Paul Klee Centre?*
B *It's in ...*

b Answer Student B's questions about the places on your map.









2.4 Student A Exercise 6b

1 You are at a hotel. Ask Student B about:

- the time now
- breakfast
- the next bus to the airport

2 Listen to Student B and use this information to answer their questions.

- bus tour: 2.30
- yoga class: 6.15–7.45
- the time now

3.1 All Students Exercise 5

1 **Look at the illustration for one minute. Close your book and write all the objects and people you remember. Write the numbers, too.**

three bags, ...



2 **Compare your answers with a partner.**

3 **Look at the illustration again and check. Who has got the most correct answers?**

4.2 Student A Exercise 8

Read the information about Sun-Hee.

I live in Sydney in Australia. I work in a hospital there. I really like my journey to work. About 60% of people in Sydney drive to work. I don't drive.

4.3 Student A Exercise 6

a **Read the profile of Rachna Bhatnagar.**



Name: Rachna Bhatnagar
Job: Sales Director
Home: Trivandrum, India
Family: Married with five children
Daily activities:

- get up ..... 5.30 a.m.
- have a shower ..... 6.15 a.m.
- go to work ..... 7.15 a.m.
- start work ..... 7.30 a.m.
- finish work ..... 5 p.m.
- get home ..... 5.15 p.m.
- cook dinner ..... 6 p.m.
- read a book ..... 9 p.m.
- go to bed ..... 10 p.m.
- at weekends:
  - have dinner with friends
  - go to the beach with family

b **Tell your partner about Rachna Bhatnagar.**

Rachna Bhatnagar is a Sales Director ...

c **Listen to Student B talking about Márton Szentkirályi. Write what he does at these times.**

6.45 a.m. 6.30 p.m. 8 p.m. 11 p.m.

4.4 Student A Exercise 5

1 **You have £20 to spend in a supermarket. Ask Student B the price of:**

1 pens
2 a book
3 apples
4 an umbrella
5 vitamins

How much is this ...? *How much are these ...?*

2 **Listen and answer Student B's questions.**

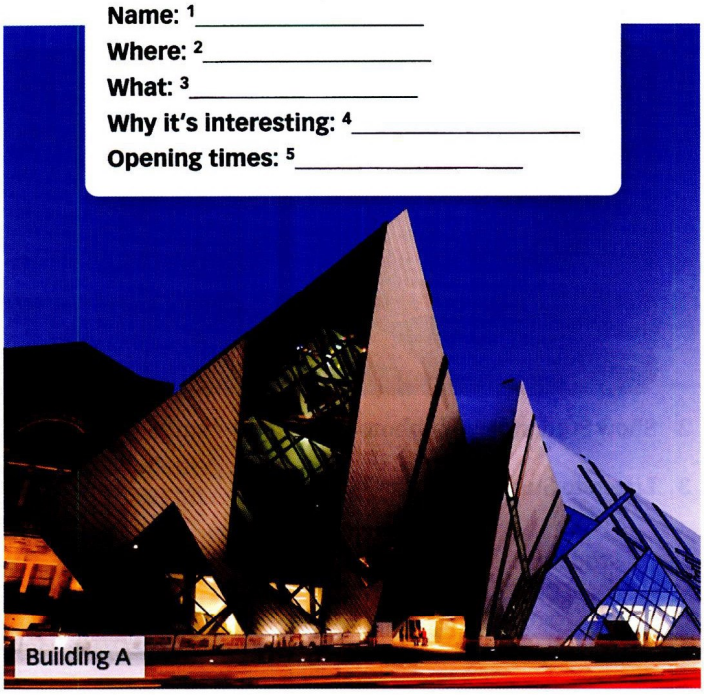
1 a pizza $4.50
2 DVDs $5.35 for 20 DVDs
3 apples $2.20 per kilo
4 a pen $2.49
5 a notepad $3.89

It's ... *They're ...*

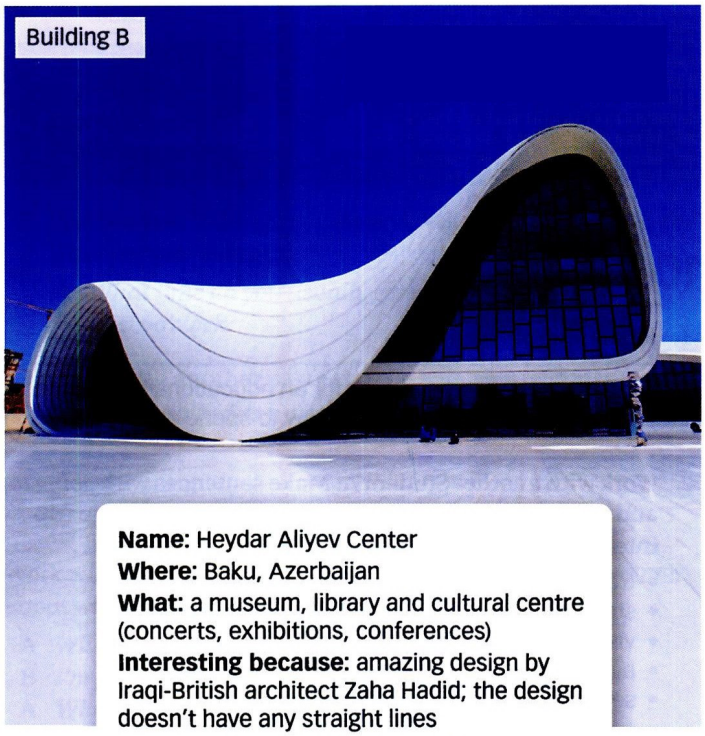
5.2 Student A Exercise 8

1 Look at Building A. Ask Student B questions to complete the information about the building.

Name: [1]_____
Where: [2]_____
What: [3]_____
Why it's interesting: [4]_____
Opening times: [5]_____


Building A

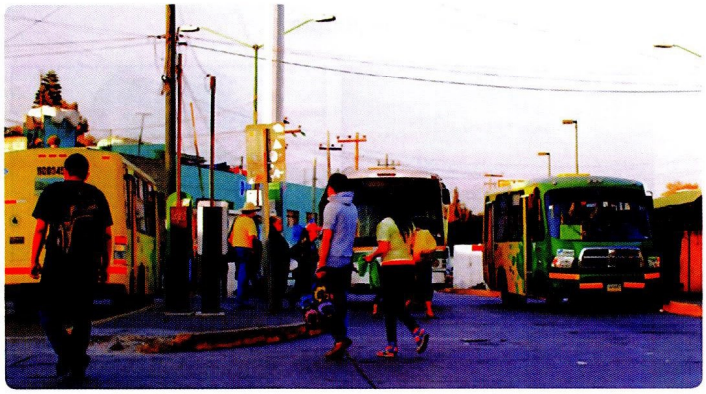
2 Listen and answer Student B's questions about Building B.


Building B

Name: Heydar Aliyev Center
Where: Baku, Azerbaijan
What: a museum, library and cultural centre (concerts, exhibitions, conferences)
Interesting because: amazing design by Iraqi-British architect Zaha Hadid; the design doesn't have any straight lines
Opening times: 10.00 a.m.–11.30 p.m.

■ **straight lines** ≡, not ≋

5.4 Student A Exercise 5b



1 You are at Mexico City airport. You want to travel to Puebla by bus. Student B works at the information desk. Ask questions to complete the table.

Mexico City Airport to Puebla		
Bus leaves at ...?	**How much ...?**	**Buy ticket at ...?**

2 You work at the train station in Koblenz, Germany. Answer Student B's questions with the information in the table.

Koblenz to Bingen		
Train leaves at ...?	**How much ...?**	**Buy ticket at ...?**
9.53 a.m. 10.26 a.m. 11.05 a.m.	€13	ticket machines

6.2 Student A Exercise 4

1 Look at the facilities of the V8 Hotel.

V8 Hotel facilities

- forty-nine rooms ✓
- free Wi-fi ✓
- safe ✓
- activities ✗
- fitness centre with gym ✓
- swimming pool ✗
- restaurant ✓
- room service ✓
- free car park ✓
- free classic car museum next door ✓

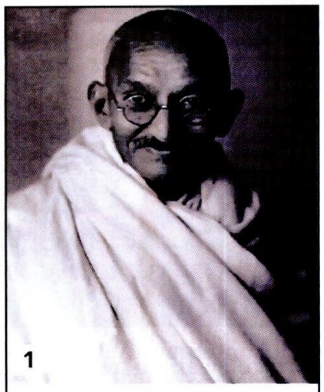
2 Tell Student B about the facilities in the hotel.
The V8 Hotel has got forty-nine rooms with free Wi-fi. ...

3 Listen to Student B talking about another hotel.

4 Which hotel is best for someone ...?
1 on a business trip
2 on holiday with family

8.2 Student A Exercise 4

1 Tell Student B about these people.



1

MAHATMA GANDHI
(political leader, India)
1869–1948



2

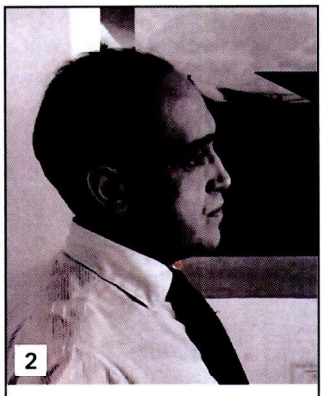
COCO CHANEL
(fashion designer, France)
1883–1971

2 Listen to Student B and complete the information about these people.



1

MAYA ANGELOU
Country: _____
Job: _____
Was born: _____
Died: _____



2

OSCAR NIEMEYER
Country: _____
Job: _____
Was born: _____
Died: _____

8.3 Student A Exercise 9

1 Write a short story (up to thirty words) about this photo. Say what happened, where and when. Use these words in your story: *safari, lion, friendly.* Start with:
We were on safari in Tanzania last winter. ...



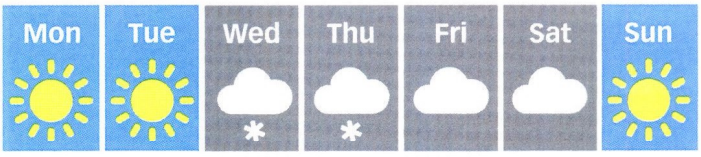
2 Show Student B your photo and tell your story.

3 Listen to Student B's story.

9.4 Student A Exercise 7

1 Work with Student B. Ask them about the weather yesterday.

2 Tell Student B about the weather for your holiday in Poland last week. Start with:
On Monday, it was ...



10.1 Student A Exercise 8

1 Read the situation.

Your school raised some money for an educational trip for the English class. You have a plan on how to spend the money.

2 Work with another Student A. Make sentences with *going to* and the prompts. Add more information to make the trip interesting.

- travel to Washington DC, USA
- stay in a hotel
- visit the Smithsonian museum
- eat typical American food
- see an American football game

We are going to travel to ...

3 Work with Student B. Take turns to read your sentences. Which trip do you like better?

to work. I don't drive

1 a pizza, $4.50

10.2 Student A Exercise 11

1 Answer the questions about you.

	You	Your partner
1 What time do you usually get up?		
2 When do you have your holiday?		
3 When's your birthday?		
4 When did you finish school?		

2 Ask Student B the questions and write their answers in the *Your partner* column.

A *What time do you usually get up?*
B *At six o'clock.*

3 Work with another partner. Tell them about Student B.
Wayne usually gets up at ...

1.2 Student B Exercise 10

Work with Student A. Take turns to ask and answer questions about where you are from. Use cities and countries 1–4.

A *Where are you from?*
B *I'm from Turkey.*
A *Where in Turkey?*
B *I'm from Izmir.*

1 Izmir, Turkey
2 Benglou, China
3 Seville, Spain
4 Adelaide, Australia

1.3 Student B Exercise 4

a Listen to Student A. Write the letters you hear.

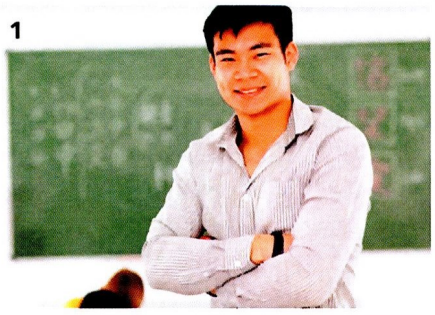
b Say the letters to your partner.

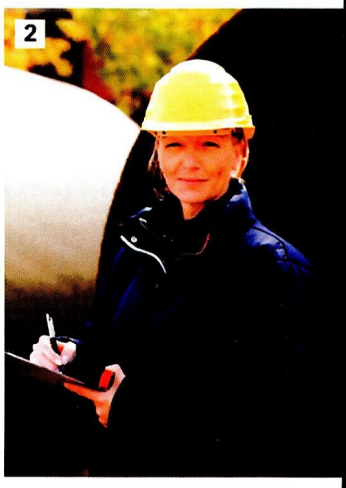
1 GB
2 EU
3 FYI
4 DOB

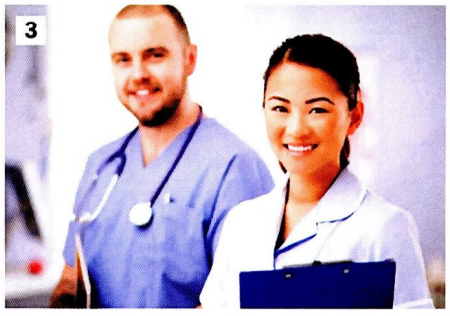
c Work with Student A. What do the letters mean?

2.2 Student B Exercise 9

1 Look at photos 1–3 and the information. Answer Student A's questions.





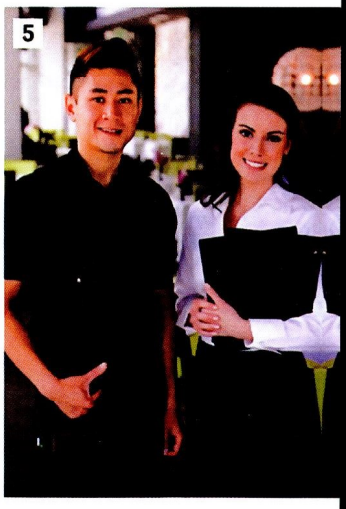


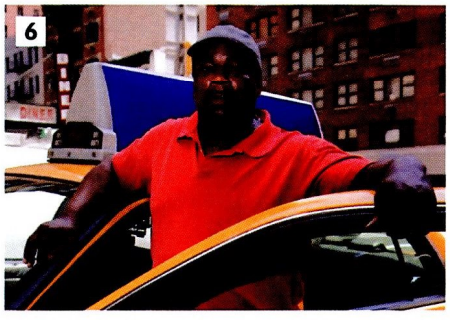
A *Is Zheng a student?*
B *No, he isn't.*

1 **Zheng** Job _____ Country _____
2 **Marina** Job _____ Country _____
3 **Adam and Phyllis** Job _____ Country _____

2 Work with Student A. Look at photos 4–6 and ask questions to guess the jobs and the countries.

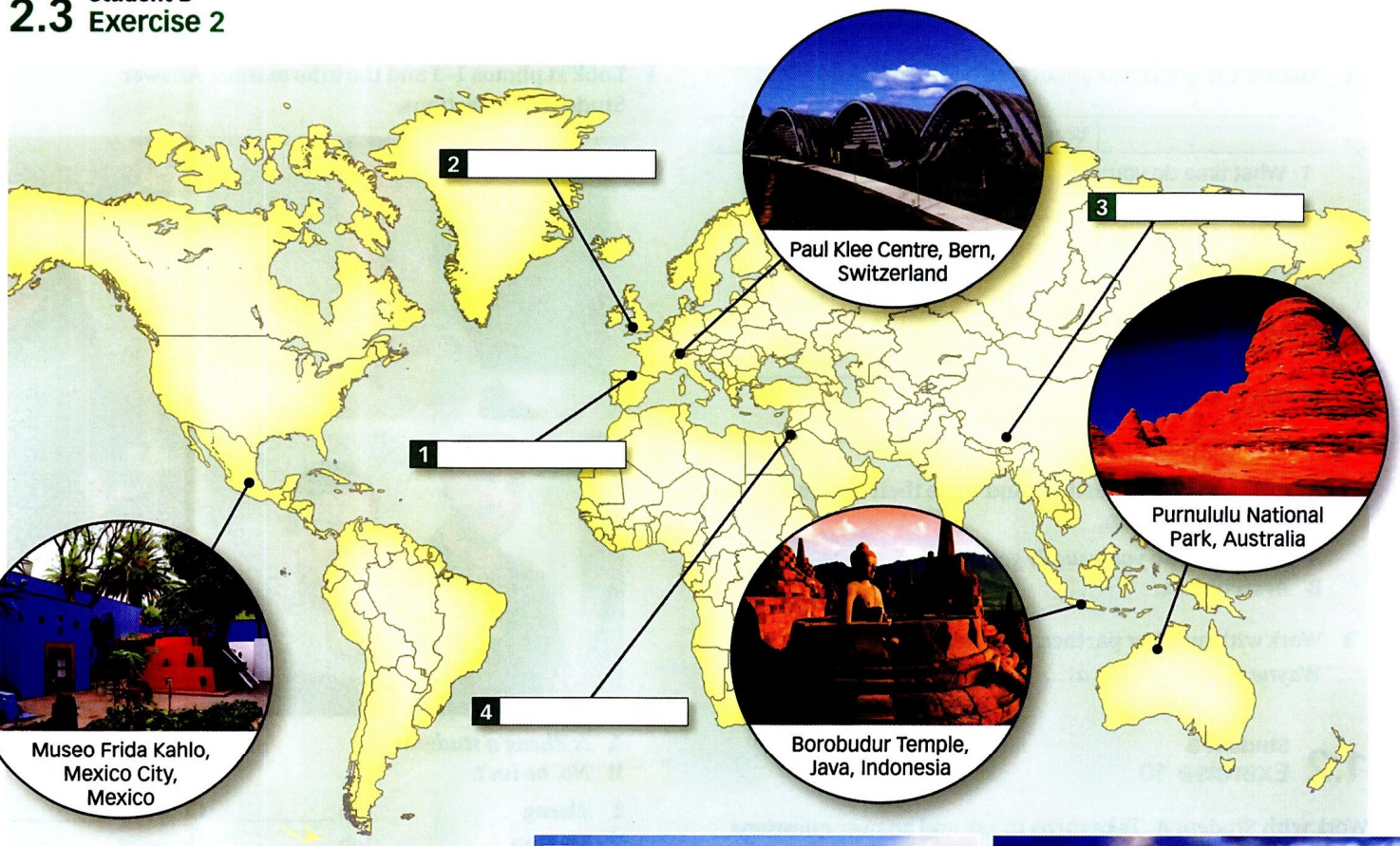






4 **Lina** shop assistant, Indonesia
5 **Steve and Natasha** waiters, Australia
6 **Jason** taxi driver, USA

2.3 Student B Exercise 2

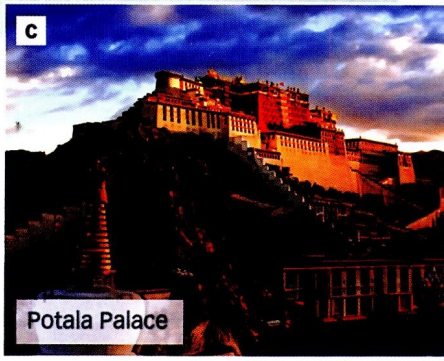


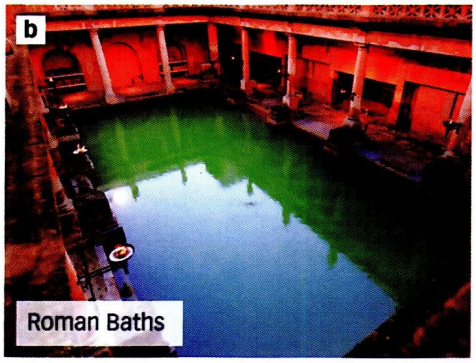
a Answer Student A's questions about the places on your map.

b Work with Student A. Look at photos a–d. Ask Student A where these places are and write them in the spaces 1–4 on the map.

A *Where's the Museo Guggenheim?*
B *It's in ...*









2.4 Student B Exercise 6b

1 Listen to Student A and use this information to answer their questions.
- the time now
- breakfast: 7.00–10.00
- the airport bus: 11.15 and 4.30

2 You are on holiday in London. Ask Student A about:
- the next bus tour
- the yoga class
- the time now

4.2 Student B Exercise 8

Read the information about Sun-Hee.

I go to work by ferry. They go across the river every thirty minutes. I read a book on the ferry. Then I walk to the hospital from the ferry. My journey is forty-five minutes.

4.3 Student B Exercise 6

a Read the profile of Márton Szentkirályi.



Name: Márton Szentkirályi
Job: Marketing Director
Home: Debrecen, Hungary
Family: Married, three children
Daily activities:

- get up ..... 6.15 a.m.
- check emails ..... 6.45 a.m.
- go to work ..... 7.30 a.m.
- start work ..... 8 a.m.
- finish work ..... 6.30 p.m.
- get home ..... 7 p.m.
- have dinner with family ..... 7.30 p.m.
- play with children ..... 8 p.m.
- go to bed ..... 11 p.m.
- at weekends:
  - watch films with family

b Listen to Student A talking about Rachna Bhatnagar. Write what she does at these times.

6.15 a.m 7.30 a.m. 5.15 p.m. 9 p:m.

c Tell your partner about Márton Szentkirályi.
Márton Szentkirályi is a Marketing Director ...

4.4 Student B Exercise 5

1 Listen and answer Student A's questions.

1 pens £6.99 for three pens
2 a book £5.69
3 apples £2.59 per bag
4 an umbrella £3.99
5 vitamins £6.89

It's ... *They're ...*

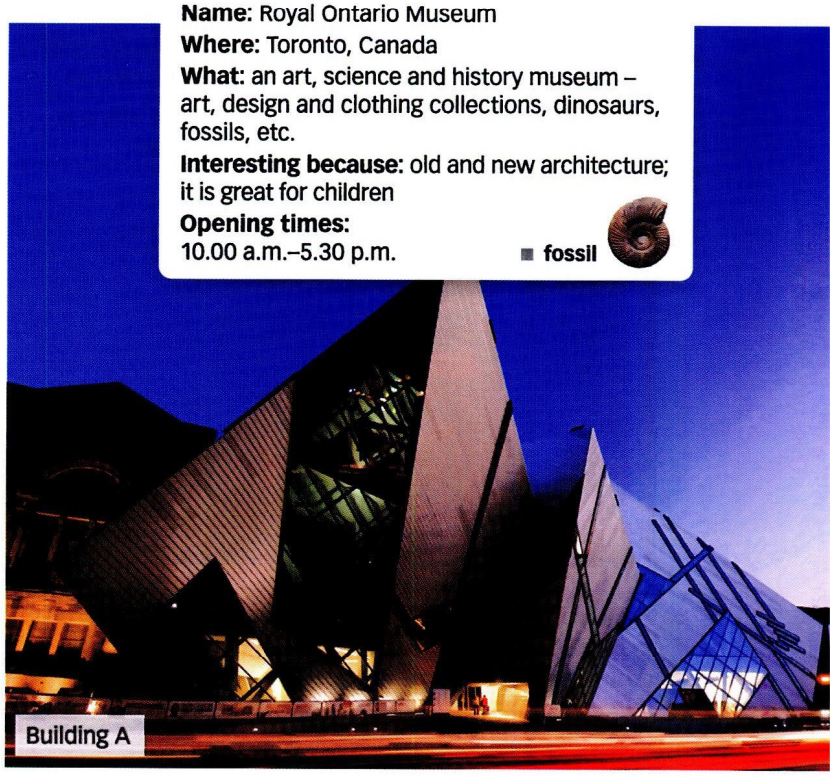
2 You have $20 to spend in a supermarket. Ask Student A the price of:

1 a pizza
2 DVDs
3 apples
4 a pen
5 a notepad

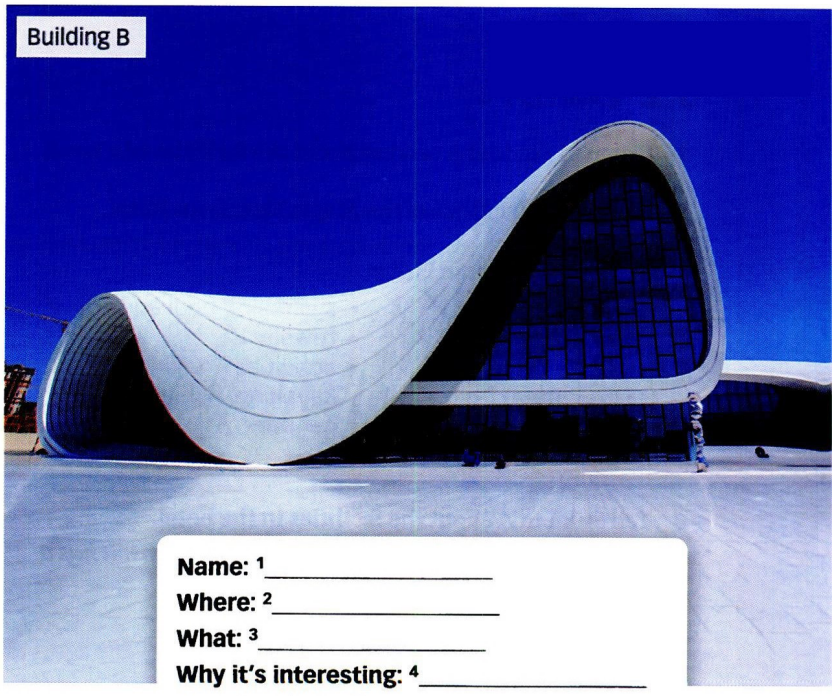
How much is this ...? *How much are these ...?*

5.2 Student B Exercise 8

1 Listen and answer Student A's questions about Building A.



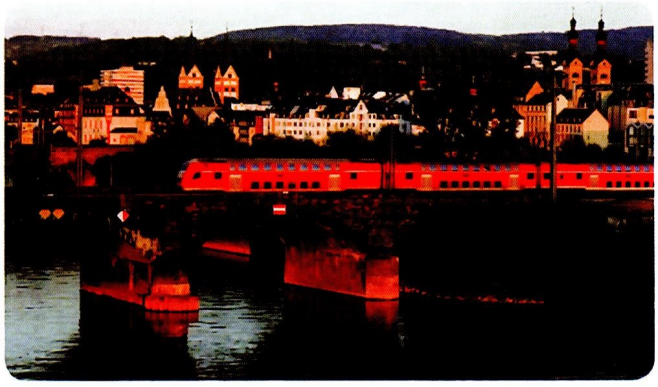
2 Look at Building B. Ask Student A questions to complete the information about the building.



5.4 Student B Exercise 5b

1 You work at the bus station in Mexico City. Answer Student A's questions with the information in the table.

Mexico City Airport to Puebla		
Bus leaves at ...?	**How much ...?**	**Buy ticket at ...?**
every hour	$10 for a single ticket	ticket office in airport



2 You are in Koblenz station in Germany. You want to travel to Bingen by train. Student A works at the information desk. Ask questions to complete the table.

Koblenz to Bingen		
Train leaves at ...?	**How much ...?**	**Buy ticket at ...?**

6.2 Student B Exercise 4

1 Listen to Student A talking about the facilities of a hotel.

2 Look at the facilities of the Magic Mountain Hotel.

Magic Mountain Hotel

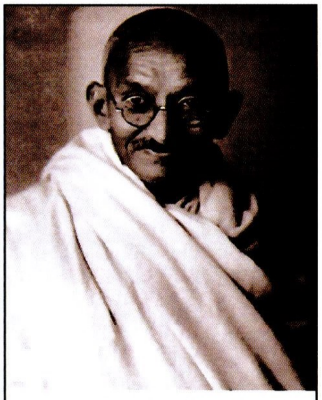
- twelve rooms ✓
- air conditioning ✗
- restaurant ✓
- free breakfast ✓
- gym ✗
- swimming pool and spa ✓
- towels ✓
- activities – walking, kayaking, fishing ✓
- car park ✗

3 Tell Student A about the facilities in the hotel.
The Magic Mountain Hotel has got twelve rooms. It has a lovely restaurant and breakfast is free. ...

4 Which hotel is best for someone ...?
1 on a business trip
2 on holiday

8.2 Student B Exercise 4

1 Listen to Student A and complete the information about these people.



MAHATMA GANDHI
Country: _____
Job: _____
Was born: _____
Died: _____

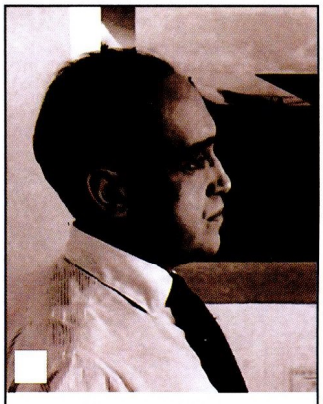


COCO CHANEL
Country: _____
Job: _____
Was born: _____
Died: _____

2 Tell Student A about these people.



MAYA ANGELOU
(writer, USA)
1928–2014



OSCAR NIEMEYER
(architect, Brazil)
1907–2012

8.3 Student B Exercise 9

1 Write a short story (up to thirty words) about this photo. Say what happened, where and when. Use these words in your story: *holiday, cycle, difficult.* Start with:
I was on holiday in Austria last summer ...

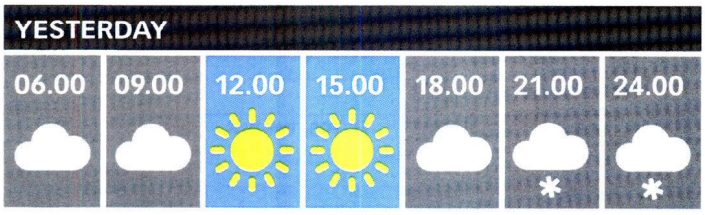


2 Listen to Student A's story.

3 Show Student A your photo and tell your story.

9.4 Student B Exercise 7

1 Work with Student A. Tell them about the weather yesterday. Start with:
In the morning it was ...



2 Ask Student A about the weather for their holiday in Poland last week.

10.1 Student B Exercise 8

1 Read the situation.

> Your school raised some money for an educational trip for the English class. You have a plan on how to spend the money.

2 Work with another Student B. Make sentences with *going to* and the prompts. Add more information to make the trip interesting.

- travel to Oxford, England
- stay with English-speaking families
- visit Oxford University
- see a concert
- eat typical English food

We are going to travel to ...

3 Work with Student A. Take turns to read your sentences. Which trip do you like better?

10.2 Student B Exercise 11

1 Answer the questions about you.

	You	Your partner
1 What time do you usually go to bed?		
2 When is your best friend's birthday?		
3 When did you start school?		
4 When do you like to go shopping?		

2 Ask Student A the questions and write their answers in the *Your partner* column.

A *What time do you usually go to bed?*
B *At 10 o'clock.*

3 Work with another partner. Tell them about Student A.
Leila usually goes to bed at ...

Grammar reference

1.1 Verb *be* (I/you)

GR1.1

1 **I'm** Helena.
2 **I'm not** here on holiday.
3 **A Are** you here to study? **B** Yes, I **am**.

Positive (+)			
I	**'m** **am**		Mario. here on business.
You	**'re** **are**		Laura. here to study.
Negative (–)			
I	**'m** **am**	**not**	Lee. here on holiday.
You	**'re** **are**		Mila. here to study.
***Yes/No* questions (?)**			**Short answers**
Are	you	here to study? Mario?	Yes, I **am**. No, I **'m not**. No, I **am not**.

We use the verb *be* ...

- to say our name, e.g. *I'm Sara.*
- with *here*, e.g. *I'm here on holiday.* *I'm not here to study.*

Contractions

(+) *I* ***am*** = *I'm* (–) *I* ***am not*** = *I'm not*
you ***are*** = *you're* *you* ***are not*** = *you're not*/*you* ***aren't***

But: *Yes, I* ***am***. NOT ~~*Yes, I'm.*~~

We use a capital letter for *I*.

Hi, I'm Jean. NOT ~~*Hi, i'm Jean.*~~

1 Rewrite the sentences with contractions.

1 I am Demir. *I'm Demir.*
2 I am here on holiday _____
3 You are here to study. _____
4 You are not here on holiday. _____

2 Rewrite the sentences to make them negative.

1 I'm Seunghee. *I'm not Seunghee.*
2 I'm here on business. _____
3 You're here on holiday. _____
4 You're Saud. _____

3 Put the words in the correct order to make sentences and questions.

1 Ahmed / I'm / Hi, . *Hi, I'm Ahmed.*
2 you / Are / Serina ? _____
3 on / here / I'm / holiday . _____
4 you / to / Are / here / study ? _____
5 I / Yes, / am . _____

4 Complete the conversation with *am* or *are*. Use contractions where possible.

Peter Hi, I [1] *'m* Peter. [2] _____ you Karina?
Karina Yes, I [3] _____. Nice to meet you. [4] _____ you here on business?
Peter No, I [5] _____ not. I [6] _____ here to study. [7] _____ you here on business?
Karina No, I [8] _____ here on holiday.
Peter Oh, that's nice.

1.2 Verb *be* (we/you)

GR1.2

1 **We're** from Delhi.
2 **We're not** from Angola.
3 **A Are** you from Spain? **B** Yes, we **are**.

Positive (+)			
We/You	**'re** **are**		from Russia. here to study.
Negative (–)			
We/You	**'re** **are**	**not**	from Tokyo. here on business.
***Yes/No* questions (?)**			**Short answers**
Are	you	from Brazil?	Yes, we **are**. No, we **aren't**. No, we **are not**.

- We use the verb *to be* to talk about where we are from.
  *I'**m from** Madrid.* *We'**re from** Dubai.*

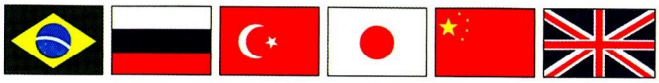
Contractions

(+) *we **are** = we're*
*you **are** = you're*

(–) *we **are not** = we're **not**/we **aren't***
*you **are not** = you're **not**/you **aren't***

But: *Yes, we **are**.* NOT ~~Yes, we're.~~

1 Complete the sentences and questions. Use contractions where possible.



1 Brazil (✓) *I'm from Brazil*.
2 Russia (✗) We _____.
3 Turkey (✗) **A** _____?
B No, we _____.
4 Japan (✗) **A** _____?
B No, I _____.
5 China (✓) **A** _____?
B Yes, I _____.
6 the UK (✓) **A** _____?
B Yes, we _____.

2 Complete the conversations.

1 Spain/Valencia
A *Are you from Spain*?
B *Yes, I am*.
A *Where in Spain*?
B *Valencia*.

2 Indonesia/Bandung
A _____?
B _____.
A _____?
B _____.

3 Australia/Brisbane
A _____?
B _____.
A _____?
B _____.

1.3 Question words

GR1.3

1 **A** **What's** your phone number? **B** It's 020 7946 0443.
2 **A** **Where** are you from? **B** Bangalore.
3 **A** **How** do you spell your name? **B** E-M-E-L.

- We use different question words for different types of information.
  - *What* – to ask about things and people, e.g. ***What's** your name?*
  - *Where* – to ask about a place, e.g. ***Where** are you from?*
  - *How* – to ask about the way we do something, e.g. ***How** do you spell your name?*
- To make *Wh-* questions with *to be* we use …
  Question word + is/are + subject?
  What is your name? *Where are you from?*

Contractions

*What **is** = What's* *What **are*** NOT ~~What're~~
*Where **is** = Where's* *Where **are*** NOT ~~Where're~~

1 Match questions 1–6 to answers a–f.

1 What's your name? *e*
2 How do you spell your last name? ___
3 Where are you from? ___
4 Where in Australia? ___
5 What's your phone number? ___
6 Are you here to study? ___

a Australia.
b 0061 475 524 6692.
c Perth.
d No, I'm here on business.
e Martin Rost.
f R-O-S-T.

2 Complete the conversation with *Where, How, What* and *Are*.

A Hi, My name's André. [1] *What's* your name?
B I'm Monica. Nice to meet you.
A Nice to meet you, too. [2] _____ are you from?
B I'm from Sweden.
A [3] _____ in Sweden?
B Uppsala.
A [4] _____ do you spell that?
B U-P-P-S-A-L-A. [5] _____ you from France?
A Yes, I am. I'm from Paris.
B Oh, nice. [6] _____ you here to study?
A Yes, I am.

2.1 *this/that/these/those*; verb *be* (it/they)

GR2.1a

	Near	Not near
Singular	**this**	**that**
Plural	**these**	**those**

- We use ...
  1 *this* and *these* to talk about people or things near us.
  ***This** is a tablet.*
  2 *that* and *those* to talk about people or things that are not near us.
  ***Those** are my friends.*

GR2.1b

***Wh-* questions (?)**				
What	**'s** / **is**	this / that	in English?	It**'s** a pen. / It **is** an apple.
	are	these / those		They**'re** notepads. / They **are** bags.

- We use the verb *be* to ask and answer questions about people and things.
- We often use *this/that* to introduce or talk about people.
  ***This** is my friend, Robert.*

A *Who's **this/that**?* **B** *It's my friend, Sonny.*
A *Who are these/those **people**?* **B** *They're my friends.*
NOT ~~*Who are these/those?*~~

We don't use contractions in questions with *are*.
Who are those people? NOT ~~*Who're those people?*~~

1 Rewrite the questions and answers with contractions where possible.

1 **A** What is this? *What's this?*
B It is an umbrella. *It's an umbrella.*
2 **A** What are these? _____
B They are notepads. _____
3 **A** What is that? _____
B It is a bag. _____
4 **A** What are those? _____
B They are apples. _____
5 **A** Who is that? _____
B It is my friend, Benny. _____
6 **A** Where are those people from? _____
B They are from Chile. _____
7 **A** What is this in English? _____
B It is a key. _____

2 Look at the illustrations. Circle the correct option.



1 **A** What's *this / that / those* in English?
B *It's / They're* a wallet.
2 **A** Who's *that / these / this*?
B My friend, Rina.
3 **A** Where are *those / these / that* people from?
B *They're / It's* from Spain.
4 **A** *This / These / That* is Paula from Colombia.
B Nice to meet you, Paula.
5 **A** What are *those / that / this*?
B *They're / It's* umbrellas.
6 **A** What is *that / those / these*?
B *It's / They're* a tablet.

2.2 Verb *be* (he/she/it/they)

GR2.2

1 She**'s** a student.
2 They **aren't** nurses.
3 **A** **Is** it from Japan? **B** No, it **isn't**.

Positive (+)		
He/She	**'s/is**	from Turkey.
It		a pen.
They	**'re/are**	notepads.
Negative (–)		
He/She	**isn't/is not**	a taxi driver.
It		an apple.
They	**aren't/are not**	doctors.

***Yes/No* questions (?)**			**Short answers**		
Is	he/she/it	from Mexico?	Yes,	he/she/it they	**is.** **are.**
Are	they	taxi drivers?	No,	he/she/it they	**isn't.** **aren't.**

- We use the verb *be* to talk or ask about people's jobs.
  *He **is** a teacher. **Are** they taxi drivers?*

Contractions

(+) *he **is** = he's*
*they **are** = they're*

(–) *she **is not** = she **isn't***
*they **are not** = they **aren't**/they're **not***

But: *Yes, he/she/it **is**.* NOT ~~*Yes, he's.*~~
*Yes, they **are**.* NOT ~~*Yes, they're.*~~

1 Put the words in the correct order to make sentences and questions.

1 doctor / a / not / I'm . *I'm not a doctor.*
2 not / She's / engineer / an . _____
3 're / They / nurses . _____
4 They / assistants / aren't / shop . _____
5 **A** a / Is / laptop / it / ? _____
B isn't / it / No, . _____
6 **A** Are / teachers / they / ? _____
B are / Yes, / they . _____

2 Complete the conversation with *is*, *are* and *they*. Use contractions where possible.

A These [1] *are* my friends Gabriella and Adrian.
B Nice photo! [2]_____ [3]_____ from Brazil?
A No, they [4]_____ from Ecuador.
B Are [5]_____ doctors?
A No, Adrian [6]_____ a teacher in Doha.
B Where [7]_____ Doha?
A It [8]_____ in Qatar. And Gabriella [9]_____ a student.
B [10]_____ she in Qatar?
A No, she [11]_____ in London.

2.3 Subject pronouns

GR2.3

Subject pronouns	
Singular	**Plural**
I	We
You	You
He	They
She	
It	

I'm a waiter.
***You**'re from India.*
***She**'s a doctor.*
***He**'s from London.*
***It**'s in my bag.*

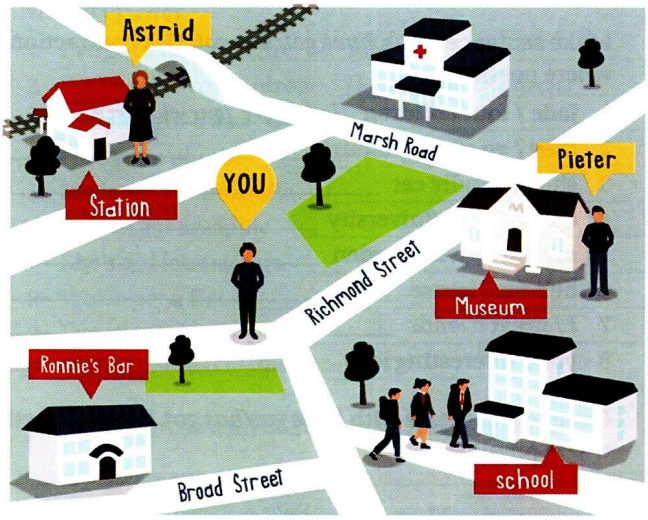
***We** are married.*
***They**'re students.*
***They**'re in my bag.*

- We use a subject pronoun, e.g. *I, you,* etc. in place of a noun or name.
  ***The hospital**'s on Oxford Street. **It**'s very big.*
  ***Johann**'s from Brazil. **He**'s a teacher.*

1 Complete the sentences and questions with the correct subject pronoun.

1 I'm a student. *I*'m at university.
2 **A** Are _____ Johann's teacher? **B** Yes, I am.
3 **A** Where's David? **B** _____'s at home.
4 This is my sister, Aisha. _____'s an engineer.
5 This is my laptop. _____'s expensive.
6 My name's Sara and this is Alex. _____'re engineers.
7 These are my friends, Mia and Jo. _____'re here on holiday with me.
8 **A** Where's Faro? **B** I think _____'s in Spain.

2 Write questions and answers using the map.



1 you
A *Where are you?*
B *I'm on Richmond Street.*
2 hospital
A *Where's the hospital?*
B _____
3 Ronnie's Bar
A _____
B _____
4 Astrid
A _____
B _____
5 Pieter
A _____
B _____
6 the students
A _____
B _____

3.1 *have got, has got*

GR3.1
1 I**'ve got** a big house.
2 We**'ve got** good jobs.
3 She**'s got** a dog.

Positive (+)		
I You We They	**'ve got (have got)**	an expensive wallet. a lovely flat. great neighbours. a nice car.
He She It	**'s got (has got)**	a good job. a clever dog. a big garden.

We use *have got* and *has got* ...

- to talk about possession.
  *I**'ve got** a big dog.* *She**'s got** a good job.*
- to describe places.
  *It**'s got** a big hospital.*

1 Make sentences with ***have got/has got***. Use contractions where possible.

1 Jade / four children *Jade's got four children.*
2 they / good neighbours _____
3 she / friendly cat _____
4 Oxford / big university _____
5 my flat / lovely garden _____
6 he / nice house _____
7 I / great friends _____
8 you / interesting job _____

2 Complete the texts with ***have got/has got***. Use contractions where possible.

I'm Canadian and my partner Bella is Italian. I [1] *'ve got* an interesting job. I'm a hotel manager in Venice. It's a lovely city. The hotel is big; it [2]_____ fifty rooms. Bella [3]_____ a job in the hotel, too. We [4]_____ two children and three cats.

My village is not big. It [5]_____ a school and a cheap hotel. We [6]_____ a small house and two friendly dogs. I [7]_____ two neighbours, Pedro and Jana. Pedro is a clever man and he [8]_____ a hard job. He's an engineer. He [9]_____ an expensive car! We like the village – we [10]_____ a lot of good friends here.

3.2 *have got* negatives and questions

GR3.2a
1 You **haven't got** a garden.
2 He **hasn't got** nice neighbours.
3 It **hasn't got** a university.

Negative (–)		
I/You/We/They	**haven't got (have not got)**	a car. a big flat.
He/She/It	**hasn't got (has not got)**	a pet. a garden.

- To make the negative form, we use ...
  Subject + ***haven't got/hasn't got***

GR3.2b
1 **A Have** you **got** a pet? **B** Yes, I **have.**
2 **A Has** she **got** an expensive car? **B** No, she **hasn't.**

Yes/No questions (?)			Short answers
Have	I/you/we/they	**got**	a big house? a lovely garden?
Has	he/she/it		
Short answers			
(+) Yes,	I/you/we/they he/she/it		**have.** **has.**
(–) No,	I/you/we/they he/she/it		**haven't (have not).** **hasn't (has not).**

- To make questions with ***have got/has got,*** we use ...
  Have/Has + subject + ***got***?

Short answers with *have got*

*Yes, I **have**.* NOT ~~Yes, I have got.~~
*No, she **hasn't**.* NOT ~~No, she hasn't got.~~

1 Put the words in the correct order.

1 **A** she / got / Has / a / car ? *Has she got a car?*
B has / Yes, / she . *Yes, she has.*
2 an / hasn't / umbrella / got / She . _____
3 **A** a / we / key / Have / got ? _____
B No, / haven't / we . _____
4 **A** they / Have / bank / got / accounts ? _____
B they / Yes, / have . _____
5 job / You / got / a / haven't . _____
6 TV / We / a / haven't / got . _____
7 haven't / I /got / good / a / class / in this / friend . _____

2 Match questions 1–8 to answers a–h.

1 Has she got a big house? c
2 Have we got nice hotel rooms? ___
3 Have they got a car? ___
4 Has it got a good story? ___
5 Have they got bicycles? ___
6 Has he got two children? ___
7 Have you got my keys? ___
8 Has my room got a computer? ___

a No, they haven't.
b No, he's got three.
c No, it's small.
d No, they've got a car.
e Yes, they're lovely.
f Yes, it's a great book.
g Yes, and it's got a TV, too.
h Yes, they're in my bag.

3.3 Possessive determiners and possessive 's

Possessive determiners: *my, your,* etc.

GR3.3a

1 This is **my** father.
2 That's **your** book.
3 You've got **his** keys.
4 This is **her** daughter.
5 The hotel's got nine rooms. **Its** rooms are big.
6 These are **our** children.
7 Those people are **their** friends.

Personal pronoun	I	you	he	she	it	we	they
Possessive determiner	my	your	his	her	its	our	their

We use possessive determiners ...

- to talk about family and friends.
  *This is **my** mother. That's **his** brother, Arthur.*
- to show that something belongs to somebody.
  *She's got **my** bag.*

Possessive 's

GR3.3b

1 I'm Robert**'s** sister.
2 We're Leonardo**'s** brothers.
3 Alice is Bob and Sally**'s** daughter.
4 Are they your friends' books?

We use 's to say that something or someone belongs to a person, place or thing.

- We often use possessive 's with names.
  *This is Bianca**'s** house. Are you Rafiq**'s** sister?*
- When the name ends in s, we still use 's.
  *Here is Ross**'s** pen.*
- When there is more than one person, the 's goes after the last name.
  *These are Monika and Yung**'s** keys.*
  *Sally is Abby and George**'s** grandmother.*
- When the noun is plural, we only add ' after the plural s.
  My parents' car is old.

***My sister's** children.* (= I have one sister.)
***My sisters'** children.* (= I have more than one sister.)

***'s** = is/has/possessive 's*
*She**'s** my sister. = She **is** my sister.*
*He**'s** got five brothers. = He **has** got five brothers.*
*Aya**'s** books are in my bag. = The books belong to Aya.*

1 Rewrite the sentences with possessive determiners. Start with *It* or *They*.

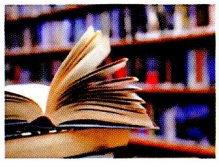
1 I've got a laptop. *It's my laptop.*
2 We've got two children. *They're our children.*
3 They've got a car. ___
4 He's got a phone. ___
5 She's got an umbrella. ___
6 You've got an apple. ___
7 She's got four sisters. ___
8 We've got a flat. ___
9 I've got six keys. ___
10 You've got two wallets. ___

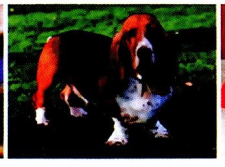
2 Write sentences with 's. Start with *This* or *These*.


1 my aunt
This is my aunt's car.


2 my boss
___


3 Meg and Kane
___


4 Jiang and Ting
___


5 Colin
___


6 my brother
___

4.1 Present simple positive

GR4.1

1 I **live** in Cape Town.
2 She **likes** English films.
3 He **teaches** children.
4 We **watch** TV a lot.

Positive (+)		
I/You/We/They	**work** **teach**	in Brasilia.
He/She/It	**works** **studies**	

- We use the present simple to talk about habits or routines.
  *He **goes** abroad a lot.*
- Most verbs add *-s* for *he/she/it*.
  *live – She **lives** in France.*
  *like – He **likes** cats.*
- The *he/she/it* form of *have* is *has*.
  *I **have** a great job. She **has** a great job.*

Spelling rules

- We add *-es* to verbs ending in *-ch*, *-sh*, *-ss* and *-o*.
  teach → he teaches, watch → she watches, go → it goes
- We delete *-y* and add *-ies* to verbs ending in consonant + *-y*.
  study → studies

We use both *have* and *have got* for possession.
*Jonas **has got** a beautiful house. = Jonas **has** a beautiful house.*
We can contract *has got*, but not *have* for posession.
*She **has got** a car. = She**'s got** a car.*
*She **has** a car.* NOT ~~*She's a car.*~~
We use *have* (NOT *have got*) to talk about present simple actions.
*I often **have** lunch at 1.30.* NOT ~~*I often have got lunch at 1.30.*~~

1 Circle the correct option.

1 We *go* / *goes* to different schools.
2 Bella's son *study* / *studies* at Dublin University.
3 My daughters *live* / *lives* in Barcelona.
4 I *watch* / *watches* TV every evening.
5 They *want* / *wants* to help the charity.
6 You *have* / *has* seven children.
7 We *like* / *likes Spider-Man* comics.
8 Our father *read* / *reads* a lot of books.
9 Gita and Sandip *play* / *plays* computer games.
10 My sister *teach* / *teaches* English in Thailand.

2 Write sentences about Hannah. Start with *She* ....

Hi, I'm Hannah. [1] I live in Abu Dhabi and [2] I have three children. [3] I teach at the university. [4] I work from 7 a.m. to 2 p.m. [5] I like my job. In the evening, [6] I study English and watch films. [7] I go abroad a lot.

1 *She lives in Abu Dhabi.*
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____

4.2 Present simple negative

GR4.2

1 I **don't walk** to school.
2 She **doesn't teach** maths.
3 The village **doesn't have** a hospital.
4 The buses **don't go** to my street.

Negative (–)		
I/You/We/They	**don't** **(do not)**	**drive** to work.
He/She/It	**doesn't** **(does not)**	

- To make the present simple negative we use ...
  don't/doesn't + verb (infinitive without *to*).
- For the *he/she/it* form, we don't add *-s* or *-es* to the verb.
  *He **doesn't drive** to work.* NOT ~~*He doesn't drives to work.*~~

Contractions

do not = don't does not = doesn't

1 Complete the sentences with the correct form of the verbs in (brackets).

1 He *doesn't watch* TV in the morning. (watch ✗)
2 I _____ chemistry at King Saud University. (teach ✓)
3 She _____ to the beach at the weekend. (go ✓)
4 They _____ in Jamaica. (live ✗)
5 You _____ friendly neighbours. (have ✓)
6 He _____ tennis. (like ✗)
7 It _____ a big garden. (have ✗)
8 We _____ to school. (cycle ✓)

2 Put the words in the correct order.

1 doesn't / Our / have / good / city / a / school .
Our city doesn't have a good school.

2 live / don't / city centre / in / We / the .
_____

3 to / Dan / walk / work / doesn't .
_____

4 the / don't / to / buses / go / train station / The .
_____

5 motorcycles / like / I / don't .
_____

6 TV / sister / Her / watch / doesn't .
_____

7 don't / school / study / at / my / You .
_____

3 Complete the text with the verbs in the box.

have like ~~live~~ plays read teaches walk watches work

I [1] *live* in the centre of Paris with my sister. I'm a nurse and I [2]_____ in a big hospital. My sister [3]_____ at university – she's a maths teacher. We don't [4]_____ a car, so I [5]_____ to work and my sister cycles. In the evenings, I [6]_____ books and magazines, but my sister [7]_____ TV and [8]_____ computer games. We don't [9]_____ sport.

4.3 Present simple *yes/no* questions

GR4.3

1 **A** **Do** you **have** breakfast in the morning?
B Yes, I **do**.

2 **A** **Do** they **start** school at nine o'clock?
B No, they **don't**.

3 **A** **Does** she **go** to work on Saturdays?
B Yes, she **does**.

4 **A** **Does** the city **have** good restaurants?
B No, it **doesn't**.

***Yes/No* questions (?)**		
Do **Does**	I/you/we/they he/she/it	**like** coffee? **go** to work by bus?
Short answers		
(+) Yes,	I/you/we/they he/she/it	**do.** **does.**
(–) No,	I/you/we/they he/she/it	**don't (do not).** **doesn't (does not).**

- To make present simple *Yes/No* questions we use ...
  Do/Does + subject + verb (infinitive without *to*)?
- In present simple questions with *he/she/it* we don't add *-s* or *-es* to the verb.
  Does *she* ***teach*** *maths?* NOT ~~*Does she teaches maths?*~~
- In short answers to *Yes/No* questions we use *do/does*, not the main verb.
  A ***Do*** *you like tea?*
  B *Yes, I* ***do****.* NOT ~~*Yes, I like.*~~

1 Complete the sentences with *do*, *does*, *don't* or *doesn't*.

1 **A** *Does* your sister work at the weekend?
B Yes, she _____.

2 **A** _____ Bill and Sarah have lunch at work?
B No, they _____.

3 **A** _____ you play computer games?
B Yes, we _____.

4 **A** _____ he read books?
B No, he _____.

5 **A** _____ your house have a garden?
B Yes, it _____.

2 Write the sentences as questions.

1 She lives with her parents.
Does she live with her parents?

2 They work in the city centre.
_____

3 He has breakfast at 6 a.m.
_____

4 Abdul studies English at the weekend.
_____

5 Your daughters want to go abroad.
_____

3 Complete the conversation.

A Are you a manager?
B Yes, I am.
A So, tell me about your job. [1] *Do* you start early?
B No, I [2]_____. From Monday to Friday, I start at 11.00.
A [3]_____ you finish late?
B Yes, I finish at about 8.00.
A [4]_____ your wife work with you?
B Yes, she [5]_____. But she [6]_____ work on Monday. She works Tuesday to Friday.
A Oh, that's nice. [7]_____ you work on Saturday?
B Yes, I [8]_____, but my wife [9]_____.
A [10]_____ you have time with your family?
B Yes, on Sunday. We go out with friends, watch a film and have dinner.

5.1 Adverbs of frequency

GR5.1

1 She **always** buys expensive jeans.
2 You **don't usually** wear smart clothes.
3 I **often** read fashion magazines.
4 We **sometimes** go shopping at the weekend.
5 They **never** wear the same clothes.

We use adverbs of frequency with the present simple to say how often we do something.

0%	30–40%	70–80%	85–95%	100%
never	sometimes	often	usually	always

Word order for adverbs of frequency

- In positive sentences we put the adverb before the verb.
  *We **usually get up** early. She **never cycles** to work.*
- In negative sentences, the adverb goes between the auxiliary *don't/doesn't* and the main verb.
  *He **doesn't always have** breakfast.*
- We put the adverb after the verb *be*.
  *I **am often** at home in the evenings.*
  *The clothes **are always** expensive here.*

We say: *I don't always ...* *I don't usually ...* *I don't often ...*
NOT ~~I don't sometimes ...~~ ~~I don't never ...~~

1 Put the adverbs in the box in the correct place on the line.

always often sometimes ~~never~~ usually

0% → 100%

1 never	2 _____	3 _____	4 _____	5 _____

2 Rewrite the sentences with the pronouns and adverbs in (brackets).

1 She reads newspapers in the morning. (we/never)
We never read newspapers in the morning.
2 She has breakfast in bed. (I/sometimes)
_____
3 We get up early. (they/usually)
_____
4 You drive to work. (he/always)
_____
5 They don't buy expensive clothes. (she/not often)
_____

3 Complete the text with the verbs in the box and an adverb of frequency.

buy go goes visits ~~wear~~ wears

Fashion isn't important to me. I [1] *usually wear* (90%) blue jeans and a T-shirt. I [2] _____ _____ (35%) shopping for clothes in small shops in my city, but I [3] _____ _____ (0%) expensive clothes. My brother [4] _____ _____ (100%) new clothes. He [5] _____ _____ (75%) New York for work and he [6] _____ _____ (90%) to the city centre malls for shopping.

5.2 *Wh-* questions

GR5.2

1 **A** **What**'s your favourite restaurant?
B Rioshi's, on Sanur Road.
2 **A** **When** do they start work?
B At 9.15.
3 **A** **What** colour are her trainers?
B They're red and white.

- *Wh-* questions start with a question word, e.g. *What, Where, When, Why*. We use ...
  1 *what* to ask about things
  2 *where* to ask about places
  3 *when* to ask about time
  4 *why* to ask about reasons

Wh- questions with *be*

In questions with the verb *be* we use ...
Wh- word + ***is/are*** + subject?
***What's** her favourite colour?* ***Why are** they sad?*

Wh- questions with other verbs

In questions with other verbs we use ...
Wh- word + ***do/does*** + subject + verb (infinitive without *to*)?
***What does** your cat **eat**?* ***Why do** you **like** fashion?*

What + noun

- We use *What* + noun to make questions about specific things.
  ***What colour** is your bag?* ***What music** does she like?*
  ***What languages** do you study?* ***What time** is it?*

Contractions

- We contract *is* after question words.
  *What**'s** her name?* *Where**'s** my skirt?*
- We don't contract *are* after question words.
  *When **are** .../Why **are** ...* NOT ~~When're .../Why're ...~~, etc.
- We don't contract *is* when the last word is a pronoun (*I, you*, etc.).
  *Where **is** she?* NOT ~~Where's she?~~

1 Complete the questions with the correct question word.

1 Where does he live?
2 _____ time does the class start?
3 _____ does the bank close on Friday?
4 _____'s your brother's birthday?
5 _____ clothes do you like?
6 _____ are their names?
7 _____'s that book interesting?

2 Circle the correct option.

1 Why *do* / *does* they like that modern building?
2 What *do* / *does* she do in the evening?
3 What colour *'s* / *are* your new trousers?
4 What time *do* / *does* we have dinner?
5 Where *do* / *does* his sisters live?
6 What *'s* / *are* your favourite clothes?

3 Match questions 1–6 in exercise 2 to answers a–f.

a 2 She watches TV.
b ___ Black.
c ___ Because it's interesting and different.
d ___ At 6.30.
e ___ Casual clothes.
f ___ In Madrid.

5.3 Present simple – all forms

GR5.3

1 I **wear** smart clothes at work.
2 My sister **enjoys** clothes shopping.
3 Raul and Sophie **don't like** fashion clothes.
4 She **doesn't work** in an office.
5 **A** What **do** you **do** at weekends? **B** I go out with friends.
6 **A** **Does** your sister **live** in Lublin? **B** Yes, she **does**.

Positive (+)			
I/You/We/They	**like**		colourful clothes.
He/She	**wears**		traditional clothes.
It	**leaves**		at 4.30.
Negative (–)			
I/You/We/They	**don't**	**live**	in Italy.
He/She	**doesn't**	**have**	dinner at 7 p.m.
It	**doesn't**	**arrive**	at 8 o'clock.
***Yes/No* questions (?)**		**Short answers**	
Do	I/you/we/they	**read**	comics?
Does	he/she	**speak**	Japanese?
Does	it	**look**	good?

Short answers	
Yes, I/you/we/they **do**. Yes, he/she/it **does**.	No, he/she/it **doesn't**. No, I/you/we/they **don't**.
***Wh*- questions (?)**	
What books **do** you **read**?	Where **does** he **live**?

1 Put the words in the correct order.

1 I / wear / sometimes / skirts / long / really .
I sometimes wear really long skirts.
2 She / lots / clothes / of / beautiful / has .
_____
3 **A** you / at / Do / shoes / home / wear ?
_____
B don't / No, / I .
_____
4 doesn't / He / like / clothes / smart .
_____
5 We / different / have / hairstyles .
_____
6 **A** put / Does / he / cream / his / on / face ?
_____
B he / does / Yes, .
_____

2 Complete the conversation with the correct form of the verbs in (brackets).



A Where [1] *do* you *come* (come) from, Anouk?
B I'm from Greenland, but I [2]_____ (live) in Copenhagen. I [3]_____ (work) in a hospital.
A Tell me about this photo.
B This is a picture of my brother and sister in our traditional clothes. Men and women [4]_____ (have) different styles. Men [5]_____ (wear) white shirts, black trousers and black boots. Women [6]_____ (wear) colourful clothes. In this photo, my sister [7]_____ (have) a really nice red jumper and white boots.
A What [8]_____ people in Greenland usually _____ (wear)?
B Well, I [9]_____ (have got) a lot of warm clothes because it's always really cold!
A [10]_____ you _____ (like) traditional clothes?
B No, I don't. I [11]_____ (like) fashion clothes.

6.1 *there is/there are*

GR6.1

Singular			
Positive (+)		**Negative (–)**	
There's (**There is**)	a theatre.	**There isn't** (**There is not**)	a park.

Plural			
Positive (+)		**Negative (–)**	
There are	refreshments.	**There aren't** (**There are not**)	any hotels.

We use *There is/There are* to talk about things that exist or don't exist somewhere.

There's *a Korean restaurant on Chapel Street.*
There aren't *any parks in my town.*

We use *any* before plural nouns in negative sentences.

There aren't ***any*** *good* ***facilities*** *here.*

Contractions

There ***is*** *= There's*
There ***are*** NOT ~~There're~~
There ***is not*** *= There* ***isn't***
There ***are not*** *= There* ***aren't***

When we talk about a list of things, we use *There's ...*
There's *a gym, a car park and a good restaurant at the hotel.*
NOT ~~There are a gym, a car park ...~~

1 Look at the map. Write sentences about the facilities.



1 football stadium *There's a football stadium.*
2 buses *There aren't any buses.*
3 park _____
4 café _____
5 shops _____
6 hospital _____
7 museums _____
8 hotels _____
9 restaurants _____
10 cinema _____

6.2 *Is there ...?/Are there ...?*

GR6.2

Singular		
Yes/No **questions (?)**	**Short answers**	
Is there a shower?	Yes,	**there is.**
	No,	**there isn't** (**is not**).

Plural		
Yes/No **questions (?)**	**Short answers**	
Are there any towels?	Yes,	**there are.**
	No,	**there aren't** (**are not**).

- We use *Is there ...?/Are there ...?* to ask about things in a place.
  Is there *a lift in the hotel?*
- We use *a/an* before singular nouns in questions.
  Is there ***a phone/an iron*** *in the room?*
- We use *any* before plural nouns in questions.
  Are there ***any*** *gym* ***facilities*** *here?*
- We don't use contractions in positive short answers.
  Yes, there ***is****./Yes, there* ***are****.* NOT ~~Yes, there's./Yes, there're.~~

Contractions

No, there ***is not****. = No, there* ***isn't****.*
No, there ***are not****. = No, there* ***aren't****.*

The words *Wi-fi*, *air-conditioning* and *coffee* don't add *-s* and we don't use an article before these words.
Is there ***air conditioning/wi-fi*** *in my room?*
NOT ~~Are there air-conditionings ...?, Is there a Wi-fi ...?~~

1 Complete the conversation with the correct form of *there is/there are*. Use contractions where possible.

A Is your hotel nice?
B Yes, my room is lovely. [1] *There's* a very big bed and a beautiful bathroom.
A [2] _____ a bath?
B Yes, [3] _____. It's a really big one!
A [4] _____ a balcony?
B No, [5] _____.
A [6] _____ any restaurants and shops in the hotel?
B [7] _____ a good Italian restaurant, but [8] _____ any shops.
A [9] _____ a swimming pool?
B Yes, it's next to the gym. But it's very cold!
A [10] _____ any interesting places near the hotel?
B Yes, [11] _____ an old theatre, a modern museum, a plaza and a park.

2 Look at the illustration. Write questions and answers.



1 bed *Is there a bed?* *Yes, there is.*
2 towels _____
3 TV _____
4 newspapers _____
5 bath _____
6 fridge _____
7 refreshments _____
8 phone _____
9 iron _____
10 keys _____

6.3 *each* and *all the*

GR6.3

1 **Each** room has a sofa.
2 **All the** rooms have got big beds.
3 **All the** children in this school are happy.
4 Does **each** flat have a kitchen?
5 Do **all the** trains go to London?

each		
Each room	has	Wi-fi. a phone. three towels.
	is	big. a different colour.
all the		
All the rooms	have got	towels. safes.
	are	small. cold.

- We use *each* when we want to talk about separate things in a group.
  ***Each kitchen** has got a big fridge.*
- We use *all + the* when we want to talk about the whole group.
  ***All the kitchens** have got big fridges.*
- We use *each* before a singular noun.
  ***Each flat**'s got a small garden.*
- We use *all + the* with plural nouns.
  ***All the tables** are very small.*

1 Complete the sentences with *all the* or *each*.

1 *All the* rooms have air conditioning.
2 _____ door is a different colour.
3 _____ bedrooms are very cold.
4 Does _____ room have a balcony?
5 Have _____ hotels got swimming pools?
6 _____ teachers in my school are very nice.

2 Write full sentences or questions with the prompts.

1 all / rooms / have / tables
All the rooms have tables.
2 each / cinema / have / café
_____
3 all / restaurants / be / good
_____
4 all / trains / have / toilets / ?
_____
5 be / each / flat / different / ?
_____

3 Complete the conversation with the words in the box.

all (×4) different each (×2) have ~~like~~ near teachers

Anka Hi. How are you?
Bob I'm fine, thanks. Do you [1] *like* your new school?
Anka Yes, I do. [2]_____ the classes are interesting.
Bob Oh, that's good. Do you like all your [3]_____?
Anka Yes, I do. [4]_____ teacher has a [5]_____ style.
Bob Are the facilities good?
Anka Yes, [6]_____ the rooms [7]_____ big windows and new furniture. [8]_____ room is a different colour.
Bob Is there a café?
Anka No, but [9]_____ the students go to cafés [10]_____ the school.
Bob Do [11]_____ the students work hard?
Anka Sometimes!

7.1 *can/can't*

GR7.1

1 I **can** sing.
2 You **can't** remember my name.
3 She **can** speak Hungarian.
4 He **can't** understand the film.
5 We **can** use a computer.
6 They **can't** dance.

Positive (+)		
I/You/He/She/It/We/They	**can**	play the guitar.
Negative (–)		
I/You/He/She/It/We/They	**can't (cannot)**	ride a bicycle.

- We use *can/can't* + verb to talk about people's abilities.
  *They **can** swim.*
- *Can* is the same for all subjects (*I, you,* etc.). We don't add *-s* for *he/she/it.*
  *He can **sing**.* NOT ~~*He can sings.*~~
- After *can* we use the infinitive without *to.*
  *I can't **play** the piano.* NOT ~~*I can't to play the piano.*~~

1 Look at the illustrations. Write sentences with *can/can't.*



1 He *can play the piano.*
2 She _____
3 You _____
4 I _____
5 They _____
6 We _____

2 Complete the sentences with *can/can't* and two verbs in the box.

do ~~drive~~ fly paint play (×2) read remember (×2) ~~ride~~ speak use

1 He ✓ *can ride* a bicycle, but he ✗ *can't drive* a car.
2 You ✗ _____ a computer, but you ✓ _____ a picture.
3 She ✓ _____ English, but she ✗ _____ English books.
4 I ✓ _____ the guitar, but I ✗ _____ easy maths.
5 Birds ✓ _____, but they ✗ _____ tennis.
6 I ✓ _____ faces, but I ✗ _____ names.

7.2 *Can you ...?*

GR7.2

1 **A** **Can** you type?
  B Yes, I **can**.
2 **A** **Can** he swim?
  B No, he **can't**.

***Yes/No* questions (?)**		
Can	I/you/he/she/it/we/they	speak Spanish?
Short answers		
Yes, I/you/he/she/it/we/they		**can**.
No, I/you/he/she/it/we/they		**can't (cannot)**.

- We use *Can* + subject + infinitive without *to* to ask about people's abilities.
  ***Can he speak** English?* NOT ~~*Can he to speak English?*~~
- We don't use *do/does* with *can* for questions.
  ***Can** you use Excel?* NOT ~~*Do you can use Excel?*~~

1 Circle the correct option.

A Tell me about you. Can you [1] *use / play* a computer?
B Yes, I can.
A Can you [2] *type / types* fast?
B No, I [3] *can't / can*, but I can [4] *read / reads* fast.
A OK, [5] *can you / do you can* speak French?
B I can read and write French, but I [6] *can't / can* speak well.
A Can you [7] *drive / ride*?
B [8] *Yes / No*, I can, but I haven't got a car.
A Can you [9] *use / take* a camera?
B Yes, but not well.
A Can you [10] *swim / to swim*?
B Yes, but very badly.

2 Change sentences 1–6 to make questions.

1 He can't drive a car. *Can he drive a car?*
2 You can swim well. _____
3 She can ride a motorbike. _____
4 They can't understand the instructions. _____
5 This phone can take photographs. _____
6 They can't use a computer well. _____

7.3 *like + -ing*

GR7.3

1 I **like** travel**ling**.
2 She **doesn't like** cats.
3 **Does** she **like** go**ing** out?
4 What **do** you **like** do**ing** in your free time?

Positive (+)			
I/You/We/They		**like** swimm**ing**.	
He/She/It		**likes** cats.	
Negative (–)			
I/You/We/They	**don't**	**like**	runn**ing**.
He/She/It	**doesn't**		apples.

***Yes/No* questions (?)**	**Short answers**
Do you **like** read**ing**?	Yes, I **do**./No, I **don't** (**do not**).
Does he **like** books?	Yes, he **does**./No, he **doesn't** (**does not**).

***Wh-* questions (?)**			
What	**do**	you	**like** doing?
	does	she	

- We use *like* + verb + *-ing* to talk about hobbies and interests.
  *He **likes playing** tennis. We **like taking** photographs.*
- We use *like* + noun to talk about things we like.
  *I **like dolphins**. She **likes music**.*
- We use *love* and *hate* in the same way we use *like*.
  *He **loves making** things. They **hate cars**.*

Spelling rules

- We usually add *-ing* to the infinitive form of the verb.
  read → reading, go → going, study → studying
- For verbs ending in *-e*, we delete *-e* and add *-ing*.
  drive → driving, make → making
- For verbs ending in one vowel and one consonant, e.g. *get, run, shop, travel,* etc., we double the final consonant.
  shop → shopping, travel → travelling

- When we use *like* + noun we usually use the plural form of the noun.
  I like dogs. NOT ~~*I like dog.*~~
  She loves children. NOT ~~*She loves a child.*~~
- Some nouns do not add *-s*, e.g. *music, food, coffee.*
  I like Japanese music. NOT ~~*I like Japanese musics.*~~

1 Match beginnings 1–7 to endings a–g.

1	*b*	We	a don't like gardening.
2	___	I	b love dancing.
3	___	She	c he like music?
4	___	What does	d he like?
5	___	What do	e you like travelling?
6	___	Do	f hates playing video games.
7	___	Does	g you like doing?

2 Complete the sentences with the correct form of *like* and the *-ing* form of the verbs in the box.

~~be~~ do (×2) get go make play read ride watch

1 I *like being* at home on Sundays.
2 She _____ out on Friday evenings.
3 What do you _____ in your free time?
4 I don't _____ comics.
5 He _____ football and tennis.
6 Do they _____ bicycles?
7 Does she _____ things?
8 What does he _____ at the weekend?
9 She doesn't _____ sport on TV.
10 They don't _____ up early at the weekend.

3 Put the conversation between Mustafa (M) and Sally (S) in the correct order.

a ___ **M** I like watching TV and playing computer games. Do you like computers?
b *1* **M** Sally, what do you like doing at weekends?
c ___ **M** They like getting up late and listening to music.
d ___ **M** No, I hate shopping!
e ___ **M** I see. Do you see your friends at weekends?
f ___ **S** Not really. I use them at work, but I don't like using them at home.
g ___ **S** I like playing sports and being at home. What do you like doing?
h ___ **S** What do your friends like doing?
i *10* **S** I love getting up late, too.
j ___ **S** Yes, we sometimes go shopping or go to restaurants. Do you like shopping?

8.1 Verb *be* past simple

GR8.1

1 I **was** a happy child.
2 She **wasn't** at an expensive school.
3 We **weren't** poor.
4 His parents **were** rich.
5 **A Was** your house big? **B** No, it **wasn't**.
6 **A Were** they at home? **B** Yes, they **were**.

Positive (+)		
I/He/She/It	**was**	a teacher.
You/We/They	**were**	sad.
Negative (–)		
I/He/She/It	**wasn't (was not)**	at a good school.
You/We/They	**weren't (were not)**	happy.

***Yes/No* questions (?)**	**Short answers**
Was he friendly?	Yes, he **was**. No, he **wasn't (was not)**.
Were they politicians?	Yes, they **were**. No, they **weren't (were not)**.

- We use *was/were* to talk about the past.
- *Was* is the past form of *am/is*.

  *I **am** happy. → I **was** happy.*
  *She **isn't** rich. → She **wasn't** rich.*
  *There **is** a hospital. → There **was** a hospital.*
- *Were* is the past form of *are*.

  *You **are** an astronaut. → You **were** an astronaut.*
  *The apples **aren't** green. → The apples **weren't** green.*
  *There **are** six students. → There **were** six students.*

Contractions

was not* = *wasn't* *were not* = *weren't

1 Complete the sentences with *was, wasn't, were* or *weren't*.

1 The film *wasn't* interesting. It was boring.
2 My parents weren't teachers. They _____ engineers.
3 The food _____ hot. It was cold.
4 She _____ born in 1989. She was born in 1998.
5 You weren't here at 6.15. You _____ here at 6.30.
6 Our car _____ cheap. It was expensive.
7 The houses weren't old. They _____ modern.
8 I _____ rich. I was very poor.
9 There _____ four cats in our house. There were five.
10 It _____ a good day. It was a bad day.

2 Complete the questions and short answers with the past form of the verb *be*.

1 **A** *Was* she a happy child?
  B Yes, she _____.
2 **A** _____ you a student in 2012?
  B No, I _____.
3 **A** _____ the film good?
  B Yes, it _____.
4 **A** _____ you born in October?
  B Yes, I _____.
5 **A** _____ the lessons difficult?
  B Yes, they _____.
6 **A** _____ there five children in your family?
  B No, there _____.
7 **A** _____ your neighbour friendly?
  B No, he _____.
8 **A** _____ there a café in your school?
  B Yes, there _____.

8.2 Past simple regular verbs

GR8.2

1 You **studied** at university from 2007 to 2010.
2 He **travelled** to Namibia when he was twelve.
3 The film **started** at 8.40.
4 We **worked** in South America in 2008.

Positive (+)		
I/You/He/She/It/We/They	**played**	football.

- We use the past simple to talk about finished actions and states in the past.
- To make the past simple, we add *-ed* to most regular verbs, e.g. *helped, started*.
- The past simple positive is the same for all persons, e.g. *I lived, He lived, They lived,* etc.
- When we use the past simple, we often say when the action happened.

  *I travelled around the UK **in 2014**.*
  *She finished school **at four o'clock**.*
  *They opened their first shop **when they were 25 years old**.*

Spelling rules

- We usually add *-ed* to the infinitive form.
  work → worked, want → wanted
- We add *-d* to verbs ending in *-e*.
  live → lived, die → died
- We delete *-y* and add *-ied* for verbs ending in consonant + *-y*.
  study → studied, marry → married
- Some verbs double the final consonant when we add *-ed*.
  travel → travelled, stop → stopped

1 Rewrite the sentences in the past simple.

1 She visits her aunt every Wednesday
She visited her aunt every Wednesday.

2 He uses his new laptop in the lesson.
_____

3 They love Amsterdam.
_____

4 You always remember my birthday.
_____

5 I travel to work by bus.
_____

6 She watches films in the morning.
_____

7 The shop opens at 10.30.
_____

2 Complete the texts with the past simple form of the verbs in the boxes.

be ~~be~~ die live

Virginia Woolf [1] *was* born in 1882. She [2] _____ a writer. She [3] _____ in England. She [4] _____ in 1941.

be (×3) die live paint

Giovanni Canaletto [5] _____ an artist. He [6] _____ born in 1697 and [7] _____ with his family in Venice. His father [8] _____ a painter, too. Canaletto [9] _____ lots of beautiful paintings in his lifetime. He [10] _____ in 1768.

be (×4) die like marry study

Albert Einstein [12] _____ a famous scientist and physicist. He [13] _____ born in 1879 in Munich. He [14] _____ very good at maths and he [15] _____ studying on his own. He [16] _____ physics at a college in Zurich. He [17] _____ Mileva Marić, a physics student from Serbia, in 1903. He [18] _____ in 1955.

8.3 Object pronouns

GR8.3

1 I lived in Barcelona in 1969. My sister lived with **me**.
2 You don't love me, but I love **you**.
3 He was in my class last year. I studied English with **him**.
4 She worked very late last night. We helped **her**.
5 It was difficult. I hated **it**!
6 We talked to the police on Monday. They helped **us**.
7 They are good films. I want to watch **them**.

Subject pronoun	I	you	he	she	it	we	they
Object pronoun	me	you	him	her	it	us	them

- We use pronouns in place of nouns.
  *Theo watched **the boy**. Theo watched **him**.*
  (subject) (object)
  *I loved **the monkeys**. I loved **them**.*
  (subject) (object)
- The object pronoun goes after a verb or after a preposition, e.g. *to, in, with,* etc.
  *They remembered **us**.* *This is your bag. Your books are **in it**.*
  *I talked **to her**.* *Elfie walked to school **with me**.*
- We use an object pronoun (*me, him,* etc.), not a subject pronoun (*I, he,* etc.) after the verb *be*.
  *That's **him** over there.*

The object pronouns *you* and *it* are the same as the subject pronouns *you* and *it*.

1 Circle the correct option.

1 The teachers weren't happy with *he* / *him*.
2 *He* / *Him* married *her* / *she* in 2007.
3 *They* / *Them* travelled around the world with *we* / *us*.
4 The monkey remembered *I* / *me*.
5 The street musician played some songs for *you* / *your*.
6 *She* / *Her* listened to *him* / *his* for three hours.
7 The hotel room wasn't clean. We cleaned *it* / *its*.
8 The pictures were amazing! We loved *they* / *them*.

2 Complete the sentences with a subject or an object pronoun.

1 We travelled to Argentina last year. *It* was amazing.
2 My brother Johan lives abroad. We visited _____ last month.
3 His sister was very helpful. _____ drove us to the station.
4 People sometimes speak very fast and I can't understand _____.
5 The woman was friendly. We asked _____ a question.
6 You like Anton, but he doesn't like _____.
7 I've got lots of new clothes, but I don't wear _____.
8 We are a big family and my mother cooks for _____ every night.
9 I haven't got a car. Can you drive _____ to the party?
10 **A** Where were your friends last night?
B _____ were at a party.

9.1 Past simple irregular verbs

GR9.1

1 I **met** him last year and we **fell** in love.
2 You **wrote** a story, but they **said** it wasn't good.
3 She **went** to London yesterday and **saw** the Palace.
4 He **had** a good holiday, but he **got** ill in Tangiers.
5 We **sold** our house because it **was** very small.
6 They **left** Utah in 1989 and **came** to live with me.

Positive (+)		
I/You/He/She/It/We/They	**knew**	my father.

- We use the past simple to talk about finished actions and states in the past. *She got married when she was twenty-five.*
- The past simple positive is the same for all persons, e.g. *I went, She went, They went.*
- The past simple forms of irregular verbs are NOT formed by adding *-ed*. They are all different, e.g. *buy – bought, go – went, see – saw,* etc. See the list of irregular verbs on page 146.

1 Complete the sentences with the correct past simple verb.

1 I usually have a big lunch, but yesterday I *had* a small lunch.
2 He usually writes a diary, but yesterday he _____ a story.
3 We usually leave home at 7.30, but yesterday we _____ at 8.00.
4 She usually goes to the cinema, but yesterday she _____ to the park.
5 You usually lose your phone, but yesterday you _____ your keys.
6 I usually see my friends in the café, but yesterday I _____ my teacher.
7 He usually gets up at 6.15, but yesterday he _____ up at 7.30.

2 Circle the correct option.

My parents [1] *meet / met / worked* at university. My mother [2] *studies / study / studied* English and my father [3] *was / were / is* an art student. He [4] *fell / fall / got* in love with her the first time he [5] *see / sees / saw* her. He [6] *can / could / was* paint very well so he [7] *paint / paints / painted* her lots of flowers. He also [8] *write / said / wrote* her beautiful letters and [9] *go / went / visited* her almost every day. They [10] *got / get / go* married three years later. They [11] *live / lived / left* in my father's flat, but then my brother and I [12] *was / wasn't / were* born. The flat [13] *weren't / wasn't / isn't* very big so they [14] *sell / saw / sold* it and moved to the countryside. We [15] *was / are / were* very happy there. My brother and I [16] *go / went / get* to university and [17] *left / leave / went* the village, but my parents still live there.

9.2 Past simple negatives and questions

GR9.2

1 I **didn't get up** until 11.30 a.m.
2 He **didn't stay** at home yesterday.
3 **A** **Did** she **phone** the office? **B** Yes, she **did**.
4 **A** **Did** they **call** the doctor? **B** No, they **didn't**.

Past simple negative

Negative (–)		
We/They I/You/He/She/It	**didn't** **(did not)**	**go** to work yesterday. **feel** well.

- For past simple negatives, we use ...
  didn't + infinitive without *to*.
  *I **didn't watch** a film last night.*
  *Harry **didn't go** shopping yesterday.*
  NOT ~~*I didn't to watch ...*~~, ~~*I didn't watched ...*~~, ~~*Harry didn't went ...*~~
- The auxiliary *did/didn't* is the same for all persons.
  *We **didn't** leave work early. **Did** she have a headache?*

Contractions

did not = ***didn't***

The negative form of *could* is *couldn't*. NOT ~~*didn't can.*~~
*She **could** remember his face, but she **couldn't** remember his name.*

Past simple questions

***Yes/No* questions (?)**		
Did	I/you/he/she/it/we/they	**have** a headache?
Short answers		
(+) Yes,	I/you/he/she/it/we/they	**did**.
(–) No,	I/you/he/she/it/we/they	**didn't (did not)**.

For past simple *yes/no* questions we use ...
Did + subject + infinitive without *to*

***Did** you **write** those emails yesterday?*
***Did** your friend **study** maths?*
NOT ~~*Did you to write ...*~~, ~~*Did you wrote ...?*~~, ~~*Did your friend studied ...?*~~

We don't use *did* to make questions with *could*.
A *He **could** speak five languages when he was eighteen.*
B ***Could** he speak German?*

1 Change sentences 1–5 to make them negative.

1 They went shopping.
They didn't go shopping.

2 The fridge fell on me.
_____

3 She had a bad night.
_____

4 You came late.
_____

5 We walked on the beach.
_____

2 Write *Yes/No* questions and short answers.

1 He got up late.
Did he get up late ? ✗ *No, he didn't* .

2 She went to work.
_____ ? ✓ _____.

3 They lost their cat.
_____ ? ✗ _____.

4 Your brother left at 5 p.m.
_____ ? ✓ _____.

5 The shop closed at 3 p.m.
_____ ? ✓ _____.

3 Complete the conversation with the correct form of the verbs in (brackets).

A I didn't [1] *see* (see) you at work yesterday morning. Did you [2]_____ (miss) your bus?

B No, I [3]_____ _____ (get up) very late. I [4]_____ (have) a bad night.

A Oh! Did you [5]_____ (eat) something bad?

B No, my daughter [6]_____ (have) a bad headache.

A Did you [7]_____ (go) to the doctor?

B No, we [8]_____ (call) the doctor and he [9]_____ (come) to our house. But Anna's fine now. She [10]_____ (go) to school at lunchtime.

A Oh, that's good. Did you [11]_____ (write) that email to NEC this morning?

B No, sorry I [12]_____ (forget). But it's OK. The boss is sick today.

9.3 *ago*

GR9.3

1 The train left an hour **ago**.
2 We saw her at the supermarket two days **ago**.
3 He went to Kazakhstan six months **ago**.
4 They got married twenty-five years **ago**.

past — o — **now**
a year ago

past — o — **now**
two months ago

past — o — **now**
thirty minutes ago

- We use *ago* with the past simple to talk about something that happened at a time in the past.
- We use a time phrase + *ago* to say how long it is between now and the past event.
  *I left school **two years ago**.*
- We often use ...
  a/an/a number + time noun (*minute, week, month*, etc.) + *ago*, e.g. *a minute ago, an hour ago, ten years ago*
- *ago* goes after the time phrase.
  *They sold their house **nine months ago**.*

Other common past simple time phrases:
***last** night/week/month/year/Tuesday/January/summer*
yesterday (morning/afternoon/evening)

at 6 p.m.	*in 1995*	*When she was six ...*
on Friday	*on July 29th*	*When my mother was in Mexico ...*
		When we were at school ...

1 Write sentences with *ago*.

1 Today is Wednesday. I went to the bank on Monday.
I went to the bank two days ago.

2 She lived in Zaragoza in 2009. Now it's 2016.
_____

3 We married in March. Now it's September.
_____

4 You left at 6 p.m. Now it's 11 p.m.
_____

5 The film started at 6.15 p.m. Now it's 6.35 p.m.
_____

2 Complete the sentences with the words in the box.

ago (×3) at in last on when ~~yesterday~~ yesterday

1 We went to the football match *yesterday* afternoon.
2 I saw him about two minutes _____.
3 You left the restaurant _____ about 9.15.
4 He didn't go to work _____ week.
5 They wrote an email a week _____.
6 She was born _____ 29th December.
7 You lived in Panama _____ 2009.
8 The weather was lovely _____.
9 I was in hospital three years _____.
10 We met _____ we were eleven years old.

10.1 *going to* positive and negative

GR10.1

1 I**'m going to be** a volunteer in Bolivia next month.
2 You **aren't going to work** with local people.
3 She**'s going to visit** her friends in Spain in three days.
4 He **isn't going** to the museum this evening.
5 We**'re going to raise money** to help poor people.

Positive (+)			
I	**'m (am)**	**going to**	travel to Africa. need money. meet new people.
He/She/It	**'s (is)**		
We/You/They	**'re (are)**		
Negative (–)			
I	**'m not (am not)**	**going to**	ask for money. join a band. write a blog.
He/She/It	**isn't (is not)**		
We/You/They	**aren't (are not)**		

- We use *be* + *going to* + verb (infinitive without *to*) to talk about future plans.
  *She**'s going to study** engineering in Germany.*
- We often use *going to* with future time phrases.
  ***Next month**, we're going to Nepal.*
  *She's not going to see her brother **this evening**.*
  *I'm going to buy a new dress **tomorrow**.*

1 Look at the photos. Write full sentences.



1 Gina *'s going to play tennis* next Friday.
2 Rafael _____ the kitchen tomorrow morning.
3 We _____ our flat on Saturday.
4 Mia and Ed _____ TV tonight.
5 They _____ on Tuesday evening.
6 I _____ to Scotland at the weekend.

2 Complete the sentences with the correct form of *going to* and the verbs in the box. Use contractions where possible.

not buy not have take travel ~~visit~~ write

1 We *'re going to visit* my parents in Brussels the day after tomorrow.
2 I _____ pizza for dinner this evening.
3 She _____ lots of photographs.
4 They _____ a blog about learning English in London.
5 You _____ a new skirt today.
6 We _____ around the world next year.

10.2 *going to* questions and short answers

GR10.2

1 **A** **Are** you **going to** drive? **B** Yes, we **are**.
2 **A** **Is** she **going to** move abroad? **B** No, she **isn't**.
3 **A** Where **are** you **going to** stay? **B** In Singapore.

***Yes/No* questions (?)**			
Am	I	**going to**	change jobs? move abroad? buy a new house?
Is	he/she/it		
Are	we/you/they		
Short answers			
(+)	Yes, I **am**. Yes, he/she/it **is**. Yes, we/you/they **are**.	(–)	No, I**'m not (am not)**. No, he/she/it **isn't (is not)**. No, we/you/they **aren't (are not)**.

Word order in *Yes/No* questions

be + subject + *going to* + verb?
***Are** you **going to** play the piano at the party?*

Word order in *Wh-* questions

Question word + *be* + subject + *going to* + verb?
*Where **are** they **going to** have dinner?*

1 Make questions with the correct form of *going to*. Use contractions where possible.

1 I'm going to live in Sicily.
  Where *are you going to live* _____?
2 He's going to teach maths.
  What _____?
3 We're going to visit my parents.
  Who _____?
4 The train's going to leave at 6.00 p.m.
  What time _____?

2 Make *Yes/No* questions and short answers.

1 (you/change jobs)
A *Are you going to change jobs?*
B ✓ *Yes, I am.*

2 (he/buy/new house)
A _____
B ✗ _____

3 (Safiah and Fuad/move abroad next month)
A _____
B ✓ _____

4 (the children/sing for us tomorrow)
A _____
B ✗ _____

5 (she/study Chinese)
A _____
B ✓ _____

3 Complete the conversation between Angela (A) and Nick (N) with the correct form of *going to* and the verbs in (brackets). Use contractions where possible.

A What [1] *are* you *going to do* (do) tomorrow?
N I [2] _____ (get up) very early and go shopping.
A What [3] _____ (buy)?
N A present for my neighbour Fiona.
A Is it her birthday?
N No, it's not her birthday. She [4] _____ (start) a new job in Malaysia next week.
A Malaysia! How exciting! What [5] _____ she _____ (do) there?
N She's a doctor. So, she [6] _____ (work) in a big hospital in Kota Bharu. She's [7] _____ (learn) Malay.

10.3 *would like*

GR10.3

1 I'**d like** a juice, please.
2 **A** **Would** you **like** a sandwich? **B** Yes, please.
3 **A** **Would** you **like** to watch TV? **B** No, thank you. I'm fine.
4 **A** What **would** you **like** to eat? **B** A small salad, please.

Positive (+)		
I/You/He/She/It/We/They	**'d like (would like)**	a drink. to see the menu.

***Yes/No* questions (?)**			
Would	I/you/he/she/it/we/they	**like**	a doughnut? to come to my party?

- We use *would like/'d like* to say what we want. It means the same as *I want*, but it's more polite.
  *I'**d like** a biscuit.* *She'**d like** to speak to him.*
- After *would like* we use a noun or the infinitive with *to*.
  *Leo would like **a sandwich**.*
  *I would like **to order** now.* NOT ~~*I would like order now.*~~
- *Would* is the same for all persons (*I, you,* etc.). We don't add *-s* to *like* for *he/she/it*.
  *He would **like** ...* NOT ~~*He would likes ...*~~
- We use the question form *Would you like ...?* to offer something to someone. We don't use *do* with *would* for questions.
  ***Would** you **like** a drink?* NOT ~~*Do you would like a drink?*~~

- We answer the question *Would you like ...?* with *Yes, please.* or *No, thank you.*
  A *Would you like an apple?* **B** *Yes, please./ No, thank you.*
- When we don't want something we say *I don't want ...*, NOT *I wouldn't like ...*

1 Circle the correct option.

1 **A** (*Would*) / *Do* you like a sandwich?
B No, thanks. I'm not hungry.
2 **A** *Would / Do* you like swimming?
B No, I don't. I can't swim.
3 **A** *Would / Do* you like a hot drink?
B Yes, please. I'd like a coffee.
4 **A** What music *would / do* you like?
B I like pop music.
5 **A** What *would / do* you like doing in your free time?
B I like going to art galleries.

2 Complete the conversation between Dominik (D) and George (G) with *I like, I'd like, would you like* or *do you like*.

D So, what [1] *would you like* to do today?
G Well, [2] _____ to go for a walk around Richmond Park and then have some lunch.
D [3] _____ Korean food?
G Yes, I do. I love it!
D There's a very good Korean restaurant on the high street. [4] _____ to have lunch there?
G Yes, great!
D Where [5] _____ to go in the afternoon?
G I don't really like museums, but [6] _____ to see Hampton Court Palace. And, is there a good shopping mall? [7] _____ shopping.
D There are lots of good shops in central London. [8] _____ to go there tomorrow?
G I'd love to, but I'm going to leave early tomorrow.
D OK, no problem. [9] _____ to come to our house for dinner tonight?
G Oh, yes, please. That sounds great!

Audioscripts

Unit 1 First meetings

1.4
1
P Hello, I'm Paul.
H Hi, I'm Havva.
P Nice to meet you, Havva.
H And you. Are you here on business?
P Yes, I am. And you? Are you here on business?
H No, I'm not. I'm on holiday.
2
A Hello, I'm Alisa.
J Hi, I'm Josué.
A Nice to meet you. Are you here on business?
J Yes, I am.
A I'm here on business, too.
3
S Hello, I'm Sunil.
J Hi, I'm Julie.
S Nice to meet you, Julie.
J And you. Are you here on holiday?
S No, I'm not. I'm here to study. And you? Are you on holiday?
J Yes, I am.

1.5&1.6
P Hello, I'm Paul.
H Hi, I'm Havva.
P Nice to meet you, Havva.
H And you. Are you here on business?
P Yes, I am. And you? Are you here on business?
H No, I'm not. I'm here on holiday.

1.7
S Hello, I'm Sunil.
J Hi, I'm Julie.
S Nice to meet you, Julie.
J And you. Are you here on holiday?
S No, I'm not. I'm here to study. And you? Are you on holiday?
J Yes, I am.

1.8
1 I'm here to study.
2 You're here on holiday.
3 Are you Francesca?
4 I'm Peter. Nice to meet you.
5 Are you on business?

1.9
one, two, three, four, five, six, seven, eight, nine, ten

1.10
1 the USA
2 Brazil
3 the UK
4 Spain
5 Russia
6 Turkey
7 China
8 Japan
9 Indonesia
10 Australia

1.12
1 Number one is China.
2 Number two is the USA.
3 Number three is Indonesia.
4 Number four is Brazil.
5 Number five is Russia.
6 Number six is Japan.
7 Number seven is Turkey.
8 Number eight is the UK.
9 Number nine is Spain.
10 Number ten is Australia.

1.15
1
P Where are you from, Alisa?
A I'm from Russia.
P Where in Russia?
A I'm from Moscow. And you, Paul?
P I'm from Aberdeen. That's Aberdeen in the USA, not Aberdeen in the UK!
2
P So, Julie, you and Frank are here on holiday. Where are you from?
J We're from Australia.
P Where in Australia? Are you from Sydney?
F No. we aren't. We're from Perth.

1.16
1
A Where are you from, Alisa?
B I'm from Russia.
2
A And you, Paul?
B I'm from Aberdeen.
3
A Where in Australia?
B We're from Perth.
4
A Are you from Sydney?
B No, we aren't.

1.20
/eɪ/ A H J K
/iː/ B C D E G P T V
/e/ F L M N S X Z
/aɪ/ I Y
/əʊ/ O
/juː/ Q U W
/ɑː/ R

1.21
1 g
2 e
3 f
4 c
5 r
6 y
7 i
8 q
9 h
10 o

1.22
1 E-L-I-N-O-R
2 J-A-C-Q-U-I
3 J-O-R-G-E
4 P-A-U-L-A
5 J-O-A-N

1.23
1
A What's your name?
B My name's Bill.
A How do you spell that?
B B-I-L-L.
A B-I-L-L?
B Yes, that's right
2
A What's your name?
B My name's Aylin.
A How do you spell that?
B A-Y-L-I-N
A A-Y-L-I-N?
B Yes, that's right.
3
A What's your name?
B My name's Stephanie.
A How do you spell that?
B S-T-E-P-H-A-N-I-E.
A S-T-E-P-H-A-N-I-E?
B Yes, that's right.
4
A What's your name?
B My name's Roger.
A How do you spell that?
B R-O-G-E-R.
A R-O-G-E-R?
B Yes, that's right.

1.25
Jane Hello. Are you here for the GHQ conference?
Havva Yes, I am.
Jane What's your name?
Havva My name's Yilmaz. Havva Yilmaz.
Jane How do you spell that?
Havva Y-I-L-M-A-Z.
Jane Where are you from, Havva?
Havva I'm from Turkey.
Jane And what's your phone number?
Havva It's 00 90 540 15889450.
Jane Thanks. Have a good day.

Jane Hello. Are you here for the GHQ conference?
Josué Yes, I am.
Jane What's your name?
Josué My name is Santos, Josué Santos.
Jane How do you spell that?
Josué Santos? S-A-N-T-O-S.
Jane Where are you from, Josué?
Josué I'm from Brazil.
Jane And what's your phone number?
Josué It's 00 55 22 8340-76199.
Jane Great. Well, have a good day, Josué.

1.26
Jane Hello. Are you here for the GHQ conference?
Havva Yes, I am.
Jane What's your name?
Havva My name's Yilmaz. Havva Yilmaz.
Jane How do you spell that?

Havva Y-I-L-M-A-Z.
Jane Where are you from, Havva?
Havva I'm from Turkey.
Jane And what's your phone number?
Havva It's 00 90 540 15889450.
Jane Thanks. Have a good day.

1.27
1
A Hi. How are you?
B Fine, thanks. And you?
A Great, thanks.
2
A Morning, Patrick.
B Good morning.
3
A Have a nice day.
B Thanks. You, too.
4
A Bye. See you later.
B Goodbye.

1.29
Hello.
Good morning.
How are you?
Have a nice day.
Goodbye.
Have a good day.
See you later.

Have a nice day.
Good morning.
Hello.
How are you?
See you later.
Have a good day.
Goodbye.

1.30
A Hello, I'm Gary.
B Hi, I'm Sally.
A Nice to meet you, Sally.
B You, too. Are you here on holiday?
A No, I'm not. I'm here on business. And you?
B I'm here to study.

1.31
1 My name's Lynda. L-Y-N-D-A
2
A What's your last name?
B French. F-R-E-N-C-H
3
A We are from Yaroslavl in Russia.
B Yaroslavl? How do you spell that?
A Y-A-R-O-S-L-A-V-L
4
A What's your phone number?
B 01632 962 8837

Unit 2 About me

2.1
1 a tablet
2 a phone
3 a wallet
4 a key
5 a notepad
6 an apple
7 a laptop
8 a pen
9 a book
10 an umbrella

2.2
1 five books
2 ten phones
3 three keys
4 eight pens
5 two wallets

2.5
1
A What's this in English?
B It's an umbrella.
2
A What's that in English?
B It's a wallet.
3
A What are these in English?
B They're notepads.
4
A What are those in English?
B They're pens.

2.6
1
A What's this?
B It's a tablet.
2
A What are these in English?
B They are keys.
3
A Who's that?
B It's my friend, Lynne.
4
A What are those in English?
B They're phones.

2.9
1 thirty
2 fourteen
3 sixteen
4 eighty
5 ninety

2.10
1
A What's this in English?
B It's an umbrella.
2
A What are these?
B They're apples, from England.
3
A What are these in English?
B They're keys.
4
A What's this? A laptop?
B No, it's a tablet.

2.11
1 eighteen laptops
2 thirty-five pens
3 two umbrellas
4 forty apples
5 a book
6 nine bags

2.12
1
A Look at this!
B Wow! A tablet!
2
A How many letters are there in the English alphabet?
B There are twenty-six letters. A, B, C, D, E, F G ...
3
A There are thirty students and fifteen books.
B So we can work in pairs.
4
A Hello, I'm here for the conference. My name's Frantzen, Paul Frantzen.
B Welcome, Mr Frantzen. Nice to meet you.
A Nice to meet you, too. Um ... where's the computer room?
B There are three laptops you can use over there.
A Thanks.

2.13
1 Erik's an engineer.
2 Hassan's a student.
3 Thierry's a waiter.
4 Asya's a nurse.
5 Sonja's a doctor.
6 Kumiko's a shop assistant.
7 Daisy's a teacher.
8 Yanni's a taxi driver.

2.14
doctor engineer nurse shop assistant student taxi driver teacher waiter

2.15
A This is my friend Fernando.
B Is he a student?
A No, he isn't. He's a teacher in a school in Mexico.
B Is it a language school?
A Yes, it is. And these are my friends Jack and Katie.
B Are they doctors?
A No, they aren't. They're nurses in a hospital in London.

2.16
A Where's Robson Street?
B It's in Vancouver, Canada.

A Where's the Champs-Élysées?
B It's in Paris, France.

2.17
1
A Where's Marie?
B She's on the Champs-Élysées.
2
A Where's John?
B He's on Robson Street.
3
A Where are Sven and Max?
B They're on Abbey Road.
4
A Where's Abbey Road?
B It's in London, in the UK.

2.18
A Hi, Lewis. Helen here. How are you?
B Fine, thanks.
A Are you at home?
B No, I'm in London.
A Really? Where in London?
B I'm at the Victoria and Albert Museum.
A Where's that?
B It's on Cromwell Road, near the Science Museum.
A Wow! Is Max with you?
B Yes, he is. We're here on holiday.

2.19
1
A Where's Fisgard Street?
B It's in Chinatown.
2
A Where's the McPherson Playhouse?
B It's near City Hall.
3
A Where's the Robert Bateman Centre?
B It's on Belleville Street.
4
A Where's Thunderbird Park?
B It's next to the Royal British Columbia Museum.
5
A Where are the YMCA and YWCA?
B They're near the Courthouse.

2.20
1
A What time is it?
B It's one o'clock.
2
A What time is it?
B It's two oh five.
3
A What time is it?
B It's three ten.
4
A What time is it?
B It's four fifteen.
5
A What time is it?
B It's six twenty-five.
6
A What time is it?
B It's seven thirty.
7
A What time is it?
B It's nine forty.
8
A What time is it?
B It's twelve fifty-five.

2.22
1 eleven fifteen
2 one thirty
3 twelve o'clock
4 nine forty-five
5 two forty
6 five twenty
7 seven thirty-three
8 ten oh seven

2.23
1
A What time's the film?
B It's at seven thirty.
A OK. Thanks.
2
A What time's the meeting?
B It's from two o'clock to four o'clock.
A OK. Good.
3
A Excuse me. What time's the next train?
B One moment. It's at ten forty-two.
A Great. Thanks.

2.24
The Fantastic 4
84 Charing Cross Road
9 to 5
12 Years a Slave
100 Degrees Below Zero
17 Again

2.25
A This is my friend, Sara.
B Is she from Spain?
A No, she isn't. She's from Brazil.
B What's her job?
A She's a student.
B Is she at university?
A Yes, she is. We're at the same university in Rio de Janeiro.

2.26
The Sherlock Holmes Museum is on Baker Street. It is near Marylebone and Baker Street stations. Madame Tussauds is on Marylebone Road. It is next to Baker Street station.

London Zoo is in The Regent's Park. The entrance is on Prince Albert Road.

Unit 3 People

3.1
1 a great book
2 a funny film
3 a friendly dog
4 a hard job
5 a clever woman
6 a lovely city

3.2
a man men
a woman women
a person people
a child children

3.3
1 Antony's my neighbour. He's got a flat in my building. He's a waiter in an Italian restaurant. He's a friendly man and he's got a nice cat. His name's Mr Muffin.
2 Mr and Mrs Thompson are my neighbours. They're from New Zealand and they're lovely people. Mr Thompson is a teacher in a big school and Mrs Thompson is a doctor. They've got four children and two dogs.

3.4
70% of people in the world have got a mobile phone.
9% of people in the world have got a car.
20% of people in the world have got a TV.
30% of people in the world have got a bank account.
2% of people in the world have got a pet.
40% of people in the world have got a bicycle.

3.5
1 30% of people in the world have got a bank account.
2 1 in 5 people in the world has got a TV.
3 60% of people in the world haven't got a bicycle.
4 91% of people in the world haven't got a car.

3.6
1
A Have you got a bicycle?
B Yes, I have.
2
A Have you got a car?
B No, I haven't.
3
A Has your best friend got a pet?
B No, he hasn't.

3.7
1
A Have you got a pet?
B No, I haven't. And you?
A Yes, I have. I've got a dog.
2
A Has your best friend got a mobile phone?
B Yes, he has.
3
A Has she got a car?
B No, she hasn't. She's got a bicycle.

3.10
1
A Have you got a laptop?
B No, I haven't. And you?
A Yes, I have.
B Is it a new laptop?
A No, it's three years old.
2
A Have you got a bicycle?
B Yes, I do.
A Is it an expensive bicycle?
B Yes, it is.
3
A Have you got a pet?
B No, I haven't. And you?
A I've got a cat.
B Is it old?
A No, it's only two.

3.11
A Have you got a pet?
B No, I haven't. And you?
A I've got a cat.
B Is it old?
A No, it's only two.

3.12
1 Derek is Anna's father and Carol is her mother.
2 Charlie and Anna are husband and wife.
3 Andy and Anna are brother and sister.
4 Olivia is Charlie and Anna's daughter and Fergus is their son.
5 Derek and Carol are Fergus, Olivia and Katie's grandparents.

3.13
1 grandfather grandmother grandparents
2 father mother parents
3 son daughter children
4 brother sister
5 husband wife

3.14
A It's a nice family photo.
B Yes, it is. So is he the father?
A Yes, and the woman next to him is his wife.
B I see. And these two are their children?
A Yes, the girl is their daughter and the boy is her brother.
B We have one boy and one girl in our family, too.
A Ah, but they've got another son, Marcus. He's at university.

3.15

I	my
you	your
he	his
she	her
it	its
we	our
they	their

3.16

1 Aideen is my brother's wife.
2 Marichka and Mikolaj's daughter is ten.
3 My husband's name is Shuang.
4 This is Xavier and Carmen's son, Cristóbal.

3.17

A Have you got any brothers and sisters?
B Yes, I've got two sisters.
A What are their names?
B Agneta and Inga. Agneta is twenty-six and Inga's twenty-one.
A What are their jobs?
B Well, Agneta's got a job in a bank and Inga's a student.
A Are they married?
B Inga isn't married, but Agneta is. Her husband's an engineer.

3.18

1 My mother's car is very old.
2 Frank's a teacher.
3 My grandfather's rich.
4 Sarah's got a friendly dog.

3.19

Carlo is my friend. He's an engineer. He's got a good job with the car company, Fiat. He's married and he's got a daughter.

3.20

Nicole's our neighbour. She's got two young children, a boy and a girl. The girl's name is Ivy and she's got many friends in the building. The boy's name is Robert. He's got a pet dog called Junior.

Tony is Nicole's husband. He's got a job in the school next to our building.

3.21

1
A After you.
B Oh, thanks.
2
A Atishoo!
B Bless you!
3
A Tea?
B Yes, please.
4
A Thanks very much.
B You're welcome.
5
A Excuse me. That's my seat.
B Oh, I'm so sorry.
6
A Excuse me. Where's the toilet?
B Sorry, I don't know.
7
A Can I sit here?
B Yes, of course.
8
A Sorry I'm late.
B That's OK. Don't worry.

3.23

1 Oh, sorry.
2 Thank you very much.
3 Sorry, I'm late.
4 Can I sit here?

3.24

1 Stefan Hell's a clever man.
2 *Birdman*'s a funny film.
3 Vienna's a nice city.
4 My neighbours are lovely people.
5 Morocco's a friendly country.
6 Is teaching a hard job?

3.25

1
A Have you and Fred got pets?
B No, we haven't. But my mother's got nine cats.
A Nine?! Has she got a big house?
B No, she hasn't. It's a small house, but it's got a garden.
2
A Have your parents got a car?
B No, they haven't. We haven't got cars in our family. I haven't got a car, my brother hasn't got a car and my parents haven't got a car.
A What transport have you got?
B We've got bicycles.

3.26

Our house is at number 36 Judson Street. We've got neighbours at number 34 and number 38.

Our neighbours at 34 are called Linda and Charlie. Charlie's a waiter in a restaurant. Linda's a nurse, but she's at home now because they've got two young children. They've got a dog, too – Benji. Our neighbours at 38 are university students. Six people live in the house. But they haven't got any pets. They love our street and they're very friendly.

Unit 4 My life

4.3

1 live in Kenya/live in a flat
2 study at a school/study English
3 go abroad/go to Italy
4 work for a charity/work in an office
5 play basketball/play the violin
6 like comics/like cars
7 teach young people/teach English
8 watch TV/watch films
9 read newspapers/read books

4.4

1 35% of people in London, in the UK, drive to work.
2 A lot of people in Switzerland go to work by train. Over 2,900 trains go through Zurich station every day.
3 In the USA, 4 million people walk to work or school.
4 In Copenhagen, Denmark, 36% of people cycle to work, school or university.
5 In Sydney, Australia, 17% of people go to work on public transport. Some people go by ferry.
6 A lot of people in Vietnam go to work by motorbike. Hanoi has 3 million motorbikes.
7 In São Paulo, Brazil, 6 million people go by bus every day.

4.5

C My name's Christina. I live in Copenhagen and I cycle to work. I don't go by bus because my house is fifteen minutes from my work.
P My name's Pedro and I live in São Paulo with my brother. We drive to work in his car. We don't like buses – they have too many people.
T My name is Tai. I'm a student in Hanoi. I don't drive to university. I don't have a car. I go by motorbike. Motorbikes are very cheap here.
C My name is Candice. We live in Johannesburg in South Africa. I walk to work. But my husband, James, works in Pretoria. It's seventy kilometres to Pretoria. He doesn't walk to work. He goes by train.

4.6

1 We don't work near the centre.
2 Christina doesn't live in New York.
3 The city doesn't have good buses.
4 The trains don't go to Essex Road.
5 Pedro doesn't go to work by bus.
6 I don't like old ferries.

4.7

1 My brother's got a house near Vancouver.
2 He likes the city a lot, but his house isn't in the city.
3 He's a taxi driver and he loves it.
4 He hasn't got a car.
5 His children are nineteen and twenty-three, but they don't drive.
6 They've got motorbikes.

4.8

My name's Ye-eun. I live with my parents in South Korea. My brother Bon-hwa doesn't live with us. He lives in Australia. I'm a student at university. Bon-hwa isn't a student. He's a chef in a restaurant. He's got a nice flat and a car. I haven't got a car. I go to the university by bus. At the weekend I study, but Bon-hwa goes to the beach. He's very happy in Australia. I want to go abroad, too!

4.9

Monday Tuesday Wednesday Thursday Friday Saturday Sunday

4.11

I So, Helena. Do you get up early?
H Yes, I do! From Monday to Friday I get up at 5.00 and check my emails. My children get up at about 6.30 and we have breakfast.
I What time do you go to work?
H I leave the house at 7.30 and I go to work by train. I start work at 8.00 and I finish at about 6 p.m. I get home at about 6.30.
I Do you have dinner with your family?
H Yes, I do. We eat at about 7.30. After dinner I work again, and I go to bed at ten.
I Does your husband work?
H No, he doesn't because we have nine children! They are aged from two years old to twenty-one.
I Do they all live at home?
H No, they don't. Seven children live at home.
I Do you work at the weekend?

H Yes, I do. But on Saturday evenings I watch a film with my family. And we sometimes go out with friends.

4.13
1
C Excuse me. Do you have any umbrellas?
SA Yes. They're over there, near the window.
C Great. Thank you.
2
SA Can I help you?
C No, thanks. Just looking.
3
SA Is that everything?
C No, I need vitamins, too.
4
C How much is this tablet, please?
SA It's £75.
C OK. I'll take it.

4.15
1 OK. That's €6.49, please.
2
A How much is this phone, please?
B It's £96.
3 It's a very expensive café. A cup of coffee is £5.75.
4
A How much are these, please?
B They're $24.90.

4.16
1
A What time do you get up?
B I get up at 8 a.m.
A That's late. When do you start work?
B At 9 a.m. But my work is very near my house.
2
A Do you work at home?
B No, I don't. But my husband works at home.
A What job does he do?
B He works for a newspaper. He's a journalist.

4.17
A Where do you work?
B I work in a car factory. I work nights.
A What time do you start work?
B I start at 8 p.m. and finish at 4 a.m.
A Wow! When do you go to bed?
B I get home at 5 a.m. and I go to bed at 7 a.m.
A What time do you get up?
B I get up around 2 p.m.
A 2 p.m.? What do you then?
B I have breakfast and I then I go to my daughter's school. Her school finishes at 3 p.m. Then we walk home together. My wife gets home at five and we have dinner together.

Unit 5 Style and design

5.1
yellow, green, red, brown, blue, white, grey, black

5.2
a A man in a yellow T-shirt, black trousers and white trainers. A woman in a grey top and a grey hat.
b A man in a blue jacket and trousers and a blue shirt. A woman in a red dress.
c A man in blue jeans and a green jumper. A woman in a red top and blue jeans.
d A man in a green jumper and brown trousers. A woman in a black top, a grey skirt and black shoes.

5.3
dress hat jacket jeans jumper shirt shoes skirt top trainers trousers T-shirt

5.4
One-syllable words: dress, hat, jeans, shirt, shoes, skirt, top
Two-syllable words: jacket, jumper, trainers, trousers, T-shirt

5.5
1
A My favourite building is in Munich in Germany.
B What's its name?
A The Allianz Arena.
B Oh! What do people do there?
A They play football. It's a football stadium.
B And why do you like it?
A Because it changes colour – red, then blue, then white. Different teams play football there. It's red when the 'Bayern Munich' team play and blue when '1860 Munich' play.
A When does it change to white?
B It's white for the German national team.
B That's amazing. When is it open?
A It's open from ten a.m.to six p.m. every day.
2
B My favourite building is the Dancing House in the Czech Republic.
A Where is it?
B It's in Prague.
A What do people do there?
B They work there. It's an office building. But people eat there, too.
A Oh? Where do they eat?
B There's a restaurant on the top floor.
A Why do you like it?
B Because it's an exciting design. It's like two people dancing.
A When is it open?
B The restaurant is open from 12 midday to 10 o'clock at night.

5.8
1 Where do you live?
2 What is your favourite colour?
3 When do the shops close on Saturday?
4 Why do people like fashion?
5 When does your family eat dinner?
6 What music do you like?
7 Where do you buy your clothes?
8 Why is English a useful language?

5.11
A Do you know this building?
B No, what is it?
A It's Marina Bay Sands in Singapore. It's a big hotel with shops and restaurants. And it's got a swimming pool on the top floor.
B Wow! It looks amazing.
A I know. Look, it's got a museum of art and science, too. Do you want to go?
B I don't know. It's very expensive.

5.12

1 body	5 arm
2 head	6 hand
3 hair	7 leg
4 face	8 foot

5.13
arm – arms body – bodies face – faces hand – hands head – heads leg – legs

5.14
/z/: arms, bodies, hands, heads, legs
/ɪz/: faces

5.15
These women are Japanese *Maiko*. Their style is very traditional. They have black hair and white faces. They put white and red flowers on top of their heads. On their bodies they wear a traditional dress called a kimono. On their feet they wear big shoes made of wood.

5.17
1
A Excuse me. Where do I buy a ticket?
B You buy your ticket on the bus.
A OK, thanks.
2
A Hello. Does this bus go to Las Arenas?
B No, it doesn't. The number thirteen goes to Las Arenas. The metro goes there, too.
A Oh, OK.
3
A Excuse me. What time is the next metro to Las Arenas?
B It leaves at 9.35.
A Great, thanks.
4
A Hello. How much is it to Las Arenas?
B It's €2.15 single.

5.18
1 Where do I buy a ticket?
2 Does this bus go to Las Arenas?
3 What time is the next metro to Las Arenas?
4 How much is it to Las Arenas?

5.20
1 If there is anyone flying to Istanbul tonight, would you, please ...
2 We are sorry to announce that the 8.45 to London Paddington ...
3 ... the doors will close two minutes before departure.
4 Will passengers for the next train to New York, please ...
5 This bus will depart in approximately fourteen minutes.
6 This is an announcement for passengers on flight FW1632 leaving at ...

5.21
A What's the name of that building over there?
B Oh, it's called the Gherkin.
A Oh! What do people do there?
B They work. It's an office building.
A Is it open to the public?
B No, it isn't, but people visit the plaza.
A Ah! When is the plaza open?
B Every day.
A Do you like the building?
B Yes, I do.
A Why do you like it?
B Because it's very different.

5.22
The *tagelmust* is a really long piece of cloth: five to ten metres. Tuareg men wear it on their heads and faces. Its colour is often blue, but sometimes it is black. Blue is a rich colour for the Tuareg people. Men wear the *tagelmust* because it is beautiful and because the sun and wind is very strong in the Sahara. They don't wear it in the house, but they always wear it outside.

Unit 6 Places and facilities

6.1
bank cinema hotel café museum park restaurant shop supermarket theatre

6.2
1 There are good facilities.
2 There's a great bakery.
3 There are 4,000 people.
4 There"s a theatre.
5 There are supermarkets and banks.
6 There aren't any hotels.
7 There isn't a theatre.
8 There's a German restaurant.

6.3

1	Wi-fi	6	safe
2	air conditioning	7	bath
3	iron	8	gym
4	refreshments	9	car park
5	lift	10	towels

6.4
1
A Hi. I have a reservation. The name is Davis.
B Yes, sir. A room for two nights.
A That's right. Is there Wi-fi in the room?
B Yes, there is. The password is 'guest'.
2
A Hello. Is there a gym in the hotel?
B Yes, there is. It's on level 1.
A Oh, great. Are there any towels in the gym?
B No, there aren't. Please take a towel from your room.

6.5
1
A Is there a hotel car park?
B Yes, there is.
2
A Where are the toilets?
B They are next to the gym.
3
A Is there a bath in the bathroom?
B No, there isn't. But there's a shower.
4
A Are there any refreshments in the room?
B Yes, there are. The mini-bar has got tea, coffee and water.

6.7
1
A Is there a restaurant?
B Yes, there is.
2
A Is there a cinema?
B No, there isn't.
3
A Are there any museums?
B No, there aren't.
4
A Are there any good shops?
B Yes, there are.

6.8
1 There's a phone in the room.
2 There's a bus at 2.15.
3 There are two hotels in the town.
4 There are six people in the photo.

6.9
1 Are there any towels in the room?
2 Is there a bus to the airport?
3 Is there a restaurant in the hotel?
4 Are there any shops near the museum?

6.10
1
A Are there any towels in the room?
B Yes, there are towels in the bathroom.
2
A Is there a bus to the airport?
B Yes, there's a bus at ten o'clock and at two o'clock.
3
A Is there a restaurant in the hotel?
B Sorry, no, there isn't. There's a café near the hotel.
4
A Are there any shops near the museum?
B No, there aren't. But there are shops in the city centre.

6.11
A Good morning. I need some information about your hotel.
B Yes, of course.
A My flight arrives at 4.30 a.m. on Friday. What's the best way to get from the airport to the hotel?
B The bus is the best way to get here. There are two buses: the 98 and the 99. The 99 goes every thirty minutes. There's a bus stop on London Road, near the airport.
A Thanks. Is the hotel near the city centre? Is it OK to walk?
B Yes, the hotel is IN the city centre. It's a five-minute walk from the bus station.
A Oh, good. Umm, is there Wi-fi in the hotel?
B There is free Wi-fi in reception, but not in the rooms.
A Oh. And is there a restaurant in the hotel?
B There's a small restaurant where we serve breakfast. Breakfast is between seven o'clock and ten o'clock.
A That's OK. What time is check-in and checkout from the hotel?
B Check-in is after 2 p.m. and checkout is before 11 a.m.
A Great! Thank you very much.
B You're welcome.

6.12
A So, we have three nights in Ho Chi Minh City.
B I know. It's very exciting. There are some really nice flats on this website.
A Oh. Are they expensive?
B No, they're only £30 a night. In each flat there's a bedroom with a big bed and a TV.
A Have all the flats got their own kitchen?
B Yes, there's a small kitchen with a fridge and microwave, and a dining area with two chairs ... Are you on the internet?
A Yes, I am.
B OK. I'll send you the link to the flats.
A One moment ... OK, yes, I've got it now ... Oh – there isn't a living room.
B Yes, there is. In Photo 4. There's one living room for all the flats.
A Oh, yes. I see. It's got a nice big sofa ... And is there a bath in the bathroom?
B No, there isn't. Each bathroom has got a shower and a toilet.
A OK. And is there a garden for each flat?
B No, there isn't. But all the flats have got lovely balconies with a big table. In Photo 6. What do you think?
A Yes, it looks great. Let's book it.

6.13

1	bed	5	chair
2	TV	6	sofa
3	fridge	7	shower
4	microwave	8	table

6.14
1 The bed is in the bedroom.
2 The TV is in the bedroom.
3 The fridge and the microwave are in the kitchen.
4 The two chairs are in the dining area.
5 The sofa is in the living room.
6 The table is on the balcony.
7 The shower is in the bathroom.

6.15
B Oh – there isn't a living room.
A Yes, there is. In Photo 4. There's one living room for all the flats.
B Oh, yes. I see. It's got a nice big sofa ... And is there a bath in the bathroom?
A No, there isn't. Each bathroom has got a shower and a toilet.
B OK. And is there a garden for each flat?
A No, there isn't. But all the flats have got lovely balconies with a big table ...

6.17
1
A My room is very hot.
B There's air conditioning. The switch is next to the door.
2
A Excuse me. I don't know the code for the door.
B It's A5468.
3
A There aren't any towels in the bathroom.
B Hmmm ... Try in the cupboard near the window.
4
A Our room is very noisy.
B I'm so sorry. You can have another room.
5
A Excuse me. The shower in my room is broken.
B Oh, I'm sorry. I'll send someone to look.

6.19
1
A The phone in my room is broken.
B Oh, I'm sorry. I'll send someone to look.
2
A The bathroom is very dirty.
B I'm so sorry. You can have another room.

3
A I don't know the address of this museum.
B It's 23 Water Street.
4
A My room is very cold.
B Oh, there's a heater. The switch is near the door.

6.20
1 There's a big bed.
2 There's a fridge.
3 There isn't a sofa.
4 There's a table.
5 There are four chairs.
6 There isn't a bath.
7 There's a shower.
8 There aren't any books.

6.21
A So, this hotel is in Lech am Arlberg in Austria. It's in the mountains.
B Is it a big town?
A No, it isn't.
B What facilities has it got?
A Oh, there are lots of restaurants and cafés and there are nice shops.
B OK. And are there things for children to do?
A Yes, there's a swimming pool and a park.
B And what other things do people do there?
A Well, people walk in the forest and in the mountains. They're very near to the town.
B And the hotel? What facilities has it got?
A Oh, it's a lovely hotel. There's a restaurant and a gym.
B Is there Wi-fi?
A Yes, there's Wi-fi in all the rooms.
B OK, that sounds great.

Unit 7 Skills and interests

7.5
My neighbours have a parrot, Murphy. He's an amazing bird! Murphy can sing and speak, too. He likes dancing and he can listen to The Beatles for hours. There are two songs Murphy loves, *From Me To You* and *She's A Woman*, but he hates *With A Little Help From My Friends* – nobody knows why!

7.6
I OK, Jack, and can you swim?
J Yes, I can. I can swim well.
I OK, great. And are you good with a computer?
J I type quite slowly, but I can use different computer programs.
I Good. And can you drive?
J No, I can't. But I can learn. I'm a fast learner.
I Great! And can you use a camera?
J Yes, I can. I like photography a lot.

7.9
1 He reads very slowly.
2 She can type fast.
3 He speaks French badly.
4 I can't play tennis well.
5 Can she understand English well?

7.10
1 travel
2 cook
3 watch/play sport
4 play video games
5 shop online
6 take photos
7 make things
8 go on Facebook/Twitter

7.11
1 read
2 watch TV
3 travel
4 work in the garden
5 listen to music
6 cook
7 go out with friends
8 play sport
9 go to the cinema/theatre

7.12
M Do you have any hobbies, Anja?
A Yes. I like swimming and taking photos.
M What do you take photos of?
A People, usually. And you? What do you like doing in your free time?
M Umm ... not a lot.
A Do you go out often?
M No, I don't like going out. I like reading and listening to music at home.

7.13
1
A Do you like going out in the evening?
B Yes, I do. But my husband likes being at home.
A Oh. I often go out in the evening. I like seeing my friends.
2
A What do you like doing at weekends?
B I like getting up late and going shopping. And you?
A Oh. I'm always bored at the weekend. I like having lots to do.

7.15
1 going
2 being
3 seeing
4 doing

7.16
1 Can you tell me the way to the city centre?
2 Can I take this chair?
3 Can you help me?
4 Can I have some water?
5 Can you speak slowly?
6 Can you call me a taxi?

7.17
1
A Excuse me. I can't open this box. Can you help me?
B Of course I can.
2
A I can't understand you. Can you speak slowly?
B Sure, no problem.
3
A Excuse me. I'm lost. Can you tell me the way to the city centre?
B Sure. It's that way.
4
A I want to go to the airport. Can you call me a taxi?
B Yes, of course. Do you want it now?
5
A I'm really thirsty. Can I have some water, please?
B Sure. Here you are.
6
A Excuse me. We only have one chair. Can I take this chair, please?
B Sorry. It's taken.

7.19
1
A Can I use your pen?
B Of course. Here you are.
2
A I'm lost. Can you tell me the way to the station?
B Sorry. I don't know.
3
A Can I have a bottle of water, please?
B Sorry. We haven't got any water.
4
A Can I take this chair?
B Sure. Go ahead.

7.20
My wife, Jane, is a translator. She is very good at her job. She understands over seven languages and she can speak three languages well: German, French and Japanese. She can type very fast. I'm a bad typist. I type very slowly. I can speak French, too, but I speak it badly.

7.21
C Do you like dancing, Mark?
M Well, yes, I do, but I can't dance very well. But I love listening to music.
C Oh! What music do you listen to?
M Pop music, usually. Do you like listening to music?
C Yes, I love it. And I love dancing, too.
M Do you have other hobbies?
C Yes, I like playing sport ... and I like swimming. Do you play sport?
M No, not really. I like watching football on TV.
C Oh, I don't. It's really boring.

7.22
1 I want to go to the station. Can you call me a taxi?
2 I'm thirsty. Can I have some water?
3 Excuse me, I'm lost. Can you tell me the way to the centre?
4 Sorry, I can't understand you. Can you speak slowly?
5 Excuse me. I can't open the door. Can you help me?

Unit 8 Our past

8.1
Neil is from Liverpool. He was a clever child. His parents weren't rich and he wasn't at an expensive school, but he was happy. His dream was to be an astronaut. But at twenty-eight, his life was very different. He lived on the streets and life was difficult. Now he has a good job – he's a politician – and he has a house in a beautiful part of England. And he's happy again.

Suzy is from London. Her parents were very rich and she was at an expensive school. But she wasn't happy as a child because her parents weren't happy together. Her dream was to be married and have a family. And at twenty-eight she was married with two children. Now she helps people with their problems and she is happy. But she doesn't like the *Seven Up!* films.

5 Why is English a useful language?

6 This is an announcement for passengers on

8.2
nineteen sixty-four
nineteen ninety-eight
two thousand and five
twenty twelve

8.3
nineteen seventy-eight
nineteen eighty-one
nineteen ninety-six
two thousand and three
twenty nineteen

8.4
1 Suzy was at an expensive school.
2 She wasn't happy as a child.
3 Suzy's parents were rich.
4 Suzy's parents weren't happy.

8.6
A Where were you born?
B In Malmö, Sweden.
A Were you born in 1964?
B No, I wasn't born in 1964! I was born in 1980.
A Were you a happy child?
B Yes, I was. There were six children in our family.
A That's a lot of brothers and sisters!
B Yes, my parents weren't rich, but we were very happy.
A And your father's a doctor. Was your grandfather a doctor, too?
B No, he wasn't. He was a shop assistant.

8.7
first second third fourth fifth sixth seventh eighth ninth tenth eleventh twelfth twentieth twenty-first twenty-third thirtieth thirty-first

8.9
1 The first moon landing was on 20th July 1969.
2 Women's Day is on 8th March.
3 New Year's Day is on 1st January.
4 Nelson Mandela died on 5th December 2013.
5 Valentine's Day is on 14th February.
6 The end of the First World War was on 11th November 1918.

8.10
a Frida Kahlo was an artist from Mexico. She was born in 1907. She died in 1954.
b Marie Sklodowska-Curie was a scientist from Poland. She was born in 1867. She died in 1934.
c Leo Tolstoy was a writer from Russia. He was born in 1828. He died in 1910.
d Martin Luther King was a civil rights leader from the USA. He was born in 1929. He died in 1968.

8.13
/t/ finished, talked, walked, watched, worked
/d/ lived, loved, married, opened, studied
/ɪd/ painted, wanted

8.14

1	talked	5	lives
2	finished	6	like
3	play		
4	worked		

8.15
1 He remembered my name.
2 I studied French at university.
3 The bank opens at nine every day.
4 I worked in Canada from 2011 to 2013.
5 We played football at the weekend.
6 I live with my parents.

8.16
Bill and Melinda Gates married in 1994. He was the boss of Microsoft and she worked for Microsoft as a product developer. In 1995, they travelled around the world and learnt about the lives of other people. When they returned, they started a family and she finished at the company. They have three children and live in a big house in Medina, near Seattle in the USA. In 2000, they started the Gates Foundation with their own money. Now they use the foundation to help poor people around the world.

8.18
1 I love it.
2 He watched us.
3 I photographed it
4 She likes us.
5 He studied for it.
6 They looked at us.

8.19
a Good luck!
b Happy birthday!
c Cheers!
d Congratulations!

8.20
1
A OK – first day at your new school. Do you have everything?
B Yes, I think so. Oh no! I don't have my lunch!
A Never mind. Here's some money. You can buy your lunch.
B Thanks, Mum.
A Good luck!
2
A You look very happy.
B I am happy. I've got a new job.
A That's great! When do you start?
B Next Monday.
A Well, here's to you. Cheers!
B Cheers!
3
All Happy birthday!
A Oh, wow! Everyone's here.
B Of course! We wanted to give you a big party.
A Oh, thank you. Nobody at work remembered.
B Really? Oh, dear.
4
A Congratulations! You look beautiful!
B Thank you. It's great to see all my friends and family.
A But where's your grandmother?
B She's not well. She's in hospital.
A I'm sorry to hear that.
B Thank you. It's very sad.

8.21
1
A I watched four films yesterday.
B Really?
2
A I'm sorry, but I can't finish my lunch.
B Never mind.
3
A My dog died last week.
B I'm sorry to hear that.
4
A I studied a lot and the exam was really easy!
B That's great!

8.23
1 There's a really good film on tonight.
2 I passed my driving test!
3 I failed my driving test.
4 The traffic was terrible.
5 We stayed in a lovely hotel.
6 I played very badly yesterday.

8.24
The Brothers Grimm, Jacob and Wilhelm, were famous nineteenth century storytellers. They were both born in Hanau, Germany. Jacob was born in 1785 and Wilhelm in 1786. There were nine children in the family. After their father died, life was very difficult. Jacob and Wilhelm weren't rich, but with help from their mother's sister, they went to school. In 1805, they were both students at the University of Marburg. It was a small, but very famous university. The brothers were good students. They were interested in tales and started to collect them. Their first book, in 1812, was *Children's and Household Tales*. There were eighty-six stories in it. The stories weren't for children at first, but they loved them. *Children's and Household Tales* wasn't the only book that the brothers published, but it was the most popular.

8.25

1	1916	4	2040
2	4th November	5	13th May
3	12th July 2009	6	22nd July

Unit 9 Unusual stories

9.1

1	be	was/were	9	leave	left
2	can	could	10	lose	lost
3	come	came	11	meet	met
4	fall	fell	12	say	said
5	get	got	13	see	saw
6	go	went	14	sell	sold
7	have	had	15	write	wrote
8	know	knew			

9.2
I met my husband, John, when I was five years old! We knew each other because we went to the same school. I saw him again in a clothes shop in 2010. I was with a friend and he sold a jacket to her. He asked her for my phone number. Then he wrote me a text message. It said, 'Do you want to go out for a meal?' So he came to my house one evening and then we went out to a restaurant. We fell in love and got married in 2011.

9.3
A So where were you yesterday, Nathan?
B I'm very sorry. I had a bad night. I didn't sleep.
A Why did you have a bad night?
B Well, I watched a horror film.

A A horror film? OK ... Did you phone the office in the morning?
B No, I didn't. I'm sorry. I didn't get up until twelve o'clock. I phoned in the afternoon.
A In the afternoon? Nathan, that's not good enough ...

9.4
1
A Did you go to work yesterday?
B No, I didn't. I went shopping.
A Was your boss angry?
B Yes. He didn't like it.
2
A Did you stay at home yesterday?
B Yes, I did. I didn't feel well. I ate something bad.
A What did you eat?
B I don't know.

9.7
I had a terrible day yesterday. I slept badly, so I got up very late. I had a quick shower, got dressed, and went to work. I got to the office two hours late. My boss was there, and he wasn't very happy. I started work immediately, but unfortunately, I forgot the time of my meeting with the team and missed the first half. After lunch, I got a phone call from the school. My daughter was ill. She had a really bad headache and felt sick, so we went to the doctor. On the way out I met an old friend, Cathy. She talked for about an hour so we missed the last bus home. I phoned my husband, but he was in a meeting and couldn't leave the office. So we waited for about two hours and finally got home at eight o'clock in the evening!

9.8

1	fall	fell	5	have	had
2	feel	felt	6	meet	met
3	forget	forgot	7	miss	missed
4	go	went	8	sleep	slept

9.9
1 He ate six apples and eight bananas.
2 I knew her when we worked at the hospital. She's got a new job now.
3 You're late for your train.
4 Do you know the woman in flat number two? I know her, too.

9.10
1 Are these your keys?
2 She said *bye* and left.
3 Did you write a letter on an email?
4 The children went for a swim in the sea.
5 I waited for an hour, but she never came.
6 Is it their flat?

9.11
A Hi, Andy. You're at the supermarket, right?
B Yes, I am. Why?
A Could you buy me some apples, please?
B Sure. Anything else?
A I need some meat, too. I want to cook tonight.
B No problem.
A Thanks, Andy. See you later.
B Bye.

9.13

●●	●●
answer	about
colour	ago
fashion	correct
meeting	decide
lucky	forget
story	hotel

9.14
One night in March 2008, Julio Diaz was in a train station in New York. He saw a boy with a knife. 'Give me your money,' said the boy. Diaz gave him his wallet and his jacket to keep him warm. But then he said to the boy, 'Do you want something to eat?' The boy said, 'Yes.' So they went to a restaurant together. They ate and talked. When the bill came, Diaz said, 'Can I have some money?' The boy gave him all the money. Diaz paid the bill and then gave the boy $20.

9.15
1 It's sunny.
2 It's cloudy.
3 It's rainy.
4 It's stormy.
5 It's snowy.
6 It's cold.
7 It's hot.
8 It's warm.

9.16
spring summer autumn winter

9.17
1
A What's the weather like with you?
B It's OK. It's a little cloudy, but it's warm.
A It's rainy here.
2
A Did you have a good holiday?
B Yes, it was great thanks.
A What was the weather like?
B It was the rainy season for the first week, but after that it was sunny and very hot.
3
A What's the weather like in winter in New York?
B It's very cold and it's often snowy, too.

9.19
1 It was sunny in London so we went to the park.
2 Is it rainy in Berlin? Do you have an umbrella?
3 It was stormy in Tokyo today so we didn't go out.
4 Was it cold in New York today? Did you wear your winter jacket?
5 It's sunny and warm here in Buenos Aires. I've got a summer dress on.

9.20
1 It's cloudy in Paris now.
2 It was cold and snowy last Saturday.
3 What was the weather like yesterday?
4 It was cold and rainy so we went to the cinema.
5 It's really hot today. Do you want to go to the beach?

9.21
1
A Where were you yesterday? I didn't see you at work.
B No, I was ill.
A Oh, I'm sorry to hear that. Did you see the doctor?
B No, I didn't. But I feel OK now.
2
A I'm sorry I'm late. The bus didn't come.
B But you never go by bus. Why did you get the bus today?
A Because I lost my car keys.
B Oh! That's bad luck.
3
A Were you on holiday last week?
B Yes, we were in Spain.
A Did you have a good time?
B Yes, it was amazing. I have some photos here. Do you want to see?

9.22
I didn't go to work yesterday – it was my day off. So I got up at about nine and had a big breakfast. Then I went shopping in the city centre. It was a beautiful day, so I cycled. I saw some nice hats and shoes in the shops, but I didn't buy them because they were expensive. At lunchtime, I met my friend, Helen, and we went for tea in a café. Then we visited the museum. We saw some really interesting objects from Peru. I got home at about 5 p.m. and my daughter, Elouise, and I started cooking dinner. It was a really nice day.

9.23
Auckland has subtropical weather: it's never very hot and it's never very cold. It's never snowy, for example. In summer, it's usually sunny and the temperature is 20–24°C. In autumn, it isn't hot, but it is warm – around 18°C. In winter, the temperature is 12–16°C, but it is cloudy and often rainy. In spring it is around 18°C again, but it is still rainy.

Unit 10 New places, new projects

10.1
I'm a university student. I study international relations. I'm going to be a volunteer in Guatemala next summer. My friend and I are going to join a group there. The group is going to work with the local people in the mountains. We're going to be there for three weeks, but we aren't going to take mobile phones, or computers with us! We need $2,000 for this project, and we're going to use the money to pay for flights and transport in the country.

10.3
today
this evening
tomorrow
the day after tomorrow
in three days
next week
next month
next year

10.4
a have a baby
b learn a new language
c buy a house
d move abroad
e finish school
f change jobs

10.5
P So, Tom tells me you have some news. Come on, what is it?
T Do you want to say?
V You say.
T OK. Victoria's got a new job. We're going to move abroad.
P Really? No! What are you going to do?
V I'm going to teach, in the Maldives. Here, look at a picture of the island on my phone.
P Wow! Beautiful. Tom, are you going to go with her?
T Yes, I am. Of course! I'm going to get a new job, too.
P That's ... great. I don't know what to say, I have so many questions. Who are you going to teach, Victoria?
V There are lots of big hotels in the Maldives. The people who work in the hotels need English ...
T And Victoria's going to teach them.
P Are you going to live in a hotel?
T No, we aren't. We're going to live in a small house on another island.
P Wow. I'm so happy for you! Are you going to stay there for a long time?
V Well, the job starts in June and it's for a year.
P June! That's in four weeks.
T I know! It's all so quick. But we're very excited. And happy. You can come and visit.
P I'd love to. I'm going to look for flights online this evening.

10.6
1 Where are you going to go?
2 What are you going to do?
3 When are you going to leave?
4 Are you going to live there for a long time?
5 Who are you going to go with?
6 Are you going to buy a house there?

10.7
Drinks: coffee, tea, apple juice, orange juice, water, milk

Snacks: cake, croissant, doughnut, sandwich, salad, biscuit

10.8
Food or drinks that are usually hot: coffee, tea

Food or drinks that are usually cold: apple juice, orange juice, water, milk, biscuit, cake, croissant, doughnut, sandwich, salad

10.9
1
A What's a *croque monsieur*?
B It's a kind of sandwich.
2
A What's this?
B It's a buñuelo. It's a kind of doughnut here in Mexico.
3
A What's a *macchiato*?
B It's a kind of coffee, with milk.

10.10
A Would you like a coffee? There's a café over there.
B Oh, yes, please.
W Hello. Table for two?
A Yes, please.
W Here you are. Would you like to see the menu?
B Thank you.
A So, what would you like?
B A coffee for me, I think.
A I'd like to have some dessert. What is the Sachertorte?
B It's a kind of chocolate cake. That's what the guidebook said.
A I love chocolate.
B Yeah, me, too. But I'm not very hungry. Would you like a coffee, too?
A No thanks, I'd like the cake and a cup of tea.
W Would you like to order?
A Yes, please. We'd like a coffee, a cup of tea and a piece of Sachertorte.
W Wonderful. Anything else?
A No, that's fine, thank you.
B Now, after our coffee, would you like to go to another museum or would you like to go back to the hotel?

10.13
1 What would you like?
2 Would you like to order?
3 I'd like a tea.
4 When would you like to go?
5 We'd like a table for two.

10.14
A Where would you like to go?
B I don't know. You?
A Well, I'd like a drink. There's a café next to the school.
B OK, that's a good idea.

10.15
1
A Can I take your order?
B A burger and chips, please.
A Small or large?
B Large, please.
A Anything else?
B No, thanks. That's all.
2
A A large hotdog, please.
B Here you are.
A How much is that?
B Two pounds fifty.
3
B Is everything OK here?
A Fine, thank you.
B Would you like anything else?
A No, thanks. Can we have the bill, please?
B Of course, just a moment.

10.18
1
A What would you like to order?
B What would you like to order?
C What would you like to drink?
2
A Can I have a large coffee, please?
B Can I have a small coffee, please?
C Can I have a large coffee, please?
3
A I'd like a sandwich.
B Would you like a sandwich?
C Would you like a sandwich?
4
A The café's going to close at four forty-five.
B The café's going to close at four thirty.
C The café's going to close at four forty-five.

10.19
A Guess what! Michael and Sara are going to move to Chicago!
B Really? When?
A In May. Sara is going to finish university and then they're going to leave.
B Is Michael going to change jobs?
A No, he isn't. He's going to work from home. They're going to buy a house, too.
B That's great news. Are you going to visit them?

10.20
1
A Would you like a coffee?
B No, thanks. My flight to Vienna is at 12.15. Time to go.
A OK then.
2
A Hi. I'd like some information about the cooking classes. What days are they?
B We have cooking classes on Tuesday and Saturday.
A Tuesday and Saturday. Thanks!
3
A Listen. It says here that they're going to open a new café on the high street.
B Really? When?
A It's going to open in July.
B Great.
4
A Happy birthday!
B It's not my birthday. My birthday is on 20th September.
A Oh, sorry!
5
A Would you like to come to our house for dinner on Saturday?
B That sounds great. We're going to visit our son in the afternoon, but we're free after that.
A So ... Saturday night at seven?

Irregular verbs

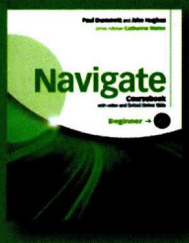
Infinitive	Past simple
be	was/were
break	broke
buy	bought
can	could
come	came
drink	drank
drive	drove
eat	ate
fall	fell
forget	forgot
get	got
give	gave
go	went
have	had
know	knew
learn	learnt/learned
leave	left
lose	lost
meet	met
read	read /red/
ride	rode
say	said
see	saw
sell	sold
sleep	slept
speak	spoke
take	took
tell	told
think	thought
wear	wore
write	wrote

Phonemic symbols

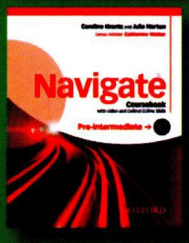
Single vowel sounds			
/iː/	meet /miːt/	/ə/	computer /kəm'pjuːtə(r)/
/ɪ/	his /hɪz/	/ɜː/	work /wɜːk/
/i/	happy /'hæpi/	/ɔː/	four /fɔː(r)/
/ʊ/	good /gʊd/	/æ/	map /mæp/
/u/	usual /'juːʒuəl/	/ʌ/	sunny /'sʌni/
/uː/	school /skuːl/	/ɑː/	car /kɑː(r)/
/e/	pen /pen/	/ɒ/	clock /klɒk/

Diphthongs (double vowel sounds)			
/ɪə/	near /nɪə(r)/	/ɔɪ/	boy /bɔɪ/
/ʊə/	sure /ʃʊə(r)/	/aɪ/	fine /faɪn/
/eə/	wear /weə(r)/	/əʊ/	photo /'fəʊtəʊ/
/eɪ/	day /deɪ/	/aʊ/	out /aʊt/

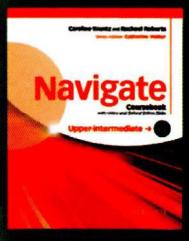
Consonant sounds			
/p/	pen /pen/	/s/	see /siː/
/b/	big /bɪg/	/z/	amazing /ə'meɪzɪŋ/
/t/	tea /tiː/	/ʃ/	shower /'ʃaʊə(r)/
/d/	do /duː/	/ʒ/	television /'telɪvɪʒn/
/ʧ/	children /'ʧɪldrən/	/m/	man /mæn/
/ʤ/	journey /'dʒɜːni/	/n/	never /'nevə/
/k/	cold /'kəʊld/	/ŋ/	sing /sɪŋ/
/g/	go /gəʊ/	/h/	hot /hɒt/
/f/	fly /flaɪ/	/l/	like /laɪk/
/v/	very /'veri/	/r/	read /'riːd/
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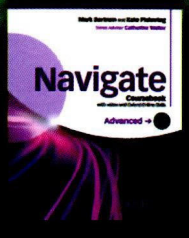












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