speakout
Elementary
Students’ Book
with ActiveBook

Frances Eales
Steve Oakes

PEARSON
Longman
A1-A2

BBC
# ENGLISH PHONEMES

## CONSONANTS

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<td>listen to people talking about</td>
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<td>39. Travel the future</td>
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<td>listen to people talking about</td>
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<td>listen to people talking about</td>
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<td>listen to people talking about</td>
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<td>45. How do you get to work?</td>
<td>page 160</td>
<td>listen to people talking about</td>
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<td>46. Travel in style</td>
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<td>listen to people talking about</td>
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<td>47. Citybikes</td>
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<td>their experiences</td>
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<td>48. Wild Weather</td>
<td>page 166</td>
<td>listen to people talking about</td>
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<td>their experiences</td>
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<td>49. Travel the future</td>
<td>page 168</td>
<td>listen to people talking about</td>
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<td></td>
<td></td>
<td></td>
<td>their experiences</td>
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</tbody>
</table>
OBJECTS AND COLOURS

1A Look at the words in the box. Which objects are in your classroom?

chair bag notebook table whiteboard pen book CD player pencil noticeboard projector picture

B Work in pairs and take turns. Student A: point to objects in the classroom. Ask your partner. Student B: name the objects.
A: What is it?
B: It’s a book.

C Write the colours.

D Work in pairs. Ask and answer What’s your favourite colour?

THE ALPHABET

2A Listen and write the letters in the correct column. Each column has the same vowel sound.
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

2B Listen and repeat.

C Work in pairs and take turns. Student A: spell an object or colour. Student B: say it.
A: b-u-e
B: Blue!

QUESTION WORDS

3A Underline the correct question word.
1 How/What’s your name?
2 Who/Where are you from?
3 When/Where are you today?
4 What/Who’s your favourite actor?
5 When/Where’s your birthday?
6 What/Where are you here?
7 Which/What spelling is correct: c-h-i-a-r or c-h-a-i-r?

B Work in pairs. Ask and answer the questions above.

CLASSROOM LANGUAGE

4A Complete the questions with a word from the box.

mean repeat don’t that could page

1 A: What does ‘capital’ mean?
   B: It means capital city, for example, London or Tokyo.

   B: It means ‘Work together’. So, you two …

3 A: Could you ________ that?
   B: Yes. Page ninety-five.

4 A: Could you spell ________?
   B: Yes, m-e-e-t.

5 A: ________ you write it?
   B: Yes, of course.

6 A: Which ________ is it?
   B: Thirty-five.

B Listen and check. Then listen and repeat.

NUMBERS

5A Write the numbers.

one ______ twelve ______ fifteen
three ______ eight ______ thirteen
nine ______ two ______ fifty
four ______ seven ______ thirty
ten ______ eleven ______ a hundred
six ______ five ______ twenty

B Listen and write the numbers.

C Work in pairs. Student A: say five numbers. Student B: write the numbers.
1A Match photos A–D to the places in the box below.

1. TV studio
2. airport
3. street
4. office

B 1.1 Match and read conversations 1–5 with the photos.

1. Hello, are you Mr and Mrs Burns?
   Yes, we are.
   Hello, I’m Elena Garcia from TV Time. Hello to meet you.
   And you...
   2. Hi, Lily. How are you?
      Great, thanks. And you?
      Not so bad.
   3. Joan, this is Ann.
      Hi, Ann.
      Hi, Ann. Are you in the same class?
      Yes, I’m not a student. We’re friends.
      4. Good to meet you and welcome to the BBC News at One.
      Thank you. Can I help you?
      Yes, I’m happy to see Mr. Miller.
      Is your name Simon?
      Yes, it is. My name, Jackson’s.
      Oh, sorry. Please take a seat, Mr. Jackson.
      C Listen again and complete the conversations.

2 Look at the conversations in Exercise 1B and complete the table.

Questions and short answers

<p>| | | |</p>
<table>
<thead>
<tr>
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<tbody>
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</table>

3A Complete the conversations. Then practise them in groups.

A. Hi, Muhammad. This is Anna. She’s a student in my class.
B. Hi, Anna. She’s very nice.
C. Hi, Mr. Burns. How are you?
B. Yes, I am.

3B Work in groups. Take turns to introduce each other.
GRAMMAR | This/that/those/those

3A. Work in pairs. Look at the picture above. Where are the people? What objects are in the picture?

B. 1.3 Listen and check. Is Rob's bag A, B or C?

C. Listen again and underline the correct answers.

1. The DVDs are A: Rob's / Kate's / Marco's.
2. The book is B: Rob's / Kate's / Marco's.
3. The sunglasses are B: Rob's / Kate's / Marco's.

D. 1.6 Listen and write this, that, those or those in the extract below.

Kate: What's in it? My bag. Kate: No, it's not. It's in your bag.
Kate: What, look. What are these? Kate: I think they're DVDs. But they aren't mine.

E. Write this, that, those or those under the pictures below.

F. 1.7 Listen to the pronunciation. Then listen and repeat.

1. This/that key
2. These/those keys

PRACTICE

4. Work in pairs and take turns. Student A: point to an object in the classroom and ask your partner what it is. Student B: name the object.

A: What's on the desk?
B: It's a dictionary.
A: What are these in English?
B: They're window.

GRAMMAR | Possessives

5. Underline the correct alternatives.

Kate: It's a book about Rome, but it isn't mine. Is it yours?
Rob: Oh, no. That's Marco's.

PRACTICE

6. Complete the conversation. Use the words in brackets to help.

A: Is the book [yours]? (I)
B: No, it isn't. It's [hers]. (She)
A: Who's the [book]? (It)
B: It's [hers]. (She)

Speaking

7A. Work in groups. Put two objects from your bag/pocket on a table. Identify the objects.

Sheila's bag: Cheng's keys, my watch . . .

B. Work with a partner from another group. Look at their objects. Ask and answer questions.

A: Is that your pen?
B: No, it isn't. It's Brian's.
A: Are these their glasses?
B: No, they aren't. They're Veronica's.
1A Match the places A–D to the picture below.

1 a souvenir shop
2 a sandwich bar
3 a money exchange
4 a train station

B Write the words from the box in the word web below. Add one more word to each place.

souvenir
souvenir shop
sandwich
sandwich bar
money exchange
train station

FUNCTION making requests

2A 11 Listen to four conversations. Where are the people?
1 a souvenir shop
2 a sandwich bar
3 a money exchange
4 a train station

B Listen again. What does each tourist buy?
1
2
3
4

3A 110 Listen and complete the requests.
1 Can I have a souvenir, please?
2 one of those batteries, please?
3 a single to Sydney, please?
4 win money, please?

B Look at the questions. Listen to the speaker's pronunciation. Then listen and repeat.

Can I have a sandwich, please?

LEARN TO listen for key words

4A 11.1 Listen to the speakers. Are they polite (P) or impolite (I)?

B Work in pairs and take turns. Student A: you are in one of the places in the pictures. Make requests. Student B: only answer if Student A is polite.

A: Could I have some money, please?
B: Yes, here you are.

LEARN TO listen for key words

5A Read the conversation. Underline the key words in each sentence.

A: Can I have a souvenir, please?
B: That's six euros. (2 words)
A: Ah! I only have five euros. How much is the sandwich? (4 words)
B: Four euros fifty, and the cola is one fifty. (6 words)
A: OK. Could I have the sandwich, but no cola? (3 words)
B: That's four fifty. (2 words)

SPEAKING

8A Work in pairs. Complete the menu with prices.

B Take turns to mime the conversation in a sandwich bar. Student A: look at the menu. Choose and order your food and drink. Student B: take your partner's order. Say how much it costs.

A: Could I have a coffee and a cheese sandwich?
B: A coffee and a sandwich? That's four euros fifty.
2A Patch the words in the box with pictures A–H.

A restaurant  B show  C reception  D internet connection  E room-service  F parking  G cafe  H key-word

2B Work in pairs and take turns. Student A: point to a picture above; Student B: say the word.

C Discuss. What do you look for in a hotel?
PRESENT SIMPLE: BE

1A Complete sentences 1–15 with the correct form of be.
1 Where’s _____ Kuala Lumpur?
2 Where _____ these people from: Oprah Winfrey, Daniel Radcliffe, Kazuo Ishiguro, Cristiano Ronaldo?
3 Where’s _____ the Blue Mosque?
4 What _____ the names of four countries in South America beginning with A, B or C?
5 I’m _____ the President of the USA. What _____ my name?

B Work in pairs and answer the questions.

SPELLING AND COUNTRIES

2A Unjumble the letters and find six countries below.
   aanpj = Japan
   1 isusar
   2 typeg
   3 isnap
   4 hutso cifara
   5 omicxe
   6 diain

B Write five new words from Unit 1.
   _______________________________
   _______________________________
   _______________________________
   _______________________________
   _______________________________

C Work in pairs and take turns. Student A: say one of your words. Student B: spell it.
   A: sandwich
   B: s-a-n-d-w-i-c-h

QUESTIONS WITH BE

3 Work in pairs. Student A: choose a famous person. Student B: ask questions to identify him/her.
   B: Is it a man?
   A: Yes, it is.
   B: Is he French?
   A: No, he isn’t.
   B: Is he on TV?
   A: Yes, he is.

OBJECTS

4A Write the name of each object.
1 __________________
2 __________________
3 __________________
4 __________________
5 __________________

B Underline the correct alternatives.
1 A: Which newspaper is that/those?
   B: It’s The Times.
2 A: What are this/these?
   B: They’re my new sunglasses.
3 A: What are that/those?
   B: They’re English magazines.

C Work in pairs and take turns. Student A: give your partner an object from your bag/pocket. Student B: close your eyes and take an object from your partner. Guess what it is.
   A: What’s this? / What are these?
   B: It’s a … / They’re …

WORD GROUPS

5A Write five words from Unit 1 for the three groups below:
   1 electrical objects
      mobile phone, …
   2 two-syllable words
      passport, …
   3 places
      money exchange, …

B Work in pairs and take turns. Student A: read out the words but don’t say which group. Student B: guess the group.

POSSESSIVES

6A Work in pairs. Complete the poems with words from the box.
   my your my mine yours hands fine Ann’s

   A: This is 1 ________ book.
   B: No, it’s 2 ________.
   A: Here’s 3 ________ name. Look!
   B: Oh! That’s 4 ________.
   B: Are these 5 ________ pens?
   A: No, they’re 6 ________.
   B: Where are 7 ________ then?
   A: In my 8 ________!

B Read the poems to each other.

AT THE STATION

7A Complete the conversation with the words in the box.

   could is return there you it

   A: Hello, I have a ticket to Rome, please?
   B: A single or ?
   A: A return, please. How much is ?
   B: Twenty-five euros.
   A: And which platform it ?
   B: Platform three. Over .
   A: Thank .

B Make a list of twelve key words from the conversation.

C Work in pairs. Compare your list of the key words and practise the conversation.

BBC VIDEO PODCAST

Download the podcast and view people talking about themselves and where they are from.

www.pearsonlongman.com/speakout
UNIT 2

SPEAKING
- Talk about activities you do
- Talk about your daily routine
- Talk about people’s jobs
- Ask questions at a tourist information centre

LISTENING
- Listen to people discussing online groups
- Listen to people talk about their daily routines
- Check when you don’t understand
- Watch an extract from a reality programme about a difficult job

READING
- Read about online groups

WRITING
- Link sentences with and, but and or
- Write an internet posting to a penpal

BBC CONTENT
- Video podcast: What’s your daily routine?
- DVD: Holiday: Fasten Your Seatbelt

lifestyle

- Join us! p18
- High flyers p20
- What time does it start? p22
- Chalet Girl p24
B Work in pairs and compare your ideas.

VOCAULARY activities

2A Complete phrases 1–8 below with words from the box. Use the website extracts to help you.

1. movie / TV
2. tennis / football
3. junk food / popcorn
4. music / an MP3 player
5. running / to the cinema
6. sport / exercise

2B Add these words to phrases 1–8.

use a sandwich, DVDs, swimming, golf, newspapers, nothing, the teacher.

C Work in pairs. Student A: say a noun
from Exercise 2A. Student B: say the verb
that goes with it.

A football
B play football

3 Read the website extracts about the GroupTalk.net.

GROUP TALK.net

Film group

We love films – old black and white films, new films – at
all kinds of times. We write about films on our group forum.
We watch DVDs and films on TV, and sometimes we go to the
cinema together. And yes, we like popcorn, too!

Travel group

We love travel! We go
everywhere. We meet people
from different countries and
we chat with them about
their lives. We take photos
of our travels, and post them
on our website. We read
travel books and we like
mazes.

Sport group

We love sport! We do lots of
sport. We play tennis and
go running or swimming every
day. At the weekend, we do
exercise in the gym or we
play football. We also watch
sport on TV. We don’t eat
dislike food, only good food.
We don’t drink coffee, only
water. 2–3 litres a day.

Laid-back group

We do nothing… just relax –
at all the time. We don’t like
work and we hate sport, but
we listen to our MP3 players
a lot. We watch TV every
evening – for 6–8 hours!
We don’t read books or
ewspapers, but sometimes
we read magazines. Easy
magazines, of course!
LISTENING

3. Look at the person in the photo on page 28. What is his job? Do you think it is a good job?

4A. 2.5 Listen and answer the questions.

I. Do the people like their jobs?
II. Do their families think they are good jobs?

B. Listen again and complete the table.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you do on Monday?</td>
<td></td>
</tr>
<tr>
<td>What do you do on Tuesday?</td>
<td></td>
</tr>
<tr>
<td>What do you do on Wednesday?</td>
<td></td>
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<tr>
<td>What do you do on Thursday?</td>
<td></td>
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<tr>
<td>What do you do on Friday?</td>
<td></td>
</tr>
<tr>
<td>What do you do on Saturday?</td>
<td></td>
</tr>
<tr>
<td>What do you do on Sunday?</td>
<td></td>
</tr>
</tbody>
</table>

GRAMMAR

present simple: he/she/it

5A. Look at an audio script 2.3 on page 168 and complete the table.

<table>
<thead>
<tr>
<th>Present simple positive statements</th>
<th>1st person, 2nd person, 3rd person</th>
</tr>
</thead>
<tbody>
<tr>
<td>He/She/It home on Monday.</td>
<td>He/She/It home on Monday</td>
</tr>
<tr>
<td>He/She/It home on Thursday.</td>
<td>He/She/It home on Thursday</td>
</tr>
<tr>
<td>My father watches TV.</td>
<td>My father watches TV.</td>
</tr>
</tbody>
</table>

B. Complete the sentences.

1. What do you usually do on Monday?
2. What do you always do on Tuesday?
3. What do you sometimes do on Wednesday?
4. What do you never do on Thursday?
5. What do you almost always do on Friday?
6. What do you sometimes do on Saturday?
7. What do you usually do on Sunday?

C. Work in pairs. Ask and answer the questions above.

WRITING

and, but, and or

2A. Complete the sentences with and, but, or.

1. Every morning, I have coffee at home. I don't like it very much.
2. Every morning, I have coffee at home. I drink another coffee at the train.
3. Every morning, I have coffee at home. I drink another coffee at the train.
4. I work at home. I go to the office on Tuesday.
5. I work at home. I go to the office on Tuesday.
6. I work at home. I go to the office on Tuesday.
7. I work at home. I go to the office on Tuesday.
8. I work at home. I go to the office on Tuesday.

B. Complete each sentence in three different ways. Use and, but, and or.

1. I work at home. I go to the office on Tuesday.
2. I work at home. I go to the office on Tuesday.
3. I work at home. I go to the office on Tuesday.
4. I work at home. I go to the office on Tuesday.
5. I work at home. I go to the office on Tuesday.
6. I work at home. I go to the office on Tuesday.
7. I work at home. I go to the office on Tuesday.
8. I work at home. I go to the office on Tuesday.

C. Work in pairs and compare your answers.

PRACITCE

6A. Complete the text. Use a verb in the positive or negative form.

A day in the life...

Sian Williams lives on a farm in the morning. She gets up at 7 a.m. and has breakfast at home before leaving for work. She gets home at 5.15 p.m. and spends three hours in the evening. In the afternoons, she exercises. In the next day’s show, she works at a TV studio in London. She leaves at 3.15 p.m. and puts on her uniform. She arrives at home at 5.15 p.m.

GRAMMAR

present simple: he/she/it

6B. Look at the sentences in the table and complete the rule.

Rule: To make the present simple with he/she/it add _______ or _______ to the verb.

<table>
<thead>
<tr>
<th>Present simple</th>
<th>he/she/it</th>
<th>verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>doesn’t want</td>
<td>he/she/it</td>
<td>verb</td>
</tr>
<tr>
<td>doesn’t like</td>
<td>he/she/it</td>
<td>verb</td>
</tr>
</tbody>
</table>

B. 2.6 Listen and underline the stressed words.

1. Does he want to be a pilot?
2. What does your family think?
3. Listen again and repeat the sentences.

Practice


VOCABULARY

10A. 2.7 Listen to the sounds A–F and write the names of the jobs.

<table>
<thead>
<tr>
<th>Sound</th>
<th>Job</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

B. Work in pairs. How many other jobs do you know? Make a list.

Page 55: PHOTOGRAPH

11. Work in groups. One student chooses a person from the photo bank on page 55. The other students ask ten questions to find the job.

A. Is it a woman?
B. Is it a man?
C. Does she work with animals?
D. Is it a woman?

A. No, she doesn’t...
2.3 WHAT TIME DOES IT START?

**FUNCTION** asking for information

**LEARN TO** show you don’t understand

**VOCABULARY** the time

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.30</td>
<td>12.30</td>
<td>2.30</td>
<td></td>
</tr>
<tr>
<td>3.15</td>
<td>3.45</td>
<td>4.15</td>
<td></td>
</tr>
<tr>
<td>6.40</td>
<td>7.20</td>
<td>7.40</td>
<td></td>
</tr>
<tr>
<td>4.25</td>
<td>4.35</td>
<td>5.25</td>
<td></td>
</tr>
</tbody>
</table>

B. Look at the photos again and complete the times above.

**FUNCTION** asking for information

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>time</td>
<td>o'clock</td>
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<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
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<tr>
<td>minute</td>
<td>a</td>
<td>past</td>
<td>to</td>
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<tr>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>hour</td>
<td>five</td>
<td>five</td>
<td>five</td>
</tr>
</tbody>
</table>

2A. Look at the times below. Listen and circle the correct times.


3. Work in pairs and take turns. Ask and answer the questions below.

As the weekend, what time do you …

- get up?
- have breakfast?
- have lunch?
- go to bed?

On Saturday I get up at 8 but on Sunday I …

2A. Match the times 1–6 to the photos A–F.

2B. Look at the photos again and complete the times above.

C. Work in pairs and take turns. Student A: point to a photo. Ask the time. Student B: say the time.

A. What’s the time?
B. It’s …

2A. Look at the times below. Listen and circle the correct times.

1. 10.30 2.30
2. 3.15 4.15
3. 6.40 7.40
4. 4.25 5.25


3. Work in pairs and take turns. Ask and answer the questions below.

As the weekend, what time do you …

- get up?
- have breakfast?
- have lunch?
- go to bed?

On Saturday I get up at 8 but on Sunday I …
2.4

**CHALET GIRL**

1. Read the programme information and answer the questions.
2. What is Toyah’s current job?
3. What job does she try?

**DVD PREVIEW**

1. **Today’s jobs**
   - **Breakfast**
   - **Get shopping for food**
   - **Clean the rooms**
   - **Wrap the doors**
   - **Meet the guests**
   - **Go out with the guests**
   - **Make soup**

2. **TV view**
   - **3A. Watch the DVD. Match Toyah’s jobs in the correct order:**
     1. shopping / 1 hr / 100 francs
     2. cook / professional cook
     3. guest / professional cook
     4. go out / key
     5. go out / 02

3. **Work in pairs. Read Toyah’s list of jobs. Which are about food, cleaning or people?**

**HOLIDAY: Fasten Your Seatbelt**

Toyah Wilcox is a TV presenter, a singer and actress. In this BBC programme she takes a new holiday job as a chalets girl in Verbier, Switzerland. Her job is to clean the chalets and cook for six guests. The problem is that Toyah isn’t a good cook and it’s her first time in this kind of job.

2. Work in pairs. Read Toyah’s list of jobs. Which are about food, cleaning or people?

**SPEAK OUT**

**Life at home**

A. Think about your life at home. Make a list of:
   1. three things you like doing
   2. three things you don’t like doing
   3. two people you talk to

B. Listen to two people talking about their life at home. Write down M (man) or W (woman) next to phrases 1–5.
   1. watching TV
   2. cleaning
   3. cooking
   4. don’t like cleaning
   5. like washing

C. Listen again and tick the key phrases you hear.

**Key phrases**

Do you like doing: cooking/watching TV? etc.

**Writeback**

**An internet posting**

A. Read the internet posting. Is Laura a good poet for you?

B. Write a posting about you. Remember to use and, but and etc.

C. Read these essential postings. Match two students with each other.
2A Complete the questions with a suitable verb.
1. Do you _______ magazines?
   Which ones?
2. Do you _______ sport on TV?
   Which sport?
3. Do you _______ a lot of photos?
   When?
4. Do you _______ music when you work or study? What kind?
5. Do you _______ exercise every week? What do you do?
6. Do you _______ a lot of junk food?
   What and when?
7. Do you _______ books in English?
   Which ones?
8. Do you _______ to the cinema a lot? When?

B Work in pairs. Ask and answer the questions.

ASSESSING SIMPLE QUESTIONS
3A What do you know about your partner? Complete the sentences with the positive or negative form of the verb in brackets.
1. He/She _______ (like) shopping.
2. He/She _______ (play) computer games.
3. He/She _______ (go) out a lot in the evenings.
4. He/She _______ (do) his/her homework every night.
5. He/She _______ (study) a lot at the weekend.
6. He/She _______ (watch) breakfast television.
7. He/She _______ (go) to bed very late.
8. He/She _______ (cook) every night.

B Work in pairs and check your answers.
A: Do you like shopping?
B: No, I don’t.

BIBLIOGRAPHICAL EVIDENCE
Malta full day tour
Start time: 9.45 a.m.
Finish time: 4.30 p.m.
Leaves from: Hotel lobby
Adult: 15 euros
Payment: All major credit cards accepted.

B Work in pairs. Student A: you are a tourist. Ask questions about the Malta tour. Student B: you work at the Tourist Information centre. Answer your partner’s questions. Use full sentences.
A: What time does the tour start?
B: It starts at nine forty-five in the morning.
UNIT 3

SPEAKING
- Describe a friend and why you like them
- Make arrangements to meet friends
- Talk about a special occasion

LISTENING
- Learn to show interest when you listen
- Watch an extract from a documentary about a special occasion

READING
- Read and understand a quiz about friends
- Read about an unusual family

WRITING
- Improve your use of apostrophe’s
- Write about your family
- Write an invitation

BBC CONTENT
- Video podcast: What do you like doing with friends/family?
- DVD: Francesco’s Mediterranean Voyage

people

Just good friends  pdf
Big happy families  pdf
Are you free tonight?  pdf
A Celebration in Crete  pdf
LISTENING

2A  3.1.2  Listen and answer the questions.
1. Are the two men very close friends?
2. Are the two women very close friends?

<table>
<thead>
<tr>
<th>adjective</th>
<th>Joe</th>
<th>Ross</th>
</tr>
</thead>
<tbody>
<tr>
<td>friendly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>funny</td>
<td></td>
<td></td>
</tr>
<tr>
<td>intelligent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>kind</td>
<td></td>
<td></td>
</tr>
<tr>
<td>quiet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>serious</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sound</td>
<td></td>
<td></td>
</tr>
<tr>
<td>talkative</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

GRAMMAR  frequency adverbs

3A  Read the sentences and put the adverb in the correct place on the line below.
1. I'm sometimes very friendly - not all the time, but sometimes.
2. We usually understand each other well.
3. We often go out to clubs - two or three times a week.
4. We hardly ever do things together - maybe two or three times a year.

B  Read the sentences again and complete the rule below.
Rule: The adverb goes before/after the verb.

C  Look at this script in 3.1 on page 108. Underline the stressed syllables in the adjectives.

D  3B.1 Listen and check. Then listen again and repeat.
E  Work in pairs. Think of a friend and describe the friendship using adjectives from Exercise 3A.

My friend's name is David. I like him because he's kind and friendly.

speaking

We often have dinner together on Friday evenings. We always catch up on each other's lives and it's always a lot of fun.

READING

5A  Think of another friend. Read the quiz on page 29 and answer the questions.

WORK IN PAIRS  Ask and answer questions about the people.

A: Who's your best friend?
B: We work together. He's very intelligent and quite serious. We're not very close.

3.1 GRAMMAR modifiers

6A  Read the key again and underline the words quite, very, not very and ever.

B  Complete phrases 1–4 with the correct modifiers and adjectives in the box below.

very good
not very good
good
not good
cute
careless
cool

1. He's very good at sports.
2. She's not very good at dancing.
3. He's very cool.
4. She's not good at maths.

C  3B.1 Listen and repeat.

PRACTICE

7A  Correct the modifiers in four of the sentences below. Two sentences are correct.
1. I'm usually *very good* at sports.
2. I'm not very *nice*.
3. I'm sometimes *very cool*.
4. I'm not very *easy*.

8A  Complete the table with the words in the boxes or the ones you know.

near close  very near close

9A  Work in pairs. Ask and answer questions about the people.

A: Who's your best friend?
B: We work together. He's very intelligent and quite serious. We're not very close.
Family welcomes baby seventeen

BABY DAVID is the latest child of Vladimir and Zymida Chernenko. The Chernenkos come from Ukraine and now live in the USA. They have got 17 children, 8 girls and 9 boys. (Sergey, 23, isn’t in the photo.)

One daughter, 20-year-old Liliya, is married and doesn’t live with her brothers and sisters. The other children live at home. It’s said, 13-year-old Dmitry, “I like it. My best friend says he is bored because he hasn’t got a brother or a sister. I come home from school and I’m never bored. I’ve always got something to do.”

And now about another child? “We haven’t got any plans,” says Yulya, “but who knows?”

Practice

B Use the information above to complete the family tree.

<table>
<thead>
<tr>
<th>Daad</th>
<th>Man</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Speaking

5A. Complete the sentences.

1. I’ve got ____________ sisters.
2. She’s got ____________ brothers.
3. He’s got ____________ sisters.
4. She’s got ____________ brothers.

5B. Draw a family tree in your notebook. Write your name and who family members are in your tree.

6A. Read the sentences. Underline six examples of ‘got’.

Stefan got one sister and two brothers. His sister’s name isn’t and she’s a doctor and he’s got four children from his first marriage.

B Work in pairs. Which ‘got’ means has, in or possessive? 5C.

6C. Read the text. Put in six missing apostrophes (“).

The Lewis family have got two brothers, and . is quite serious but his brother in, very energetic and lively. He likes sports and he writes for a magazine. His single.

D Write about two people in your family. Write 30-50 words.
3.3 ARE YOU FREE TONIGHT?

FUNCTION making arrangements
5A Underline the correct alternative.
1. Do you have some friends?  
A: Yes, I do.  
B: No, I don’t. 
2. What do you want to do?  
A: I want to go to the cinema.  
B: I don’t want to go.  
3. How about going to the cinema?  
A: That’s great!  
B: That’s too expensive. 
4. Where’s it on?  
A: It’s on next week.  
B: It’s on this Saturday. 
5. What time do you want to go?  
A: I think it starts at six.  
B: I think it starts at seven. 
6. What do you want to eat?  
A: I want to eat pizza.  
B: I don’t want to eat pizza.

FUNCTION making arrangements
5B Ask about Student B. Find out:
1. if Student B’s free  
2. if Student B wants to go to the cinema  
3. how Student B feels about going  
4. if Student B knows the time of the cinema  
5. if Student B wants to eat

LEARN TO show interest
4A Look at the extract. How does Davies show interest?
UNDERLINE THREE TIMES OF HER PHRASES.
Davies: How’s your new job?
Runc: Good. The work’s quite interesting and the people are quite friendly.
Davies: Oh, that’s nice.
Runc: ... and the work isn’t too difficult.
Davies: That’s great.
Runc: ... It’s too perfect. I haven’t got my own office, and one of the people in my room is really unfriendly ...
Davies: Oh, that’s a shame!
B Which of the three phrases is positive (+), negative (-) or neutral (0)?
C Complete the phrases with the words in the box.

VOCABULARY time expressions
1. every day  
2. once a week  
3. once a month  
4. twice a year  
5. three times a day  
a) on Fridays  
b) in June and December  
c) Sunday, Monday, Tuesday, etc.  
d) at 8 a.m., 1 p.m., and 6 p.m.
e) on the first Saturday of every month

LISTENING
2A Make a phone call between Ross and Jack. Which two things in Exercise 5B do they talk about?
B Listen again. Are the sentences true [T] or false [F]?
C Correct the false sentences.
1. Ross doesn’t like his new job.  
2. Ross wants to meet Jack tonight. 
3. They agree to meet.
C Is Jack a good listener? Why? Why not?
3A Make a phone call between Ross and Davies. Complete the note with the information you hear.

meet at __________
at __________
D Is Davies a good listener? Why? Why not?
A CELEBRATION IN CRETE

3.4

DVD PREVIEW
1. Discuss. What special occasions do people usually celebrate in your country? What do people usually do on these occasions?
2A. Match the verbs and the phrases they go with.
   1. dance
   2. eat
   3. give
   4. sing
   5. wear
   6. host
   7. dress
   8. buy
   9. make
   10. book

B. Work in pairs. Add two more activities to the list above.

3A. Read the programme information. What special celebration does Francesco go to?

BBC Francesco’s Mediterranean Voyage

A rich architect and historian, Francesco da Montebello, visits the island of Crete and goes to a local wedding. He meets the prosperous bridegroom, Maria, and her nervous bridesmaid, Jorge, watches the preparations and the wedding, gives the gifts for the reception—a big party to celebrate the occasion.

B. Read the information again and check any new words in your dictionary.

C. Complete sentences 1–8 with words from the box below.

- dance
- food
- money
- wedding
- family
- wine
- man
- woman

1. The village of Maria’s village has turned out to see her get ________.
2. This is the biggest wedding Jorge has ever been to.
3. It’s certainly the largest reception I’ve ever been to.
4. At Maria’s wedding, gifts give ________ to the couple.
5. And now the ________ is served. The meat of 130 sheep, a whole lot more.
6. Maria and Jorge’s fine ________ are man and wife.

D. Watch the DVD again and check your answers.

DVD VIEW
4A. Watch the DVD. Which of the activities in Exercise 2A do you see?
4B. Watch the DVD again. Are sentences 1–8 true (T) or false (F)?
   1. Man make the special wedding bread.
   2. There are 100 guests for the wedding.
   3. Maria arrives at the wedding with her father.
   4. The wedding party starts with a dance.
   5. Maria and Jorge dance with their whole family.

5. Work in pairs. Think of a special occasion, e.g., a birthday, a national holiday or a wedding. Use the questions below to make notes about it.
   • What’s the name of the occasion?
   • When and where does it happen?
   • What do you usually do? Describe three or four activities.
   • What’s your favourite thing on that day?

6. Play the Audio. Listen to someone talking about Hogmanay. Number the pictures in order.

C. Look at the key phrases below. Listen again and tick the key phrases you hear.

5 key phrases

[Audio]

6. Work in pairs and take turns. One student talks about your special occasion. Use the key phrases to help. Other students listen and make notes. Then ask two questions about the occasion.

writeback an invitation

6A. Read the invitation and answer the questions.
   1. What’s the special occasion?
   2. Where is it?
   3. When is it?

B. Write an invitation to a special occasion. Use the invitation above to help. Choose from the list:
   • a birthday party
   • a housewarming
   • a wedding
   • a school leaving party
   • a graduation party

C. Work in groups and exchange invitations. Read them and reply to two.
PERSONALITY

1A Rearrange the letters to make adjectives. Then write the opposites.
1 itspud stupid – intelligent
2 alavetkit
3 relyfind
4 eurossi
5 dink

B Complete the sentences below. It is important/not important that:
• a doctor is …
• a parent is …
• a TV presenter is …

C Work in pairs and discuss your answers.
A: I think it’s important that a doctor is intelligent and kind.
B: Yes, I agree. I don’t agree.

FAMILY

3A Complete the sentences with the correct family word.
1 My mother’s father is my ________.
2 My brother’s son is my ________.
3 My sister’s daughter is my ________.
4 My father’s sister is my ________.
5 My grandmother’s son is my ________ or my ________.
6 My sister’s mother and father are my ________.

B Write four more sentences to test your partner.
My mother’s daughter is my ________.

C Work in pairs and take turns. Student A: read out your sentences. Student B: say the family word.

HAVE/HAS GOT

4A Work in pairs. Write questions to ask other students. Find someone who …
1 _______ has got a cat.
   Have you got a cat?
2 _______ has got a laptop.
3 _______ hasn’t got children.
4 _______ has got brothers and sisters.
5 _______ has got a job.
6 _______ hasn’t got a car.

B Ask other students the questions. Write a different student’s name in each gap above.
1 _______ Noami _______ has got a cat.

MAKING ARRANGEMENTS

5A Complete the phrases with a suitable verb.
1 _______ go shopping / running
2 _______ a club / a concert / the cinema
3 _______ lunch at a restaurant / breakfast at a café
4 _______ a film on TV / a DVD
5 _______ football / tennis / golf

B Write three activities from above in the diary below. Leave three spaces empty.

SATURDAY
   morning:
   afternoon:
   evening:

SUNDAY
   morning:
   afternoon:
   evening:

C Work in groups. Take turns to invite other students to do the activities with you. When they accept, write their names and the activity in your diary.
A: How about going shopping on Saturday morning?
B: Sorry, I’m busy. /Great! I’m free.

PUNCTUATION

6A Rewrite the text message with spaces and punctuation.

Hi are you free tonight how are you going to meet at 8oclock outside

B Write a reply.

BBC VIDEO PODCAST
Download the podcast and view people talking about their families and friends.
www.pearsonlongman.com/speakout
UNIT 4

SPEAKING
- Describe your home
- Talk about things you can do in town
- Have a conversation in a shop

LISTENING
- Listen to a man describing his flat
- Understand conversations in shops
- Watch an extract from a documentary about some amazing places

READING
- Read about an English village not in England

WRITING
- Improve your use of commas
- Write an email about your home
- Write a blog about your favourite place

BBC CONTENT
- Video podcast: Where do you live?
- DVD: 50 Places To See Before You Die

places

- Small place, big style p38
- An English village? p40
- Can I help you? p42
- Favourite Places p44
GRAMMAR

3A Look at Table 4.2 on page 109 and complete the table.

<table>
<thead>
<tr>
<th>There</th>
<th>A bathroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>two chairs,</td>
</tr>
<tr>
<td>a</td>
<td>a separate living room,</td>
</tr>
<tr>
<td>any</td>
<td>a bedroom,</td>
</tr>
</tbody>
</table>

B 4.3 Listen and repeat. Notice the pronunciation of (Essential or PRACTICE).

page 114 LANGUAGE BANK

PRACTICE

4 Compare the email. Use there’s, isn’t there, there are or there aren’t.

Hi, I’ve just moved into a new flat. I’ve got everything I need. There’s a double bed and a kitchen. There’s a large sofa, a TV and a table. There are two chairs and a bookcase. There are three windows and a balcony. There are lots of books and a laptop. There are two bedrooms and two bathrooms.

Hi, I’ve just moved into a new flat. I’ve got everything I need. There’s a double bed and a kitchen. There’s a large sofa, a TV and a table. There are two chairs and a bookcase. There are three windows and a balcony. There are lots of books and a laptop. There are two bedrooms and two bathrooms.

GRAMMAR

4.4 Listen to a conversation. Complete the sentences with the correct form of the pronouns they, it or there.

They’ve got a new sofa. It’s very comfortable.

They’ve got a new sofa. It’s very comfortable.

WRITING

6A Look at the sentences below. How are they different? Which one is correct?

1. There are four rooms: a bedroom and a living room and a bathroom and a kitchen.
2. There are four rooms: a bedroom, a living room, a bathroom and a kitchen.

Put commas in the sentences if necessary.

1. There are three bedrooms two bathrooms and a kitchen.
2. We’ve got three bedrooms and two bathrooms.

Write an email to a friend about your home. Use the email in Exercise 4 to help. Remember to use commas.

speaking

Write words on Post-its and put them around your home. Choose eight words from furniture from the photo bank. Label them in your home. When you look at the Post-its, say the words aloud.


B Work in pairs. Look at the picture on page 153 for fifteen answers. Then correct sentences 1–6 below.

1. There are four books on the shelves.
2. There’s a sofa near the window.
3. There’s a table in front of the door.
4. There are two chairs next to the table.
5. There’s a lamp above the armchair.
6. There’s a chair between the door and the shelves.

C Look at the flat again on page 153. Write three false sentences about where things are.

D Work in pairs. Look at the flat and correct your partner’s sentences.

SPeaking

8A In your notebook, draw the outline of your favourite room at home. Draw only the windows and door.

B Work in pairs and take turns. Exchange notebooks. Student A describe the furniture in your room. Student B draw the furniture in the room.

This is my living room. There’s a table under the window.
**READING**

1A Look at the picture. Where do you think it is? Read the article and answer the questions.

1 Who studies there?
2 Who works there?
3 What buildings does it have?
4 How does the village help people?

C We will work and discuss. Do you think the English village is a good idea? Why? Why not?

**VOCABULARY places in towns**

2A Look at sentences 1–10 below. Where do you think you can do the things in the village? Complete the sentences with the words in the box below.

<table>
<thead>
<tr>
<th><strong>Town hall</strong></th>
<th><strong>School</strong></th>
<th><strong>Police</strong></th>
<th><strong>Fire station</strong></th>
<th><strong>Police</strong></th>
<th><strong>Fire station</strong></th>
<th><strong>School</strong></th>
<th><strong>Store</strong></th>
<th><strong>Bank</strong></th>
</tr>
</thead>
</table>

1 You can post a letter with British stamps on it in a ____________
2 You can buy English food in a ____________
3 You can watch films from Australia in a ____________
4 You can buy medicine in a ____________
5 You can see Shakespeare plays in a ____________
6 You can play tennis and football in a ____________
7 You can find out about British history in a ____________
8 You can go to an English class in a ____________
9 You can change money into British pounds in a ____________
10 You can meet the mayor in a ____________

B 4.4 Listen and check your answers.

C 4.5 Look at the place words. In Exercise 2A and underline the stressed syllables. Then listen and repeat.

3 Look at the sentences in Exercise 2A again. Say which things you can do in your town/city.

**SPEAKING**

When you see places in town, think to yourself in English. That’s a cinema. That’s a sports centre, etc. Do this to practice and revise vocabulary.

**GRAMMAR**

can for possibility

4A Look at the sentence and underline the correct alternative. Then write your answer in brackets.

**Example:**

You can go to an English class. It’s possible/impossible to go to an English class.

**Possible answer:**

You can go to an English class. It’s possible to [impossible] to go to an English class.

B Complete the sentences about the village. Use can or can’t.

**Example:**

You can’t drive a car in the village.

**Possible answer:**

You can’t drive a car in the village.

**VOCABULARY**

5A Choose a place from the box in Exercise 2A. Write two sentences about what you can’t do there.

**Possible answer:**

Post office: You can’t post cards there.

Work in pairs and take turns. Student A: read your sentences. Student B: guess the place.

C 4.6 Match the prepositions in the box with pictures A–G.

- in front of
- on the left of
- on the right of

B Look at the map of one of the villages. Can you find the bank?

D 4.7 Listen and write positional (in), negative (in), or question (?) for each sentence.

**Example:**

You're next to the gym.

**Possible answer:**

You’re next to the gym.

E Listen again and repeat the sentences.

**Exercise 5**

When you see places in town, think to yourself in English. That’s a cinema. That’s a sports centre, etc. Do this to practice and revise vocabulary.

**SPEAKING**

7A Think of a favourite place in your town/city. Make notes about where it is and what you can do there.

B Work in groups. Tell each other about the places. Which place would you like to visit?

There’s a good cinema called the Apollo. It’s in the main square opposite the library, next to a big shopping centre. It’s got six screens and you can also have a coffee there.
VOCABULARY
Things to buy
1A. Work in pairs and discuss.
   1. Do you enjoy shopping? Why/Why not?
   2. Is there a big shopping centre in your town/city? Do you like it? Why/Why not?
   3. Where do you usually buy these things in your town/city?
      • clothes
      • food
      • books
      • electronic equipment
      • music or DVDs
      • things for the home
      • magazines/newspapers

B. Work in pairs. What different kinds of shops do you know? Make a list.

2A. Where can you buy the things in the box? Complete the table below.

<table>
<thead>
<tr>
<th>Shop</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shop</td>
<td></td>
</tr>
<tr>
<td>bookshop</td>
<td></td>
</tr>
<tr>
<td>clothes shop</td>
<td></td>
</tr>
<tr>
<td>sport shop</td>
<td></td>
</tr>
<tr>
<td>supermarket</td>
<td></td>
</tr>
</tbody>
</table>

FUNCTION
Shopping
3A. 4.10 Listen to the customers. What do they want? Write the correct item in the table.

<table>
<thead>
<tr>
<th>Customer</th>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Listen again and write the correct prices next to each item.
1. Have you got it in __________?
2. It’s too __________.
3. It’s not __________ enough.
4. That’s fine. I’ll __________.
5. How about __________?

D. Work in pairs. Make sentences from the chart.
   - Yes, I have it / this sweater / size 42.
   - Oh, it’s / too big. I have it / it’s size 42.
   - How about it / that one?
   - That’s not big enough / this one is too big.

4A. Look at the flow chart. Use the prompts to complete the customer’s sentences.

Customer: Can I help you?
Shop Assistant: Yes. I have it / this sweater / size 42.
Customer: Oh, it’s / too big. I have it / it’s size 42.

LEARN TO
Buy no politely in a shop
5A. Look at the three conversation extracts. Underline the phrases the customer uses to say no politely.

Extract 1:
Assistant: Can I help you?
Customer: No, thanks. I’m just looking.

Extract 2:
Assistant: Have you got it in large?
Customer: No, that’s too big. Thanks anyway.

Extract 3:
Assistant: One hundred and twenty euros. Would you like to buy them?
Customer: One hundred and twenty? I’m not sure. I need to think about it.

B. 4-4.11 Listen and check. Then listen and repeat.

6A. Work in pairs and practise the shopping situation from Exercise 4A again. Student A: you are the shop assistant. Help your customer. Student B: you are the customer. This time you don’t buy anything as you say no politely.

SPEAKING
7A. Work in pairs. Student A: look at the information on page 152. Student B: you are a customer in a sports shop. Role-play the situation. Ask Student A questions and try to

B. Now you are a shop assistant in an electronics shop. Think of things to say to a customer. Role-play the situation. Student A: you are the assistant. Ask Student B questions. Student B: you are the customer. Can I help you?

- computer’s colour: grey
- 25 inch TV: 56,99
- 25 inch TV: 25,99
- headphones: 12,99
- electronic dictionary: 50,99
4A. Choose a favourite place in the countryside, a town, a building or a room. The place can be famous or not. Look at the questions below and make notes about it:

- Where is it?
- How often do you go there?
- What do you do there?
- Why do you like it?

B) 4.12 Listen to a man talk about his favourite place and answer the questions above.

C) Listen again and tick the key phrases you hear.

**key phrases**

- One of my favourite places is ...
- I go there every [day/week/month/weekend]...
- When I'm there, I usually ...
- I like it because it's ...
- It's a great place to ...

D) Work in groups and take turns. Tell each other about your place. Use the key phrases to help. Which place would you like to visit?

**writeback**

5A. Read the description below and put the topics of the paragraphs in the correct order:

a) Why do you like it? 

b) What’s the name of the place and where is it? 

c) How often do you go there and what do you do there? 

- My favourite place is my aunt’s flat. She lives in the centre of the city, and she doesn’t work so she’s always at home. I visit her once every month or two. She cooks lunch for me, and we chat about her life and my life. After lunch I usually lie on her sofa for an hour, or we watch TV together. I sometimes take my work with me and sit in her living room and do it, or read a book.
- I like it because when I’m there I remember my childhood. There’s always a nice smell of her cooking and I always feel good there.

B) Write a description of your favourite place. Use three paragraphs. Write about 100 words.
4.5 LOOKBACK

FURNITURE AND ROOMS

1A Add the vowels to the furniture words.
1 rmchr  3 cpbrd  5 sf  7 lm
2 bd  4 shlv  6 wrdrb  8 dsk

B Think of a room in your flat/house. Write three objects that are in it.
I’ve got a TV, two armchairs and a sofa.

C Work in pairs and take turns. Student A: read out the objects. Student B: guess the room.

PLACES IN TOWNS

2 Write the places in the word puzzle and find the secret message.
(Hint: What have you got after you shop all day?)

1 send emails at an
2 buy a football at a
3 buy medicine at a
4 get some fruit at a
5 get a haircut at a
6 buy some bread at a
7 shop for food at a
8 get a paperback at a
9 buy an MP3 player at an
10 buy a shirt at a
11 clean a suit at a

THERE IS/THERE ARE AND PREPOSITIONS

3A Read the sentences. Draw the things in the picture.
There’s a newspaper on the chair and a shelf under the window. There’s a flower on the shelf. There are two men on the left of the window.

B Now add these things to your picture:
   a woman  a bottle of water  a sandwich  keys

C Work in pairs and take turns. Ask and answer yes/no questions about your pictures.
A: Is there a sandwich on the table in your picture?
B: No, there isn’t. It’s on the shelf.

CAN FOR POSSIBILITY

4A Put the words in the correct order.
1 buy / battery / can / for / Where / camera / a / my / I
2 I / Where / smoke? / can
3 I / can / ‘beautiful’ / in / How / Italian? / say
4 they / match? / football / can / Where / watch / the
5 Can / the / come / friend / my / to / lesson?
6 centre? / can / the / What / do / in / sports / we

B Write answers to the questions above.
1 At an electronics shop.

C Work in pairs and take turns.
Student A: say the answer to one of the questions above. Student B: ask the question.
A: On the balcony.
B: Where can I smoke?

SHOPPING

5A Correct the sentences below.
1 Have you got this shoes in size 36?
2 They aren’t enough big.
3 Have you got in them size 34?
4 How much they are?
5 That’s too very expensive.
6 I take them.
7 No, they’re all right. Thanks anyway.
8 I’m not sure. I need think about it.

B Work in pairs. Choose four of the sentences above and write a conversation in a shop.

C Work in pairs. Role-play your conversation.

BBC VIDEO PODCAST
Download the podcast and view people describing their homes.
Authentic BBC interviews
www.pearsonlongman.com/speakout
UNIT 5

**SPEAKING**
- Talk about your eating and drinking habits
- Order a meal in a restaurant
- Describe a special dish

**LISTENING**
- Listen to people talk about food
- Learn to understand fast speech
- Watch an extract from a cookery programme about a famous chef

**READING**
- Read about eating and drinking habits

**WRITING**
- Use paragraphs to write a short report about your class
- Write a recipe

**BBC CONTENT**
- Video podcast: What’s your favourite dish?
- DVD: Rick Stein’s Seafood Odyssey

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food

- MyFridge.com p48
- A lifetime in numbers p50
- Are you ready to order? p52
- A Chef In Goa p54
VOCABULARY Food/drink
1 Look at the fridge A–C and discuss.
2 Which fridge belongs to:
   a) a student
   b) a parent
   c) a family
3 Is your fridge at home similar to fridge A, B or C?

2A Look at the words in the box. Which fridge are the things in? Write fridge (A), (B) or (C) next to each item.

egg A mix a banana, an apple and a cup of carrot juice, chicken, butter, water, a cucumber, sprouts, bread, wine, grapes, yoghurt, olives, cheese, fish, like a hot dog.

B Write the words from the box in the correct word web below.

chicken

meat

fish

drink

drink

fruit

carrots

vegetables


GRAMMAR countable and uncountable nouns

3A Write the words from Exercise 2A in the correct column below. Which word is always plural?

<table>
<thead>
<tr>
<th>Foods you can count</th>
<th>Foods you can’t count</th>
</tr>
</thead>
<tbody>
<tr>
<td>a banana</td>
<td>an egg</td>
</tr>
<tr>
<td>a banana</td>
<td>an egg</td>
</tr>
<tr>
<td>a banana</td>
<td>an egg</td>
</tr>
</tbody>
</table>

3B 5.1 Listen and check. Then listen and repeat.

PRACTICE

4A Underline the correct alternative.

1) I have cheese/cheese.
2) I really like haricot/beans.
3) I am eating egg/eggs.
4) I have vegetables/vegetables.

Change the food/drink words to make the sentences above true for you. Then work in pairs and compare your answers.

LISTENING

5A 5.2 Listen and match each person with fridge A, B or C.

1. Luke
2. Amy
3. Mike

B Listen again. What is each person surprised about?

GRAMMAR nouns with an/a, some, any

6A 5.3 Listen and underline the correct alternatives in the sentences below.

I’ve got a cheese sandwich and five cucumber and two carrots.
Of course, I haven’t got some veggie meat.

B Complete the table with an/a, some, any.

<table>
<thead>
<tr>
<th>Countable single</th>
<th>Countable plural</th>
<th>Uncountable</th>
</tr>
</thead>
<tbody>
<tr>
<td>We’ve got</td>
<td>apple</td>
<td>eggs</td>
</tr>
<tr>
<td>He hasn’t got</td>
<td>tomato</td>
<td>cheese</td>
</tr>
</tbody>
</table>

page 37 PHOTOBANK

PRACTICE

7A Complete the text with an/a, some, any and any.

Hi everyone! I’m Maria Collins and this is my fridge.

Some friends are coming for dinner and my fridge is really full. I’ve got some green and fresh vegetables and the girls love my girl and I’ve got a few cakes in the oven. There’s a bottle of mineral water too. I haven’t got any alcohol — my friends don’t drink. The girls have a fruit juice instead. There’s some honey to make a salad and some tomatoes.

There are some onions for the soup — but I don’t like raw onions. I’ve got some eggs and cucumbers, but I haven’t got any tomatoes.

B Think about what’s in your fridge.

Write two types of fruit, two vegetables and two drinks that are in the fridge.

C Work in pairs and take turns. Ask your partner questions and guess what’s in your partner’s fridge.

A: Have you got any milk?
B: Yes, I have.
A: Are there any apples in your fridge?
B: No, there aren’t. How many oranges do you have?

SPEAKING

8A Complete sentences 1–6 about you.

1. For breakfast, I sometimes have...
2. For lunch, I never have...
3. In the evening, I usually drink...
4. My favourite vegetable is...
5. My favourite fruit is...
6. I really love a glass of... (beer, milk, wine)...

B Work in groups. Ask and answer questions. Find out if your students have got similar eating habits to you.

A: What do you usually have for breakfast?
B: I... I often have mercy.
C: Do you usually have...
**VOCABULARY**  containers

1A. Look at pictures A–K. What items can you see?

B. Match pictures A–K to the words in the box below.
- bottle
- bag
- cup
- can
- jar
- mug
- carton
- roll

**READING**

2A. Work in pairs. How do you say the numbers in the box below?

45 21 63 6,200 4,000 10,000 53,000 60,000 75,000

B. (2-5). Listen and check. Then listen again and repeat.

3A. Read the article. Complete it with numbers from Exercise 2A.

B. (2-5). Work in pairs and compare your answers. Then listen and check.

C. Work in pairs and discuss the questions.

1. Which food is in the article? Do you eat a lot?
2. Which do you never eat?
3. What other food and drink do you eat or drink a lot?

**GRAMMAR**

How much/many; quantifiers

4A. Complete the sentences below. Use the article above to help.

1. ________ food does an average person eat in a lifetime?
2. ________ cakes does the average American eat?

B. Look at the sentences above. Underline the correct alternatives to complete the rules.

- Use how much with countable/uncountable nouns.
- Use how many with countable/uncountable nouns.

C. Match the words below with pictures A–D.

not many / a lot / lots / none / quite a lot

**PRACTICE**

5A. Complete the questions.

1. How ________ does an average 6-year-old child laugh every day?
2. How ________ does a person drink in their lifetime?
3. How ________ shampoo do people use in their lifetime?
4. How ________ worth does a woman pay in a day?
5. How ________ time does a person laugh every day?
6. How ________ friends does a person make in their lifetime?
7. How ________ teaspoons does a person use in their lifetime?
8. How ________ words does a man say in a day?

B. Work in pairs. Student A: turn to page 51 and find the answers to questions 1–4. Student B: turn to page 52 and find the answers to questions 5–8.

C. Work in pairs and take turns. Student A: ask one of your questions and wait for possible answers. Student B: listen and choose the correct answer.

- How many times does a 6-year-old child laugh every day?
- About three hundred times or 0 about a hundred times?
- I'm not sure. I think a hundred times!

**SPEAKING**

6A. Work in groups. Ask and answer questions using the prompts below to complete the table. Use a lot/totally, quite a bit, not much/much, and use extra piece of information in your answers.

<table>
<thead>
<tr>
<th>In a week</th>
<th>You</th>
<th>Student 1</th>
<th>Student 2</th>
<th>Student 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>biscuits / cake</td>
<td>Quite a bit</td>
<td>Not many</td>
<td>A lot</td>
<td>I love them</td>
</tr>
<tr>
<td>fruit</td>
<td>Yes</td>
<td>No</td>
<td>Maybe</td>
<td>No</td>
</tr>
<tr>
<td>vegetables / salad</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>water / drink</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>coffee / drink</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>exercise / sport</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

A: How many biscuits do you eat in a week, Julia?
B: Not many. Maybe one or two.
A: How about you, Fara?
C: A lot! I love biscuits.

B. Discuss. Which students have a good diet/healthy lifestyle?

I think Julia has a good diet because she eats a lot of vegetables.

**WRITING**

7A. Look again at the article on page 30. Match topics 1–8 below with paragraphs 1–8.

1. diet
2. vegetables
3. exercise
4. sport
5. unhealthy
6. exercise
7. diet
8. healthy

B. Read the sentences below. Underline the correct alternatives.

A paragraph is a group of words that make sense about one main point. A paragraph can be short or long. When you finish the topic, start a new sentence/paragraph.

C. Read the text below. How many paragraphs can you make? Draw a line between each one.

Healthy living

How do you keep healthy? What do you eat at home? Do you have a healthy lifestyle and a good diet? The answer is that people eat a lot of food. How much exercise do you do? Do you exercise every day? Do you eat a lot of vegetables and fruit? Do you have a healthy lifestyle?

D. Write a report about your group. Use your notes from Exercise 6A to help. Write three or four paragraphs.
5A. Complete the conversation with words in the box.

A: Good evening. Would you like something to drink?
B: Yes, we have two cola and some water, please.
A: Fine. Are you ready to order?
B: Yes. We like the fish and the chicken.
A: Would you like vegetables?
B: Yes, please.
A: We've got carrots, peas and broccoli.
B: I have some carrots and some peas.
A: The same for you, please.
B: Work in pairs and practice the conversation.

5B. 3:5. Listen and tick the phrases you hear.

5C. Number the tricky phrases in order. Then listen again and check.

5A. 3:5 Listen and complete the sentences below.

1. I'd like to order __________ food, please.
2. Can I have a glass of ________?
3. I'd like some __________, please.
4. The ________ food, please.

5B. Listen again and check your answers. What do the customers order?

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Learn to: understand fast speech

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5D. 3:5 Listen and check. Then listen and repeat.

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5E. Work in turns. Choose one long sentence from audio script 3:5 on page 170. Try to finish the sentence faster than your partner.
A CHEF IN GOA

DVD PREVIEW

1A. Work in pairs and discuss.
   a. Do you like cooking?
   b. What is your favourite dish?
   c. Do you like eating out?
   d. Why/Why not?

B. Look at the photo and read the text. Then answer the questions.
   a. Who is Rick Stein?
   b. What type of food does he like?
   c. Which place does he visit in the programme?

Rick Stein’s
Seafood Odyssey

Rick Stein is an English chef. He travels around the world to find new dishes. He also invites people to join him on his trips.

DVD VIEW

2A. Watch the DVD. Tick seven things you see in the box below.

- a market
- feet of a boat
- fish in a pan
- rice
- spices
- fish vegetables
- a washing-up bowl

B. Watch the DVD again and complete the sentences below with words in the box.

cheap vegetables sauce food eight

- This is one of the best known and loved for the best part of a century. To buy 7
- The scenery is absolutely stunning. It is quite
- The smell of seafood
- It is really
- Very happy
- Very expensive
- Very very

C. Match the words with pictures A-E.

D. Look at Rick Stein’s instructions for cooking below. Number them in the correct order.
   a. Put some flour into a bowl and mix it with...
   b. Cook for about three or four minutes.
   c. Take the fish out of the pan.
   d. Add salt and spices.
   e. Squeeze some lime over the fish.
   f. Drop the fish in the pan.
   g. Put in some fish...
   h. Stir the fish around in some oil...

3A. Work in pairs and discuss. Choose your ingredients from the list below.
   - one kind of meat or fish
   - two/three kinds of vegetables
   - rice, pasta, noodles or potatoes
   - three eggs
   - oil, salt, pepper, soy sauce, spices or herbs
   - Work in pairs and discuss. What can you make with your ingredients? Give special dish a name.
   - Italian Special
   - Spanish Special
   - Japanese Special
   - A "Special"防控 in pairs and discuss. What can you make with your ingredients? Give special dish a name.

keyphrases

The name of [Rick Stein’s] dish is...
It’s very easy to make... You need... The rice is...
It’s very nice and... You’ll love it!

C. Prepare to tell your class about your dish. Use the key phrases to help.
D. Tell your class about your dish. Listen to the other groups. Which dish would you like to try?

B. Look at the photos and read the text. Then answer the questions.
   a. What is the speciality in each of these countries?
   b. What is the secret of each of these dishes?
   c. Write the recipe for your special dish from Exercise 2D. Remember to use key phrases.

writeback a recipe
FOOD
1A Read the clues below and complete the food words.
1 It’s green, it’s a fruit and it starts with ‘a’. ____
2 It’s a drink and it starts with ‘m’. ____
3 It’s a vegetable and it starts with ‘cu’. ____
4 It’s a fruit, it’s yellow and it starts with ‘b’. ____
5 It’s sweet and it starts with ‘i’. ____
6 It’s white, it’s got four letters and it starts with ‘r’. ____
B Write four more sentences to test your partner.
It’s a drink and it starts with …
C Work in pairs and take turns. Student A: read out your sentences. Student B: say the name of the food.

CONTAINERS
3A Find twelve words for containers.

B Work in pairs and take turns. Student A: start the phrase with a container. Student B: complete the phrase with the correct item.
A: A cup of …
B: A cup of coffee

IN A RESTAURANT
5A Work in pairs. Look at the menu for a new restaurant. Write a description of dishes 1–3.

MENU

1 King’s delight:

2 Winter warmer:

3 Light & tasty:

HOW MUCH/MANY
4A Write the questions in full.
1 How / water / drink every day?
   How much water do you drink every day?
2 How / chocolate / eat / every week?
3 How / brothers / have got?
4 How / people / be / there in your family?
5 How / sugar / have / in your coffee?
6 How / cola / drink / every week?
7 How / rooms / be / there in your flat/house?
8 How / salt / like / in your food?
B Answer the questions in Exercise 4A with numbers or phrases. 4 glasses, 2 bars, 3 …
C Work in pairs. Try to guess the question for each number or phrase.
A: Eight
B: How many rooms are there in your flat?
A: Yes!

How many bottles of water are there in your shop?
A: How many water bottles are there in your shop?
B: How many bottles of water are there in your shop?
A: How many water bottles are there in your shop?
UNIT 6

SPEAKING
- Describe your favourite childhood things
- Talk about past events
- Interview a special person

LISTENING
- Hear about famous people’s favourite things
- Learn to keep a conversation going
- Watch an extract from a documentary about a famous dancer

READING
- Read about ‘time twins’

WRITING
- Link sentences with because and so
- Write your life story
- Write a profile about a special person

BBC CONTENT
- Video podcast: Did you go out last night?
- DVD: The Culture Show

the past

- Favourite things p50
- Time twins p60
- How was your weekend? p62
- Carlos Acosta p64
A: Work in pairs and discuss: What do you know about the famous people in photos A–F?

B: Match the famous people (A–F) with their favourite childhood things. Use your dictionary to help with new words.

1. Karate and ninja-themed comics
2. Ballet and swimming
3. Football and the film Gladiator
4. The piano and Hamton K, a realitar
5. Writing poems and dancing
6. John Cleese and Charlie Chaplin

C: (6.1) Listen and check your answers.

GRA: Print/Write

A: Find and underline the verbs in the sentences below. Are the verbs in the present or the past?

1. His favourite sport was football.
2. His favourite actors were John Cleese and Charlie Chaplin.
3. Complete the past tense below.

Present
She MP CDs
Past
She PL CDs

B: Look at the sentence below and complete the date.

Rule: make the negative with was/were + not

D: Make the sentence below into a question. He was a quiet boy.

FV: Match the dates A–H with the special occasions below. There are two extra dates.

A: Work in pairs and compare your ideas.

5A What were your favourite childhood things? Think of examples for each of the categories below:

- Music/film
- TV programmes/fonts
- Food/drink
- People/place

6A Listen and underline the years you hear.

- 1995
- 2000
- 1997
- 1944

6B Work in pairs and take turns. Student A: say one of the years above. Student B: point to the year.

C: Work in pairs and take turns. Student A: say the months of the year. Student B: point to the month.

6C Listen again. Write down the years you hear.

6D Write the numbers.

1st to 10th numbers: in English

11th to 19th numbers: in English

20th to 99th numbers: in English

100th numbers: in English

6E Work in pairs. Student A: go to page 165. Student B: go to page 160.

6F Complete the time phrases below with the words in the box.

6G Read the time phrases and write past sentences. Make them true for you.

6H Work in pairs and take turns. Student A: say one of your past events, but don’t say when it was. Student B: guess the time phrase.

A: I was with some friends.
B: On Saturday?
A: Yes. That’s right!
READING

A. Look at the photos and discuss. Where do you think the woman are from? Why are they the twins?
B. Read about their lives. Then put the paragraphs in the correct order.
C. 6.6. Listen and check your answers.
D. Find two things that are the same and two things that are different between Liz and Carol.
They were born on the same day.

GRAMMAR past simple

2A Read the life stories again and circle the past form of the following regular verbs. Life, move, want, start, live, work, visit, stop.

B. Look at the verbs above and complete the rule.

Rule: Move the past simple of regular verbs by adding ________ to the verb.

C. 6.7 Listen to the pronunciation of the regular verbs below and write them in the correct place in the table.

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Past Simple</th>
</tr>
</thead>
<tbody>
<tr>
<td>lived</td>
<td>lived</td>
</tr>
<tr>
<td>loved</td>
<td>loved</td>
</tr>
<tr>
<td>lived</td>
<td>lived</td>
</tr>
<tr>
<td>raised</td>
<td>raised</td>
</tr>
<tr>
<td>helped</td>
<td>helped</td>
</tr>
<tr>
<td>finished</td>
<td>finished</td>
</tr>
</tbody>
</table>

D. Write the past form of the irregular verbs below. Use the life stories to help.

1. have - had
2. get (married) - got married
3. make - made
4. see - saw
5. eat - ate
6. rest - rested

E. Complete the sentences with the negative form. Then complete the rule.

1. Liz ________ any children.
2. Carol ________ her children.

Note: Move the negative by adding ________ before the verb.

Practice

3A Complete the sentences with the past form of the verbs in brackets.

1. She ________ ________ in the city and always ________ ________ work (like/like). C
2. The family ________ ________ (five) days to get there. (travel)
3. Every day after work, she ________ ________ for her five children (cook)
4. They ________ ________ (her) because she ________ ________ to them. (love)
5. They ________ ________ ________ (in) 1969. (open)
6. She ________ ________ (on the radio) (sleep)
7. She ________ ________ ________ (be) (stay) (stop)
8. She ________ ________ ________ (sell a lot of ice cream) (try)

B. Write which sentences are about Liz (L) and which are about Carol (C).

4. She was born in Yugoslavia on the 14th of July 1913.

A. She had sugar for lunch and dinner every day for three years.

B. She grew up at twenty-five. She didn’t have any children, but she taught children to read and write.

C. In 1963, she moved to Lakehausen in Hungary and made a lot of money selling ice cream with her sister. She bought a house in the country and now she never goes there.

D. She wanted to save money, but there was no money so she started working as a baker in a restaurant.

E. She lived in a small village and went to school where she was born. In 1944, her family moved from Yugoslavia to Hungary because of the war.

F. For a few years, she stopped going to school and studied at home with her sister. She became a well-known radio actress.

G. She was born in the USA on the 14th of July 1913.

A. In 1962, they bought a house by the sea and now their children come and visit them.

B. She went to a school for children where she was born. At six years old she had her own radio programme.

C. Later, she worked as a baker in New York. She met her husband there in 1963. They got married and had five children.

D. For a few years, she stopped going to school and studied at home with her sister. She became a well-known radio actress.

E. In the 1960s, she didn’t see her children very much because they lived abroad. She and her husband visited them sometimes.

F. She was born in the USA on the 14th of July 1913.

A. In 1962, they bought a house by the sea and now their children come and visit them.

B. She went to a school for children where she was born. At six years old she had her own radio programme.

C. Later, she worked as a baker in New York. She met her husband there in 1963. They got married and had five children.

D. For a few years, she stopped going to school and studied at home with her sister. She became a well-known radio actress.

E. In the 1960s, she didn’t see her children very much because they lived abroad. She and her husband visited them sometimes.

VOCABULARY common verbs

5A. Complete the text again and underline six verbs in the past tense that you use for telling a life story.

6.2.1.3 by the time

5B Look at the irregular verbs on page 127 and find the past tense of these verbs. Project, grow up, leave, learn, start, use.

6C. Look at the sentences. What’s different about the present and past question forms?

1. Do you live in New York?
2. Did you live in New York when you were a child?

7A. Think about a friend you don’t see often. Complete the questions below. Use the information in the text to help.

1. Where and when ________ each other (you/me)?
2. Why ________ each other (you/me)?
3. How often ________ each other (you/me)?
4. When ________ each other (you/me)?
5. Why ________ each other (you/me)?
6. Why ________ each other (you/me)?

8A. Work in pairs. Ask and answer the questions above.

9A. Complete the sentences with because or so.

1. Carol lived ________ because she ________ a school for children.
2. 1 started working ________ a sugar factory ________ her family was poor.
3. Complete the sentences about your life.
4. At school I ________ because ________.
5. I ________ ________ English because ________.
6. Write your life story in 100 words. Remember to use and, but, because and so.
**FUNCTION: making conversation**

3A (p. 138) Listen to the conversation and underline the correct alternative.
1. I was out for a walk to the park.
2. I met a friend.
3. I went on a picnic.
4. I saw a film.

3B Write the question (Q), answer (A), or show interest (I) next to each phrase.

**A** 1. How was your weekend?
2. How was your weekend?
3. I tried an ice cream.
4. I tried an ice cream.

**B** 1. OK.
2. Beautiful.
3. I tried an ice cream.
4. I saw a film.

3C Listen again. Tick the phrases above you heard.

**LEARN TO: keep a conversation going**

5A Look at the extract. How many pieces of information does Isabel give in her answer? Why?

**Exercise page 138 LANGUAGE BANK**

5B Underline the extra piece of information in Isabel’s answer.

6A Complete the conversation with questions and extra information. Use your own ideas.

**Exercise page 140 LANGUAGE BANK**

6B Work in groups. Ask each other about your weekend. Remember to show interest and give extra information.

**EXTRA ACTIVITIES**

7A Imagine that you had a perfect/terrible weekend.

**Exercise page 141**

7B Work in groups. Take turns to tell each other about your weekend and give extra information. Remember to show interest.

**Speak more:** Ask follow-up questions after your first question. When you answer, give extra information.
2A. Watch the DVD. Were any of your ideas about Carlos Acosta correct?

2B. Watch again. Number the events in Carlos Acosta’s life in the correct order.
   a) He was born and grew up in Havana.
   b) He was a champion break dancer.
   c) He won the 'Havana Rumble.'
   d) He learned how to dance.
   e) He was famous.
   f) He joined the Cuban National Ballet.
   g) He travelled to Europe.
   h) He joined a boy’s ballet school.

C. Read what Acosta says about Cuba. Underline the correct alternatives.

Cuba is always going to be my home. It’s my "hacienda" home, but it’s the only country you know; because that’s where all your ancestors came from, your memories you know, and this is the only place I’m never going to be able to forget. You also have to be a Cuban dancer first, then you learn how to dance. When you learn how to dance, you know, you call, Cuba. It’s something that I’ve been passed on through generations to generations. And it’s also, you know, the rhythm and the love, and the teamwork and... it’s among that’s what, so it’s dancing to dance and music and movement.

2D. Watch the DVD again and check your answers.

**Speak Out** an interview

3A. Work in pairs. Think of a hero or someone you admire, e.g. a famous person, a friend or someone in your family. Tell each other about the person. Why is he/she important to you?

B. Here’s an interview with Sadiq Kadiyali. What is one special thing about him?

C. Listen again and tick the key phrases you hear.

**Write Back** a profile

4A. Read the profile about Baruti Kabele and number the paragraph topics in order.
   a) A life-changing experience.
   b) His early life.
   c) Why I admire him.
   d) His work.

A Special Person: Baruti Kabele

1. Baruti was born in Walthamstow in 1980. He was the son of Indian parents. He loved dancing and in his early years he could do a stunning spin for his family.

2. When Baruti was at school, one of his friends lost his parents and became an orphan because his father had died and his mother was not able to look after him.

3. Baruti was an orphan himself because his parents died in an accident. His friends lost their parents and Baruti decided to help them.

4. Baruti is a hero to me because he gives his life by helping children. He is an amazing man and I admire him very much.

B. Write a profile of a special person from Exercise 3B. Write about the events in his/her life and say why you admire him/her.
**6.5 LOOKBACK**

**WAS/WERE**

1A Put the words in the correct order.

1 was / work / I / afternoon / at / yesterday
2 six / Where / o’clock / at / you / were?
3 evening / my / was / at / I / Wednesday / friend’s / on
4 at / were / shops / you / the / When?
5 half / you / Were / home / at / twelve / at / past?

B Look at the table below. Where were you yesterday? Fill in the table.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.45</td>
<td>At home</td>
</tr>
<tr>
<td>12.30</td>
<td></td>
</tr>
<tr>
<td>19.00</td>
<td></td>
</tr>
</tbody>
</table>

C Work in pairs and take turns. Ask and answer questions about yesterday. Fill in the table when your partner says yes.

**DATES AND TIME PHRASES**

2 Complete time phrases a)–h) so they mean the same as phrases 1–8.

Today is Monday 7th June, 2011.

Vicky is twenty-three.

1 When she was twenty
2 On Sunday afternoon
3 Last month
4 4th June
5 A week ago
6 Yesterday
7 In January
8 Last year

a) Three years ______ ago
b) ______ afternoon
c) ______ May
d) ______ Friday
e) ______ week
f) ______ 6th June
g) five months ______
h) ______ 2010

**PAST SIMPLE**

4A Make the sentences true for you. Use the positive and negative form of the verb.

1 I _______ lunch yesterday. (miss)
2 I _______ some friends at the weekend. (meet)
3 I _______ English yesterday evening. (study)
4 I _______ very well last night. (sleep)
5 I _______ breakfast for myself this morning. (make)
6 I _______ to this lesson by car. (come)

B Work in pairs and compare your answers. Add an extra piece of information.

I didn’t miss lunch yesterday. I had a sandwich in the park.

**PAST SIMPLE QUESTIONS**

5A Look at the sentences and write questions to ask your partner. Add two of your own questions.

1 He/She was born in a hospital.
   Were you born in a hospital?
2 He/She grew up in a city.
   Did you grow up in a city?
3 He/She usually walked to school when he/she was ten.
4 He/She went abroad every summer when he/she was a child.
5 He/She played a lot of sports at school.
6 He/She liked mathematics at school.
7 ____________?
8 ____________?

B Work in pairs and take turns to ask and answer the questions.

---

A: Where were you at 8.45 yesterday?
B: I was at home.
A: Were you in bed?
B: Yes, I was. / No, I wasn’t.
UNIT 7

SPEAKING
› Talk about how you like to travel
› Compare places, transport, hotels and holidays
› Plan and talk about a long journey
› Give directions in the street
› Describe a town/city you know

LISTENING
› Understand directions
› Watch an extract from a travel show about Buenos Aires

READING
› Read an article about a bus ride from London to Sydney

WRITING
› Check and correct information about a holiday
› Write a short article about a town/city

BBC CONTENT

Video podcast: How was your last holiday?

DVD: Holiday 10 Best

holidays

› Travel partners p66
› The longest bus ride p70
› Can you tell me the way? p72
› Buenos Aires p74
1A. Work in pairs. What places/things can you see in the photos? Make a list of adjectives to describe them.

Travel: fast, comfortable ...

1B. Match the adjectives in column A with the opposites in column B.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>good</td>
<td>bad</td>
</tr>
<tr>
<td>fast</td>
<td>slow</td>
</tr>
<tr>
<td>crowded</td>
<td>uncrowded</td>
</tr>
<tr>
<td>expensive</td>
<td>cheap</td>
</tr>
<tr>
<td>comfortable</td>
<td>uncomfortable</td>
</tr>
<tr>
<td>interesting</td>
<td>dull</td>
</tr>
<tr>
<td>quiet</td>
<td>noisy</td>
</tr>
</tbody>
</table>

C. (1.71) Listen and underline the stressed syllable in each adjective. Then listen again and repeat.

D. Work in pairs and take turns. Student A chooses one of the photos A–D. Describe it using four adjectives from Exercise 1B. Student B guesses the photo.

A: It’s really comfortable and I think it’s expensive, it’s quite big and I don’t need it.

B: Photo D?

TRAVEL QUIZ

Going on holiday this year? Do the quiz and find your perfect travel partner ...

1. How do you like to travel?
   a) By plane  b) By train

2. Where do you like to stay?
   a) In a hotel  b) In a self-catering apartment

3. What do you prefer to do?
   a) Go sightseeing  b) Relax on a beach

4. When do you like to go?
   a) In spring  b) In winter

5. What do you like to eat?
   a) Local dishes  b) The food I usually eat

6. What do you like to do in the evening?
   a) Go to a club  b) Go to a restaurant

7. How long is your perfect holiday?
   a) A week  b) A month

LISTENING

3A. (7.2) Listen to two people doing the quiz. Answer the questions.

What do they say about their partner?

1. How many of their answers are the same? 2. Are they a good travel partner?

B. Listen again. Write true (T) or false (F) next to the answers in the quiz in Exercise 2A.

C. Work in pairs and discuss. Is the man or the woman a good travel partner for you? Why/Why not?

GRAMMAR: comparatives

4A. Look at exercise 2.2 on page 177 and complete the sentences.

1. My hiking shoes are ______ than yours.
2. Summer is ______ than spring.
3. A hotel is ______ than an apartment.

B. (7.3) Underline the stressed words in the sentences above. Listen and check. Then listen again and repeat.

C. Complete the table.

<table>
<thead>
<tr>
<th>short adjectives</th>
<th>fast</th>
<th>slow</th>
</tr>
</thead>
<tbody>
<tr>
<td>strong adjectives</td>
<td>comfortable</td>
<td>uncomfortable</td>
</tr>
</tbody>
</table>

Irregular adjectives: good / bad

b) Select the adjective that goes with each of the following: 

1. The food is ________.
2. The weather is ________.

PRÁCTICA

5A. Write comparative sentences. Use the adjectives in brackets.

1. Cities are more expensive than towns.
2. Autumn is more colourful than spring.
3. Travelling by car is safer than travelling by train.
4. English is more difficult than Spanish.
5. Visits, trains, comfortable
6. Winter is colder than summer.
7. Books, magazines, interesting
8. City, beach, relaxing

B. Work in pairs and compare your answers.

6A. Choose two places you know, e.g., cities, cities, nightclubs. Which one do you like more? Write two sentences about each place using comparatives.

A: I like Edinburgh more than London.
B: Why?
A: It’s friendlier and cheaper.

6B. Work in pairs and take turns. Tell each other about your places.

A: I like Edinburgh more than London.
B: Why?
A: It’s friendlier and cheaper.
OZBUS: an exciting way to travel from London to Sydney

The OZBUS is the longest bus ride in the world and the ultimate journey for backpackers. In twelve weeks it travels 16,000 kilometres through twenty different countries.

"Most people fly from London to Sydney at 40,000 ft and never see anything," says Mark Cowley from OZBUS. "But the OZBUS people can see the most beautiful places in the world. We go across Europe through Turkey, India, China, Mongolia, and Australia. We travel through deserts, mountains and people - it's amazing!"

Jeff Lane travelled on the OZBUS last summer. "The most exciting place was the Taj Mahal," he said. "The most relaxing place was the tiger reserve in the Himalayas, and the most exciting thing was finding the base camp of Mount Everest! And what were the worst things? Well in Teenus the bus broke down and we were left a whole day for a new one. That was not good. And I didn't always enjoy camping at night. Sometimes I wanted to stay somewhere more comfortable!"

The OZBUS takes you to forty people of all ages. At night, the passengers usually play cards or sometimes in small hotels. Everyone takes turns to buy food in local markets and cook for the group.

The greatest journey in the world? Cheyne thinks so. "If you want a truly awesome experience, then the OZBUS is for you."

**READING**

2A Read the introduction to the article about the OZBUS and answer the questions.

1. What is the OZBUS?
2. How many countries does it travel through?
3. What is it about? What would you like to know about the OZBUS?

Write three questions using the words in the box to help.

- country
- price
- people
- food
- sights

How many countries does it visit?

2A Read the article. Did you find the answers to your questions?

B Read the article again. Are sentences 1–5 true (T) or false (F)?

1. The OZBUS travels through twenty countries in twenty weeks.
2. OZBUS passengers fly from London to Sydney.
3. Jeff Lane took the OZBUS in the summer.
4. He Beat the 'Taj Mahal, the tiger reserve and camping.
5. Most OZBUS passengers are forty years old.
6. They stay in hotels and camps.
7. Would you like to go on the OZBUS? Why / Why not?

**GRAMMAR**

superlatives

4A Complete the sentences with words from the article.

1. The OZBUS is the ______ bus ride in the world.
2. People can see the ______ beautiful places in the world.
3. The ______ thing was the Taj Mahal.

4B Underline other examples of superlatives in the article.

**WRITING**

7A Read the student's homework below. Find and correct three mistakes.

- the / a / an / -ing / -ed / -en / -en
- the / a / an / -ing / -ed / -en

On Wednesday we went by bus across the desert. We were in a car of tourists. The people on the bus were tired of the city. At night we stayed in a hotel. It was not very comfortable, but it was more expensive than the hotels. We bought all our food on the market.

B Write four sentences about your last holiday.

C Read the article. Check each other's sentences. Use the list in Exercise 7A to help.
7.3 CAN YOU TELL ME THE WAY?

**VOCABULARY:** places

1A. Look at the map of Brighton and find the places in the box below.

- a bus station
- a cinema
- a police station
- a restaurant
- a parking lot
- a hospital
- a museum
- a clock tower
- an art gallery
- a park
- a square
- a swimming pool

**FUNCTION:** giving directions

2A. Work in pairs and look at the map. Find three different routes from the Clock Tower to Brighton Pier.

B. **5.7.8. Listen to the directions.** Draw the routes on the map.

C. Listen again and complete the dialogue. Then listen and repeat.

A: Give me Care you remember the way to the .... place?
B: Yes! ... you turn .... down West Street until you ....
A: Straight ....
B: Yes! And then turn .... and you'll see the Park.
A: Thanks very much.

3A. Match directions 1–8 to diagrams A–H.

1. go straight on 2. turn left on North Street 3. turn right into South Street 4. go down West Street until you .... 5. take the second right 6. go past the cinema 7. it's on the right 8. it's on the left

A. B. C. D. E. F. G. H.

4A. Choose two places in the box below. Write directions to them from the Clock Tower.

- the Royal Pavilion
- the Museum and Art Gallery
- the swimming pool
- Church Street car park
- the Town Hall
- the Theatre Royal

B. Work in pairs and take turns. Student A: read your directions. Student B: follow the directions. Where are you?
A: Give directions for two more places.

5A. **5.7.8. Find Church Street car park.** Listen to the conversation and follow the directions. Where are you?

B. Read the extract and listen again. How does the woman check the directions? Underline the phrase she uses.

A: You go out of this car park and turn right. So that's right into Church Street. Then take the first right. It's not called New Road.
B: The first right.
A: No, the third right. And you go straight on until the end of the road and then turn left. After about one minute you'll see it on the left. You can't miss it!
B: So straight on, turn left at the end of the road and then ....?
A: It's on the left.
B: On the left.
A: Work in pairs. Student A: read the part of A alone, sentence by sentence. Student B: cover the other. Listen to Student A and repeat to check you understand.

6A. **5.7.8. Look at the conversation extracts below.** Listen and underline the stressed words in B's answers.

- A: The first right.
- B: No, the third right.
- A: So I turn left and then ....
- B: Yes, you turn right.
- A: I go past the Pavilion and ....
- B: No, it's past the Pavilion.
- A: It's Church Street.
- B: No, it's Church Road.

B. Listen again and repeat the man's answers.

**SPEAKING**

7A. Work in pairs and take turns. Choose a starting point in your town and give directions to three places. Check that you understand the directions. Student B: give directions and correct the directions if necessary.
**1A Work in pairs. Look at the photos and answer the questions below.**

1. What can you see/do in Buenos Aires?
2. What sports are popular in Argentina?

---

**2A Watch the DVD. Number the photos in the order Nick talks about them.**

1. the Avenue 9th July
2. La Boca
3. Diego Maradona
4. the tango
5. polo
6. Argentinean beef
a) is one of the poorest parts of Buenos Aires
b) is the best in the world
c) is the widest street in the city
d) is a famous dish
e) is a sport you do on a horse
f) is one of the most famous football players in the world

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

**C Watch the DVD again. Complete the sentences below with the words in the box.**

**famous vegetables**

- The twenty-first Avenue 9th July is the __________ place on the planet and it cuts through the city from north to south.
- The people of La Boca share one of Argentina’s greatest passions: __________. La Boca is where Diego Maradona, one of football’s leading legends, began his career. She also admires people dancing the tango. Try the popular sport of polo and eat some famous Argentinean beef.
- We are also __________ for the tango. People started dancing the tango in the 1880s. It’s a dance full of passion and love.
- You can’t go to Buenos Aires and not eat __________. They are delicious!

---

**3 Work in pairs. Answer the questions.**

1. What can you see/do in Buenos Aires?
2. What sports are popular in Argentina?
COMPARATIVES

1A Look at the information about two ways of travelling from Moscow to Beijing below. Write eight sentences comparing them. Use words in the box to help.

cheap fast expensive slow crowded boring comfortable interesting uncomfortable exciting relaxing

Trans-Siberian Railway:
580 euros 2nd class, 7 days, 35 stops, 4 beds per compartment, restaurant on train

China Airlines flight:
1,100 euros 2nd class, 7 hours 20 minutes, 0 stops, 2 meals, 2 movies

The train is cheaper than the plane.

B Work in pairs and discuss. Which way of travelling from Moscow to Beijing is better: the train or plane? Why?

VOCABULARY: PLACES

2 Work in pairs. Look at the words in the box below and find:

a mountain a village a city a desert a jungle a lake a market a river

1 two places where you can swim. 2 one place that has a lot of trees. 3 two places where people live. 4 one place where you can buy things. 5 one place that’s hot in the day and cold at night. 6 one place that’s very high.

SUPERLATIVES

3A Complete the quiz with superlatives of the adjectives in brackets.

City Quiz

1 The friendliest (friendly) city in the world is:
   a) Rio de Janeiro b) Cairo c) Kuala Lumpur

2 The world’s __________ (big) city is:
   a) Seoul b) Mexico City c) Tokyo

3 __________ (good) place to live is:
   a) Zurich b) Vancouver c) Melbourne

4 __________ (safe) city in the world is:
   a) Istanbul b) Singapore c) Dublin

5 __________ (beautiful) city is:
   a) Cape Town b) Sydney c) Prague

6 __________ (popular) tourist destination in the world is:
   a) Spain b) The USA c) France

7 __________ (fast)-growing cities in the world are in:
   a) China b) Africa c) India

8 __________ (busy) shopping street in the world is in:
   a) London b) Hong Kong c) Shanghai

B Work in pairs and do the quiz. Then check your answers in the key.
UNIT 8

SPEAKING
- Talk about what people are doing
- Describe people’s appearance
- Ask for and give recommendations
- Talk about an event

LISTENING
- Listen to a radio programme about ideas of beauty
- Watch an extract from a documentary about an English music festival

READING
- Read blog entries about what people are doing now

WRITING
- Write a blog about what you are doing
- Write a review of an event

BBC CONTENT
- Video podcast: What was the last film you saw?
- DVD: Inside Out

now

In the picture p78  Looking good p80  What do you recommend? p82  Festival Highlights p84
8.1 IN THE PICTURE

GRAMMAR present continuous

2A Look at the website page. Match sentences 1-5 below to photos A-E.
1 We’re looking for the jazz.
2 I’m singing us after the party.
3 I’m分为 the beach in Cannes.
4 Jennifer is looking at paintings at the Hermitage.
5 Her’s singing My Way at a karaoke bar.

B Underline the verbs in sentences 1-5 above. Then complete the table.

C Look at the sentences again and underline the correct alternative to complete the rule.

Rule: Use the present continuous to talk about your life every day like this morning.

D 8.1.3 Complete the questions with is or are. Then listen and check.
1 What ___ you doing?
2 What ___ he doing?
3 What ___ you doing?

E Listen again and underline the stressed words. Then listen and repeat.

VOCABULARY verbs + prepositions

4A. Underline the correct alternative.
1 Some people are dancing to the music. We ________ to each other and the band.
2 People ________ photos of the paintings.
3 ________ about the film festival here in Cannes. Cate and Tim aren’t here - they ________ in the sea, I think.
4 Everyone ________ to Jim’s song - he’s fantastic! We ________ a really great time.
5 It’s a beautiful day, but ________ really tired. Fun? some coffee and I really need it.

B 8.2 Listen and check. Notice the weak sound of the prepositions and articles. Then listen and repeat.

1 listen ________ radio

C Work in pairs. Take turns. Write the names of three people you know. What do you think they are doing at the moment? Tell your partner.

My friend Julie lives in Sydney. I think she’s getting up now or maybe she’s having breakfast.

SPEAKING

5 Work in pairs. Student A: Look at page 103. Student B: look at page 106.

READING

6 Read the two blogs from WhatIfIFluxing.com. Write the number of the missing sentences from Exercise 5A in the correct place.

BLOG 1

Julie

Hi, everyone. So what am I doing today? Not much. ________ We didn’t get to bed until four in the morning, but it was great! Non-stop music and dancing, good food and all our friends. I think they enjoyed themselves. I got some fantastic pictures especially a digital camera. I used it to put a photo on WhatIfIFluxing.com. Take a look. That’s me, with the dirty dishes.

BLOG 2

Refusal

Hi, everyone. I’m staying with two very kind friends and last saw them five years ago.

B Look at the pronouns in bold in the blogs. What do they refer to? Cross the pronouns and draw an arrow to the correct word.

C Read the blog entry below. Use pronouns to make four more changes.

New Blog Entry

I went to see Jimi Hendrix and last saw him five years ago. I used to go to his concerts and saw him play in Woodstock.

D Write your own blog entry. Write about a concert, a party or a karaoke bar. Use pronouns and include the names of two other students.
LOOKING GOOD

GRAMMAR present simple/continuous

A. Work in pairs and discuss. Match the information with the film stars.

She was in a lot of James Bond films. She played the character of Miss Moneypenny in The Man with the Golden Gun. She is American. She has a very recognizable voice.

She was born in Malaysia.

What other information do you know about the film stars?

C. Do you think any of the film stars are good-looking? Why/Why not?

VOCABULARY appearance

2A. Work in pairs. Look at the pictures and answer the questions.

1. Which of the film stars is:
   a. short and fat?
   b. long handsome hair?
   c. dark curly hair?
   d. a beard and mustache?
   e. brown eyes?

2. Which of the film stars is:
   a. happy
   b. sad
   c. in her twenties/nineties
   d. wearing make-up
   e. wearing a suit?

B. Listen to a man describing two of the film stars. Which two is he talking about?

1. __________

2. __________

C. Listen again and write the questions. Use the phrases to help.

1. Is / was / are / were __________?

2. How / did / what / where / look __________?

D. Work in pairs and take turns. Student A chooses one of the film stars and describe her/him. Student B asks the questions in Exercise 2 and guess the film star.

page 105 PHOTOESK

LISTENING

PREP 4.4 Listen to the first part of a radio programme. Is the programme about film stars, ideas of fashion or ideas of beauty?

Read the information below. Then listen again and underline the words you hear.

Do men today really like women withmondays black hair and Tuesday-blue eyes? And do women like the James Bond look—tall, grey hair and very expensive clothes, or do they like something different now?

B. Listen again. What do the people talk about? Complete the table.

<table>
<thead>
<tr>
<th>height/figure</th>
<th>hair/colour</th>
<th>eyes</th>
<th>other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Woman 1</td>
<td>beard</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Woman 2</td>
<td></td>
<td>nice smile</td>
<td></td>
</tr>
<tr>
<td>Man 1</td>
<td></td>
<td>beautiful clothes</td>
<td></td>
</tr>
<tr>
<td>Man 2</td>
<td>slim</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

E. Work in groups and discuss. What’s your idea of beauty?

GRAMMAR present simple/continuous

A. Look at the sentences and underline the verbs. Which verbs are they?

1. She always wears beautiful clothes.

2. He’s wearing a white shirt.

B. Underline the correct alternative to complete the rules.

Rules:
1. Use the present simple (present) continuous for something we do or we do not do every day or usually.
2. Use the present simple/present continuous for something we’re doing now or at this moment.

C. Complete the table with the verb wear.

<table>
<thead>
<tr>
<th>What</th>
<th>you</th>
<th>usually</th>
<th>go to work/ school</th>
</tr>
</thead>
<tbody>
<tr>
<td>What</td>
<td>you</td>
<td>usually</td>
<td>go to work/ school</td>
</tr>
</tbody>
</table>

I. ____________

J. ____________

K. ____________

L. ____________

M. ____________

N. ____________

P. ____________

Q. ____________

R. ____________

S. ____________

T. ____________

U. ____________

V. ____________

W. ____________

X. ____________

Y. ____________

Z. ____________

page 105 LANGUAGEBANK

PRACTICE

A. Work in pairs and discuss. What are the problems?

B. Underline the correct alternative below.

C. Complete the information about the second cartoon.

D. Work in pairs. Sit back to back and take turns. Student A: say six things you’re wearing—four true and two false. Student B: say which things are false.

A: I’m wearing a grey shirt.

B: True

E. Work in pairs and discuss. What clothes do you usually/never wear for:

- a walk in the countryside?
- dinner at a friend’s house?
- a job interview?
- meeting friends in a bar or club?
- a party?
- an exercise class?

B. Work with a new partner. Student A: say the clothes you usually/never wear for the situations above. Student B: guess the situation.

A: I usually wear jeans and a cap. I never wear shorts.

B: A walk in the countryside.

page 105 LANGUAGESKILL
WHAT DO YOU RECOMMEND?

FUNCTION: Recommending

A) 3A. 3 Listen to two conversations. Which types of film do you recommend?

B) Listen again. Do the people decide to watch the films? Why? Why not?

VOCABULARY: Types of film

A) Match the posters in pictures A–H with the types of film in the box.

BOX

A horror film
B drama
C animated film
d musical film
e action film
f comedy

B) Complete the sentences with the types of film.

1. People fall in love in a

2. There’s a lot of dancing and singing in a

3. I watch a lot of

4. There are often aliens and aliens from space

5. It can be too scary for me.

6. There are usually a lot of guns and car chases in a

7. Sometimes cry when I watch

8. Animation seems to move and talk in an

C) Work in pairs and discuss. Do you like the same films? Why/Why not? Which types of film aren’t you like? Why?

A) Which types of film do you like?
B) Do you like musicals?
A) Oh, really? Why?

LEARN TO

A link words to speak faster

B) Read the questions and complete questions 1–5.

1. Theme, I don’t know really. What (I) ______.
2. OK, what do you feel like watching?
3. Sorry, I don’t think so. What (O) ______.
4. No, I don’t think so. What (D) ______.
5. Sounds OK, I suppose. What (I) ______.

C) Listen and check. Then listen and repeat.

Maggies and Kevin

D) Listen and check. Then listen and repeat.

Oh, I like: Yes, I do. Me too. OK. Why (O) ______.

Great, excuse me. Can we have this one please?

SPEAKING

A) Work with a new partner. Recommend one of your favourite films or a film you saw recently.
A) One of my favourite films is . . . Last week I saw . . .
B) What’s it about? Do you think I’ll like it?
**FESTIVAL HIGHLIGHTS**

### DVD PREVIEW

1. Work in pairs and discuss:
   1. What type of music do you like?
   2. Do you like concerts or music festivals?
   3. Why/Why not?

2. What do people do at music festivals? Tick the activities in the box.

- listen to music
- sleep on a beach
- dance
- cook food
- watch films
- swim in a lake
- go to beer tents
- take children
- wear unusual clothing

3. Read the programme information and answer the questions. What is Festival? Where is it held?

## DVD VIEW

### 3A Before you watch

1. A woman in a red dress is singing/dancing.
2. A man is carrying some bottles.
3. Some people are sitting outside on a bench.
4. A man is sitting and talking in front of a large screen.
5. A child is playing with a big orange ball.
6. Some people are putting up a tent.
7. A band is playing at night in the afternoon.
8. Families are playing games, having a barbecue and drinking in the sea tent.
9. Watch the DVD and check your answers.

### 3B Describe an event

6A A friends/ concert, a sports event, an exhibition, a play/decide to watch. Use the questions below to make notes about it.

- What was it?
- When and where was it?
- What did you do or see?
- What did you think of it?
- Do you recommend it?

6B 5-9 Listen to someone talking about an event they went to recently. What was it? Did he/she enjoy it?

C. Read the key phrases below. Then listen again and tick the ones you hear.

- Was it a good idea?
- I think I was a bit famous.
- I really liked it.
- I didn’t really enjoy it.

### Viewpoints

1. Why do people come to the festival? Watch the DVD again and listen to what the people say. Are the sentences true (T) or false (F)?

   T/F
   1. People are away from their normal jobs.
   2. People can buy music CDs.
   3. Festival is a playground for teenagers (pubs, clubs). People can meet famous bands and singers.
   4. Young people and old people can mix together.

   It’s the opening year of the festival. It’s great to go on the stage at the end of the night.

   Well, I suppose it gives everybody a chance to be themselves, and it’s quite safe and away from their normal life.

   The community getting together and the festival.

   Why/why not? We come.

### Work in groups and hold a talk. One student talks about your event. Use the key phrases to help.

**Other students listen and ask two questions about each event.**
ACTIVITIES

1A Complete the puzzle with the verb phrases and find the hidden message.

1 take photos
2 the beach
3 jazz
4 have a great time
5 like art
6 Effree e
7 book

B Work in groups and discuss. Which two activities above do you usually do with other people/alone/outside?

PRESENT CONTINUOUS

2A Complete the sentences. Use the present continuous of the verb in brackets.

1 It _______. (rain)
2 A plane _______ over the building. (fly)
3 Someone _______ and reading. (sit)
4 Students _______ (talk)
5 Someone _______ on his/her computer. (work)
6 People _______ past the building. (drive)
7 Children _______. (play)
8 Someone _______ a phone call. (make)

B Work in pairs. Which of the things above are happening outside your classroom at the moment?

DESCRIBING APPEARANCE

3A Use the prompts below to write complete questions.

1 man / woman? Is it a man or a woman?
2 he/she / dark hair? Has he/she got dark hair?
3 he/she / long hair?
4 he/she / tall?
5 he/she / black sweater?
6 he/she / in her/his twenties?
7 he/she / brown shoes?
8 he/she / blue eyes?

B Work in groups and take turns. One student: think of a student in the class. Answer questions with yes or no. The other students: ask the questions above and your own questions. Guess the name of the student.

CLOTHES

4A What are the clothes? Add the vowels.

1 tr_ ners 4 l__ns 7 T-sh__rt
2 sh__s 5 tr__rs 8 j__k_t
3 s__ks 6 sk__rt 9 t_p

B Work in pairs and take turns. Student A: say an item of clothing. Student B: say the name of a person who is wearing it in the class.

PRESENT SIMPLE AND PRESENT CONTINUOUS

5A Write questions about students in your class. Use the present simple and present continuous.

1 wear glasses (usually/today) Does Mia usually wear glasses? Is she wearing them today?
2 use an electronic dictionary (usually/now)
3 chew gum (often/at the moment)
4 speak English (always in class/now)
5 wear black (often/today)

B Work in pairs and take turns. Ask and answer the questions.

RECOMMENDING

6A Write the conversation in full.

A: I want / read a good book. What / recommend?
B: What kind / books / you like?
A: Travel books and good stories.
B: I / got Life of Pi by Yann Martel. It / very good.
A: What / it about?
B: It / about a boy and a tiger on a boat.
A: you / think I / like it?
B: Yes, I do.
A: OK. Can / borrow it?
B: Sure.

B Ask three other students for book recommendations. Which of the books would you like to read?

VIDEO PODCAST

Download the podcast and view people describing films and their favourite actors/actresses.

Authentic BBC interviews

www.pearsonlongman.com/speakout
UNIT 9

SPEAKING
- Talk about types of transport
- Apologise for being late
- Tell a long story
- Deal with problems when flying

LISTENING
- Listen to a museum tour
- Listen to a man talk about his problems getting to work
- Watch an extract from a documentary about a day at Heathrow airport

READING
- Read an article about Paris Citybikes

WRITING
- Write a story using linkers
- Write an email about your experience at an airport

BBC CONTENT
- Video podcast: How do you get to work?
- DVD: Airport

transport

- Travel in style p88
- Citybikes p90
- Sorry I’m late p92
- Airport p94
VOCABULARY

transport collocations

1A Work in pairs. Which types of transport can you see in the picture? Tick the correct words in the box.

bus/plane/train/car/helicopter/taxi/horse/motorbike/foot

B Look at the word webs below and cross out the type of transport which does not go with the verb. Then add a correct type of transport to each word web.

1. ride a bike
2. get on a plane
3. drive a car
4. go by car
5. travel in a helicopter
6. walk on foot

GRAMMAR

article aid, the, no article

3A 9.2. Listen to an extract from the museum tour and complete the text with an article, the (no article).

Look at the photo on the left. It’s from 1922. The World’s fair in 1922... That was in 1922. The museum is very popular in America and at home... People want to learn more at home and so to work by... Many visitors.

B Find examples for rules (a)–(f) from the text above.

Rules:
(a) Usually use an article before singular nouns.
(b) Usually use no article before plural nouns.
(c) Usually use an article before places and countries.
(d) Usually use no article in some phrases by car on foot.
(e) Usually use the before nouns when there’s only one.
(f) Usually use in some phrases in the morning, on the right.

C 9.3. We usually pronounce a/ə and the/ðə/ in phrases/sentences. Listen and write the four phrases you hear. Then listen again and repeat.

1. The White House
2. A short paragraph
3. The famous singer
4. Your way of travelling

LISTENING

3A Match picture A–G with the titles below.

A: A plane at the World Fair in Seattle, USA, 1962
B: The Fuller Helicopter, 1951
C: A train which comes in, 1946

B 9.3.1. Look at the pictures and answer the questions.

1. Which transport does Tom use for work? A train
2. What’s your favourite way of travelling? I like planes
3. What’s the problem with this transport idea? It’s too expensive

PRACTICE

4A Work in pairs and complete the sentences. Use an article, no article (no article).

1. There was __ big problem with the car.
2. There are some problems with this world... not yet fixed.
3. Look at the photo. It’s __ car under __ plane!
4. People used to fly from __ Los Angeles to __ New York.
5. There was __ engineering problem.
6. We looked at the photo, but __ people were very serious about it.
7. People want to leave __ home in __ morning and go to __ work by __ private helicopter.
8. These options are very difficult to fly.

B Check your answers in audio script 9.1 on page 173.
CITYBIKES

GRAMMAR | can’t, can’t have / don’t have to

05

1B Match each adjective to its opposite.
1 fast × slow
2 green × dirty
3 easy × difficult

06

Vocabulary | adjectives

2A Circle three adjectives to complete the sentences:
Cycling in the city is...

1) Safe but dangerous
2) Unhealthy and uncomfortable
3) Fun but slow

07

Speaking

4.4 Listen and check.
C. Listen again and underline the stressed syllable.

205

08

Reading

4A. Look at the photos of Ha Ho, the city bike system in Paris. Write three questions with how much, how many, where or when.

1. How much does it cost to use a bike?
2. How many bikes are there?
3. Where/when?

4B. Read the article. Did you find the answers to your three questions?

C. Are the sentences true (T) or false (F)? Change the false sentences so that they are true.

1. You have to leave the bicycle in the same place you took it.
   T
2. You can use a bike because it is fast.
   F
3. Tourist can’t use the bikes.
   T
4. Small children can use the bikes.
   F
5. It costs one euro for one hour’s cycling.
   F
6. City workers ride the bikes until in the evening.
   F

D. Work in pairs and discuss. Is the Citybike system a good idea for your town/city? Why? Why not?

4C. Complete the table below.

<table>
<thead>
<tr>
<th>Tourist</th>
<th>Child/Teen</th>
<th>Full bike</th>
<th>Half bike</th>
</tr>
</thead>
<tbody>
<tr>
<td>Price</td>
<td>2 euros</td>
<td>1 euro</td>
<td>0.5 euro</td>
</tr>
</tbody>
</table>

4D. Listen to sentences 1–4. Circle the correct pronunciation.

1. Tourist
   F
   T

2. Half price
   F
   T

3. Half bike
   T
   F

4. identically
   T
   F

E. Listen again and check. Then listen and repeat.

Practice

6A. Complete the sentences with can/can’t / don’t have to.

1. You can’t go by underground, but you can walk to the airport.
2. You can’t drive on the left in the UK.
3. You have to live in the town centre, so you can walk to work.
4. You can be accidents or vote in Canada.
5. You can’t use your mobile when you swim.
6. It’s dangerous.
7. You can’t wear a helmet in the car - the driver and the passengers.
8. You can’t wear one.
9. One hat or one... can’t wear.

B. Work in pairs. Which sentences are true for your town/city?

7A. Work in groups. Student A: look at page 160. Student B: look at page 160. Student C: look at page 159. Complete the table below with information about each city’s tourist card.

<table>
<thead>
<tr>
<th>Place</th>
<th>Entrance fee</th>
<th>The Main card</th>
<th>The Minicard</th>
<th>The Magic card</th>
</tr>
</thead>
<tbody>
<tr>
<td>Price</td>
<td>Transport</td>
<td>Day out</td>
<td>City Card</td>
<td></td>
</tr>
<tr>
<td>Meals</td>
<td>Museums</td>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Work in groups. Ask and answer questions to complete the information about the other cities. Which city has the best tourist card system? Why?

C. Work in pairs. Talk about travelling to two or three towns/cities you know.

A. What’s the best way to get around your city?
B. What can you buy a tourist for buses and underground tickets? But sometimes it’s faster to walk.
9.3 SORRY I'M LATE

FUNCTION: apologising

VOCABULARY: excuses

1. Work in pairs and discuss. Are you often late for work, school or meetings? Why? Why not?

2A. Work in pairs and match (1-5 to a-d) below.

   a) broke down
   b) my alarm clock
   c) my train
   d) the traffic
   e) my bags

3. I didn’t hear

4. I was late

5. I didn’t get up

B. Look at the illegible sentences below and write sentences with the words in the box.

   the bus   my train   terrible   phone   didn’t start

   I had my train was terrible, my phone didn’t start.

FUNCTION: apologising

VOCABULARY: excuses

3A. Look at the question and answer the questions. Who are the people? What is the problem? What do you think happened?

   Look: What’s the problem? What do you think happened?

3B. Read the text and check your answers.

Train delays

Rail services between London and the south west were seriously delayed.

4A. What did the man say to his boss? Underline the correct alternatives (A, B, C, D) below.

   Look: I’m really sorry, l’m late.

   A. Look, I really hate sorry. I’m late.
   B. I’m really/nearly sorry. I’m late.
   C. I feel terribly/horrible about it.
   D. I’m afraid/sorry and I’m late.

4B.9 Listen and check. Then listen and repeat.

   C. Look at the responses below. Is the boss happy (A) or unhappy (B) about the situation?

   1. I don’t believe you.
   2. That’s OK. No problem.
   3. I don’t believe you.

   D. Work in pairs and discuss.

   1. Which phrases do you use for an emergency? list of phrases

5A. Work in pairs. Complete the conversation between a student and a teacher.

   Teacher: Sorry! I’m stuck...
   Student: (say the reason)...
   Teacher: And then...
   Student: (say what happened next)...
   Teacher: I feel really bad about it...

   B. Work in pairs and have another conversation. Apologise for being late. Choose one of the pairs below.

   A student - a teacher
   A friend - a friend
   A worker - the boss
   A child - a parent

   C. Listen to other students’ conversations. Guess their roles.

LEARN TO: tell a long story

6A. Look at the online diary extracts below. Why was the man late each day?

   Day one: 
   Day two: 
   Day three: 

   B. 9 Listen and check. Then listen again.

   C. Work in pairs and discuss.

   1. Which phrases do you use for the beginning and end of the story?

   2. Which two links mean most in the story?

6B.9 Listen to the speaker’s sentences in a story and help the listener to follow and understand the story better. When you next tell a story practice using the links in Exercise 6A.

SPEAKING

8A. Imagine you are late for an important event/situation, e.g. a wedding, a birthday party, an English lesson, a date with a boy/girlfriend, a meeting, a job interview, the doctor’s. Make notes about five things that happened. Use the photos to help. Think about:

   • What was it?
   • Where were you?
   • Who were we with?
   • What happened?
   • What did you do?
   • What happened finally?

8B. Work in pairs and take turns. Student A: tell your story. Student B: show interest and ask follow-up questions.

A: First of all, my car broke down...
B: Oh no! That’s terrible! What did you do?
**DVD PREVIEW**

1. Work in pairs and discuss: What are the good and bad things about airports and flying?

2A. Put the actions below in the correct order:
   - check in
   - go through security
   - go to the departure lounge
   - get on the plane
   - go to the departure gates
   - do some last-minute shopping

B. 9.8 Listen and check. Then listen and repeat.

C. Work in pairs and talk about: Student A: say one of the actions in Exercise 2A. Student B: say the next action.
   - You check in and then you ...
   - You go through security and then you ...

3. Read the programme information and answer the questions:
   - Why are the planes black at Heathrow Airport?
   - What do the passengers do while they wait?

**DVD VIEW**

4A. Look at the sentences. Use a dictionary to check the meaning of any new words.
   1. People are queueing.
   2. Some men are making phone calls.
   3. A woman is reading a newspaper.
   4. Two men are playing chess.
   5. People are sleeping everywhere.
   6. A man is arguing at a check-in desk.
   7. A family is eating pizza.
   8. Some boys are skateboarderoting.

B. Watch the DVD. Tick (✓) the activities you see.
   - Watch again and listen to four people talking about the situation. Match the person with the activity.

**Speaking**

5A. Work in pairs. Read problems 1-4 below and discuss: Which do you think are the three worst problems?

1. You want to check in, but there are no more seats on the plane.
2. Your luggage is too heavy. You have to pay 50 euros, but you don’t have enough money.
3. Your flight is delayed by twenty-five hours. You want to go home, but it’s too expensive.
4. You’ve got a long-distance flight. There’s a screaming child in the next row.

5B. You ordered a vegetarian meal, but when your food arrives, it’s chicken curry.

6. You sit down and say the person next to you wants to talk and talk.

7. You write and go to get your luggage. You see your bag but another passenger picks it up.

8. You arrive and go to pick up your luggage. It never comes out.

**Write back**

5A. Complete the email below.

**Write an email to a friend and tell them about a problem you had at an airport on a plane.**
TRANSPORT

1A What are the adjectives? Add the vowels. Then match them with their opposites.
1 che ___p  __easy
2 _nh__-___thy  fast
3 p_l_l_t_ng  safe
4 d_ng_r__-s  expensive
5 d_ff__c_lt  green
6 sl_w  healthy

B Work in pairs and take turns. Student A: choose a type of transport. Student B: guess the transport.
B: Is it fast or slow?
A: Fast.

2 Work in groups. Make a list of the things that:
1 you can ride  a bike, ...
2 you can drive
3 you can get on and off
4 you do in an airport
5 can go wrong with transport to make you late for work/school

ARTICLES

3A Complete the sentences with a/an, the or no article (–).
1 Most of us have to use ___ alarm clock to wake up in ___ morning.
2 Two of us didn’t have ___ breakfast this morning.
3 Three of us live in ___ town/city centre.
4 All of us think ___ bikes are better than ___ cars for travelling in the town/city centre.
5 One of us has got ___ motorbike.
6 Half of us took ___ taxi home last weekend.
7 None of us go ___ home by ___ train.

B Work in groups. Write the questions and ask other students. Was the information above true or false?
A: Do you have to use an alarm clock to wake up in the morning?
B: Yes, I do. I have to use two because I can’t wake up!

CAN/CAN’T, HAVE TO/DON’T HAVE TO

4A Complete the rules with the correct alternatives.
In a library …
1 You can’t/don’t have to talk on your mobile phone.
2 You can’t/don’t have to pay for a book before you take it out.

On a plane …
3 You can/have to wear a seat belt when the plane takes off.
4 You can’t/don’t have to smoke.

At home …
5 You can/have to do anything you want.
6 You can’t/don’t have to pay to eat.

B Choose three of the places below and write two sentences for each place. Use can/can’t, have to/ don’t have to.

- a restaurant
- a classroom
- a beach
- a cinema
- a hospital
- a friend’s house

Tell a Long Story

5A Work in pairs and take turns.
Student A: close your book.
Student B: ask your partner to tell you words to put in the spaces 1–10. Write them in the spaces and then read the story.
A: Tell me an adjective.
B: funny

Today was a _____ day.
First of all, I got up late because I didn’t hear 2 ______ knock on my door. Finally, 3 ______ phoned me on my mobile and woke me up. I went to the 4 ______ put on (a piece of clothing) and 5 ______ (a room in a house) and ran out of the (another piece of clothing) door. Then my 7 ______ (a type of transport) didn’t start, so I took a 8 ______. But I got on the (another type of transport) wrong one and it went all the way to 9 ______ (the name of a city). I phoned my boss from there, but he didn’t believe my story, so I lost my job. That’s OK – I never liked working as a 10 ______ (a job).

B Work in groups. Read your story to the other students. Which is the funniest?

BBC VIDEO PODCAST

Download the podcast and view people talking about their journeys to and from work and how long they take.

www.pearsonlongman.com/speakout
UNIT 10

SPEAKING
- Talk about your future plans/wishes
- Makes predictions about situations
- Make suggestions and learn to say no politely

LISTENING
- Listen to a radio interview with lottery winners
- Watch an extract from a documentary about the wettest place in Europe

READING
- Read an extract from an instruction book about survival
- Read an article with tips on things to do with your friends

WRITING
- Improve your use of linkers and write a short story
- Write a message board notice about your country

BBC CONTENT
- Video podcast: What are your plans for the future?
- DVD: Wild Weather

the future

- Life’s a lottery p98
- Survive! p100
- Let’s do something p102
- Wild Weather p104
LISTENING

1A. Look at the photo below and read the newspaper extract. What's surprising about the story?

**Big Mac couple's lotto win**

A couple who work together at McDonald's say they have no plans to stop working after winning £1.3 million on the lottery.

Elaine Giles, twenty-eight, and Ade Bevan, twenty-three, from Cardiff, meet four years ago at work and learn about their big win last Thursday. "We're going to stay here. It's an enjoyable job and they treat us well" said Ade.

1B. Work in pairs and discuss. How do you think the couple plan to spend their money?

C. (10.1) Listen to a radio interview and check your ideas. Tick the couple's plans.

- buy a house
- save some money
- go on a holiday
- buy a new car
- have another baby
- travel around the world
- buy some clothes
- start a family

D. Discuss. What do you think of Elaine and Ade's plans?

GRAMMAR

be going to; would like to

2A. Look at the sentences. Then underline the correct alternative to complete the rules below.

1. I'm going to get married.
   a. We're going to get married.
   b. I would like to get married.

2. I'll be going to the show.
   a. I would be going to the show.
   b. I would be like to go to the show.

B. Complete the sentences using the correct form of going to and would like to.

I'm going to buy [ ]
We're going to buy [ ]
They're going to buy [ ]

C. Work in pairs. Ask and answer questions about your plans.

**Example:**

- I'm going to buy a new shirt.
  - I would like to buy a new shirt.

D. Complete the sentences using would like to and the correct form of going to.

**Example:**

1. I would like to go to [ ].
   a. I'm going to [ ].
   b. I would like to go to [ ].

VOCABULARY

plans

4A. Complete the table with vocabulary from the box.

<table>
<thead>
<tr>
<th>verb</th>
<th>example</th>
</tr>
</thead>
<tbody>
<tr>
<td>buy</td>
<td>I'm going to buy some new clothes.</td>
</tr>
<tr>
<td>go for</td>
<td>I'm going for a walk.</td>
</tr>
<tr>
<td>get</td>
<td>I'm going to get married.</td>
</tr>
<tr>
<td>join</td>
<td>I'm going to join a new club.</td>
</tr>
<tr>
<td>make</td>
<td>I'm going to make a new friend.</td>
</tr>
<tr>
<td>go to</td>
<td>I'm going to go to a new restaurant.</td>
</tr>
<tr>
<td>see</td>
<td>I'm going to see a new film.</td>
</tr>
</tbody>
</table>

B. Work in pairs. Student A: say the verb. Student B: say the phrase that goes with the verb.

C. Look at the sentences in Exercise 4A again. Add a new phrase to each verb.

SPEAKING

5A. What are you going to do? Would you like to do in the future? Complete the table using your own ideas or the photos to help.

<table>
<thead>
<tr>
<th>this weekend</th>
<th>next week</th>
<th>next year</th>
</tr>
</thead>
<tbody>
<tr>
<td>shopping</td>
<td>cooking</td>
<td>travelling</td>
</tr>
<tr>
<td>running</td>
<td>swimming</td>
<td>reading</td>
</tr>
</tbody>
</table>

B. Work in groups. Ask and answer questions about your plans/wishes for the future. Make notes in the table.

**Example:**

- A: What are you going to do this weekend?
  - B: I'm going to watch a basketball match....

C. Tell the class about someone in your group. Can they guess who it is?

**Example:**

A: This weekend, he's going to watch a basketball match and next month he's going to do a course in sports education. Next year he'd like to go to the USA.

C: Is it Rafi?
**1. Vocab**

**Phrases with get**

1. Work in pairs. Look at the four phrases and discuss.

- Where are the people?
- Which situation is the most dangerous?

2. Complete the sentences to make phrases with get with the words in the box below.

- You / drink / everything / all day
- I / feel / too late
- I / forget / the umbrella yesterday
- I / not / breakfast so I am getting
- I / don't / a map
- I / stay out in the rain

3. The exercise isn't very interesting. I'm getting

**2. Reading**

2A. Read the survival tips below. Cross out the incorrect alternatives.

**Grammar**

**will, might, won't**

1. **Look at the sentences and complete the rules.**
   - **You'll** get wet.
   - You won't get sunburnt.
   - You might feel too much.

   **Rules:**
   - When sentence do we use when we think something in the future?
   - It can happen.
   - It's possible.
   - It is certain to happen.
   - What are the full forms of 'I will' and 'I won't'?

2. **Listen to the sentences 1-3 above. Then listen and repeat.**

C. **Listen and underline the sentence you hear.**

1. You'll get too hot.
2. You feel too hot.
3. You feel too hot.
4. They feel too hot.
5. They feel too much.
6. They feel too much.
7. I get hungry.

**Practice**

4A. What can you remember? Complete the sentences below with 'will', 'won't' or 'might'.

- Don't sit in the bottom of the raft. You'll get wet.
- Don't drink sea water. You'll get a stomach ache.
- Don't swim in the water. You might get sunburnt.
- Don't go swimming in the water. You'll get sunburnt.
- Always wear shoes. You'll get sunburnt.
- Don't wear shoes. You'll get sunburnt.

5A. Work in pairs. Listen to the cartoon below and discuss.

- What happened to the plane?
- Why did it crash?
- How are the people in the plane feeling?
- What problems might they have?

**Speaking**

B. Work in pairs. Choose three objects from the box below that might help the people from the plane. Give reasons for your choice.

- chocolate
- a radio
- a box of matches
- a mobile phone
- a bottle of water
- playing cards

I think chocolate is useful because they might get hungry.

C. Think of three other objects that might be useful. Use your dictionary if you don't know the word.

D. Work with another pair and compare your objects. Decide which five objects will help the people in the cartoon.

**Write**

6A. Look at the sentences. What is the position of too, also, and as well in the sentences?

1. His body loses a lot of water when you sweat, so relax and try to sleep a bit, too.
2. Fish is your most important food and it's also easy to catch.
3. Most fish are safe to eat and you can drink water from fish eyes as well.

B. Put too, also and as well into the story.

We walked off the island and we walked for three hours in the afternoon. We had a short break for lunch. We stopped for a rest in the afternoon. In the evening, we had a big fish to help me cook it. I didn't like the fish, but if we can't eat it, we'll have beef.

C. Finish the story with your own ideas. Use too, also and as well.
We're all super-busy these days so it's important friends make the most of their time together. If you're stuck for ideas, we've got some suggestions...

1. Get some exercise! Go swimming or play tennis or go for a walk in the park.
2. Enjoy a movie marathon! Rent some DVDs, get lots of snacks and spend the day being film critics.
3. Paint a room in your flat. Invite your friends to help you.
4. Go to a club or a concert or a music festival.
5. Go to the zoo. Show each other your favourite three animals.
6. Go to the theatre. Read the play together first.
7. Do some internet shopping. Buy something for each other.
8. Go for a bike ride and have a picnic lunch.
10. Cook something, e.g. a cake, or dinner. Try a new recipe together. Invite some friends and have a food tasting.
11. Play a computer game together or watch a fitness DVD and practice aerobics or yoga.
12. Go to an art gallery. Find a painting you like and talk about why you like it.

FUNCTION making suggestions
3. 10.3 Listen to two conversations. Which activities from the article do the friends decide to do?
4. A Look at the sentences. Underline four phrases for making suggestions.
   1. How about going to an art gallery?
   2. What about having a movie marathon?
   3. Let's cook something.
   4. Why don't we invite Agostina and Carla for lunch?
B 10.5 Complete the suggestions below. Then listen and check.
   1. Why ________ to the pool?
   2. Why ________ something more relaxing?
   3. Why ________ some more fun?
   4. Why ________ to the cinema?
C Listen to the sentence again. Does the speaker sound positive? Does his/her voice start high or low?
D Listen again and repeat.

LEARN TO respond to suggestions
6A 10.6 Listen to the conversations again. Match the suggestions 1–5 with the responses a)–e) below.
1. going to the cinema
2. cooking
3. going to a concert
4. starting to do a new activity
5. going to a club
a) sounds boring
b) sounds exciting
c) sounds difficult
d) sounds interesting
e) sounds exciting
B Look at the phrases (a)–e) above and decide if they are positive (P) or negative (N).

Speaking
6A Complete the table with three activities you would like to do. Write a place and a time next to each activity.

<table>
<thead>
<tr>
<th>Activity 1</th>
<th>Activity 2</th>
<th>Activity 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>You:</td>
<td>Student 1</td>
<td>Student 2</td>
</tr>
<tr>
<td>9 a.m.</td>
<td>10 a.m.</td>
<td>11 a.m.</td>
</tr>
</tbody>
</table>

B Work in pairs and take turns. Student A: choose three weekend activities and make suggestions. Student B: respond to the suggestions. When you respond negatively, give a reason.
A: Why don't we go for a walk in the park?
B: Hmm. I don't really feel like doing that. It's too cold!
**WILD WEATHER**

**DVD PREVIEW**
1. Match phrases 1-6 with pictures A-F.
   1. It's stormy
   2. It's windy
   3. It's snowing
   4. It's sunny
   5. It's cloudy
   6. It's raining

**2A** Complete the weather forecast with the words from the box.

- warm
- cool
- cold
- wet
- dry

In Dublin today, it'll be ____________ and ____________ with temperatures up to twenty-five degrees Celsius. Tomorrow will be ____________ with a high of twenty. Things will change on Friday night when it'll be ____________ and ____________ with rain from midnight to early next morning. The temperature will fall to ten by ____________.

**3A** Read the programme information. Which phrase do you think the presenter uses for each of the four programmes?

**BBC WILD WEATHER**

**1. Wild Weather**

In Wild Weather, the presenter, Daniel McNeely, looks for the wildest weather in the world. It varies in different places and finds answers to the questions. Where does the weather come from? How does it work? There are four programmes: Hot, Wet, Wind and Cold. Follow his journey to find out and experience dramatic outcomes of amazing weather.

**B** Watch the DVD and answer the questions.
1. Which programme is it: Hot, Wet, Wind or Cold?
2. The presenter talks to two people. Where do they work?
3. Watch the DVD again. Underline the correct alternative.
   a. It's raining outside.
   b. It's sunny outside.

**4A** Make sentences with the prompts below.
1. What's your ____________? ____________
2. 'What's the ____________ like?' ____________
3. What's your ____________ like? ____________
4. What's your ____________ like? ____________
5. 'What's the ____________ like today?' ____________
6. What's your ____________ like? ____________

**B** 10.10 Listen to people answer the questions above. Number the questions in the order you hear them.

**C** Look at the key phrases below. Listen again and tick the ones you hear.

**Vocabulary**

<table>
<thead>
<tr>
<th>phrase</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>journey</td>
<td>trip</td>
</tr>
<tr>
<td>really don't like</td>
<td>don't enjoy</td>
</tr>
<tr>
<td>it when it rains</td>
<td>it when it rains</td>
</tr>
<tr>
<td>the perfect time to</td>
<td>the best time to</td>
</tr>
<tr>
<td>it (rainy)</td>
<td>it's wet</td>
</tr>
<tr>
<td>every day (bad)</td>
<td>every day (bad)</td>
</tr>
<tr>
<td>we had a great time</td>
<td>we had a great time</td>
</tr>
</tbody>
</table>

**SA** Work in pairs. Revise each other using the questions in Exercise 4A. Make notes on your partner's answers.

**B** Write a reply. Use the phrases in brackets to help.

**Message Board**

<table>
<thead>
<tr>
<th>Message Board</th>
<th>10:15 AM</th>
<th>10:30 AM</th>
</tr>
</thead>
<tbody>
<tr>
<td>I want to visit ____________ for two weeks. What's the best time of year to go? What about clothes?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Posted by</td>
<td>Lars, Sweden</td>
<td>Lars, Sweden</td>
</tr>
<tr>
<td>Reply</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1A Complete the questions with the correct verbs.
1 On your next holiday, do you want to:
   • stay at home or go abroad?
   • stay in a hotel or with friends?
2 You have a free Saturday. Do you want to:
   • go shopping or go for a walk?
   • in the evening, stay in and do nothing, or go out for a party and then go clubbing?
3 Time for some big changes. Do you want to:
   • get married or go travelling?
   • move to an English-speaking country or stay in your country?

B Work in pairs and take turns. Ask and answer the questions.

GOING TO/ WOULD LIKE TO

2A Look at the list. Write sentences using be going to and would like to.
1 I’d like to have dinner with Gemma, but I can’t – she’s busy.
2 I’m going to Oxford. I’ve got my bus ticket.

Weekend wish list
1 dinner with Gemma – she’s busy!
2 go to Oxford (bought bus ticket) ✔
3 go to the U2 concert – no tickets!
4 meet Andy for drink (he said OK) ✔
5 watch ‘ Gone with the Wind’ on DVD (borrowed it from Cindy) ✔
6 sleep a lot – no time!

B Make your own ‘Weekend wish list’. Then look at the list and tick the things that are possible. Write reasons for the things that aren’t possible.
C Work in pairs and take turns. Tell your partner about your plans for the weekend.

PREDICTIONS

3A You and some friends are going to spend the weekend in a hotel on a high mountain. Read the information.

It’s a beautiful, quiet place.
It always rains at this time of year.
Walking in the mountains is beautiful, but very dangerous.
There are ten beds.
The hotel has a very good kitchen. Their restaurant can serve meals for twenty-five people maximum.
Not all the students like ‘mountain life’!

B Complete the sentences with might, might not, ‘il or won’t.
1 It _____ rain.
2 We _____ get bored.
3 Someone _____ get hurt.
4 Some people _____ like it. I think I _____ like it.
5 There _____ be enough beds for all of us.
6 The food _____ be very good.
7 There _____ be enough food.
8 It _____ be very peaceful.

C Work in pairs and compare your answers.
D Discuss. Would you like to go on this kind of weekend break? Why/ Why not?

MAKING SUGGESTIONS

4A Correct the sentences.
1 Why we don’t have a party in the school garden?
2 Let’s have 90s music.
3 What about start at 7 o’clock?
4 That a great idea!
5 Sound good.
6 That might be problem.

B Work in groups. Make suggestions for a class party/ celebration. Think about the place, food, music, etc. Use the phrases above to help.

C Tell the other groups about your party/celebration. Which one would you like to go to?
We’re going to have a barbecue in the park. We’re going to bring beef and …

THE WEATHER

5A Rearrange the letters to complete the sentences.
1 When it’s _____ (sunny) I often go to the beach.
2 When it’s ______ (irsan) I usually go running.
3 When it’s ______ (dulcoy) I always feel depressed.
4 When it’s ______ (swons) I never go out.
5 When it’s ______ (dinyw) I like going for a walk.
6 When it’s ______ (roymsft) I feel quite nervous.

B Write four sentences about you and the weather. Begin each sentence with: When it … I …

C Work in pairs and compare your ideas.

BBC VIDEO PODCAST
Download the podcast and view people talking about what they are doing now and their ambitions for the future.

www.pearsonlongman.com/speakout
UNIT 11

SPEAKING
- Talk about what to do when you don’t feel well
- Discuss cures for the common cold
- Give advice and offer help
- Ask for help in a pharmacy

LISTENING
- Listen to a radio programme about colds and flu
- Watch an extract from a sitcom about a shopping experience

READING
- Read and do a quiz about how fit you are
- Read about a social experiment

WRITING
- Make your stories more interesting
- Write some advice for a health message board

BBC CONTENT
- Video podcast: Do you have a healthy lifestyle?
- DVD: The Two Ronnies

health

My head hurts  p108
Never felt better  p110
Help!  p112
The Optician  p114
VOCABULARY the body

1A. Look at the photos A-E. How many parts of the body can you see and name?

B. 11.1.1 How do you pronounce: throat, stomach, mouth, shoulder, thumb, heel? Listen and repeat.

C. Work in pairs and take turns. Student A: say a part of the body. Student B: point to in photos A-E.

LISTENING

2A. Work in pairs and discuss.

1. What do you do when you've got a cold? Do you go to work/school, stay at home, rest, or go to the doctor/take medication?

2. When was the last time you were ill? What was the problem? What did you do about it?

B. Look at the health problems in the box. Which can you see in photos A-E?

C. Look at the problems above and write the problems in the correct place in the table.

<table>
<thead>
<tr>
<th>Illness</th>
<th>Photo</th>
</tr>
</thead>
<tbody>
<tr>
<td>a runny nose</td>
<td>?</td>
</tr>
<tr>
<td>?</td>
<td>?</td>
</tr>
</tbody>
</table>

GRAMMAR should/shouldn't

5A. Look at the sentences below. Cross out the incorrect alternative.

Then add one more word to each group.

1. I've got an ache / a backache / a stomach ache

2. My tummy hurts / I have / back hurts

3. I've had / temperature / been / fever

4. I've had a virus / temperature / been / fever

5A. Work in pairs and take turns. Student A: choose a problem and mime it. Student B: guess what's wrong.

READING

4A. Read the article about colds. Which ideas in the text are in the picture?

B. Read the article again. Which person do you agree with most? What do people do in your country when they've got a cold?

C. Work in pairs and compare your ideas.

Grammer should/shouldn't

6A. Look at the problems 1-4 and advice a-d). For each problem, write advice with should/shouldn't.

1. I'm tired.

2. I'm hungry.

3. I'm feeling ill.

4. I feel ill.

a. go to bed

b. go to bed

c. go to bed

d. go to bed

D. Work in pairs and take turns. Cover the advice a-d) above. Student A: say one of the problems. Student B: give advice with should/shouldn't.

SPEAKING

7A. Work in groups. What are your “tips for good health”? Make a list. Think about the things in the box.

sleep/food/regular exercise/drinking water

take antibiotics

B. Work with another group. Compare your lists and decide on the top five tips.
1A. Complete the quiz with the verbs in the box.

- remember
- understand
- read
- climb
- concentrate

Remember the words and their meanings:

1. I need to ________ the test tomorrow.
2. Can you ________ the problem?
3. We ________ at the top of the mountain.
4. She ________ her homework.
5. He ________ to do the homework.

B. Work in pairs. Ask and answer the questions. Add up your partner’s score and read the results in the key.

C. Work in pairs and take turns. Student A: say a verb from Exercise 1A. Student B: say the verb phrase. Then think of other possible sentences.

- forgot
- forget
- your P/E number
- forget
- your phone number

**VOCABULARY**

**common verbs**

**IRREGULARVERBS**

**GRAMMAR**

2A. Look at the table and underline the correct alternative to complete each sentence.

<table>
<thead>
<tr>
<th>Can you run 100 metres? Yes, but only slowly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can you run 600 metres? Yes, easily.</td>
</tr>
<tr>
<td>Can you run 100 metres? Yes, only slowly.</td>
</tr>
<tr>
<td>Can you run 600 metres? Yes, easily.</td>
</tr>
</tbody>
</table>

Rule: Use adverbs of manner to say how when we do something.

**PRACTICE**

3A. Complete the sentences and make them true for you. Use the correct form of one of the words in brackets.

- I ________ in class. (sleep/sleeping)
- I ________ on time. (get/getting)
- I ________ quickly. (eat/eating)
- I ________ in the morning. (run/running)
- I ________ quietly. (walk/walking)
- I ________ at the top of the mountain. (climb/climbing)
- I ________ an exam. (study/studying)
- I ________ well. (do/doing)

**WRITING**

4A. Look at pictures A–D. What do you think happened? Put them in the correct order. Use the prompts 1–4 to help.

1. Saturday: Kay got up / have breakfast / eat cereal.
2. Tuesday: Kay hit / bike / down the road / with friend / in sunny weather.
3. Monday: Kay got up / have breakfast / eat cereal / with friend / in sunny weather.
4. Thursday: Kay got up / have breakfast / eat cereal / with friend / in sunny weather.

**SPEAKING**

5A. Work in pairs and discuss. Look at two pages from Julie’s diary. Did she have a healthy weekend? Why? Why not?

**Saturday**

- wake up late – 10 hours sleep. 
- eat breakfast – eggs and orange juice.
- go shopping – visited classmates.
- eat lunch – big salad and sandwich.
- go to ‘Strawberry Field’ – see friends.
- go for dinner with friends – fish and chips.
- go to the cinema – new action movie.

**Sunday**

- go for a walk – very healthy.
- go to the gym – very healthy.
- go for a bike ride – very healthy.
- go to the park – very healthy.
- have breakfast – oatmeal porridge.
- go for dinner – spaghetti.

B. In your notebook, write a ‘health diary’ for last weekend. Make notes about:

- food and drink
- exercise
- sleep
- other activities

C. Work in groups and compare your answers. Who had the healthiest weekend? What three things can you do differently next weekend?

Last weekend I didn’t have a healthy weekend because …
When someone is in trouble, do they stop and help, or just "walk on by"? BBC reporter Michael Coeboed wanted to find out. With his assistant, Kitty Dan, he chose three situations to test how quickly people help if they help.

In the first situation, Kitty dropped some papers. After a few seconds, Brian McCall came and helped her. He said, "I saw her do everything and I wanted to help her. Most people don't help these days."

In the next situation, Kitty tried to move a heavy sign on the street outside a shop. She pushed and pulled it, but no one helped her.

In the final situation, Michael fell to the ground in the street. He stayed there for several minutes, but no one came to help. Later, he asked some people why they didn't help. One woman, Claire, said, "I thought maybe you were drunk or dead. People are afraid of helping these days because they don't know what's going to happen to them."

Eighty-two-year-old Paul Weston said, "You don't know if it's real or not. You have to be very, very careful these days. The world is different now."

VOCABULARY problems

1. Look at the photos above and discuss the questions.
2. What are the problems?
3. In each situation, what can you say to offer to help?
4. Work in pairs. Read the questions below and discuss.
   a. Do people usually help when someone's in trouble?
   b. Do people usually help when someone is passing a car or on the phone?
   c. Do people usually help when someone drops some papers?
   d. Do people usually help when someone is pushing a car?
   e. Do people usually help when someone suddenly falls on the ground?
   f. Do people usually help when someone asks for help?

READING

2A. Read the article quickly. Number pictures A-C. In the correct order.

B. Read the article more carefully. In which situation does the person get help?

FUNCTION

3A. B-14. Listen and match each conversation with pictures A-C.

3B. Listen again and complete sentences 1-3 below.
1. Help me!
2. Help me. I call an ambulance!
3. I need help.

3C. B.15. Listen to the pronunciation of the offers. Then listen and repeat.

4A. Match problems 1-3 with offers A-C.
1. I can't open the window.
2. I'm hungry.
3. I can't read the dictionary.
4. I can't lift this bag.
5. It's hot in here.
6. Let me try ... Ooh, it's stuck.

B. Work in pairs and take turns. Student A: say a problem. Student B: offer to help.
7A. 18B. Listen to the situations. What's happening?

7B. Work in pairs. Listen again and offer to help.
1. Help me!
2. Help me. I call an ambulance!
3. I need help.
4. I'm hungry.
5. I can't read the dictionary.
6. It's hot in here.
The Two Ronnies

The Two Ronnies are the stars of one of the longest-running comedy shows on British television. They both wear glasses, they're both called Ronnie and together they can make a simple situation very complicated... and very funny! In this sketch, Ronnie Barker (the short one) has a problem and goes into a shop to ask for help from Ronnie Barker (the tall one).

While watching the DVD and answering the questions.

1. **Watch the DVD and answer the questions.**
   a. **Where is the man?**
   b. **What does the man have?**
   c. **What does the man need?**
   d. **What happens next?**

2. **Listen to the conversation at a pharmacy.**
   a. **Describe the problem.**
   b. **What advice does the pharmacist give?**
   c. **Listen to the pharmacist's advice.**

3. **Complete the sentences in the order you hear them.**
   a. **Hello, anything there?**
   b. **Hi, sir.**
   c. **What's the problem?**
   d. **What's the matter?**

4. **Write the message on a website.**
   a. **Message 1:**
   b. **Message 2:**
   c. **Message 3:**

---

BBC The Two Ronnies

The Two Ronnies are the stars of one of the longest-running comedy shows on British television. They both wear glasses, they're both called Ronnie and together they can make a simple situation very complicated... and very funny! In this sketch, Ronnie Barker (the short one) has a problem and goes into a shop to ask for help from Ronnie Barker (the tall one).
HEALTH PROBLEMS

1A Complete the poems.
A: What’s the matter? What’s wr__ _ _ with you?
B: I’ve got a terrible co__ _ _ _ _ _ 
  — a runny n__ _ _ _ , a bad s__ _ _ 
  thr__ _ _ _ .
I can’t stay here. I’m off!
A: My a__ _ _ hurt, my l__ _ _ hurt,
  I think I’ve got the fl__ .
B: Have you got a t_mp__ _ _ _ ?
A: Yes, what can I do?
B: I’ve got an awful h__ _ _ _ .
A: My f__ _ _ _ hurt a lot.
B: My e__ _ _ are t__ _ _ _ .
A & B: We don’t know what we’ve got!

B Work in pairs. Read the poems.

ADVERBS

2A Write the opposite adverbs.
1. calmly angrily
2. loudly
3. slowly
4. badly
5. carelessly

B Complete sentences with the words in the box below and your own ideas.

<table>
<thead>
<tr>
<th>speak(s)</th>
<th>eat(s)</th>
<th>talk(s)</th>
<th>drive(s)</th>
<th>walk(s)</th>
</tr>
</thead>
</table>
1. I _______ too ______ (adverb).
3. My closest friend _______ too ______ (adverb).
4. Everyone _______ too ______ (adverb).

C Work in groups and take turns. One student: say one of your sentences. Other students: give advice or say your opinion using should/shouldn’t.
A: Everyone talks too loudly on their mobiles.
B: Yes, they should speak quietly.

COMMON VERBS

3 Work in pairs. Match phrases 1–6 with a)–f). Then ask and answer the questions.
1. Can you read ______
2. Do you remember ______
3. Did you hear ______
4. Can you concentrate ______
5. Do you understand ______
6. Did you ever climb ______
   a) with the TV or radio on in the same room?
   b) trees when you were younger?
   c) music?
   d) the first day of this English class?
   e) films in English?
   f) the news this morning?

SHOULD/SHOULDN’T

4A Read the situations and make a note of what the person should/shouldn’t do.

A: My arm hurts so I can’t use my computer. I have to finish a report by tomorrow.

B: I’ve got a terrible backache. I’m going on holiday tomorrow and I’ve got two heavy bags to carry.

C: I’ve got a headache and a bad sore throat. I’ve got an important interview for a new job tomorrow.

D: My leg hurts so I can’t walk very far. I’m going out tomorrow night and I want to dance.

OFFERING TO HELP

5 Work in pairs. What can you say in each situation?
1. You’re at a friend’s house and she breaks some glasses.
2. You’re walking down the street and someone falls off his bicycle.
3. You’re on a train and a woman next to you becomes ill.
4. You’re in a restaurant and the waiter pours hot coffee on your friend’s clothes.
5. Your friend is cutting vegetables and cuts his finger badly.
6. Your friend wants a coffee, but she doesn’t have enough money to buy one.

6A Complete the conversation with the words in the box.

"Shall I make you a coffee?"
A: Good morning. Can I help you?
B: Yes, the shower in my room doesn’t work.
A: I’ll send someone to look at it.
B: Thank. And when does the City Museum open?
A: Let look on the computer … It opens at 10.00 today.
B: Thanks. And can get me a taxi … to go to the museum?
A: No problem. I phone for one now?
B: In about an hour, please.
A: Certainly.
B: Thank lot.
A: You welcome.

B Work in pairs. Practise the conversation.

BBC VIDEO PODCAST
Download the podcast and view people describing their lifestyles and how to be healthier.
www.pearsonlongman.com/speakout
GRAMMAR

present perfect

3A. Look at the sentences and underline the correct alternatives to complete the rules.

I've been to Cambodia and I've climbed that volcano.

Rules:
1. Use the present perfect to talk about past events when you know the exact time isn't known when the event happened.
2. Use the present perfect to emphasise what when the action happened.

B. 12.2. Listen and complete the table.

I haven't ridden donkeys on the Nile. I haven't listened.

called / ridden / climbed / swum in / watched

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

page 110 LANGUAGE BANK

PRACTICE

4A. Complete the table with the correct infinitive.

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<tr>
<th>Infinitive</th>
<th>Past participle</th>
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B. Use four of the past participles above to write sentences that match you. Two sentences should be false.

I've driven a Ferrari.

C. Work in pairs and take turns. Student A say your four sentences. Student B guess which two are false.

SPEAKING

5A. Complete the questions with your own ideas.

1. I have never been to
2. I have never stayed in a
3. I have never had
4. I have never
5. I have never

B. Work in pairs. Ask and answer the questions above. What has done most things in your group?

A. Have you ever been to a festival?
B. Yes, I have.
C. No, I haven't, but I'd like to.
D. No, I haven't and I don't want to.

WRITING

Postcard phrases

6A. Read the postcard from Oliver and Kristina.

Which country are they visiting?

The Weather Family:

Hello! How are you? We're having a great time in Egypt. It's very hot here in the day and cool at night. We swim in the Nile, sometimes in the Red Sea, and every day we go up in a hot air balloon. We flew over the pyramids in a hot air balloon and we've taken lots of photos. The weather here is hot. The weather here is hot. We'll be there until Friday. We take lots of photos. We'll be there until Friday. Write the postcard in full.

7. Write a postcard to your classmate. Use the ideas above to help.

Don't write the name of the place. Then exchange postcards with another pair and guess the place.
A job on a Bond film is the most fun for a stuntman...

READING

1A Read the definition of stunt below. Can you think of any famous stunts?

Stunt: A dangerous thing that someone does in a show, film or sport to make it seem exciting or very fast. Example: a stunt pilot makes planes do tricks.

1 Vic played Indiana Jones when Harrison Ford was ill.
2 He was working on Bond films because he can drive the cars.
3 James Bond is one of his favourite directors.
4 He started doing stunt work over forty years ago.
5 Vic has sometimes hurt himself in his job.
6 He doesn't like working on films very much anymore.
7 He gets a lot of money for his work.
8 Find the main verbs in the first paragraph.
9 Read the article again. Are sentences 1–7 true (T) or false (F)?

C 1 T 2 F 3 T 4 F 5 T 6 F 7 T

10 Write the verb, past simple and past participle.

CLEAN - cleaned - cleaned

A job on a Bond film is the most fun for a stuntman...

12.2 AFRAID OF NOTHING

GRAMMAR present perfect and past simple

2A Look at the sentences. Underline the correct tense of the verbs.
1 He has worked on many James Bond films.
2 He has worked on many James Bond films.
3 In 2002, he worked on Gangs of New York.
4 In 2002, he worked on Gangs of New York.

B Underline the correct alternatives.

Rules:
1 With the present perfect, you say "don't" say the exact time.
2 With the past simple, you say "he did" say the exact time.

VOCABULARY prepositions

5A Look at the pictures below. What is the man doing?

B Match the prepositions in the box with the pictures A–J.

A through B up C out D under E towards F away G across H over I from J to

PRACTICE

3A Write the questions in full. Use the present perfect.
1 Have you ever met a famous person?
2 Have you ever met a famous person?
3 Have you ever met a famous person?
4 Have you ever met a famous person?
5 Have you ever met a famous person?
6 Have you ever met a famous person?

B Work in pairs and take turns. Ask and answer the questions above. Remember to ask and answer follow-up questions using the past simple.

A Have you ever met a famous person?
B Yes, I have. Meet a famous actor last year.
A Really! Who did you meet?
B...
I'VE GOT A PROBLEM

   1. Have you ever lost your phone/passport/credit card/credit card? What happened?
   2. Have you ever locked yourself out of your house or car? What happened?
   3. Have you ever missed the last train or bus home? What happened?
   4. Have you ever been very late for a meeting/appointment? What happened?
   5. Have you ever got lost in a city? What happened?

VOCABULARY telephoning expressions

2A Complete the sentences with phrases from the box.

Leave a message / answer the phone / hang up / answer the phone / ring back

1. You answer the phone. It's a call for Marita but she's not in the office today. So you ______ a message ______ her.
2. You phone Mark but he's not at home so you ______ on his answering machine.
3. You wait for an answer. It's the evening. ______ Mark, but he's having a shower.
4. Ten minutes later the phone rings and you ______. It's Mark.
5. Work in pairs and compare your answers.

FUNCTION telephoning

3A 12.4 Listen to three conversation extracts. Which situations from Exercise 1A are they?

3B Listen again. In which conversation(s) do the people know each other?

4A 12.5 Complete the extracts with words from the box. Then listen and check.

message number dial hang up leave a message

Extract 1

A: Hi, Sam. It's Denise.
B: Hi, Denise. What's up?
A: Hi, Kevin.
B: Yes, he's not. We went out about ten minutes ago.

Extract 2

B: Could I ______ you ______ for him?
A: Of course.
B: That's great. Thanks.

Extract 3

B: Can I ______ to ______ me.
A: Of course.
B: Yes, I'll call you straight away.

FUNCTION telephoning

5A Work in pairs. Look at the flowchart and write the conversation in full.

Hello
Hi, Sam / John / Helen, how are you?
OK, thanks / Sorry I'm late.
Message / phone me.
OK / ask / call me.
What / number / phone / phone number?
3114020
Let's check / 3114020
No, 3114020.

5B Work in pairs. Read out your conversation.

6A 12.7 Complete the phone number. Then listen and check.

3114020 = Three one one four zero two

6B Listen again. Draw a line between the words where you hear a short break.

LEARN TO say telephone numbers

- say “all” for the number zero.
- when there are two of the same number, e.g., 77, say “seven seven” or “double seven”.
- say the last seven numbers of a telephone number in two groups, first three numbers and then four, e.g., 930 1173.

7A Work in pairs. Practise saying the numbers.

1 1994072
2 9934270
3 8013005
4 5807113

7B Work in pairs and take turns. Student A: Look at page 185. Student B: Look at page 186.

SPEAKING

8A Work in pairs. Choose a situation from Exercise 1A.

Write key words for your conversation in the flowchart below. Then practice together.

B Work with another pair. Exchange flowcharts and act out their conversation.
2A Complete the sentences with words from the box.

1. Some people are _______ or _______ of the dark.
2. When you are _______ and happy before your birthday or a party, you feel _______.
3. When you are _______ something or _______
4. Before a meal or going to the cinema, you feel _______.
5. When other people _______ you _______ _______ _______.

B Complete sentences 1-6.

1. I'm _______ _______.
2. I'm _______ _______.
3. I'm _______ _______.
4. I'm _______ _______.
5. I'm _______ _______.
6. I'm _______ _______.

C Work in pairs and compare ideas.
OUTDOOR ACTIVITIES

1A What are the activities? Add the vowels.
1 g. tr_kk_ng
2 r_d_ an _lph_nt
3 sw_m_n a r_v_r
4 cl_mb a m_n n_n
5 g_ sc_b_ d_v_ng
6 t_k_ a b_t d_wn the N_1
7 w_tch a pl_y _tld_rs
8 g_ f_sh_ng
9 sw_m_n a th_rm_l sp
10 cl_mb a v lc_n
11 w_tch b_rds
12 r_d_ a h_rs

B Work in pairs and discuss.
1 Which activities above can you do in your country? Where can you do them?
2 Which activities above do you think are fun/boring/exciting?
3 Which activities above do you want to do/try? Why?

PRESENT PERFECT

2A Write the sentences in full.
1 I / never / eat / fish eyes.
2 I / never / go to / an art gallery.
3 I / never / see / a sunrise.
4 I / never / drive / a Mercedes.
5 I / never / drink / tea with milk for breakfast.
6 I / never / play / golf.
7 I / never / cook / dinner for my parents.
8 I / never / speak / English on the phone.
9 I / never / be / to an outdoor festival.
10 I / never / hear / Oasis live.

B Change the last part of each sentence so that it is true for you.
I’ve never eaten cabbage.
I’ve never been to an art gallery, but I’d like to.

C Work in pairs and compare your answers.

PRESENT PERFECT AND PAST SIMPLE

3A Complete the questions. Use the correct form of the verb in brackets.
Have you ever …
1 ridden a horse? (ride) 2 _____ an overnight train? (take) 3 _____ in a small plane? (fly) 4 _____ across a river? (swim) 5 _____ a long distance? (cycle) 6 _____ on a train? (sleep) 7 _____ on a mountain? (climb)

B Work in pairs and take turns. Ask and answer the questions in Exercise 3 and ask follow up questions.
A: Have you ever …?
B: Yes, I have.
A: Oh, when was that?

PREPOSITIONS

4A Look at the word webs and cross out the place/thing which does not go with the preposition.

PREPOSITIONS

ADJECTIVES

5A Unjumble the letters and find six adjectives below.
pypha = happy
1 dupor
2 xeectid
3 fiarda
4 onreus
5 amebearrssd
6 freghtind

B Find five more words from Unit 12. Write them as jumbled words.

C Work in pairs. Exchange papers and unjumble the words.

TELEPHONING

6A Complete the telephone conversation.
A: Hello, the Learn English Centre.
B: Hello, 1 _____ Sofia Mitsotakis. 2 _____ my teacher, Rachel, please?
A: Just a moment. 3 _____ check … I’m afraid she’s in class at the moment.
4 _____ in about half an hour?
B: Oh, that’s difficult. 5 _____ a message for her?
A: Sure. Go ahead.
B: Could you 6 _____ me this afternoon?
A: Yes, could you 7 _____ number?
B: It’s 0853 58230.
A: Fine. 8 _____ her to call you. And it’s Sofia …?
B: Mitsotakis. Thank you very much.

B Work in pairs and role-play the conversation. Student A: you want to speak to your English teacher. Phone the school. Student B: you are the receptionist. The teacher can’t come to the phone. Continue the conversation with your ideas.

BBC VIDEO PODCAST
Download the podcast and view people talking about things to do in London and describing recent experiences.
Authentic BBC interviews
www.pearsonlongman.com/speakout
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GRAMMAR

1.1 Present simple: be

Positive

<table>
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<th>you / we / they</th>
</tr>
</thead>
<tbody>
<tr>
<td>am</td>
<td>are / is</td>
</tr>
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</table>

Negative

<table>
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<tr>
<th>I</th>
<th>you / we / they</th>
</tr>
</thead>
<tbody>
<tr>
<td>am not</td>
<td>are not / isn't / isn't</td>
</tr>
</tbody>
</table>

Use contractions in speaking, e.g. I'm NOT sure ... is a meaningless letter, e.g. You aren't ... NOT demonstrat.

You're singular (1 person) or plural (2+ people). Don't use contractions in positive short answers, e.g. Yes, he is, NOT he's.

Questions and short answers

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<tr>
<th>am</th>
<th>you / we / they</th>
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<tbody>
<tr>
<td>am</td>
<td>are / is</td>
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<tr>
<td>you / we / you / they</td>
<td>are / is</td>
</tr>
</tbody>
</table>

Yes, you / we / they

No, you / we / they

1.2 this/that, these/those

Singular

<table>
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<tr>
<th>near</th>
<th>far</th>
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</thead>
<tbody>
<tr>
<td>there</td>
<td>yours</td>
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Plural

<table>
<thead>
<tr>
<th>these boys</th>
<th>those boys</th>
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</thead>
<tbody>
<tr>
<td>their books</td>
<td>their bags</td>
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</table>

Use there's NOT there are. It is also possible to say there's NOT there are. e.g. There's John's bag. / There are John's bags.

Use my / your + noun / my / your + noun / your / my + noun

We can use yours + noun in short answers, e.g. It's Bob's notebook. No, it's not. It's mine.

1.3 making requests

Can, may, please:

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<thead>
<tr>
<th>Can / may</th>
<th>please</th>
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<tbody>
<tr>
<td>have</td>
<td>a sandwich, please!</td>
</tr>
<tr>
<td>want</td>
<td>a package, please!</td>
</tr>
<tr>
<td>must</td>
<td>exchange</td>
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</table>

Exchange: That's possible! Can I change these dollars, please?

A: Yes, please! I'm sorry!
B: Thank you.

If: Yes, of course.

What's the exchange rate today?
2.1 present simple: yes/no/wh/why questions and short answers

<table>
<thead>
<tr>
<th>yes/no</th>
<th>subject + verb</th>
<th>yes/no</th>
<th>subject + verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do</td>
<td>Yes</td>
<td>drink</td>
<td>Yes</td>
</tr>
<tr>
<td>Do</td>
<td>No</td>
<td>drink</td>
<td>No</td>
</tr>
</tbody>
</table>

Use Do/Do you/does/doesn’t to ask questions. Do you have lunch at home?
In short answers, use Yes, No and No, NOT Don’t/Doesn’t or Don’t/Doesn’t.

present simple: yes/no/wh/why positive and negative statements

<table>
<thead>
<tr>
<th>I</th>
<th>They</th>
<th>love</th>
<th>play</th>
<th>sing</th>
<th>go</th>
<th>take</th>
<th>a lot of photos</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Use the present simple to talk about:
- Things which are always true: I love sports. I like cats.
- Hobbies and routines: We take a lot of photos.
- In the negative, use don’t = verb + I don’t like working at the weekend. When speaking, use the contraction don’t (I do not).

2.2 present simple: he/she/it positive and negative statements

<table>
<thead>
<tr>
<th>He/She/It</th>
<th>watches</th>
<th>does</th>
<th>from Japan</th>
<th>TV, everyday</th>
<th>learning to say</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doesn’t</td>
<td>Doesn’t</td>
<td>Doesn’t</td>
<td>Doesn’t</td>
<td>Doesn’t</td>
<td>Doesn’t</td>
</tr>
</tbody>
</table>

In the negative, use doesn’t = verb. He doesn’t want to come.
When asking, use the contraction doesn’t = doesn’t.

present simple: he/she/it questions and short answers

<table>
<thead>
<tr>
<th>Does</th>
<th>she/he/it</th>
<th>work</th>
<th>study</th>
<th>play football</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>She/he/it</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
<td>She/he/it</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

Use Does = subject + verb to make a question. Does she go shopping?
In short answers, use Yes, No and No. He/She/It doesn’t = verb.

2.3 asking for information

<table>
<thead>
<tr>
<th>Where</th>
<th>When</th>
<th>How much</th>
<th>How much</th>
<th>How much</th>
<th>How much</th>
<th>How much</th>
<th>How much</th>
</tr>
</thead>
<tbody>
<tr>
<td>When</td>
<td>When</td>
<td>the tour</td>
<td>the trip</td>
<td>the cost</td>
<td>the cost</td>
<td>the cost</td>
<td>the cost</td>
</tr>
<tr>
<td>last</td>
<td>last</td>
<td>last</td>
<td>last</td>
<td>last</td>
<td>last</td>
<td>last</td>
<td>last</td>
</tr>
</tbody>
</table>

The answers to what/when/where questions are often/time phrases. Use the, it and us with these time phrases:
- on or at
- in the morning, in the afternoon, in the evening
- last Saturday, last Sunday
- every weekend, every summer
- Sat, Sun

2.4 A. Put the words in the correct order to make questions.

1. Do you like Easy English? Do you watch TV every day? Do you drink coffee?
2. Do you like English? Do you like Easy English?
3. Do you watch TV? Do you like coffee?
4. Do you like learning English? Do you like films?
5. Do you watch TV? Do you like films? Do you like coffee?
6. Do you like coffee? Do you like films?

2.5 A. Write the direct/indirect form of the verb.

<table>
<thead>
<tr>
<th>Direct</th>
<th>Indirect</th>
</tr>
</thead>
<tbody>
<tr>
<td>eat</td>
<td>told her/him I eat</td>
</tr>
<tr>
<td>wash</td>
<td>asked her/him if he/she wash</td>
</tr>
<tr>
<td>read</td>
<td>told her/him I read</td>
</tr>
<tr>
<td>play</td>
<td>asked her/him if we play</td>
</tr>
<tr>
<td>sing</td>
<td>asked her/him if you sing</td>
</tr>
</tbody>
</table>

2.6 A. Correct the mistakes.

1. She goes jogging because he’s not very sick.
2. She goes jogging because she’s not very sick.
3. She goes jogging because he’s not very sick.

2.7 A. Look at the table. Use the information to write questions for answers 1–5.

<table>
<thead>
<tr>
<th>train</th>
<th>leaves</th>
<th>arrives</th>
<th>9:30</th>
<th>10:15</th>
<th>3:30</th>
<th>4:00</th>
</tr>
</thead>
<tbody>
<tr>
<td>museum</td>
<td>opens</td>
<td>closes</td>
<td>10:00</td>
<td>3:00</td>
<td>5:00</td>
<td>6:30</td>
</tr>
</tbody>
</table>

What time/when does the train leave? What time/when does the museum open?
**Grammar**

### Adverbs of Frequency

<table>
<thead>
<tr>
<th>Adverb of Frequency</th>
<th>Meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>never</td>
<td>hardly ever</td>
</tr>
<tr>
<td>sometimes</td>
<td>often</td>
</tr>
<tr>
<td>usually</td>
<td>always</td>
</tr>
</tbody>
</table>

Use adverbs of frequency to say how often you do something: I **usually** have breakfast at home. She’s **never** late.

The adverbs go before most verbs (e.g., **never** listen to me), but after the verb be: She **is always** friendly.

### Have/has got

<table>
<thead>
<tr>
<th>Form</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have/has got</td>
<td>We/they have got a phone.</td>
</tr>
<tr>
<td>Have/has got</td>
<td>You/you’ve got an auto.</td>
</tr>
<tr>
<td>Have/has got</td>
<td>I/it’s got a bed.</td>
</tr>
</tbody>
</table>

Use have/has got to talk about facts and possessions.

Use contractions when speaking, e.g., I’ve got, and got.

In the negative, use any before plural nouns: I haven’t got any brothers.

### Making Arrangements

**What**

- What do you want to do?
- What time?
- What is good for you?
- Are you free tonight?

**Making Suggestions**

- How about a **infinitive + ing**?

**Responding to Suggestions**

- Sounds good.
- That’s a good idea. OK.
- More. That’s a problem. Sorry, I’m busy.

### Practice

#### A. Put the words in the correct order to make six sentences.

1. late / student / The / never / is
2. homework / their / always / They / do
3. hardly / ever / rains / here / it
4. TV / the morning / in / Usually / We / wash / don’t
5. quiet / I / am / very / sometimes
6. lesson / Sorry / a / The / often

#### B. Add an adverb of frequency to each sentence. Use the information in brackets to help.

1. I get up early. (0%) I never get up early.
2. I have breakfast with my family. (100%) I always have breakfast with my family.
3. My father reads the paper. (60%) My father always reads the paper.
4. We go hiking in the morning. (60%) We sometimes go hiking in the morning.
5. I get up before 9am. (100%) I always get up before 9am.
6. I drink coffee. (0%) I never drink coffee.
7. It’s hot. (40%) It’s usually hot.

#### C. Complete the sentences with not very, very, quite or really and an adjective from the box.

- quiet
- intelligent
- funny
- talkative

1. She’s **very** quiet.
2. People like Jane because she’s **really** quiet and they laugh a lot.
3. This classroom is **not very** big. It’s too big.
4. The other students in this group are **very** quiet. They always get good marks in exams.
5. English is **very** boring but I like it.
6. I’m **not** like to ask people a lot to practice my English.
7. Mean! The chocolate is **very** good.

#### D. Complete the questions with any, have or got. Use the correct form of do or have got.

A: **You** have got any brothers or sisters?  B: Yes, I’ve got two older brothers.

A: **You** have got any children?  B: Yes, I’ve got three sons and a daughter. And two of my sons have got a son and a daughter.

A: How many children **do** you have got?  B: I’ve got two children. Charlie has got two sons, and Andy has got a son and a daughter.

A: How many brothers **do** you have got?  B: Yes, Maggie has got a son and a daughter, too.

#### E. Complete the conversation.

**Paula:** Hi, Carl, I’m doing a play on Thursday evening.
**Carl:** No, I’m not free. **What about Friday or Saturday?**
**Paula:** **When’s** Saturday good for you? **I** am working on Tuesday.
**Carl:** Great, **What’s** on? **It’s** the Royal Shakespeare Company doing Macbeth.
**Paula:** **Who** is doing the play? **We** are doing Macbeth.
**Carl:** **What** is she doing? **The** play is at seven o’clock. **It’s the** City Theatre.
**Paula:** **When** are you doing it? **At** seven o’clock. **At the** theatre.
GRAMMAR

4.1 There is/are

<table>
<thead>
<tr>
<th>There is</th>
<th>a name</th>
<th>a number</th>
<th>Yes</th>
<th>there is</th>
<th>there aren't</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is</td>
<td>a name</td>
<td>a number</td>
<td>Yes</td>
<td>there are</td>
<td>there aren't</td>
</tr>
</tbody>
</table>

Use there is and there are to say that something exists.
Use there is and there are to talk about places and things and people in places. There is a house near five minutes from here. There's a restaurant in the city. There are only five students in class today.

In negative and questions, with places, use there isn't/aren't + any + noun. There isn't any tables. Are there any chairs?

4.2 can for possibility

<table>
<thead>
<tr>
<th>Can</th>
<th>/can/</th>
<th>/can/</th>
<th>/can/</th>
<th>can't</th>
<th>/can'/</th>
<th>/can'/</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can</td>
<td>/can/</td>
<td>/can/</td>
<td>/can/</td>
<td>can't</td>
<td>/can'/</td>
<td>/can'/</td>
</tr>
</tbody>
</table>

Use can to say something is possible and can't (can not) to say something is impossible.

4.3 buying in shops

It's too small.
They're too small.

Use it's adjective with positive and negative ideas. It's very small. It's very expensive.

Use they're adjective with negative ideas. It's too small. It's a problem for me.

Don't use be with positive ideas. It's very nice. NOT:

It's not too small.
They're not too small.

Use isn't adjective to explain what's wrong with an object. I'm sorry, it's not big enough. Have you got it in a larger size?

Have you got it in extra large/large/medium/small? green/blue?

How much is it? are they?

PRACTICE

4.1 A. Write sentences with the words below. Use there is/are or there isn't/aren't.
1. /a sofa /a kitchen There are two sofas in the kitchen.
2. /a bed /a living room
3. /a table /a bathroom
4. /a chair /my flat
5. /a bed /my flat
6. /any chairs /the living room

4.2 A. Write questions about a hotel/apartment for pictures 1-5. Use Can you... there?
1. Can you rent there?
2. Can you rent a room there?
3. Can you rent an apartment there?
4. Can you rent a flat there?
5. Can you rent a house there?

4.3 A. Complete the conversation.
Customer: Excuse me. Where is this large?
Assistant: Hold on, I'll check... Yes, here you are.
Customer: Oh, isn't it green?
Assistant: Large and green? No, it's medium. Is that OK?
Customer: Oh, yes, that's... by the window?
Assistant: Yes, here's a larger one.
Customer: Great. How much is it?
Assistant: It's $99.
Customer: Oh, that's too... sorry. Thanks anyway.
5 LANGUAGE BANK

5.1 Countable and uncountable nouns

There are two kinds of noun in English: countable nouns and uncountable nouns.

- **Countable nouns** are things you can count. They are **singular** or **plural**.
  - Nouns that are **countable** can be used in an **article** + **nouns**.
  - Nouns that are **plural** are used with **-s** or **-**.

- **Uncountable nouns** are things you can’t count. They are **singular**.
  - Uncountable nouns are used with **-**.
  - Uncountable nouns can’t be used with **-s** or **-**.

**Examples:**

- **Countable:**
  - tea
  - coffee
  - bread
  - rice
  - bread
  - water

- **Uncountable:**
  - tea
  - coffee
  - bread
  - rice
  - bread
  - water

**Articles:**

- **A** or **an** is used before a **countable** noun.
- **The** is used before a **countable** noun.

**Countable nouns:**

- Tea and coffee are **countable** nouns. They can be used in an article + noun.
- Bread and rice are **countable** nouns. They are used with **-**.

**Uncountable nouns:**

- Tea and coffee are **uncountable** nouns. They are used with **-**.
- Bread and rice are **uncountable** nouns. They are used with **-**.

**Articles:**

- Water is **uncountable**. It is used with **-**.
- Water is **uncountable**. It is used with **-**.

**5.2 How much/many**

Use **how much/many** to find out how much or how many of something you have or need.

- Ask questions with **how much/many**: **How much rice do you need?**
- Ask questions with **how much/many**: **How many bananas do you need?**

**Examples:**

- **How much rice do you need?**
- **How many bananas do you need?**

**Quantifiers:**

- for countable nouns:
  - a lot of
  - quite a lot
  - not much
  - not many

- for uncountable nouns:
  - a lot
  - quite a lot
  - not much
  - not many

**5.3 Ordering in a restaurant**

<table>
<thead>
<tr>
<th>Countable</th>
<th>Uncountable</th>
</tr>
</thead>
<tbody>
<tr>
<td>a glass of water</td>
<td>a glass of water</td>
</tr>
<tr>
<td>a glass of tea</td>
<td>a glass of tea</td>
</tr>
</tbody>
</table>

**Examples:**

- I’d like a glass of water, please.
- Can I have a glass of tea, please?
6.1 past simple: was/ was

- You/She/He was
- We/They were
- I/You/He/She wasnt

The past simple of be is was/were. Use was/were to talk about the past.

When speaking, use contractions wasn’t it was, weren’t it wasn’t.

6.2 past simple

regular verbs

| Verb | Past tense | Contraction | Example
|------|------------|-------------|--------|
| work | worked | didn’t work | They didn’t work.
| play | played | didn’t play | They didn’t play.
| eat | ate | didn’t eat | They didn’t eat.

irregular verbs

| Verb | Past tense | Example
|------|------------|--------|
| go | went | They went.
| see | saw | They saw.
| be | was/were | They were.

Use the past simple to talk about things which started and finished in the past: I travelled to Egypt last year (I was in Egypt now).

Commonly used irregular verbs in the past simple form:

- go
- see
- be

6.3 making conversations

**Asking about the weekend**

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>How was your weekend?</td>
<td>It was great/terrible.</td>
</tr>
<tr>
<td>What did you do at the weekend?</td>
<td>Nothing special.</td>
</tr>
<tr>
<td>Where did you go?</td>
<td>I went to the park.</td>
</tr>
</tbody>
</table>

**Answering**

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>How was your weekend?</td>
<td>Really! That sounds so great/terrible/interesting.</td>
</tr>
<tr>
<td>What did you do?</td>
<td>I played tennis with my friends.</td>
</tr>
</tbody>
</table>

**Showing interest**

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>How was your weekend?</td>
<td>I went to the park.</td>
</tr>
<tr>
<td>What did you do?</td>
<td>I played tennis with my friends.</td>
</tr>
</tbody>
</table>

In spoken English, when you show interest, it’s possible to leave out. That, e.g., sounds great/terrible.
## Grammar

### Comparatives

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Comparative</th>
<th>Rule</th>
</tr>
</thead>
<tbody>
<tr>
<td>one-syllable adjectives</td>
<td>colder</td>
<td>-er or -est</td>
</tr>
<tr>
<td>some two-syllable adjectives</td>
<td>quieter</td>
<td>-er or -est</td>
</tr>
<tr>
<td>adjective ending in -er</td>
<td>longer</td>
<td>-er or -est</td>
</tr>
<tr>
<td>adjective ending in -est</td>
<td>faster</td>
<td>-er or -est</td>
</tr>
<tr>
<td>adjectives + vowel + consonant</td>
<td>faster</td>
<td>-er or -est</td>
</tr>
<tr>
<td>many two-syllable adjectives</td>
<td>more boring</td>
<td>-er or -est</td>
</tr>
<tr>
<td>all longer adjectives</td>
<td>more expensive</td>
<td>-er or -est</td>
</tr>
<tr>
<td>irregular adjectives</td>
<td>good/better</td>
<td>-er or -est</td>
</tr>
</tbody>
</table>

Use comparatives (+ than) to compare things and people.

Use than not that with comparatives. A restaurant is quieter than a club. NOT A restaurant is quieter than a club.

### Superlatives

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Superlative</th>
<th>Rule</th>
</tr>
</thead>
<tbody>
<tr>
<td>cold/better</td>
<td>the coldest/best</td>
<td>-est</td>
</tr>
<tr>
<td>big/larger</td>
<td>the biggest/largest</td>
<td>-est</td>
</tr>
<tr>
<td>friendly</td>
<td>the friendliest</td>
<td>-est</td>
</tr>
<tr>
<td>good/better</td>
<td>the best/best</td>
<td>-est</td>
</tr>
<tr>
<td>happy/improving</td>
<td>the happiest/happiest</td>
<td>-est</td>
</tr>
<tr>
<td>boring</td>
<td>the most boring</td>
<td>-est</td>
</tr>
<tr>
<td>easy/cheap</td>
<td>the easiest/easiest</td>
<td>-est</td>
</tr>
<tr>
<td>far/near</td>
<td>the farthest/near</td>
<td>-est</td>
</tr>
<tr>
<td>high/loud</td>
<td>the highest/ loudest</td>
<td>-est</td>
</tr>
<tr>
<td>shorter</td>
<td>the shortest</td>
<td>-est</td>
</tr>
</tbody>
</table>

Use superlatives to talk about the number one thing in a group. Most students is the best in the class.

Note: The spelling rules for superlatives are the same as for comparatives.

### Asking for/going directions

<table>
<thead>
<tr>
<th>Expression</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Go a street or ahead</td>
<td>Go a street or ahead</td>
</tr>
<tr>
<td>down past</td>
<td>the High Street, the bank</td>
</tr>
<tr>
<td>turn left/right</td>
<td>into Main Avenue</td>
</tr>
<tr>
<td>Take the first/second/third</td>
<td>left/right</td>
</tr>
<tr>
<td>It’s on the left/right</td>
<td></td>
</tr>
</tbody>
</table>

Use expressions (e.g., turn, take) to give directions.

To ask for directions, use Can you tell me the way to...? Can you tell me how to get to the sports centre?

When speaking, check information by repeating what you hear: ‘the third right? So, I take the next left?’

Come in and ask again if necessary. No, the right first. No, the next right.
**GRAMMAR**

**8.1 Present continuous**

<table>
<thead>
<tr>
<th>Now</th>
<th>I am/was doing</th>
<th>I am/was saying</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>You/We/They</td>
<td>are doing</td>
<td>are saying</td>
<td>do</td>
<td>don’t</td>
</tr>
<tr>
<td>I am/was doing</td>
<td>yes</td>
<td>yes</td>
<td>am</td>
<td>yes</td>
</tr>
<tr>
<td>I am/was saying</td>
<td>yes</td>
<td>yes</td>
<td>say</td>
<td>no</td>
</tr>
</tbody>
</table>

**Spelling-tip**

Most verbs ending in -ing

- was doing
- was taking

Most verbs ending in a consistent vowel-consonant, double the final consonant:

- was swimming
- was running

**8.2 Present simple and present continuous**

**8.3 Asking for a recommendation**

<table>
<thead>
<tr>
<th>Do you think I’ll like this DVD?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sometimes</td>
<td>I don’t know</td>
<td></td>
</tr>
<tr>
<td>I think</td>
<td>I don’t think</td>
<td></td>
</tr>
<tr>
<td>That’s good</td>
<td>I’m called back</td>
<td></td>
</tr>
</tbody>
</table>

**PRACTICE**

**8.4 A. Write the -ing form of the verbs.**

1. I am
2. go
3. come
4. put
5. eat
6. make
7. get
8. mind
9. sing
10. meet

**8.5 B. Write a phone conversation using the prompts below.**

**8.6 A. Complete the sentences with the verbs in the box in the correct form.**

- going
- have
- hang up
- phone

1. I _______ you _____ glasses but I’m not wearing them now.
2. I _______ to go to the gym. OK, let’s go!
3. I _______ to come to your party last night.
4. We _______ to come to your party last night.
5. We _______ to have a celebration.
6. We _______ to have a party.
7. We _______ to have a celebration at the moment.
8. He _______ to go to the cinema.
9. He _______ to go to the cinema.
10. He _______ to go to the cinema.

**8.7 B. Complete the questions with the verbs in brackets. Use the present simple or the present continuous.**

1. Do you _______ English everyday? (study)
2. You _______ English? (study)
3. Your best friend _______ English everyday? (study)
4. Your best friend _______ to study English? (study)

**8.8 A. Read the conversation and correct the mistakes.**

**8.9 B. Complete the questions with the verbs in brackets. Use the present simple or the present continuous.**

1. Do you _______ English everyday? (study)
2. You _______ English? (study)
3. Your best friend _______ English everyday? (study)
4. Your best friend _______ to study English? (study)
9.1 articles

<table>
<thead>
<tr>
<th>Article</th>
<th>before singular noun or before plural noun when we speak in general</th>
</tr>
</thead>
<tbody>
<tr>
<td>no article</td>
<td>before singular noun or before plural noun when we speak in general</td>
</tr>
<tr>
<td>in some phrases</td>
<td>usually use a (+ noun)</td>
</tr>
<tr>
<td>in some phrases</td>
<td>they're a farmer and she's a farmer</td>
</tr>
<tr>
<td>in some phrases</td>
<td>go by car/air/ship, go on a trip, go home, go to work/school</td>
</tr>
<tr>
<td>in some phrases</td>
<td>to see the doctor/see the dentist/see the dentist/see the dentist</td>
</tr>
<tr>
<td>in some phrases</td>
<td>have breakfast/dinner/dinner/dinner</td>
</tr>
</tbody>
</table>

With countries, use the full name: the United States, the United Arab Emirates. With times, use in the morning/afternoon/evening but use at night: no article.

9.2 can't have to/don't have to

<table>
<thead>
<tr>
<th>Structure</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>can't have to</td>
<td>when something is OK permitted</td>
</tr>
<tr>
<td>don't have to</td>
<td>when something is not OK but permitted</td>
</tr>
<tr>
<td>I can't/have to pay ten euros.</td>
<td></td>
</tr>
<tr>
<td>We don't have to go to the cinema.</td>
<td></td>
</tr>
</tbody>
</table>

Use can when something is OK permitted.
Use can't when something is not OK but permitted.
Use how and when something is necessary/orbatory.
Use don't have to if something is not necessary/orbatory.

Compare:

You want to come to the party. You didn't get an invitation. You have to come to the party. You're invited, but it's OK to stay at home.

9.3 apologising

<table>
<thead>
<tr>
<th>Apologising</th>
<th>Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>I'm sorry</td>
<td>That's OK. No problem.</td>
</tr>
<tr>
<td>I'm really sorry</td>
<td>No, really. It's fine.</td>
</tr>
<tr>
<td>I'm afraid</td>
<td>Don't worry about it.</td>
</tr>
<tr>
<td>I'm awful</td>
<td>Don't worry about it.</td>
</tr>
<tr>
<td>I'm frightened</td>
<td>It's fine.</td>
</tr>
<tr>
<td>I'm afraid</td>
<td>Don't worry about it.</td>
</tr>
<tr>
<td>I'm afraid</td>
<td>I don't believe you.</td>
</tr>
</tbody>
</table>

When speaking:
- to emphasise how sorry you are, use an add-on as a way of sounding sincere/seery |
- to show how it makes you feel, use feel + adjective | I feel terrible about the mess |
- to calm someone down |
- to reply with no, really, it's fine when someone apologises again |
- to say you're sorry and you're not sorry |
- to say you're sorry and you're not sorry |
- to say you're sorry and you're not sorry |
- to say you're sorry and you're not sorry |
- to say you're sorry and you're not sorry |

9.4 practice

A. Complete the text with a/an, the or no article (-).

1. I live in the UK... I... | It's a foreign country. |
2. I live in the UK... I... | It's a foreign country. |
3. I live in the UK... I... | It's a foreign country. |
4. I live in the UK... I... | It's a foreign country. |
5. I live in the UK... I... | It's a foreign country. |

B. Complete the sentences with a/an, the or no article (-).

1. I think... cars are safer than motorcycles. |
2. I think... courts are safer than motorcycles. |
3. I think... centres are safer than motorcycles. |
4. I think... bikes are safer than motorcycles. |
5. I think... buses are safer than motorcycles. |

C. Read the conversations. Find and correct six mistakes with the... (There are two.)

Pedro: Yes, do you see the dictionary?
Mrs T: Yes, you see the dictionary. Where can I buy the dictionary?
Pedro: Yes, you see the dictionary. Where can I buy the dictionary?
Mrs T: Yes, you see the dictionary. Where can I buy the dictionary?
Pedro: Yes, you see the dictionary. Where can I buy the dictionary?

D. Complete the conversations. Use the correct form of can/can't, have to/have don't have to and the verbs in bold.

Conversation 1

A: I have to buy some jeans in the city centre.
B: Yes, it's a formal party.

Conversation 2

A: We want to go to the cinema.
B: But it's too far.

Conversation 3

A: I have to go to the cinema.
B: It's not very important.

E. Complete the conversation. Use the correct form of can/can't, have to/have don't have to and the verbs in bold.

A: What do you want?
B: I want to see the doctor.

F. Complete the conversation. Use the correct form of can/can't, have to/have don't have to and the verbs in bold.

A: What do you want?
B: I want to see the doctor.

9.5 A. Complete the text with a/an, the or no article (-).

1. I live in the UK... I... | It's a foreign country. |
2. I live in the UK... I... | It's a foreign country. |
3. I live in the UK... I... | It's a foreign country. |
4. I live in the UK... I... | It's a foreign country. |
5. I live in the UK... I... | It's a foreign country. |

B. Complete the sentences with a/an, the or no article (-).

1. I think... cars are safer than motorcycles. |
2. I think... courts are safer than motorcycles. |
3. I think... centres are safer than motorcycles. |
4. I think... bikes are safer than motorcycles. |
5. I think... buses are safer than motorcycles. |

C. Read the conversations. Find and correct six mistakes with the... (There are two.)

Pedro: Yes, do you see the dictionary?
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Pedro: Yes, you see the dictionary. Where can I buy the dictionary?

D. Complete the conversations. Use the correct form of can/can't, have to/have don't have to and the verbs in bold.

Conversation 1

A: I have to buy some jeans in the city centre.
B: Yes, it's a formal party.

Conversation 2

A: We want to go to the cinema.
B: But it's too far.

Conversation 3

A: I have to go to the cinema.
B: It's not very important.

E. Complete the conversation. Use the correct form of can/can't, have to/have don't have to and the verbs in bold.

A: What do you want?
B: I want to see the doctor.

F. Complete the conversation. Use the correct form of can/can't, have to/have don't have to and the verbs in bold.

A: What do you want?
B: I want to see the doctor.

9.5 A. Complete the text with a/an, the or no article (-).

1. I live in the UK... I... | It's a foreign country. |
2. I live in the UK... I... | It's a foreign country. |
3. I live in the UK... I... | It's a foreign country. |
4. I live in the UK... I... | It's a foreign country. |
5. I live in the UK... I... | It's a foreign country. |

B. Complete the sentences with a/an, the or no article (-).

1. I think... cars are safer than motorcycles. |
2. I think... courts are safer than motorcycles. |
3. I think... centres are safer than motorcycles. |
4. I think... bikes are safer than motorcycles. |
5. I think... buses are safer than motorcycles. |

C. Read the conversations. Find and correct six mistakes with the... (There are two.)

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Pedro: Yes, you see the dictionary. Where can I buy the dictionary?

D. Complete the conversations. Use the correct form of can/can't, have to/have don't have to and the verbs in bold.

Conversation 1

A: I have to buy some jeans in the city centre.
B: Yes, it's a formal party.

Conversation 2

A: We want to go to the cinema.
B: But it's too far.

Conversation 3

A: I have to go to the cinema.
B: It's not very important.

E. Complete the conversation. Use the correct form of can/can't, have to/have don't have to and the verbs in bold.

A: What do you want?
B: I want to see the doctor.

F. Complete the conversation. Use the correct form of can/can't, have to/have don't have to and the verbs in bold.

A: What do you want?
B: I want to see the doctor.
GRAMMAR

1.3 going to

Am, I, you go to
be there practice soon tonight, tomorrow

Is, is, are going to
be there practice soon, tonight, tomorrow

Would like to

Would you go to
be there practice soon, tonight, tomorrow

1.1 be going to

I, we, they go to

Would like to

Would you like to go to
be there practice soon, tonight, tomorrow

1.2 will/won’t

Am, I, you go to
will/won’t go to

Is, is, are will/won’t go to

2.1 making suggestions

Great/Brilliant
That’s a good idea
Sounds interesting
Oh

Can’t really feel like going
That doesn’t sound very good
That might be a problem

How about
What about
Why don’t you
Let’s

3.1 will/won’t

Am, I, you go to
will/won’t go to
gohome shopping

Is, is, are will/won’t go to
gohome shopping

3.2 will/won’t

Would like to

Would you like to go to
will/won’t go to
gohome shopping

PRACTICE

102.1 Complete the sentences with the correct form of be going to.

I ________ to the cinema tonight. (go)

2. I ________ to the concert next week. (go)

3. I ________ to the concert next week. (go)

4. We ________ to the beach tomorrow. (go)

5. They ________ to the beach tomorrow. (go)

6. Where ________ to buy a new car? (go)

102.2 Underline the correct alternative.

I’l ________ to go to the cinema, but there are no more tickets.

2. I’l ________ to go to the cinema, but I have the tickets here.

3. We’l ________ to go to the cinema, but we don’t have enough money.

4. I’l ________ to go to the cinema, but we don’t have enough money.

102.3 Complete the conversation with the correct form of be going to.

A: Oh, no! The dog ran away!

B: Don’t worry - he ________ home in a few minutes.

A: Are you sure he ________ home?

B: Oh, he ________ not come back today - that’s possible. But I’m sure he ________ come home tomorrow.

A: I don’t believe you! he ________ not come home. We ________ never see him again.

B: Oh, look... He’s here now!

102.4 Circle the two correct alternatives.

I ________ that the party will be next Saturday.

2. It ________ that it will rain next weekend.

3. I ________ that I will go to the party.

A: I’l ________ to the party.

B: No, thank you. I ________ to do that.

102.5 Put the words from the box in the correct places in the conversation.

above/old/below/for/about

Mon: I’m tired. How was your break over the weekend?

Jim: I didn’t have one. I was at work.

Mon: Why do you make so many coffee? I’m going to work.

Jim: That was a good cup of coffee?

Mon: No thanks. I want to finish this.

Jim: Minn. That might be a. You work I’ve had coffee.

Mon: It’s not a problem for me!
**GRAMMAR**

11.1 should/shouldn't

- [I/you/ he/she/ it/ we/ they] should go to bed.
- [I/you/ he/she/ it/ we/ they] shouldn't drink too much water.
- [I/you/ he/she/ it/ we/ they] should stay at home.
- [I/you/ he/she/ it/ we/ they] shouldn't work.

Use should/shoul dn't as a negative to give advice. You should take an aspirin and to recommend. You shouldn't see that film.

Note: You should try this soup. NOT: shouldn't try this soup.

11.2 adverts

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bad</td>
<td>badly</td>
</tr>
<tr>
<td>Good</td>
<td>well</td>
</tr>
<tr>
<td>Well</td>
<td>nicely</td>
</tr>
<tr>
<td>Nice</td>
<td>nicely</td>
</tr>
<tr>
<td>Early</td>
<td>early</td>
</tr>
<tr>
<td>Late</td>
<td>late</td>
</tr>
</tbody>
</table>

Use adverbs of manner to say how you do something: I can swim well. She speaks quickly.

Use adverbs of time to say when you did something: I went to bed early. She had lunch late.

Use adverbs with verbs: He drives slowly. Use adjectives with nouns: It's a bad driver.

But with be and feel, use adjectives: The film was terrible. I feel terrible.

Adverbs often go after the verb: I arrived early. She drove quickly to the shops, or after the work finish I started work early. She drove her car quickly or to the end I arrived at work very early. She drove to the shops quickly.

11.3 offering to help

<table>
<thead>
<tr>
<th>Problems</th>
<th>Offers</th>
<th>Thinking</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can't fit this in.</td>
<td>Let me ask you.</td>
<td>That's kind of you.</td>
<td>You're welcome.</td>
</tr>
<tr>
<td>You think I should ask?</td>
<td>I don't think I should.</td>
<td>That's good.</td>
<td>That's OK.</td>
</tr>
</tbody>
</table>

Use I (NOT YOU) as a negative to offer help.

**PRACTICE**

11.4 Complete questions 1-4. Then match them with replies a-d.

1. Don't you have much homework? a. That's kind of you.
   b. I don't have much homework.
   c. I know it's fun.
   d. Thank you!

2. Ben doesn't like the colour of his mobile phone. a. Yes, he's right.
   b. That's a good idea!
   c. It's very cheap.
   d. I didn't know.

3. Look at my new car - it's a real beauty! a. They're expensive.
   b. That's a lot of money.
   c. It's very fast.
   d. I didn't know.

   b. I know it's fun.
   c. They're not interested.
   d. I didn't know.

5. My daughter wants to travel in South America. a. That's nice.
   b. That's a good idea!
   c. I know it's fun.
   d. I didn't know.

6. There are so many words we don't know. a. Yes, you should. That's really fun.
   b. That's a lot of money.
   c. It's very fast.
   d. I didn't know.

7. You're late. a. Yes, you should. That's really fun.
   b. That's a lot of money.
   c. It's very fast.
   d. I didn't know.

8. You're late. a. Yes, you should. That's really fun.
   b. That's a lot of money.
   c. It's very fast.
   d. I didn't know.

   b. That's a lot of money.
   c. It's very fast.
   d. I didn't know.

10. You're late. a. Yes, you should. That's really fun.
    b. That's a lot of money.
    c. It's very fast.
    d. I didn't know.

11.5 Complete the sentences. Use the adjective or adverb form of the word in brackets.

1. The teacher was very quiet. The teacher was speaking ________ (loudly).
2. She was beautiful. She was such a ________ (beautiful) woman.
3. I passed the exam. I was very pleased. I was ________ (pleased).
4. Don't be late. The baby was crying. We have to catch ________ (train).
5. She is a good teacher. This rescue ________ (team) was good.
6. I am very angry. I'm very ________ (angry). (tired)

11.6 Complete the story. Use the adverb forms of the adjectives in the box.

The other morning, I woke up ________ (early) because the neighbours were shouting ________ (noisy). I didn't want to stay at home, so I made some breakfast ________ (quickly) and ran out of the door to work. I forgot to take an umbrella and it started raining so I got very wet. I got to the office at 7:30 and caught the sign: "Closed again!" I was surprised when I looked round because the shop was empty. Because of the rain, my hair was very ________ (wet). I arrived at the office ________ (early). There was no one there. Then I realized that it was Sunday, and didn't have to work!

11.7 Complete the five conversations below. Use the verbs in brackets to help.

**Conversation 1**
A: I can't find the information anywhere.
B: I ________ (check) on the computer. (check)

**Conversation 2**
A: I don't understand the homework.
B: I ________ (read) a book. (read)

**Conversation 3**
A: My hands are all cold.
B: ________ (warm) something for you. (warm)

**Conversation 4**
A: The radio is too loud.
B: ________ (turn it down). (turn)

**Conversation 5**
A: The top on this bottle is too tight.
B: ________ (open) it. (open)
GRAMMAR

12.1 present perfect

Use the present perfect to talk about past occurrences in your life. Usually you don’t know or say exactly when they happened.

- You/year/month/year
- Yes
- No
- Peter studied Chinese last year.
- Peter hasn’t studied Chinese.

For regular verbs, the past participles are the same as the past simple.

Many common verbs have an irregular past participle form. Look at the list on page 27.

12.2 present perfect or past simple

Use the present perfect to talk about past occurrences in your life. You don’t say exactly when you travelled in South America.

Use the past simple if you say when something happened: I travelled in South America in May 2008.

When speaking, it is possible to start a conversation by asking a question in the present perfect and then asking about more details in the past simple.

A: Have you ever been to the USA?
B: Oh, yes! I went there last year.
A: When?
B: Yes, I went there in May 2008.

12.3 telephoning

Calling a friend

Hi, Philip. It’s Carla. Did you hear about the sale at the supermarket?

Calling back

Could you ring back? Just ask him/her to call me.

Leaving a message

Could I leave a message for her/him? Could you give me the number?

Practice

12.4 Write sentences in the present perfect.

1. You ever eat Japanese food?
2. You never drive across Europe many times
3. She ever go to England?
4. She three times/husbands
5. He once much money
6. She three times/husbands
7. We once to see Grand Canyon
8. We often eat in a restaurant
9. We ever/cell phone
10. My parents never use an iPod

12.5 Correct the mistakes in the conversation.

A: Have you ever been to Australia?
B: No, I haven’t. And you?
A: Yes, I
B: And have you gone to China, too?
A: No, but I know Korea.
B: You’ve been to many countries in your life.
A: Yes, but I haven’t.

12.6 Read the email and underlines the correct alternatives.

Hi Raula,

Thanks for the email. Luckily you’re going to Italy next month! You asked me about Venice. Yes, I’ve been there. I’ve been there for a long weekend last year. It’s was/has been/was the best time I’ve ever had/evah had. We visited the old bridges and old squares. I’ve even visited/as visited Venice. We have been there in 2005. It’s bigger than Venice, but I know you like old bridges and streets, so maybe you’d like Rome better. I’ve never been/as never been there before, but I want to go there one day. My next trip is going to Tivoli and the lake, but there isn’t/there is a view of the lake.

Send me some photos. Simon

Practice

12.7 Complete the sentences using the prompts in brackets.

1. Have you ever seen Gone of New York (you / see)
2. I saw it (you / see)
3. We two years ago (we / see)
4. We’d seen it (we / see)
5. I’ve never heard/as heard of this song.
6. Where are you going (you / go)
7. Their bows oxygen (they / get)
8. Have you finished/as finished your homework?
9. I’m going to go there (I / go)
10. I’m going to go there (I / go)

12.8 Complete Judy’s sentences. Then write the correct response from Dan.

Judy

1. Hi Dan, ________ July.
2. In July ________
3. Could I have ________ for you?
4. Dan, it’s important ________
5. Could you ask her to ________ me?
6. No, it’s 3351709

Dan

1. Hey! Yeah.
2. No, she’s gone out somewhere.
3. OK, I’ve got one.
4. No, she’s got her number!
5. Let me just look... OK, I’ve got one.
6. A message... Oh, I can’t find a pen. Could you ring me back?
1A. Match the countries with the letters on the map.

B. Complete the nationalities.

<table>
<thead>
<tr>
<th>Country</th>
<th>Nationality</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mexico</td>
<td>Spanish</td>
</tr>
<tr>
<td>2. Argentina</td>
<td>Argentinean</td>
</tr>
<tr>
<td>3. India</td>
<td>Indian</td>
</tr>
<tr>
<td>4. Australia</td>
<td>Australian</td>
</tr>
<tr>
<td>5. Russia</td>
<td>Russian</td>
</tr>
<tr>
<td>6. Canada</td>
<td>Canadian</td>
</tr>
<tr>
<td>7. Korea</td>
<td>Korean</td>
</tr>
<tr>
<td>8. Mexico</td>
<td>Mexican</td>
</tr>
<tr>
<td>9. Malawi</td>
<td>Malawian</td>
</tr>
</tbody>
</table>

12. Scotland | Scottish |
11. Poland | Polish |
13. Ireland | Irish |
14. Portugal | Portuguese |
15. Japan | Japanese |
16. Germany | German |
17. Greece | Greek |
18. Thailand | Thai |

EVERYDAY OBJECTS

1A. Match the everyday objects with the photos.

B. Complete the gaps with a, an or —.

1. ___ dictionary
2. ___ camera
3. ___ identity card
4. ___ tickets
5. ___ TV
6. ___ case (wallet pack)
7. ___ wheels
8. ___ glasses
9. ___ wallet
10. ___ comb
11. ___ driving licence
12. ___ keys
13. ___ chewing gum
14. ___ batteries
15. ___ credit card
16. ___ soccer
17. ___ receptionist
18. ___ nurse
19. ___ secretary (PA)
20. ___ engineer
21. ___ policer
22. ___ hairdresser
23. ___ chef
1A Look at the family tree and write the people in the correct space below.

1. ________ are Jane’s grandfather and grandmother.
2. ________ are Jane’s father and mother (parents).
3. ________ is Elizabeth’s husband.
4. ________ is John’s wife.
5. ________ are Elizabeth and Robert’s son and daughter.
6. ________ is Jane’s sister.
7. ________ is Amy’s brother.
8. ________ are Kate’s aunts and uncles.
9. ________ are Mark’s cousins.
10. ________ are Aunt Anna’s nephew and niece.

B. Choose one person from the family tree. Then, use the words in the box to write how he/she is related to the other people.

father, mother, wife, husband, parents, grandfather, grandmother, son, daughter, brother, sister, uncle, aunt, cousin, niece, nephew.

Robert is Maggie’s son. He’s Elizabeth’s brother.

1B. Now label the items of the furniture using the words in the box below.

armchair, bath, bed, carpet, ceiling, coffee table, desk, lamp, plant, rug, shower, sink, sofa, table, window, wardrobe.

2. Look at the pictures for thirty seconds. Then close your book and make a list of the furniture in each room.
SHOPS
1. Match the names of the shops with the photos.
   1. baker’s
   2. bookshop
   3. butcher’s
   4. chemist shop
   5. dry-cleaner’s
   6. electronics shop
   7. greengrocer’s

FOOD
7A. Write countable (c) or uncountable (u) next to each word.
   1. tomatoes
   2. potatoes
   3. carrots
   4. beans
   5. peas
   6. a cabbage
   7. a tomato
   8. corn on the cob
   9. a pepper
   10. an orange
   11. a pear
   12. a vase
   13. crisps
   14. biscuits
   15. nuts
   16. sugar
   17. rice
   18. pasta
   19. cereal
   20. herbs
   21. spices
   22. oil
   23. yogurt
   24. bread
   25. lemon
   26. prawns

B. Match the names of the food with the photos.
1. Label the photos using the words in the box.
   
   - tall, short, slim, overweight, straight hair, curly hair, long hair, short hair
   
   * also use thin, but thin is more positive
   ** fit is also possible but is very negative

2. Match the names of the clothes with the photos.
   1. coat
   2. shoe
   3. suit
   4. jacket
   5. trousers
   6. skirt
   7. tie
   8. top
   9. dress
   10. sweater
   11. shirt
   12. dress
   13. T-shirt
   14. coat

2. Write which words are adjectives (adj), uncountable nouns (unc), countable singular nouns (c), countable plural nouns (p).}

1. Match the names of the body parts with the photos.
   1. arm
   2. back
   3. ear
   4. eye
   5. face
   6. finger
   7. foot
   8. hand
   9. head
   10. knee
   11. leg
   12. elbow
   13. neck
   14. nose
   15. shoulder
   16. mouth
   17. thumb
   18. toe

2. What do you have one, two, eight and ten of? Make a list.
   - head, face, toe
9.3 A Student A: Think about your work. Write questions to ask your partner for the missing information.

1. What does he/she do?
2. Where does he/she work?
3. What time does he/she start?
4. What time does he/she finish?

9.3 B Student B: Think about your work. Write questions to ask your partner for the missing information.

1. What does he/she do?
2. Where does he/she work?
3. When does he/she start?
4. When does he/she finish?

10.3 C Student A: Ask Student B for the telephone numbers. Answer Student B’s questions.

A: What’s your phone number?
B: It’s … What’s Alumni’s phone number?
A: It’s …

10.3 D Student B: Ask Student A for the telephone numbers. Answer Student B’s questions.

A: What’s your phone number?
B: It’s … What’s Alumni’s phone number?
A: It’s …

9.2 Student A

2.2 A Student A: Read the text. Write questions to ask your partner for the missing information.

Jared’s a doctor—a flying doctor. He works in the Royal Flying Doctors of Australia and flies all over the country. He gets up at 6.45am, has a cup of coffee and goes to the airport. He flies to a health centre and spends work. He usually lands two to three places every day and sees fifteen to twenty patients. He has lunch at a hotel, but he has dinner at 8.30pm, in one of the places he visits and sometimes he sleeps there. Then he gets back to his house at 7am.

1.2 Student B

3.1 A Student A: You work at the Tourist Information Centre. Look at the information below. Answer Student B’s questions.

Harbour tour
Start time: 10.00am
Duration: 2 hours
Price: HK$300

Island tour
Start time: 2.00pm
Duration: 3 hours
Price: HK$300

1.1 Student B: Ask Student A how much a sandwich and a coffee cost.

9.1 C Student A

9.1 D Student B

8.1 A Student B: Ask Student A about the missing information. Complete your text.

B: Ask Student A about the missing information. Complete your text.

8.2 A Student A: You work at the Tourist Information Centre. Look at the information below. Answer Student B’s questions.

1. What does he/she do?
2. Where does he/she work?
3. What time does he/she start?
4. What time does he/she finish?

9.2 Madrid

2. The airport is at the north of the city.
3. The city is divided by the river.

5.1 A Student A: Ask Student B about the pictures on page 41. The museum is on the left of the pharmacy.

5.1 B Student B: Ask Student A about the pictures on page 41. The museum is on the left of the pharmacy.

5.2 Step 1: Choose a country. Step 2: Write a short story about it.
4.3

7A Student A: You are a shop assistant in a sports shop. Look at the things in the list below. Write down a different price for each. Then role-play the situation. Answer Student B’s questions. Begin the conversation. Great morning. Can I help you?

- a football: £10.99
- trousers: £35.99
- a swimming costume: £29.99
- a football shirt: £14.99

8 Now you are a customer in an electronics shop. Role-play the situation. Ask Student B questions and try to buy the things below. When you buy something, write the price.

- compact battery: £3.99
- blank CD: £1.99
- electronic dictionary: £29.99
- headphones: £14.99

4.4

7B Student B

1. Chocolate milkshake: £2.50
2. Burger: £3.50
3. Chips: £2.46
4. Smoothie: £1.35

4.5

7A Student A

‘I love Amsterdam’

- A 3-star hotel: £72 per night
- All public transport
- Free entry to one
- 2 free beer
- 1 free cup of coffee

5B Student B

(The underlined answers are correct)

1) a) 30 litres
   b) 35 litres
2) a) 1200 km
   b) 1400 km
3) a) over 700 litres
   b) over 700 litres
4) a) about 1200
   b) about 1200

4.6

7D Student B: Write the buildings on the map on page 11.

A 1 The school is opposite the pharmacy.
2. The park is behind the sports centre.

B Answer Student A’s questions. Then ask Student A about place below. Write them on your map.

- the museum
- the theatre

4.8

5 Student A: Ask and answer questions to compare your picture with Student B’s. Don’t look at Student B’s picture. Find eight differences in the pictures.

What’s Mike doing? What’s he wearing?

4.11

7B Look at the picture below for fifteen seconds. Then turn back to page 59 and correct the sentences.
1. Student B: read the text. Write questions to ask your partner for the missing information.

   When ... does she get up? 5. What time ... 7. When ... 
   Where ... 6. What time ... 8. Where ...
   4. What time ...

   2. Student C: describe someone with a pronunciation emphasis for Prague.

3. Student A: read the text. Circle the numbers in the box which are in the text.

4. Student B: read the text. Circle the numbers in the box which are in the text.

5. Student C: describe someone with a pronunciation emphasis for Prague.

6. Student A: read the text. Circle the numbers in the box which are in the text.

7. Student B: read the text. Circle the numbers in the box which are in the text.

8. Student C: describe someone with a pronunciation emphasis for Prague.

9. Student A: read the text. Circle the numbers in the box which are in the text.

10. Student B: read the text. Circle the numbers in the box which are in the text.

11. Student C: describe someone with a pronunciation emphasis for Prague.

12. Student A: read the text. Circle the numbers in the box which are in the text.

BIG is beautiful

FEAR 5

F or Tracy and Peter Lewis "BIG is beautiful" when you talk about families. They're got 12 children: 11 girls and a boy. Age range from daughter Shandie (12) to baby Carys (13).

Life in the Lewis house starts at 6.30 in the morning. Tracy serves the kids breakfast: 2

slices - 6 children have breakfast from 6.30 until 7. Then the other 6 have breakfast from 7 to 8.30. For breakfast make a cup of coffee and drink 2 cups of milk. Then Tracy makes packed lunches for the children and drives them all to school. At 9.30 she's back home and she's taking family dinner.

Tracy's Poppy's son, Charles (15), is in the only boy in the house. "I'm lucky because I've got my own bedroom. My brothers all share bedrooms. How do Charles's parents feel about their big family? They say, 'It's never boring in this house. It's great having everything together and I really enjoy being in such a large, happy family."

And the biggest problem? "Waiting for the bathroom!" The house has got only 1 bathroom.

SURVIVE AT SEA!

Surviving at sea is difficult. One of the biggest problems is the weather, food and drink. In cold weather, try to stay dry and never sit on the bottom of the boat - there's usually water dripping and you'll get wet. In hot weather, wear a hat and a shirt to cover your head and arms. Remember to use suncream and you won't get sunburnt.

Drinking enough is the most important thing. With waste oil and no food, you can die in 2 or 3 days without water. Your body needs a lot of water when you're relaxed and try to sleep a thousand. If you don't have water, don't eat because your body will use too much water to digest your food. Never drink seawater. It is salty and you'll get thirsty.

In the open sea, fish is your most important food and it's also easy to catch. Most fish are sea or sea and you can drink water from fish eyes as well. But never put rubbish into the water - sharks might come! Try not to move around too much because you don't want to fall off the raft with sharks near.
8.1

7 Student B: ask and answer questions to compare your picture with Student A’s. Don’t look at Student A’s picture. Find eight differences in the pictures.

What’s Mike doing? What’s he wearing?

11.3

6B Student A

Problem 1

It’s cold in here.

Problem 2

This computer doesn’t work.

Problem 3

It’s too noisy. The music’s too loud and I can’t concentrate.

12.3

7B Student B: answer Student A’s questions. Ask Student A for the telephone numbers.

A: What’s Sam’s phone number?

B: It’s … What’s Ahmed’s phone number?

A: It’s …

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone Number</th>
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</thead>
<tbody>
<tr>
<td>Sam</td>
<td>9240473</td>
</tr>
<tr>
<td>Ahmed</td>
<td></td>
</tr>
<tr>
<td>Nina</td>
<td>7886301</td>
</tr>
<tr>
<td>Chen</td>
<td></td>
</tr>
<tr>
<td>Simon</td>
<td>0463 3739912</td>
</tr>
<tr>
<td>Fatima</td>
<td></td>
</tr>
<tr>
<td>Yuko</td>
<td>00 44 281 6933</td>
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Speakout is a comprehensive six-level general English course for adults that builds confidence in speaking, listening, reading and writing using authentic materials from the BBC. With its wide range of support material, it meets the diverse needs of learners in a variety of teaching situations and helps to bridge the gap between the classroom and the real world.

The real world in your classroom

Authentic DVD material from the BBC provides the springboard for meaningful speaking and writing tasks. Downloadable Video podcasts of real-life interviews provide models of authentic English. In addition, regular work on listening and speaking strategies equips students for communication in the real world.

ActiveBook

- Students’ Book in digital format
- Integrated audio and video
- Video podcasts for your mobile phone

Components:

- Students’ Book with ActiveBook and DVD
- Students’ Book with ActiveBook, DVD and MySpeakoutLab
- Students’ Book Audio CDs
- Workbook with Audio CD (with and without key)
- Teacher’s Resource Book
- ActiveTeach

CEFR

<table>
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<tr>
<th>Level</th>
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<tr>
<td>A1</td>
<td>Starter</td>
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<tr>
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<td>Elementary</td>
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<tr>
<td>B1+</td>
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<td>Advanced</td>
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